



AGENDA

Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

Board Meeting #24

McCauley Chambers
Tuesday, June 18, 2013
1:00 p.m.

- A. O Canada 🇨🇦
- B. Roll Call
- C. Approval of the Agenda
- D. Recognition of National Aboriginal Day
 - 1. National Aboriginal Day
(Information – 30-minute presentation)
- E. Communications from the Board Chair
- F. Communications from the Superintendent of Schools
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8021] is required by noon Tuesday, June 18, 2013 to speak under this item.)
- H. Reports
 - 2. Report #12 of the Caucus Committee (From the Meeting Held June 11, 2013)
(Recommendation)
 - 3. Motion re Amiskwaciy Academy Base Rate
(Recommendation)
 - 4. Motion re Lease Rates
(Recommendation)
 - 5. Motion re Comprehensive School Health
(Recommendation)
 - 6. Approval of 2013-2014 Budget
(Recommendation)
 - 7. Policy Review Committee: Draft Board Policies HA.BP – Student Programs of Study and HAA.BP – Delivery of Student Programs of Study
(Recommendation)

BOARD OF TRUSTEES

Sarah Hoffman
Board Chair

Michael Janz
Board Vice-Chair

Heather MacKenzie
Caucus Chair

David Colburn
Leslie Cleary
Cheryl Johner
Catherine Ripley
Ken Shipka
Christopher Spencer

8. Policy Review Committee: Draft New Board Policy CNA.BP – Information Security (Recommendation)
 9. Senior High Locally Developed Courses (Recommendation)
 10. Closed Schools - Surplus Declaration (Recommendation)
 11. Response to Staff Group Budget Presentations (Information)
 12. Framework for Involvement in Site-Based Decision Making (Information)
 13. Community Relations Committee: School Tours (Information)
 14. Comparison of Allocations for 2013-2014 to 2012-2013 (Information – Response to Request for Information #282)
 15. Capital Reserve Funds (Information – Response to Request for Information #283)
 16. Lease Rates (Information – Response to Request for Information #287)
 17. Delegation of Authority – 2013 Summer Recess (Recommendation)
- I. Other Committee, Board Representative and Trustee Reports**
- J. Comments from the Public and Staff Group Representatives – 5:00 p.m.**
(NOTE: Pre-registration with the Board Office [780-429-8021] is required by noon Tuesday, June 18, 2013 to speak under this item.)
- K. Trustee and Board Requests for Information**
- L. Notices of Motion**
- M. Meeting Dates**
- N. Adjournment**

DATE: June 18, 2013

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: National Aboriginal Day

ORIGINATOR: Tanni Parker, Assistant Superintendent

RESOURCE STAFF: Mary Cardinal Collins, Eileen Marthiensen, Rosalind Smith, Corrie Ziegler

REFERENCE: [Truth and Reconciliation Commission](#)
[Where are the Children - Aboriginal Healing Foundation](#)
[We Were Children – National Film Board of Canada](#)

ISSUE

Recognition of National Aboriginal Day at the public board meeting.

BACKGROUND

Edmonton Public School Board has honoured National Aboriginal Day at the public board meeting closest to June 21 for the past six years. Each year a new teaching is introduced in collaboration with local Elders and the First Nation, Métis and Inuit staff. The teaching for the June 18, 2013 board meeting will focus on the Canadian history of residential schools.

The following information provides a background to the presentation:

In 1996, former Governor General Roméo A. Leblanc proclaimed June 21 to be marked each year in Canada as National Aboriginal Day. This date was selected to reflect Aboriginal peoples' observance of the summer solstice, an important time for many within Aboriginal communities. The significance of the event acknowledges the rights of Aboriginal peoples in Canada and celebrates the contributions and histories of the First Nation, Métis and Inuit in Canada.

“Residential schools for Aboriginal people in Canada date back to the 1870s. Over 130 residential schools were located across the country and the last school closed in 1996. These government-funded, church-run schools were set up to eliminate parental involvement in the intellectual, cultural, and spiritual development of Aboriginal children.

During this era, more than 150,000 First Nations, Métis, and Inuit children were placed in these schools often against their parents' wishes. Many were forbidden to speak their language and practice their own culture. While there is an estimated 80,000 former students living today, the ongoing impact of residential schools has been felt throughout generations and has contributed to social problems that continue to exist.

One June 11, 2008, Prime Minister Stephen Harper, on behalf of the Government of Canada, delivered a formal apology in the House of Commons to former students, their families, and communities for Canada's role in the operation of the residential schools”. (Truth and Reconciliation Commission of Canada)

CURRENT SITUATION

The June 18 teaching will begin with an informal luncheon for Trustees, Executive Team, FNMI and Diversity staff prior to the board meeting in the Conference Centre at 12:00 p.m.

The presentation will include the following:

- Opening remarks/prayer;
- History of residential schools;
- Intergenerational trauma;
- Truth and Reconciliation Commission;
- Resources;
- Gifting; and
- Closing.

KEY POINTS

- Edmonton Public School Board has honoured National Aboriginal Day at the public board meeting closest to June 21 for the past six years.
- The teaching for the June 18, 2013 board meeting will focus on the Canadian history of residential schools.
- History of residential schools and intergenerational trauma impacts First Nations, Métis, and Inuit students, parents and guardians in the District.

ATTACHMENTS & APPENDICES

N/A

EM:cs

DATE: June 18, 2013

TO: Board of Trustees

FROM: Trustee Heather MacKenzie, Caucus Committee Chair

SUBJECT: Report #12 of the Caucus Committee (From the Meeting Held June 11, 2013)

ORIGINATOR: Sandra Stoddard, Director Executive and Board Relations

REFERENCE: [Terms of Reference – Committee of the Whole – Caucus School Act](#) Section 61

RECOMMENDATION

- 1. That Report #12 of the Caucus Committee from the meeting held June 11, 2013 be received and considered.**
- 2. That the Board self-evaluation from June 17, 2013 to June 28, 2013 using the adopted self-evaluation instrument be confirmed.**

:mmf

DATE: June 18, 2013

TO: Board of Trustees

FROM: Trustee Heather MacKenzie

SUBJECT: Motion re Amiskwaciy Academy Base Rent

REFERENCE: [June 11, 2013 Board Report – Introduction of Review of Proposed 2013-2014 Budget](#)
[Trustees’ Manual – Meetings of the Board \(Notices of Motion\)](#)

ISSUE

Notice of motion was served at the June 11, 2013 board meeting.

RECOMMENDATION

- 1. That the Board seek Ministerial approval to use up to \$1,114,243.00 of Capital Reserve funds to pay for the 2013-2014 Amiskwaciy Base Rent. \$1,114, 243.00 will then be added to the FNMI per student allocation to schools from the \$7,127,751.00 general 2013-2014 budget allotment to First Nations, Métis and Inuit Education.**
- 2. That, in future years, the Amiskwaciy Base Rent be paid with funds other than those received from the province specifically for First Nations, Métis and Inuit Education.**

BACKGROUND

The FNMI funding provided from the Province is given “in addition to Base Instruction funding (and) is provided to address the costs associated with providing for the educational needs of eligible First Nations, Métis, and Inuit students/children” (see Attachment I).

EPSB receives funding for each self-identified FNMI child in the District and, in 2012-2013, EPSB began the practice of sending most of those funds directly out to schools based on the number of self-identified FNMI children in the school. EPSB has, however, used a proportion of the funds in past years to pay for the rent of Amiskwaciy.

CURRENT SITUATION

In 2013-2014 we are anticipating receiving \$7,513,300.00 in FNMI funds from the Province and, unless these recommendations are approved today, we are anticipating using \$1,114,243.00 of those or (approximately 15%) on the rent of Amiskwaciy (see Attachment II).

Given that we have now switched over to a model of largely allocating FNMI funds out to schools on a per pupil basis, it is no longer appropriate or consistent to use \$1,114,243.00 of the FNMI funds to serve Amiskwaciy Academy alone. Our current system of allocating rental funds from the FNMI dollars is not only inconsistent with our per-pupil FNMI allocation model, but it is also inconsistent with the ways in which the District allocates funds for all other District rental or lease spaces (ie. the Christian Schools). Amiskwaciy Academy is an important site for FNMI education in our District and the District should continue to fund the base rent for the site on an annual basis. However, these funds should be managed through other income in a similar manner to other District rental or lease sites and not through funds that are intended to go towards the educational needs of all FNMI students.

OPTIONS CONSIDERED

The following options have been considered as they are deemed the most admissible:

1. That we use Capital Reserves to correct our inconsistencies and pay the rent in 2013-2014, and find a means to support the Amiskwaciy rent through our operating budget in the future.
2. That we find funds in our operating budget other than the FNMI funds to correct our inconsistencies in 2013-2014 and into the future.

CONSIDERATIONS & ANALYSIS

Recognizing that these inconsistencies must be addressed as soon as possible, but that it is too late in the budget year to find the necessary funds for the base rent in our operating budget, I am recommending that we seek Ministerial approval for a one-time use of Capital Reserves to address this concern. Should Ministerial approval be given, EPSB would then be able to redirect much needed funds directly to the classrooms of our FNMI students across the District and take the next year to determine how to support the Amiskwaciy rent through other means.

NEXT STEPS

- 1) seek Ministerial approval for this one-time use of Capital Reserves
- 2) receive the approval and distribute the funds accordingly
- 3) distribute remaining FNMI funds on a per-FNMI-pupil basis to schools

ATTACHMENTS & APPENDICES

- ATTACHMENT I [Excerpt from Alberta Education Funding Manual for School Authorities 2013/2014 School Year - First Nations, Métis and Inuit Education Funding](#)
- ATTACHMENT II [Excerpt from June 11, 2013 Board Report – Introduction of Review of Proposed 2013-2014 Budget](#)

HMCK:mmf

Section 1.8 — First Nations, Métis and Inuit (FNMI) Education Funding

ALLOCATION FORMULA

FNMI Education Allocation	=	# of FTE FNMI children/students	X	FNMI Rate
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ALLOCATION CRITERIA

1. This funding is provided to assist school jurisdictions meet their local needs for FNMI students/children who may require program planning and instructional supports to achieve grade level expectations.
2. FNMI funding for **school jurisdictions** is based on the number of self-identified FNMI **FTE children/students**. Funding for level 2 **accredited funded private schools** is based on the number of self-identified FNMI **FTE students** only. Note: does not include FNMI **FTE children**.
3. The following types of self-identified FNMI students/children who reside off reserve are funded by Alberta Education and should be coded as follows:
 - a) Code 331 Aboriginal Learner – Status Indian/First Nations
 - b) Code 332 Aboriginal Learner – Non Status Indian/First Nations
 - c) Code 333 Aboriginal Learner – Métis
 - d) Code 334 Aboriginal Learner – Inuit.

These students/children are offered the option to self-identify through a signed declaration on the school registration form. **Schools** are then responsible to ensure that students and parents are provided with an opportunity annually to verify demographic information on the student record. This may be done in a variety of ways, depending on district procedures. For more information on annual verification please see the *Information for School Authorities* document on the Aboriginal Learner Data Collection Initiative (ALDCI) webpage.

4. **First Nations students who reside on a reserve** and who attend an Alberta school off reserve, are funded by the Government of Canada and do not qualify for funding under this section. These students should be coded 330 for funding purposes.
5. In addition to the 330 code, they should also be coded as 331 if they choose to self-identify for data collection purposes under the ALDCI. Therefore, both codes may be entered for these students and the 330 code will override the 331 for funding purposes.
6. **Funded students** enrolled in home education or **blended programs** are not eligible for funding under this section.

REFERENCES

[Aboriginal Learner Data Collection Initiative](#)

[The First Nations, Métis and Inuit Education Policy Framework](#)

[ALDCI Information for School Authorities](#)

Section 1.9 — Socio-Economic Status (SES) Funding

ALLOCATION FORMULA

SES Allocation	=	Incident Rate	X	FTE funded enrolment	X	SES Rate
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**Edmonton Public Schools
2013-2014 Proposed Budget
Direct School Allocations**

	Proposed 2013-2014	Revised 2012-2013	Variance \$	Variance %	Notes
School Allocations					
Kindergarten	\$ 18,886,545	\$ 19,902,457	\$ (1,015,912)	(5.1%)	
Elementary	126,442,455	130,844,487	(4,402,032)	(3.4%)	
Junior High	56,121,529	60,159,724	(4,038,195)	(6.7%)	
Senior High	85,206,856	92,153,156	(6,946,300)	(7.5%)	
Senior High Credit Adjustment	3,915,505	3,915,505	-	0.0%	
International Students	2,591,050	2,123,215	467,835	22.0%	
Special Needs Levels 3 - 8	177,054,219	183,816,334	(6,762,115)	(3.7%)	1
Institutions & Early Education (PUF) Allocations	36,288,310	34,423,986	1,864,324	5.4%	
Enrolment Adjustment	2,543,603	-	2,543,603	100.0%	2
Subtotal School Allocations	509,050,072	527,338,864	(18,288,792)	(3.5%)	
Other Supplemental School Allocations					
Base Allocation	48,837,523	-	48,837,523	100.0%	3
Class Size Funding	33,215,402	33,215,398	4	0.0%	
Plant Operation & Maintenance - Schools	16,223,624	29,867,517	(13,643,893)	(45.7%)	4
Inclusive Learning - Early Education	13,494,146	13,005,285	488,861	3.8%	
Multiple Program Allocation	-	10,624,707	(10,624,707)	(100.0%)	5
Literacy Intervention Program	-	8,651,314	(8,651,314)	(100.0%)	5
* First Nations, Metis and Inuit Education (FNMI)	7,127,751	7,144,524	(16,773)	(0.2%)	
* In-service/Professional Development	-	4,798,230	(4,798,230)	(100.0%)	
* Program Enhancement Allocations	7,146,121	7,848,502	(702,381)	(8.9%)	
* Other Miscellaneous Allocations	1,405,258	3,855,567	(2,450,309)	(63.6%)	
Edmonton Regional Educational Consulting Serv. (ERECS)	3,212,448	3,212,448	-	0.0%	
High Social Vulnerability	4,000,000	3,103,796	896,204	28.9%	6
Facility Use Payments - Christian Schools	1,319,148	1,319,148	-	0.0%	
Transitional Funding	3,969,457	-	3,969,457	100.0%	7
Teacher Aide	-	1,295,150	(1,295,150)	(100.0%)	5
City Centre Education Partnership (CCEP)	-	839,193	(839,193)	(100.0%)	6
Argyll Reach Out Support	400,000	400,000	-	0.0%	
Foundation Full Day Kindergarten Funding	300,000	-	300,000	100.0%	8
Learning Resource Credit	-	634,200	(634,200)	(100.0%)	
Outreach Program	377,838	377,838	-	0.0%	
Community Use of Schools	491,969	491,903	66	0.0%	
Subtotal Other Supplemental School Allocations	141,520,685	130,684,720	10,835,965	8.3%	
Subtotal School and Other Supplemental Allocations	650,570,757	658,023,584	(7,452,827)	(1.1%)	
School Generated Funds/External Revenues	34,788,010	37,984,015	(3,196,005)	(8.4%)	9
Total Direct School Allocations	\$ 685,358,767	\$ 696,007,599	\$ (10,648,832)	(1.5%)	

* See Attachment V^A - for a detailed breakdown of this line item

Edmonton Public Schools
2013-2014 Proposed Budget
Direct School Allocations
Detailed Breakdown - Other Supplemental School Allocations

	Proposed 2013-2014	Revised 2012-2013	Variance \$	Variance %	Notes
First Nations, Metis and Inuit Education (FNMI)					
FNMI Per Student	\$ 5,648,508	\$ 5,811,147	\$ (162,639)	(2.8%)	
Amiskwaciy Base Rent	1,114,243	1,103,377	10,866	1.0%	
Aboriginal Block Grant	365,000	230,000	135,000	58.7%	
	<u>\$ 7,127,751</u>	<u>\$ 7,144,524</u>	<u>\$ (16,773)</u>	<u>(0.2%)</u>	
In-service/Professional Development					
In-service Professional Development	\$ -	\$ 3,045,006	\$ (3,045,006)	(100.0%)	5
Alberta Initiative for School Improvement (AIS)	-	1,753,224	(1,753,224)	(100.0%)	10
	<u>\$ -</u>	<u>\$ 4,798,230</u>	<u>\$ (4,798,230)</u>	<u>(100.0%)</u>	
Program Enhancement Allocations					
New to District	\$ 3,361,490	\$ 3,361,490	\$ -	0.0%	11
Guaranteed Enrolment	3,046,709	3,046,709	-	0.0%	12
Outreach Directed Placement	126,875	336,150	(209,275)	(62.3%)	
Children and Youth with Complex Needs (CYCN)	-	500,000	(500,000)	(100.0%)	13
Transfers from Institutions	260,000	160,000	100,000	62.5%	
Establishment Facility Grant	150,000	56,666	93,334	164.7%	
Establishment Program Grant	100,000	100,000	-	0.0%	
New School Establishment Grant ASAP II	-	132,927	(132,927)	(100.0%)	
Mental Health Teacher	101,047	99,974	1,073	1.1%	
LY Cairns Grandfathered Students	-	54,586	(54,586)	(100.0%)	
	<u>\$ 7,146,121</u>	<u>\$ 7,848,502</u>	<u>\$ (702,381)</u>	<u>(8.9%)</u>	
Other Miscellaneous Allocations					
Other Services	\$ -	\$ 2,165,957	\$ (2,165,957)	(100.0%)	5
Addition to Basic	1,111,762	1,107,956	3,806	0.3%	
Music Enrichment	-	220,000	(220,000)	(100.0%)	5
Facility Allocations	293,496	293,496	-	0.0%	
Ballet Multiple Program	-	68,158	(68,158)	(100.0%)	5
	<u>\$ 1,405,258</u>	<u>\$ 3,855,567</u>	<u>\$ (2,450,309)</u>	<u>(63.6%)</u>	

**Notes to the
2013-2014 Proposed Budget
Direct School Allocations**

1 Special Needs Levels 3 - 8

This allocation category includes ELL, mild moderate and severe special needs. Compared to the prior year, student allocation rates for mild/moderate special needs coded students (levels 3-6) were reduced by an average of 4.6%, and severe special needs coded students (levels 7-8) were reduced by an average of 1.6%.

2 Enrolment Adjustment

This allocation was created by individual schools based on updating their forecasted enrolment vs. the projected enrolment figures that were used to allocate resources for the spring proposed budget. This amount will be re-allocated in the fall based on the September 30th enrolment.

3 Base Allocation

The base allocation is new for 2013-2014 and is intended to cover the unit cost of a school principal, head custodian and an administrative assistant. This allocation was created by consolidating and removing several previously existing allocations including multiple school programs, literacy intervention, teacher aide grant, and in-service/PD allocations to name a few.

4 Plant Operation & Maintenance (PO&M) - Schools

The head custodial portion of the PO&M Allocation (\$11 million) is now included in the new base allocation. The remaining decrease from prior year (\$2.6 million) reflects the reduction in anticipated funding from the Province.

5 Various Allocations in 2012-2013

Allocation was removed and consolidated into the new base allocation for 2013-2014.

6 High Social Vulnerability/City Centre Education Partnership (CCEP)

The High Social Vulnerability allocation is intended to provide assistance to schools based on an index of nine indicators of social vulnerability. For 2013-2014 the allocation includes funds previously allocated as CCEP, the total amount was then allocated to schools with a high social vulnerability population of at least 30% (vs. 20% in 2012-2013).

7 Transitional Funding

This allocation is only for 2013-2014 and is intended to assist schools with transitioning to the new budget allocation model. For the spring proposed budget, \$1.1 million has already been allocated directly to the schools that received an allocation reduction of greater than 7% as a percentage of normalized enrolment. The remaining \$2.9 million falls under the responsibility of the Assistant Superintendents to address enrolment pressures or other emergent issues in the fall.

8 Foundation Full Day Kindergarten Funding

For 2013-2014 the Foundation support is being reflected as an allocation vs. being included as external revenue budgeted by the schools. The Foundation will provide \$100,000 to each of the three schools to support a full day kindergarten program for 2013-2014.

9 School Generated Funds/External Revenues

The decrease of 8.4% from prior year represents a combination of school generated funds and external revenues. School generated funds comprise \$25 million and are funds raised in the community for expenditures at the school level. School external revenues (\$9.8 million) include board approved textbook rental fees, lunch program fees, grants, as well as school lease rentals. The majority of the decrease in this category is due to the removal of one-time conditional grants included in 2012-2013 for special school projects.

10 Alberta Initiative for School Improvement (AISI) Project

This funding was suspended effective April 1, 2013, therefore, projects to support these initiatives within EPSB will not be continued.

11 New to District

Consistent with the prior year allocation amount, this is related to students new to Edmonton Public as of September 30, 2013. Schools have 90 days to submit applications to apply for special needs funding for these students.

12 Guaranteed Enrolment

Consistent with the prior year, this allocation provides a guaranteed amount of funds for approved special education programs where due to low student enrolment, the student driven allocation is not able to support the program. The guaranteed enrolment is provided based on 12 students for mild-moderate funded special education programs and 7 students for severe funded special education programs. If the number of students registered in a special education program does not generate the guaranteed level of funding for that program, the school will receive funds to reach the guaranteed level.

13 Children and Youth with Complex Needs (CYCN)

CYCN and Student Health funding from the Province have been discontinued and have been replaced by a Regional Collaborative Service Delivery (RCSA) funding model.

DATE: June 18, 2013

TO: Board of Trustees

FROM: Trustee Christopher Spencer

SUBJECT: Motion re Lease Rates

REFERENCE: June 11, 2013 Board Meeting
[Trustees' Manual – Meetings of the Board \(Notices of Motion\)](#)

ISSUE

Notice of motion was served at the June 11, 2013 board meeting.

RECOMMENDATION

The District continues to recognize the importance of wraparound service providers in its schools and would welcome discussions with its tenants and the provincial and municipal governments on achieving affordable and sustainable lease rates.

ATTACHMENTS & APPENDICES

ATTACHMENT I September 27, 2011 Board Report – Leasing Summary 2010-2011

CS:mmf

DATE: September 27, 2011

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Leasing Summary 2010-2011

ORIGINATOR: Brian Smith, Executive Director, Finance and Infrastructure

RESOURCE STAFF: Trudy Desmond, Roland Labbe, Lorne Parker, Cindy Skolski

REFERENCE: Board Policy JG.BP – Community Use of District Schools, Trustee Request #18

ISSUE

Space leased in district operational schools and non-operational district facilities is reported to the board annually. This report summarizes the active leases for the 2010-2011 school term.

BACKGROUND

The District has established a four-year lease revenue and distribution cycle for lease rate review and implementation. This cycle provides stable, transparent lease rates for both tenants and the District. Lease rates and revenue distribution is based on the principle of cost-recovery of actual operation and capital costs incurred by the District to accommodate tenants. The plan allows for a school to recover the same amount of revenue regardless of which category the lease falls into. Attachment I outlines lease rates by category with 2010-2011 rates. Attachment II provides the four-year implementation plan for lease rates. The next review is scheduled to be conducted in 2012-2013, using 2011-2012 unit costs and market comparisons.

The leasing rate structure reflects the following:

- lease rates take into consideration some level of subsidy by the District for those tenants providing educational services aligned with the District's goals
- for-profit tenants continue to carry the full cost of operating space
- utility costs recovered from tenants is credited to DU 378, Utility Management
- all custodial funds collected from tenants that purchase custodial service from the District are directed to the school providing the service

A formal lease is not required when family and student services are provided in school space by non-profit agencies that do not impact a school's space utilization. For example, mentorship, hot lunch and paired reading programs are arranged with a school through a Memorandum of Understanding, or Letter of Agreement (Category G). These programs add valuable services to support students and learning without occupying instructional space during the school day, as services are typically provided outside of school hours or in non-classroom space.

CURRENT SITUATION

The 2010-2011 school year was the second of a four year lease rate implementation plan. A detailed list of leases in operational schools and non-operational facilities by category is provided (Attachment III). Surplus space for lease in operational schools is identified by the principal.

The following chart summarizes leases and licenses in operational (Categories A to J) and non-operational schools (Category K). Category H does not bring in additional revenue to the District as it is a transfer of funds between decision units in the amount of \$54,989.09.

Lease Category	Number of Leases	Square Meters	Revenue	Square Meters Exempt
Category A	21	4,988.44	\$211,834.56	4,988.44
Category B	20	2,014.44	\$65,160.00	2,014.44
Category C	44	9,843.09	\$533,978.01	8,859.39
Category D	47	7,592.91	\$650,382.65	0
Category E	3	1,028.40	\$46,254.12	1,028.40
Category F	21	3,482.30	\$210,914.14	2,592.20
Category G	12	3,957.10	\$0.00	842.50
Category H	4	1,315.77	\$0.00	837.53
Category I	0	0	\$0.00	0
Category J	17	11,073.55	\$267,678.82	0
Category K	17	34,588.32	\$1,391,212.63	n/a
TOTALS	206	79,884.32	\$3,377,414.93	21,162.90

KEY POINTS

In 2010-2011, the following results are detailed:

- The current leased space constitutes approximately 4.4 per cent of the total area of district operational school buildings.
- The number of leases and licenses increased marginally to 206 from 200 in 2009-2010
- The amount of space under lease in operational schools decreased to 45,296 square meters from 45,801 square meters in 2009-2010, while revenue increased to \$1,986,202 from \$1,755,876.
- The amount of space leased in whole or in part at eleven non-operational schools increased to 34,588.32 square metres from 28,252.60 square meters in 2009-2010, while revenues increased to \$1,391,212 from \$1,084,978 in 2009-2010. A list of non-operational schools uses in 2010-2011 is provided (Attachment IV).
- The portion of lease revenue recovered for utilities was approximately \$326,156; these funds are used to address utility costs incurred by the District in leased space.
- The portion of lease revenue recovered for capital renewal of leased space was approximately \$675,878; these funds are used to address the capital costs incurred by the District in leased space.
- Eighteen leases in operational schools contracted custodial support from the District. The portion of revenue collected for custodial support in leased space was approximately \$76,922. The portion for custodial support collected for licenses was \$149,084. Licensee use typically takes place on weekends so custodial time is calculated at time and a half.

- Phase I of the new Leasing Database was implemented; additional lease categories have been introduced to ensure that the new software can recognize and calculate space electronically.
- Lease documents were developed to include “Schedule D - Tenant Improvements” to ensure that:
 - district standards are followed;
 - approved vendors and products are used;
 - OHS and Worker Compensation requirements are applied; and
 - District Collective Bargaining Agreements are respected.

New initiatives for the 2011-2012 school year include:

- Researching and developing a process that will communicate to current and future tenants the Board approved requirement that *“Those organizations leasing or licensing space must provide evidence of recognized, acceptable, social and ethical standards through policies, practices and procedures.”*
- Re-writing current lease documents in plain language, and including a clause that addresses the social and ethical standards requirement.
- The District will initiate discussions with Provincial Licensing to request Daycare and Out of School Care operators to use district approved Green Cleaning procedures.
- The Province informed the District of changes to provincial funding support for leases of jurisdiction-owned facilities to Charter and Francophone jurisdictions:
 - During 2010-2011, the Province supported lease costs for other jurisdictions to use Edmonton Public School space based on our district’s approved leasing rates.
 - The new support funding structure will be phased in as lease agreements expire.
 - The expectation is that the host jurisdiction would charge \$1 a year for annual rent.
 - The host jurisdiction will see the building reactivated as eligible for Infrastructure Maintenance and Renewal (IMR) funding based on regular IMR factors identified in the School Capital Manual (student count, area, age and condition of building).
 - The new level of support will result in a reduction of \$323,094.26 in 2011-2012 from the lease of Sherbrooke School to Aurora Charter School Society.
 - Full implementation will result in a net loss of \$855,706.55 in revenue by the end of 2012-2013.
- A plan will be developed to centralize lease agreements that the District is a lessee and leaseholder.
- The sale of Bellevue and North Edmonton schools will be completed the 2011-2012 school year
- The disposition of Prince Rupert, Wellington, and Ritchie schools in accordance with the *School Act* and the *Joint Use Agreement: Land* will continue during.

ATTACHMENTS & APPENDICES

- ATTACHMENT I Lease rate by Category (2010-2011 Rates)
- ATTACHMENT II Lease Revenue and Revenue Distribution Phase-In Plan
- ATTACHMENT III 2010-2011 Leasing Summary
- ATTACHMENT IV Use of Non-Operational Schools
- APPENDIX I Trustee Request #18

CS:gm

LEASE RATES BY CATEGORY (2010-2011 Rates)

- CATEGORY A: Educational Services Partnerships**
Leases with agencies that provide co-curricular programs and educational services under a formal interagency partnership agreement with Edmonton Public Schools.
- Examples: Head Start Programs, Literacy Programs
- RATE: \$2.50 per square meter per month exclusive of custodial services
- CATEGORY B: Pre-Kindergarten Educational Programs and Child Care Providers**
Leases with operators of licensed pre-kindergarten educational programs, daycare and out of school care centers by a non-profit organization.
- Examples: Springhill Nursery School Society, Ottewell Community League Playschool
- RATE: \$3.00 per square meter per month exclusive of custodial services
- CATEGORY C1: Part-time Licenses for child care services**
Licenses by a non-profit organization for use that is less than 65 per cent of the school week and in which the school shares access to the same space for the balance of the school week.
- Examples: YMCA Out of School Care Centre, Thorncliffe After-School Care Association
- RATE: \$3.00 per square meter per month exclusive of custodial services.
GST is charged
- CATEGORY C2: Full-time leases for daycare, out of school care, kindercare or other child care service centres by a non-profit organization.**
- Examples: Kameyosek Out of School Association, Balwin Community Playschool
- RATE: \$4.60 per square meter per month exclusive of custodial services
- CATEGORY C3: Blended Rate of C1 and C2**
- CATEGORY D1: Part-time leases for daycare, out of school care, kindercare or pre-kindergarten programs by a for-profit organization.**
- Examples: Oxford Child Development Centre Ltd., Little Professor Childcare Inc.
- RATE: \$4.00 per square meter per month part-time use exclusive of custodial services
GST is charged

CATEGORY D2: Full-time leases for daycare, out of school care, kindercare or pre-kindergarten programs by a for-profit organization.

Examples: Duggan Out of School Care, Jolly Enterprises Ltd.

RATE: \$8.00 per square meter per month exclusive of custodial services

CATEGORY D3: Blended Rate of D1 and D2

CATEGORY E: Public Sector Services

Leases with other levels of government to provide public services for the community at large.

Examples: Public Health Clinics, Government offices

RATE: \$6.60 per square meter per month exclusive of custodial services

CATEGORY F: General

Leases with tenants that are not represented in the other categories.

Examples: Society offices, Religious organizations and Churches, Francophone School District

RATE: \$8.00 per square meter per month exclusive of custodial services

CATEGORY G: Direct Service to Students, Space in Kind (MOU)

Full or Part-time agreements with tenants that provide direct services to district students and require space within the school setting and where the school has chosen not to collect a lease revenue for the space.

Examples: Big Brothers Big Sisters Mentoring; E4C ArtStart

RATE: \$1.00 per term exclusive of custodial services

CATEGORY H: Decentralized Administration

District Decision Units who use office, storage or program space within an operational or closed school.

Examples: IISLE Consultants; Consulting Services; Metro Continuing Education

RATE: \$20.22 per square meter per annum exclusive of custodial services

CATEGORY I: Adult Day Care Programs

Leases for adult day programs by not-for-profit organizations

Examples: Victorian Order of Nurses Day Support Program

RATE: \$4.60 per square meter per month exclusive of custodial service

CATEGORY J: Language School & Church Part-time Licenses
Hourly use of operational school space by non-for-profit Language Schools and Religious Organizations, usually on weekends

Examples: River Community Church, Edmonton Hispanic Bilingual School

RATE: Blended rate of \$8.00 per square meter per month pro-rated plus custodial overtime costs. 100% revenue to schools
GST is charged

CATEGORY K: Leases in closed building

Examples: Aurora Charter School and Suzuki Charter School Society

RATE: \$75.32 per square meter per year as outlined in the provincial manual

ALL OF THE ABOVE RATES ARE FOR GROSS RENT IN OPERATIONAL SCHOOLS. Gross rent is defined as basic rent for the demised space as outlined in the lease agreement including utilities (except telephone or computer service). The school district provides for the maintenance of the foundation, major mechanical, electrical and plumbing components of the building as well as access to common areas for entry and washrooms.

GST is charged to all part-time leases and part-time licenses.

LEASE REVENUE AND REVENUE DISTRIBUTION

LEASE RATES PHASE-IN PLAN

CATEGORY	SEPTEMBER, 2008 (CURRENT)	SEPTEMBER, 2009	SEPTEMBER, 2010	SEPTEMBER, 2011	SEPTEMBER, 2012	Subsidized By District
A	\$2.00	\$2.25	\$2.50	\$2.75	\$3.00	Y
B	\$2.50	\$2.75	\$3.00	\$3.25	\$3.50	Y
C	\$4.00	\$4.30	\$4.60	\$4.90	\$5.20	Y
D	\$7.50	\$7.75	\$8.00	\$8.25	\$8.50	N
E	\$6.00	\$6.30	\$6.60	\$6.90	\$7.20	N
F	\$7.50	\$7.75	\$8.00	\$8.25	\$8.50	N

Lease rates and level of subsidy based on model of lease categories approved by Board in 2003

Rates are per square meter per month.

LEASE REVENUE DISTRIBUTION PLAN

CATEGORY	SEPTEMBER, 2008 (CURRENT)	SEPTEMBER, 2009	SEPTEMBER, 2010	SEPTEMBER, 2011	SEPTEMBER, 2012	Subsidized By District
A	Utilities = \$1.09 School = \$0.89 Capital = \$0.00	Utilities = \$0.75 School = \$1.50 Capital = \$0.00	Utilities = \$0.80 School = \$1.70 Capital = \$0.00	Utilities = \$0.80 School = \$1.95 Capital = \$0.00	Utilities = \$1.05 School = \$1.95 Capital = \$0.00	Y
B Part Time Use	Utilities = \$1.09 School = \$0.89 Capital = \$0.00	Utilities = \$0.61 School = \$1.95 Capital = \$0.19	Utilities = \$0.61 School = \$1.95 Capital = \$0.44	Utilities = \$0.61 School = \$1.95 Capital = \$0.69	Utilities = \$0.61 School = \$1.95 Capital = \$0.94	Y
C	Utilities = \$1.09 School = \$0.89 Capital = \$2.81	Utilities = \$1.00 School = \$1.95 Capital = \$1.35	Utilities = \$1.10 School = \$1.95 Capital = \$1.55	Utilities = \$1.15 School = \$1.95 Capital = \$1.80	Utilities = \$1.21 School = \$1.95 Capital = \$2.04	Y
D	Utilities = \$1.09 School = \$0.89 Capital = \$2.81	Utilities = \$1.21 School = \$1.95 Capital = \$4.59	Utilities = \$1.21 School = \$1.95 Capital = \$4.84	Utilities = \$1.21 School = \$1.95 Capital = \$5.09	Utilities = \$1.21 School = \$1.95 Capital = \$5.34	N
E	Utilities = \$1.09 School = \$0.89 Capital = \$2.81	Utilities = \$1.21 School = \$1.95 Capital = \$3.14	Utilities = \$1.21 School = \$1.95 Capital = \$3.44	Utilities = \$1.21 School = \$1.95 Capital = \$3.74	Utilities = \$1.21 School = \$1.95 Capital = \$4.04	N
F	Utilities = \$1.09 School = \$0.89 Capital = \$2.81	Utilities = \$1.21 School = \$1.95 Capital = \$4.59	Utilities = \$1.21 School = \$1.95 Capital = \$4.84	Utilities = \$1.21 School = \$1.95 Capital = \$5.09	Utilities = \$1.21 School = \$1.95 Capital = \$5.34	N

OPERATIONAL SCHOOLS

School	Tenant	Lease Category	Start Date	End Date	Total Revenue	Area	Prov Exempt
Abbott	ABC HEAD START SOCIETY	A	01-Jul-10	30-Jun-11	\$4,386.00	146.20	YES
Abbott	BEN CALF ROBE SOCIETY	A	01-May-10	30-Apr-11	\$4,033.66	73.10	YES
Allendale	EDMONTON CITY CENTRE CHURCH CORPORATION	A	01-Sep-10	31-Aug-11	\$9,042.43	162.40	YES
Avonmore	WALDORF EDUCATION SOCIETY OF EDMONTON	A	01-Sep-10	31-Aug-11	\$1,905.00	76.20	YES
Belmead	BEN CALF ROBE SOCIETY	A	01-Sep-10	31-Aug-11	\$4,253.95	76.40	YES
Calder	OLIVER CENTRE - EARLY LEARNING PROGRAMS FOR CHILDREN & FAMILIES SOCIETY	A	01-Jul-10	30-Jun-11	\$11,308.61	203.10	YES
Donnan	A.A.D. PROGRAM O/A THE HOCKEY PROGRAM	A	01-Sep-10	31-Aug-11	\$2,601.00	86.70	YES
Grace Martin	ABC HEAD START SOCIETY	A	01-Aug-10	31-Jul-11	\$4,386.00	146.20	YES
Kameyosek	ABC HEAD START SOCIETY	A	01-Aug-10	31-Jul-11	\$4,539.00	151.30	YES
LaPerle	ABC HEAD START SOCIETY	A	01-Jul-10	30-Jun-11	\$9,465.60	170.00	YES
Lorelei	ABC HEAD START SOCIETY	A	01-Sep-10	31-Aug-11	\$9,276.29	166.60	YES
Lymburn	ABC HEAD START SOCIETY	A	01-Sep-10	31-Aug-11	\$4,410.00	147.00	YES
McKee	ABC HEAD START SOCIETY	A	01-Jul-10	30-Jun-11	\$9,120.38	163.80	YES
Mee-Yah-Noh	ABC HEAD START SOCIETY	A	01-Sep-10	31-Aug-11	\$4,971.00	165.70	YES
Queen Alexandra	EDMONTON AND DISTRICT HISTORICAL SOCIETY	A	01-Sep-10	30-Jun-11	\$10,980.00	439.20	YES
Queen Alexandra	EDMONTON AND DISTRICT HISTORICAL SOCIETY	A	01-Sep-10	31-Aug-11	\$2,478.00	82.60	YES
Queen Alexandra	EDMONTON AND DISTRICT HISTORICAL SOCIETY	A	01-Sep-10	30-Jun-11	\$1,575.00	63.00	YES
Sherwood	BENT ARROW TRADITIONAL HEALING SOCIETY	A	01-Sep-10	31-Aug-11	\$3,875.33	69.60	YES
Vimy Ridge Academy	A.A.D. PROGRAM O/A THE HOCKEY PROGRAM	A	01-Sep-10	31-Aug-11	\$7,828.20	260.94	YES
Vimy Ridge Academy	EDMONTON SCHOOL OF BALLET SOCIETY	A	01-Sep-09	31-Aug-13	\$93,570.50	1,997.80	YES
Weinlos	ABC HEAD START SOCIETY	A	01-Sep-10	31-Aug-11	\$7,828.61	140.60	YES
SUBTOTAL					\$211,834.56	4,988.44	
Allendale	DIE KLEINE KINDERSCHULE/KINDERGARTEN SOCIETY	B	01-Sep-10	30-Jun-11	\$2,547.00	84.90	YES
Braemar	OTTEWELL COMMUNITY LEAGUE	B	01-Sep-10	30-Jun-11	\$2,559.00	85.30	YES
Britannia	MONTESSORI & ME PRESCHOOL SOCIETY OF EDMONTON	B	01-Aug-10	31-Aug-11	\$8,683.20	241.20	YES

School	Tenant	Lease Category	Start Date	End Date	Total Revenue	Area	Prov Exempt
Forest Heights	DIE KLEINE KINDERSCHULE/KINDERGARTEN SOCIETY	B	01-Sep-10	30-Jun-11	\$2,283.00	76.10	YES
Gold Bar	GOLD BAR FOUR YEAR OLD PLAYSCHOOL ASSOCIATION	B	01-Sep-10	31-May-11	\$2,251.80	83.40	YES
Grovenor	FIRST DISCOVERIES PRESCHOOL SOCIETY	B	01-Jul-10	30-Jun-11	\$3,038.40	84.40	YES
Hardisty	CAPILANO COMMUNITY LEAGUE	B	01-Sep-10	30-Jun-11	\$1,920.00	64.00	YES
King Edward Elementary	STRATHCONA NURSERY SCHOOL, THE	B	01-Sep-10	30-Jun-11	\$4,602.00	153.40	YES
LaPerle	LAPERLE COMMUNITY PLAYSCHOOL	B	01-Sep-10	31-Aug-11	\$2,833.20	78.70	YES
Lymburn	CALLINGWOOD LYMBURN COMMUNITY LEAGUE	B	01-Sep-10	30-Jun-11	\$3,034.20	101.14	YES
Malmo	MALMO PRE-KINDERGARTEN PARENT ASSOCIATION	B	01-Aug-10	31-Jul-11	\$2,908.80	80.80	YES
McKee	DISCOVERY PLACE PRE-SCHOOL SOCIETY OF EDMONTON	B	01-Sep-10	01-Jul-11	\$2,457.00	81.90	YES
Meadowlark	MEADOWLARK COMMUNITY LEAGUE	B	01-Sep-10	30-Jun-11	\$2,118.00	70.60	YES
Mill Creek	CAMINITOS PLAYSCHOOL SOCIETY	B	01-Sep-10	30-Jun-11	\$2,535.00	84.50	YES
Parkallen	GREEN CIRCLE PRESCHOOL ASSOCIATION, THE	B	01-Jul-10	30-Jun-11	\$2,750.40	76.40	YES
Princeton	BALWIN COMMUNITY LEAGUE	B	01-Sep-10	30-Jun-11	\$2,508.00	83.60	YES
Queen Alexandra	SPRINGHILL NURSERY SCHOOL SOCIETY	B	01-Jul-10	30-Jun-11	\$6,649.20	184.70	YES
Rio Terrace	DIE KLEINE KINDERSCHULE/KINDERGARTEN SOCIETY	B	01-Sep-10	30-Jun-11	\$2,631.00	87.70	YES
Rutherford	BONNIE DOON PLAYSCHOOL ASSOCIATION	B	01-Sep-10	30-Jun-11	\$3,852.00	128.40	YES
Sweet Grass	GREENFIELD COMMUNITY NURSERY SCHOOL (GREENFIELD COMBINATION HOME-CENTRE)	B	01-Jul-10	30-Jun-11	\$2,998.80	83.30	YES
Subtotal					\$65,160.00	2,014.44	
Delwood	YOUNG MEN'S CHRISTIAN ASSOCIATION OF EDMONTON, THE	C1	01-Sep-10	31-Aug-11	\$2,844.00	79.00	NO
Elizabeth Finch	YOUNG MEN'S CHRISTIAN ASSOCIATION OF EDMONTON, THE	C1	01-Sep-10	31-Aug-11	\$8,197.20	227.70	NO

School	Tenant	Lease Category	Start Date	End Date	Total Revenue	Area	Prov Exempt
Esther Starkman	YOUNG MEN'S CHRISTIAN ASSOCIATION OF EDMONTON, THE	C1	01-Sep-10	31-Aug-11	\$8,197.20	227.70	NO
McKee	EDMONTON IMMIGRANT SERVICES ASSOCIATION	C1	07-Sep-10	23-Jun-11	\$2,949.00	98.30	NO
Thorncliffe	THORNCLIFFE AFTER-SCHOOL CARE ASSOCIATION	C1	01-Aug-10	31-Jul-11	\$5,828.40	161.90	NO
Windsor Park	WINDSOR PARK AFTER SCHOOL CARE	C1	01-Sep-10	30-Jun-11	\$0.00	189.10	No
Afton	EDMONTON AFTER SCHOOL CARE ASSOCIATION	C2	01-Jul-10	30-Jun-11	\$10,819.20	196.00	YES
Athlone	MCCAULEY COMMUNITY AFTER SCHOOL CARE ASSOCIATION	C2	01-Sep-10	31-Aug-11	\$4,289.04	77.70	YES
Avonmore	CHILDREN'S TOY CHEST SOCIETY	C2	01-Aug-10	31-Jul-11	\$4,206.24	76.20	YES
Delwood	YOUNG MEN'S CHRISTIAN ASSOCIATION OF EDMONTON, THE	C2	01-Sep-10	31-Aug-11	\$6,154.80	111.50	YES
Earl Buxton	YOUNG MEN'S CHRISTIAN ASSOCIATION OF EDMONTON, THE	C2	01-Sep-10	31-Aug-11	\$11,150.40	202.00	YES
Evansdale	PARKDALE AFTER SCHOOL CARE SOCIETY (EDMONTON)	C2	01-Sep-10	31-Aug-11	\$4,225.10	83.50	YES
Forest Heights	YOUNG MEN'S CHRISTIAN ASSOCIATION OF EDMONTON, THE	C2	01-Sep-10	31-Aug-11	\$8,401.44	152.20	YES
Garneau	GARNEAU AFTER SCHOOL CENTRE	C2	01-Sep-10	31-Aug-11	\$18,690.72	338.60	YES
Garneau	GARNEAU/UNIVERSITY CHILD CARE CENTRE	C2	01-Jul-10	30-Jun-13	\$17,371.44	314.70	YES
George P. Nicholson	YOUNG MEN'S CHRISTIAN ASSOCIATION OF EDMONTON,	C2	01-Sep-02	31-Aug-27	\$59,562.99	487.00	YES
Hardisty	FULTON AFTER SCHOOL ASSOCIATION	C2	01-Sep-10	30-Jun-11	\$4,554.00	99.00	YES
John A. McDougall	DUCK INN SOCIETY, THE	C2	01-Aug-10	31-Jul-11	\$20,677.92	374.60	YES
Kameyosek	KAMEYOSEK OUT OF SCHOOL ASSOCIATION	C2	01-Sep-10	31-Oct-10	\$681.72	74.10	YES
King Edward Elementary	KING EDWARD CHILD CARE SOCIETY	C2	01-Aug-10	31-Jul-11	\$18,565.97	336.34	YES
Lansdowne	LANSDOWNE CHILD CARE & FAMILY CENTRE SOCIETY	C2	01-Aug-10	31-Jul-11	\$31,734.48	574.90	YES
Lendrum	GREENFIELD SCHOOL AGE DAY CARE ASSOCIATION, THE	C2	01-Jul-10	30-Jun-11	\$13,732.10	248.77	YES

School	Tenant	Lease Category	Start Date	End Date	Total Revenue	Area	Prov Exempt
Malmo	GREENFIELD SCHOOL AGE DAY CARE ASSOCIATION, THE	C2	01-Aug-10	31-Jul-11	\$17,641.92	319.60	YES
McArthur	MCCAULEY COMMUNITY AFTER SCHOOL CARE ASSOCIATION	C2	01-May-10	30-Apr-11	\$9,107.28	166.80	YES
McKee	MCKEE AFTER SCHOOL PROGRAM	C2	01-Jul-10	30-Jun-11	\$11,260.80	204.00	YES
McKernan	ALBERTA ADAPTABILITIES ASSOCIATION	C2	06-Jul-10	20-Aug-10	\$2,220.35	279.70	YES
McKernan	MCKERNAN CHILD CARE SOCIETY	C2	01-Sep-10	30-Jun-11	\$5,614.42	83.30	YES
Meadowlark	EDMONTON AFTER SCHOOL CARE ASSOCIATION	C2	01-Aug-10	31-Jul-11	\$12,431.04	225.20	YES
Mount Pleasant	YOUNG MEN'S CHRISTIAN ASSOCIATION OF EDMONTON, THE	C2	01-Sep-10	31-Aug-11	\$14,512.08	262.90	YES
Overlanders	YOUNG MEN'S CHRISTIAN ASSOCIATION OF EDMONTON, THE	C2	01-Sep-10	31-Aug-11	\$8,484.24	153.70	YES
Parkallen	YOUNG MEN'S CHRISTIAN ASSOCIATION OF EDMONTON, THE	C2	01-Sep-10	31-Aug-11	\$12,475.20	226.00	YES
Richard Secord	RICHARD SECORD OUT OF SCHOOL CARE SOCIETY	C2	01-Aug-10	31-Jul-11	\$13,380.48	242.40	YES
Steinhauer	YOUNG MEN'S CHRISTIAN ASSOCIATION OF EDMONTON, THE	C2	01-Sep-10	31-Aug-11	\$9,196.32	166.60	YES
Stratford El/Jr	YOUNG MEN'S CHRISTIAN ASSOCIATION OF EDMONTON, THE	C2	01-Sep-10	31-Aug-11	\$10,824.72	196.10	YES
Victoria	MONARCH CHILD CARE SOCIETY	C2	01-Sep-10	31-Aug-11	\$20,653.50	449.00	YES
Westglen	YOUNG MEN'S CHRISTIAN ASSOCIATION OF EDMONTON, THE	C2	01-Aug-10	31-Jul-11	\$32,325.12	585.60	YES
Westlawn	BRITANNIA A.M.I. MONTESSORI SCHOOL SOCIETY	C2	01-Jul-10	30-Jun-11	\$5,415.12	98.10	YES
Westmount	ABORIGINAL YOUTH & FAMILY WELL BEING & EDUCATION SOCIETY	C2	01-Oct-10	31-Aug-11	\$0.00	72.00	YES
Windsor Park	UNIVERSITY AND COMMUNITY DAY CARE SOCIETY	C2	01-Jul-10	30-Jun-11	\$9,742.80	176.50	YES
York	NORTH EAST CHILD CARE SOCIETY	C2	01-Aug-10	31-Jul-11	\$9,991.20	181.00	YES

School	Tenant	Lease Category	Start Date	End Date	Total Revenue	Area	Prov Exempt
Bannerman	EDMONTON CITY CENTRE CHURCH CORPORATION	C3	01-Sep-10	31-Aug-11	\$11,743.78	145.20	YES
Brander Gardens	BRANDER GARDENS AFTER SCHOOL PARENTS ASSOCIATION	C3	01-Aug-10	31-Jul-11	\$8,024.72	94.60	YES
Inglewood	COMMUNITY OPTIONS - A SOCIETY FOR CHILDREN AND FAMILIES	C3	01-Aug-10	31-Jul-11	\$7,961.76	174.60	YES
Oliver	OLIVER CENTRE - EARLY LEARNING PROGRAMS FOR CHILDREN & FAMILIES SOCIETY	C3	01-Jul-10	30-Jun-11	\$38,137.80	609.38	YES
SUBTOTAL					\$533,978.01	9,843.09	
Duggan	1128302 ALBERTA LTD. O/A DUGGAN OUT OF SCHOOL CARE	D1	01-Sep-10	30-Jun-11	\$3,420.00	85.50	NO
Grovenor	799505 ALBERTA LTD. AND NORAWANDA PARAS	D1	08-Aug-10	31-Jul-11	\$4,190.40	87.30	NO
Lynnwood	OXFORD CHILD DEVELOPMENT CENTRE LTD.	D1	01-Jul-10	30-Jun-11	\$4,984.00	89.00	NO
Minchau	653733 ALBERTA LTD. MINCHAU DAYCARE	D1	01-Sep-10	30-Jun-11	\$3,100.00	77.50	NO
Avonmore	AVONMORE CHILDREN'S WORLD LTD.AND ANGELA LAKUSTA	D2	01-Aug-10	31-Jul-11	\$7,296.00	76.00	NO
Baturyn	LITTLE EINSTEINS CHILDCARE AT CASTLEDOWNS INC	D2	01-Sep-10	31-Aug-11	\$9,067.20	94.45	NO
Belvedere	1124457 ALBERTA LTD AND VIRENDA & SNEH VERMA	D2	01-Jun-10	31-May-11	\$8,167.48	85.30	NO
Brookside	BROOKSIDE MONTESSORI CHILDREN'S CENTRE	D2	01-Jun-10	31-May-11	\$15,511.50	162.00	NO
Delton	DELTON DAYCARE LTD. AND ALPIA NADELA	D2	01-Jul-10	30-Jun-11	\$32,092.80	334.30	NO
Delwood	CANADA AROUND THE WORLD SERVICES (CAWS) INC.	D2	01-Jul-10	30-Jun-11	\$8,380.80	87.30	NO
Delwood	DAY CARE SKAZKA INC.	D2	01-Aug-10	31-Jul-11	\$7,584.00	79.00	NO
Donnan	ENTRON ENTERPRISES INC. AND MOHMOOD LALANI	D2	01-Oct-10	31-Aug-11	\$7,131.60	84.90	NO
Dovercourt	BAMBY DAY CARE CENTRE LTD. AND SHYAMA GOONAWARDENA	D2	01-Jul-10	30-Jun-11	\$14,764.80	153.80	NO
Duggan	1128302 ALBERTA LTD	D2	01-Nov-10	31-Aug-11	\$14,104.00	176.30	NO
Duggan	JOLLY ENTERPRISES LTD	D2	01-Jul-10	30-Jun-11	\$22,435.20	233.70	NO
Ekota	548872 ALBERTA LTD. AND ELIZABETH JONES AND PIA LAUE	D2	01-May-10	30-Apr-11	\$6,828.25	71.50	NO

School	Tenant	Lease Category	Start Date	End Date	Total Revenue	Area	Prov Exempt
Ellerslie Primary (South)	SUNNY START PRESCHOOL LTD	D2	01-Jul-10	30-Jun-11	\$11,147.20	105.70	NO
Elmwood	RUNDLE HEIGHTS OUT OF SCHOOL CARE INC. AND ANGELINE FERGUSON	D2	01-Sep-10	31-Aug-11	\$6,825.60	71.10	NO
Gold Bar	GOLD BAR DAYCARE AND AFTER SCHOOL CARE LIMITED AND NAGINDER SANGHA	D2	01-Aug-10	31-Jul-11	\$24,000.00	250.00	NO
Grovenor	799505 ALBERTA LTD. AND NORAWANDA PARAS	D2	01-Aug-10	31-Jul-11	\$16,483.20	171.70	NO
Highlands	JSP INVESTMENTS LTD. O/A MONTROSE DAYCARE	D2	01-Aug-10	31-Jul-11	\$19,046.40	198.40	NO
J. A. Fife	LAGO LINDO SCHOOL CARE LTD. AND KRISHNASAMY NAIDOO	D2	01-Sep-10	31-Aug-11	\$15,955.20	166.20	NO
James Gibbons	993562 ALBERTA LTD. AND LUCY YU LIU	D2	01-Sep-10	31-Aug-11	\$12,691.20	132.20	NO
Julia Kiniski	BURNWOOD TINY TREASURES PLAYSCHOOL INC.	D2	01-Sep-10	31-Aug-11	\$15,473.27	161.18	NO
Keheewin	LITTLE EINSTEINS OSC AT KEHEEWIN INC	D2	01-Sep-10	30-Jun-11	\$6,032.00	75.40	NO
Kensington	KENSINGTON DAY CARE (1999) LTD.	D2	01-Oct-10	31-Aug-11	\$9,234.40	164.90	NO
Laurier Heights	LAURIER HEIGHTS OUT OF SCHOOL CARE LTD.	D2	01-Aug-10	31-Jul-11	\$16,012.80	166.80	NO
Lynnwood	OXFORD CHILD DEVELOPMENT CENTRE LTD.	D2	01-Jul-10	30-Jun-11	\$6,864.00	71.50	NO
Malmo	MARIA MONTESSORI SCHOOL INC. AND KATE PEARSON	D2	01-Jul-10	30-Jun-11	\$7,766.40	80.90	NO
McKee	MCKEE CHILD CARE CENTRE LTD.	D2	01-Jul-10	30-Jun-11	\$20,004.48	362.40	NO
Mee-Yah-Noh	LITTLE PROFESSORS CHILDCARE INC. AND RENATA SZWEDOWICZ	D2	01-Aug-10	31-Jul-11	\$7,608.40	82.70	NO
Meyonohk	1056345 ALBERTA LTD. AND PASA LAU	D2	01-Sep-10	31-Aug-11	\$8,064.00	84.00	NO
Mill Creek	COUNTRY'S FINEST CHILD CARE CENTRE LTD. AND DIANE ELLENDT-COOPER	D2	01-Jul-10	30-Jun-11	\$41,558.40	432.90	NO
Mount Royal	LITTLE EINSTEINS CHILDCARE AT MOUNT ROYAL INC	D2	01-Aug-10	31-Jul-11	\$10,330.63	153.46	NO
Ormsby	1425151 ALBERTA LTD O/A SUNNY VIEW CHILD DEVELOPMENT	D2	01-Aug-10	31-Jul-11	\$8,408.65	87.59	NO

School	Tenant	Lease Category	Start Date	End Date	Total Revenue	Area	Prov Exempt
Princeton	EMJA DAY CARE CENTRE LTD. AND CYNTHIA NAIDOO	D2	01-Sep-10	31-Aug-11	\$9,120.00	95.00	NO
Queen Alexandra	ARGYLL MONTESSORI SCHOOL LTD. AND NAZNIN SABUR	D2	01-Aug-10	31-Jul-11	\$18,585.60	193.60	NO
Rideau Park	1326414 ALBERTA LTD. & RUPINDER KAUR	D2	01-Sep-10	30-Jun-11	\$5,544.00	69.30	NO
Rio Terrace	OXFORD CHILD DEVELOPMENT CENTRE LTD.	D2	01-Jul-10	30-Jun-11	\$21,984.00	229.00	NO
Riverdale	524409 ALBERTA LTD. AND MIROSLAWA ZASEPA	D2	01-Aug-10	31-Jul-11	\$6,215.04	64.74	NO
Rutherford	350512 ALBERTA INC. AND NURALI AND KHATOON MURJI	D2	01-Aug-10	31-Jul-11	\$15,340.80	159.80	NO
Sherwood	LITTLE EINSTEINS CHILDCARE AT SHERWOOD INC	D2	01-Sep-10	30-Jun-11	\$5,592.00	69.90	NO
Sweet Grass	MARIA MONTESSORI SCHOOL INC. AND KATE PEARSON	D2	01-Jul-10	30-Jun-11	\$15,993.60	166.60	NO
Waverley	WAVERLEY DAY CARE CENTRE LTD. AND FARIDABANU MERALI	D2	01-Aug-10	31-Jul-11	\$43,488.00	453.00	NO
Youngstown	960751 ALBERTA LTD. AND ANNA STACHAL	D2	01-Aug-10	31-Jul-11	\$23,798.40	247.90	NO
Coronation	568114 ALBERTA LTD AND DAVID J.M. NEWMAN	D3	01-Aug-10	31-Jul-11	\$19,124.00	169.00	NO
Ellerslie Primary (South)	ELLERSLIE OUT OF SCHOOL CARE LTD	D3	01-Jul-10	30-Jun-11	\$33,032.95	678.19	NO
SUBTOTAL					\$650,382.65	7,592.91	
Elmwood	EDMONTON REGIONAL LEARNING CONSORTIUM	E	01-Sep-10	31-Aug-11	\$16,893.36	284.40	YES
Geroge P. Nicholson	ALBERTA HEALTH AUTHORITY	E	01-Sep-02	31-Aug-27	\$0.00	357.00	YES
Westlawn	CAPITAL HEALTH AUTHORITY	E	01-Sep-10	31-Aug-15	\$29,360.76	387.00	YES
SUBTOTAL					\$46,254.12	1,028.40	
Academy at King Edward	FRINGE THEATRE ADVENTURES	F	25-Jul-11	26-Aug-11	\$4,920.61	341.00	NO
Amiskwaciy Academy	KIRKNESS LAKE VENTURES	F	21-Jul-10	26-Jul-10	\$0.00	1.00	NO
Amiskwaciy Academy	KOKOPELLI CHOIR ASSOCIATION	F	01-Sep-10	31-Aug-11	\$9,225.60	96.10	YES
Braemar	PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA	F	01-Aug-10	31-Jul-11	\$15,840.00	165.00	YES
Ellerslie Primary (South)	CROSSROADS CHRISTIAN ASSEMBLY	F	01-Aug-10	31-Jul-11	\$21,734.40	226.40	YES

School	Tenant	Lease Category	Start Date	End Date	Total Revenue	Area	Prov Exempt
Ellerslie Primary (South)	CROSSROADS CHRISTIAN ASSEMBLY	F	01-Oct-10	31-Aug-11	\$7,576.79	86.10	YES
Elmwood	THE DINNER OPTIMIST CLUB OF EDMONTON ALTA	F	01-Jun-10	31-May-11	\$6,807.82	71.10	YES
Elmwood	ZION APOSTOLIC ARK PENTECOSTAL CHURCH	F	01-Aug-10	31-Aug-10	\$6,825.60	71.10	YES
Garneau	WENDY GERVAIS	F	01-Sep-10	30-Jun-11	\$1,184.00	14.80	NO
Hardisty	HARDISTY GYMNASTICS CLUB	F	01-Sep-10	31-Aug-11	\$787.20	8.20	YES
Hardisty	YOUNG LIFE OF CANADA	F	01-Sep-10	31-Aug-11	\$4,319.64	35.50	YES
Highlands	CHILD FIND ALBERTA SOCIETY	F	01-May-10	31-Aug-11	\$4,883.25	38.30	YES
J. Percy Page	BIG BROTHERS BIG SISTERS OF EDMONTON	F	04-Jul-11	28-Jul-11	\$4,102.53	305.30	YES
King Edward Elementary	FRINGE THEATRE ADVENTURES	F	25-Jul-11	26-Aug-11	\$4,675.50	450.00	NO
Lawton	VINEYARD CHRISTIAN FELLOWSHIPS OF EDMONTON (EDMONTON VINEYARDS)	F	01-Sep-10	31-Aug-11	\$36,825.60	383.60	YES
Malcolm Tweddle	READING & WRITING CONSULTANTS INC.	F	01-Jul-10	30-Jun-11	\$7,996.80	83.30	NO
Rio Terrace	GERMAN LANGUAGE SCHOOL SOCIETY OF EDMONTON	F	01-Sep-10	31-Aug-11	\$1,852.80	19.30	YES
Victoria	EDMONTON POTTERS' GUILD, THE	F	01-Nov-10	31-Aug-11	\$13,464.00	168.30	YES
Vimy Ridge Academy	GUARDIANS OF 810 ROYAL CANADIAN AIR CADETS SQUADRON SOCIETY	F	01-Jun-10	31-May-11	\$8,680.00	108.50	YES
Vimy Ridge Academy	NAVY LEAGUE OF CANADA, STRATHCONA BRANCH	F	01-Jun-10	31-May-11	\$9,312.00	116.40	YES
Westmount	YOU CAN EDMONTON	F	01-Sep-10	31-Aug-11	\$39,900.00	693.00	YES
SUBTOTAL					\$210,914.14	3,482.30	
Ab School for Deaf	CONNECT SOCIETY	G	01-Jun-10	31-Dec-11	\$0.00	585.10	NO
Abbott	KIDS IN ACTION - HOPE MISSION	G	01-Sep-10	30-Jun-11	\$0.00	300.00	NO
Belvedere	KIDS IN ACTION - HOPE MISSION	G	01-Sep-10	30-Jun-11	\$0.00	220.20	NO
Braemar	TERRA ASSOCIATION	G	01-Sep-10	31-Aug-11	\$0.00	842.50	YES
McKee	BIG BROTHERS BIG SISTERS OF EDMONTON	G	01-Jul-10	30-Jun-11	\$0.00	81.90	NO
Meadowlark	EDMONTON CHINESE CULTURAL & HERITAGE ARTS SOCIETY	G	20-Sep-10	27-Jun-11	\$0.00	128.00	NO

School	Tenant	Lease Category	Start Date	End Date	Total Revenue	Area	Prov Exempt
Princeton	KIDS IN ACTION - HOPE MISSION	G	01-Sep-10	30-Jun-11	\$0.00	293.40	NO
R. J. Scott	Ben Calf Robe Society	G	01-Sep-10	30-Jun-11	\$0.00	72.60	NO
Rundle	KIDS IN ACTION - HOPE MISSION	G	01-Sep-10	30-Jun-11	\$0.00	325.00	NO
Sifton	KIDS IN ACTION - HOPE MISSION	G	01-Sep-10	30-Jun-11	\$0.00	422.70	NO
Spruce Avenue	Family Centre of Northern Alberta	G	01-Sep-10	30-Jun-11	\$0.00	320.00	NO
Youngstown	BOYS & GIRLS CLUBS OF EDMONTON	G	09-Sep-10	23-Jun-11	\$0.00	365.70	NO
SUBTOTAL					\$0.00	3,957.10	
Amiskwaciy Academy	KINDERGARTEN INCLUSIVE DEVELOPMENT SERVICES	H	01-Jul-10	30-Jun-11	\$20,040.00	342.53	YES
Killarney	EDMONTON STUDENT HEALTH INITIATIVE PARTNERSHIP (ESHIP)	H	01-Sep-10	31-Aug-11	\$8,849.52	192.80	YES
Sakaw	Metro Continuing Education	H	01-Apr-10	31-Mar-11	\$19,342.38	478.24	NO
Waverley	KINDERGARTEN INCLUSIVE DEVELOPMENT SERVICES	H	01-Sep-10	31-Aug-11	\$6,757.19	302.20	YES
SUBTOTAL	Transfer of funds between DU no additional revenue to the district \$54,989.09				\$0.00	1,315.77	
Braemar	GABRIELA MISTRAL LATIN AMERICAN SCHOOL	J	11-Sep-10	28-May-11	\$20,704.90	1,412.70	NO
Britannia	REAL ESTATE TRAINING INSTITUTE	J	01-Sep-10	31-May-11	\$9,868.25	162.20	NO
Earl Buxton	RIVERBEND BAPTIST CHURCH	J	12-Sep-10	12-Dec-10	\$4,027.94	391.00	NO
George H. Luck	BEULAH ALLIANCE CHURCH	J	5-Sep-10	28-Aug-11	\$28,969.02	425.00	NO
J. Percy Page	EDMONTON KOREAN LANGUAGE SCHOOL	J	10-Sep-10	27-May-11	\$9,471.74	367.76	NO
John D. Bracco	CLAREVIEW EVANGELICAL FREE CHURCH	J	5-Sep-10	28-Aug-11	\$13,245.44	300.00	NO
Kildare	EDMONTON LIVING FOUNTAIN ALLIANCE CHURCH	J	5-Sep-10	28-Aug-11	\$19,254.56	354.90	NO
King Edward Elementary	OLD STRATHCONA VINEYARD CHRISTIAN FELLOWSHIP	J	4-Sep-10	15-Jul-11	\$23,330.56	427.70	NO
Lawton	VINEYARD CHRISTIAN FELLOWSHIPS OF EDMONTON	J	05-Sep-10	28-Aug-11	\$9,701.12	466.40	NO
Lillian Osborne	THE RIVER COMMUNITY CHURCH	J	5-Sep-10	28-Aug-11	\$38,918.40	818.00	NO
Londonderry	CROSSPOINT CHURCH	J	27-Feb-11	30-Jun-11	\$9,844.81	877.67	NO
McKernan	EDMONTON HISPANIC BILINGUAL ASSOCIATION	J	20-Sep-10	7-Jun-11	\$19,182.60	1,101.40	NO
Meyonohk	NATHAN CAO	J	14-Sep-10	21-Jun-11	\$437.00	80.00	NO

School	Tenant	Lease Category	Start Date	End Date	Total Revenue	Area	Prov Exempt
Parkview	EDMONTON CHINESE ALLIANCE CHURCH	J	5-Sep-10	29-May-11	\$21,195.84	1,260.77	NO
Richard Secord	THE ASSOCIATION OF METRO EDMONTON JAPANESE ...	J	3-Sep-10	24-Jun-11	\$11,896.80	1,205.95	NO
Westlawn	RUSSIAN CANADIAN ASSOCIATION OF ALBERTA	J	11-Sep-10	28-May-11	\$11,357.64	637.90	NO
Westmount	NORWOOD CHINESE EDUCATION ASSOCIATION	J	1-Sep-10	30-Jun-11	\$16,272.20	784.20	NO
SUBTOTAL					\$267,678.82	11,073.55	

NON-OPERATIONAL SCHOOLS

Alex Taylor	E4C	K	1-Sep-01	31-Aug-21	\$0.00	4,253.00	n/a
Bellevue	DISTINCTIVE EMPLOYMENT SERVICES	K	01-Sep-04	30-Sep-11	\$106,799.16	2,542.80	n/a
Capilano	SUZUKI CHARTER SCHOOL SOCIETY	K	01-Sep-10	31-Aug-11	\$257,458.80	3,418.20	n/a
Donald Ross	Sun & Moon Visionary	K	01-May-10	01-Feb-11	\$26,666.64	1,092.00	n/a
Fulton Place	ALBERTA CAREGIVERS ASSOCIATION	KF	01-Jul-10	30-Jun-11	\$15,878.40	204.62	n/a
Fulton Place	INSTRUCTION BY DESIGN	KF	01-Feb-11	31-Aug-11	\$1,814.09	14.55	n/a
Fulton Place	LEARNING DISABILITIES ASSOCIATION OF ALBERTA - EDMONTON CHAPTER	KF	01-Sep-10	31-Aug-11	\$15,148.80	157.80	n/a
Fulton Place	S. S. DANCE EXPERIENCE COMMUNITY CLUB	KF	01-Sep-10	30-Jun-11	\$31,184.00	389.80	n/a
Fulton Place	VICTORIAN ORDER OF NURSES FOR CANADA - WESTERN REGION	KI	26-Jul-10	25-Jul-11	\$8,192.14	161.90	n/a
Fulton Place Annex	FULTON AFTER SCHOOL ASSOCIATION	K	01-Jun-10	31-May-15	\$0.00	876.60	n/a
McCauley	CHILD SERVICES/ALTA INFRASTRUCTURE	KE	01-Sep-10	31-Aug-11	\$8,395.08	82.89	n/a
McCauley	MULTICULTURAL HEALTH BROKERS CO-OPERATIVE LTD	KC3	01-Sep-10	31-Aug-11	\$8,924.40	493.46	n/a
North Edmonton	EXCEL Society	K	01-Sep-10	31-Aug-11	\$139,749.00	3,769.50	n/a
Parkdale	ALBERTA HEALTH SERVICES, REAL ESTATE AND LEASING - NORTH	KE	04-Jan-11	30-Jun-11	\$21,221.64	535.90	n/a
Ritchie	CONSEIL SCOLAIRE CENTRE-NORD	K	01-Aug-10	31-Jul-12	\$329,811.22	4,378.80	n/a
Sherbrooke	Aurora Charter School Society	K	01-Mar-07	31-Aug-11	\$419,969.26	5,999.10	n/a
Wellington	City of Edmonton	K	01-Mar-07	28-Feb-13	\$0.00	6,217.40	n/a
SUBTOTAL					\$1,391,212.63	34,588.32	
TOTAL REVENUE					\$3,377,414.93	79,884.32	

Use of Non-Operation District Facilities 2010-2011

During 2010-2011, there were 11 non-operational schools leased in whole or in part to outside organizations, five schools completely utilized by district staff, and three buildings vacant.

- Alex Taylor School is leased to the Edmonton City Centre Church Corporation with permission to sub-let to numerous community service based not-for-profit organizations.
- Bellevue School is leased to Distinctive Employment Counseling Services Association. Planning is coordinating the sale of a portion of the site to the current tenant within the *Joint Use Agreement: Land* process for disposition and the *School Act*.
- Capilano School is leased by Suzuki Charter School Society effective September 2010.
- Donald Ross School is under lease to the Sun and Moon Visionaries Aboriginal Artisans.
- Eastwood School potential future use is being explored.
- Fulton Place School (2010) is utilized by Human Resources and is leased to a variety of tenants: The Victorian Order of Nurses, The Alberta Caregivers, The Learning Disabilities Association of Alberta – Edmonton Chapter, S.S. Dance Experience and L'Arche Association of Edmonton.
- Idylwylde School is fully utilized by Metro Continuing Education, which also uses a portion of Vimy Ridge Academy.
- McCauley School (2010) serves as a *Transition Centre for Immigrant and Refugee Students and Families*, and is leased to the Multicultural Health Brokers Cooperative, and Child Services.
- Newton School is fully utilized by three field teams of Consulting Services which includes two offices of Edmonton Student Health Initiative Partnership (ESHIP) staff.
- North Edmonton School is leased to Excel Society for redevelopment into a seniors' assisted care facility. Redevelopment is underway. Planning is coordinating the sale within the *Joint Use Agreement: Land* process for disposition and the *School Act*.
- Parkdale School is leased to Alberta Health Services for staff training.
- Prince Rupert School is vacant and is undergoing the disposition process.
- Queen Mary Park School is utilized by Student Information, Resource Development Services, Human Resources Employee Assistance, and accommodates satellite programming for the Bennett Centre.
- Ritchie School building is leased to the Conseil scolaire Centre-Nord and Old Ritchie is vacant. Both sites are undergoing the disposition process.
- Sherbrooke School is leased to Aurora Charter School and continues to accommodate the Shumka Ukrainian Dancers as a sub-let.
- Terrace Heights School serves as the Argyll Home Education Centre at Terrace Heights providing distance learning programs.
- Wellington School is leased by the City of Edmonton and has been sub-let by the City to the Winifred Stewart School and the Council for the Advancement of African Canadians in Alberta. This site is undergoing the disposition process.
- Woodcroft School is being fully utilized by the Institute for Innovation in Second Language Education (IISLE) which houses language consultants and learning resources for the District.

TRUSTEE REQUEST #18, NOVEMBER 16, 2010, (TRUSTEE CLEARY) PROVIDE AN UPDATED VERSION OF THE LEASING SUMMARY BOARD REPORT DATED JUNE 15, 2010. THIS UPDATE SHOULD ALSO INCLUDE INFORMATION REGARDING WHO DETERMINES THE RATES AND CATEGORIES FOR THESE SPACES. THE UPDATE SHOULD INCLUDE INFORMATION PERTAINING TO THE ORIGINAL STRATHEARN, RITCHIE, MCCAULEY, FULTON PLACE AND CAPILANO SCHOOLS.

Lease rates are applied when surplus space within an operational school is provided to third-parties and service providers in a dedicated fashion. A formal lease is not required when family and student services are provided in school space by non-profit agencies that do not impact a school's space utilization. For example, mentorship, hot lunch and paired reading programs are arranged with a school through a Memorandum of Understanding or Letter of Agreement. These programs add valuable services to the school but do not take away classroom space from school use, as services are typically provided outside of school hours.

The District has established a four-year lease revenue and distribution cycle for lease rate review and implementation. This cycle provides stable, transparent lease rates for both tenants in district facilities and the District. Lease rates and revenue distribution is based on the principle of cost-recovery of actual operation and capital costs incurred by the District to accommodate tenants. The next review is scheduled to be conducted in 2012-2013, using 2011-2012 unit costs and market comparisons. The following information provides a summary of the history of district lease rates and reviews.

History of District Leasing Rates

1982

Minimum leasing rates were approved by the Board in 1982. At that time, there were three categories of leases: playschools, non-profit organizations and for-profit child care.

1995

In 1995, the District reviewed unit costs for the District to provide space within an operational school and compared rates with other school districts, as well as commercial rent rates in the Edmonton market. At the time, there were high commercial vacancy rates and low demand on EPSB space, except for community playschool programming. Rates were not adjusted from the minimum rates approved in 1982. Lease revenue stayed with the school and schools were authorized to charge above the minimum rate. There continued to be three categories of leases.

2003

An extensive review of lease rates was conducted in 2002-2003. As part of the review, consideration was given to each of the following factors to establish either an upward or downward trend in costs over a five-year rate:

- Unit costs to operate space in an operational school
- Unit costs for school-to-pay items versus unit costs paid centrally

- Comparison of lease rates charged by other school districts in Alberta
- Comparison of commercial lease rates for government space
- Analysis of annual inflation rates for utilities, lease rates and construction factors

Consultation was done by survey or direct contact/interview with various groups, including:

- CUPE Local 474 (custodial)
- Partnership Organizations (YMCA, Success by Six, etc.)
- Current tenants with the District
- Facilities Services
- Budget Services
- Financial Services
- Principals and senior administration

A summary of the 2002-2003 review concluded that unit costs had increased dramatically since 1982 and adjustments were required to bring rates closer to cost recovery. Board and senior administration desired to subsidize non-profit child care and community-based playschools, as well as partnership agencies. While daycare businesses wished to have all daycares under the same fee schedule, there was a desire by the District to encourage the non-profit sector with a subsidized rate. A separation of revenue was identified as a requirement in a new lease rate structure, in order to direct some lease revenue to the central decision units paying for utilities, Infrastructure Maintenance Renewal (IMR) and other costs that were recentralized from a school-to-pay system. Tenants were clear that they could not handle large increases to lease costs, and required time to phase in any changes. Principals stated they needed a phase-in of the change in revenue to their schools.

As a result of the 2002-2003 review, a four-year phase-in plan was established with projected revenue and revenue distribution plans communicated to principals and tenants. The review also led to an increase in the number of lease categories and rates from three to five. Financial Services and Leasing directed a portion of lease revenue to the appropriate decision units bearing space operation costs. There was no loss of tenants due to the increased lease rates. A regular review of unit costs and lease rates on a four-year cycle was established by the District.

2008-2009

In January 2009, the Superintendent of Schools approved another four-year lease revenue and distribution plan. The first year of implementation for the current four-year lease rate was the 2009-2010 school year. The review utilized the same analysis and consultation approach for the 2003 review. Details of the analysis of operating and capital costs are provided as supplemental information (Attachment I).

An analysis of unit operating costs for the 2006-2007 fiscal year concluded that:

- water, heat, and electrical utilities increased from \$1.09 per square meter per month to \$1.21 per square meter per month or approximately 10 per cent;

- school-to-pay costs increased from \$0.89 per square meter per month to \$1.95 per square meter per month, taking into account staff time, waste disposal costs and care of common areas;
- capital costs increased from \$2.81 per square meter per month to \$7.37 per square meter per month, based on construction costs for material and labour;
- custodial costs increased from \$1.50 per square meter per month to \$1.73 per square meter per month without compensation for supplies used.

A portion of the costs for capital and IMR projects were considered and incorporated into the new rates. A comparison with other school district lease rates in Alberta and commercial rates was completed. The following chart compares lease rates with other school districts and the commercial market at the time of the 2008 review.

	Edmonton Public (proposed)	Edmonton Catholic	Calgary Board of Education	Elk Island SD	St. Albert Protestant	Commercial NET*
Partnership	\$3.00	\$4.51 to \$5.61	\$2.55	\$4.60	\$6.67	\$10.31/m ²
Playschools	\$3.50	\$4.51	\$2.55	\$4.60	As above	\$10.31/m ²
Non-Profit Child Care	\$5.20	\$5.61	\$5.10	\$4.60	As above	\$10.31/m ²
For-Profit Child Care	\$8.50	\$9.46	\$8.96	\$11.04	As above	\$10.31/m ²
Government	\$7.20	\$9.46	\$8.96	\$11.04	As above	\$17.93/m ²
Other	\$8.50	\$9.46	\$8.96	\$11.04	As above	\$17.93 to \$31.38/m ²

Commercial rates from CBRE Commercial Real Estate Market View, August 2008.

* NET rates do not include utilities or operational costs.

All other rates are quoted Gross (utilities included).

As with the 2002-2003 review, the current four-year plan for lease rates and revenue distribution was based on the principle of cost recovery of actual operation and capital costs incurred by the District. The rate increases were not as steep as in 2003. Rates and revenue distribution were recommended for implementation over a four-year implementation plan. The approved rates and distribution of revenue plan was communicated to each tenant and principal in writing, outlining the four-year plan. The number of lease categories and rates was expanded from five to ten.

The current leasing rate structure reflects the following:

- custodial service fees charged out by schools has been adjusted to include a portion of the cleaning supplies cost with the new per square meter rate of \$2.14 per month
- rates for a reduced level of custodial service are quoted to tenants separately (some tenants only request custodial services to cover heavy cleaning and floor refinishing)
- lease rates take into consideration some level of subsidy by the District for those tenants providing educational services aligned with the District's goals
- for-profit tenants continue to carry the full cost of operating space
- the distribution of lease revenue recognizes the increased cost to schools to operate the leased space and to accommodate a tenant in the building

- recovery of utilities for part-time licenses has been reduced to half since the space is being shared with the school
- the school-to-pay costs are fully recovered and credited to the school for leases that are subsidized by the District, and the recovery of utilities and capital renewal by central decision units has been reduced
- Detailed lease revenue projections are distributed to schools each spring

The District communicates and provides a detailed leasing summary to the Board of Trustees and the public annually. The current lease rate structure and summary of tenancies is provided (Attachment II).

There are a number of new tenancies in closed schools, specifically in the Capilano, Fulton Place, and McCauley facilities. The following table details the current use of the Strathearn, Ritchie, McCauley, Fulton Place and Capilano school facilities.

Facility	Year Closed	Use
Capilano	2010	Leased by Suzuki Charter School Society, effective September 2010.
Fulton Place	2010	Serves as a community hub with a variety of tenants that include: The Victorian Order of Nurses, The Alberta Caregivers Association, The Learning Disabilities Association of Alberta – Edmonton Chapter, and the S.S. Dance Experience. The L’Arche Association of Edmonton is also exploring tenancy.
McCauley	2010	In partnership with the City of Edmonton, established as a Community Hub to provide supports and services to immigrant and refugee students and their families was established, and the following has occurred: <ul style="list-style-type: none"> • one of two sites for the District’s <i>Transition Centre for Immigrant and Refugee Students and Families</i> was established; • the City Centre Education Partnership - Early English Language Learner (ELL) centre was retained; • the existing lease to Alberta Child Services was retained; • the existing lease to the Multi-Cultural Health Brokers Co-op was retained and expanded.
Ritchie	2008	Leased to the Conseil scolaire du Centre-Nord (Francophone) school district, and reopened as Ecole Joseph-Moreau (excludes 1913 building).
Strathearn Junior High	2005	Transferred to the Conseil scolaire du Centre-Nord (Francophone) school district, and reopened as Ecole Gabrielle Roy.

Planning
November 2010

A list of use of other closed school facilities is also provided (Attachment III).

Leasing rates are structured with the goal of recovering district costs associated with the operation, maintenance and capital renewal of the space, in balance with supporting tenancies that are compatible and supportive of students, schools and education.

Challenges to increasing rental revenue from tenancies in operating schools include:

- rates closer to commercial rates may drive existing tenants out of operating schools
- the limitation in term security of a lease in an operating school cannot exceed 12 months without Ministerial Consent (*School Act-Disposition of Property Regulation*)
- the District cannot provide capital improvements to space for tenants that are offered by commercial landlords, as there is no funding source to fund the improvements
- the Urban Services zoning applied to public school sites restricts the type of uses allowable or permissible in district buildings
- changes in use of portions of school buildings could impact negatively on the Joint Use Agreement relationship with several City of Edmonton departments
- changes in zoning can trigger requirements for unfunded capital upgrades, such as increased parking
- significant changes in use of school space could trigger unfunded requirements to address different building code requirements
- profit-taking through leasing could threaten the District's property tax exemption status
- many alternative uses may not be compatible or viewed as safe alongside a school-aged population
- the commercial property industry may not be supportive or receptive to commercial competition with a publicly-funded entity like the District

DATE: June 18, 2013

TO: Board of Trustees

FROM: Trustee Dave Colburn

SUBJECT: Motion re Comprehensive School Health

REFERENCE: June 11, 2013 Board Meeting
[Trustees' Manual – Meetings of the Board \(Notices of Motion\)](#)

ISSUE

Notice of motion was served at the June 11, 2013 board meeting.

RECOMMENDATION

That the 2013-2014 budget be adjusted to retain two full-time positions that will continue work supporting a Comprehensive School Health approach to promote student health and wellness.

DC:mmf

DATE: June 18, 2013
TO: Board of Trustees
FROM: Edgar Schmidt, Superintendent of Schools
SUBJECT: Approval of 2013-2014 Budget
ORIGINATOR: Roberta Malysh, Executive Director, Finance & Infrastructure
RESOURCE STAFF: Todd Burnstad, Candace Cole, Cheryl Hagen
REFERENCE: June 11, 2013 Board Meeting

ISSUE

At the June 11, 2013 Board meeting, the 2013-2014 proposed budget was presented to the Board of Trustees for information and discussion.

RECOMMENDATION

- 1. That the 2013-2014 proposed budget of \$934,062,591 be approved.**
- 2. That the Budget Report for the year ending August 31, 2014 be approved.**

BACKGROUND**Provincial Funding**

On March 7, 2013, the Provincial Government announced the funding allocations to school boards for 2013-2014. The impact of this announcement was a reduction in grants of \$30.5 million or 3.8%, before including 1.5% enrolment growth. These additional 1,200 students will add \$11.5 million more in funding.

Budget Allocation Model

A new school budget allocation model has been approved by the Superintendent based on recommendations from the School Budget Allocation Committee. This funding model helps to ensure basic funding to our small schools, even though the province has removed the small school by necessity grants for Metro school boards. The allocation model has been simplified through the reduction of a number of categories providing greater transparency of budget resources provided to schools.

OPTIONS

The following option is selected for consideration as it is deemed the most admissible:

1. The Board of Trustees approve the 2013-2014 proposed budget of \$934,062,591 and the Budget Report for the year ending August 31, 2014.

CONSIDERATIONS & ANALYSIS

The 2013-2014 Proposed Budget has been prepared as a balanced budget, which is required due to the projected depletion of surplus funds as of August 31, 2013.

This proposed budget highlights significant challenges, which impact our ability to maintain and deliver the same level of services.

The budget includes reductions to staffing levels of about 339 FTE, which represents a reduction of 182 FTE certificated teaching staff and 157 FTE non-certificated staff from our current 2012-2013 actual staffing levels (Attachment IX).

As per Board Policy GFA.BP – Reduction of Staff, and in accordance with collective agreement requirements, staff reductions will be achieved through natural attrition where practical, with the goal that an overall staff complement will be retained that best meets program and district needs.

In the case of certificated teaching staff, it is anticipated that 70% of the required staff reductions will be achieved through resignations and retirements. The remaining reductions in teaching staff will be achieved by utilizing assignments held by probationary contract teachers. The District will be able to offer continuing contracts to many probationary contract teachers for 2013-2014. Probationary contract teachers who are recommended for continuing contracts and are not able to secure a continuing contract will be offered priority postings as substitute teachers and their continuing contract recommendation will be considered for up to 24 months.

In the case of non-certificated staff, it is anticipated that many of the reductions will be achieved through resignations and retirements. The remaining reductions will be addressed through collective agreement provisions for support, custodial and maintenance staff, and through providing working notice and/or severance payments for exempt staff.

The proposed budget presented in Attachment IV will allow maximum flexibility to schools as well as maintain essential central services required for district operations.

The proposed budget continues to recognize differences in student needs throughout the District as well as the focus on equity as a priority.

- FNMI per student funding formulas have been continued in the 2013-2014 school year.
- Small schools budget allocations will continue as part of a new allocation model that recognizes the basic costs to operate a small school. The budget support will continue irrespective of the elimination of the provincial small school grants.
- Small class size funding allocations for Kindergarten to Grade 3 continue to be targeted in the new school allocation formula, and aligns with the provincial funding framework.
- Funding for our most vulnerable students including high social vulnerability and supports for full time kindergarten in existing classrooms is maintained.

Changes in funding from the Province have resulted in proposed budget reductions, which are highlighted in these directed areas within schools and central service decision units.

- Plant Operations and Maintenance (PO&M) funding has been significantly reduced in this budget. Both, the current impacts of funding reductions, and enrolment growth result in reductions to PO&M (\$5.3 million) and Infrastructure Maintenance Renewal (IMR) (\$3.1 million) for a total reduction of \$8.4 million. Based on our 2011-2012 unaudited Schedules, Plant Operations and Maintenance reported a deficiency of revenue over expenditures of \$25.4 million. The 2013-14 reductions combined with current PO&M spending above the revenue received by the Province will create extreme pressures on the use of these funds and the continued need to transfer funds from instructional funds.

- PO&M allocations to both schools and facility services for operation and maintenance of our school buildings have been reduced and reflect the provincial targeted reductions.
- Maintenance Staffing is reduced by 51 FTE or a 24% reduction from the current 216 FTE staffing complement.
- IMR projects will be cutback in terms of number of projects and scope to stay within the reduced funding amounts.
- ESL/ELL funding has been reduced based on new eligibility requirements and student allocations will be provided for a maximum of five years rather than seven years.
- The Provincial reduction of System Administration and Board Governance funding of 10% has been achieved through directed reductions to administrative functions within central service decision units.
- Decreases in central service allocations include reductions of 10% for administration functions, and elimination of AISI funding.
- Student Transportation funding continues to be directed to support the delivery of transportation services within the District.

The proposed budget incorporates a new organizational structure for the Superintendent's area that combines the functions of Student Learning services and School Catchment Leadership within four Assistant Superintendents. This structure is a 1.0 FTE reduction from the current number of Assistant Superintendents. The new areas of responsibilities are Schools and Inclusive Education, Schools and Learning Partnerships, Schools and Learning Supports and Schools and Research, Data and Knowledge. In addition, both Executive Services and Strategic Services will be reporting to the Superintendent. The new central divisions are included in the 2013-2014 budget and presented in Attachment VI.

With the implementation of a new budget allocation model, a one year transition fund will be provided during the 2013-2014 year to limit school budget reductions to 7% or less as a percentage of normalized enrolment, based on the combination of budget reductions and changes in the funding allocation model.

The budget does not include any use of surplus funds for spending within schools and decision units based on a projected accumulated operating deficit at the end of the 2012-2013 school year.

Alberta Education requires a Budget Report Summary to be prepared based on an accurate summary of the year's budget approved by the Board of Trustees, which is scheduled for June 18, 2013. The Budget Report (Attachment X) is prepared on the current 2013-2014 Proposed Budget and has been submitted in draft form to Alberta Education to meet the May 31st Budget Report submission deadlines.

The Budget Report provides a summary of the Budgeted Revenue and Expenses in the Budgeted Statement of Operations. The Projected Statement of Changes in Net Assets explains the changes in Unrestricted Net Assets, Operating Reserves and Capital Reserves for both 2012-2013 and 2013-2014. In addition, statistics on Projected Students and Projected Staffing are prepared on pages 4 and 5 of the Budget Report (Attachment X).

KEY POINTS

- The 2013-2014 Proposed Budget has been prepared as a balanced budget, which is required due to the projected depletion of surplus funds as of August 31, 2013.
- This proposed budget highlights significant challenges that impact our ability to maintain and deliver the same level of services.
- The budget includes reductions to staffing levels of about 339 FTE, which represents a reduction of 182 FTE certificated teaching staff and 157 FTE non-certificated staff from our current 2012-2013 actual staffing levels (Attachment IX).
- The proposed budget presented in Attachment IV will allow maximum flexibility to schools as well as maintain essential central services required for district operations.
- A Budget Report has been prepared for 2013-2014 in the format required by Alberta Education and is based on the current proposed budget (Attachment X).

NEXT STEPS

Once approved, the 2013-2014 budget will be posted to the district's website, and the Budget Report will be submitted to Alberta Education.

ATTACHMENTS & APPENDICES

ATTACHMENT I	2013-2014 Proposed Budget Highlights
ATTACHMENT II	2013-2014 Proposed Revenue Budget
ATTACHMENT III	Projected Enrollment
ATTACHMENT IV	2013-2014 Proposed Budget – Total Allocations
ATTACHMENT V	2013-2014 Proposed Budget – Direct School Allocations
ATTACHMENT VI	2013-2014 Proposed Budget – Other Allocations
ATTACHMENT VII	2013-2014 Proposed Budget vs 2012-2013 Revised Budget – Schools
ATTACHMENT VIII	2013-2014 Proposed Budget vs 2012-2013 Revised Budget Other
ATTACHMENT IX	Staffing FTE Comparison
ATTACHMENT X	2013-2014 Budget Report

CDH : ja

Operating Budget Highlights

- The proposed budget highlights significant challenges, that impact our ability to maintain and deliver the same level of services
- Budget highlights reflect the focus on district values and priorities. These key values include the following:
 - Maintain focus on the District's Mission, Vision and District Plan Priorities,
 - Minimize the impact of budget reductions on students,
 - Continue supports for equitable learning environments for students, and
 - Ensure a balanced budget to maintain financial stability to deliver quality educational services.
- 2013-2014 proposed budget expenses are down \$46.9 million from 2012- 2013 revised budget based on reduced revenue of \$14.2 million and \$32.7 million less in planned use of operating reserve funds.
- 2013-2014 Proposed budget revenue is down by \$14.2 million or 1.5%, even though student enrolment has increased by 1.5%.
- In comparison to the April 23, 2013 Board report on the distribution of funds, our district revenues have increased by \$6.2 million based on changes in targeted funding, which are offset by changes in budget expenses related to these programs (see Table 1, page 4).
- Direct school allocations are down an average of 1.1% or \$7.5 million not including decreases to school generated funds and local school revenues.
- Other allocations including District Level Fixed Costs and Committed Costs are up 0.3% and 2.5% respectively.
- Based on funding reductions from Alberta Education, our administrative block spending is 3.3% of total budget spending and under the 3.6% administrative cap.
- Central Services Decision Units spending has decreased by \$7.2 million or 13.5%.

Budget implications of the Provincial Grant announcement

- The March 7, 2013 Provincial Grant announcement held grant rates to 2012-2013 levels, except for class size and inclusive education grants which increased by 2%.
- In addition to basically flat grant rate increases for 2013-2014, many Provincial education grants were either eliminated or reduced based on Provincial budget cutbacks.
- The implication of the shortfall in Provincial grant funding has resulted in a loss of funds to the district of about \$30.5 million or 3.8% of our total provincial revenue funding based on the 2012-2013 Revised Budget (see Table 2, page 5).

- The provincial funding impact can be categorized into the four key areas:
 1. Elimination of specific grant categories:
 - Alberta Initiative for School Improvement was suspended (effective April 1, 2013).
 - Small school by necessity eligibility was removed for Metro Boards.
 - Transportation fuel contingency was eliminated (effective April 1, 2013).
 - Learning Resource Credit Grant was eliminated (effective Sept 1, 2013).
 2. Targeted grant reductions:
 - Reductions in Plant Operations and Maintenance due to removal of small school by necessity and changes in the Special Education Student weightings
 - Significant reductions to Infrastructure Maintenance Renewal funds
 - Reductions to the Equity of Opportunity grant.
 - Reduced cap on System Administration and Board Governance expenses from 4% to 3.6%.
 - Maximum years of funded support for English as a Second Language students.
 - Reduced funding for special projects and work experience high school credit courses.
 - Reduced funding for Alberta Distance Learning Courses.
 3. Specific grant increases:
 - 2% increase in Class Size funding , and a
 - 2% increase in Inclusive Education grants.
 4. Student enrolment growth of 1.5% will add \$11.5 million to district revenues, however there is a cost of providing educational services to an additional 1,220 students.

Student Enrolment Assumptions

- Total projected student enrolment for 2013-2014 is 84,661, an increase of 1,220 students, an average increase of 1.5% from 2012-2013 student enrolment.
- Enrolment growth is showing the greatest increase in grades 1 to 3, which indicate growth of 5.4%, the second biggest area of growth is in grades 4 to 6, which is up 3.4%. ECS students are up by the average of 1.5%, whereas Junior high is basically no change and high school enrolment is declining by 2%.
- Future enrolment growth trends will continue based on the strong increases in the grades 1 to 6 student cohort.

Staffing Impacts in the 2013-2014 Budget

- Preliminary 2013-2014 Staffing information shows a reduction of about 339 FTE staff including 205 FTE School and 134 FTE Central Services staff. In terms of staffing breakdowns the reductions include 182 FTE certificated teaching staff and 157 FTE non-certificated staff as shown in Attachment IX.
- School staffing impacts represent a lower percentage of budget at 60%, whereas Central staffing reductions are at 40%, compared to respective percentage of budget where 73% of the budget is School based spending compared to 22% in Central Services and other fixed and committed costs. Flow through spending on Teacher retirement funds make up the remaining 5% of the budget. The greater reductions to central services are mainly due to the impact of a 10% reduction in Board and System Administration funding and the allocations to schools were not reduced to the same extent to minimize the impacts on students.
- Cost increases are included for negotiated salary increases and grid movements for employee groups.
- 2013-2014 unit costs increases used in preparing budgets are as follows:
 - Teacher unit Cost increase of 1.07%.
 - Support Staff increase of 1.7%.
 - Exempt Non-Management increase range of 0.88% to 0.92%.
 - Exempt Management increase by the range of 0.94% to 1.07%.
 - Custodial Staff increase by the range 2.22% to 2.57%.
 - Maintenance Staff are based on actual costs plus benefit overhead, and include a 2.25% increase in wages effective September 1, 2013.

Table 1

Comparison between 2013-2014 Preliminary Budget and 2013-2014 Proposed Budget in thousands	
Preliminary Budget Reduction	(\$53,136)
<i>Changes in Revenue:</i>	
Early Education (PUF)	1,533
Institutional Programs	767
Alberta Teacher Retirement Funds (ATRF)	1,128
Metro Continuing Education	810
Transportation Revenue	1,361
English as a Second Language (ESL)	2,748
Secondment Revenue	(1,606)
Other External Revenues	(482)
<i>Net Increases in Revenues</i>	\$6,259
Proposed Budget Reduction	(\$46,877)

Table 2

Province of Alberta Grant Funding Changes in thousands	
Base Instruction	-
Tier 4 CEU's (Special Project & Work Exp.)	(1,292)
Alberta Distance Learning (ADLC)	(743)
System Administration & School Board Governance (SA & BG) (Other Prov. Support)	(3,691)
Class Size increase	670
Inclusive Education	919
Small School by Necessity	(2,619)
Plant Operation & Maintenance (PO&M)	(6,142)
Infrastructure Maintenance Renewal (IMR)	(3,104)
Transportation Fuel Contingency	(1,488)
Equity of Opportunity	(4,312)
AISI	(5,553)
Learning Resource Credit (LRC)	(634)
English Second Language (ESL)	(2,356)
Subtotal: Decrease in Provincial Funding	(\$30,345)
Plus: Projected Enrolment Growth	11,492
Net Impact of Funding Changes	(\$18,853)

**Edmonton Public Schools
2013-2014 Proposed Revenue Budget**

	2013-2014 Proposed Budget	2012-2013 Revised Budget	Variance \$	Variance %	Notes
BASE INSTRUCTION FUNDING					
Early Childhood Services (ECS) Base Instruction	\$ 24,829,400	\$ 24,452,100	\$ 377,300	1.5%	
Base Instruction (Grades 1 to 9)	357,408,800	347,318,400	10,090,400	2.9%	1
Base Instruction (Grades 10 to 12)	120,950,788	124,502,534	(3,551,746)	(2.9%)	2
Base Instruction Special Ed Block (Grades 10 to 12)	15,479,000	14,737,500	741,500	5.0%	
Base Instruction Metro (Grades 10 to 12)	768,700	761,800	6,900	0.9%	
Base Instruction Metro Summer (Grades 10 to 12)	5,272,900	4,462,500	810,400	18.2%	
Outreach Site Funding	377,800	377,800	-	0.0%	
ECS Base Instruction Class Size	5,534,400	5,343,400	191,000	3.6%	
Base Instruction Class Size (Grades 1 to 3)	28,148,300	26,174,400	1,973,900	7.5%	3
Base Instruction Tier 2 Class size (Grades 10 to 12)	171,500	173,000	(1,500)	(0.9%)	
Base Instruction Tier 3 Class size (Grades 10 to 12)	1,842,500	1,858,100	(15,600)	(0.8%)	
Base Instruction Tier 4 (Work Exp. & Sp. Proj)	1,937,062	3,228,666	(1,291,604)	(40.0%)	4
Reduced Funding ADLC courses	(743,108)	-	(743,108)	(100.0%)	5
Home Education	702,500	699,200	3,300	0.5%	
SUBTOTAL BASE FUNDING	562,680,542	554,089,400	8,591,142	1.6%	
DIFFERENTIAL COST FUNDING					
ECS Program Unit Funding (PUF)	29,893,450	28,360,700	1,532,750	5.4%	6
Inclusive Education	54,325,700	52,503,800	1,821,900	3.5%	7
English as a Second Language (ESL)	14,620,200	14,227,900	392,300	2.8%	8
First Nations, Metis and Inuit Education (FNMI)	7,513,300	7,513,300	-	0.0%	
Socio Economic Status	9,597,300	9,458,300	139,000	1.5%	
Small School by Necessity	-	2,618,800	(2,618,800)	(100.0%)	9
Plant Operations and Maintenance (PO&M)	60,751,700	66,020,700	(5,269,000)	(8.0%)	10
Metro Urban Transportation	21,117,500	19,611,800	1,505,700	7.7%	
ECS Special Transportation	1,840,300	2,039,200	(198,900)	(9.8%)	
Transportation - Fuel Price Contingency	-	1,487,900	(1,487,900)	(100.0%)	11
Equity of Opportunity	8,040,600	12,230,800	(4,190,200)	(34.3%)	12
SUBTOTAL DIFFERENTIAL COST FUNDING	207,700,050	216,073,200	(8,373,150)	(3.9%)	
PROVINCIAL PRIORITY TARGETED FUNDING					
Alberta Initiative for School Improvement (AISi)	-	5,553,200	(5,553,200)	(100.0%)	13
High Speed Networking	2,179,200	2,179,200	-	0.0%	
SUBTOTAL PROVINCIAL PRIORITY FUNDING	2,179,200	7,732,400	(5,553,200)	(71.8%)	
OTHER PROVINCIAL SUPPORT					
Institutional Support	9,801,516	9,034,100	767,416	8.5%	14
Regional Education Consulting Services	3,212,400	3,212,400	-	0.0%	
Learning Resource Credit (LRC)	-	634,200	(634,200)	(100.0%)	15
Regional Collaborative Service Delivery (RCSD)	1,815,322	2,243,303	(427,981)	(19.1%)	16
System Admin & School Bd Gov'n - 10% Reduction	(3,691,000)	-	(3,691,000)	(100.0%)	17
SUBTOTAL OTHER PROVINCIAL SUPPORT	11,138,238	15,124,003	(3,985,765)	(26.4%)	
TOTAL PROVINCIAL OPERATIONAL FUNDING	783,698,029	793,019,003	(9,320,974)	(1.2%)	

**Edmonton Public Schools
2013-2014 Proposed Revenue Budget**

	2013-2014 Proposed Budget	2012-2013 Revised Budget	Variance \$	Variance %	Notes
CAPITAL					
Debenture Interest	102,500	88,800	13,700	15.4%	
Infrastructure Maintenance Renewal (IMR)	11,241,700	14,345,600	(3,103,900)	(21.6%)	18
SUBTOTAL CAPITAL	11,344,200	14,434,400	(3,090,200)	(21.4%)	
OTHER PROVINCIAL REVENUES					
Tuition Agreements	805,600	845,000	(39,400)	(4.7%)	
Secondments	5,432,100	7,037,900	(1,605,800)	(22.8%)	19
Alberta Teachers' Retirement Fund (ATRF)	44,689,566	43,561,131	1,128,435	2.6%	20
SUBTOTAL OTHER PROVINCIAL REVENUES	50,927,266	51,444,031	(516,765)	(1.0%)	
OTHER PROVINCIAL GRANTS	4,514,800	6,197,700	(1,682,900)	(27.2%)	21
TOTAL GOVERNMENT OF ALBERTA	850,484,295	865,095,134	(14,610,838)	(1.7%)	
FEDERAL GOVERNMENT AND FIRST NATIONS	2,599,800	2,765,200	(165,400)	(6.0%)	
OTHER ALBERTA SCHOOL AUTHORITIES	1,268,500	1,518,500	(250,000)	(16.5%)	
FEES					
School Fees - School Generated Funds	11,899,700	12,956,500	(1,056,800)	(8.2%)	22
Transportation Fees	9,800,600	9,430,000	370,600	3.9%	23
International Student Fees	3,937,500	3,701,250	236,250	6.4%	
Metro Continuing Education Fees	2,836,000	2,733,200	102,800	3.8%	
Textbook Rental Fees	1,416,600	1,473,300	(56,700)	(3.8%)	
Lunch Program Fees	3,744,800	3,755,000	(10,200)	(0.3%)	
SUBTOTAL FEES	33,635,200	34,049,250	(414,050)	(1.2%)	
OTHER SALES AND SERVICES					
Sales and Services - Schools & Central DU's	5,301,741	5,441,972	(140,231)	(2.6%)	
Other Sales and Services - School Generated Funds	5,218,000	5,208,700	9,300	0.2%	
SUBTOTAL SALES AND SERVICES	10,519,741	10,650,672	(130,931)	(1.2%)	
INVESTMENT INCOME	-	500,000	(500,000)	(100.0%)	
GIFTS AND DONATIONS					
School Gifts and Donations	6,305,283	4,741,926	1,563,357	33.0%	24
EPSB Foundation Support	300,000	222,900	77,100	34.6%	25
SUBTOTAL GIFTS AND DONATIONS	6,605,283	4,964,826	1,640,457	33.0%	
FUNDRAISING - School Generated Funds	2,099,700	2,095,000	4,700	0.2%	
RENTAL OF FACILITIES	2,883,631	2,933,402	(49,771)	(1.7%)	26
AMORTIZATION OF CAPITAL ALLOCATIONS	23,966,441	23,705,500	260,941	1.1%	
TOTAL OPERATING REVENUE	\$ 934,062,591	\$ 948,277,484	\$(14,214,892)	(1.5%)	

**Notes to the
2013-2014 Proposed Revenue Budget**

- 1 Base Instruction (Grades 1 to 9)**
Increase is due to enrolment growth of 2.9% for this population of students.
- 2 Base Instruction (Grades 10 to 12)**
Decrease is mostly due to a decrease in enrolment of 2% for this population of students. Also see note 5.
- 3 Base Instruction Class Size (Grades 1 to 3)**
Increase of 7.5% reflects a grant rate increase of 2% as well as enrolment growth of 5.4%.
- 4 Base Instruction Tier 4 (Work Exp. & Special Projects)**
Decrease of 40% through creation of a new tier 4 CEU funding category from \$187 down to \$112 for work experience and special projects courses.
- 5 Reduced Funding ADLC Courses**
CEU Funding rates are 44% of the respective CEU tier rate for students taking on-line distance learning courses.
- 6 ECS Program Unit Funding (PUF)**
Based on the actual grant submission for 2012-2013 undertaken in April. PUF budget amounts have been restated to factor in the additional students and costs related to this program. The budgeted revenue matches the PUF allocations to
- 7 Inclusive Education**
Increase of 3.5% is due to a 2% grant rate increase as well as a 1.5% increase in student enrolment.
- 8 English as a Second Language (ESL)**
The decrease in student eligibility criteria from 7 years to 5 years (resulting in an estimated decrease in funding of \$2.4 million), has been offset by a projected increase in ESL students (resulting in an increase in overall funding of \$2.8 million).
- 9 Small School by Necessity**
Funding was removed from Metro Boards for operation and instructional support for our small schools.
- 10 Plant Operations & Maintenance (PO&M)**
The calculation has changed to remove Small School by Necessity component as well as Special Education student weighting factors. The total decrease in funding has been slightly offset by projected enrolment growth.
- 11 Transportation – Fuel Price Contingency**
Funding previously targeted to offset escalating fuel costs for transporting students was eliminated effective April 1, 2013.
- 12 Equity of Opportunity**
Effective September 1, 2013 the funding calculation was restructured to include three components, EPSB is only eligible for one of the three components related to the per student formula. The two other components are related to rural school jurisdictions with populations under 5,000 as well as a distance component. The impact of this change results in a funding decrease from \$156 per student to \$101 per student.
- 13 Alberta Initiative for School Improvement (AISI)**
Funding suspended effective April 1, 2013.
- 14 Institutional Support**
Based on 2013-2014 budget submission to Alberta Education. The increase over prior year reflects a change at the Yellowhead facility and at the Stollery, where services will now be provided on a 12 month basis.
- 15 Learning Resource Credit (LRC)**
The discount provided on school purchases of learning resources purchased from the Learning Resource Centre was discontinued effective September 1, 2013.
- 16 Regional Collaborative Services Delivery (RCSD)**
A new regional model for 2013-2014 is a blending of funding previously received for Student Health and Children and Youth with Complex Needs (CYCN) to provide a collaborative response to children's needs. The former CYCN and SHIP included a larger Edmonton region including surrounding urban areas like Sherwood Park and St. Albert. The new region for 2013-2014 includes Edmonton area proper (including Edmonton Public and Edmonton Catholic).

**Notes to the
2013-2014 Proposed Revenue Budget - continued**

17 System Admin & School Board Governance 10% Reduction

Removal of funding based on 10% of the 4% maximum expenditure for system administration and Board governance.

18 Infrastructure Maintenance Renewal (IMR)

IMR funding to support school facility projects has been reduced by 21.6% effective September 1, 2013 compared to the prior year.

19 Secondments

For 2013-2014, other than the DARE program, secondments are still continuing with Alberta Education, other government organizations and the University of Alberta. The decrease in revenue is resulting from a shift in the type of teacher moving from a Principal to a lower grid level teacher, resulting in a significant decrease in actual salary related expenses.

20 Alberta Teacher Retirement Fund (ATRF)

This amount represents a flow through of Teacher retirement benefits paid by the province on behalf of our teachers and matches the revenue from the province.

21 Other Provincial Grants

Removal of other non-recurring grants related to specific school projects. This includes grants received for reconceptualized teaching projects and learning projects at Bessie Nichols and Michael Strembitsky schools.

22 School Fees - School Generated Funds

School Generated Funds are funds raised in the community for student activities under the control and responsibility of school management. The funds are collected and retained for expenses at the school level. For budget reporting purposes these funds have been consolidated into the District budget. The decrease from prior year budget is consistent with current year actual fee amounts that are being received for such things as drama, field trips, ski club, and physical education.

23 Transportation Fees

The Increase in transportation fees for 2013-2014 is due to a forecasted increase in ridership as the transportation fees being charged have been maintained at the 2012-2013 rates.

24 School Gifts and Donations

This revenue line is an estimate of all school donations. The increase in 2013-2014 is based on current trends in Parent Advisory Council (PAC) fundraising activities. These funds are restricted to support the activities and programs at the schools and are directly offset by related expenditures.

25 EPSB Foundation Support

The fundraising goal is to provide \$100,000 to each of the three schools to move to a full day kindergarten program for 2013-2014 and to increase by one additional site in 2014-2015.

26 Rental of Facilities

Rental rate increases were approved after the budget was submitted. The fall budget update will be revised to reflect any potential increases in rental revenue for 2013-2014.

Edmonton Pubic Schools
2013-2014 Projected Enrolment
Funded vs Other

Student Enrolment Enrolment by Division	2013-2014 Projected Enrolment ¹	2012-2013 Sept. 30th Enrolment	Increase/ (Decrease) Enrolment	Variance %
Funded Students:				
ECS	7,568	7,453	115	1.5%
Grade 1 to 3	19,246	18,254	992	5.4%
Grade 4 to 6	17,748	17,161	587	3.4%
Junior High	17,476	17,516	(40)	(0.2%)
Senior High	21,591	22,027	(436)	(2.0%)
Subtotal Funded Students	83,629	82,411	1,218	1.5%
Other :				
International Students	350	329	21	6.4%
Early Ed. - Headstart/community children	58	133	(75)	(56.4%)
Other/Non Resident/ Blended/Sponsorships	196	142	54	37.9%
Home Education	428	426	2	0.5%
Subtotal Other Students	1,032	1,030	2	0.2%
Total Student Enrolment	84,661	83,441	1,220	1.5%

¹ Projected enrolment is at a fixed point in time (February), and is based on coordinated efforts between District planning and individual schools.

**Edmonton Public Schools
2013-2014 Proposed Budget
Total Allocations**

	Proposed 2013-2014	Revised 2012-2013	Variance \$	Variance %	Notes
Projected Revenue					
Operating Revenue	\$ 934,062,591	\$ 948,277,484	\$ (14,214,893)	(1.5%)	
Operating Reserve Funds *	-	32,662,982	(32,662,982)	(100.0%)	1
	\$ 934,062,591	\$ 980,940,466	\$ (46,877,875)	(4.8%)	2
School Allocations (Attachment V)					
School Allocations Levels 1 to 8	\$ 509,050,072	\$ 527,338,864	\$ (18,288,792)	(3.5%)	
Other Supplemental School Allocations	141,520,685	130,684,720	10,835,965	8.3%	
	650,570,757	658,023,584	(7,452,827)	(1.1%)	3
School Generated Funds/External Revenues	34,788,010	37,984,015	(3,196,005)	(8.4%)	4
Subtotal School Allocations	685,358,767	696,007,599	(10,648,832)	(1.5%)	5
Other Allocations (Attachment VI)					
Metro Continuing Education	11,376,955	10,570,387	806,568	7.6%	
External Revenue Allocations - Central	14,387,685	14,522,224	(134,539)	(0.9%)	
District Level Fixed Costs	66,649,760	66,443,096	206,664	0.3%	
District Level Committed Costs	65,518,264	63,922,337	1,595,927	2.5%	
	157,932,664	155,458,044	2,474,620	1.6%	6
Central Decision Units	46,081,594	53,250,710	(7,169,116)	(13.5%)	7
Subtotal Other Allocations	204,014,258	208,708,754	(4,694,496)	(2.2%)	8
Alberta Teachers' Retirement Fund (ATRF)	44,689,566	43,561,131	1,128,435	2.6%	9
Total Allocations	934,062,591	948,277,484	(14,214,893)	(1.5%)	
Planned Use of Reserves *	-	32,662,982	(32,662,982)	(100.0%)	1
Total Budget	\$ 934,062,591	\$ 980,940,466	\$ (46,877,875)	(4.8%)	

**Notes to the
2013-2014 Proposed Budget
Total Allocations**

1 Operating Reserves/Planned Use of Reserves

For the 2012-2013 Revised Budget, the planned use of reserves, represents the amount that was anticipated to be used. The actual amount that will be used will not be known until August 31, 2013.

2 Projected Revenue

Proposed Revenue budget of \$934 million is down 4.8% from the prior year budget including student enrolment growth of 1.5%. The proposed distribution of funds represents a balanced budget and equals proposed revenue of \$934 million with no use of reserve funds.

3 School Allocations

Proposed school budget allocations of \$650.6 million are down 1.1% or \$7.5 million from the prior year budget. Budget comparatives from 2013-2014 to 2012-2013 represent larger variances within the separate categories of school allocations and other supplemental school allocations due to a new school allocation model implemented for the 2013-2014 proposed budget. Refer to Attachment V for additional details.

4 School Generated Funds/External Revenues

The decrease of 8.4% from prior year represents a combination of school generated funds and external revenues. School generated funds comprise \$25 million and are funds raised in the community for expenditures at the school level. School external revenues (\$9.8 million) include board approved textbook rental fees, lunch program fees, grants, as well as school lease rentals. The majority of the decrease in this category is due to the removal of one-time conditional grants included in 2012-2013 for special school projects.

5 Subtotal School Allocations

Details of allocations to individual schools are included on attachment VII.

6 Other Allocations

Other allocations of \$157.9 million are up 1.6% or \$2.5 million from the prior year budget. The Metro Continuing Education and External Allocations represent local central services revenues. Variances for District level fixed and committed costs are provided on Attachment VI.

7 Central Decision Units

Central decision unit allocations are down 13.5% or \$7.2 million and reflect the targeted reductions of 10% system administration and board governance as well as the elimination of AISI funds.

8 Subtotal Other Allocations

Details of allocations to individual Central DU's are included on attachment VIII.

9 Alberta Teachers' Retirement Fund (ATRF)

This amount represents a flow through of teacher retirement benefits paid by the province on behalf of our teachers and matches the revenue from the province.

**Edmonton Public Schools
2013-2014 Proposed Budget
Direct School Allocations**

	Proposed 2013-2014	Revised 2012-2013	Variance \$	Variance %	Notes
School Allocations					
Kindergarten	\$ 18,886,545	\$ 19,902,457	\$ (1,015,912)	(5.1%)	
Elementary	126,442,455	130,844,487	(4,402,032)	(3.4%)	
Junior High	56,121,529	60,159,724	(4,038,195)	(6.7%)	
Senior High	85,206,856	92,153,156	(6,946,300)	(7.5%)	
Senior High Credit Adjustment	3,915,505	3,915,505	-	0.0%	
International Students	2,591,050	2,123,215	467,835	22.0%	
Special Needs Levels 3 - 8	177,054,219	183,816,334	(6,762,115)	(3.7%)	1
Institutions & Early Education (PUF) Allocations	36,288,310	34,423,986	1,864,324	5.4%	
Enrolment Adjustment	2,543,603	-	2,543,603	100.0%	2
Subtotal School Allocations	509,050,072	527,338,864	(18,288,792)	(3.5%)	
Other Supplemental School Allocations					
Base Allocation	48,837,523	-	48,837,523	100.0%	3
Class Size Funding	33,215,402	33,215,398	4	0.0%	
Plant Operation & Maintenance - Schools	16,223,624	29,867,517	(13,643,893)	(45.7%)	4
Inclusive Learning - Early Education	13,494,146	13,005,285	488,861	3.8%	
Multiple Program Allocation	-	10,624,707	(10,624,707)	(100.0%)	5
Literacy Intervention Program	-	8,651,314	(8,651,314)	(100.0%)	5
* First Nations, Metis and Inuit Education (FNMI)	7,127,751	7,144,524	(16,773)	(0.2%)	
* In-service/Professional Development	-	4,798,230	(4,798,230)	(100.0%)	
* Program Enhancement Allocations	7,146,121	7,848,502	(702,381)	(8.9%)	
* Other Miscellaneous Allocations	1,405,258	3,855,567	(2,450,309)	(63.6%)	
Edmonton Regional Educational Consulting Serv. (ERECS)	3,212,448	3,212,448	-	0.0%	
High Social Vulnerability	4,000,000	3,103,796	896,204	28.9%	6
Facility Use Payments - Christian Schools	1,319,148	1,319,148	-	0.0%	
Transitional Funding	3,969,457	-	3,969,457	100.0%	7
Teacher Aide	-	1,295,150	(1,295,150)	(100.0%)	5
City Centre Education Partnership (CCEP)	-	839,193	(839,193)	(100.0%)	6
Argyll Reach Out Support	400,000	400,000	-	0.0%	
Foundation Full Day Kindergarten Funding	300,000	-	300,000	100.0%	8
Learning Resource Credit	-	634,200	(634,200)	(100.0%)	
Outreach Program	377,838	377,838	-	0.0%	
Community Use of Schools	491,969	491,903	66	0.0%	
Subtotal Other Supplemental School Allocations	141,520,685	130,684,720	10,835,965	8.3%	
Subtotal School and Other Supplemental Allocations	650,570,757	658,023,584	(7,452,827)	(1.1%)	
School Generated Funds/External Revenues	34,788,010	37,984,015	(3,196,005)	(8.4%)	9
Total Direct School Allocations	\$ 685,358,767	\$ 696,007,599	\$ (10,648,832)	(1.5%)	

* See Attachment V^A - for a detailed breakdown of this line item

**Edmonton Public Schools
2013-2014 Proposed Budget
Direct School Allocations
Detailed Breakdown - Other Supplemental School Allocations**

	Proposed 2013-2014	Revised 2012-2013	Variance \$	Variance %	Notes
First Nations, Metis and Inuit Education (FNMI)					
FNMI Per Student	\$ 5,648,508	\$ 5,811,147	\$ (162,639)	(2.8%)	
Amiskwaciy Base Rent	1,114,243	1,103,377	10,866	1.0%	
Aboriginal Block Grant	365,000	230,000	135,000	58.7%	
	\$ 7,127,751	\$ 7,144,524	\$ (16,773)	(0.2%)	
In-service/Professional Development					
In-service Professional Development	\$ -	\$ 3,045,006	\$ (3,045,006)	(100.0%)	5
Alberta Initiative for School Improvement (AISI)	-	1,753,224	(1,753,224)	(100.0%)	10
	\$ -	\$ 4,798,230	\$ (4,798,230)	(100.0%)	
Program Enhancement Allocations					
New to District	\$ 3,361,490	\$ 3,361,490	\$ -	0.0%	11
Guaranteed Enrolment	3,046,709	3,046,709	-	0.0%	12
Outreach Directed Placement	126,875	336,150	(209,275)	(62.3%)	
Children and Youth with Complex Needs (CYCN)	-	500,000	(500,000)	(100.0%)	13
Transfers from Institutions	260,000	160,000	100,000	62.5%	
Establishment Facility Grant	150,000	56,666	93,334	164.7%	
Establishment Program Grant	100,000	100,000	-	0.0%	
New School Establishment Grant ASAP II	-	132,927	(132,927)	(100.0%)	
Mental Health Teacher	101,047	99,974	1,073	1.1%	
LY Cairns Grandfathered Students	-	54,586	(54,586)	(100.0%)	
	\$ 7,146,121	\$ 7,848,502	\$ (702,381)	(8.9%)	
Other Miscellaneous Allocations					
Other Services	\$ -	\$ 2,165,957	\$ (2,165,957)	(100.0%)	5
Addition to Basic	1,111,762	1,107,956	3,806	0.3%	
Music Enrichment	-	220,000	(220,000)	(100.0%)	5
Facility Allocations	293,496	293,496	-	0.0%	
Ballet Multiple Program	-	68,158	(68,158)	(100.0%)	5
	\$ 1,405,258	\$ 3,855,567	\$ (2,450,309)	(63.6%)	

**Notes to the
2013-2014 Proposed Budget
Direct School Allocations**

1 Special Needs Levels 3 - 8

This allocation category includes ELL, mild moderate and severe special needs. Compared to the prior year, student allocation rates for mild/moderate special needs coded students (levels 3-6) were reduced by an average of 4.6%, and severe special needs coded students (levels 7-8) were reduced by an average of 1.6%.

2 Enrolment Adjustment

This allocation was created by individual schools based on updating their forecasted enrolment vs. the projected enrolment figures that were used to allocate resources for the spring proposed budget. This amount will be re-allocated in the fall based on the September 30th enrolment.

3 Base Allocation

The base allocation is new for 2013-2014 and is intended to cover the unit cost of a school principal, head custodian and an administrative assistant. This allocation was created by consolidating and removing several previously existing allocations including multiple school programs, literacy intervention, teacher aide grant, and in-service/PD allocations to name a few.

4 Plant Operation & Maintenance (PO&M) - Schools

The head custodial portion of the PO&M Allocation (\$11 million) is now included in the new base allocation. The remaining decrease from prior year (\$2.6 million) reflects the reduction in anticipated funding from the Province.

5 Various Allocations in 2012-2013

Allocation was removed and consolidated into the new base allocation for 2013-2014.

6 High Social Vulnerability/City Centre Education Partnership (CCEP)

The High Social Vulnerability allocation is intended to provide assistance to schools based on an index of nine indicators of social vulnerability. For 2013-2014 the allocation includes funds previously allocated as CCEP, the total amount was then allocated to schools with a high social vulnerability population of at least 30% (vs. 20% in 2012-2013).

7 Transitional Funding

This allocation is only for 2013-2014 and is intended to assist schools with transitioning to the new budget allocation model. For the spring proposed budget, \$1.1 million has already been allocated directly to the schools that received an allocation reduction of greater than 7% as a percentage of normalized enrolment. The remaining \$2.9 million falls under the responsibility of the Assistant Superintendents to address enrolment pressures or other emergent issues in the fall.

8 Foundation Full Day Kindergarten Funding

For 2013-2014 the Foundation support is being reflected as an allocation vs. being included as external revenue budgeted by the schools. The Foundation will provide \$100,000 to each of the three schools to support a full day kindergarten program for 2013-2014.

9 School Generated Funds/External Revenues

The decrease of 8.4% from prior year represents a combination of school generated funds and external revenues. School generated funds comprise \$25 million and are funds raised in the community for expenditures at the school level. School external revenues (\$9.8 million) include board approved textbook rental fees, lunch program fees, grants, as well as school lease rentals. The majority of the decrease in this category is due to the removal of one-time conditional grants included in 2012-2013 for special school projects.

10 Alberta Initiative for School Improvement (AIS) Project

This funding was suspended effective April 1, 2013, therefore, projects to support these initiatives within EPSB will not be continued.

11 New to District

Consistent with the prior year allocation amount, this is related to students new to Edmonton Public as of September 30, 2013. Schools have 90 days to submit applications to apply for special needs funding for these students.

12 Guaranteed Enrolment

Consistent with the prior year, this allocation provides a guaranteed amount of funds for approved special education programs where due to low student enrolment, the student driven allocation is not able to support the program. The guaranteed enrolment is provided based on 12 students for mild-moderate funded special education programs and 7 students for severe funded special education programs. If the number of students registered in a special education program does not generate the guaranteed level of funding for that program, the school will receive funds to reach the guaranteed level.

13 Children and Youth with Complex Needs (CYCN)

CYCN and Student Health funding from the Province have been discontinued and have been replaced by a Regional Collaborative Service Delivery (RCSD) funding model.

**Edmonton Public Schools
2013-2014 Proposed Budget
Other Allocations**

	Proposed 2013-2014	Revised 2012-2013	Variance \$	Variance %	Notes
District Level Fixed Costs					
Debt and Fiscal Services	\$ 42,820,560	\$ 41,973,896	\$ 846,664	2.0%	1
Utilities	18,900,000	19,540,000	(640,000)	(3.3%)	
Insurance	2,750,000	2,750,000	-	0.0%	
High Speed Networking	2,179,200	2,179,200	-	0.0%	
	66,649,760	66,443,096	206,664	0.3%	
District Level Committed Costs					
Student Transportation	33,317,767	32,837,154	480,613	1.5%	
School Plant Operations & Maintenance	11,915,850	14,546,414	(2,630,564)	(18.1%)	2
Human Resources Supply Services	10,714,770	8,714,770	2,000,000	22.9%	3
Language and Cultural Support	4,453,008	4,516,724	(63,716)	(1.4%)	4
Professional Improvement Leaves	1,540,000	1,540,000	-	0.0%	
Election	1,200,000	450,000	750,000	166.7%	5
Enterprise Systems	1,585,752	585,752	1,000,000	170.7%	6
Human Resources Secondments	232,917	-	232,917	100.0%	
Partnership Commitments	209,000	-	209,000	100.0%	7
Pinpoint	150,000	150,000	-	0.0%	
Audit Fees	111,200	81,200	30,000	36.9%	
Board Initiative Fund	45,000	50,000	(5,000)	(10.0%)	
Access Copyright & Edulink	43,000	450,323	(407,323)	(90.5%)	8
	65,518,264	63,922,337	1,595,927	2.5%	
External Revenue Allocation	14,387,685	14,522,224	(134,539)	(0.9%)	
Metro Continuing Education	11,376,955	10,570,387	806,568	7.6%	
	25,764,640	25,092,611	672,029	2.7%	
Central Decision Units					
* Board and Office of the Superintendent	4,581,008	4,672,871	(91,863)	(2.0%)	
* Corporate Services	16,915,308	18,252,769	(1,337,461)	(7.3%)	
* Finance and Infrastructure	12,861,157	13,752,610	(891,453)	(6.5%)	
* Schools and Inclusive Education	5,928,075	6,307,007	(378,932)	(6.0%)	
* Schools and Learning Partnerships	1,655,348	1,742,157	(86,809)	(5.0%)	
* Schools and Learning Supports	1,906,174	6,077,381	(4,171,207)	(68.6%)	
* Schools and Research, Data and Knowledge	2,234,524	2,445,915	(211,391)	(8.6%)	
	46,081,594	53,250,710	(7,169,116)	(13.5%)	
Total	\$ 204,014,258	\$ 208,708,754	\$ (4,694,496)	(2.2%)	

* See Attachment VI^A - for a detailed breakdown of this line item

**Edmonton Public Schools
2013-2014 Proposed Budget
Other Allocations**

Detailed Breakdown - Central Decision Units

	Proposed 2013-2014	Revised 2012-2013	Variance \$	Variance %	Notes
Board and Office of the Superintendent					
Board of Trustees	\$ 804,890	\$ 875,188	\$ (70,298)	(8.0%)	
Office of the Superintendent of Schools	648,801	896,115	(247,314)	(27.6%)	9
Board Administration	590,845	579,178	11,667	2.0%	
Executive Services	1,491,698	1,621,411	(129,713)	(8.0%)	
General Counsel	472,184	472,184	-	0.0%	
Strategic Services	572,590	228,795	343,795	150.3%	10
	<u>\$ 4,581,008</u>	<u>\$ 4,672,871</u>	<u>\$ (91,863)</u>	<u>(2.0%)</u>	
Corporate Services					
Corporate Services	\$ 549,664	\$ 597,125	\$ (47,461)	(7.9%)	
Communications	2,468,339	2,715,921	(247,582)	(9.1%)	
District Information Security	406,667	451,852	(45,185)	(10.0%)	
District Records and FOIP Management	508,540	565,045	(56,505)	(10.0%)	
District Technology	4,638,289	4,919,214	(280,925)	(5.7%)	
Edmonton Public Schools Foundation	400,000	219,824	180,176	82.0%	11
Human Resources	7,943,809	8,783,788	(839,979)	(9.6%)	
	<u>\$ 16,915,308</u>	<u>\$ 18,252,769</u>	<u>\$ (1,337,461)</u>	<u>(7.3%)</u>	
Finance and Infrastructure					
Finance and Infrastructure	\$ 307,593	\$ 263,990	\$ 43,603	16.5%	
Facilities Services & Building Ops	4,262,011	4,718,703	(456,692)	(9.7%)	
Financial Services	5,372,948	5,594,154	(221,206)	(4.0%)	
Planning & Property Management	2,918,605	3,175,763	(257,158)	(8.1%)	
	<u>\$ 12,861,157</u>	<u>\$ 13,752,610</u>	<u>\$ (891,453)</u>	<u>(6.5%)</u>	
Schools and Inclusive Education					
Office of the Assistant Superintendent	\$ 332,009	\$ 340,454	\$ (8,445)	(2.5%)	
Inclusive Learning	5,596,066	5,966,553	(370,487)	(6.2%)	
	<u>\$ 5,928,075</u>	<u>\$ 6,307,007</u>	<u>\$ (378,932)</u>	<u>(6.0%)</u>	
Schools and Learning Partnerships					
Office of the Assistant Superintendent	\$ 483,421	\$ 332,009	\$ 151,412	45.6%	9
Archives and Museum	468,427	507,629	(39,202)	(7.7%)	
Bennett Centre	-	167,541	(167,541)	(100.0%)	
International Programs	703,500	734,978	(31,478)	(4.3%)	12
	<u>\$ 1,655,348</u>	<u>\$ 1,742,157</u>	<u>\$ (86,809)</u>	<u>(5.0%)</u>	
Schools and Learning Supports					
Office of the Assistant Superintendent	\$ 332,009	\$ 332,009	\$ -	0.0%	9
Alberta Initiative for School Improvement	-	3,800,000	(3,800,000)	(100.0%)	13
Support for Staff and Students	1,574,165	1,945,372	(371,207)	(19.1%)	
	<u>\$ 1,906,174</u>	<u>\$ 6,077,381</u>	<u>\$ (4,171,207)</u>	<u>(68.6%)</u>	
Schools and Research, Data and Knowledge					
Office of the Assistant Superintendent	\$ 332,009	\$ 332,009	\$ -	0.0%	9
Projects and Research	1,902,515	2,113,906	(211,391)	(10.0%)	
	<u>\$ 2,234,524</u>	<u>\$ 2,445,915</u>	<u>\$ (211,391)</u>	<u>(8.6%)</u>	

**Notes to the
2013-2014 Proposed Budget
Other Allocations**

1 Debt and Fiscal Services

Increase is due to final costs for ASAP II school projects.

2 School Plant Operations & Maintenance (PO&M)

PO&M allocations were reduced reflecting the decrease in funding received by the Province.

3 Human Resources Supply Services

The increase of \$2 million reflects increased staff costs to provide substitute teachers and supply staff to cover long-term absences, not currently covered in school budgets.

4 Language and Cultural Support

This fund provides supports to schools in the areas of Aboriginal Education, Diversity and Culture, and English Language Learners, as well as the Language Centre at Woodcroft. For 2013-2014 the base allocation for the Language Centre was reduced consistent with reductions for the other Central service areas.

5 Election

The allocation reflects the anticipated cost of the Trustee election scheduled for the fall of 2013. Amounts are set aside each year to provide the funds in the year of the election.

6 Enterprise Systems

The allocation for 2013-2014 consolidates and combines our main enterprise district information system license and maintenance fees for our Human Resource (Peoplesoft), Financial (Oracle), and Student Information (Powerschool) as well as other feeder systems. These costs were previously covered by each DU.

7 Partnership Commitments

The allocation includes: Partnership for Kids, Community University Partnership, Critics and Awards Program and Welcome to Kindergarten. These commitments were previously funded out of the base allocation.

8 Access Copyright & Edulink

Effective 2013, access copyright fees are no longer required.

9 Office of the Superintendent of Schools/Office of the Assistant Superintendents

For 2013-2014 a new DU was created for each Assistant Superintendent's office. These costs were previously included in the Superintendent's DU (the 2012-2013 budget amounts have been restated for presentation purposes). For 2013-2014 the costs associated with establishing the Assistant Superintendent's offices have been restated and moved to the new DUs. The remaining reduction in the Superintendent's office is due to the elimination of one Assistant Superintendent position.

10 Strategic Services

Strategic Services was established in February 2013 to formally manage, coordinate and integrate activities to implement District strategy related to policy and District priorities. The introduction of a formal unit will significantly streamline processes, improve communication and provide new executive level information for enhanced decision making and greater accountability to the Board and to the public. The 2013-2014 allocation amount is based on annualizing the 2012-2013 half year allocation.

11 Edmonton Public Schools Foundation

The allocation for this DU is based on a Board approved recommendation report (May 8, 2012) providing a fixed allocation amount for 2013-2014 and 2014-2015 to support the friendraising and fundraising efforts of the Foundation.

12 International Programs

This allocation now includes the full cost of the administration function related to the International Program (including student recruitment and placement of students in schools as well as support for the student Homestay Program). For presentation purposes the 2012-2013 comparison amount has been restated from external revenues as funding for this program is provided directly through international student revenues.

13 Alberta Initiative for School Improvement (AISI)

This funding was suspended effective April 1, 2013. Therefore, projects to support initiatives within EPSB will not be continued.

Edmonton Public Schools
2013-2014 Proposed Budget vs 2012-2013 Revised Budget
School Normalized Enrolment and School Allocation Comparisons

DU	Location (Alpha)	Proj Enrol ¹	Normalized Enrolment ²				Budget Allocation				Alloc / Enrol ³
			2013-14	2012-13	Change	%	2013-14	2012-13	Change	%	
458	A. BLAIR MCPHERSON	1,043.0	994.0	888.0	106.0	11.9%	6,238,842	5,993,046	245,796	4.1%	(7.0%)
100	ABBOTT*	237.0	237.0	231.0	6.0	2.6%	2,342,864	2,286,502	56,362	2.5%	(0.1%)
18	ACADEMY AT KING EDWARD	187.0	187.0	201.3	(14.3)	(7.1%)	2,365,412	2,428,292	(62,880)	(2.6%)	4.9%
192	AFTON	306.0	285.0	297.0	(12.0)	(4.0%)	2,144,514	2,224,309	(79,795)	(3.6%)	0.5%
730	ALBERTA SCHOOL FOR THE DEAF	84.0	84.0	80.0	4.0	5.0%	3,393,916	3,039,983	353,933	11.6%	6.3%
234	ALDERGROVE	269.0	249.5	250.0	(0.5)	(0.2%)	2,129,235	2,190,621	(61,386)	(2.8%)	(2.6%)
500	ALLEDALE	351.0	351.0	352.0	(1.0)	(0.3%)	2,589,157	2,632,912	(43,755)	(1.7%)	(1.4%)
484	AMISKWACIY	210.0	210.0	170.0	40.0	23.5%	2,052,772	1,716,276	336,496	19.6%	(3.2%)
349	ARGYLL CENTRE*	1,409.0	930.4	829.4	101.0	12.2%	6,170,420	5,778,155	392,265	6.8%	(4.8%)
707	ASPEN PROGRAM	78.0	78.0	87.0	(9.0)	(10.3%)	2,235,070	2,327,606	(92,536)	(4.0%)	7.1%
104	ATHLONE	152.0	152.0	155.0	(3.0)	(1.9%)	1,472,787	1,614,898	(142,111)	(8.8%)	(7.0%)
550	AVALON^	343.0	343.0	369.0	(26.0)	(7.0%)	2,340,616	2,529,749	(189,133)	(7.5%)	(0.5%)
501	AVONMORE*	277.0	264.5	280.5	(16.0)	(5.7%)	2,311,784	2,491,472	(179,688)	(7.2%)	(1.6%)
502	BALWIN^	318.0	309.0	350.9	(41.9)	(11.9%)	2,876,431	3,274,953	(398,522)	(12.2%)	(0.3%)
253	BANNERMAN	307.0	290.5	295.5	(5.0)	(1.7%)	2,163,933	2,296,271	(132,338)	(5.8%)	(4.1%)
247	BATURYN	295.0	270.0	257.0	13.0	5.1%	2,082,565	2,031,677	50,888	2.5%	(2.4%)
106	BEACON HEIGHTS	88.0	84.0	90.0	(6.0)	(6.7%)	916,680	939,901	(23,221)	(2.5%)	4.5%
778	BEACON HEIGHTS (EARLY ED.) ⁴	62.0	62.0	57.0	5.0	8.8%	1,320,525	1,370,980	(50,455)	(3.7%)	n/a
107	BELGRAVIA	149.0	139.0	138.5	0.5	0.4%	1,110,056	1,133,725	(23,669)	(2.1%)	(2.4%)
236	BELMEAD	189.0	189.0	189.0	-	0.0%	1,887,228	1,954,276	(67,048)	(3.4%)	(3.4%)
228	BELMONT	305.0	281.5	280.5	1.0	0.4%	2,064,092	2,194,284	(130,192)	(5.9%)	(6.3%)
109	BELVEDERE*	160.0	160.0	163.0	(3.0)	(1.8%)	1,445,667	1,529,862	(84,195)	(5.5%)	(3.7%)
577	BESSIE NICHOLS	809.0	744.0	568.5	175.5	30.9%	4,935,189	3,972,549	962,640	24.2%	(5.1%)
276	BISSET	449.0	408.5	385.5	23.0	6.0%	2,845,993	2,813,217	32,776	1.2%	(4.5%)
704	BRAEMAR	140.0	140.0	149.0	(9.0)	(6.0%)	1,253,405	1,258,741	(5,336)	(0.4%)	6.0%
226	BRANDER GARDENS	531.0	480.5	400.0	80.5	20.1%	3,235,483	2,830,403	405,080	14.3%	(4.8%)
504	BRIGHTVIEW	173.0	173.0	171.0	2.0	1.2%	1,820,075	1,828,875	(8,800)	(0.5%)	(1.6%)
551	BRITANNIA*	146.0	146.0	155.0	(9.0)	(5.8%)	1,451,570	1,534,823	(83,253)	(5.4%)	0.4%
146	BROOKSIDE	237.0	217.0	196.0	21.0	10.7%	1,686,830	1,530,298	156,532	10.2%	(0.4%)
225	CAERNARVON	417.0	366.5	359.5	7.0	1.9%	2,642,900	2,787,550	(144,650)	(5.2%)	(7.0%)
113	CALDER	145.0	124.0	119.0	5.0	4.2%	1,397,044	1,342,220	54,824	4.1%	(0.1%)
237	CALLINGWOOD	263.0	243.0	243.0	-	0.0%	2,184,882	2,274,302	(89,420)	(3.9%)	(3.9%)
260	CENTENNIAL	261.0	239.0	236.0	3.0	1.3%	1,731,526	1,682,672	48,854	2.9%	1.6%
17	CENTRE HIGH	2,240.0	1,563.7	1,589.5	(25.8)	(1.6%)	9,525,467	9,908,909	(383,442)	(3.9%)	(2.3%)
193	CLARA TYNER	162.0	151.5	159.5	(8.0)	(5.0%)	1,184,396	1,246,527	(62,131)	(5.0%)	0.0%
115	CORONATION	146.0	133.5	116.8	16.7	14.3%	1,072,707	983,680	89,027	9.1%	(4.6%)
263	CRAWFORD PLAINS	311.0	289.0	289.5	(0.5)	(0.2%)	2,787,451	2,687,018	100,433	3.7%	3.9%
503	CRESTWOOD	384.0	373.0	389.0	(16.0)	(4.1%)	2,385,429	2,472,615	(87,186)	(3.5%)	0.6%
522	D. S. MACKENZIE^	462.0	462.0	463.0	(1.0)	(0.2%)	3,086,093	3,135,779	(49,686)	(1.6%)	(1.4%)
264	DALY GROVE	317.0	289.5	267.0	22.5	8.4%	2,140,254	2,070,333	69,921	3.4%	(4.7%)
563	DAN KNOTT	416.0	416.0	441.0	(25.0)	(5.7%)	3,284,715	3,381,864	(97,149)	(2.9%)	3.0%
118	DELTON	406.0	383.0	389.0	(6.0)	(1.5%)	3,518,555	3,842,663	(324,108)	(8.4%)	(7.0%)
194	DELWOOD	359.0	333.0	347.0	(14.0)	(4.0%)	2,385,384	2,672,764	(287,380)	(10.8%)	(7.0%)
559	DICKINSFIELD*	290.0	290.0	246.0	44.0	17.9%	2,405,563	2,194,173	211,390	9.6%	(7.0%)
505	DONNAN	230.0	218.5	210.5	8.0	3.8%	1,600,433	1,541,011	59,422	3.9%	0.1%
121	DOVERCOURT	235.0	216.5	217.0	(0.5)	(0.2%)	1,639,482	1,732,224	(92,742)	(5.4%)	(5.1%)
456	DR. DONALD MASSEY	969.0	910.5	810.0	100.5	12.4%	6,019,625	5,707,873	311,752	5.5%	(6.2%)
218	DUGGAN	167.0	153.5	138.0	15.5	11.2%	1,421,511	1,374,162	47,349	3.4%	(7.0%)

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DU	Location (Alpha)	Proj Enrol ¹	Normalized Enrolment ²				Budget Allocation				Alloc / Enrol ³
			2013-14	2012-13	Change	%	2013-14	2012-13	Change	%	
246	DUNLUCE	377.0	345.0	354.5	(9.5)	(2.7%)	2,527,706	2,659,308	(131,602)	(4.9%)	(2.3%)
278	EARL BUXTON	511.0	475.5	475.0	0.5	0.1%	3,225,916	3,327,066	(101,150)	(3.0%)	(3.1%)
51	EASTGLEN*	739.0	679.0	644.4	34.6	5.4%	5,240,958	5,101,822	139,136	2.7%	(2.5%)
561	EDITH ROGERS*	349.0	349.0	341.0	8.0	2.3%	2,886,805	2,859,858	26,947	0.9%	(1.4%)
905	EDMONTON CHRISTIAN HIGH*	390.0	386.3	377.0	9.3	2.5%	2,614,540	2,535,741	78,799	3.1%	0.6%
282	EDMONTON CHRISTIAN N. EAST	530.0	505.0	506.5	(1.5)	(0.3%)	3,684,031	3,773,905	(89,874)	(2.4%)	(2.1%)
283	EDMONTON CHRISTIAN WEST	469.0	447.0	459.0	(12.0)	(2.6%)	3,204,318	3,334,382	(130,064)	(3.9%)	(1.3%)
233	EKOTA	222.0	197.5	191.5	6.0	3.1%	1,727,133	1,724,447	2,686	0.2%	(2.9%)
459	ELIZABETH FINCH	856.0	802.0	691.0	111.0	16.1%	5,395,001	4,835,244	559,757	11.6%	(3.9%)
565	ELLERSLIE CAMPUS^	645.0	590.0	549.5	40.5	7.4%	3,962,574	3,881,577	80,997	2.1%	(4.9%)
204	ELMWOOD	150.0	142.0	145.5	(3.5)	(2.4%)	1,538,393	1,617,881	(79,488)	(4.9%)	(2.6%)
777	ELMWOOD (EARLY ED.) ⁴	81.0	81.0	77.0	4.0	5.2%	2,041,462	2,178,804	(137,342)	(6.3%)	n/a
460	ESTHER STARKMAN*	1,107.0	1,046.5	931.5	115.0	12.3%	6,523,171	6,243,375	279,796	4.5%	(7.0%)
215	EVANSDALE^	280.0	280.0	267.0	13.0	4.9%	2,558,634	2,602,940	(44,306)	(1.7%)	(6.3%)
775	EVANSDALE (EARLY ED.) ⁴	65.0	65.0	70.0	(5.0)	(7.1%)	1,832,457	1,698,904	133,553	7.9%	n/a
457	FLORENCE HALLOCK*	723.0	697.0	681.5	15.5	2.3%	4,809,380	4,882,931	(73,551)	(1.5%)	(3.7%)
123	FOREST HEIGHTS	258.0	240.0	238.0	2.0	0.8%	1,829,855	1,860,572	(30,717)	(1.7%)	(2.5%)
273	FRASER	159.0	147.5	150.0	(2.5)	(1.7%)	1,301,951	1,311,251	(9,300)	(0.7%)	1.0%
509	GARNEAU	290.0	266.0	287.0	(21.0)	(7.3%)	2,028,157	2,257,095	(228,938)	(10.1%)	(3.0%)
279	GEORGE H. LUCK	425.0	388.5	380.5	8.0	2.1%	2,733,588	2,673,589	59,999	2.2%	0.1%
4	GEORGE P. NICHOLSON	441.0	404.0	394.5	9.5	2.4%	2,796,695	2,767,309	29,386	1.1%	(1.3%)
205	GLENDALE	98.0	98.0	104.0	(6.0)	(5.8%)	940,349	979,918	(39,569)	(4.0%)	1.8%
184	GLENGARRY	655.0	604.5	586.0	18.5	3.2%	4,151,787	4,327,663	(175,876)	(4.1%)	(7.0%)
126	GLENORA	186.0	174.0	176.0	(2.0)	(1.1%)	1,353,822	1,277,768	76,054	6.0%	7.2%
127	GOLD BAR	164.0	152.5	144.0	8.5	5.9%	1,501,347	1,377,635	123,712	9.0%	2.9%
220	GRACE MARTIN	366.0	345.0	327.0	18.0	5.5%	2,822,787	2,876,894	(54,107)	(1.9%)	(7.0%)
128	GRANDVIEW HEIGHTS^	314.0	314.0	310.0	4.0	1.3%	2,048,727	2,061,152	(12,425)	(0.6%)	(1.9%)
178	GREENFIELD	478.0	440.5	443.0	(2.5)	(0.6%)	2,998,801	3,127,849	(129,048)	(4.1%)	(3.6%)
250	GREENVIEW	406.0	371.5	359.0	12.5	3.5%	2,554,065	2,541,434	12,631	0.5%	(2.9%)
129	GROVENOR^	139.0	127.5	115.5	12.0	10.4%	1,303,914	1,270,100	33,814	2.7%	(7.0%)
512	HARDISTY	607.0	585.8	613.3	(27.5)	(4.5%)	4,362,342	4,788,377	(426,035)	(8.9%)	(4.6%)
59	HARRY AINLAY^	2,208.0	2,227.5	2,310.4	(82.9)	(3.6%)	13,363,769	14,431,233	(1,067,464)	(7.4%)	(4.0%)
132	HAZELDEAN	148.0	134.0	143.5	(9.5)	(6.6%)	1,263,827	1,250,250	13,577	1.1%	8.3%
717	HAZELDEAN (EARLY ED.) ⁴	115.0	115.0	114.0	1.0	0.9%	2,579,189	2,253,471	325,718	14.5%	n/a
513	HIGHLANDS	105.0	105.0	122.0	(17.0)	(13.9%)	1,084,688	1,176,615	(91,927)	(7.8%)	7.1%
552	HILLCREST	360.0	360.0	385.0	(25.0)	(6.5%)	2,695,936	2,745,096	(49,160)	(1.8%)	5.0%
255	HILLVIEW*	176.0	165.5	155.5	10.0	6.4%	1,417,074	1,408,700	8,374	0.6%	(5.5%)
779	HILLVIEW (EARLY ED.) ⁴	80.0	80.0	69.0	11.0	15.9%	1,613,451	1,455,574	157,877	10.8%	n/a
514	HOLYROOD	406.0	369.5	370.5	(1.0)	(0.3%)	2,642,697	2,740,036	(97,339)	(3.6%)	(3.3%)
240	HOMESTEADER	193.0	193.0	195.0	(2.0)	(1.0%)	1,812,031	1,851,843	(39,812)	(2.1%)	(1.1%)
776	HOMESTEADER (EARLY ED.)*	62.0	62.0	61.0	1.0	1.6%	1,445,169	1,399,396	45,773	3.3%	n/a
567	HORSE HILL	107.0	107.0	103.0	4.0	3.9%	988,519	975,006	13,513	1.4%	(2.4%)
701	HOSPITAL SCHOOL CAMPUSES ⁴	119.0	119.0	114.0	5.0	4.4%	4,264,119	4,153,716	110,403	2.7%	n/a
136	INGLEWOOD	135.0	135.0	142.0	(7.0)	(4.9%)	1,232,523	1,277,251	(44,728)	(3.5%)	1.5%
706	INSTITUTIONAL SERVICES ⁴	142.0	142.0	166.0	(24.0)	(14.5%)	6,772,605	6,433,562	339,043	5.3%	n/a
188	J. A. FIFE	319.0	294.5	292.5	2.0	0.7%	2,153,651	2,189,477	(35,826)	(1.6%)	(2.3%)
75	J. PERCY PAGE	1,100.0	1,019.8	1,058.4	(38.6)	(3.6%)	7,121,412	7,483,867	(362,455)	(4.8%)	(1.2%)
3	JACKSON HEIGHTS	280.0	258.5	269.5	(11.0)	(4.1%)	1,907,197	2,004,798	(97,601)	(4.9%)	(0.8%)
207	JAMES GIBBONS	65.0	59.0	60.5	(1.5)	(2.5%)	641,966	634,379	7,587	1.2%	3.8%

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DU	Location (Alpha)	Proj Enrol ¹	Normalized Enrolment ²				Budget Allocation				Alloc / Enrol ³
			2013-14	2012-13	Change	%	2013-14	2012-13	Change	%	
71	JASPER PLACE	2,150.0	2,114.2	2,249.5	(135.3)	(6.0%)	13,554,212	15,130,795	(1,576,583)	(10.4%)	(4.7%)
521	JOHN A. MCDOUGALL	276.0	265.3	276.3	(11.0)	(4.0%)	2,266,121	2,537,720	(271,599)	(10.7%)	(7.0%)
214	JOHN BARNETT	175.0	163.0	155.5	7.5	4.8%	1,329,138	1,278,081	51,057	4.0%	(0.8%)
573	JOHN D. BRACCO [^]	457.0	457.0	454.0	3.0	0.7%	3,225,718	3,216,683	9,035	0.3%	(0.4%)
455	JOHNNY BRIGHT [*]	1,134.0	1,056.0	925.5	130.5	14.1%	6,970,627	6,569,032	401,595	6.1%	(7.0%)
275	JULIA KINISKI	264.0	244.5	252.5	(8.0)	(3.2%)	2,006,515	2,112,258	(105,743)	(5.0%)	(1.9%)
239	KAMEYOSEK	242.0	217.0	196.0	21.0	10.7%	1,733,376	1,656,869	76,507	4.6%	(5.5%)
574	KATE CHEGWIN [^]	575.0	574.3	598.3	(24.0)	(4.0%)	3,837,328	4,116,198	(278,870)	(6.8%)	(2.9%)
254	KEHEEWIN	321.0	295.5	275.5	20.0	7.3%	2,412,602	2,335,122	77,480	3.3%	(3.7%)
546	KENILWORTH [*]	307.0	305.6	310.3	(4.7)	(1.5%)	2,309,895	2,413,295	(103,400)	(4.3%)	(2.8%)
137	KENSINGTON	316.0	293.5	286.5	7.0	2.4%	2,448,873	2,533,937	(85,064)	(3.4%)	(5.7%)
138	KILDARE	528.0	493.0	489.0	4.0	0.8%	3,314,633	3,535,204	(220,571)	(6.2%)	(7.0%)
516	KILLARNEY	410.0	410.0	402.0	8.0	2.0%	3,307,445	3,258,963	48,482	1.5%	(0.5%)
517	KING EDWARD	138.0	126.5	130.0	(3.5)	(2.7%)	1,310,696	1,446,301	(135,605)	(9.4%)	(6.9%)
262	KIRKNESS	280.0	259.5	253.0	6.5	2.6%	1,900,932	1,884,132	16,800	0.9%	(1.6%)
702	L. Y. CAIRNS	485.0	475.0	466.4	8.6	1.8%	6,244,516	6,571,422	(326,906)	(5.0%)	(6.7%)
277	LAGO LINDO	339.0	316.0	310.5	5.5	1.8%	2,334,800	2,320,408	14,392	0.6%	(1.1%)
180	LANSDOWNE	167.0	149.5	141.0	8.5	6.0%	1,180,937	1,136,496	44,441	3.9%	(2.0%)
267	LAPERLE	265.0	243.0	260.0	(17.0)	(6.5%)	1,853,010	1,968,776	(115,766)	(5.9%)	0.7%
141	LAUDERDALE	162.0	149.5	166.0	(16.5)	(9.9%)	1,489,471	1,540,708	(51,237)	(3.3%)	7.3%
518	LAURIER HEIGHTS [^]	424.0	404.0	397.5	6.5	1.6%	2,688,936	2,798,172	(109,236)	(3.9%)	(5.4%)
519	LAWTON	146.0	146.0	164.0	(18.0)	(11.0%)	1,490,219	1,663,626	(173,407)	(10.4%)	0.6%
224	LEE RIDGE [*]	259.0	240.0	240.0	-	0.0%	2,315,816	2,264,326	51,490	2.3%	2.3%
185	LENDRUM	172.0	157.5	130.5	27.0	20.7%	1,307,996	1,161,407	146,589	12.6%	(6.7%)
344	LILLIAN OSBORNE	1,039.0	1,085.2	1,145.8	(60.6)	(5.3%)	6,458,679	7,036,627	(577,948)	(8.2%)	(3.1%)
534	LONDONDERRY [*]	663.0	663.0	664.0	(1.0)	(0.2%)	4,092,799	4,362,634	(269,835)	(6.2%)	(6.0%)
242	LORELEI	313.0	294.5	274.0	20.5	7.5%	2,476,264	2,393,105	83,159	3.5%	(3.7%)
269	LYMBURN	244.0	225.0	222.0	3.0	1.4%	2,052,266	2,036,151	16,115	0.8%	(0.6%)
208	LYNNWOOD	226.0	207.5	209.0	(1.5)	(0.7%)	1,816,568	1,789,728	26,840	1.5%	2.2%
63	M. E. LAZERTE	1,860.0	1,892.7	1,897.1	(4.4)	(0.2%)	12,067,866	12,401,029	(333,163)	(2.7%)	(2.5%)
575	MAJOR GENERAL GRIESBACH [*]	432.0	410.0	346.5	63.5	18.3%	3,302,604	3,001,186	301,418	10.0%	(7.0%)
223	MALCOLM TWEDDLE	209.0	194.5	176.0	18.5	10.5%	1,541,467	1,463,255	78,212	5.3%	(4.7%)
186	MALMO	306.0	282.0	272.0	10.0	3.7%	2,010,093	2,046,335	(36,242)	(1.8%)	(5.3%)
572	MARY BUTTERWORTH [*]	427.0	427.0	451.0	(24.0)	(5.3%)	3,222,477	3,274,568	(52,091)	(1.6%)	3.9%
209	MAYFIELD	93.0	85.5	84.0	1.5	1.8%	937,844	925,012	12,832	1.4%	(0.4%)
709	MAYFIELD (EARLY ED.) ⁴	112.0	112.0	94.0	18.0	19.1%	2,824,625	2,586,865	237,760	9.2%	n/a
143	MCARTHUR	150.0	138.5	132.5	6.0	4.5%	1,271,757	1,235,191	36,566	3.0%	(1.5%)
195	MCKEE	240.0	223.5	234.5	(11.0)	(4.7%)	2,089,154	2,201,407	(112,253)	(5.1%)	(0.4%)
523	MCKERNAN	591.0	573.0	556.0	17.0	3.1%	3,715,163	3,773,610	(58,447)	(1.5%)	(4.5%)
200	MCLEOD [*]	387.0	353.5	329.0	24.5	7.4%	2,561,788	2,467,774	94,014	3.8%	(3.4%)
58	MCNALLY [^]	912.0	857.7	933.1	(75.4)	(8.1%)	5,718,534	6,357,236	(638,702)	(10.0%)	(2.1%)
210	MEADOWLARK [*]	385.0	355.5	329.0	26.5	8.1%	2,546,803	2,490,781	56,022	2.2%	(5.4%)
931	MEADOWLARK CHRISTIAN [^]	263.0	251.0	257.5	(6.5)	(2.5%)	1,926,281	2,073,209	(146,928)	(7.1%)	(4.7%)
149	MEE-YAH-NOH	241.0	226.0	225.0	1.0	0.4%	2,407,511	2,577,267	(169,756)	(6.6%)	(7.0%)
259	MENISA [^]	180.0	164.5	163.5	1.0	0.6%	1,353,918	1,320,504	33,414	2.5%	1.9%
257	MEYOKUMIN [^]	486.0	451.0	445.0	6.0	1.3%	3,081,168	3,269,007	(187,839)	(5.7%)	(7.0%)
249	MEYONOHK	404.0	374.5	358.5	16.0	4.5%	2,628,071	2,680,763	(52,692)	(2.0%)	(6.2%)
281	MICHAEL A. KOSTEK [^]	414.0	388.5	398.5	(10.0)	(2.5%)	2,695,887	2,815,200	(119,313)	(4.2%)	(1.8%)
578	MICHAEL STREMBITSKY [^]	932.0	862.0	673.5	188.5	28.0%	5,819,930	4,889,508	930,422	19.0%	(7.0%)

**Edmonton Public Schools
2013-2014 Proposed Budget vs 2012-2013 Revised Budget
School Normalized Enrolment and School Allocation Comparisons**

DU	Location (Alpha)	Proj Enrol ¹	Normalized Enrolment ²				Budget Allocation				Alloc / Enrol ³
			2013-14	2012-13	Change	%	2013-14	2012-13	Change	%	
150	MILL CREEK	262.0	237.5	209.5	28.0	13.4%	1,787,173	1,578,915	208,258	13.2%	(0.2%)
909	MILLWOODS CHRISTIAN [^]	756.0	738.3	746.1	(7.8)	(1.0%)	5,002,915	5,223,318	(220,403)	(4.2%)	(3.2%)
274	MINCHAU*	267.0	249.0	239.5	9.5	4.0%	1,940,677	1,907,273	33,404	1.8%	(2.1%)
151	MONTROSE*	180.0	180.0	168.0	12.0	7.1%	1,827,069	1,816,469	10,600	0.6%	(6.1%)
152	MOUNT PLEASANT	335.0	311.0	317.5	(6.5)	(2.0%)	2,154,345	2,187,024	(32,679)	(1.5%)	0.6%
153	MOUNT ROYAL [^]	174.0	160.5	139.0	21.5	15.5%	1,319,713	1,145,970	173,743	15.2%	(0.3%)
191	NORTHMOUNT	237.0	220.5	186.5	34.0	18.2%	1,818,557	1,653,919	164,638	10.0%	(7.0%)
156	NORWOOD*	222.0	210.5	188.0	22.5	12.0%	1,774,090	1,703,721	70,369	4.1%	(7.0%)
66	OLD SCONA	360.0	404.0	399.5	4.5	1.1%	2,400,120	2,524,643	(124,523)	(4.9%)	(6.0%)
527	OLIVER	280.0	262.0	264.0	(2.0)	(0.8%)	1,925,853	2,040,993	(115,140)	(5.6%)	(4.9%)
248	ORMSBY	162.0	155.0	187.0	(32.0)	(17.1%)	1,390,227	1,627,818	(237,591)	(14.6%)	3.0%
528	OTTEWELL	463.0	463.0	473.0	(10.0)	(2.1%)	3,279,007	3,137,256	141,751	4.5%	6.8%
348	OUT-OF-DISTRICT	2.0	2.0	-	2.0	0.0%	107,995	-	107,995	0.0%	0.0%
386	OUTREACH [^]	561.0	413.2	326.4	86.8	26.6%	2,870,765	2,331,468	539,297	23.1%	(2.7%)
229	OVERLANDERS	248.0	230.0	226.0	4.0	1.8%	2,145,692	2,178,555	(32,863)	(1.5%)	(3.2%)
529	PARKALLEN	217.0	205.0	199.0	6.0	3.0%	1,810,141	1,748,404	61,737	3.5%	0.5%
531	PARKVIEW*	509.0	499.5	518.5	(19.0)	(3.7%)	3,581,711	3,937,652	(355,941)	(9.0%)	(5.6%)
176	PATRICIA HEIGHTS	269.0	249.5	259.0	(9.5)	(3.7%)	1,786,421	1,854,579	(68,158)	(3.7%)	(0.0%)
258	POLLARD MEADOWS	515.0	484.5	490.0	(5.5)	(1.1%)	3,372,526	3,621,232	(248,706)	(6.9%)	(5.8%)
161	PRINCE CHARLES	315.0	315.0	334.0	(19.0)	(5.7%)	3,101,571	3,191,686	(90,115)	(2.8%)	3.0%
187	PRINCETON	104.0	96.0	107.5	(11.5)	(10.7%)	1,161,592	1,350,402	(188,810)	(14.0%)	(3.7%)
164	QUEEN ALEXANDRA	93.0	86.5	85.5	1.0	1.2%	779,908	794,908	(15,000)	(1.9%)	(3.0%)
52	QUEEN ELIZABETH	1,076.0	1,009.8	1,163.3	(153.5)	(13.2%)	7,477,038	8,954,989	(1,477,951)	(16.5%)	(3.8%)
169	R. J. SCOTT*	120.0	120.0	115.0	5.0	4.3%	1,433,239	1,387,281	45,958	3.3%	(1.0%)
201	RICHARD SECORD	596.0	554.8	544.8	10.0	1.8%	3,692,312	3,893,454	(201,142)	(5.2%)	(6.9%)
232	RIDEAU PARK	173.0	161.0	165.0	(4.0)	(2.4%)	1,337,020	1,454,887	(117,867)	(8.1%)	(5.8%)
211	RIO TERRACE	355.0	323.5	293.5	30.0	10.2%	2,366,805	2,284,257	82,548	3.6%	(6.0%)
538	RIVERBEND [^]	575.0	575.0	549.0	26.0	4.7%	3,408,261	3,291,560	116,701	3.5%	(1.1%)
168	RIVERDALE	88.0	82.0	86.0	(4.0)	(4.7%)	821,816	839,514	(17,698)	(2.1%)	2.7%
53	ROSS SHEPPARD	1,738.0	1,751.4	1,931.7	(180.3)	(9.3%)	10,719,130	12,135,174	(1,416,044)	(11.7%)	(2.6%)
535	ROSSLYN [^]	340.0	340.0	365.1	(25.1)	(6.9%)	2,883,973	3,090,435	(206,462)	(6.7%)	0.2%
196	RUNDLE	157.0	157.0	170.0	(13.0)	(7.6%)	1,709,893	1,868,345	(158,452)	(8.5%)	(0.9%)
170	RUTHERFORD	162.0	148.5	147.0	1.5	1.0%	1,181,689	1,154,003	27,686	2.4%	1.4%
571	S. BRUCE SMITH [^]	549.0	549.0	576.0	(27.0)	(4.7%)	3,442,570	3,594,415	(151,845)	(4.2%)	0.5%
251	SAKAW	198.0	174.5	173.5	1.0	0.6%	1,466,304	1,471,601	(5,297)	(0.4%)	(0.9%)
235	SATOO	159.0	149.0	147.5	1.5	1.0%	1,313,562	1,398,103	(84,541)	(6.0%)	(7.0%)
171	SCOTT ROBERTSON	118.0	112.0	119.5	(7.5)	(6.3%)	1,428,661	1,549,016	(120,355)	(7.8%)	(1.6%)
771	SCOTT ROBERTSON (EARLY ED.) ⁴	105.0	105.0	98.0	7.0	7.1%	3,334,032	3,132,318	201,714	6.4%	n/a
729	SCOTT ROB. (ROSECREST) ⁴	14.0	14.0	17.0	(3.0)	(17.6%)	638,510	599,799	38,711	6.5%	n/a
212	SHERWOOD	147.0	147.0	136.0	11.0	8.1%	1,411,462	1,295,830	115,632	8.9%	0.8%
238	SIFTON [^]	227.0	219.0	236.0	(17.0)	(7.2%)	2,078,642	2,211,831	(133,189)	(6.0%)	1.3%
537	SPRUCE AVENUE*	310.0	310.0	286.0	24.0	8.4%	2,650,324	2,544,125	106,199	4.2%	(3.9%)
532	STEELE HEIGHTS	417.0	417.0	469.0	(52.0)	(11.1%)	3,132,224	3,464,115	(331,891)	(9.6%)	1.7%
241	STEINHAUER	228.0	209.0	215.0	(6.0)	(2.8%)	1,760,494	1,857,676	(97,182)	(5.2%)	(2.5%)
553	STRATFORD	625.0	587.5	564.5	23.0	4.1%	3,797,789	3,848,987	(51,198)	(1.3%)	(5.2%)
54	STRATHCONA [^]	1,384.0	1,449.5	1,462.4	(12.9)	(0.9%)	8,499,806	8,888,227	(388,421)	(4.4%)	(3.5%)

Edmonton Public Schools
2013-2014 Proposed Budget vs 2012-2013 Revised Budget
School Normalized Enrolment and School Allocation Comparisons

DU	Location (Alpha)	Proj Enrol ¹	Normalized Enrolment ²				Budget Allocation				Alloc / Enrol ³
			2013-14	2012-13	Change	%	2013-14	2012-13	Change	%	
243	SWEET GRASS	321.0	291.0	246.0	45.0	18.3%	2,078,882	1,889,683	189,199	10.0%	(7.0%)
570	T. D. BAKER*	625.0	625.0	631.0	(6.0)	(1.0%)	4,381,673	4,517,439	(135,766)	(3.0%)	(2.1%)
231	TALMUD TORAH	142.0	131.0	120.0	11.0	9.2%	964,130	943,857	20,273	2.1%	(6.4%)
773	TEVIE MILLER (EARLY ED.) ⁴	105.0	105.0	86.0	19.0	22.1%	1,794,550	1,837,110	(42,560)	(2.3%)	n/a
772	TEVIE MILLER HERITAGE SCHOOL	115.0	115.0	105.3	9.7	9.2%	1,629,578	1,370,768	258,810	18.9%	8.9%
216	THORNCLIFFE	188.0	179.0	179.5	(0.5)	(0.3%)	1,757,310	1,880,094	(122,784)	(6.5%)	(6.3%)
270	TIPASKAN	221.0	197.0	210.8	(13.8)	(6.5%)	2,104,148	2,078,394	25,754	1.2%	8.3%
280	VELMA E. BAKER	277.0	253.0	270.5	(17.5)	(6.5%)	1,870,724	2,009,868	(139,144)	(6.9%)	(0.5%)
557	VERNON BARFORD [^]	764.0	764.0	784.0	(20.0)	(2.6%)	4,435,288	4,759,859	(324,571)	(6.8%)	(4.4%)
55	VICTORIA	1,734.0	1,756.4	1,753.9	2.5	0.1%	10,892,435	11,500,098	(607,663)	(5.3%)	(5.4%)
732	VICTORIA/MUSIC ENRICHMENT	-	-	-	-	0.0%	-	220,000	(220,000)	(100.0%)	0.0%
50	VIMY RIDGE ACADEMY*	940.0	934.4	920.7	13.7	1.5%	5,822,526	5,883,098	(60,572)	(1.0%)	(2.5%)
177	VIRGINIA PARK	172.0	159.5	155.5	4.0	2.6%	1,301,432	1,261,315	40,117	3.2%	0.6%
57	W. P. WAGNER	1,418.0	1,366.1	1,349.3	16.8	1.2%	8,962,921	9,051,245	(88,324)	(1.0%)	(2.2%)
189	WAVERLEY	140.0	129.5	127.5	2.0	1.6%	1,189,167	1,244,534	(55,367)	(4.4%)	(5.9%)
719	WAVERLEY (EARLY ED.) ⁴	60.0	60.0	71.0	(11.0)	(15.5%)	2,551,277	2,252,675	298,602	13.3%	n/a
265	WEINLOS	306.0	285.0	260.0	25.0	9.6%	2,470,114	2,352,412	117,702	5.0%	(4.2%)
197	WESTBROOK	482.0	457.0	464.0	(7.0)	(1.5%)	3,141,813	3,327,686	(185,873)	(5.6%)	(4.1%)
179	WESTGLEN	280.0	256.5	231.5	25.0	10.8%	1,946,944	1,841,780	105,164	5.7%	(4.6%)
545	WESTLAWN	256.0	256.0	293.0	(37.0)	(12.6%)	2,293,819	2,613,143	(319,324)	(12.2%)	0.5%
543	WESTMINSTER	527.0	527.0	532.0	(5.0)	(0.9%)	3,608,501	3,699,620	(91,119)	(2.5%)	(1.5%)
544	WESTMOUNT	213.0	213.0	219.0	(6.0)	(2.7%)	1,666,534	1,686,488	(19,954)	(1.2%)	1.6%
182	WINDSOR PARK	188.0	176.0	167.0	9.0	5.4%	1,350,428	1,267,532	82,896	6.5%	1.1%
569	WINTERBURN*	549.0	515.0	472.5	42.5	9.0%	3,434,067	3,373,514	60,553	1.8%	(6.6%)
198	YORK	208.0	191.0	184.0	7.0	3.8%	1,569,686	1,459,937	109,749	7.5%	3.6%
213	YOUNGSTOWN	291.0	278.5	263.0	15.5	5.9%	2,162,295	2,144,263	18,032	0.8%	(4.8%)
Subtotal		84,499	80,021	79,181	840	1.1%	614,954,212	624,558,498	(9,604,286)	(1.5%)	(2.6%)
Other line items classified as School Allocations											
981	HOLDBACK	162.0					17,137,212				
337	Aboriginal Block Grant (Transportation for Awasis)						365,000				
733	Inclusive Learning - Early Learning - (PUF)						13,494,146				
331	Inclusive Learning - Outreach (ERECS)						3,212,448				
307	Amiskwacy Base Rent & Facility Allocation						1,407,739				
	School Generated Funds/External Revenue						34,788,010				
Total School Allocations		84,661					685,358,767				

NOTES:

- ¹ Projected enrolment is at a fixed point in time (completed in February) and will be updated based on the September 30th actual enrolment.
- ² Normalized enrolment recognizes half day kindergarten enrolment as 0.5 FTE. grades 1-9 students as 1.0 FTE and grade 10-12 students at 35 credits per student.
- ³ With the roll out of the new budget allocation model for the 2013 - 2014 Budget, a one year transition fund was established to limit school budget reductions to 7% or less as a percentage of normalized enrolment.
- ⁴ Enrolment is based on actual enrolment vs normalized enrolment for these sites. These sites receive their funding based on individual budgets submitted directly to the Province and do not receive an allocation from the District in the same fashion as other schools.
- * School included an enrolment adjustment figure reducing their budget by \$75,000 or more, based on changes between their projected enrolment and their current forecast.
- [^] School included an enrolment adjustment figure increasing their budget by \$75,000 or more, based on changes between their projected enrolment and their current forecast.

Edmonton Public Schools
2013-2014 Proposed Budget vs 2012-2013 Revised Budget
Other Allocations

DU #	DU Name (Alpha)	2013-2014 Proposed Budget Allocation	2012-2013 Revised Budget Allocation	Variance \$	Variance %
362	Archives and Museum	468,427	507,629	(39,202)	(7.7%)
699	Bennett Centre*	-	167,541	(167,541)	(100.0%)
315	Board Administration	1,040,845	1,073,036	(32,191)	(3.0%)
320	Board of Trustees	849,890	881,330	(31,440)	(3.6%)
319	Budget Services	887,840	970,331	(82,491)	(8.5%)
312	Building Operations	1,539,034	1,726,371	(187,337)	(10.9%)
311	Communications	2,468,339	2,715,921	(247,582)	(9.1%)
332	Computer Centre Services	4,805,385	5,054,678	(249,293)	(4.9%)
318	Corporate Services	549,664	597,125	(47,461)	(7.9%)
389	Debt Service	42,820,560	41,973,898	846,662	2.0%
393	Distribution Centre*	-	-	-	-
351	District Information Security	406,667	451,852	(45,185)	(10.0%)
353	District Records and FOIP Management	658,540	715,045	(56,505)	(7.9%)
316	District Technology	1,444,530	1,563,745	(119,215)	(7.6%)
334	District Technology - Projects	1,273,817	1,404,675	(130,858)	(9.3%)
340	Edmonton Public Schools Foundation	400,000	219,824	180,176	82.0%
378	Energy Management	18,900,000	19,540,000	(640,000)	(3.3%)
383	Enterprise Systems	1,585,752	585,752	1,000,000	170.7%
328	Executive Services	1,491,698	1,621,411	(129,713)	(8.0%)
373	Facilities Maintenance	11,209,607	13,621,730	(2,412,123)	(17.7%)
371	Facilities Services	2,722,977	2,992,332	(269,355)	(9.0%)
395	Finance and Infrastructure	307,593	263,990	43,603	16.5%
380	Financial Operations	4,006,423	4,130,333	(123,910)	(3.0%)
314	General Counsel	472,184	472,184	-	0.0%
367	Human Resources - Bridging	-	-	-	-
364	Human Resources - Compensation & HRMS	7,943,809	8,783,788	(839,979)	(9.6%)
365	Human Resources - Secondments	232,917	-	232,917	0.0%
366	Human Resources Supply Services	10,714,770	8,714,770	2,000,000	22.9%
308	Inclusive Learning	5,804,293	6,174,780	(370,487)	(6.0%)
347	Information Technology Services*	-	-	-	-
388	Insurance	2,750,000	2,750,000	-	0.0%
387	Internal Audit	478,685	493,490	(14,805)	(3.0%)
343	International Programs	703,500	734,978	(31,478)	(4.3%)

Edmonton Public Schools
2013-2014 Proposed Budget vs 2012-2013 Revised Budget
Other Allocations

DU #	DU Name (Alpha)	2013-2014 Proposed Budget Allocation	2012-2013 Revised Budget Allocation	Variance \$	Variance %
326	Languages Centre at Woodcroft (IISLE)	948,213	1,011,929	(63,716)	(6.3%)
396	Licensing and Fees	154,200	531,523	(377,323)	(71.0%)
358	Planning	2,254,076	2,450,083	(196,007)	(8.0%)
313	Print Services*	-	-	-	-
302	Projects and Research	1,902,515	2,925,017	(1,022,502)	(35.0%)
307	Property Management	664,529	725,680	(61,151)	(8.4%)
329	Schools and Inclusive Education	332,009	340,454	(8,445)	(2.5%)
374	Schools and Learning Partnerships	692,421	332,009	360,412	108.6%
357	Schools and Learning Supports	332,009	332,009	-	0.0%
372	Schools and Research, Data and Knowledge	332,009	332,009	-	0.0%
363	Staff Development Programs	1,540,000	1,540,000	-	-
398	Strategic Services	572,590	228,795	343,795	150.3%
310	Superintendent of Schools	648,801	896,115	(247,314)	(27.6%)
301	Support for Staff and Students	4,470,733	7,830,836	(3,360,103)	(42.9%)
317	The Blackboard Deli*	-	-	-	-
Subtotal		143,781,851	150,378,998	(6,597,147)	(4.4%)
Other line items classified as Other Allocations					
981	Holdback - Election	750,000			
331	Inclusive Learning - Outreach (ERECS Internal)	400,000			
337	Student Transportation	33,317,767			
600	Metro Continuing Education	11,376,955			
	External Revenue Allocations - Central	14,387,685			
Total Other Allocations		204,014,258			

* DU is cost recovery and does not receive an allocation.

**Edmonton Public Schools
2013-2014 Proposed Budget
Staffing FTE's**

Staffing Group	2013-2014 Projected Budget	2012-2013 Revised Budget	NET CHANGE 2013-2014 Projected vs 2012-2013 Revised
Schools			
Teaching FTE	4,127.582	4,270.860	(143.278)
Support FTE	1,371.630	1,434.050	(62.420)
Custodial FTE	554.946	558.150	(3.204)
Exempt FTE	129.232	124.420	4.812
Total Schools FTE	6,183.390	6,387.480	(204.090)
Central Services			
Teaching FTE	132.030	170.700	(38.670)
Support FTE	257.031	266.921	(9.890)
Custodial FTE	63.002	63.002	-
Maintenance FTE	165.000	216.000	(51.000)
Exempt FTE	378.710	413.300	(34.590)
Total Central Services FTE	995.773	1,129.923	(134.150)
Metro Continuing Education			
Teaching FTE	4.600	4.600	-
Support FTE	20.229	21.229	(1.000)
Custodial FTE	1.688	1.688	-
Exempt FTE	10.600	10.600	-
Total Metro Cont. Ed. FTE	37.117	38.117	(1.000)
Total FTE's	7,216.280	7,555.520	(339.240)
Total by Group			
Teaching FTE	4,264.212	4,446.160	(181.948)
Support FTE	1,648.890	1,722.200	(73.310)
Custodial FTE	619.636	622.840	(3.204)
Maintenance FTE	165.000	216.000	(51.000)
Exempt FTE	518.542	548.320	(29.778)
Total FTE's	7,216.280	7,555.520	(339.240)

BUDGET REPORT

FOR THE YEAR ENDING AUGUST 31, 2014

[School Act, Sections 147(2)(b) and 276]

EDMONTON SCHOOL DISTRICT NO. 7

Legal Name of School Jurisdiction

TEL. NO. (780) 429-8000 FAX NO. (780) 429-8318

Telephone and Fax Numbers

BOARD CHAIR	
S. HOFFMAN Name	Signature
SUPERINTENDENT	
E. SCHMIDT Name	Signature
SECRETARY TREASURER	
R. MALYSH Name	Signature
<p>Certified An accurate summary of the year's budget approved by the Board of Trustees at its meeting held June 18, 2013 . Date</p>	

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Color coded cells:

blue cells: require the input of data/descriptors wherever applicable.
 salmon cells: contain referenced juris. information - protected

Grey cells: data not applicable - protected
 white cells: within text boxes REQUIRE the input of points and data.

HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2013/2014 BUDGET REPORT

The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will support the jurisdiction's plans.

Budget Highlights, Plans & Assumptions:

The 2013-2014 Approved Budget highlights significant challenges, which have impacted our ability to maintain and deliver the same level of services.

The budget allows maximum flexibility to schools as well as maintains essential central services required for District Operations.

Budget highlights the focus on district values and priorities including the following key values:

- Maintain focus on resources to support the District Vision, Mission and District Plan Priorities
- Minimize the impact of budget reductions on students
- Continue supports for equitable learning environments for students
- Ensure a balanced budget to maintain the financial stability to deliver quality educational services

The 2013-2014 budget is compared to the 2012-2013 Budget prepared in the Fall.

The district has prepared a balanced budget with no reserve use due to the projected depletion of district operating reserves at August 31, 2013.

2013-2014 Approved budget expenses are down \$47.0 million from the revised budget based on reduced revenue of \$14.3 million and includes \$32.7 million less in planned use of reserve funds.

The Approved Budget Revenue is down 1.5%, even though student enrolment has increased by 1.5%.

Student enrolment assumptions are based on 84,661 students, an increase of 1,220 from 2012-2013. Enrolment growth is greatest in grades 1 to 3 and 4 to 6 which average 5.4% and 3% respectively. Grades 7 to 9 are projected to be basically flat, which high school enrolments are dropping by 2%.

Future enrolment growth trends will continue to increase based on strong enrolment trends in grades 1 to 6.

Preliminary budget staffing information shows a reduction of about 339 FTE, including 182 teaching staff and 157 non-teaching staff.

In addition, reductions to administration are greater to lessen the reductions at schools, resulting in a reduction in the administration block spending, which is 3.3% of the total budget expenses and under the 3.6% threshold that was reduced by Alberta Education from the previous 4% administrative limit.

Significant Business and Financial Risks:

The depletion of District operating reserves is a significant risk, as the ability to deal with emergent expense items will cause the District financial difficulties and may result in an accumulated operating deficit position.

In addition, limited capital reserves will cause difficulties in supporting capital projects in the District.

The significant reductions to both Plant, Operations and IMR combined with an aging school facility infrastructure will lead to an even greater deferred maintenance backlog.

The district is experiencing inflation on staffing and other costs, while funding has been significantly reduced.

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31

	Approved Budget 2013/2014	Final Approved Budget 2012/2013	Actual 2011/2012
REVENUES			
Government of Alberta	\$850,484,295	\$865,095,134	\$822,673,420
Federal Government and/or First Nations	\$2,599,800	\$2,765,200	\$2,550,501
Other Alberta school authorities	\$1,268,500	\$1,518,500	\$1,629,867
Out of province authorities	\$0	\$0	\$0
Alberta Municipalities-special tax levies	\$0	\$0	\$0
Fees	\$33,635,200	\$34,049,250	\$28,199,180
Other sales and services	\$10,519,741	\$10,650,672	\$21,515,616
Investment income	\$0	\$500,000	\$1,162,502
Gifts and donations	\$6,605,283	\$4,964,826	\$6,757,443
Fundraising	\$2,099,700	\$2,095,000	\$2,095,041
Rental of facilities	\$2,883,631	\$2,933,402	\$5,331,933
Gain on disposal of capital assets	\$0	\$0	\$5,100
Amortization of capital allocations	\$23,966,441	\$23,705,500	\$21,231,124
Other revenue	\$0	\$0	\$0
TOTAL REVENUES	\$934,062,591	\$948,277,484	\$913,151,727
EXPENSES			
ECS - Grade 12 Instruction	\$720,899,270	\$759,762,303	\$706,927,134
Operations & Maintenance of Schools and Maintenance Shops	\$120,348,196	\$126,969,876	\$128,984,792
Transportation	\$33,682,767	\$33,067,154	\$31,032,665
Board & System Administration	\$30,947,934	\$33,612,990	\$31,894,254
External Services	\$28,184,424	\$27,528,143	\$23,912,185
TOTAL EXPENSES	\$934,062,591	\$980,940,466	\$922,751,030
ANNUAL SURPLUS (DEFICIT)	\$0	(\$32,662,982)	(\$9,599,303)

BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)
for the Year Ending August 31

	Approved Budget 2013/2014	Final Approved Budget 2012/2013	Actual 2011/2012
EXPENSES			
Certificated salaries	\$421,955,847	\$441,506,601	\$427,674,661
Certificated benefits	\$97,954,163	\$98,661,155	\$89,911,413
Non-certificated salaries and wages	\$174,309,387	\$179,866,580	\$181,909,030
Non-certificated benefits	\$46,057,102	\$47,844,511	\$38,811,165
Services, contracts, and supplies	\$151,428,730	\$172,018,088	\$145,385,292
Capital and debt services			
Amortization of capital assets			
supported	\$23,966,441	\$23,705,500	\$21,231,124
unsupported	\$17,899,877	\$17,099,974	\$17,412,860
Interest on capital debt			
supported	\$102,497	\$88,845	\$168,493
unsupported	\$388,547	\$0	\$13,529
Other interest charges	\$0	\$149,212	\$233,463
Loss on disposal of capital assets	\$0	\$0	\$0
Other expense	\$0	\$0	\$0
TOTAL EXPENSES	\$934,062,591	\$980,940,466	\$922,751,030

PROJECTED STATEMENT OF CHANGES IN NET ASSETS (SUMMARY)
for the Year Ending August 31

	(1)	(2)	(3)	(4)	(5)	(6)
	TOTAL NET ASSETS (2+3+6)	INVESTMENT IN CAPITAL ASSETS	ACCUMULATED OPERATING SURPLUS (4+5)	UNRESTRICTED NET ASSETS	INTERNALLY RESTRICTED NET ASSETS	
					OPERATING RESERVES	CAPITAL RESERVES
Actual balances per AFS at August 31, 2012	\$142,622,782	\$114,121,814	\$23,153,299	\$0	\$23,153,299	\$5,347,669
2012/2013 Estimated impact to net assets for:						
Estimated surplus(deficit)	(\$26,085,318)			(\$26,085,318)		
Estimated Board funded capital asset additions		\$23,945,560		(\$11,303,581)	\$0	(\$12,641,979)
Estimated Amortization of capital assets (expense)		(\$41,209,454)		\$41,209,454		
Estimated Amortization of capital allocations (revenue)		\$23,966,441		(\$23,966,441)		
Estimated Unsupported debt principal repayment		\$267,367		(\$267,367)		
Estimated reserve transfers (net)				\$23,153,299	(\$23,153,299)	\$0
Estimated Assumptions/Transfers of Operations	\$59,563	(\$10,000,000)	(\$2,742,582)	(\$2,742,582)		\$12,802,145
Estimated Balances for August 31, 2013	\$116,597,027	\$111,091,728	(\$2,536)	(\$2,536)	\$0	\$5,507,835
2013/2014 Budget projections for:						
Budgeted surplus(deficit)	\$0			\$0		
Projected Board funded capital asset additions		\$22,500,000		(\$15,000,000)	\$0	(\$7,500,000)
Budgeted Amortization of capital assets (expense)		(\$41,866,318)		\$41,866,318		
Budgeted Amortization of capital allocations (revenue)		\$23,966,441		(\$23,966,441)		
Budgeted Unsupported debt principal repayment		\$0		\$0		
Projected reserve transfers (net)				\$0	\$0	\$0
Projected Assumptions/Transfers of Operations	\$0	(\$5,000,000)	\$0	\$0	\$0	\$5,000,000
Projected Balances for August 31, 2014	\$116,597,027	\$110,691,851	\$2,897,341	\$2,897,341	\$0	\$3,007,835

ANTICIPATED CHANGES IN NET ASSETS SUMMARY- 2013/2014 BUDGET REPORT

The following explains the anticipated changes to Unrestricted Net Assets, Investment in Capital Assets, Operating Reserves and Capital Reserves for 2012/2013 and 2013/2014 and breaks down the planned additions to unsupported capital.

The 2012-2013 estimated deficit of \$26 million is based on current spending projections and will result in use of the entire current operating reserve balance of \$23 million and result in a small \$1.8 million net accumulated deficit position as at August 31, 2013.

Board funded capital additions for 2012-2013:

Buildings	\$19,920,710
Equipment	<u>\$4,024,850</u>
	\$23,945,560

Building additions for 2012-2013 represent \$7.3 million of IMR Projects, \$7.5 million of Ameresco Energy Retrofit projects and \$5.1 million of portables/modulars. Equipment purchases are estimates of capital purchases at Schools and Decision units that are greater than \$5,000.

Board funded planned capital additions for 2013-2014

Buildings	\$18,500,000
Equipment	<u>\$4,000,000</u>
	\$22,500,000

Building additions for 2013-2014 represent \$11.0 million of IMR Projects, and \$7.5 million of Ameresco Energy Retrofit projects. Equipment purchases are estimates of capital purchases at Schools and Decision units that are greater than \$5,000.

Building addition amounts assumes all of the 2013/14 IMR funding will be used for capital items.

Capital reserves of \$5,141,979 were used to fund portables/modulars as approved by the Board in 2012-13.

Emergent capital requirements may impact the accumulated operating position significantly.

The capital reserve balance is based on known proceeds at this time.

**PROJECTED STUDENT STATISTICS
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS**

	Budgeted 2013/2014 (Note 2)	Actual 2012/2013	Actual 2011/2012	Notes
GRADES 1 TO 12				
Eligible Funded Students:				
Grades 1 to 9	54,470	52,931	50,832	Head count
Grades 10 to 12	21,591	22,027	22,077	Note 3
Total	76,061	74,958	72,909	Grades 1-12 students eligible for base instruction funding from Alberta Education.
Other Students:				
Total	464	422	380	Note 4
Total Net Enrolled Students	76,525	75,380	73,289	
Home Ed and Blended Program Students	510	475	495	Note 5
Total Enrolled Students, Grades 1-12	77,035	75,855	73,784	
Of the Eligible Funded Students:				
Severely Disabled Students served	2,350	2,350	2,231	Total eligible funded severely disabled student FTEs; including Code 40s (excluding Code 47s).
EARLY CHILDHOOD SERVICES (ECS)				
Eligible Funded Children	7,568	7,453	6,815	ECS children eligible for ECS base instruction funding from Alberta Education.
Other children	58	133	168	ECS children not eligible for ECS base instruction funding from Alberta Education.
Total Enrolled Children - ECS	7,626	7,586	6,983	
Program Hours	475	475	475	Minimum: 475 Hours
FTE Ratio	0.500	0.500	0.500	Actual hours divided by 950
FTE's Enrolled, ECS	3,813	3,793	3,492	
Of the Eligible Funded Children:				
Severely Disabled Children served	1,377	1,377	1,226	Total eligible funded severely disabled children FTEs, including Code 40 children in program units.
NOTES:				
1) Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.				
2) Budgeted enrolment is to be based on best information available at time of the 2013/2014 budget report preparation.				
3) The # of FTE grade 10-12 students is determined by taking the total # of students' credits / 35; where 35 CEU's = 1 FTE.				
4) Other Grade 1-12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or INAC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.				
5) Because they are funded separately, Home Education students are not included with total net enrolled students. In the blended program, funding per student is pro-rated on the percentage of the student's program which is taken at school and at home; home education students are assigned a weighting of 0.25 FTE for base funding.				

**PROJECTED STAFFING STATISTICS
FULL TIME EQUIVALENT (FTE) PERSONNEL**

	Budgeted 2013/2014	Actual 2012/2013	Actual 2011/2012	Notes
CERTIFICATED STAFF				
School Based	4,127.6	4,270.9	4,187.7	Teacher certification required for performing functions at the school level.
Non-School Based	136.6	175.3	157.1	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	4,264.2	4,446.2	4,344.8	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Certificated Staffing Change due to:				
Enrolment Change	-	101.4	46.8	If negative change impact, the small class size initiative is to include any/all teachers retained.
Other Factors	(182.0)		73.5	Descriptor (required): Due to funding decreases
Total Change	(182.0)	101.4	120.3	Year-over-year change in Certificated FTE
Breakdown, where total change is Negative:				
Continuous contracts terminated	-	-	-	FTEs
Non-permanent contracts not being renewed	(72.0)	-	-	FTEs
Other (retirement, attrition, etc.)	(110.0)	-	-	Descriptor (required): Retired and resigned
Total Negative Change in Certificated FTEs	(182.0)	-	-	Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.
NON-CERTIFICATED STAFF				
Instructional	1,745.9	1,802.6	1,743.2	Personnel providing instruction support for schools under 'Instruction' program areas.
Non-Instructional	1,206.2	1,306.7	1,245.2	Personnel in Transportation, Board & System Admin., O&M and External service areas.
Total Non-Certificated Staff FTE	2,952.1	3,109.4	2,988.4	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Non-Certificated Staffing Change due to:				
Enrolment Change	-	111.0	-	FTEs
Other Factors	(157.3)	-	79.1	Descriptor (required): Due to funding decreases
Total Change	(157.3)	111.0	79.1	Year-over-year change in Non-Certificated FTE

DATE: June 18, 2013

TO: Board of Trustees

FROM: Trustee Dave Colburn, Policy Review Committee
Trustee Sarah Hoffman, Policy Review Committee
Trustee Catherine Ripley, Chair Policy Review Committee

SUBJECT: Draft Board Policies HA.BP – Student Programs of Study and HAA.BP – Delivery of Student Programs of Study

ORIGINATOR: Tanni Parker, Assistant Superintendent, Student Learning Services

RESOURCE STAFF: Anne Sherwood

REFERENCE: [CH.BP – Framework for Policy Development and Review](#)
[Plan for Overall Policy Review](#)
[Education Act](#)

ISSUE

As part of the overall review of board policy, existing board policies are being reviewed through the lens of Board responsibilities as identified in the new *Education Act* Section 33. The first set of policies to be reviewed in this manner are those responsive to *Education Act* section 33(1)a – “deliver appropriate education programming to meet the needs of all students” - what is taught and how it is delivered.

RECOMMENDATION

- 1. That draft Board Policy HA.BP - Student Programs of Study ([Attachment I](#)) be considered for the first time and approved for posting on the district website for stakeholder input.**
- 2. The draft Board Policy HAA.BP - Delivery of the Student Programs of Study ([Attachment II](#)) be considered for the first time and approved for posting on the district website for stakeholder input.**

BACKGROUND

One of the objectives of the comprehensive policy review is to create consistency of Board direction among all policies and, where possible, consolidate related board policies. Using the Board’s responsibilities as outlined in the new *Education Act* as the lens to identify common themes and create a framework for consistent policy, all policies responsive or related to *Education Act* section 33(1)a – “deliver appropriate education programming to meet the needs of all students” were examined. [Appendix I](#) provides a schematic of how existing board policies are aligned to this theme and where there are gaps. Three main content streams for this group of policies were identified: Content (what must be taught), Programming (how we deliver the content), and Organization (how we organize for instruction).

RELATED FACTS

The Alberta Ministry of Education’s *Guide to Education* serves as the key repository for the ministry’s policies and provides information about the expectations for Early Childhood Services (ECS) to Grade 12 programs of study established by the province, education delivery, and achievement standards that apply for all students enrolled in Alberta Schools.

OPTIONS CONSIDERED

Address the Board's responsibility "for the delivery of appropriate education programming to meet the needs of all students" by:

1. developing new comprehensive policy in the new policy framework format which clarifies the Board values and expectations with respect to this responsibility and where possible consolidating those relevant values and expectations found in the current numerous topic specific policies; or
2. reviewing, revising and retaining in the new policy framework format existing stand-alone board policy that address this responsibility.

CONSIDERATIONS & ANALYSIS

The Board currently has policy that speaks to alternative and special pedagogical or organizational approaches to the delivery of education, commonly referred to as programs of choice. However, there is no board policy that addresses what the District refers to as the "regular program" or the concept of what is to be taught in all schools for all students.

The Board has expressed concern in the past with the perception among some that alternative programs or programs of choice are given greater emphasis than district regular programs available in attendance area schools. The Policy Review Committee noted that Alberta Education refers to the regular program as "basic" or "core" education which may inadvertently be implying to some that there is a "tier" or hierarchy of quality of programs. The notion of "alternative programs" actually relates to program delivery method or programming not program content. Alternative programs, as defined by Alberta Education, refer to delivering the Alberta programs of study in alternate ways: a different language, infused with faith, delivered in a different organizational structure or from a different pedagogical stance.

In order to address the Board's responsibilities with respect to student programs and to clarify that programs of choice are actually choices of program delivery model, that all student programs are based on the same Alberta programs of study and have the same expectations for a high quality education, two new policies have been drafted.

In [Attachment I](#), HA.BP – Student Programs of Study, the specific outcomes of an inclusive Kindergarten to Grade 12 education have been included verbatim from the Alberta *Guide to Education* to make explicit what the desired student outcomes are from an inclusive, high quality, education in Alberta and demonstrate alignment with the District's Vision and Mission. This ensures both compliance with the *School Act* and that district students will be held to the same high standards as all Alberta students. The policy also consolidates the Board's additional expectations for student programs found in other stand-alone policies, for example, field trips, homework and second language education (as noted in [Appendix II](#) in bold text and bracket by policy code and name).

Equity is a key value of the Board. The consolidation of the Board's expectations for a student program is intended to ensure that all student programs provide students an equitable opportunity to achieve to their full potential the Board's desired outcomes of a district education regardless of program delivery model. The policy explicitly states that all students will have equitable access to a high quality education program. This is the standard of equity that is expected in the *Guide to Education* learning outcomes of an inclusive education.

Should this new policy HA.BP – Student Programs of Study be approved by the Board on third consideration, those policies which have been noted in [Appendix II](#) will be recommended for rescission. Administrative regulations related to the policies that will be recommended for rescission will be retained and cross referenced to the new parent policy.

HAA.BP – Delivery of Student Programs of Study ([Attachment II](#)), addresses how the Alberta programs of study is delivered and implemented in the District to enable all district students to achieve to their full potential the desired learning outcomes of a K-12 education in Alberta. It incorporates current Board Policy HA.BP - Student Programs ([Appendix IV](#)) approved by Board in May 2012 which addresses criteria for alternative programs and special education. It also incorporates Board Policy HGE.BP – Continuing Education ([Appendix V](#)) in its entirety. To emphasize that programs of choice are actually program delivery models, alternative, special education and outreach/transition programs have been defined as “programming” - the program delivery and instructional model used to deliver the programs of study with specific groups of students and individual students. The policy reinforces the Board’s commitment to maximize student learning potential and links the provision of a range of programming and instructional model choices to increasing student engagement and accommodating diverse learning needs and interests. The concept of choice of program delivery model is a key tenet of equity of access to a high quality education. It also establishes the Board’s expectation that there will be consistency across all district locations of a board approved program delivery model.

NEXT STEPS

Should the Board of Trustees give first consideration and approval of the draft policies for posting on the district website, the draft policies will be posted for stakeholder input over the summer to the beginning of the new school year. Following stakeholder input, the policies will be reviewed by the Policy Review Committee and prepared for second Board consideration in September 2013. Work will continue on development of the third policy content stream related to organization for instruction.

ATTACHMENTS & APPENDICES

ATTACHMENT I	Draft New Board Policy HA.BP – Student Programs of Study
ATTACHMENT II	Draft New Board Policy HAA.BP – Delivery of Student Programs of Study
APPENDIX I	Alignment of Board Policy to <i>Education Act</i> s33(1)a
APPENDIX II	Policies Consolidated in Draft new HA.BP Student Programs of Study and to be Recommended for Rescission
APPENDIX III	Policies Consolidated in Draft new HAA.BP – Delivery of Student Programs of Study
APPENDIX IV	Current Board Policy HA.BP – Student Programs
APPENDIX V	Current Board Policy HGE.BP – Continuing Education

AS:lb

CODE: HA.BP

EFFECTIVE DATE: dd-mm-yyyy

TOPIC: Student Programs of Study

ISSUE DATE: dd-mm-yyyy

REVIEW YEAR: yyyy

PURPOSE

To explicitly state and reinforce the provincial expectation that students in the District will be taught the content that is prescribed in the programs of study. This ensures both compliance with the *School Act* and that district students will be held to the same high standards as all Albertan students.

DEFINITIONS

Programs of study are established by Alberta Education and identify the student learning outcomes for all students in all courses and programs.

An **Engaged Thinker** knows how to think critically and creatively and make discoveries through inquiry, reflection, exploration, experimentation and trial and error; is competent in the arts and sciences including languages; uses technology to learn, innovate, collaborate, communicate and discover; has developed a wide range of competencies in many areas, including gathering, analysis and evaluation of information; is familiar with multiple perspectives and disciplines and can identify problems and then find the best solutions; as a team member, integrates ideas from a variety of sources into a coherent whole and communicates these ideas to others; adapts to the many changes in society and the economy with an attitude of optimism and hope for the future; as a lifelong learner, believes there is no limit to what knowledge may be gleaned, what skills may be accumulated, and what may be achieved in cooperation with others; and always keeps growing and learning. [Ministerial Order \(#001/2013\)](#)

An **Ethical Citizen** understands that it is not all about them, has learned about and is appreciative of the effort and sacrifice that built this province and country and sees beyond self-interests to the needs of the community; is committed to democratic ideals; contributes fully to the world economically, culturally, socially and politically; as a steward of the earth, minimizes environmental impacts; builds relationships through fairness, humility and open mindedness, with teamwork, collaboration and communication; engages with many cultures, religions and languages, values diversity in all people and adapts to any situation; demonstrates respect, empathy and compassion for all people; cares for themselves physically, emotionally, intellectually, socially and spiritually; is able to ask for help, when needed, from others, and also for others; and assumes the responsibilities of life in a variety of roles. [Ministerial Order \(#001/2013\)](#)

An individual with an **Entrepreneurial Spirit** is motivated, resourceful, self-reliant and tenacious; continuously sets goals and works with perseverance and discipline to achieve them; through hard work, earns achievements and the respect of others; strives for excellence and personal, family and community success; is competitive and ready to challenge the status quo; explores ideas and technologies alone or as part of diverse teams; is resilient, adaptable, able and determined to transform discoveries into products or services that benefit the community and, by extension, the world; develops opportunities where others only see adversity; has the confidence to take risks and make bold decisions in the face of adversity, recognizing that to hold back is to be held back; and has the courage to dream. [Ministerial Order \(#001/2013\)](#)

POLICY

In keeping with the [District Vision and Mission](#), the Board of Trustees supports and is fully committed to the Alberta Ministry of Education's desired student learning outcomes of an inclusive Kindergarten to Grade 12 education in Alberta to enable all students to achieve to their full potential.

As per [Ministerial Order \(#001/2013\)](#), and as detailed in the *Guide to Education*, the goal for an inclusive Kindergarten to Grade 12 education is to enable all students to achieve the following outcomes:

- (1) be Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit;
- (2) strive for engagement and personal excellence in their learning journey;
- (3) employ literacy and numeracy to construct and communicate meaning; and
- (4) discover, develop and apply competencies across subject and discipline areas for learning, work and life to enable students to:
 - (a) know how to learn: to gain knowledge, understanding or skills through experience, study, and interaction with others;
 - (b) think critically: conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge;
 - (c) identify and solve complex problems;
 - (d) manage information: access, interpret, evaluate and use information effectively, efficiently, and ethically;
 - (e) innovate: create, generate and apply new ideas or concepts;
 - (f) create opportunities through play, imagination, reflection, negotiation, and competition, with an entrepreneurial spirit;
 - (g) apply multiple literacies: reading, writing, mathematics, technology, languages, media, and personal finance;
 - (h) demonstrate good communication skills and the ability to work cooperatively with others;
 - (i) demonstrate global and cultural understanding, considering the economy and sustainable development; and
 - (j) identify and apply career and life skills through personal growth and well-being.

In alignment with the programs of study and further supported through the outcomes in the *Guide to Education*, the Board of Trustees expects that all students will have equitable access to student programs that contain the following characteristics:

1. program continuity with balanced, integrated and sequenced implementation;
2. a focus on basic literacy skills to develop proficiency in language arts;
3. instruction in a second language (in addition to English) in Grades 4 to 9 and support and encouragement to students to continue to build proficiency in a second language through the end of Grade 12;
4. differentiated program delivery responsive to assessed student learning needs;
5. a wide range of teaching and learning resources that reflect and value the diversity in the District so that all students see themselves and their lives positively reflected within the curriculum;
6. the provision a safe learning environment for students whether or not the activities occur outside the boundaries of the students' schools;
7. curricular and extracurricular educational activities which enhance student engagement, learning and development such as but not limited to:
 - a. homework assignments related to the outcomes of the programs of study;
 - b. activities outside the boundaries of the students' schools as a means of extending the learning that takes place in the classroom such as:

- i. field trips;
- ii. performance and exhibit opportunities to promote achievement and enable the pursuit of excellence in music, art, drama and dance; and
- iii. interschool athletic activities to enhance skill development and encourage healthy lifestyles.

EXPECTATIONS

1. All student programs shall be in compliance with the *School Act*, Alberta Education's policies, regulations, and standards and all Board of Trustees policies and district administrative regulations.
2. The Superintendent of Schools shall review and where necessary, create administrative regulations and assign responsibilities to implement the purpose and intent of this policy.
3. Principal expectations related to program implementation are outlined in Section 20 of the *School Act* and are excerpted as follows:
A principal of a school must:...
 - (b) ensure that the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs prescribed, approved or authorized pursuant to this Act;
 - (c) evaluate or provide for the evaluation of programs offered in the school; and
 - (d) ensure that students in the school have the opportunity to meet the standards of education set by the Minister.
4. Teacher expectations related to program implementation are outlined in Section 18(1) of the *School Act* and are excerpted as follows:
A teacher while providing instruction or supervision must:...
 - (b) teach the courses of study and education programs that are prescribed, approved or authorized pursuant to this Act;
 - (c) promote goals and standards applicable to the provision of education adopted or approved pursuant to this Act;
 - (d) encourage and foster learning in students.
5. Parents shall be provided with information on the educational program in which their child is enrolled each year to enable them to continue to be involved and support their child's education.
6. The Superintendent of Schools shall ensure that teachers and principals are informed of changes in the programs of study and that opportunities to engage in professional learning related to these changes are provided. The Superintendent of Schools shall also ensure that principals are provided support to supervise teachers in the delivery of the programs of study.
7. The Superintendent of Schools shall ensure that all students have access to the outcomes of the programs of study to the highest level possible as determined by student ability.

ACCOUNTABILITY

The Superintendent of Schools shall inform the Board of Trustees as changes occur within the programs of study. The Superintendent of Schools shall report on the consistency of programming provided in schools with the course of study and education programs prescribed, approved or authorized pursuant to the *School Act*.

REFERENCES

HAA.BP – Student Programming

[HAA.AR – Off-Campus Education](#)

[HGAF.AR - French Language Programs](#)

[HGAG.AR - International and Aboriginal Language Programs and Courses](#)

[HGDJ.AR - Participation in Interschool Athletic Activities](#)

[HI.AR - Instructional and Learning Resources](#)

[HICA.AR - Field Trips](#)

[HK.BP – Student Assessment, Achievement and Growth](#)

[School Act](#)

[Ministerial Order #016/97 - Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta](#)

[Guide to Education](#)

DRAFT

CODE: HAA.BP

EFFECTIVE DATE: dd-mm-yyyy

TOPIC: Delivery of Student Programs of Study

ISSUE DATE: dd-mm-yyyy

REVIEW YEAR: yyyy

PURPOSE

To articulate and reinforce the Board of Trustees' beliefs and expectations related to how the Alberta programs of study are delivered and implemented in District. The Board of Trustees believes that teaching the programs of study in different ways and in different settings, helps students to achieve the learning outcomes of a K-12 education and allows students to reach their full potential. Regardless of how the programs of study are delivered, all students will have equitable access to high quality programming throughout the District.

DEFINITIONS

Programs of study - are established by Alberta Education and identify the student learning outcomes for all students in all subject-area courses and programs.

Program - an education program based on the prescribed Alberta programs of study.

Programming - refers to the program delivery and instructional model used to deliver the programs of study to particular groups of students and with individual students.

Alternative programming - or alternative program delivery models deliver the programs of study by emphasizing a particular language, culture, religion, subject-matter, or using a particular teaching philosophy.

Special education programming - the provision of programming and services which make it possible for students in need of specialized supports and services to receive an education appropriate to their abilities and needs. Adaptations to the outcomes in the programs of study, staffing, instructional and evaluation strategies, materials and resources, facilities or equipment may be required to provide specialized supports.

Outreach/Transition programming - flexible student program delivery in non-traditional settings. Senior high outreach programming and junior high transition programming is provided to students who, due to individual circumstances, find that the traditional school setting does not meet their need.

POLICY

The Board of Trustees is committed to ensuring that all students are provided access to a high quality education that will enable them to achieve desired student learning outcomes of a K-12 education and to reach their full potential.

The Board of Trustees believes that all students can learn, and acknowledges that students learn in unique and diverse ways. Optimal student learning occurs with the effective use of instructional time, proven instructional strategies and assessment of and for learning that focus on the prescribed learning outcomes. The Board of Trustees believes that program implementation should provide continuity and flexibility for student learning.

To maximize the potential of each student, the Board of Trustees supports the development and provision of a range of programming and instructional models, in accordance with Board Policy HA.BP – Student Programs of Study, to increase student engagement and accommodate their diverse learning needs and interests including but not limited to:

- regular program delivery models;
- board approved alternative program delivery models;
- special education program delivery models;
- senior high outreach and junior high transition program delivery models located in non-traditional settings;
- locally developed courses; and
- continuing education program delivery models.

The Board of Trustees reserves to itself the authority to approve the establishment and deletion of alternative program delivery models and locally developed courses.

The Board of Trustees supports the concept of providing educational programming for students in need of specialized supports and services in both attendance area schools and in district centres. The attendance area school is a guaranteed point of entry for all students, and the regular classroom shall be the first option considered. District centres provide alternate program delivery options.

Recognizing some students are successful in non-traditional school settings, the Board of Trustees authorizes the provision of senior high outreach programming and junior high transition programming in non-traditional school settings. Students may complete their schooling in non-traditional settings or transition to more traditional school settings once the skills and knowledge to be successful in these settings are developed.

The Board of Trustees believes in the importance of life-long learning and, as both a publicly funded institution and a corporate citizen of the larger community, it is committed to providing opportunities for community members of all ages to continue or extend their education and pursue their interests. To this end, the Board of Trustees shall provide continuing education and programming on a cost-recovery basis.

The Board of Trustees recognizes the importance of working with parents, community organizations, and government in the development and implementation of all program delivery models.

EXPECTATIONS

1. The Superintendent of Schools shall review and where necessary, develop administrative regulations and assign responsibilities to implement the purpose and intent of this policy.
2. Programming for students, regardless of their location or type of programming they receive, will be in alignment with the philosophy of the programming as outlined in the *Guide to Education* or, in the case of alternative programming or locally developed courses, in alignment with the outcomes and expectations as approved by the Board of Trustees.
3. Section 20(c) of the *School Act* states: “Principals must evaluate or provide for the evaluation of programs (programming) in the school.”

4. The Superintendent of Schools shall consider the following when recommending to the Board of Trustees the addition, expansion, deletion or consolidation of district program delivery models (programming) and locally developed courses:
 - a. compliance with the *School Act*, Alberta Education's policies, regulations, standards, mission and mandate for education;
 - b. compliance with all board policies and administrative regulations;
 - c. consistency with sound educational theory and practice;
 - d. impact on financial and human resources, facilities, and current course and program delivery offerings;
 - e. availability of staff and resources;
 - f. degree of demand;
 - g. alternative program delivery models shall have:
 - i. a defined and consistent set of unique features intended to be long term and sustainable; the programming usually involves the entire elementary, junior high or senior high grades or a combination of these grades;
 - ii. an educational approach that affects the entire schooling experience of a child;
 - iii. a school culture or environment that reflects the uniqueness of the program;
 - h. any faith-based alternative program delivery model shall be:
 - i. of a non-proselytizing nature, e.g., instruction about a religion or religions rather than inculcation; and
 - ii. based on a general faith rather than emphasizing or promoting a particular denomination or division of a given faith.
5. Parents of students in need of specialized supports and services shall be provided with information about the special needs programming options available in the attendance area school and at district centres.

ACCOUNTABILITY

The Superintendent of Schools shall report annually as part of district results review on the alignment of the outcomes and expectations for each board approved program delivery model across all district locations.

REFERENCES

HA.BP – Student Programs of Study

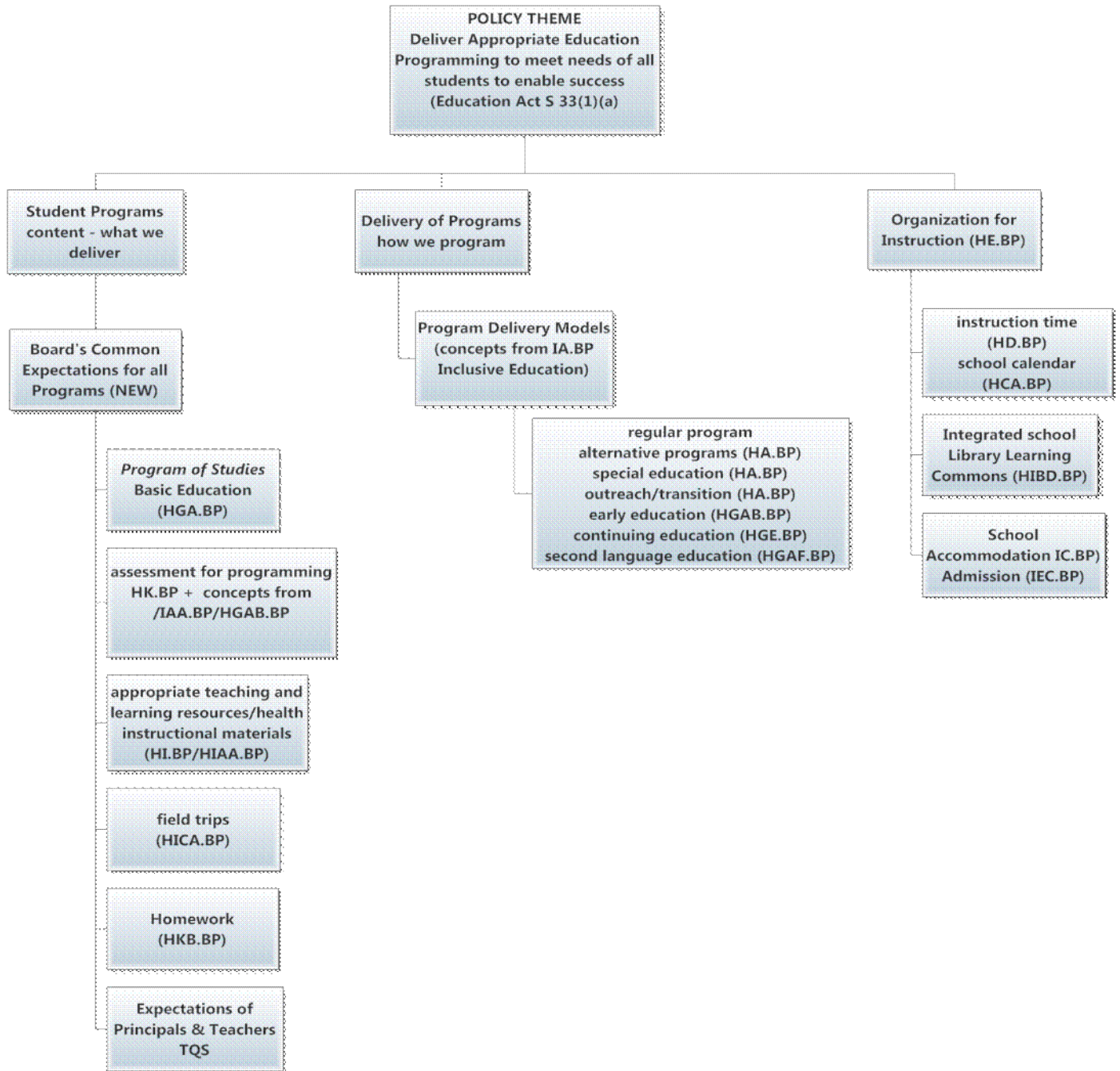
[IA.BP – Inclusive Education](#)

[School Act](#)

[Guide to Education](#)

Policy Theme

Alignment of Board Policy to *Education Act* s33 (1) a– “deliver appropriate education programming to meet the needs of all students to enable success”.



CODE: HA.BP

EFFECTIVE DATE: dd-mm-yyyy

TOPIC: Student Programs of Study

ISSUE DATE: dd-mm-yyyy

REVIEW YEAR: yyyy

PURPOSE

To explicitly state and reinforce the provincial expectation that students in the District will be taught the content that is prescribed in the programs of study. This ensures both compliance with the *School Act* and that district students will be held to the same high standards as all Albertan students.

DEFINITIONS

Programs of study are established by Alberta Education and identify the student learning outcomes for all students in all courses and programs.

An **Engaged Thinker** knows how to think critically and creatively and make discoveries through inquiry, reflection, exploration, experimentation and trial and error; is competent in the arts and sciences including languages; uses technology to learn, innovate, collaborate, communicate and discover; has developed a wide range of competencies in many areas, including gathering, analysis and evaluation of information; is familiar with multiple perspectives and disciplines and can identify problems and then find the best solutions; as a team member, integrates ideas from a variety of sources into a coherent whole and communicates these ideas to others; adapts to the many changes in society and the economy with an attitude of optimism and hope for the future; as a lifelong learner, believes there is no limit to what knowledge may be gleaned, what skills may be accumulated, and what may be achieved in cooperation with others; and always keeps growing and learning. [Ministerial Order \(#001/2013\)](#)

An **Ethical Citizen** understands that it is not all about them, has learned about and is appreciative of the effort and sacrifice that built this province and country and sees beyond self-interests to the needs of the community; is committed to democratic ideals; contributes fully to the world economically, culturally, socially and politically; as a steward of the earth, minimizes environmental impacts; builds relationships through fairness, humility and open mindedness, with teamwork, collaboration and communication; engages with many cultures, religions and languages, values diversity in all people and adapts to any situation; demonstrates respect, empathy and compassion for all people; cares for themselves physically, emotionally, intellectually, socially and spiritually; is able to ask for help, when needed, from others, and also for others; and assumes the responsibilities of life in a variety of roles. [Ministerial Order \(#001/2013\)](#)

An individual with an **Entrepreneurial Spirit** is motivated, resourceful, self-reliant and tenacious; continuously sets goals and works with perseverance and discipline to achieve them; through hard work, earns achievements and the respect of others; strives for excellence and personal, family and community success; is competitive and ready to challenge the status quo; explores ideas and technologies alone or as part of diverse teams; is resilient, adaptable, able and determined to transform discoveries into products or services that benefit the community and, by extension, the world; develops opportunities where others only see adversity; has the confidence to take risks and make bold decisions in the face of adversity, recognizing that to hold back is to be held back; and has the courage to dream. [Ministerial Order \(#001/2013\)](#)

POLICY

In keeping with the [District Vision and Mission](#), the Board of Trustees supports and is fully committed to the Alberta Ministry of Education's desired student learning outcomes of an inclusive Kindergarten to Grade 12 education in Alberta to enable all students to achieve to their full potential.

As per [Ministerial Order \(#001/2013\)](#), and as detailed in the *Guide to Education*, the goal for an inclusive Kindergarten to Grade 12 education is to enable all students to achieve the following outcomes:

- (1) be Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit;
- (2) strive for engagement and personal excellence in their learning journey;
- (3) employ literacy and numeracy to construct and communicate meaning; and
- (4) discover, develop and apply competencies across subject and discipline areas for learning, work and life to enable students to:
 - (a) know how to learn: to gain knowledge, understanding or skills through experience, study, and interaction with others;
 - (b) think critically: conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge;
 - (c) identify and solve complex problems;
 - (d) manage information: access, interpret, evaluate and use information effectively, efficiently, and ethically;
 - (e) innovate: create, generate and apply new ideas or concepts;
 - (f) create opportunities through play, imagination, reflection, negotiation, and competition, with an entrepreneurial spirit;
 - (g) apply multiple literacies: reading, writing, mathematics, technology, languages, media, and personal finance;
 - (h) demonstrate good communication skills and the ability to work cooperatively with others;
 - (i) demonstrate global and cultural understanding, considering the economy and sustainable development; and
 - (j) identify and apply career and life skills through personal growth and well-being.

In alignment with the programs of study and further supported through the outcomes in the *Guide to Education*, the Board of Trustees expects that all students will have equitable access to student programs that contain the following characteristics:

1. program continuity with balanced, integrated and sequenced implementation;
2. a focus on basic literacy skills to develop proficiency in language arts; **(replaces [HGA.BP – Basic Instructional Program](#))**
3. instruction in a second language (in addition to English) in Grades 4 to 9 and support and encouragement to students to continue to build proficiency in a second language through the end of Grade 12; **(replaces [HGAF.BP – Second Language Education](#))**
4. differentiated program delivery responsive to assessed student learning needs; **(concept from [HK.BP – Student Assessment, Achievement and Growth](#))**
5. a wide range of teaching and learning resources that reflect and value the diversity in the District so that all students see themselves and their lives positively reflected within the curriculum; **(replaces [HI.BP Teaching and Learning Resources](#))**
6. the provision a safe learning environment for students whether or not the activities occur outside the boundaries of the students' schools;

7. curricular and extracurricular educational activities which enhance student engagement, learning and development such as but not limited to:
 - c. homework assignments related to the outcomes of the programs of study;
 - d. activities outside the boundaries of the students' schools as a means of extending the learning that takes place in the classroom such as:
 - iv. field trips; **(replaces [HICA.BP – Field Trips](#))**
 - v. performance and exhibit opportunities to promote achievement and enable the pursuit of excellence in music, art, drama and dance **(replaces [HGDD.BP – Performance and Exhibit Opportunities in the Fine Arts](#)); and**
 - vi. interschool athletic activities to enhance skill development and encourage healthy lifestyles. **(replaces [HGDJ.BP - Participation in Interschool Athletic Activities](#))**

EXPECTATIONS

1. All student programs shall be in compliance with the *School Act*, Alberta Education's policies, regulations, and standards and all board policies and district administrative regulations.
2. The Superintendent of Schools shall review and where necessary create administrative regulations and assign responsibilities to implement the purpose and intent of this policy.
3. Principal expectations related to program implementation are outlined in Section 20 of the *School Act* and are as follows:
 - A principal of a school must:...
 - (b) ensure that the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs prescribed, approved or authorized pursuant to this Act;
 - (c) evaluate or provide for the evaluation of programs offered in the school; and
 - (d) ensure that students in the school have the opportunity to meet the standards of education set by the Minister.
4. Teacher expectations related to program implementation are outlined in Section 18(1) of the *School Act* and are as follows:
 - A teacher while providing instruction or supervision must:...
 1. teach the courses of study and education programs that are prescribed, approved or authorized pursuant to this Act;
 2. promote goals and standards applicable to the provision of education adopted or approved pursuant to this Act;
 3. encourage and foster learning in students.
5. Parents shall be provided with information on the educational program in which their child is enrolled each year to enable them to continue to be involved and support their child's education.
6. The Superintendent of Schools shall ensure that teachers and principals are informed of changes in the programs of study and that opportunities to engage in professional learning related to these changes are provided. The Superintendent of Schools shall also ensure that principals are provided support to supervise teachers in the delivery of the programs of study.
7. The Superintendent of Schools shall ensure that all students have access to the outcomes of the programs of study to the highest level possible as determined by student ability.

ACCOUNTABILITY

The Superintendent of Schools shall inform the Board of Trustees as changes occur within the programs of study. The Superintendent of Schools shall report on the consistency of programming provided in schools with the course of study and education programs prescribed, approved or authorized pursuant to the *School Act*.

REFERENCES

HAA.BP – Student Programming

[HAA.AR – Off-Campus Education](#)

[HGAF.AR - French Language Programs](#)

[HGAG.AR - International and Aboriginal Language Programs and Courses](#)

[HGDJ.AR - Participation in Interschool Athletic Activities](#)

[HI.AR - Instructional and Learning Resources](#)

[HICA.AR - Field Trips](#)

[HK.BP – Student Assessment, Achievement and Growth](#)

[*School Act*](#)

[Ministerial Order #016/97 - Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta](#)

[*Guide to Education*](#)

DRAFT

POLICIES TO BE REPLACED BY NEW DRAFT POLICY
HA.BP – STUDENT PROGRAMS OF STUDY

CODE: HGA.BP
TOPIC: Basic Instructional Program

EFFECTIVE DATE: 13-06-2006
ISSUE DATE: 23-06-2006
REVIEW DATE: 06-2013

Language Arts

Proficiency in language arts is the first duty in the education of students within the school system.

Reference(s):

[AD.BP](#) - District Priorities

CODE: HGAF.BP
TOPIC: Second Language Education

EFFECTIVE DATE: 18-04-2006
ISSUE DATE: 19-04-2006
REVIEW DATE: 04-2013

Appreciating the benefits of second language learning for first language development, as well as other developmental, scholastic, economic and cultural benefits, Edmonton Public School students shall study a second language (in addition to English) in grades four to nine, beginning in grade four in September 2006.

Edmonton Public Schools shall support and encourage students to continue to build proficiency in a second language through the end of grade twelve.

Types of Second Language Education:

French Language:

Given that French is an official language of Canada, and is important in international, economic, political, diplomatic and cultural exchange, all Edmonton Public School District students shall have access to French language courses in schools choosing to offer French as a second language (FSL) and in school sites designated for French Immersion (FIM) programming.

International Languages:

Given that international languages are an important asset in international, economic, political, diplomatic and cultural exchange, Edmonton Public School District students shall have access to International Language and Culture courses at schools where demand permits courses to be offered and Bilingual language programs (K-12) at designated sites.

Aboriginal Languages:

Given that aboriginal languages are an important part of Canadian heritage, and given that aboriginal languages are a growing part of the cultural and economic mosaic of the nation, Edmonton Public School District students shall have access to Aboriginal Language and Culture programming, as a second language course, at schools choosing to offer such courses.

Special Needs Students:

If a student is coded as moderate or severe special needs, and in the opinion of the principal the student is unable to learn a second language, then the principal may exempt the student.

Reference(s):

[HA.BP](#) - Student Programs

[HGAF.AR](#) - French Language Programs

[HGAG.AR](#) - International and Aboriginal Language Programs and Courses

CODE: HGDD.BP
TOPIC: Performance and Exhibit
Opportunities in the Fine Arts

EFFECTIVE DATE: 14-09-2010
ISSUE DATE: 16-09-2010
REVIEW DATE: 09-2017

Students shall be provided with performance and exhibit opportunities to promote achievement in music, art, drama and dance, and encouraged to pursue such studies to a level of artistic excellence. The Board supports all such opportunities, including the Board-sponsored annual Night of Music with its accompanying student visual art displays.

Reference(s):
[HA.BP](#) - Student Programs

CODE: HGDJ.BP
TOPIC: Participation in Interschool Athletic
Activities

EFFECTIVE DATE: 22-05-2007
ISSUE DATE: 24-05-2007
REVIEW DATE: 05-2014

The Board recognizes participation in interschool athletic activities as an important component of the total school experience. It enhances students' skills, knowledge, and character development; it encourages healthy lifestyles; and it promotes positive attitudes within and among participating schools. The Board's commitment to providing a safe learning environment for all students extends to students' participation in all forms of interschool athletic activities.

Reference(s):
[HGDJ.AR](#) - Participation in Interschool Athletic Activities
[HA.BP](#) - Student Programs
[HICA.BP](#) - Field Trips
[HICA.AR](#) - Field Trips

CODE: HI.BP
TOPIC: Teaching and Learning Resources

EFFECTIVE DATE: 13-06-2006
ISSUE DATE: 23-06-2006
REVIEW DATE: 06-2013

The board supports the use of a wide range of teaching and learning resources presenting various points of view to meet the programming and curricular needs of all students.

Reference(s):
[HI.AR](#) - Instructional and Learning Resources

CODE: HICA.BP
TOPIC: Field Trips

EFFECTIVE DATE: 27-09-2011
ISSUE DATE: 29-09-2011
REVIEW DATE: 09-2018

The Board recognizes field trips as valuable educational activities that may be used to enhance student learning and development. It also acknowledges the value of out of province and international trips as a means to extend the learning that takes place in the classroom. The Board's commitment to providing a safe learning environment for students includes school activities which occur outside the boundaries of the students' schools.

Reference(s):
[HICA.AR](#) - Field Trips
[AD.BP](#) - District Priorities
[School Act](#) Section 60.2.h

CODE: HKB.BP
TOPIC: Homework

EFFECTIVE DATE: 13-06-2006
ISSUE DATE: 23-06-2006
REVIEW DATE: 06-2013

The Board recognizes the value of homework that furthers students' learning in relation to the curriculum.

Reference(s):

CODE: HAA.BP

EFFECTIVE DATE: dd-mm-yyyy

TOPIC: Delivery of Student Programs of Study

ISSUE DATE: dd-mm-yyyy

REVIEW YEAR: yyyy

PURPOSE

To articulate and reinforce the Board of Trustees' beliefs and expectations related to how the Alberta programs of study are delivered and implemented in District. The Board of Trustees believes that teaching the programs of study in different ways and in different settings, helps students to achieve the learning outcomes of a K-12 education and allows students to reach their full potential. Regardless of how the programs of study are delivered, all students will have equitable access to high quality programming throughout the district.

DEFINITIONS

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Program - an education program based on the prescribed Alberta programs of study.

Programming - refers to the program delivery and instructional model used to deliver the programs of study to particular groups of students and with individual students.

Alternative programming - or alternative program delivery models deliver the programs of study by emphasizing a particular language, culture, religion, subject-matter, or using a particular teaching philosophy.

Special education programming - the provision of programming and services which make it possible for students in need of specialized supports and services to receive an education appropriate to their abilities and needs. Adaptations to the outcomes in the programs of study, staffing, instructional and evaluation strategies, materials and resources, facilities or equipment may be required to provide specialized supports.

Outreach/Transition programming - flexible student program delivery in non-traditional settings. Senior high outreach programming and junior high transition programming is provided to students who, due to individual circumstances, find that the traditional school setting does not meet their need.

POLICY

The Board of Trustees is committed to ensuring that all students are provided access to a high quality education that will enable them to achieve desired student learning outcomes of a K-12 education and to reach their full potential.

The Board of Trustees believes that all students can learn, and acknowledges that students learn in unique and diverse ways. Optimal student learning occurs with the effective use of instructional time, proven instructional strategies and assessment of and for learning that focus on the prescribed learning outcomes. The Board of Trustees believes that program implementation should provide continuity and flexibility for student learning.

To maximize the potential of each student, the Board of Trustees supports the development and provision of a range of programming and instructional models to increase student engagement and accommodate their diverse learning needs and interests in accordance with Board Policy HA.BP – Student Programs of Study including but not limited to:

- regular program delivery models;
- board approved alternative program delivery models;
- special education program delivery models;
- senior high outreach and junior high transition program delivery models located in non-traditional settings;
- locally developed courses; and
- continuing education program delivery models.

The Board of Trustees reserves to itself the authority to approve the establishment and deletion of alternative program delivery models and locally developed courses. ([current HA.BP – Student Programs](#))

The Board of Trustees supports the concept of providing educational programming for students in need of specialized supports and services in both attendance area schools and in district centres. The attendance area school is a guaranteed point of entry for all students, and the regular classroom shall be the first option considered. District centres provide alternate program delivery options. ([current HA.BP – Student Programs](#))

Recognizing some students are successful in non-traditional school settings, the Board of Trustees authorizes the provision of senior high outreach programming and junior high transition programming in non-traditional school settings. Students may complete their schooling in non-traditional settings or transition to more traditional school settings once the skills and knowledge to be successful in these settings are developed. ([current HA.BP – Student Programs](#))

The Board of Trustees believes in the importance of life-long learning and, as both a publicly funded institution and a corporate citizen of the larger community, it is committed to providing opportunities for community members of all ages to continue or extend their education and pursue their interests. To this end, the Board of Trustees shall provide continuing education and programming on a cost-recovery basis. (**replaces [HGE.BP – Continuing Education](#)**)

The Board of Trustees recognizes the importance of working with parents, community organizations, and government in the development and implementation of all program delivery models. ([current HA.BP – Student Programs](#))

EXPECTATIONS

1. The Superintendent of Schools shall review and where necessary, develop administrative regulations and assign responsibilities to implement the purpose and intent of this policy.
2. Programming for students, regardless of their location or type of programming they receive, will be in alignment with the philosophy of the programming as outlined in the *Guide to Education* or, in the case of alternative programming or locally developed courses, in alignment with the outcomes and expectations as approved by the Board of Trustees.

3. Section 20(c) of the *School Act* states: “Principals must evaluate or provide for the evaluation of programs (programming) in the school.”
4. The Superintendent of Schools shall consider the following when recommending to the Board of Trustees the addition, expansion, deletion or consolidation of district program delivery models (programming) and locally developed courses:
 - a. compliance with the *School Act*, Alberta Education's policies, regulations, standards, mission and mandate for education;
 - b. compliance with all board policies and administrative regulations;
 - c. consistency with sound educational theory and practice;
 - d. impact on financial and human resources, facilities, and current course and program delivery offerings;
 - e. availability of staff and resources;
 - f. degree of demand;
 - g. alternative program delivery models shall have:
 - i. a defined and consistent set of unique features intended to be long term and sustainable; the programming usually involves the entire elementary, junior high or senior high grades or a combination of these grades;
 - ii. an educational approach that affects the entire schooling experience of a child;
 - iii. a school culture or environment that reflects the uniqueness of the program;
 - h. any faith based alternative program delivery model shall be:
 - i. of a non-proselytizing nature, e.g., instruction about a religion or religions rather than inculcation; and
 - ii. based on a general faith rather than emphasizing or promoting a particular denomination or division of a given faith. ([current HA.BP – Student Programs](#))
5. Parents of students in need of specialized supports and services shall be provided with information about the special needs programming options available in the attendance area school and at district centres. ([current HA.BP – Student Programs](#))

ACCOUNTABILITY

The Superintendent of Schools shall report annually as part of district results review on the alignment of the outcomes and expectations for each board approved program delivery model across all district locations.

REFERENCES

HA.BP – Student Programs of Study

[IA.BP – Inclusive Education](#)

[School Act](#)

[Guide to Education](#)

Edmonton Public Schools

Board Policies and Regulations

CODE: HA.BP
TOPIC: Student Programs

EFFECTIVE DATE: 22-05-2012
ISSUE DATE: 24-05-2012
REVIEW DATE: 05-2019

The Board acknowledges that students learn in unique and diverse ways. To maximize the potential of each student, the Board supports the development and provision of a variety of programs including alternative programs, special education programs, and outreach and transition programs located in non-traditional settings. The Board recognizes the importance of working with parents, community organizations, and government in the development and implementation of these programs. The Board reserves to itself the authority to approve the establishment and deletion of programs and locally developed courses.

When considering the addition, expansion, deletion or consolidation of programs and locally developed courses, the administration shall address factors including but not limited to:

- compliance with the *School Act*, relevant Administrative Regulations and Alberta Education's policies, mission and mandate for education
- compliance with all Board policies and administrative regulations
- consistency with sound educational theory and practice
- impact on financial and human resources, facilities, and current course and program offerings
- availability of staff and resources
- degree of demand

A. ALTERNATIVE PROGRAMS

1. The Board will consider alternative programs which emphasize a particular language, culture, religion, subject-matter, or uses a particular teaching philosophy.
2. The uniqueness of alternative programs lies in the existence of the following defined set of elements:
 - a defined and consistent set of unique features intended to be long term and sustainable. The program usually involves the entire elementary, junior high or senior high grades or a combination of these grades;
 - an educational approach that affects the entire schooling experience of a child;
 - a school culture or environment that reflects the uniqueness of the program.
3. Any faith based alternative program shall be:
 - of a non-proselytizing nature, e.g., instruction about a religion or religions rather than inculcation;
 - based on a general faith rather than emphasizing or promoting a particular denomination or division of a given faith.

B. SPECIAL EDUCATION PROGRAMS

1. The Board is committed to providing programs and services which make it possible for students in need of specialized supports to receive an education appropriate to their abilities and needs. Changes to the curriculum, staffing, instructional and evaluation strategies, materials and resources, facilities or equipment may be required to provide specialized supports. The Board supports the concept of providing educational programs for students in need of specialized supports in both neighbourhood schools and in district centres. The neighbourhood school is a guaranteed point of entry for all students, and the regular classroom shall be the first option considered. District centres provide alternate program options.
2. Parents and students shall be provided with information about the program options available.

C. OUTREACH PROGRAMS/TRANSITION PROGRAMS

Recognizing some students are successful in non-traditional school settings, the Board will provide senior high outreach programs and junior high transition programs in non-traditional school settings, and provide opportunities for students to develop the skills and knowledge required to make the transition back to more traditional school settings. Students may complete their schooling in non-traditional settings.

Reference(s):

[*School Act*](#) Sections 10, 11, 21, 47 and 50(1)
IA.BP – Inclusive Education

Edmonton Public Schools Board Policies and Regulations

CODE: HGE.BP
TOPIC: Continuing Education

EFFECTIVE DATE: 15-06-2010
ISSUE DATE: 23-06-2010
REVIEW DATE: 06-2017

The Board believes in the importance of life-long learning and, as both a publicly-funded institution and a corporate citizen of the larger community, it is committed to providing opportunities for community members of all ages to continue their education and to pursue their interests. To this end, the Board shall provide continuing education programming on a cost-recovery basis.

Reference(s):

[School Act](#) Sections 8 and 55

DATE: June 18, 2013

TO: Board of Trustees

FROM: Trustee Dave Colburn, Policy Review Committee
Trustee Sarah Hoffman, Policy Review Committee
Trustee Catherine Ripley, Chair Policy Review Committee

SUBJECT: Draft New Board Policy CNA.BP – Information Security

ORIGINATOR: David Fraser, Executive Director Corporate Services

RESOURCE STAFF: Lea Beeken, David Callander, Gena Dogor, Bik Grewal, Jim Malenczak, Sherry Matter, Patrick Miller, Anne Sherwood, Mark Strembicke, Jason Stevenson (KPMG),

REFERENCE: CN.BP – Managing District Information

ISSUE

The development of an Information Security Policy is necessary to comply with the Provincial Approach to Student Achievement (PASI) Usage Agreement (Appendix I) and will form part of the larger policy framework for Information Governance identified as lacking by the 2011 KPMG Audit (Appendix II). The Policy Framework for an Information Governance structure is outlined in Appendix III.

RECOMMENDATION

- 1. That draft Board Policy CNA.BP – Information Security (Attachment I) be considered for the second time.**
- 2. That draft Board Policy CNA.BP – Information Security (Attachment I) be considered for the third time and approved.**

BACKGROUND

In October 2011, KPMG completed an audit of the District's information security practices. The audit found that:

- Overall, the information security management practices in place in the District are not systemic and are therefore not aligned with and able to adequately support the strategic objectives of the District.
- There is a general lack of clarity of the various district information asset management roles and responsibilities to ensure information quality, life cycle management and protection.

The audit highlighted the need for developing and implementing an Information Governance Framework for the District. This concept aligns with the Board's comprehensive review of its policies. The Board has identified the effective stewardship of all district resources, including information and data, as a policy theme for the comprehensive review of board policy. Information is a vital asset of the District, and it must be managed effectively and efficiently to support the District Vision, Mission and Priorities. As part of this work, an Information Security

policy and the regulations, roles and responsibilities, and processes that follow from the policy must be developed and implemented.

On August 31, 2013 the student information system of the District (PowerSchool) will be directly connected to PASI core, the provincial student information database. Direct connection to the PASI core enables school staff to have live and editing capabilities for any Alberta student in the PASI data base. Currently, the data flow between schools and Alberta Education is facilitated through Student Information, and occurs as a batch process. Alberta Education has required that PASI Security Controls be implemented before that date, and has formalized this requirement with a contact signed by the Superintendent of Schools.

The first security control required by the province is that an Information Security policy be approved by the proper authority, be published and be communicated to all employees and relevant external parties. To meet this deadline, the Information Security Policy requirement in the overall Information Governance framework has been fast tracked.

An Information Security project charter was developed with assistance from KPMG and a project sponsor; David Fraser was assigned the overall responsibility for development of this policy. A project lead was assigned and a working committee from multiple departments (Human Resources, District Technology, Information Security, Research Data and Knowledge and District Records and FOIP Management) was assigned the work of developing the draft policy and related regulations, processes and framework that would be required.

At the May 7, 2013, board meeting the draft Board Policy CNA.BP – Information Security (Appendix IV) was considered for the first time and approved for posting on the district website for stakeholder input. The Board received 95 responses to the web survey: 13 parents, 80 staff, one student, and one community member. Respondents were asked if they had any concerns (additions, deletions, comments) on each section of the policy: purpose, definitions, policy, expectations and accountability. There was a range from 89 percent to 95 percent of respondents that had no concerns or comments over the five questions.

RELATED FACTS

Information security is a robust and well defined discipline with international standards. The PASI Usage agreement references ISO/IEC 27000:2005 standards. International standards for information security were used to develop the draft Information Security policy.

OPTIONS

N/A

CONSIDERATIONS & ANALYSIS

The proposed policy clarifies the value of information to the Board, and affirms that international principles for information security will guide district operations. The policy clarifies the Board expectation that information security will be coordinated across all district departments, and that an appropriate governance structure will be established to ensure that the following outcomes of information security are met:

- Specific responsibilities are assigned for Information Security and a district-wide security strategy is developed.

- An appropriate governance structure is developed within the Information Security function.
- Formal Information Security regulations, standards and guidelines are developed in accordance with accepted standards.
- The integrity, availability and confidentiality of all information assets is ensured.
- Information Security is viewed as an enabler of business and educational objectives and is seen as a core capacity for managing information risks and delivering services to end users.

The few comments that were received from the web survey of the policy were reviewed and minor modifications to the policy were made for clarification:

- The concept of risk management was added to the purpose statement.
- The purpose statement was modified so that it does not “over-promise” what information security can do to protect privacy and manage risk, i.e., it better positions the District to do those things.
- The expectation that the Superintendent of Schools shall “immediately” notify the Board of any significant breaches of information security was changed to notification “in a timely manner” to allow flexibility for the Superintendent and administration to assess and address emergent issues.

IMPLICATIONS

Supporting Information Security administrative regulations must be developed to implement the intent of the proposed policy. The Information Security initiative will have budget implications and require allocation or re-deployment of adequate resources to be successful.

NEXT STEPS

Pending approval of the recommended policy, CNA.BP – Information Security will be posted on the district website. Work will continue in the fall to develop the corresponding Information Security regulations, a training and awareness program, an assignment of roles and responsibilities, a governance structure for Information Security and a plan developed for the yearly reporting on Information Security outcomes.

ATTACHMENTS & APPENDICES

ATTACHMENT I	Revised draft CNA.BP - Information Security
APPENDIX I	PASI Usage Agreement
APPENDIX II	KPMG Information Security Audit Executive Summary
APPENDIX III	Policy Framework – Information Governance
APPENDIX IV	May 7, 2013 draft of CNA.BP – Information Security

LB:as

CODE: CNA.BP

EFFECTIVE DATE: (dd-mm-yyyy)

TOPIC: Information Security

ISSUE DATE: (dd-mm-yyyy)

REVIEW YEAR: (yyyy)

PURPOSE

To ensure that information and information systems are adequately protected against damage, loss, and unauthorized use, disclosure or modification.

When information and information systems are protected, the District is better positioned to: protect the privacy of staff and students; manage risks; preserve resources; enable innovation and provide seamless and integrated educational programming.

DEFINITIONS

District information is data in any form (physical or digital, in transmission or stored) created or captured for the purpose of Edmonton Public Schools activities in line with the District's educational mandate and Mission, Vision and Priorities.

Information security is the protection of information from losses of:

- **Confidentiality:** Information must not be disclosed, purposefully or inadvertently, to anyone who does not have authority to receive it.
- **Integrity:** Information needs to be accurate and complete.
- **Availability:** Information must be available when required.

POLICY

The Board is committed to a district-wide, systematic and coordinated approach to ensuring the confidentiality, integrity and availability of district information assets in order to support the District's work in providing a quality education to students in a safe and secure learning environment. The Board believes that the District's approach to information security should be consistent with international standards, should enable business and educational outcomes, and expects the following principles to guide this work:

1. *Accountability* - The responsibilities and accountability of the District, its staff and all users of district information systems should be explicit.
2. *Awareness* – The District, its staff and all users of district information should be aware of the need for the security of information systems and what they can do to enhance security.
3. *Ethics* - The information systems and the security of information systems should be provided and used in such a manner that the rights and legitimate interest of others are respected.
4. *Multidisciplinary* - Measures, practices and procedures for the security of information systems should take account of and address all relevant considerations and viewpoints.

5. *Proportionality* - Security levels, costs, measures, practices and procedures should be appropriate and proportionate to the value of and degree of reliance on the information systems and to the severity, probability and extent of potential harm.
6. *Integration* - Measures, practices and procedures for the security of information systems should be coordinated and integrated with other measures, practices and procedures of the organization so as to create a coherent system of security.
7. *Timeliness* – The District should act in a timely coordinated manner to prevent and respond to breaches of security of information systems.
8. *Reassessment* - The security of information systems should be reassessed periodically, as information systems and the requirements for their security vary over time.
9. *Transparency* - The security of information systems should be compatible with the legitimate use and flow of data and information in an open and accountable public institution.

EXPECTATIONS

1. The Superintendent of Schools shall ensure implementation of this policy through appropriate administrative regulations, defined and communicated processes, practices, and assignment of roles and responsibilities.
2. The Superintendent of Schools shall notify the Board of Trustees of any significant breaches of information security in a timely fashion.

ACCOUNTABILITY

1. A yearly report of information security actions and issues regarding confidentiality, integrity and availability shall be completed internally, and a report of the findings presented to the Board as part of the district's annual results review.
2. An external audit of information security shall be completed every four years, and a report of the findings presented to the Board of Trustees.

REFERENCES

ISO/IEC 27001:2005

FOIP Act

The School Act

Provincial Approach to Student Information (PASI) Usage Agreement

Student Record Regulation of Alberta

[CN.BP – Managing District Information](#)

[CN.AR – Creation, Use and Maintenance of District Information](#)

[CNA.AR - Security of Personal and District Information](#)

[IO.AR – Student Records](#)

[KA.BP – District Technology](#)

THIS AGREEMENT made as of the 29th day of November, 2011
BETWEEN:

HER MAJESTY THE QUEEN IN RIGHT OF ALBERTA
 as represented by the Minister of Education
 (hereinafter called "Alberta Education")

-and-

**THE BOARD OF TRUSTEES OF
 EDMONTON SCHOOL DISTRICT NO. 7**
 (hereinafter called the "School Authority")

WHEREAS Alberta Education's project known as the *Provincial Approach to Student Information* (PASI) represents a province-wide approach to the management of information about the delivery of educational services to students in early childhood services (ECS) through Grade 12 with the goal of improving the accuracy and availability of student information for schools and school authorities and Alberta Education;

AND WHEREAS PASI creates a consolidated database of student enrolment information to improve the management of student enrolment and related functions by Alberta Education and school authorities which include organizations in Alberta governed by the *School Act* or one of its regulations, or a similar organizations outside Alberta to which Alberta Education provides services under the terms of a contract, agreement or memorandum of understanding or a school operated by a council of a band as defined in the *Indian Act* (Canada);

AND WHEREAS PASI is the primary means by which student enrolment figures and related information is passed by school authorities to Alberta Education and is under the custody and control of Alberta Education for the purposes of the *Freedom of Information and Protection of Privacy* (FOIP) Act of Alberta;

AND WHEREAS the applicable Legislation requires that the parties ensure that the collection, use and disclosure of the Personal Information contained in the PASI Core which is the new repository of student information, is managed and secured in accordance with the specific requirements of the Legislation given the following:

- a) Access to the PASI Core is available to the School Authority through PASIprep or its own Student Information System (SIS).
- b) The School Authority controls who has access to its SIS, or to PASIprep from its premises.
- c) Because access to the PASI Core is jointly controlled by the parties, the parties require a common understanding of their respective obligations related to the protection of Personal Information residing in the PASI Core;

AND WHEREAS the parties acknowledge that they must comply with their respective provincial or federal access and privacy legislation that is applicable;

NOW THEREFORE the parties agree as follows:

DEFINITIONS

1. The following definitions apply in this Agreement:

- a) "ISO Security Standard" means the standard published as *ISO 27001:2005* by the International Standards Organization, or a subsequent ISO standard that replaces that standard
- b) "Legislation" means the legislation, as it applies and as amended from time to time, that governs Alberta Education or the School Authority, including but not limited to:
 - i) The *School Act* and its regulations
 - ii) The *Freedom of Information and Protection of Privacy Act* and its regulations
 - iii) The *Personal Information Protection Act* and its regulations
 - iv) The *Personal Information Protection and Electronic Documents Act* (Canada)
- c) "PASI" means the software and databases that comprise the Provincial Approach to Student Information.
- d) "PASI Compliance Checklist for the ISO Security Standard" means the checklist appended to this Agreement as Schedule "A", or as subsequently revised to accommodate changes to the ISO Security Standard.
- e) "PASIprep" means the transitional software application used by the School Authority to connect to PASI before its SIS has been made ready to connect to PASI.
- f) "Personal Information" means personal information as defined in Alberta's *Freedom of Information and Protection of Privacy Act* or *Personal Information Protection Act*, or the *Personal Information Protection and Electronic Documents Act* (Canada).
- g) "SIS" means the student information system used by the School Authority to connect with PASI.

RESPONSIBILITIES OF SCHOOL AUTHORITY

2. The School Authority shall have the following primary responsibilities, subject to the terms of this Agreement:

- a) Operate and maintain School Authority student information systems, whether directly or under contract with the vendors of such systems.

- b) Ensure that School Authority student information systems are compliant with PASI standards and requirements before such systems are connected to PASI for operational purposes.
- c) Ensure that access to information of students or children is strictly limited to those persons who are authorized to access such information as part of their employment by, or contracts with, the School Authority.

RESPONSIBILITIES OF ALBERTA EDUCATION

- 3. Alberta Education shall have the following primary responsibilities, subject to the terms of this Agreement:
 - a) Design, operate and maintain the PASI software and database.
 - b) Ensure the physical and technical security for Alberta Education facilities and servers used to host PASI.
 - c) Liaise with other Government of Alberta departments and agencies as necessary, to ensure the effective and secure hosting of the PASI software and databases.
 - d) Design, operate and maintain the application known as PASIprep.
 - e) Define province-wide PASI requirements and standards.

LEGISLATIVE AUTHORITY

- 4. The School Authority shall ensure that it has the authority under the Legislation to collect and use Personal Information from PASI.
- 5. The School Authority shall ensure that it has authority under the Legislation to disclose Personal Information to PASI from its SIS.
- 6. Alberta Education shall ensure it has the authority under the Legislation to collect and use Personal Information from the School Authority SISs into PASI, or from the School Authority via PASIprep.
- 7. Alberta Education shall ensure that it has the authority under the Legislation to disclose Personal Information to the School Authority SISs via PASI, or to the School Authority via PASIprep.

PERSONAL INFORMATION

8. The School Authority shall implement policies and procedures to ensure that the collection of any Personal Information that may be transmitted to PASI is authorized by the Legislation, collected for the purposes of law enforcement, or is necessary for the delivery of either an education program of a student or an early childhood program of a child to whom the personal information pertains to.
9. The School Authority shall ensure that Personal Information obtained from PASI is used and disclosed only for purposes consistent with the maintenance of student records and the delivery of an educational program to students and the maintenance of similar records in the context of the delivery of early childhood services program to children and only to the extent that is reasonably necessary to accomplish these purposes.
10. The School Authority shall advise Alberta Education as soon as practicable of any purpose for which it proposes to use or disclose Personal Information obtained from PASI that may differ from the purposes for which the information was originally collected, or which may not be authorized by the Legislation.

STUDENT INFORMATION SYSTEM (SIS)

11. The School Authority shall ensure that its SIS vendor provides the SIS functions and support necessary to give full effect to the access control measures the School Authority implements.
12. The School Authority shall provide copies of its contracts and related agreements with SIS vendors to Alberta Education upon request.

AUDITS

13. The School Authority shall permit Alberta Education and its authorized agents, upon request to have access to the School Authority's premises, records and computing facilities for investigation or audit purposes.
14. The School Authority shall ensure that its SIS creates and maintains audit trails and records that are sufficient to fully support investigations into any actual or potential privacy or security breaches that may occur.
15. Alberta Education shall ensure that PASI and PASIprep maintain audit trails and records sufficient to fully support investigations into any actual or potential privacy or security breaches that may occur.

16. The School Authority shall make available its audit records to Alberta Education upon request to support investigations into any actual or potential privacy or security breaches that may affect information of students or children held by PASI.
17. Alberta Education shall make available its audit records to the School Authority, upon request, to support investigations into actual or potential privacy or security breaches that may affect information of students or children held in the School Authority's SIS or other records.
18. Any audit records exchanged between Alberta Education and the School Authority shall be treated as strictly confidential by both parties except as agreed to by the parties or as required by law.

BREACHES AND INVESTIGATIONS

19. The School Authority shall advise Alberta Education of any actual or potential breach of privacy or security, as soon as the School Authority becomes aware of such breach, including a known threat that has not yet resulted in a breach, which may affect information about students or children obtained from or disclosed to PASI.
20. Alberta Education shall advise the School Authority of any actual or potential breach of privacy or security, as soon as Alberta Education becomes aware of such breach, including a known threat that has not yet resulted in a breach, which may affect information about students or children in the custody or control of the School Authority.
21. Alberta Education may limit or prohibit access to information of students or children contained in PASI by the School Authority if it has reason to believe that the School Authority is collecting, using or disclosing that information in contravention of the Legislation, or that there exists an actual or potential threat of a privacy or security breach.
22. The School Authority and Alberta Education shall on a collaborative basis investigate any breach of privacy or security that may have affected student information collected from, held in or disclosed to PASI and shall share all results of such investigations.
23. Time shall be of the essence in any investigation conducted under paragraph 22 of this Agreement, which shall begin as soon as practicable after the breach becomes known to either party.

INFORMATION SECURITY CONTROLS

24. The School Authority shall implement the information security controls specified in Schedule "A" by 31 August 2013 or the date on which the School Authority first connects to PASI via its SIS, whichever is earlier.

25. In the event that Alberta Education develops and provides a revised version of Schedule "A" after this Agreement is signed, the School Authority shall make every reasonable effort to comply with the requirements of the revised version by the date specified in the revised version, or within 365 days of receiving the revised version, whichever is later.
26. The School Authority shall provide evidence of its implementation of the security controls in Schedule "A" to Alberta Education upon request.
27. Alberta Education may make available guidance documents to assist in the implementation of the security controls in Schedule "A", but such documents shall not form part of this Agreement and shall not bind any party to this Agreement.

HOLD HARMLESS

28. The School Authority agrees to indemnify and hold harmless Alberta Education from any and all third party claims, demands, actions or costs (including legal costs on a solicitor-client basis) for which the School Authority is legally responsible, including those arising out of negligence or willful acts by the School Authority or the School Authority's employees or agents.
29. Alberta Education agrees to indemnify and hold harmless the School Authority from any and all third party claims, demands, actions or costs (including legal costs on a solicitor-client basis) for which Alberta Education is legally responsible, including those arising out of negligence or willful acts by the Alberta Education or Alberta Education's employees or agents.

TERMINATION

30. Alberta Education may terminate this Agreement without cause at any time by providing the School Authority with 45 days of written notice of termination.
31. This Agreement may be terminated immediately by Alberta Education providing the School Authority with written notice of termination, if, in the sole opinion of Alberta Education, reasonably exercised, the School Authority is not complying with the terms of this Agreement.

AMENDMENT OF AGREEMENT

32. The parties shall not change this Agreement except by mutual written agreement.

DESIGNATION OF OFFICIALS

33. Alberta Education hereby designates the Executive Director, Information and Technology Management, as its designate for all purposes under this Agreement.

34. The School Authority hereby designates *Sandy J. Forster* as its designate for all purposes under this Agreement.

GENERAL TERMS

35. The School Authority is not acting as an agent of Alberta Education in carrying out the terms of the Agreement, nor does the School Authority have any authority, actual, apparent, ostensible, or otherwise, to act as an agent of Alberta Education.

36. This Agreement constitutes the entire agreement between the parties and no understandings, representations or agreements, oral or otherwise, exists between the parties with respect to the subject matter of this Agreement, except as expressly set out in this Agreement.

37. Any notice given under this Agreement shall be given in writing and sent by registered mail, fax or by personal delivery as follows:

To Alberta Education: Executive Director
Information and Technology Management
Alberta Education
9th floor, Commerce Place
10155 – 102 Street
Edmonton, Alberta T5J 4L5

Facsimile #: 780-422-0880

To the School Authority: Superintendent of Schools
The Board of Trustees of
Edmonton School District No. 7
One Kingsway Centre for Education
Edmonton, Alberta
T5H 4G9

Facsimile #: 780-429-8383

and, if mailed, shall be conclusively deemed to be received by the party on the third business day following the day of such mailing and if sent by fax or personal delivery, on the day of such sending. Either party may change its address for service by notice in writing to the other given as aforesaid.

- 38. Schedule "A" which is attached to this Agreement is an integral part of this Agreement; however, if there is any discrepancy between this Agreement and Schedule "A", this Agreement governs.
- 39. This Agreement may be executed in any number of counterparts or by facsimile, each of which shall be deemed an original and all of which together shall constitute one and the same Agreement.

IN WITNESS WHEREOF the parties hereto have executed this Agreement as of the day and year first above written.

HER MAJESTY THE QUEEN in Right of Alberta, as represented by the Minister of Education

Urene Fehr
WITNESS

Per: [Signature]
Assistant Deputy Minister Learning Supports & Information Management

THE BOARD OF TRUSTEES OF EDMONTON SCHOOL DISTRICT NO. 7

C. Moeller
WITNESS

Per: [Signature]

Approved as to Form
[Signature]
W. J. Davies
General Counsel
Edmonton Public Schools

SCHEDULE "A"

PASI Security Controls for School Authorities

The School Authority shall implement the following security controls by 31 August 2013 or the date on which the School Authority first connects to PASI via its SIS, whichever is earlier.

The implementation of all security controls contained in ISO/IEC 27001:2005 is recommended, but is not required by this Agreement.

Selected Security Controls from ISO/IEC 27001:2005¹

ISO 27001:2005 Numbering	ISO 27001:2005 Control ²
A.5.1.1	An information security policy document shall be approved by School Authority senior management, and published and communicated to all employees and relevant external parties.
A.6.1.5	Requirements for confidentiality or non-disclosure agreements reflecting the School Authority's needs for the protection of information shall be identified and regularly reviewed.
A.8.1.1	Security roles and responsibilities of employees, contractors and third party users shall be defined, documented and communicated in accordance with the School Authority's information security policy.
A.10.2.1	The School Authority shall ensure that the security controls, service definitions and delivery levels included in any third party service delivery agreement are implemented, operated, and maintained by the third party.
A.10.8.2	Agreements shall be established for the exchange of information and software between the School Authority and external parties.
A.10.4.1	Detection, prevention, and recovery controls to protect against malicious code and appropriate user awareness procedures shall be implemented by the School Authority.
A.11.1.1	A School Authority access control policy shall be established, documented, and reviewed based on business and security requirements for access.
A.11.3.1	School Authority users shall be required to follow good security practices in the selection and use of passwords.
A.11.5.1	Access to School Authority operating systems shall be controlled by a secure log-on procedure.
A.11.7.1	A formal policy shall be in place, and appropriate security measures shall be adopted to protect the School Authority and PASI against the risks of using mobile computing and communication facilities.
A.13.2.1	Management responsibilities and procedures shall be established to ensure a quick, effective, and orderly response to information security incidents involving PASI data.

¹ See Table A.1 in International Standards Organization, *International Standard ISO/IEC 27001*, 2005-10-15, ©ISO/IEC 2005, available for purchase at www.iso.org.

² The original language of some controls has been amended to explicitly apply to school authorities in the PASI context. There have been no changes to the basic intent of the controls. See *International Standard ISO/IEC 27001* for the original language.

ISO 27001:2005 Numbering	ISO 27001:2005 Control²
A.15.1.4	Data protection and privacy shall be ensured as required by the Legislation in relevant School Authority policy, procedures and, if applicable, contractual clauses, insofar as they may affect or involve PASI data.
A.15.2.2	School Authority information systems shall be regularly checked for compliance with security implementation standards.



KPMG was engaged by Edmonton Public Schools (the “District”) to perform a comprehensive review of the District’s practices as they relate to information security using a phased approach. The objective of Phase 1 was to provide preliminary observations on the current state of the District’s information security management practices and related capabilities including:

- Understanding the District’s current and future use of technology;
- Identify critical information assets;
- Review the design of information security governance practices and procedures designed to identify, assess and mitigate potential threats of disruption to systems and data including but not limited to:
 - Security policies and procedures including methods and processes in place to communicate such policies;
 - Assignment of roles and responsibilities;
 - Procedures with respect to data loss prevention with specific consideration of use of USB’s;
 - Procedures to protect against infection by computer viruses, malicious code, and unauthorized systems and software;
 - Procedures to identify, report, and act upon system security breaches and other incidents;
 - Procedures to maintain up-to-date system components
- A key concern of the District is the safety of information kept on their computer systems. Greater volumes of confidential data and information are being stored electronically, which makes them more inviting as targets of attacks to misappropriate information and assets. At the same time there is a growing computer literacy among users of computers resulting in far greater numbers of people having the skills to misappropriate or corrupt sensitive information stored on network servers. The potential for attacks on the District’s information is also increasing as the District becomes more web enabled prompting new security considerations. Due to the open nature of the Internet it is important that the District view security as an enabler, a necessary step in mitigating the risks associated with new applications and devices involving Internet use and broadened access to the organization’s electronic data.

Overall, the information security management practices in place at the District are not aligned with and do not support the strategic objectives of the District. There does not appear to be adequate consideration of information security in District decision making and information security activities are largely reactive rather than enabling District objectives. The IT organization, including roles, responsibilities, processes and tools, does not support monitoring, reporting and enforcement of those policies which do exist. Consequently, important information assets are not being safeguarded to the extent the District stakeholders expect and require.

Addressing individual deficiencies in policies and procedures will not be effective without addressing the broader issues of governance and organizational structure. It is important that the District as a whole view information security as an enabler, a necessary step in mitigating the risks associated with new applications and devices involving Internet use and broadened access to the organization's electronic data.

The District appears to be struggling to harness technology opportunities in a controlled and secure manner that provides confidence and supports capabilities to enable the Board's priorities. This is creating friction within the organization.

Part of the challenge is that security, and to a larger extent management of technology, is viewed as an obstacle by most of the District functions. The District's philosophy towards access to information from "any device from anywhere" is creating great expectations on the part of users and District Technology, as the primary manager and gatekeeper, is struggling to meet that demand despite their attempts to operate in a more strategic manner.

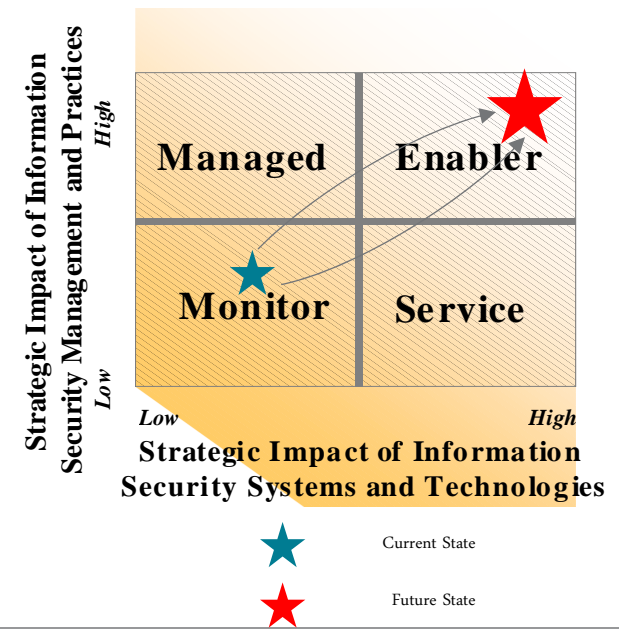
Information security management practices include security policies, procedures, and user awareness. Information security systems include firewalls, detection systems and security management systems. The Enterprise Security Maturity Model describes various roles and stages for the evolution of information security:

- *Monitoring*—Information security is used to audit policy compliance and monitor security exceptions and violations with little integration into enterprise strategic directions. This has been the approach in the past for many organizations that do not rely on information systems.

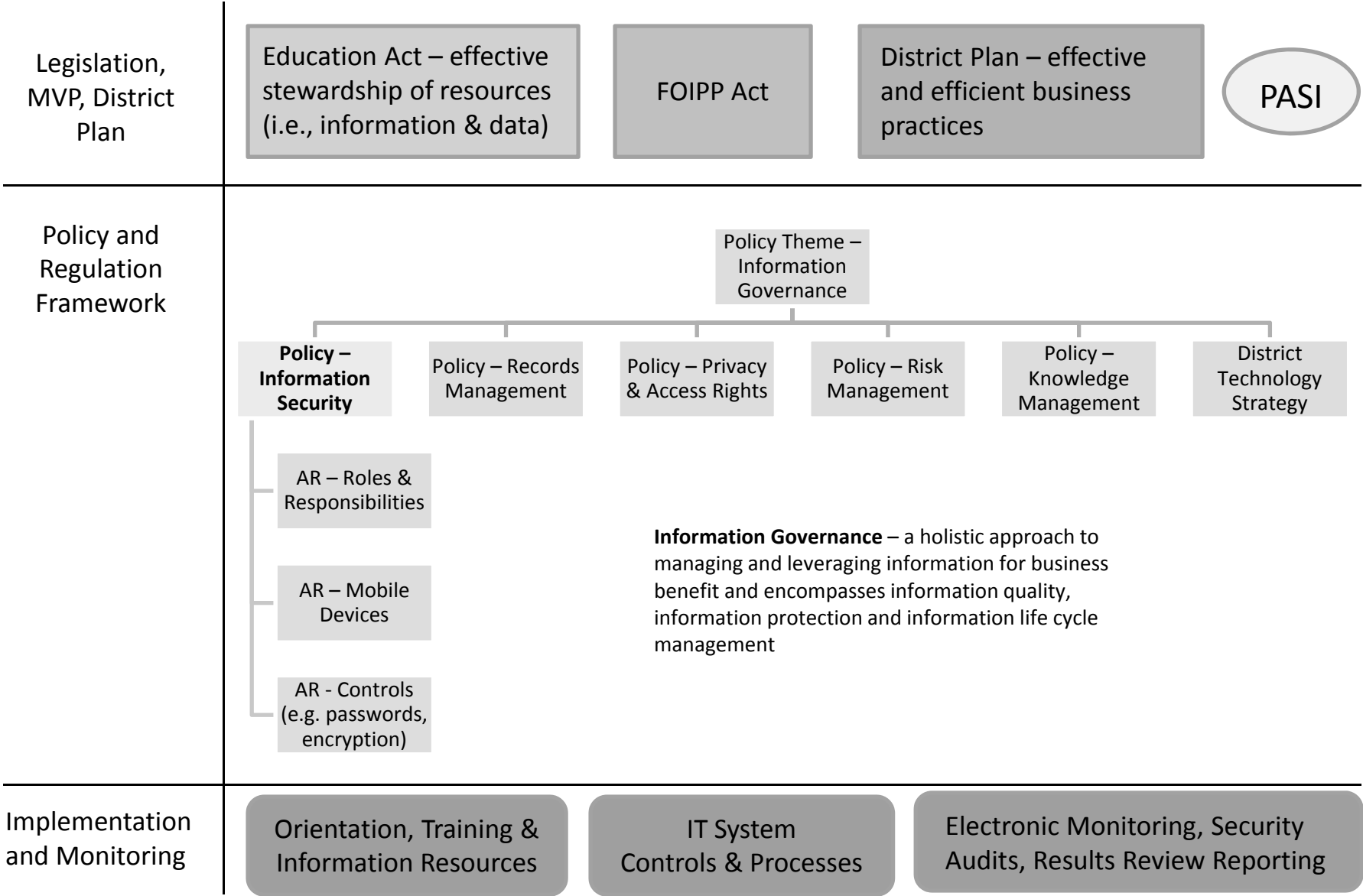
- **Managed**—Information security is primarily manual and organizationally driven with strong user discipline, but no significant investment in automation and technologies. This approach may be used to support organizations that manage a small number of non-routine processes. As such, it relies on knowledgeable users to make the appropriate decisions based on defined policies and procedures.
- **Service**—Information security has been highly automated and leverages information technology to manage an integrated process control. This approach is used to support organizations that rely heavily on information systems. As such, security is embedded into the information systems to diminish reliance on user intervention.
- **Enabler**—Information security is an enabler of business objectives and has been integrated into enterprise strategies. Information security is seen as a core capability managing enterprise risks and delivering services to end-users. This approach is used to empower organizations that rely on information systems to develop new products and markets. As such, information security is strategically delivering confidence to core products and services

Based on our preliminary observations, the District’s current security posture is Monitor as depicted by the Current State on the Enterprise Security Maturity Model diagram below – information security is mostly compliance monitoring for unauthorized use of email and there is little integration with enterprise strategic direction. There are other activities to manage security configurations but they generally rely on the discipline and knowledge of individuals and may not be consistent. There is little automation to facilitate security management.

As the District’s objectives and priorities change so must the security architecture adapt. Movement through the Enterprise Security Maturity Model from a monitoring phase to an enabling posture requires the development and fostering of information security capabilities highlighted in the body of our report to strengthen both Managed and Service capabilities. A phased approach is recommended to fully understand the drivers and enablers to information security and strengthen core capabilities to achieve a smooth migration to the future posture.



Policy Framework – Information Governance



CODE: CNA.BP

TOPIC: Information Security

PURPOSE

To ensure that information and information systems are adequately protected against damage, loss, and unauthorized use, disclosure or modification.

When information and information systems are protected, the District can protect the privacy of staff and students; preserve resources; enable innovation and provide seamless and integrated educational programming.

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8. *Reassessment* - The security of information systems should be reassessed periodically, as information systems and the requirements for their security vary over time.
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The Superintendent of Schools shall ensure implementation of this policy through appropriate administrative regulations, defined and communicated processes, practices, and assignment of roles and responsibilities.

The Superintendent of Schools shall immediately notify the Board of any significant breaches of information security.

ACCOUNTABILITY

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ISO/IEC 27001:2005

FOIP Act

The School Act

Provincial Approach to Student Information (PASI) Usage Agreement

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[CN.AR – Creation, Use and Maintenance of District Information](#)

[CNA.AR - Security of Personal and District Information](#)

[IO.AR – Student Records](#)

[KA.BP – District Technology](#)

DATE: June 18, 2013

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Senior High Locally Developed Courses

ORIGINATOR: Tanni Parker, Assistant Superintendent

RESOURCE STAFF: Diane Brunton, Sandy Forster, Stephen Wright

REFERENCE: [Alberta Education - Guide to Education](#)
[Alberta Education Policy 1.2.1 - Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses](#)

ISSUE

Edmonton Public Schools’ locally developed courses in elementary, junior high, and senior high school courses require regular renewal on a three year cycle for continued use.

RECOMMENDATION

That the following locally developed courses and resources be approved for use in Edmonton Public Schools:

Renewal of courses developed by Edmonton Public Schools

Course Name	Level - Credit	Approval Period
American Sign Language & Deaf Culture (second language programming)	4-12	September 2013 – August 2016

BACKGROUND

Locally developed courses are developed and authorized by school authorities to provide their students with learning opportunities that complement provincially authorized curricula and provide supports and programs that will enable all students to complete high school. Districts may develop their own courses, or they may seek permission to acquire courses from other districts.

Locally developed courses and resources must be approved and renewed every three years by the developing board. In the case of high school courses, Alberta Education also renews courses on a three year cycle. The process is governed by Alberta Education policies. All courses developed align to these policy guidelines such as:

- courses are completed within the year they are started;
- a certificated teacher is required for instruction;
- unique hours of instruction are required for each course; and
- waiver of prerequisites provision cannot apply to locally developed courses.

[Alberta Education Policy 1.2.1 - Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses](#) enables school authorities to be innovative and responsive to local and individual needs through the development and authorization of courses at the local level.

Locally developed courses are created to meet specific identified schools' needs. The costs of developing a course varies greatly with differing topics, external requirements, number of courses in sequence, established frameworks, and complexity of stakeholders. Courses are written and prepared through collaboration with classroom teachers and school administrations.

RELATED FACTS

American Sign Language & Deaf Culture 9Y was not presented to Trustees earlier in the year because the District does not yet require the high school American Sign Language & Culture nine year program since students who begun at Grade 4 in September 2008 have not yet entered high school. Board approval is required at this time to permit other jurisdictions to acquire the course for their use with Edmonton Public Schools retaining ownership of the course.

CONSIDERATIONS & ANALYSIS

Elementary and junior high locally developed courses are approved by the Board of Trustees for use in the District. Senior high courses are reviewed by Alberta Education in addition to the approval by the Board of Trustees.

NEXT STEPS

Upon approval of this recommendation, the administration will complete the application to submit these courses to Alberta Education for approval and complete processes to make the courses available to students for 2013-2014. Valid course codes will be available in PowerSchool by June 30, 2013 and course documents will be available on the internal district website by August 15, 2013.

ATTACHMENTS & APPENDICES

N/A

SW:daw

DATE: June 18, 2013

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Closed Schools – Surplus Declaration

ORIGINATOR: Roberta Malysh, Executive Director, Finance and Infrastructure

RESOURCE STAFF: Cindy Davis, Trudy Desmond, Jon Dziadyk, Roland Labbe, Marco Melfi, Lorne Parker, Amy-Irene Seward

REFERENCE: [Board Policy FEE.BP - Site Acquisition and Disposal](#)
[Board Policy FB.BP - School Reopening Policy](#)

ISSUE

This report outlines the rationale behind recommendations to declare closed school properties as surplus to district need in order to proceed with potential disposition.

RECOMMENDATION

- 1. That Capilano School be declared surplus to district needs.**
- 2. That Sherbrooke School be declared surplus to district needs.**

BACKGROUND

The District currently has an inventory of 17 closed school buildings. Current uses of closed schools include: other district purposes, leasing to other school jurisdictions, and leasing to community service agencies. A list of the buildings and their current use or status is provided as information (Appendix I).

Charter schools and other districts that lease closed schools are now only required to pay lease operating costs. The District does receive an Infrastructure Maintenance and Renewal (IMR) allocation for closed schools if they are leased to a Charter school or another school jurisdiction. However, the IMR revenue received for each site is insufficient to meet long-term capital renewal needs.

The school buildings recommended as surplus to district needs are not required to accommodate local students. Community demographics do not indicate an increase in the student age population (see Attachments I and II). Potential growth in student population can be served at existing schools in adjacent neighbourhoods. Reopening would impact enrolment in other district schools, existing attendance areas, district space utilization, existing accommodation and transportation arrangements, as well as, cost implications as outlined in the School Reopening Policy (Appendix V).

RELATED FACTS

The procedure for the disposition of school property is governed by the provincial *Disposition of Property Regulation* under the *School Act* (Appendix II). Once declared surplus, the District must advise the Ministry of Education to assess potential provincial uses of the site. There are also requirements within the *Joint Use Agreement: Land* to provide the other school districts within Edmonton the first-right-of-refusal for the site. Should the other districts not be interested, the City of Edmonton will have an opportunity to acquire the site(s) for civic use. Otherwise, a direct sale can be negotiated with a not-for-profit organization or a government agency, or a sale can occur through public tender or auction, with Ministerial consent.

OPTIONS

Approve all recommendations and direct Administration to initiate disposition.

CONSIDERATIONS & ANALYSIS

- Both Aurora Charter School, leasing the Sherbrooke school building, and Suzuki Charter School, leasing the Capilano school building, have formally requested acquisition of the facilities respectively.
- Both the Capilano and Sherbrooke school buildings are predominantly operated by the charter school tenants.
- Capilano school building would require significant capital reinvestment if retained for a longer term.
- District staff and operational resources are limited, and are required to focus on delivering services to district school operations.
- Provincial changes to funding support for leases to charter and francophone jurisdictions, has resulted in reduction of base lease revenue to \$1 a year, phased in as follows:
 - In 2011-2012, the new level of support resulted in a reduction of \$419,969 for the lease of Sherbrooke School to Aurora Charter School Society.
 - In 2013-2014 the new level of support will result in a reduction of \$257,458 for Suzuki Charter School Society at Capilano School.
- As base lease revenue changes to \$1 per year, the host jurisdiction will see the building reactivated as eligible for IMR funding based on regular IMR factors identified in the School Capital Manual (student count, area, age and condition of building).
- Revenue generation from the closed school sites will not recover operating costs or be sufficient to address long term capital reinvestment needs.
- Both schools are located on non-reserve land, originally acquired by Edmonton Public Schools at market value.
- *Disposition of Property Regulation* and *Joint Use Agreement: Land (JUA: Land)* Section 6 and Section 7 will be applied to any properties approved as declared surplus.
- The tenants, community league presidents and the Edmonton Federation of Community Leagues will have been informed of the proposed surplus declaration, prior to the recommendation being posted as part of the board meeting agenda.

NEXT STEPS

- For any surplus declarations approved by the Board of Trustees, district administration will notify the Minister of Education and follow sections 8(3) and 9(6) of the *Disposition of Property Regulation* (Appendix II).
- If the Province or other JUA school jurisdictions express no interest in the site, the City of Edmonton will be notified of their first-right-to-purchase as per Section 7 of the *JUA: Land* (Appendix IV).
- If the City of Edmonton decides not to exercise their first-right-to-purchase, the Board in accordance with section 9(3) of the *Disposition of Property Regulation* may initiate a sale by tender or public auction and/or, as per section 9(8) of the *Disposition of Property Regulation*, the Board may, with the prior approval of the Minister, list the property with a real estate agent.
- Final sale and disposition must be approved by the Board of Trustees and the Minister of Education, as per section 9(5)(a) and (b) of the *Disposition of Property Regulation*.

ATTACHMENTS & APPENDICES

ATTACHMENT I	Capilano School building - information and map
ATTACHMENT II	Sherbrooke School building - information and map
APPENDIX I	History of Closed Schools
APPENDIX II	Disposition of Property Regulation
APPENDIX III	Joint Use Agreement: Land – Section 6
APPENDIX IV	Joint Use Agreement: Land – Section 7
APPENDIX V	FB.BP School Reopening Policy

MM:gm

Capilano School Building - Site Information

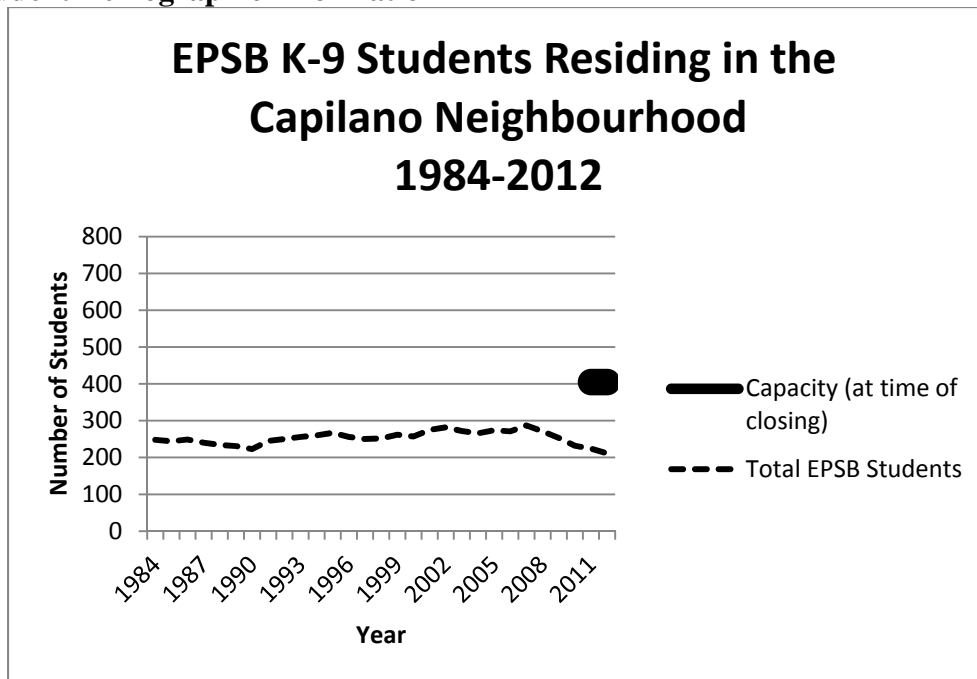
Address: 10720-54 Street NW
Legal description: 3050KS;35;B (Non-reserve)
Opened: 1958 (addition 1962)
Closed: 2010
Grade configuration: Former K-6
EPSB Sector: South Central
EPSB Ward: G
City Ward: 8

Building Size: 3,418m²
Land Size: 4.15 ha
Zoning: US – Urban Service
Construction: Masonry
Boiler: Original
Building Condition: Not Modernized
Adjacent Community Amenities: Sportsfields and playground maintained by the City.

Current Tenant: Suzuki Charter School Society

Designated elementary school for resident students: Hardisty School
Designated junior high school for resident students: Hardisty School

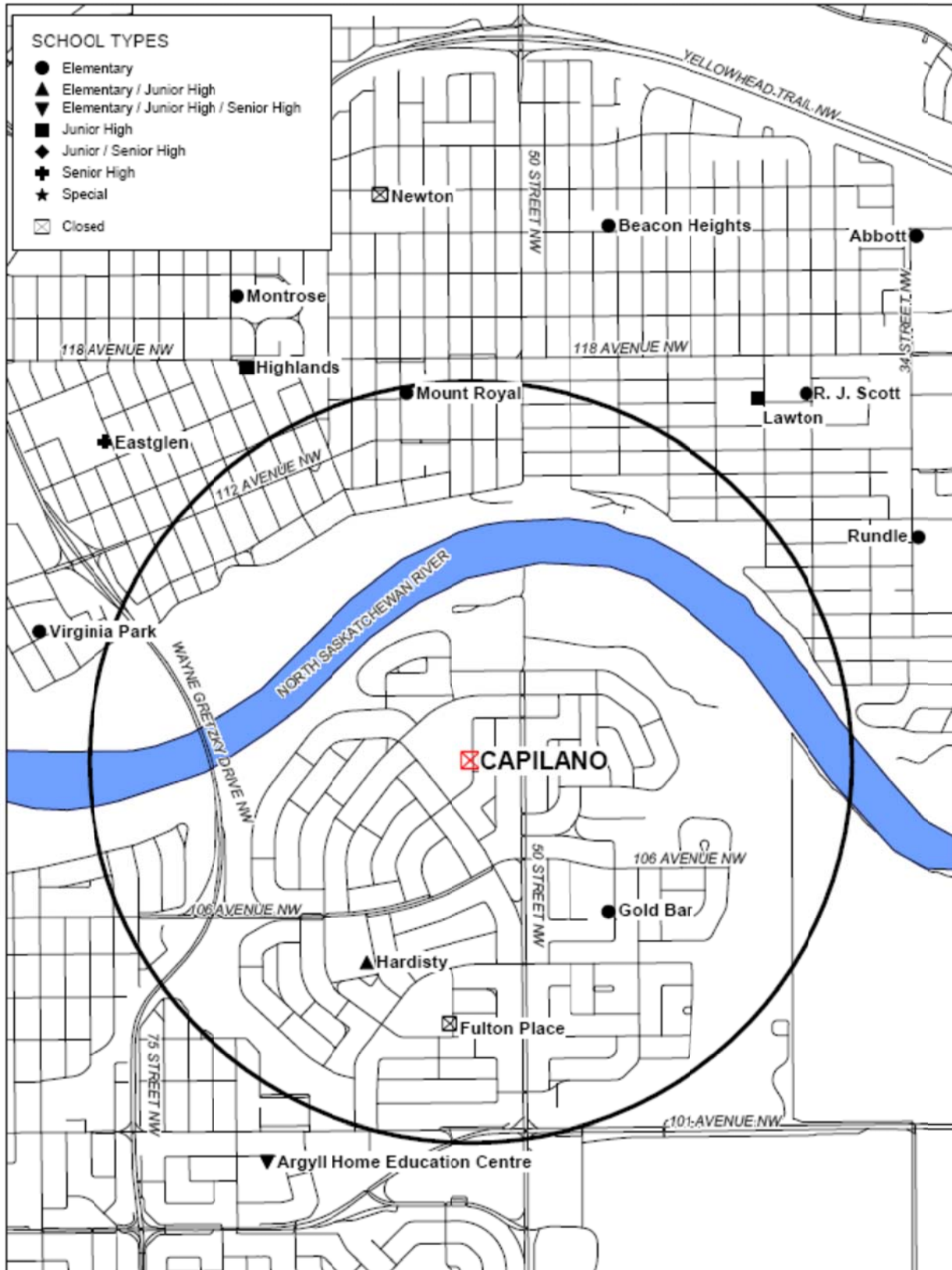
EPSB Student Demographic Information



Current and future residential development for the Capilano neighbourhood:

- Southeast Area Plan (1998), and the Mature Neighbourhood Overlay guide redevelopment in the Capilano neighbourhood.
- No major residential developments completed or proposed within the last ten years.

Operating Schools within 1.6 km Radius of Capilano School (Closed) Building



Prepared by Planning, Edmonton Public Schools
 Capilano 1.6 km radius.wor
 June 2013

Sherbrooke School Building - Site Information

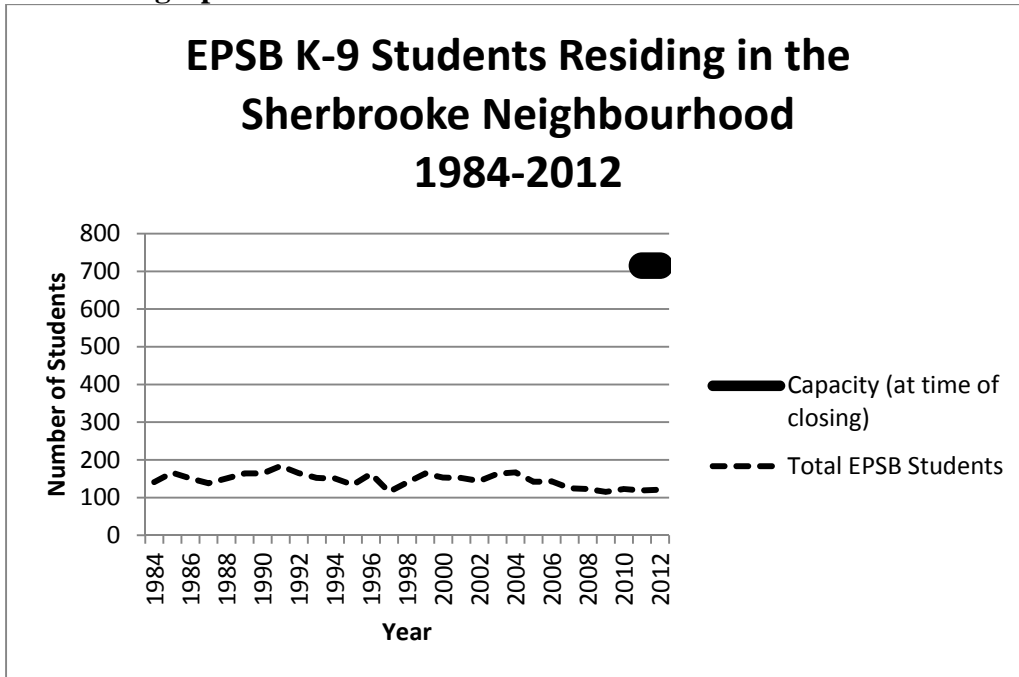
Address: 12245-131 Street NW
Legal description: 4909HW;21;4 (Non-reserve)
Opened: 1954 (additions in '56 and '63)
Closed: 2003
Grade configuration: Former K-9
EPSB Sector: Central
EPSB Ward: C
City Ward: 2

Building Size: 5,999m²
Land Size: 2.4 ha
Zoning: US – Urban Service
Construction: Masonry
Boiler: New
Building Condition: Modernized
Adjacent Community Amenities: Sportsfields maintained by the City.

Current Tenant: Aurora Charter School

Designated elementary school for resident students: Prince Charles School
Designated junior high school for resident students: Westmount School

EPSB Student Demographic Information



Current and future residential development for the Sherbrooke neighbourhood:

- There is no neighbourhood plan in effect for Sherbrooke neighbourhood; development is guided by the Mature Neighbourhood Overlay.
- No major residential developments completed or proposed within the last ten years.
- 20 new housing units between 1986 to 2006 (Stats Can).

Operating Schools within 1.6 km Radius of Sherbrooke School (Closed) Building



Prepared by Planning, Edmonton Public Schools
 Sherbrooke 1.6 km radius.wor
 June 2013

Edmonton Public Schools - Closed Schools and Uses

Edmonton Public Schools has an inventory of 17 closed schools. Current uses of closed schools include: other district purposes, leasing to other school jurisdictions, and leasing to community service agencies. The list below provides each closed school, the year it was closed in brackets and a brief description of past and current uses.

Closed Schools with Other District Uses

- **Bennett School (1973)** Serves as the Bennett Centre, an educational field trip destination for Alberta schools offering overnight school programs, day programs, environmental lessons, and outdoor activities. Established in 1981.
- **Idylwyld School (2002)** Serves as a Metro Continuing Education ancillary site. A wide range of courses are offered to adults and community members in this location.
- **McKay Avenue School (1983)** The building was restored and is now a district Archives and Museum.
- **Newton School (2007)** Since September 2008, utilized by three different teams of Educational Consultants employed by the District. A total of 80 staff work out of this site while providing services to all district schools.
- **Queen Mary Park School (2001)** Serves as ancillary space for Bennett Centre and the District Human Resources department.
- **Terrace Heights School (2005)** Serves as the Argyll Home Education Centre. The Centre provides support and services to families and students enrolled in distance learning programs.
- **Woodcroft School (2008)** Utilized as a Languages Centre to house consultants and resources in each of the numerous languages taught in the District. This site provides teacher support as well as access to important teaching resources.

Closed Schools Leased

- **Alex Taylor School (2001)** Has served as the centre for Edmonton City Centre Church Corporation (E4C) since September 2001. The E4C delivers multiple programs in adult literacy, hot lunch programs, family counseling services, and services to City Centre Project schools.

- **Donald Ross School (1974)** Served as the main offices for: the Commonwealth Games planning committee, the City of Edmonton River Valley Outdoor Program, the 2001 World Track and Field Games planning committee, and an environmental group over an 18 year period. Since 2009, the facility has been leased to Sun and Moon Visionaries Gallery and Studio to provide support to Aboriginal youth and artisans.
- **Eastwood School (2010)** Leased to City and Provincial departments for adult training.
- **Fulton Place School (2010)** Serves as a community hub with a variety of tenants that include The Victorian Order of Nurses, The Alberta Caregivers, The Learning Disabilities Association of Alberta – Edmonton Chapter, Dance Experience, and L’Arche Association of Edmonton. An annex houses the Fulton Child Care Society daycare.
- **Parkdale School (2010)** Leased to Bent Arrow Traditional Healing Society, providing support to Aboriginal children, youth, and their families.
- **McCauley School (2010)** Basement floor leased to the Multicultural Health Brokers and The Intercultural Daycare serving immigrant and refugee families. An office with Child Services staff is on site providing support to CCEP schools.
- **Wellington School (2005)** The City of Edmonton leases the site to sponsor two groups into the building. The Winnifred Stewart Association provides services to adults with developmental disabilities and the Council of African Canadians delivers a wide range of services to Edmonton families who are originally from Africa. This facility is in the disposition process.

Closed Schools with Provincial Educational Tenants

- **Capilano School (2010)** Leased by Suzuki Charter School Society since September 2010.
- **Ritchie School (2008)** Leased by the Francophone School District and is currently in the disposition process.
- **Sherbrooke School (2003)** Served for more than 21 years as the home of cultural dance groups, language schools, community living support agencies, artists, sports associations and a district employee support service. Under direction by the Province, the district entered into a lease agreement in 2007 with Aurora Charter School Society.

(4) If the Minister refuses to approve a declaration under subsection (2), the Minister may require the board to transfer its interest in the school reserve, municipal and school reserve or municipal reserve to another board in accordance with the Minister's direction.

Declaration by Minister

7 Despite section 6, if the Minister has established a policy under section 5, the Minister may by order declare a board's interest in a school reserve, municipal and school reserve or municipal reserve to be surplus to the board's needs.

Part 2 Lease, Sale or Transfer of Real Property

Lease of real property

8(1) Notwithstanding section 200(2) of the Act, a board may, without the approval of the Minister,

- (a) lease any real property that is neither a school building nor a portion of a school building,
- (b) lease a school building or portion of it for less than 12 months, and
- (c) lease a school building or portion of it for 12 months or more if the lease contains a termination provision allowing the board to terminate the lease on 12 months' notice.

(2) On leasing a school building or portion of it for 10 days or longer, the board shall

- (a) keep the lease agreement on file at the board's offices, and
- (b) provide to the Minister any information related to the leasing of the school space that the Minister requires.

(3) When, in the opinion of the Minister, space is available in a school building, the Minister may direct the board operating the school to make that space available to another board.

Method for sale of property

9(1) If a board intends to sell

- (a) an item of real property that has a value of more than \$50 000, or

- (b) an item of personal property that has a value of more than \$10 000,

the board must conduct the sale in accordance with this section.

(2) Prior to selling the property, the board shall obtain 2 or more current independent appraisals of the market value of the property.

(3) The sale must be conducted by tender or public auction.

(4) The board shall advertise the sale at least twice in a newspaper circulating in the district, division or Francophone Education Region prior to the sale.

(5) The board may only sell the property if

- (a) the bid or tender received is reasonable, in the opinion of the board, having regard to the appraisals it received, and
- (b) in the case of real property, the Minister approves the sale after the bid or tender is received.

(6) If the board selling the property obtains the approval of the Minister, subsections (2) to (5) do not apply where the sale is to

- (a) another board,
- (b) a municipality,
- (c) a community association,
- (d) a charitable or non-profit organization,
- (e) the Crown in right of Canada or its agent, or
- (f) the Crown in right of Alberta or its agent.

(7) Subsections (3) to (5) do not apply to

- (a) a sale of a teacherage by a board if the board selling the teacherage obtains the prior approval of the Minister for a procedure for selling the teacherage that is different from that set out in this section, or
- (b) a sale of a property to which an agreement under section 197(b) of the Act applies if the board selling its interest in the property obtains the prior approval of the Minister for a procedure for selling the property that is different from that set out in this section.

(8) If a board offers real property for sale in accordance with subsections (3) to (5) but does not receive a reasonable bid or tender, the board may, with the prior approval of the Minister, list the property with a real estate agent.

Sale of real property

10(1) If a board sells real property,

- (a) the board must repay all the outstanding debt relating to that real property, and
- (b) any proceeds remaining from the sale of the real property must be divided into 2 amounts so that
 - (i) one amount bears the same ratio to the remaining proceeds as the Government contribution bears to the total amount of the project for which that contribution was made, and
 - (ii) the other amount bears the same ratio to the remaining proceeds as the contribution by the board bears to the total amount of the project for which that board's contribution was made.

(2) The remaining proceeds referred to in subsection (1)(b) that are attributable

- (a) to the Government contribution under subsection (1)(b)(i) are to be retained by the board and, together with the interest earned, applied only
 - (i) to the cost of a future school building project approved by the Minister, or
 - (ii) to the current operations and maintenance of existing buildings with the prior approval of the Minister,

and

- (b) to the board under subsection (1)(b)(ii) may be applied only
 - (i) to a future capital expenditure, or

- (ii) to the current operations and maintenance of existing buildings with the prior approval of the Minister.

Transfer of real property

11(1) If, with the approval of the Minister, a board agrees to transfer to another board ownership of real property on which a school building is located,

- (a) the amount payable to the transferring board must bear the same ratio to the current independent appraisal of the market value of the land, together with the depreciated value of the school building as set out in the board's most recent audited financial statements, as the contribution by the transferring board bears to the total amount of the project for which that board's contribution was made, and
- (b) it is not necessary for the transferring board to repay any outstanding debt on the school building.

(2) The amount payable under subsection (1)(a) is to be paid by the Government but if the board that is receiving the real property has any school building capital reserves, those reserves must be used to pay the amount payable under subsection (1)(a) and the shortfall, if any, is to be paid by the Government.

Part 3 Repeal, Expiry and Coming into Force

Repeal

12 The *Disposition of Property Regulation* (AR 3/2001) is repealed.

Expiry

13 For the purpose of ensuring that this Regulation is reviewed for ongoing relevancy and necessity, with the option that it may be repassed in its present or an amended form following a review, this Regulation expires on July 31, 2018.

Coming into force

14 This Regulation comes into force on the coming into force of sections 4 to 11 of the *Municipal Government Amendment Act, 2008* (No. 2).

SECTION 6
BOARDS' FIRST RIGHT TO PURCHASE

6.1 **Notice to Other Parties** — If a Selling Board declares that one of its School Sites located on Non-Reserve Land or on Reserve Land (the "Surplus School Site") is surplus to its needs and determines, in its sole discretion, to sell the Surplus School Site and it has received the approval of the Minister pursuant to the *School Act*, then, it shall provide written notice to that effect to each of the other Parties (the "Surplus Notice").

6.2 **Boards' First Right to Purchase** — Each of the Boards shall have 90 days after receipt the Surplus Notice to indicate its intention to pursue the purchase of the Surplus School Site by notice in writing to that effect given to the Selling Board (the "Purchase Notice").

6.3 **Francophone Board Priority** — If more than one Board indicates its desire to purchase the School Site by issuing a Purchase Notice, the Francophone Board shall have the first right to purchase the subject Surplus School Site.

6.4 **Notify Minister** — In the event a Board (the "Purchasing Board") indicates an interest in purchasing the Surplus School Site, the Selling and Purchasing Boards, shall immediately notify the Minister and request direction from the Minister with respect to the possible sale, purchase and transfer of the said Surplus School Site.

6.5 **Decision Not to Purchase** — If it is determined by one or both of the involved Boards or by the Minister that the Surplus School Site will not be sold or transferred by the Selling Board to the Purchasing Board, then the Surplus School Site shall become available to the City as contemplated in either Section 7 or Section 8, as applicable.

6.6 **Closing Procedures** — If it is determined that the Surplus School Site will be sold or transferred by the Selling Board to the Purchasing Board, the transaction shall be completed in accordance with the *School Act* at the price and on the terms and conditions determined pursuant thereto by the Minister and the two involved School Boards.

SECTION 7
SURPLUS NON-RESERVE SCHOOL SITES

7.1 **City's Right to Purchase** — If after the steps and procedures set out in Section 6 have been followed, it is determined that no other Board will be buying the subject Surplus Non-Reserve Land and provided the Selling Board has received the approval of the Minister pursuant to the *School Act*, the Selling Board shall provide written notice to that effect to the City (the "First Notice to City") and the City shall have the right to purchase the Surplus Non-Reserve Land at the price and on the terms and conditions set out in this Section 7 (the "City's RP").

7.2 **Purchase Price for Whole Site** — Within 60 days of giving the First Notice to City, the Selling Board shall advise the City in writing of the purchase price (the "Price Notice") for the whole of the Surplus Non-Reserve Land which shall be based on an independent, formal and full appraisal of the Surplus Non-Reserve Land conducted by an Accredited Appraiser. The purchase price (the "City RP Purchase Price") shall be the aggregate of:

7.2.1 the Market Value of the Lands, including School Playing Field(s) and the School Building Land;

plus

7.2.2 the Depreciated Value of the School Building;

less

7.2.3 a credit in favour of the City for the amount of money, if any, the City has invested in the upgrading of the School Playing Field(s) and the School Building depreciated in the same manner as contemplated in the definition of "Depreciated Value", as set out in paragraph 1.1.13.

7.3 **Exercise of City Right to Purchase** — The City RP shall be open for exercise by the City for a period ending 180 days after the date of receipt by the City of the First Notice to City (the "City RP Period"). The City shall exercise the City RP by delivering to the Selling Board its written notice to that effect prior to 3:00 p.m. on the last day of the City RP Period. In exercising the City RP, the City shall indicate in writing whether it wishes to purchase the whole of the Surplus Non-Reserve Land or only a portion thereof and if a portion, which portion.

7.4 **Extension** — If, prior to the expiry of the City RP Period, the City has determined it wishes to purchase all or a portion of the Surplus Non-Reserve Lands, but it has not yet obtained all necessary budgetary and financial approvals for the purchase, then:

7.4.1 the City may extend the City RP Period for up to 45 days, or

Edmonton Public Schools

Board Policies and Regulations

CODE: FB.BP
TOPIC: School Reopening

EFFECTIVE DATE: 11-09-2001
ISSUE DATE: 25-09-2001
REVIEW DATE: 09-2008

1. The administration shall review annually, following the September 30 enrolment count, the number of students who reside in the former attendance areas of closed schools.
2. In elementary and junior high attendance areas where the number of students reaches either level listed below, the administration shall conduct a review and recommend to the board the advisability of reopening regular programming in the school.
 - a. Elementary attendance area:
 - i. 150 students enrolled in elementary programming in district schools on September 30, or
 - ii. 175 public-supporting children ages 5 to 11 years as indicated by the most recent civic census data.
 - b. Junior high attendance area:
 - i. 200 students enrolled in junior high programming in district schools on September 30, or
 - ii. 225 public-supporting children ages 12 to 14 years as indicated by the most recent civic census data.
3. In its recommendation to board, the administration shall consider, but not be limited to, the following factors:
 - a. costs of reopening;
 - b. community input and involvement;
 - c. current use of space and lease implications within the closed school;
 - d. existing accommodation and transportation arrangements;
 - e. facility modifications required;
 - f. impact on district space utilization;
 - g. impact on enrolment in other district schools;
 - h. impact on existing attendance areas;
 - i. population trends in the attendance area; and
 - j. number of public-supporting pre-school children, as indicated by the most recent civic census data.
4. The board may reopen a school facility for a purpose other than the provision of regular programming.

Reference(s):

DATE: June 18, 2013

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Response to Staff Group Budget Presentations

ORIGINATOR: David Fraser, Executive Director, Corporate Services

**RESOURCE
STAFF:** Diana Bolan, Darrel Robertson

REFERENCE: [Board Meeting #18– April 9, 2013 Staff Group Presentations](#)
Edmonton Public Teachers, CUPE Local 474 and Exempt Staff
[Board Meeting #19 – April 23, 2013 Staff Group Presentation](#)
CUPE Local 784 and CUPE Local 3550

ISSUE

The Board in its role as employer has committed to providing a response from the Board (Trustees) and Administration (Superintendent of Schools and senior leadership team) to the presentations by staff groups regarding the 2013-14 budget.

BACKGROUND

Presentations regarding the 2013-14 budget were made to the Board on April 9, 2013, by Edmonton Public Teachers Local 37 of the ATA representing teachers (Attachment I), CUPE Local 474 representing custodial staff (Attachment II) and Exempt Staff (Attachment III), and on April 23, 2013 by CUPE Local 784 representing maintenance staff (Attachment IV) and CUPE Local 3550 representing support staff (Attachment V).

CURRENT SITUATION

As in previous years, there were common themes in the presentations regarding specific issues. Each staff group also identified matters of particular concern for their individual Local.

The first of the common themes again relates to ongoing implications relative to the decrease in provincial funding for the District. Shortfalls in funding over the past six years have impacted our ability to cover all costs in our collective agreements. The District has depleted its operational reserves in developing successive budgets to carry us through these difficult years and even with utilizing these operational reserves, positions have been eliminated in order to balance the budget.

The 2013-14 budget will present significant challenges for Decision Units (DU) across the District. As DU Administrators work to gather feedback from stakeholders, they will be faced with difficult decisions on how best to organize for the coming school year. Decisions related to reductions in staff are the most difficult for the Board and Administration. We value the contributions of all our staff. In Edmonton Public Schools, our collective focus is on student achievement and we work together to create a culture of continuous improvement. It is important that we maintain this focus on supporting the process of teaching and learning as we navigate through these challenging times. As an employer, we are committed to our valuable

staff as they all play an important role in our District, contributing to the success of our students. Our challenge is to balance the interests of our students, the interests of our staff groups, and the fiscal realities faced by our District.

The Board has lobbied over the past three years for adequate, stable and sustained funding that at least addresses the rate of inflation. The Board is disappointed the provincial government has not followed through on its commitment in this area. Lobbying efforts in this area will continue to be a primary objective of its advocacy committee and all trustees.

Again this year, a second commonality in the briefs is the need for on-going district support for professional development for all employees. Professional development is a critical aspect of our District Plan to support successful outcomes for students, and will help to build effective succession planning for our staff into the future. The District remains committed to continuing the work in the area of staff development to ensure the availability of appropriate learning opportunities for all employees. This work is in direct support of the fifth District Priority, *listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development.*

Last year, the District and staff groups shared a focus on the need to promote good health and well-being. In an effort to create healthier workplaces and to encourage staff to improve their health and fitness levels the District launched the Healthy Living pilot which is a collaborative project delivered by Edmonton Public Schools and the Alberta School Employee Benefit Plan and supported by the Alberta Teachers' Association and the District's three Canadian Union of Public Employees locals. The pilot involved 700 staff members in 17 schools and central departments and was launched in February 2012. The second phase of the pilot will be concluded in June 2013. The results of the pilot will be shared with the Board in the fall, and discussions on the implementation of the initiative will continue. The Healthy Living Initiative supports District Priority #4, which *promotes health and wellness of all students and staff.*

The Board commends and thanks the staff groups for their interest in working collaboratively with Trustees and the Administration on the many issues identified. It recognizes the important work accomplished through joint committees and the provision of input by the staff groups. The following sections outline the Board and Administration responses to the individual presentations, in order of presentation.

Edmonton Public Teachers Local 37 of the ATA

The Board appreciates and values the relationship between the Edmonton Public Teacher's Local 37 and the District. The collaborative manner in which the Administration and the Local approach a number of initiatives continues to support student success in Edmonton Public Schools.

In its presentation, Local 37 presented work completed by the Canadian Teachers' Federation and the provincial Alberta Teachers' Association. The focus of this work was on the attributes of teaching in the ideal circumstances in the year 2020. In addition, copies of *Alberta Voices: Teachers' Aspirations for the Future of Teaching*, as well as *The 2011/12 National Study on*

Balancing Work, Life and Caregiving in Canada: The Situation for Alberta Teachers were provided to the Board.

The report summarized six elements that serve to create the ideal teaching situation:

1. Personal Attributes
2. Resources
3. Relationships
4. Infrastructure
5. Leadership
6. Protocol and Procedures

The Board acknowledges that all of these elements contribute towards ideal teaching conditions in our schools. The Board shares the Local's belief in the importance of ongoing professional development, which is reflected in District Priorities and the core strategies of the District Plan. Significant work in many of our schools is taking place relative to the development of collaborative Professional Learning Communities. The Board believes that this work also contributes towards ideal teaching conditions. As we are currently in negotiations with Local 37, we look forward to achieving a collective agreement with teachers that will continue to allow us to work together to support positive outcomes for the children under our care. Elements of the Tripartite Framework Agreement and local bargaining will help support classroom conditions needed for student success. The ideal situation for teaching requires increased levels of funding and support from the province. The District is currently in challenging financial circumstances.

The Board appreciates the Local's commitment to working collaboratively to resolve issues and to nurturing a relationship based on trust and respect. We extend our appreciation to all teachers across the District for their hard work to ensure successful outcomes for the students in Edmonton Public Schools.

CUPE Local 474 (Custodial Staff)

The Board relies on the work of the members of Local 474 Custodial Workers to keep our buildings clean and safe for students and staff. Although it may sometimes seem that clean and safe learning environments are taken for granted, our students, staff, parents and community members notice and appreciate the work of our custodial staff. We very much appreciate this important contribution to the success of the District.

In its presentation, the Local expressed their belief that in order to meet the need for clean and healthy schools which will meet the health and safety needs of students and staff as well as being environmentally responsible, centralization of custodial services for the District is needed. The District has put in place many supports to assist our schools in providing clean and safe learning environments. Custodial staff represent an important stakeholder group for sites across the District, as decisions related to organizing for operations are contemplated. Through the effective engagement of stakeholders, effective decisions related to our working and learning environments can be made. This is a central premise of site-based decision making, which provides a foundation upon which we have built our District. Decisions on how to best utilize

the resources allocated to our schools are best made by the people who are working in the school. Our DU Administrators are given the responsibility to consult with stakeholders in making all decisions related to student success, including safe and healthy learning environments. This engagement also helps to ensure that all stakeholders have a voice in planning for the future. DU Administrators are also given the responsibility and support for the effective supervision of staff to ensure student success through building and maintaining safe and positive learning environments.

As a result of the establishment of the Supervisor Custodial Support Services position in March 2011, custodial supply staff continue to receive the training, guidance, support and supervision necessary to ensure effective work practices in supporting the work of administrators and custodial staff in schools. One of the key deliverables from the establishment of this position is the standardization of practices related to supply services. Functions that were spread across several departments have been centralized under this position. Support for schools and central departments has continued to evolve through the development of an on-line Custodial Support Services website. This website provides information relative to OH&S, custodial training, Green Cleaning, Board Policies and Administrative Regulations related to custodial staff. It is anticipated that this instant access to information will result in enhanced efficiency as supply staff work to provide short-term, quality service to our schools.

The Local recommended standardized purchase of custodial equipment in order to ensure equity for all school sites. The Administration notes that the Purchasing Department negotiates the best possible prices for equipment, and that schools and decision units are required to make any major purchase through that department. The Administration commits to further reviewing this issue over the next year as the Custodial Support Services function continues to evolve.

The Board appreciates the collaborative work underway to establish a Custodial Career Pathway for our staff. It is our collective aspiration that this Career Pathway will assist our staff in achieving the certification required of their position. In addition, a Custodial Career Pathway will enable our staff to aspire towards increasing levels of responsibility in our organization, helping us to achieve effective succession planning into the future. The Board congratulates Local 474 for participation in this important work and looks forward to achieving outcomes that will effectively support our staff to aspire towards positions based on their ability, commitment and skill. The Administration believes that successful completion of this work will have a positive impact on the District's ability to attract and retain custodial staff into the future.

In the last round of bargaining, the District and Local 474 agreed to renew the Letter of Understanding – Staff Cleaning Guidelines. The Board supports the guidelines whereby custodial staff clean between 2500 and 3000 square feet per hour per FTE. The Board acknowledges the Local's concern regarding the application of the custodial staffing guidelines in schools, particularly in those instances where rooms designated as decommissioned space are continuing to be used. The Administration commits to investigating and resolving issues as they arise. In the budget presentation, the Local asked the Board to consider staffing one full-time head custodian in each school, regardless of student enrollment. The Board supports the language in our collective agreement with Local 474, where schools with an enrollment of 125 students or more are entitled to work 2080 hours a year.

The Board and Administration extend our appreciation to the members of Local 474 for their collaborative efforts on many joint committees, including the Custodial Staff Development Committee. In addition, we thank all members of our custodial staff for their work to keep our buildings welcoming, safe and clean. Together, we will continue to make a difference for the students we serve.

Exempt Staff

The Board acknowledges the varied and valuable service provided by the exempt staff; it concurs that it is through this group's diversity that the intricate, unique and essential service needs of the District can be fully achieved.

The Board recognizes that exempt staff in central services provide essential core services to support schools and overall district operations. Given the current financial challenges, the Board voted to defer the 2.5 per cent salary increase until September 2015. The delayed increase will help the District limit the number of exempt positions that will be lost in the coming school year as we work to implement a budget that contains fewer resources.

The revised Exempt Classification System is on target for implementation later in the 2013-14 school year. Our revised system will help to ensure that exempt staff are compensated fairly and appropriately according to the duties of their position. The Board appreciates the efforts of our exempt staff who are serving on the advisory committee. Although much work still needs to be completed, the Board and Administration are pleased with the progress.

The Administration has committed to a review of the hours of work for 10-month exempt staff, implementation of a professional improvement fund and a review of leave entitlements. The Administration recognizes that this is in support of the fifth District Priority, *listen to staff, honour their contribution and support their opportunities for collaboration, growth and professional development*.

The Board thanks exempt staff for their diverse and valuable work throughout the District to support student success.

CUPE 784 (Maintenance Staff)

The Board acknowledges the important contributions of Local 784 Maintenance Workers to the success of the District. It is widely recognized and appreciated that our maintenance staff take a great deal of pride in keeping our District facilities in good repair. The timely, professional service from our maintenance staff on a daily basis is appreciated by all stakeholders.

The District is experiencing challenging financial times. Plant, Operations and Maintenance and Infrastructure Maintenance Renewal funding have been reduced by a total of \$9.2 million. The Board shares the Local's concern that this reduction of funding will have an impact on staffing levels in Facilities Maintenance. The administration is working to balance short term resource challenges with the long term needs related to maintaining the expertise that we have in Facilities Maintenance. The Board also acknowledges the Local's concerns related to hiring

outside contractors as Facilities Maintenance experience reductions in staff. Working to maintain expertise in Facilities Maintenance will be an important consideration. Recent changes in our collective agreement with CUPE 784 include revisions to Article 19 – Sub-Contracting, increasing the dollar amount of work automatically assigned to the bargaining unit to \$8000. The Board values the work of our maintenance staff, and supported this increase to help ensure timely, quality service to our sites across the District. Maintaining an expert staff to repair our sites is important to the Board and Administration.

The Board is currently reviewing policies related to an overall Infrastructure Strategy, and welcomes all stakeholders, including our maintenance staff, to provide on-line feedback on the draft revisions. Details on how to access the on-line feedback related to these policies will be published in the Need to Know News.

The Board appreciates the safe, accountable and expert service from Facilities Maintenance. The service of Local 784 staff helps to create the conditions required for student success. You are an important part of our team who is working together to ensure student success.

CUPE Local 3550 (Support Staff)

The Board acknowledges and values the important contribution that support staff make to Edmonton Public Schools through their work in offices, classrooms, cafeterias, libraries and labs.

The Board understands the Local’s frustration regarding funding from the Province, and will continue to lobby for resources to support the children under our care. Such funding will enable the Board to continue to provide a total compensation package that allows the District to attract and retain the quality and nature of support staff that we need to help our students achieve their potential. The Board is pleased we have reached a new collective agreement with CUPE 3550, and is looking forward to working together over the coming years to ensure the success of our students.

The Board appreciates the collaborative efforts of CUPE 3550 through a number of joint committees that are working towards enhanced efficiency and effectiveness of District operations. The work of the Joint Violence in the Workplace committee to examine ways to reduce injuries in the workplace provides an excellent example of your valued contributions to District operations. This work is important in helping the District provide safe and positive learning environments for our staff and students. The Board is looking forward to hearing more about the collaborative efforts related to addressing concerns about support supply coverage and contracting out of supply work.

The District is in challenging financial times. The Local expressed concern that financial pressures will result in staff reductions and increased workloads for remaining staff. The Board and Administration share this concern. Together, we have completed some excellent work at the bargaining table in order to reduce the number of staff who will be impacted by F.T.E reductions. The Board and Administration are committed to working with CUPE 3550 to address the issues of workload and training for new and existing staff to be effective in their

work. In addition, Employee Health Services will continue to work diligently to ensure that staff members who experience health issues have the support needed for a successful return to work.

The Board is pleased with recent changes to the collective agreement related to a reduction in the number of days that a support supply staff members need to work in an assignment before reaching Temporary Bi-Weekly status. In addition, Human Resources will continue to work with DU Administrators to address concerns relative to posting vacant positions where appropriate. The Board recognizes that our benefits and the pension plans are important elements of our total compensation package that allow us to attract and retain our valuable support staff. Recent improvements to our benefit plan should also serve to strengthen the District's ability to attract and keep the staff required to help us achieve our vision.

The Board thanks CUPE 3550 for their continued collaboration on the many complex issues and challenges facing the District. We thank our more than 2000 support staff who provide amazing service to Edmonton Public Schools. Together, our focus remains on the success of the children under our care.

CONCLUSION AND NEXT STEPS

The Board appreciates the effort that each staff group undertakes in preparing and presenting their budget brief. The Board on an annual basis recognizes and honours our staff by considering their views on the upcoming budget and responding to the issues they raise.

All Decision Unit Administrators and Principals will be provided with copies of the Board report and written submissions provided by the staff groups. District leaders will review this information and consider the issues raised through the perspective of their school or central decision unit.

ATTACHMENTS & APPENDICES

ATTACHMENT I	Edmonton Public Teachers Local 37
ATTACHMENT II	CUPE Local 474 (Custodial Staff)
ATTACHMENT III	Exempt Staff
ATTACHMENT IV	CUPE Local 784 (Maintenance Staff)
ATTACHMENT V	CUPE Local 3550 (Support Staff)

DR:



**Edmonton Public Teachers Local No. 37
of the Alberta Teachers' Association**

**Budget Presentation to the
Edmonton Public Board of Trustees**

April 9, 2013

April 9, 2013

Chair Hoffman, Trustees, Superintendent Schmidt:

Thank you for this opportunity to share the views of Edmonton Public Teachers Local 37 of the Alberta Teachers' Association as you prepare for the District's 2013-2014 Budget.

We are still involved in a complex bargaining scenario where the Government, the Alberta Teachers' Association (Association), the Alberta School Boards' Association (ASBA), this Board and our Local are involved and as such many issues and concerns need to be left for now to the bargaining protocols in place.

Having said this, I appreciate this forum so I can share with you some work done by the Canadian Teachers' Federation and our provincial Association. Our Local was involved as a focus group in these discussions. The task was to plant yourself in the year 2020 (now only seven years in front of us), consider personal attributes, resources, relationships, infrastructure, leadership, and protocols and procedures, and ask what would be the ideal teaching situation?

Today I will share with you a summary of the findings from these focus groups across the province in these six areas:

1. Personal Attributes (Slide 2)
2. Resources (Slide 3)
3. Relationships (Slide 4)
4. Infrastructure (Slide 5)
5. Leadership (Slide 6)
6. Protocol and Procedures (Slide 7)

In order to achieve the dream of 2020 we need to take steps now to expand on our strengths and to move toward meeting deficiencies. There will be obstacles and we need to commit to work together to address them including the need to lobby together where the obstacles are created by third-party involvement.

To close, I wish to share with you the complete document coming out of the focus group study, *Alberta Voices: Teachers' Aspirations for the Future of Teaching*, as well as a paper by Linda Duxbury and Christopher Higgins, *The 2011/12 National Study on Balancing Work, Life and Caregiving in Canada: The Situation for Alberta Teachers*.

Thank you for the opportunity to speak to you today. It has been an honour and a privilege to represent and to speak for Edmonton Public Teachers for the past four years. I trust that the relationships we have built will be continued and will be strengthened further as a new Local president takes office in July.

Edward C. Butler
President
Edmonton Public Teachers Local 37 of the ATA

Personal Attributes

1. **Passion** for students, teaching, learning and subject area (for example, for the written word)
2. **Creativity, flexibility, open-mindedness and willingness to taking risks** (for example, trying new things, out-of-the-box thinking, trying new teaching approaches)
3. **Energy, enthusiasm and engagement** (for example, positive, optimistic and loving energy; well rested, fit and healthy; ability to motivate and inspire students; engaged with and engaging to students)
4. **Knowledge** of pedagogy, subject areas, trends in education and curriculum; and **drive for self-improvement** (for example, commitment to lifelong learning; curiosity and research orientation; seeking intellectual stimulation, professional development opportunities)
5. **Humility, authenticity and a sense of humour** (for example, not taking oneself too seriously; recognizing one's own weaknesses and personal limits, and others' strengths; being human)
6. **Caring and commitment to students** (for example, respect, kindness, patience and calmness, acceptance of differences, compassion, empathy, and commitment to success for all)
7. **Trust, collaboration and connectedness** with students, parents, colleagues and community

Resources

1. **Time** (for example, to plan and implement new ideas, provide feedback to each student, organize interesting learning activities, locate resources for professional development)
2. **Technology and related support** (for example, open access to resources at school and home; reliable, interactive, unlimited technology; open Internet access for students; professional development on new applications; onsite technology assistance; iPads for every student)
3. **Flexible and adaptable learning spaces** (for example, movable furniture, flexible grouping, comfortable chairs, lap desks, room for students to spread out in groups, carpets and bean bag chairs)
4. **Access to field trip opportunities/ community resources/expert visitors** (for example, grocery store for math, airport for aerodynamics)
5. **Opportunities to collaborate** (for example, to plan and organize activities and field trips, take courses on new approaches, collaborate with colleagues)
6. **Personnel** (for example, enough teachers and educational assistants to work with small groups, help high-needs students, create smaller class sizes)
7. **Basic resources** (for example, adequate resources for each student, high-quality and unbiased print resources and props for hands-on learning activities)
8. **Focus on teaching tasks, fewer clerical and administrative tasks** (for example, no individual program plans, less onerous report card processes, less fundraising for basic resources, no excess paperwork for specialist referrals)
9. **Student readiness** (for example, students are well fed each day, have suitable clothing, have support at home)

Relationships

1. **Collaborative:** Teachers need ongoing, sustained time for staff to collaborate.
2. **Collegial, constructive, compassionate relationships:** The best relationships are based on dignity and respect for individual knowledge, and acknowledge the human element in teaching and learning.
3. **Trusting and mutually respectful:** Trust and respect are a must between students, teachers, parents, administrators and community members.
4. **Responsible:** Good relationships improve learning and help people pursue common goals.
5. **Facilitative:** Teachers need to forge good relationships and assume a variety of roles to help students explore learning.
6. **Whole and authentic:** Good relationships foster warmth and caring, recognize and celebrate others, and allow for humour, too.
7. **Encouraging and empowering:** Good relationships mean being positive about new ideas, allowing for risk taking, being noncompetitive and not based in compliance.
8. **Inclusive:** Good relationships reduce boundaries between roles, and between school and community.

Infrastructure

1. **Smaller classes:** Fewer students per grouping in all grades and subjects, with 20 students maximum in secondary classes.
2. **Schools as optimal learning sites:** Schools must be clean and comfortable, with open rooms, flexible spaces, dedicated collaborative spaces, storage, plenty of natural light and operable windows with places for plants, and unique learning spaces such as lofts, study carrels, large rooms, and spaces outdoors.
3. **Fewer expectations:** Ideally, there should be fewer subject areas to teach, no achievement testing, fewer supervision assignments.
4. **Dedicated time for professional tasks:** Teachers need time for preparation, assessment, collaboration, parental contact and professional development.
5. **Realistic district and provincial visions:** Administrators and decision makers must be aware of socioeconomic realities and of the need to guide more than prescribe. They also must remember that they are dealing with real kids in real communities.
6. **Program Support:** The following kinds of support are necessary: technology personnel for troubleshooting; better programming for English language learners and for high-needs students; flexible scheduling for cross-grade learning projects.
7. **Ready access to resources:** The following resources are necessary: knowledge access points, tools and hands-on props, spare spaces, buses for field trips, enough for everyone.

Leadership

1. **Distributed collegial leadership:** Teachers are meaningfully involved in site-based and system-level decision making; trusted in their professionalism; free to engage in inventive, creative practice; respected by their colleagues for their expertise.
2. **Supportive jurisdiction and provincial leadership:** Leaders and decision makers recognize workload; assign time-consuming, nonteaching tasks to support staff; implement fewer system-driven goals and initiatives; schedule to support engaging practices and structures; ensure adequate dedicated professional development and preparation time; provide adequate resources without complicated restrictions.
3. **Leadership that invites and supports teacher autonomy:** This kind of leadership encourages teamwork, risk taking and acting on teachable moments; respects various learning and teaching styles; trusts the learning process; and promotes democracy in decision making and school structures.
4. **Involved and supportive school-based administration:** A supportive administrator empowers, is directly involved in teaching and learning, offers to participate during hands-on activities, encourages risk taking and provides feedback, invests in creative learning practices, promotes collaboration in decision making, identifies resources and negotiates access to them, promotes autonomy, and respects everyone's contributions.

Protocol and Procedures

1. **Support learning:** Protocols and procedures are required that allow freedom, flexibility and student- driven choice; focus on citizenship; are flexible but with consistent expectations; and support learning through organized chaos.
2. **Create a structure that supports professional responsiveness:** Teachers need a fluid, collaboratively built structure that is teacher guided but student centred.
3. **Dedicate time realistically:** Teachers need adequate time to respond to individual student needs, less structured time spent in class, and time for professional development, assessment, communication, collaboration and planning.
4. **Recognize the variability of context:** Teaching contexts vary widely. Having protocol and procedures in place that take this variability into account ensures safety for students and teachers and encourages a variety of learning environments,
5. **Are based on respect and value for the school community:** respect for the community means an insistence on positive learning behaviours and respect for students' and teachers' ability to make responsible choices

Different open wiser balanced
risk-taker trusting loyalty respect learning inspired healthy organic
commitment Risk-taker Expertise humanness teaching Passionate sociably inventive thinker Older ideas
enthusiastic forgiving Optimistic enthusiasm teaching nonjudgmental Curiosity healthier Leader ideas
goal-oriented profession energetic success student authenticity attitude happy learn
eager empathetic committed skills knowledge real education encouraging
Knowledgeable inspirational area Caring subject academically Supportive
supportive energy flexible life passionate education
relationships interpersonal life passionate education
organized dedicated collaborative strong understanding open-minded engaged
future Positive Leadership creative cooperative Humorous humorous Fit
Building colleagues learner Willingness Inspire curriculum Energetic specialist love
ready Enthusiastic connected students skill-oriented excited kids compassionate
working Confident resilient visionary determined leadership immunity Organized Visionary Excited
driven positive helping accepting motivated

Edmonton Public Schools Addressing Custodial Staff Issues



2013 BUDGET BRIEF

**Presented to the Edmonton Public Schools
Board of Trustees**

April 9, 2013

To: Chairperson Sarah Hoffman

**Trustees Cheryl Johner, Ken Shipka, Christopher Spencer, Dave Colburn,
Heather MacKenzie, Michael Janz, Catherine Ripley, Leslie Cleary**

Superintendent Edgar Schmidt

The executive and members of CUPE Local 474 thank you for this opportunity to take part in your budget process.

We asked our members to identify the issues and recommendations that should be brought to your Board. To a man or woman, they made it clear that they value the work they do for Edmonton's schools. They see the schools as theirs and want to provide the highest possible standard of custodial care for the children, staff and public.

However, they are concerned about *staffing levels*, as well as some of the organizational and financial decisions that this Board has taken in the past, which are impacting on their ability to provide quality custodial services in the schools. They recognize the difficult situation the Province has imposed on school boards in Alberta, but nevertheless believe that you can begin to take steps in the upcoming year to address some of these issues.

You can truthfully say that, in every school, the custodians are doing the best they can. They try not to let the short-staffing and other problems get in the way. We go far beyond the bare requirements spelled out in our contracts.

1. Custodial staffing levels in Edmonton's schools have not recovered from the 'temporary' cuts that began in the early 1980's and have been maintained to this day.

For over ten years, and particularly after Alberta Learning conducted an Operational Review of Edmonton Public Schools in Spring 2003, we have been expressing our concerns about the slow erosion of staffing levels that was affecting our ability to do our jobs. This year, we analyzed EPSB Budget documents going back 10 years and found that the steady reduction in budget lines for Custodial FTE's that began in the early 80's, and was heightened during the early 90's was never reversed. As a result, in 2007, the *Kinnaird Planning and Research Ltd. Study of Operations and Maintenance Expenditures of Alberta School Districts* found that Edmonton Public's custodial workers ranked as cleaning the most square footage per hour compared to all other school districts in the province - 19% above the average. It also found that expenditures on cleaning and custodial new equipment and tools were also well below the provincial average.

In addition, members tell us that, in too many cases, this trend has been aggravated where custodial costs are sacrificed to other priorities. Finally, they tell us that this Board could be facing a situation in which it may be difficult to compete for qualified staff to maintain adequate staffing levels in your schools in the future.

Many of our recommendations have been put forward to you in the past. Some call for increased staffing, others for reorganization. In either case, we wish to remind you that the Union and its members are prepared to work with the Board and administrators to implement changes in the least disruptive and most cost-effective way possible. However,

our recommendations will mean something only if custodial services are valued by this Board. This may require some reorientation, as the work we do is too often taken for granted and given little priority in the planning process.

Although you all have a general idea about the service we provide in the schools, it may serve a purpose to remind you about the actual services are being affected by past decisions to cut staff and reorganize custodial services.

Good housekeeping and hygiene are being compromised when custodial services are poorly organized and inadequately staffed. We clean and dust all parts of the school, sanitize desks, washrooms and such key contact points as doorknobs, toilets and wash-basins. We remove garbage and check building exteriors to ensure they are free of garbage, debris, and safety hazards. We identify and correct deficiencies and submit service requests. We order and maintain custodial supplies, tools and equipment, remove snow, sweep, monitor flowerbed maintenance, ensure grass is cut, clean up vandalism, and liaise with City of Edmonton departments (e.g. Parks and Recreation, Transportation) regarding trees on school property, clean up, in addition to numerous other responsibilities.

Bacteria lives in dust – it thrives in dust. That’s why dusting is such a big deal; it’s not just a case of being picky.

Our ability to maintain the building and its mechanical equipment is compromised when we are inadequately staffed to maintain, monitor and report on boilers and heating, ventilation and air conditioning (HVAC) equipment, maintain fire extinguishers, security systems, emergency lighting, and the school’s Energy Management System, or look after the overall condition of building itself. As well, we perform minor maintenance on indoor fixtures and power equipment, perform water testing and filter cleaning; treat boiler water; prepare pressure vessels for inspection. Finally, we oversee and provide assistance for the responsible community use of the school and other facilities.

In some cases, they replace a Custodian with a Custodial Assistant, who can’t do everything – they’re not qualified and can do light duty only. They save money by doing this, but it means that the Head Custodian has to pick up many of the jobs that a Custodian would otherwise do.

Our ability to ensure a safe, secure environment is compromised – the assurance that children enjoy a safe, healthy and caring environment at school. We are the parent figures who children usually see first in the morning and the last in the afternoon. We lock and unlock the building, including all of its doors and windows, ensure security and fire safety systems, initiate emergency service requests, watch for unwanted visitors and clean up after vandalism. As well, we help coordinate the school’s health & safety program, report potential hazards and unsafe conditions, report workplace accidents and incidents, ensure supplier labels (WHMIS) and workplace labels and current MSDS’s, and perform numerous other functions to ensure that the school is safe and secure.

We recommend the Board take steps in the upcoming year to restore custodial staffing to levels required to achieve objective standards for facility maintenance and cleanliness. Custodial staffing should be based on such variables as school size, age of

facility, student enrollment, staff population and community use. Based on our surveys of other districts and facilities, we consider the following to be basic requirements.

- a) Regardless of enrollment, no school of 50,000 sq ft. or less should be staffed with less than 2.5 FTE, including a full-time Head Custodian. Facilities of 100,000 sq ft or more must have a Utility Custodian (with few exceptions). Where twinning occurs, each location should have its own Head Custodian and custodial staff.
- b) Locations between 50,000 and 75,000 require a minimum of 3-4 FTE custodial staff.
- c) As the majority of school cleaning is done in the afternoon, staffing should be increased on this shift. Where schools are used year around, they should return to three shifts (day, afternoon and night shift).

2. Head Custodians are the ones who bear most of the burden of staff shortages. The disciplinary record and the difficulty some schools are experiencing in retaining head custodians attest to the increased pressure some are experiencing. Staff shortages force Head Custodians to juggle responsibilities for a wide range of other work requirements.

Amongst other duties, your Head Custodians assist with hiring, supervising and training of custodial staff, develop work schedules and assign duties. They must find time to perform daily checks of the building,

You don't see Custodial Assistants on Article 16 [Discipline]; you see Head Custodians. It's all the responsibility without the benefit; at times it's impossible to get the job done. They aren't respected – or paid - for their leadership role.

respond to requests or concerns from staff and advise the Decision Unit Administrator or designate of any problems, issues or concerns. They have to order and maintain custodial supplies, tools and equipment; liaise with City and assist with bookings as required. They monitor and report problems on boilers, HVAC system, pressure vessels and safety devices and initiate repairs and provide mechanical training to other staff. In addition, they are in charge of health & safety, must report potential hazards and unsafe conditions to administration; report workplace accidents and incidents to the administration, ensure supplier labels and workplace labels are appropriately affixed, select and ensure the appropriate use of personal protective equipment for all custodial staff; ensure custodial staff receive appropriate training, and that they are aware of and comply with practices and procedures

One of the more unfortunate developments, never reversed, was a reduction of as much as two (2) hours per day for a number of Head Custodians. While saving only a few thousand dollars, such cuts have a profound effect on service. Amongst other things, part-timers are under pressure to work through breaks and engage in unpaid overtime to maintain minimum standards. Work can simply not be done in the designated hours.

We recommend the Board provide a minimum of one full-time head custodian in each school regardless of student enrollment, staff population or community use to be responsible for air quality, heating plant, facility safety and cleaning. Provide leadership training for Head Custodians on an ongoing basis, akin to the training regularly provided for principals and administrators.

3. Specially-qualified, certified staff are not always available; their work is too often downloaded to staff who are often not qualified and already have heavy workloads; e.g., work is in confined spaces cleaning school filters being done by custodial staff on day shift, even though they are not being paid for this work and may not have a 4th Class ticket. Boiler Safety remains an issue in our schools, particularly when cold spells strain our systems, and adequate supervision of boilers is needed, particularly on weekends. The case for reducing qualification levels of custodial staff was made to avoid the requirement that the 5th class Power Engineering course not be mandatory, as required under the collective agreement. Our District currently enjoys the advantage of properly trained and certified custodians who can do this.

We recommend the Board take steps to ensure a full complement of qualified custodial staff for such functions as boiler operations (particularly steam boilers). **4.**

Replacement staff The current number of spare custodians (33) is not sufficient to cover staff on leave. Filling in with temporary staff is not an answer, as they seldom have the experience or qualifications (e.g., a power engineer's certificate or training in school heating/cooling systems), few have prior experience in an education environments or even the most basic in-service training. Worse yet are the times when facilities are in use but no custodial staff is available.

4. Replacement staff The current number of spare custodians (33) is not sufficient to cover for staff on leave. Replacing them with temporary staff is not an answer, as they seldom have the experience or qualifications; e.g., a power engineer's certificate or training in school heating/cooling systems. Few have prior experience in an education environments or even the most basic in-service training. Worse yet are the times when no custodial staff is on duty, because spare or temporary custodians are not available. There are times where facilities are in use but no custodial staff is assigned.

We're very short of Spares. They have the people; they just don't hire them as permanent. I have to keep training new people. When we can't get replacements, we ask our staff to work overtime. Sometimes they can't, and we [Head Custodians] have to pick up the slack. It's taking its toll. We're not getting any younger.

We recommend that this Board take steps to increase the complement of custodial staff on the spare board to address temporary staff shortages.

- a) Strike a Joint Committee to review the past five years to determine which schools require spares, how many are needed, and develop a staffing plan for replacement staff.
- b) Identify temporary positions that are more accurately classified as permanent, and to provide the additional training they need to shift to these positions.

5. Joint Use Agreement for community use The schools' ability to accommodate community, sports and extra-curricular use through the Joint Use Agreement with the City is compromised when we are inadequately staffed or organized. Amongst other services, custodial staff communicate with and assist building tenants, parents and community. We advise Administrators and respond to requests from staff or students. We monitor users, clean up after (including vandalism), and perform numerous other services. Problems arise when there is no provision for custodial services during or

immediately after use, especially during weekends. Not only are damage and security of immediate concern; cleaning and monitoring are left for the next regular shift of custodians. Since we presented our Community Use survey in 2003, there has been reduced use, likely to reduce custodial services during evening hours. This goes against the spirit of the Joint Use Agreement, and our members regret it. Unfortunately, we were not consulted on these matters.

My Custodial Assistant has to regularly look after 3-4 groups after hours every week. That really takes a lot out of her time. People don't always leave when they're supposed to. Sometimes the coach or group leader leaves while there's still kids in the bathroom or shower. We have to stay because we're responsible. It's not factored into the square footage formula.

We recommend that this Board take steps to ensure adequate custodial staff to fully accommodate the Joint Use Agreement through a standardized plan laying out which schools can be used. Budgeting for custodial care must be part of any agreement for leases, after-hours, weekend, rentals or community use; some of the funding from such use should be applied to the required custodial services.

6. The Staffing Formula needs to be revisited primarily because it utilizes a ratio of custodial staff to school cleaning which ignores the wide range of custodial work actually being done. Competing demands for a custodian's time cut into time available for the cleaning duties on which the formula is based. All custodians, not just Head Custodians, are responsible for core tasks that require time and effort regardless of the size of the facility; e.g., a Custodial Assistant may have four hours to clean 14 rooms, two bathrooms, secure building and take care of rentals - shortened by a 45 minute break and the time required to open doors for rentals fifteen minutes early, and at least ten minutes after to walk through with groups after to check for damages. A custodian on an eight-hour shift is similarly torn between competing demands. Portables only add to the problem.

I work in an elementary school. The formula doesn't mean anything in my school.

We recommend that a new formula be implemented, which recognizes actual custodial workload and that reflects such factors as: the age of the school, the student population, school population including, teaching, support, maintenance staff, parents, and volunteers, the type of courses offered and equipment used, the level of community use after hours and on weekends, the kinds of tasks (for example, snow removal and grounds care) included in the custodian's responsibilities.

7. Some short term 'fixes' to staff shortages are not true solutions e.g. decommissioning space in the schools, reducing service requirements (e.g. boiler inspections), rotational cleaning, allowing community users to handle security, etc. Decommissioning space, might appear to be an answer,

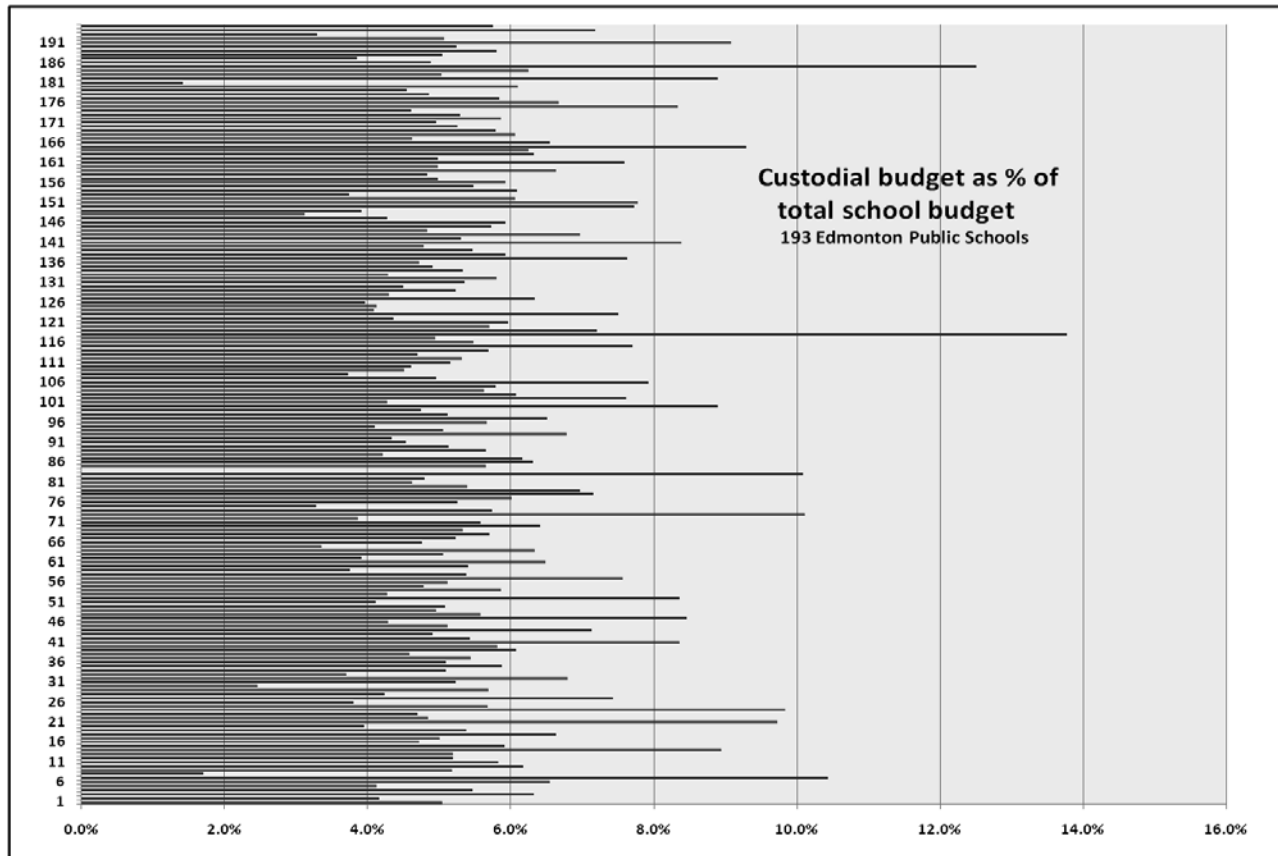
Decommissioning? They're using my hallways, they're using my sidewalks and my gym – we're cleaning up the whole area. It doesn't matter that there's 1-2 less classrooms; it's just those 1-2 rooms inside that we aren't supposed to clean. They may decommission those rooms, but they're still using the whole rest of my school.

however, the space still requires service after all, and servicing requirements for other parts of the school remain; e.g., washrooms and hallways. Rotational cleaning, on the other hand, can only compromise hygiene and good housekeeping standards; this 'solution' completely ignore the reasons why we clean, dust and sanitize on a regular basis.

8. Problems due to site-based budgeting and organization of custodial service Site-based budgeting (SBB) was imported into Edmonton's Public Schools from the United States in the early late 1970's (system-wide in the early 1980's) as part of a fashionable business model that swept North America. Since then, it has been widely discredited as organizations have experienced the inefficiencies, distortions and troubles associated with it. School systems that experimented with site-based budgeting began moving away from it years ago, as it did not live up to claims of (i) efficiency (ii) educational effectiveness, or (iii) stakeholder involvement. As a result, no other school district in Canada uses this model for delivery of custodial services.

<http://bctf.ca/publications/ResearchReports.aspx?id=5614>

In 1994, ten years after School-based budgeting (SBB) became system-wide in Edmonton, we gave this Board a report *Take a Look; Behind The Scenes at Edmonton's Public Schools* that contained clear evidence of the marked disparities SBB caused in the system. The disparity we noted then have never been corrected, as the following chart shows:



Our members will tell you that this model has serious limitations. Not only must such basic functions as custodial care compete for scarce budget dollars in individual schools; the capacity for savings and efficiencies through co-ordination is lost. As well, they find that the participatory decision-making it was supposed to promote is more often 'principal-based budgeting.' While they are undoubtedly educational leaders, principals are generally not facility managers. Budget priorities are set according to varying interests and competencies and our members have found, in far too many cases, that custodial service and maintenance can be sacrificed to classroom teaching priorities.

When Plant Operation and Maintenance (POM) funding was absorbed into the per student grants to schools, funds intended for custodial

I know I'm supposed to have so much POM money in my budget – but then it's used for other things. I wonder, where does the money go?

care could be used for classroom teaching needs. Even though the District has now centralized allocation of POM money, members continue to report little uniformity in provisions for custodial service – from staffing levels to equipment and supplies. They report:

- working with equipment that is old and outmoded
- taking care of inventory and ordering, which is not only time-consuming; it also means that schools may lack needed supplies
- lacking access to the District's carpet-cleaning program, instead asking staff to use less effective methods. Carpets retain dirt and germs and must be cleaned regularly to ensure a healthy environment and extend carpet life.
- varying responses to fire, flood and other disasters from school to school.
- varied access to computers and IT for custodians, often makeshift arrangements, even though almost everyone else in the District now communicate with email and its website. As well, there is no comprehensive computer-training program available to our members.
- a *de facto* two-tiered approach to school funding in which some services are centralized and guaranteed and others are delivered on a cost-recovery basis. It contributes to have/have-not schools, and does not promote true cost recovery.

We recommend that EPSB follow the lead of many jurisdictions across Canada where costs have been reduced and service delivery enhanced by standardizing services and centralizing management of existing resources. CUPE 474 and other affected unions should be consulted and participate in the plan. After repeated assurances in the past, the time has come to establish a central department with a qualified director to :

- a) Centralize and standardize purchasing of custodial equipment and supplies. Bulk purchasing and assigning common equipment across the district will mean cost savings, as well as ability to inventory and track the equipment and ensure a preventative maintenance program; i.e., as has happened with the Green Cleaning program which has already centralized purchasing and distribution through a Distribution Centre.

- b) Update cleaning equipment: Outmoded auto-scrubbers, swing machines, propane burnishers and vacuums, etc, contribute to a toxic environment in our schools and reduce productivity; it defeats the purpose of a sustainable green cleaning program to pollute the school indoor air quality with exhaust fumes or dust from outdated equipment. The cleaning industry has gone through major changes in the past twenty years, in providing technology that makes our jobs more efficient and safer; yet the district has not adopted these for custodial staff; e.g., self propelled floor scrubbers that custodians can drive rather than the push models of yesteryear are ergonomically safer and save time. As well, lighter, small vacuums for classroom areas should replace larger bulky wet dry vacuums.
- c) Move towards district wide standards for school cleaning, security and maintenance away from current practice in which each school largely determines its own standards. E.g., schools should be required to have carpets cleaned annually by EPSB's Truck Mounted Carpet Cleaning units coordinated by a centralized custodial department, which may also contract out this service to other users.
- d) Establish a firm protocol to be observed by school administration in the case of fire, flood or disaster events. Post-flood and fire clean up should be done in-house using custodial and Health and Safety Consultants as Supervisors for spares and school custodial staff. A district based training program should be implemented in this area.

9. P3's are not the answer! Experimentation with P3 schools in Edmonton and other cities provides classic examples of short-term cost-avoidance that could result in long-term expense. Studies show that P3's are particularly ill-suited to public schooling (see Appendix A) as they:

- a) guarantee inflated costs (Loxley). Firms profit from development of projects, then again by re-financing their projects after the construction stage. Finally, they make even more money from selling their equity in the projects.
- b) form part of a market in which public assets are privatized, in which schools, hospitals and roads are traded as commodities. Whitfield (below) shows how P3 projects have little or no democratic control or transparency, provide poor value, lack innovation and flexibility, reduce employment and exaggerate risk transfer. It is small wonder, he says, that, around the world, nearly 1,000 P3 and privatization projects valued at over US\$500bn have been terminated or radically reduced in the past few years
- 3. are not 'partnerships' at all; really one a form of privatization that results in higher costs, lower quality, loss of public control, and less service to the public. Public funding is a more efficient route. (See Pollock, in this case she refers to hospitals)

On a local level, your custodial staff has identified numerous problems and potential issues with the five Edmonton schools already built and operated P3, in particular, the fact that maintenance and repair depend on outside contractors whose headquarters may be thousands of miles away from Edmonton.

We recommend that this Board refrain from any further P3 experiments until a full cost/benefit analysis is conducted on existing P3 schools with particular attention to custodial and maintenance standards and costs.

10. Human resource management issues There are also sharp differences amongst Edmonton's public schools when it comes to the hiring, staff retention; training of custodial staff- and in particular to the extent to which we are appreciated and involved. As well, the District has difficulty filling custodial positions, particularly for positions requiring special certification or day-to-day temporary staff, where we are perennially short-staffed. Routine cutting of utility and charge hand positions to save money has removed incentive for those who might want to advance (even though some progress has been made under the new collective agreement). It is not simply a perceived undervaluing of our work.

The current custodial staff is ageing, which should give rise to concern for succession planning. However, why would a person with a power engineering certificate, for example, take on the greater responsibility of managing a school's custodial services, when work is available to work in Alberta's chemical industry as a process engineer? These are issues that EPSB's Human Resource Department cannot leave unaddressed.

Custodial staff are also the EPSB staff suffering most injury on the job, often due to unrealistic cleaning and work expectations resulting from inadequate staffing levels in schools and facilities. Medical and stress leaves, modified work and workplace injuries are all on the rise among custodial staff. This is a direct result of workload and staffing issues. Custodians working faster, juggling tasks and doing jobs for which they are improperly trained all lead to increased injury and illness.

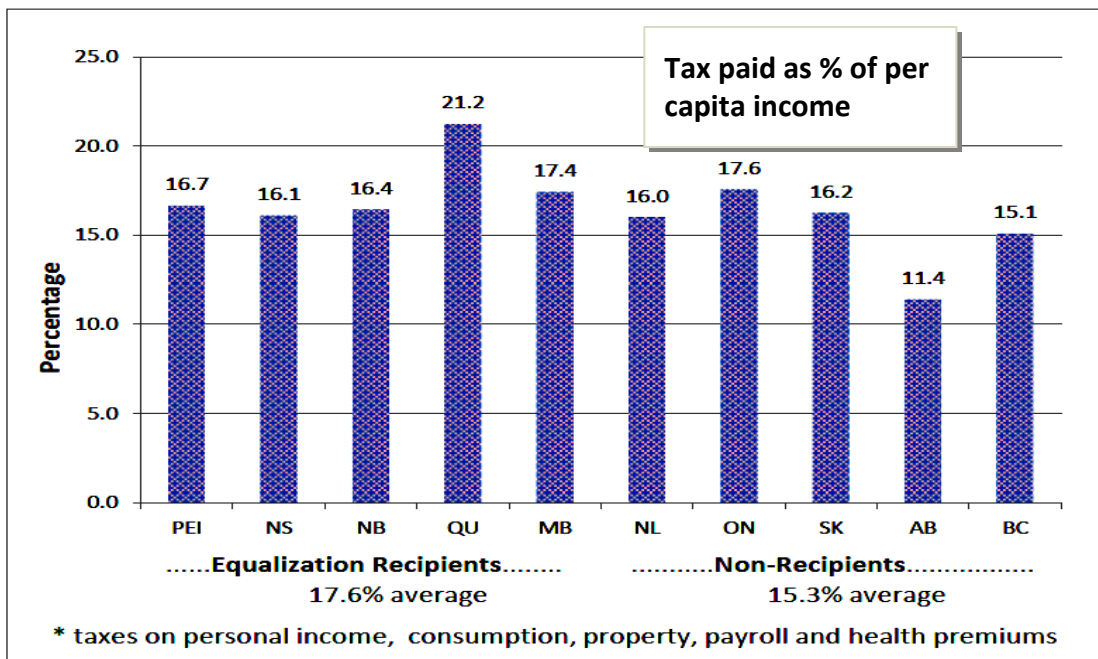
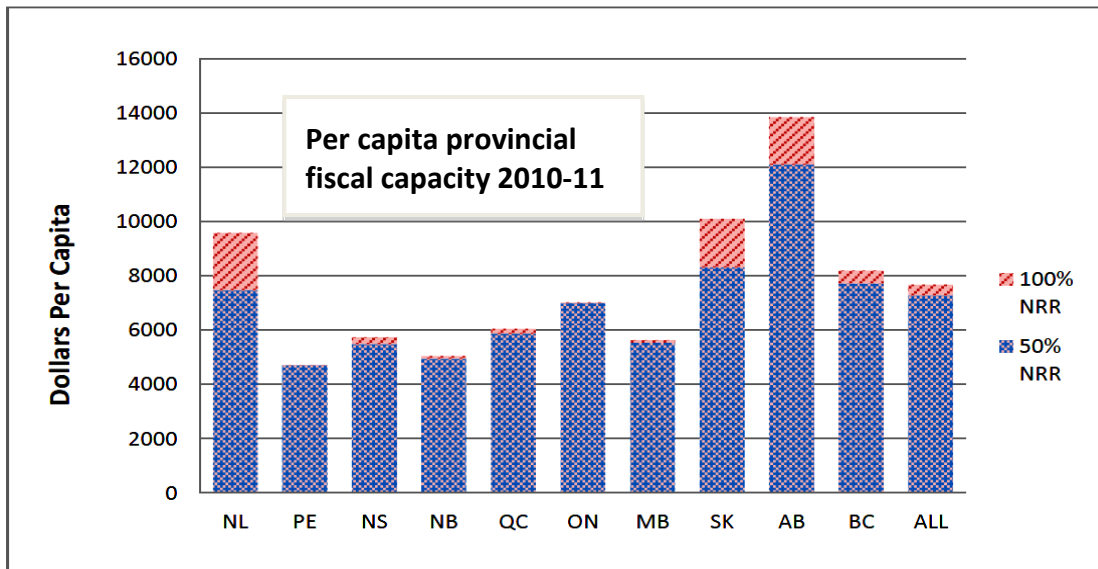
We recommend that EPSB implement a human resource management strategy that ensures a standardized approach to hiring, training and retention of custodial staff through a strategic staffing plan, established through a joint Union-District Committee, which addresses the changing nature of custodial staffing. It is a fundamental precept of strategic human resource management that quality service can only be ensured when employers provide for proper training, development and motivation of staff. Steps should also be taken to outreach for custodial staff, to encourage post secondary students to consider custodial work; in part by offering a building service program for High School students, and to review the relationship EPSB has with the Norquest Building Service Workers program to ensure it meets our needs

We recommend that EPSB address the IT needs of custodial staff by equipping all custodians, including spare and relief staff with Blackberries and access to computers, along with adequate training to allow them to fully utilize the modern Information Communication Technologies (ICT) required for their jobs. All custodial offices should be equipped with telephones, computers and printers, internet access and e-mail accounts.

Edmonton can afford a quality school system; we can afford quality custodial care for our schools

The Province of Alberta is in the best position of all provinces – by far – to provide the financial resources to ensure that our students enjoy a quality learning environment.

The PR ‘spin’ put on a mythical ‘bitumen bubble’ and the Province’s ability to pay during this budgetary cycle cannot be accepted as a reason for compromising – it must be challenged. There is no legitimate reason for placing this or any other Alberta board in a position of cutting back further on operating costs, when they have already cut too far. As the following charts* show, Alberta is well below the national average for provinces in terms of its ‘its ability to raise revenues and support higher taxes.



This Board needs no introduction to the large number of studies that underline the importance of learning environments for student achievement and broader issues of child development. In fact, it has been clearly established that the condition of a school facility is a “key factor” or “absolutely critical” to student achievement. Several of these studies, as well as considerable evidence concerning the correlation of education environments to student well-being and achievement has been presented to this Board in the past.

We therefore find it unforgivable that the wealthiest province in Canada (as measured by the provincial GDP on both a nominal and per capita basis) should be punishing its school districts with austerity measures. In fact, Alberta’s GDP per person in 2011 was \$78,155, some 10% higher than Saskatchewan and some 40% higher than BC. Despite the incredible wealth generated in Alberta each year (around \$295 billion, or 17% of Canada’s GDP, while accounting for only around 11% of Canada’s population). Our provincial government, however, collects and returns a remarkably small portion of that wealth in program spending and services to Albertans – including education. (*Melville McMillan (January 2012) *Alberta and ‘Equalization’: Separating Fact from Fiction*. Western Centre for Economic Research, University of Alberta)

This School Board must advocate for the citizens of Edmonton as part of its governance mandate, even when this means taking a stand against decisions of senior levels of government. Both this Board and by the Alberta School Boards Association (ASBA) must take steps to counter the steady erosion in standards that are being promoted by austerity budgets and draconian measures imposed by the Alberta Government. To neglect this obligation is to turn our backs on the welfare of our children.

The Albertan government has made a political and ideological choice, not to collect and redistribute provincial wealth, and our school children should not be expected to pay the price.

Neither should your custodians.

Let’s work together to create a quality learning environment for our children.

APPENDIX – P3's in the Public Sector

The following studies were referenced in the above, because they provide direct evidence of the shortcomings of P3's as a choice for public sector facilities and services.

John Loxley with Salim Loxley. (2010) *Public Service, Private Profits: The Political Economy of Public Private Partnerships in Canada*. Winnipeg: Fernwood Publishing This scholarly book shows, amongst other things, that P3 firms are guaranteed inflation. They profit from the development of projects, then profit again by re-financing their projects after the construction stage. Finally, they make even more money from selling their equity in the projects.

Dexter Whitfield (2010) *Global Auction of Public Assets: Public sector alternatives to the infrastructure market and Public-Private Partnerships*. Nottingham: Spokesman Books This study argues for public provision of infrastructure, saying that it has a vital role in economic development, increases productivity, generates employment and improves community well-being. It provides a solid critique of Public- Private Partnerships and a global infrastructure market that is financed by investment and pension funds, in which public asset are being privatized, giving rise to a market in which schools, hospitals and roads are traded like commodities. Over and over again, PPP projects are shown to have little or no democratic control or transparency, are costly, poor value, lack innovation and flexibility, reduce employment and exaggerate risk transfer – small wonder that nearly 1,000 PPP and privatization projects globally, valued at over US\$500bn, have been terminated or radically reduced in the past few years (See: <http://www.spokesmanbooks.com/RevPDFS/CCPAreview.pdf>)

Dr. Allyson Pollock. *Written Evidence to the National Assembly for Wales Finance Committee with Regards to its Inquiry on Public Private Partnerships*. University of Edinburgh Pollock shows conclusively that P3's are not 'partnerships' at all; they are a form of privatization. They result in higher costs, lower quality, loss of public control, and less service to the public. Public funding is a more efficient way to fund hospitals. P3 hospitals waste money since they cost two to three times the price of public hospitals. P3 hospitals cost so much since they involve private corporations that charge profits. Costs are also higher due to P3 contract negotiation and contract monitoring. (See http://cupe.ca/updir/CUPE_P3_Hospital_Research_Report_April_2011%5B1%5D.pdf)

Good afternoon Chair Hoffman, Vice Chair Janz, Trustees, Superintendent Schmidt, ladies and gentlemen. My name is Cindy Camp. As a member of the Exempt Staff Liaison Committee, I am here on behalf of the 630 strong Exempt Staff.

Thank you for this opportunity to address the Board and highlight some of the issues affecting the most diverse group of staff within Edmonton Public Schools. As a non-negotiating group, we represent 117 different positions. Our ages range from our early twenties to our sixties. 88% of us are non-management and 12% are classified as management. Our positions exist in every building across the district.

Let me start in the past, to explain why we are optimistic about the future. Our main focus as a group this past year was our participation in the terms and conditions renewal process. Members from our Exempt Liaison Committee were asked to act as leaders and organize input from all Exempt Staff to identify amendments to be considered by Superintendent Schmidt and brought to you, the Trustees, for approval. This process showed that even a diverse group such as we, can actively participate in sharing the key issues that will be important in the coming years and ensure that our voices were heard.

On June 26, 2012, you voted unanimously to approve changes to our salaries, benefits, and entitlements for the term of September 1, 2011 to August 31, 2014. These changes include items brought forward by our Exempt Staff group.

This year we are pleased to be working with senior staff in implementing many of the ideas outlined in our new Terms and Conditions of Employment. Four of these ideas require significant follow-up and this work has already begun.

1) Exempt Classification & Compensation System

Currently, Exempt Staff from all over the district, representing a variety of positions and departments, are working diligently with Human Resources on a major review of the Exempt Classification & Compensation system. The Exempt Liaison Committee understands that this work is proceeding quickly and smoothly and it is anticipated that the project will be completed this school year. As Exempt Staff, we are confident that this will address issues associated with attracting and retaining quality Exempt Staff to the District.

2) Exempt Leave Entitlements

The Board has also committed to a review of all Exempt Leave entitlements. It is hoped that the result will put Exempt Leaves such as graduated vacation and family illness more in line with the other staffing groups as well as external organizations in the Alberta MASH sector.

3) Exempt Professional Improvement Fund

Until now, Exempt Staff have applied for professional improvement leaves and tuition support under Clause 23 of the Teacher's Collective Agreement. Even though this information has been shared with Exempt Staff, not all Exempt Staff were aware of this opportunity. As well, it could be difficult to identify the purpose of their leave on a teacher-related application. We believe that the establishment of a separate application and fund will ensure that the process will be aligned to meet the needs for professional improvement of the Exempt Staff. As well, in the future, these applications will be reviewed by their peers. This will ensure the best benefit to the District through preparing Exempt Staff to lead, innovate, and build for the future of Edmonton Public Schools. Despite upcoming financial restraints, we are hopeful that this support will be in place in the 2013-14 school year.

4) 10-Month Exempt Staff Hours of Work

Finally, the Board has committed to undertake a review of the hours of work for the group of 10-month staff who work directly with students in the classrooms. In order to maximize time spent working directly with students, consultants may work extra hours without compensation in order to complete the necessary paperwork or reports. We anticipate that this review will enable Edmonton Public Schools to attract and retain qualified staff to best meet the needs of our students.

The Edmonton Public Schools' Exempt Staff group is proud to support teaching and learning – from tech support to therapists, accountants to managers, and over 100 different positions in between. On behalf of the Exempt Staff group, we would like to take this opportunity to thank you, the Trustees, for your contribution to Edmonton Public Schools over the past three years. We would also like to express our appreciation for the support and work of Superintendent Schmidt and congratulate him on his 31 years of service with our organization.

Thank you.

Board of Trustees Meeting CUPE Local 784 – Presentation Notes Presented by: Jeffrey McIntyre

April 22, 2013

Opening - intro and restate purpose

I would like to thank Chairperson Hoffman and the rest of the trustees for giving me the time today to speak on behalf of CUPE Local 784 and hear our concerns.

Slide 1 - intro main points of discussion

We are all familiar with the recent provincial budget and its cuts in the area of education, I want to talk about two issues that I see:

1. We fear that short term cuts to maintenance staffing could result in a future reliance to outside contractors, and the impact to EPSB for doing so
2. The investment that's been made in the maintenance department, and continuing that commitment

Slide 2 - illustration of maintenance department

Maintenance workers in conjunction with custodial workers feel a sense of ownership in our schools and take great pride in how well our buildings operate.

- Teachers, principals, students, custodians and support staff become familiar with us, they trust us, they feel like we are part of a team, they appreciate that we know and understand our schools
- And we feel the same - and it shows in how we approach and conduct ourselves at schools
- And that's why at every one of our staff meetings, John Nicoll reads out all of the wonderful thank you letters received from schools for work done by maintenance staff
- HERE IS AN EXAMPLE and we have could give you countless more examples

Slide 3 - current direction of maintenance labour

We know and can appreciate that budgets are difficult.

We are concerned that the current provincial budget may lead to asymmetric cuts across the district, with a greater burden born by our aging schools which already faces a large infrastructure deficit.

I'm not here to simply ask for money, but to help show to you that the more effective direction to take is not to cut staffing but rather to rely on us more heavily.

Slide 4 - the benefits of relying on the maintenance department

Our reputation in the schools

- Schools are like our home - principals, custodians, support staff and teachers get to know and trust us, recognize us, feel comfortable working with us and appreciate having a relationship with the people working for them
 - Higher amount of accountability because we see these schools and teachers over and over again, vs a contractor who may not care because he may never see them again
 - Contractors have other clients - if they lose EPSB work or decide they don't want to do it, they have other clients to work for - it's not like that for us - our coworkers, the teachers, custodians, principals and students are forever our clients
 - Schools and the learning needs of children are the one and only priority for the maintenance department and this is not necessarily the case for contractors
-
- P3 schools would not have been ready for September 1 openings if had not been for our maintenance department being able to pick up the slack, and step up, to get work completed for the start of the school year, and we continue to do work at P3 schools when outside contractors didn't share the same level of priority.
 - We had trades people working 30 days straight with no days off to get the P3 schools ready for the start of this school year

Safety rating

- The maintenance department has excellent safety systems in place which is important in being a great maintenance provider, especially in buildings where children are present.

Higher level of accountability

- Countless times we have had to fix contractor mistakes.
- I'm not saying that contractors can't do good work or make good decisions - it's just that they don't have the same motivation as us.
- The maintenance department work is better suited to schools because we know that 5 years from now it's us coming back to school for follow up maintenance - it's our reputation, our work today directly impacts our work tomorrow, as well as our coworkers and the learning environment of the children we see progressing through the district every day.

Expert knowledge of the schools and equipment

- With over 200 buildings in the system, most decades old and every year more becoming over a century old.

- All 200 plus buildings are unique, even buildings with the same original design, over the last 100 years there have been countless renovations, modernizations and repurposing of spaces. Along the way the maintenance department has been there to witness it all. For every crawlspace, buried utility, obscurely placed steam trap, and 100 year old locomotive boiler there is a maintenance employee intimately familiar with it.
- These are not buildings that any tradesperson from off the street can simply walk into and begin working on. It can take several years to fully understand how every system in an old school is integrated into the building.

Ability to react when you need us most. Example:

- Amiskwaciy school - last year they had a complete power outage from severe flooding - that day we had electricians and other maintenance staff there almost immediately to help resolve it and mitigate further damage that would have led to a an even greater disruption in learning.
- It is not uncommon for a maintenance worker to be called to a school on a weekend or evening when its -30 degrees outside. We can have someone in our schools to quickly remedy a problem that would, without remedy, result in a school "freezing up" and having to be closed for days, weeks or even months. Compared with calling out a contractor who may not be familiar with the 200 different heating systems across all our schools and may not be able to resolve a problem in time to prevent a school closure.
- We are the board's most efficient and effective option and we urge the board to help us maintain this capability by maintaining appropriate staffing levels
- we could do this because we had the manpower to do so, and to be able to react while still serving the rest of the schools at the same time
- with contractors you are out searching quotes or possibly charged last minute/emergency rates, if you reduce our workforce we may not have the manpower to be able to react so quickly for the students and staff impacted in an emergency like that

Lack commitment to our policies

- The truth is that every contractor will receive a contract and may even have to do safety orientation to get on site, so they may know the rules they have to follow, but the point that needs to be made is that they don't live those policies every day and they don't believe in the reason behind those policies like we do.
- Every time a contractor comes into a school they have to learn the processes and setup of the school, from signing to the layout to the type of equipment used -- it's lost time and money that isn't lost when relying on our in-house maintenance department - no contractor is likely to know that we have a policy that we don't drive a truck on or off school property during breaks and recesses, for the safety

of everyone at that school we wait until the break is over - policies like this are ingrained in us but not necessarily in contractors.

- I make these points not to say that any particular contractor is bad, but to point out that we feel maintenance dollars lost to contractors, despite the fact that we have trained, equipped, willing, and committed workers that can do the job, would result in lower quality work now and higher long-term costs.

Slide 6 - investments in the maintenance department

The other point I want to talk about is to reinforce that now isn't the time to cut the maintenance department budget. I want to talk about the investments that have been made in the maintenance department by the board and by our management team.

Ability to retain knowledge

- Because we can retain staff, if something goes wrong there is often a good chance we have the person who originally installed the equipment still part of the maintenance department and able to look into the issue. That person is best equipped to understand all of the surrounding issues, there is no learning curve.
- If you rely on contractors, you don't have the same guarantee of the same employee responding, or even the same company

We train great labourers

- Part of the retention process is accomplished by training labourers and give them an opportunity to become a ticketed tradesperson
- These are people now demonstrate their appreciation for these opportunities through their dedication to the board

Succession planning in place

- We have an aging workforce, but the board has done a great job of planning and put many resources towards making sure the new recruits are trained and ready for the senior people to retire. We're just working through that training - this isn't the time to cutback and lay off these people that you've invested in training just before the senior people retire.

Our reputation as a stable employer

- Many of our employees have come to the school board, taking less money, in the hopes and beliefs that this is a stable employer with reliable prospects for their future career.

Safety investment in the department

- Recently the Board has invested in a new electrical safety program with the associated safety equipment and training. This program is designed to mitigate to the greatest degree possible any effects of arc flashing.
- These sorts of programs help the Board become an employer of choice and attract the highest skilled tradesperson into our schools while creating the safest possible environment for the children and staff in our schools.
- It would be a terrible waste to now lose the junior staff after resources have been spent of the last 5 years in attracting and training them to the high level of School Board standards.

Slide 7 - closing

In the summer you can drive around and see the school yards grass cut, in the winter you can see the schools parking lots plowed but there is so much more going on inside, work done by carpenters, plumbers, electricians, and other trade workers to see our buildings that are suffering a severe infrastructure deficit through yet another school year.

We feel we are there not simply to maintain buildings but to provide the best environment to facilitate learning and we don't feel any one else can offer the same commitment in the area of building maintenance and operations.

As you undergo the budgeting process we urge you to choose us and choose to keep us a strong department. We are gravely concerned about the state in which our buildings may end up if they must be maintained with fewer resources. And we urge you to consider the potential harm to the student achievement when buildings get nosier, temperatures are inconsistent, air gets stagnant, etc...as buildings fail us.

Thank you again for your time and we look forward to hearing your response

Board of Trustees Meeting

CUPE Local 784 Presentation

By: Jeff McIntyre, President



Purpose

Communicate an understanding of our perspective of the benefits and impact your maintenance department can have at EPSB.

Presentation Agenda

Two issues for discussion:

1. Impact of possible cuts to building maintenance and reliance on contractors
2. Impact cuts may have on investments made in maintenance department

Who Is Your Maintenance Department?

- Sense of ownership and pride in buildings
- Familiar and comfortable with school staff
- Understanding of school layout and operations
- Receive positive feedback

Relying On Maintenance Department

Important factors:

- Reputation in the schools
- Accountability and motivation for long-term solutions
- EPSB is our only client
- Commitment to the schools
- Safety rating
- Expert knowledge of schools and equipment
- Ability to react quickly
- Commitment to policies



Investments In Maintenance Department

Important factors:

- Ability to retain knowledge
- We train great labourers
- Succession planning in place
- Reputation as stable employer
- Safety investments

Summary

Rely on your maintenance department:

We urge you to maintain high quality learning environments by committing to maintaining our schools by relying on the maintenance department.





Canadian Union of Public Employees
Local 3550

Budget Presentation to
Edmonton Public Schools
Board of Trustees

April 23, 2013

Board Chair Hoffman;

Trustees;

Superintendent Schmidt;

Staff Members;

Ladies and Gentlemen;

Good afternoon. I am Carol Chapman, President of Canadian Union of Public Employees Local 3550 – Edmonton Public Schools Support Staff. Joining me today is Chief Steward, Gloria Lepine and Treasurer, Linda Harris. As the public board meetings are now held during school hours, the other elected executive officers and other members of CUPE 3550 are in their workplaces in support of ‘bright futures’ for the students of Edmonton Public Schools.

Thank you for this opportunity to share what we, the non-teaching staff of Edmonton Public Schools believe to be important points for schools, central departments and the Board to consider when developing the 2013 - 2014 Proposed Budget and for long term planning for Edmonton Public Schools.

I struggled with writing this presentation given the economic climate of the day. We live and work in the richest province in our country, and we still suffer from the lack of adequate, sustainable funding for education.

CUPE Local 3550 is proud to represent approximately 2,400 permanent full-time, part-time and hourly dedicated non-teaching education workers. Our members play critical roles in support of student learning, student safety and business administration in our district sites every day.

On Wednesday, April 17, after nearly two years of bargaining, our members ratified a Collective Agreement that included some of the benefit improvements that were a high priority. They realize that the District is in a difficult situation when deciding priorities for the funding. Although our membership was anticipating fairness and equality in wage and benefit increases, they accepted the four year offer in the spirit of maintaining labour peace.

CUPE Local 3550 looks forward to resuming the joint committee work that was suspended while we were at the Bargaining Table. We are excited about striking up the new committees that will be created as a result of discussions at the table. We continue to successfully work jointly with Administration and other employee groups to address issues and strengthen our district.

The Joint Violence in the Workplace Project is doing great work to help address our concerns about injuries to support staff and other front line workers. When the work of this team is completed and implementation plans are in place, WCB claims should be reduced as a result of the reduction of workplace injuries to district staff. The scope of this issue is broader than the classroom and all staff will enjoy workplaces that are more safe and secure. I congratulate this District for being leaders on many fronts.

I spoke last year about position and FTE cuts, increased workloads and high expectations contributing to increased medical absences. We anticipate increased workloads next year due to reduction in staffing levels and as a result, an increase in medical issues and absences.

We continue to work with the Employee Health Services department to provide our members support when there are health issues. We appreciate Employee Health Services' cooperative approach that ensures our members are supported through health issues or injuries and are returned to work safely.

Work/life balance is becoming a dream and not a reality.

CUPE Local 3550 continues to work with the Staff Relations department to solve issues and come to a win/win for the District and the members of the local. We appreciate the cooperative working relationship that has developed between the District and the Local. This relationship will continue in other areas as we move forward with our joint committee work.

Some support staff shared with me that after our bargaining was finished, they planned to retire. I anticipate that they will follow through with their decision and begin a new chapter in their lives. Unfortunately, they are also taking with them their many years of experience, skills and knowledge. Like our students, this District needs to support our new staff as they begin their career with Edmonton Public Schools. They have massive shoes to fill! The New Staff Orientation program is a great initiative in setting them up for success.

Professional development and training needed to prepare staff to do their best work is often sacrificed during tough economic times. Some of our support staff members have access to PD but others are denied or are severely restricted. Staff Development programs, our mentorship program for clerical staff and educational assistants, and our network groups for library technicians, science technicians and administrative assistants are more critical than ever. Participation needs to be supported and encouraged by Administration.

Appalling numbers of supply teachers are filling Educational Assistant vacancies when there are no supply Educational Assistants available. I hope that offering supply support staff ½ day or full day assignments, as a result of the new Collective Agreement, will assist in reducing these costs. It makes sense to us that support staff work is performed by support staff workers. Recruitment must continue to be a priority to ensure the Supply Support Staff pool is adequately staffed. Filling supply staff vacancies with supply teachers is not fiscally responsible.

We hope to have discussions in the near future with Administration about the feasibility of a permanent Spare Supply Board similar to CUPE 474 Custodians. The difference in the cost of supply teachers versus supply support staff filling vacancies would go a long way in funding permanent spare support staff or temporary supply staff.

We are concerned about the number of staff cuts that all staff groups will experience for the next school year. In uncertain times, our fear is that DU Administrators will not post vacant positions and many of our members will be filling temporary positions instead. Hourly staff do not have benefit

coverage nor do they accumulate pensionable service. Some staff will choose to work elsewhere as they cannot afford to stay at Edmonton Public Schools with reduced hours.

We are also concerned about the contracting out of support staff work during difficult financial times when volunteer and community members will be readily brought in to replace support staff. We understand the role that volunteers play in our District. However, library staff positions and FTEs are being cut when libraries are in the process of implementing a new system with the expectation that volunteers will do that work. Learning Resource Centres in schools must be maintained by competent, consistent library technicians to ensure our libraries remain the exciting vital hubs of the school.

The District is tasked with difficult budget decisions due to the funding provided by the province. We believe that recruitment and retention will continue to be a challenge for our Human Resources Recruitment and Staffing Department.

We want to thank you and Administration for your support of the Support Staff Job Evaluation project and implementation in October 2012. Support staff positions are now being rated on 9 factors and many of the hotspots are now addressed by the new rating system. We do have concerns about duties assigned to support staff that are out of the scope of support staff work. We look forward to on-going maintenance through joint committee work to ensure the job evaluation system is kept up-to-date.

What keeps CUPE Local 3550 members on the job are the children in our schools and knowing that, as partners in their education, we are making a difference in their school experiences and successes. Support staff are willing to go the extra mile in support of the quality teaching and learning that takes place every day in this district. The District needs all staff groups working together to make the wheels go round and support staff are a vital cog in this wheel. We are a proud part of the team of Edmonton Public Schools support staff, maintenance, custodial, teachers, and exempt staff who ensure 'bright futures begin here!'

Thank-you very much for your time and your attention.

The future of K-12 Public Education for Alberta's children depends on our Public School Trustees. I understand that, for some of you, this is your last term as a Trustee on this Board. I would like to thank you for your contributions and wish you well in your future endeavours, wherever they may lead.

Thank you again for your time.

Carol Chapman,
President, CUPE Local 3550

DATE: June 18, 2013

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Framework for Involvement in Site-Based Decision Making

ORIGINATOR: David Fraser, Executive Director, Corporate Services

RESOURCE STAFF: Joanne Bergos, Naltalka Bilotta, Ed Butler, Julia Cerisano-Niven, Terry Hall, Catherine LeBlanc, Faye Parker, Kent Pharis, Darrel Robertson, Bonnie Zack

ISSUE

This report is presented to update the Board on the status of the Joint Committee with the ATA regarding the application of the *Framework for Involvement in Site-Based Decision Making* (Attachment I). The report was presented to the Council of School Representatives by the Joint Committee on May 29, 2013.

BACKGROUND

The committee was originally formed in 1998 to review teacher involvement in site-based decision making. The committee published the *Framework for Involvement in Site-Based Decision Making* in 2000. In 2007, a survey of all District staff was conducted to determine the level of awareness with respect to the document, as well as the current status of staff involvement in decision making. The results were presented to Board on February 26, 2008, and to the Council of School Representatives on March 5, 2008.

The *2007–2012 Teachers’ Collective Agreement* provided for a new standing committee charged with monitoring and evaluating the effectiveness of the *Framework for Involvement in Site-Based Decision Making*. The committee was also to provide recommendations regarding future use of the Framework. The committee provided an update to Board May 26, 2009 and to the Council of School Representatives May 27, 2009. One of the highlights of the report was an amended Letter of Intent which was ratified by both parties in the fall of 2009:

“Framework for Involvement in Site-Based Decision Making”

The parties hereby agree that the joint committee (maximum of 10 members) consisting of an equal number of representatives from the Board and the Local, shall continue. The committee working on the Framework for Involvement in Site-Based Decision Making (May 2000) shall expand its focus to investigate and report on developing a culture that engages, values and respects staff, fosters their well-being and enables them to be involved in decision making processes resulting in staff satisfaction. The committee will explore strategies and best practices that can be used by schools to achieve these ends. The committee shall issue a written report to the Superintendent of Schools and the President of the ATA Local at least once within each school year.

The most recent report to Board was on May 24, 2011, and the Council of School Representatives was on September 28, 2011. One of the highlights of that report was the introduction of the “Engage for Education: Edmonton Public Schools Framework for Staff Engagement” (Attachment II), which outlined and confirmed Edmonton Public Schools’ commitment to engaging staff in appropriate and respectful ways through clear processes and consistent approaches that are inclusive, transparent, and adaptable.

It was acknowledged within the Framework for Staff Engagement that there was significant value in identifying sound processes and approaches for staff engagement in decision making. The committee believed that this would help staff and decision unit administrators understand and clarify expectations relative to the input sought, how the input will inform the decision, as well as an understanding that the scope of the engagement process will appropriately respond to and align with the size and complexity of the decisions being made

CURRENT SITUATION

As a result of the need to identify sound processes and approaches for staff engagement in decision making and in consideration of District Priority 5 which states: “*Listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development*”, the committee decided in the 2011- 2012 school year to identify exemplary practices related to meaningful involvement and high engagement in the District.

Bearing in mind the Letter of Intent, the priorities for the District and the Local, recommendations of the previous committee, and considering our common values, the committee chose to establish itself as a steering committee. Areas of interest were identified for further exploration through the creation of subcommittees who would report back to the steering committee as work progressed. The establishment of subcommittees was intended to strengthen positive, trusting and strong communications between the Local and the District.

The following subcommittees were identified:

- 1) Exemplars Committee: Developing exemplars of successful staff engagement/involvement in school and central services decision units.
- 2) Leadership Development: Providing advice and assistance related to the development of staff engagement/involvement training modules that could be incorporated into the Leadership Development Framework. These modules would include dimensions, competencies and strategies for developing effective relationships.
- 3) District Level Engagement: Examining ways to create engagement at District Level (Senior Administrators and the Board). This would be consistent with District Priority 5 related to listening to staff and supporting opportunities for collaboration.

It quickly became apparent that the work of these subcommittees would need be sequential with the Exemplars Committee leading the way. This committee made inquiries about a variety of tools that schools were using to shape school culture and to build engagement. They hosted a forum to learn about a number of different programs. A growing number at schools were involved in Stephen Covey’s “*Leader in Me*” program, others were using Tribes or Olweus and

still others were developing their own tool, such as Guidance and Support Groups at S. Bruce Smith and Crest Groups at Hillcrest.

The subcommittee discovered that the term “program” in reference to developing a culture of involvement and engagement has different meanings. Many of the commercially copyrighted programs such as Leader in Me, Tribes and Olweus came complete with specific resources and defined processes.

All schools that presented provided evidence of engaging and involving students. The committee also identified residual benefits for staff that had resulted from the involvement and engagement of the students. Through the identification and exploration of these benefits, the committee in 2012-2013 determined that schools that had successfully involved and engaged staff in the decision making process had established an environment that relied on facilitative leadership combined with an acknowledgement, a desire and a responsibility to seek improvement within the school. When these conditions for involvement and engagement are combined with program components that include common language and processes, formal training, self-reflection, a sense of purpose and a pre-planned, sustainable structure, there are resulting common outcomes. These outcomes include self-awareness, improved relationships and empowerment of staff through the use of staff expertise to resolve issues in the school, and the acknowledgement that staff can impact change through their involvement as all staff have something to contribute and no one contributing factor is valued more than another.

The Leadership Development Committee met briefly and adjourned to await the input of the Exemplars Committee. In the meantime, the District put out plans to develop modular leadership training programs for all staff according to their own self assessed needs and aspirations. After reviewing this new District plan the Leadership Development Committee recognized no need to meet further at this time. The District was asked to share updates with the steering committee as they became available.

As a result of the District’s initiatives including the Leadership Development Framework, which addressed the engagement outcomes the committee believed to be important, the third committee was never formed.

The Committee believes that its work has positively influenced the relationship between the Local and the District over the years and continues to positively impact the cultural shift that is occurring in how the Local and the District collaborate. Examples of this include:

- Staff professional development
- Staff orientation program
- Occupational Health & Safety (OHS)
- Co-ordination of service delivery with ASEBP
- District Staff Code of Conduct and Respectful Working Environment
- Return to Work Committee
- Consultation with the Substitute Teachers’ Committee
- Liaison Committee
- Board Representation at Local Council meetings
- District Leadership Development Program

KEY POINTS

The committee recommends that Site-Based Decision Making and in particular how it is working to ensure all staff feel their input into decisions which affect them is valued, be placed as a regular topic at Liaison.

The committee further recommends that the District Leadership Programs continue to be promoted and developed using the experts we have in the District to act as presenters and that both parties continue to explore a range of opportunities and processes to facilitate listening to staff, honoring their contributions and supporting their opportunities for collaboration, growth and professional development.

These conversations will occur at the Local, within the District and at Liaison. In addition, either party can request that the Joint Committee be recalled to look at concerns which arise or to explore new initiatives in greater depth. This Committee will meet only on an as-needed basis.

In closing, this Committee has done a tremendous job of modeling collaborative work. The ability to work together to align resources to support consensus building has been the cornerstone of this Committee's success over the past fifteen years. As this important work continues to evolve, it is hoped that all staff will feel valued in the decision-making processes which impact them in their work. We appreciate the opportunity to be a part of this dialogue.

ATTACHMENTS & APPENDICIES

ATTACHMENT I Framework for Involvement in Site-Based Decision Making

ATTACHMENT II Engage for Education: Edmonton Public Schools Framework for Staff Engagement

DR:cm

FRAMEWORK FOR INVOLVEMENT IN SITE-BASED DECISION MAKING

Approved for use in Edmonton Public Schools
May 2000



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PURPOSE

This document provides a framework to facilitate improved involvement in decision making within Edmonton Public Schools.

BACKGROUND

This document is the result of a co-operative effort between the Edmonton Public Local of the ATA and Edmonton Public Schools. It came about as a result of a letter of intent between the two parties that was agreed upon during the 1998 round of bargaining. Teachers had expressed concerns that their level of involvement in decision making seemed to be significantly different from school to school, and they were looking for guidelines about what could be expected. The purpose of the document is to provide a framework and suggestions for effective ways of involving stakeholders in decision-making processes within the context of the district's site-based decision-making model.

A committee was formed consisting of four members appointed by the Local and four members appointed by the district. The representatives of the Local were Karen Beaton, Allan Jack, Catherine LeBlanc, and Peter McNab. The representatives of the district were Mary-Ellen Deising, Avi Habinski, Angus McBeath, and Faye Parker. The committee decided to obtain input regarding the important aspects of involvement in decision making from teachers, principals and parents, as well as support, maintenance, custodial and exempt staff groups through a series of focus groups. The focus groups responded to a series of open-ended questions designed to obtain their views regarding the nature of genuine involvement, the things they wanted to be involved in, and the processes and conditions that encourage genuine involvement in decision making. In addition, through the Local's mailing councillors, all school staffs had the opportunity to respond to similar questions.

An analysis of the input from the various stakeholders revealed many common characteristics of what people perceive to be genuine involvement, and the working environment that fosters it.

This document summarizes the input received and provides a framework to facilitate improved involvement in decision making.

OVERVIEW

“Involvement” means having the opportunity to make or influence decisions in a variety of ways. Individuals want to engage in a meaningful and genuine process and receive feedback on the results of the decision-making process. They would like to be kept informed but would also like to be respected if they choose not to be involved.

In general, staff want to be involved in decisions that affect them and their job including direction setting, the use of available resources and the selection of staff.

The value of stakeholder involvement in decision making is reflected in legislation, policy and practice from Alberta Learning, Edmonton Public Schools and the Alberta Teachers’ Association. Appendix I quotes relevant documents from all three.

When asked what involvement meant to them, individuals shared a number of perspectives, including the following:

- expressing ideas without fear of negative consequences
- having the opportunity to debate and share ideas
- feeling that views are solicited and considered
- having opportunities for input to influence decisions
- being invited to share or being asked for an opinion
- having an impact on the results
- having a right to influence decisions
- having a right to be heard

Others focused on circumstances related to the decision maker. They suggested that both the “asker” and “giver” have responsibilities for involvement. A number of the respondents indicated that involvement must be “genuine”, “real”, and “meaningful” and that the opinion of the participants must be respected. They sent a clear message to the decision maker. **“Don’t involve us if the decision has already been made.”** Involvement should be an on-going process and not a single event. They recognized that not all their views or positions could be adopted. They believed, however, that genuine involvement included receiving feedback in exchange for the input provided and knowing the rationale for the decision that was made.

Participants emphasized that involvement should be optional. It should be recognized and accepted that some might want to limit their involvement to simply being kept informed.

The desire for involvement ranged from those who reserved the right not to take part in the process at all to those who wanted to be involved in every decision, even those not directly related to their work.

All staff want to be involved in decisions that affect them and their job.

Participants were asked what kinds of decisions they did and didn't want to be involved in.

Classroom teachers most often cited a desire to be involved in the distribution of budget resources, the school's discipline policy, classroom organization and the selection of staff. Smaller numbers of teachers identified the learning conditions, the professional development for the school and the overall policy and goal setting for the school. Principals also want to be involved in decisions that affect them and their job.

Support staff want to be involved in decisions that affect their working environment, their work load and their work deadlines. Custodial staff expressed the need to be involved in decisions about custodial staffing ratios in schools' budget plans. Maintenance staff indicated that they want to be involved in decisions related to the maintenance and repair of district buildings. Exempt staff expressed interest in areas such as the budget and the selection of staff.

Parents most frequently mentioned the budget, the financial state of the school and the discipline policy as the areas of involvement that most interested them. They also want to be involved in decisions directly affecting their child. They expressed interest in having some input into the selection of staff, including the principal, and the establishment of the over-all direction for the school.

With respect to areas in which staff do **not** desire involvement, teachers made it clear that they are not interested in being involved in the maintenance of the physical plant or in fundraising activities. A smaller number of teachers mentioned the budget details, staffing and other areas where they lack expertise. Principals recognized that they do not have to be involved in everything and used the example of day-to-day classroom discipline to illustrate this point.

In general, the other staff groups said they did **not** want to be involved in minutiae that are not part of their responsibilities.

The most frequent response from parents suggested they did **not** want to be involved in the evaluation of staff. The day-to-day operation of the school and the discipline of students were also of less interest to parents.

GUIDELINES FOR INVOLVEMENT IN DECISION MAKING

It should be self-evident that when you involve people in the decision-making process they are more likely to support the decisions once they have been made.

The following guidelines recognize the inherent value to be gained when stakeholders are involved in decisions that affect their work environment, their ability to do their job, and the learning environment provided for students. Equally important, stakeholders need to have input into significant school expenditures and strategies for school improvement plans.

- Principals must strive to create a school environment for staff, students, parents and the community that openly welcomes involvement in the decision-making process.
- Principals and decision unit managers need to acquire the skills to implement appropriate involvement in their schools and units respectively.
- Input of staff, students, parents and the community into the decision-making process should be received in a respectful manner and should demonstrate to stakeholders that they may have input without fear of repercussion.
- Input may take many forms including discussions with individuals affected by a decision or those who have expertise in the area, small group staff meetings, full staff meetings, e-mail, committees, questionnaires and surveys, newsletters, parent and school council meetings.
- Involvement in decision making may sometimes include the delegation of authority to stakeholders such as a committee of staff, a department, or a school council to make specific decisions.
- When determining who should be involved in a decision-making process, consider involving both those who will be affected by the decision and those who have expertise in the area. These may be quite different groups or individuals. Also consider any available information on those processes or approaches that have worked well for others.
- It is important that feedback and a rationale be provided for the decision that has been made.
- The process for involving people in decision making needs to demonstrate that their involvement is genuine and that it is expected to have an impact on the outcome of the decision. The process to be used in seeking input should be chosen with care to reflect the magnitude and nature of the decision and the characteristics of those being involved.
- Individuals and groups who are involved in the decision-making process need to be in possession of necessary background information regarding the decision to be made and the necessary time to provide meaningful input into that decision.

- Parents, staff, community and students should be encouraged to attend those meetings where input into decisions takes place. Stakeholders should demonstrate commitment to becoming involved in making decisions by attending meetings and participating fully.
- Decision makers should recognize those areas of importance to stakeholders where involvement in the decision-making process is highly desirable. Not all stakeholders wish to be involved in decisions they perceive are unimportant to them. This position needs to be respected by decision makers. Those who forego involvement in a decision should be respectful of the outcome of the decision-making process.
- The decision maker needs to monitor the involvement process and make adjustments as necessary.
- Stakeholders affected by decisions should provide open and honest input into the decision-making process and support decisions once they have been made.

INVOLVEMENT IN DECISION MAKING: MISCONCEPTIONS AND RESPONSES

Misconception	Response
If you are responsible/accountable for the results of a decision, you must make it yourself.	Better decisions usually result from having a variety of perspectives and all the available information. You can delegate the authority to make a particular decision even though you are accountable for the results.
If you already know what should be done, there is no point involving anyone.	If you involve others, you may get information or different perspectives that will suggest other possible – perhaps better – solutions. Involvement also engenders support for a decision.
You diminish your power by sharing it.	Collaboration and consultation are powerful tools for effective decision making and do not diminish power. Leadership is not synonymous with making decisions by oneself.
Involving others is too time-consuming.	It is critical to involve people in decisions that affect them. Time saved by not involving others is often lost in fighting the resistance to an imposed decision.
You can retain control of a situation by making the decision yourself and then involving others in the implementation.	People recognize immediately whether their involvement is genuine – that is, whether it has the potential to make a difference. There is often significant resistance to helping implement a decision in which people have had no involvement.
As a leader/manager, you should involve others in every decision you make.	There are times when it is not appropriate to involve others in a decision. An example would be in an emergency situation where immediate action is required. Another example would be a situation where, in fact, your decision is already made and you are not prepared to be influenced by what others say.
The school has no real ability to make decisions because everything is decided centrally. Therefore, there is no point in getting involved.	One of the advantages of site-based decision making is that it allows schools to address the unique needs of their community and staff. Schools in EPS have a great deal of autonomy. Getting involved in decision making at the school level can have a significant impact.
The principal or decision unit manager doesn't really want or value my input.	One of the prime determiners of success is the extent of staff involvement in decision-making processes.
The budget is so tight that there is really no point in getting involved – there are no real decisions to be made.	Because the budget is so tight, it is crucial that staff be involved in setting priorities to achieve the greatest possible benefit for students within the limited resources.
Only teachers have the expertise to be involved in decisions related to education.	All members of a school staff as well as parents have a commitment to and vested interest in education. All may bring valuable insights and perspectives to a decision-making process.

RECOMMENDATIONS REGARDING PROFESSIONAL DEVELOPMENT FOR INVOLVEMENT IN DECISION MAKING

The basis for many difficulties in making decisions results from problems with communications and relationships. Therefore, it is recommended that:

- leadership programs, principal training programs and principal institutes incorporate strategies for involving stakeholders in the decision-making process;
- district, school and decision unit professional development and training opportunities include training in communications and relationships skills;
- school councils be assisted in becoming positively involved in the decision-making process;
- Edmonton Public Schools have resources available to assist school staffs in assessing how they make decisions and how they might improve the processes for involvement;
- the Alberta Teachers' Association extend services that currently support members in involving stakeholders in decision making, and in enhancing communications and relationship skills;
- the Edmonton Public Teachers' Local and Edmonton Public Schools work together to compile and disseminate an inventory of effective practices related to involvement in decision making.

EXAMPLES OF SUCCESSFUL EXPERIENCES WITH INVOLVEMENT IN DECISION MAKING

The following examples of successful involvement experiences were provided by focus group participants.

- Staff had effective input into the selection of some staff. Examples included teachers, an assistant principal, and a foreman.
- Maintenance has more equipment and materials in the shops as a result of input.
- A three-member committee wrote a new discipline policy after having input from staff, parents, and students.
- The superintendent's "dumb rules" committee was very effective. Note: this was a district wide committee established several years ago to rid the district of rules and myths that interfered with getting the job done.
- Staff and parents used a collaborative process to agree to early school dismissal.
- Staff were given the flexibility to cross-schedule classes in mathematics and language arts to meet student needs.
- The decision about a school-corporate partnership was made to the satisfaction of everyone.
- The support staff's classification committee took years of work but was highly successful.
- The staff decided to direct professional development resources to a mentorship program for teachers.
- School committees were established to examine early dismissal, academic achievement, and curriculum alignment.
- A new principal made an important decision quickly and respectfully after consulting with staff.
- All staff groups, parents, students, and departments had significant input into the strategic planning committee.
- Staff had significant involvement in the quantum leap concept.

ALBERTA LEARNING, EDMONTON PUBLIC SCHOOLS AND ALBERTA TEACHERS' ASSOCIATION SUPPORT DOCUMENTS RELATED TO INVOLVEMENT IN DECISION MAKING

A. Policy, Regulations and Forms Manual, Alberta Learning, February 1997

Policy 1.8.2 – School-Based Decision Making

Background

Alberta Education believes that major decisions about policies, instructional programs and services and the allocation of funds to support them must be made collaboratively. School-based decision making should involve collaboration between the principal, superintendent, teachers, instructional support staff, parents, and the community in keeping with the policies of the Board of Trustees. School-based decision making enables schools to be responsive to local needs.

Under section 15 of the School Act, and the direction set by the Three-Year Business Plan, the principal is the key educational leader at the school level, who will provide leadership in successful school-based decision making. Principals must work with parents, teachers and members of the community to establish a school-based decision-making process to develop school policies and budgets as well as to establish the scope of the school program and extra-curricular activities. Establishing an integral relationship among teaching, learning and the decision-making process should result in higher levels of student performance.

Alberta Education supports excellence in teaching and learning and the involvement of parents and the community in the education of students.

Policy

A school and its community shall have the authority and the support to make decisions which directly impact on the education of students and shall be accountable for the results.

Statute

School Council

7 (4) A school council may, at its discretion,

- (a) advise the principal and the board respecting any matter relating to the school,
- (d) consult with the principal so that the principal may ensure that the fiscal management of the school is in accordance with the requirements of the board and the superintendent,

Additional Definitions

In this policy,

1. "School-based decision making" involves the whole school community in teaching and learning in order to ensure high levels of student achievement. School-based decision making is a process through which major decisions are made at the school level about policies, instructional programs and services, and how funds are allocated to support them; and
2. "Community" means a school's students, their parents and other community-based support elements available to the school.

Procedures

2. School board policy and procedures for school-based decision making shall:
 - (3) encourage input from all staff, parents and the community into school-based decisions on programs, instructional services, extra-curricular activities and the allocation of funds to support them;
 - (7) define the roles, responsibilities and relationships with a focus on broad distribution of power and authority for decision making among all participants: principal, teachers, instructional support staff, parents, school councils, the community, central office and the board of trustees;
 - (9) define procedures for widespread communication and information sharing among stakeholders, including: appropriate involvement in school-based planning, evaluating and reporting processes;

1.8.3 Education Programs and Services – School Councils

Background

Parents should have meaningful involvement in their children's education. Such involvement includes ensuring that their children are ready to learn as well as being able to choose education programs that best meet their children's learning needs.

Other members of society also have a responsibility to contribute to the education of young people and an important role to play in education. Everyone has a role and everyone's role is important. In an education system, few decisions can be made by one person or group alone. Parents, students, teachers, principals, superintendents, trustees, government, business and other community members are all participants in the educational endeavour and have a responsibility to work together, cooperate and communicate with one another.

Section 17 of the School Act recognizes and reaffirms the right of parents and the school community to have meaningful involvement in the education of their children through School Councils. School Councils are responsible to the parents and the community they serve.

Policy

In each school operated by a board or a charter school board, parents and the school community have an opportunity through the School Council, as one means, to advise and consult with the principal and to advise the board or the charter board on any matter relating to the school.

B. Edmonton Public Schools, Board Policy and Regulations, (2000)

AE.BP – District Mission

The mission of Edmonton Public Schools, as an advocate of choice, is to ensure that all students achieve success in their individual programs of study.

It is the belief of Edmonton Public Schools that parents, students and community members are committed as partners and accept their respective responsibilities in education.

The mission is being accomplished through exemplary staff performance, program diversity, measured student achievement of outcomes and decentralized decision making.

JA.AR – Parent Involvement

1. Principals shall:
 - a. create, facilitate, communicate, and encourage opportunities for meaningful parent and community involvement in school matters;
 - b. foster staff acceptance, understanding, and co-operation in matters relating to parent and community involvement;
 - c. facilitate the formation of and support for school councils in accordance with section 17 of the School Act and as outlined in the district's School Councils Resource manual;
 - d. support School Council participation in the School Council Partners program which connects local school councils with each other, trustees, and district staff;
 - e. establish guidelines for the involvement of volunteers in the school;
 - f. ensure that parents have access to information about the progress of their children, and about budgets and programs in the school and the district; and
 - g. provide parents and community members with information regarding appeal procedures

JA.BP – Parent and Community Involvement

The board believes that:

The education of students is best served through the co-operative efforts of students, parents, district staff, elected school trustees, business, union and association staff representatives, and community members;

Parents should be active participants in their child's education and have a role in guiding student decision making;

School Councils should work closely with their school and the district to ensure that students receive the best possible education; and

Parents, business, and community members can assist in the development of responsible citizens through co-operative working relationships with schools and the district.

AFA.AR – Results Review

4. Trustees, staff, students, parents, and community members shall be provided with an opportunity for involvement in the review process.

C. Collective Agreement between Board of Trustees, Edmonton School District No. 7 and The Alberta Teacher's Association, September 1, 1998 to August 31, 2000

13. Teacher Assignment, p. 13

13.1 Teachers have the right to assist in determining the grouping of students for instructional purposes and in determining instructional duties and other duties in accordance with Board policies and the terms of this agreement. It is the responsibility of each teacher to provide such instruction and perform such duties as assigned by the principal.

D. The Alberta Teachers' Association Members' Handbook, (1999)

Code of Professional Conduct, p.1.

17. The teacher as an administrator provides opportunities for staff members to express their opinions and to bring forth suggestions regarding the administration of the school.

Declaration of Rights and Responsibilities for Teachers, p. 2

3. Teachers have the right to a voice in all decisions of a professional nature, which affect them and have the responsibility to seek the most effective means of consultation and of collaboration with their professional colleagues.

Long-Range Policy, Working Conditions for Professional Service, p. 74 – 75

5.A.1 A voice in the determination of conditions for professional service is a right of the teaching profession.

5.A.5 Teachers have the right to a voice in the determination of educational policy.

5.A.6 Joint teacher/board committees should be established to discuss and recommend policy on educational matters and teacher-board relationships at the local level.

Long-Range Policy, Education Finance, p. 82 – 83

7.A.33 The basic purpose of school-based budgeting should be to meet student needs by involving in decision making those individuals who will be responsible for implementing the decisions.

7.A.35 Basic requirements for the successful operation of a school-based budgeting system are:

2. Policies that ensure that school staffs have timely and authentic participation in decision making including provision for
 - (a) a consensus model for reaching decisions,
 - (b) adequate time and support for participation,
 - (c) staff development to build required skills,
 - (d) access to all relevant information and
 - (e) effective communication with and among all decision-making levels; and
4. Annual review and evaluation of school-based budgeting procedures.

Long-Range Policy, Administration of Schools, p. 90 – 91

9.A.4 School administration should

2. provide structures that
 - (a) ensure that decision making is based on staff involvement as a group,
 - (b) encourage respect for and trust in each member's expertise and professional authority,

9.A.5 Conditions should be established that allow for the inclusion of teachers in decision making and evaluation procedures by considering such activities as part of their teaching load.

9.A.6 The decision-making process in education should provide for the involvement of all certificated personnel in matters that concern them.

9.A.8 Schools should be organized to provide structures that ensure teacher involvement in decision making related to program development, allocation of educational resources, staffing policy, use of technology and policies related to student, staff and program evaluation.

9.A.9 In keeping with the collegial model, budgeting within a school is an open matter among all teachers within that school.

9.A.11 It is essential that each school's professional staff have a major voice in the formulation of a school statement of educational philosophy and objectives in conjunction with provincial goals of education and schooling.

9.A.34 The school administrator's role is to facilitate teaching and learning by acting as

3. a decision maker who is responsible for establishing an appropriate collaborative, shared decision-making model for the school;

Long-Range Policy, Nature of Teaching Profession, p. 92

10.A.7 Teachers have a right to participate in all decisions that affect them or their work and have a corresponding responsibility to provide informed leadership.

Reference to involvement is also found in the ATA Members' Handbook 1999 in the Position Paper on School-Based Budgeting and Decision Making, p. 127

“Engage for Education: Edmonton Public Schools Framework for Staff Engagement”

I. CONTEXT

A. Framework for Staff Engagement in Decision Making

Edmonton Public Schools recognizes the value of its long standing relationships with its staff as being a vital foundation for its consultative efforts.

Effective staff engagement is about building and sustaining trusting relationships. By intentionally creating the space to speak and hear a range of staff perspectives based on their different experiences and knowledge, school and district leadership is able to make better, sustainable decisions that impact the education of children.

School leaders are committed to engaging staff in appropriate and respectful ways through clear processes and consistent approaches that are inclusive, transparent, adaptable and accountable. In particular, the school leaders need to make a concerted effort to connect with those staff who for a variety of reasons, have been disenfranchised from the engagement process. School and district leaders need to make all reasonable efforts to connect with the full range of staff. These connections are vital for building and maintaining relationships, as well as ensuring that engagement in decision making includes all, not just the majority of, staff.

Through sound processes and approaches:

- staff know what to expect, how to participate, and how their involvement and input will contribute to the decision;
- everyone’s time and input, and the available resources, are respected and factored in;
- staff gain confidence and trust, knowing that genuine involvement aligned with the continuum of staff engagement is practiced; and
- credible data results.

The framework for staff engagement in decision making is consistent with and aligned to the Framework for Site Based Decision Making.

B. Framework For Engaging Staffs in Decision Making

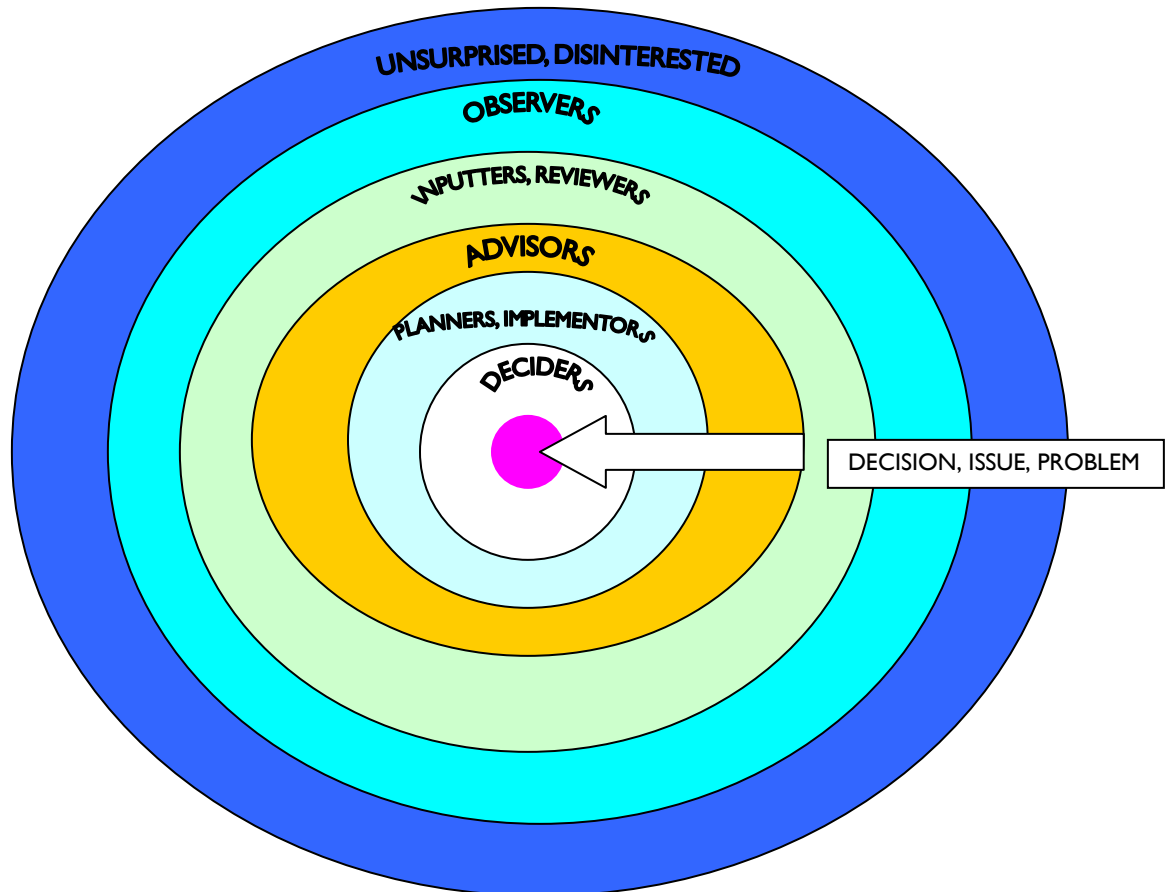
Use of the framework will ensure that:

- The scope of engagement process appropriately responds to and aligns with the size and complexity of the decisions being made.
- All staffs and decision makers will understand what information is being sought and how it will inform the decision making process.
- The people who need to be involved have been invited to participate.
- Effort is made to hear the voices of the disenfranchised and the “hard to reach.”
- Time taken, budgets, and other resources respond to the scope of the decision.
- The process clearly adds value to the quality of the decision.
- Shared solutions, recommendations, or decisions are credible, defensible and sustainable.

C. Definition of Terms

Staff: Refers to individuals or groups of Edmonton Public School employees who have direct interest, involvement or investment in the initiatives, activities, and decisions of Edmonton schools.

The diagram below, ***Orbits of Participation in Staff Engagement**, depicts the level of staff interest and perceived distance from the impacts of the decision, helping to visualize the need for varying degrees of engagement by staff by different techniques in different steps of the process.



* Adapted from the IAP 2 (International Association for Staff Participation), *Planning for Public Participation*, Orbits of Public Participation.

Engagement: The term used to cover the continuum of purpose or phases for involving staffs in discussions about education matters that affect them, e.g. staff/community/citizen - participation/involvement /consultation. This continuum includes sharing information, consulting, collaborating and possibly empowering staff during a decision-making process.

Community: A community is a set of people with some shared element - location, situation, culture, common interests, or values.

II. Principles of Practice for Staff Engagement

Edmonton Public Schools is committed to staff engagement practices that:

- treat everyone with respect, honesty and integrity;
- have a clear purpose, as determined by the Continuum of Staff Engagement; and
- seeks to include all perspectives.

A. *Continuum of Staff Engagement:

*Continuum of Staff Engagement

The increasing level of staff involvement in and influence on decision making

If we:	Inform	Listen & Learn	Consult	Collaborate	Empower
It means:	Information is shared that helps staff understand issues, alternatives or solutions.	Staff listen to and learn about each others' views, plans, concerns and expectations.	Feedback is obtained in order to analyze issues and explore alternatives.	Staff are involved in many or all of the steps of the decision-making process, including making recommendations.	Aspects of the decision making process are delegated to groups of staff.
We promise to:	Do our best to provide information that is timely, accurate, complete, easy to find and understand, and respond to questions for clarification. Advise one another of the decision.	Listen to and learn about other's plans, views, issues, concerns and expectations. Advise how input influenced the decision.	Work with input from everyone and incorporate input to the maximum extent possible. Advise how input influenced the decision.	Engage in a process that results in joint recommendations. Advise how those recommendations affected decision-making.	Implement the decision where policy and regulation permits. Where it does not, the decision will be taken under advisement to the greatest extent possible. Staff will be advised of the degree of implementation.

Listen and learn is part of all strategies

Inform is part of all strategies

* This spectrum incorporates aspects of the IAP2 (International Association of Public Participation) Public Participation Spectrum and the City of Calgary Engage! Spectrum of Strategies and Promises.

The Continuum of Staff Engagement is one of the most critical components of the engagement plan, as it specifies, at each of the five distinct levels:

- the role staff are being asked to play in engagement;
- how their input will be used; and
- the promise made as a result of that engagement.

1. **INFORM** – the most basic of all levels AND a component of each of the other 4 levels of engagement includes reaching out to staff to build awareness and understanding. It is least likely to influence decision making. Engagement strategies at every level promise to inform staffs with timely, accurate, balanced, objective, highly accessible and easily understood information.
2. **LISTEN AND LEARN** – a component of each of the other 3 levels of engagement provides opportunities for staff at the school to listen and learn about each other's issues, concerns, plans, opinions and expectations. Feedback on if and how staff input influences decisions is promised.

3. **CONSULT** - staff input and feedback is actively sought to surface, analyze and understand concerns and issues, and develop alternative recommendations. Staffs are promised they will be advised on how their input affected the decision.
4. **COLLABORATE** - as active partners in shaping recommendations and formulating solutions, staffs' input and feedback are given throughout the engagement process.
5. **EMPOWER**- staffs are given authority for all or some components of the decision making process, with the school administrator most typically, retaining its ultimate decision making power, but abiding by the outcomes.

The school's adherence to the promises in the continuum, through consistent application by all staff involved in engagement processes, is a significant way to build and sustain trust with all involved. Equally, staffs are expected to honour these same promises when they participate. Over time it is hoped that staff respect, trust and are active participants in the decision making process, and that their satisfaction will be enhanced when they see the consistent use of the continuum as it is incorporated into engagement processes.

DATE: June 18, 2013

TO: Board of Trustees

FROM: Trustee Heather MacKenzie, Caucus Committee Chair

SUBJECT: Report #13 of the Caucus Committee (From the Meeting Held June 18, 2013)

ORIGINATOR: Sandra Stoddard, Director Executive and Board Relations

REFERENCE: [Terms of Reference – Committee of the Whole – Caucus School Act](#) Section 61

RECOMMENDATION

- 1. That Report #13 of the Caucus Committee from the meeting held June 18, 2013 be received and considered.**
- 2. That Recommendation #2 of the Amiskwaciy Base Rent report be referred to the Community Relations Committee to consult with the FNMI communities and bring a report to public board by January 31, 2014.**
- 3. That Capilano School be declared surplus to district needs.**
- 4. That Sherbrooke School be declared surplus to district needs.**

:mmf

DATE: June 18, 2013

TO: Board of Trustees

FROM: Trustee Cheryl Johner, Chair Community Relations Committee
Trustee Dave Colburn, Community Relations Committee
Trustee Heather MacKenzie, Community Relations Committee

SUBJECT: School Tours

ORIGINATOR: Sandra Stoddard, Director, Executive and Board Relations

RESOURCE STAFF: Heather Lightfoot

ISSUE

2012–2013 Community Relations Committee (CRC) school tours update.

BACKGROUND

School tours were established by the CRC in the 2011-2012 school year as a means of enhancing Board relationships with staff and students and to gain a deeper understanding of the critical work of schools.

CURRENT SITUATION

Carrying on the tradition of school tours, from January through February of 2013, the CRC, on behalf of the Board, visited one school in each Ward. The CRC was accompanied by available Ward Trustees and the Assistant Superintendents.

KEY POINTS

1. The purpose of conducting school tours was to enhance Board relationships with staff and students (District Priority 5), deepen understanding of the critical work of schools, increase awareness of the diversity of program offerings and see first-hand how schools are addressing the complex needs of students.
2. A key focus of the 2012-2013 school tours was for the CRC to learn about socially vulnerable populations; including First Nations, Métis and Inuit (FNMI) students, English Language Learners (ELL) and students living in poverty. As such, schools from across all areas of the District were selected to give the CRC insight into the experience of vulnerable students, in a variety of programs from K-12.
3. The school tours took place at:

Ward A - Rosslyn School
Ward B - Steele Heights School
Ward C - Winterburn School
Ward D - Norwood School
Ward E - Thorncliffe School

Ward F - Malmo School
Ward G - W. P. Wagner School
Ward H - Steinhauer School
Ward I - Kate Chegwin School

4. The CRC expressed appreciation for the schools that hosted the tours and commends the ongoing work that is done to support the success of all students through exemplary teaching, learning, and community connectivity.
5. In follow-up to the school tours, the CRC identified key themes and challenges that emerged.

Themes:

- Schools have a clear understanding of the need to build relationships with vulnerable students and see this as an effective strategy for increasing engagement and success in school.
- Schools are using the same definition of bullying and are implementing strategies across the District to address this concern. The Leader in Me, 7 Habits and the Olweus programs are endorsed widely across many schools.
- Schools were implementing a variety of interventions to support students who are struggling in reading such as Reading Recovery, Leveled Literacy and Middle Years Literacy Interventions).
- Schools are trying to connect vulnerable students with a diverse array of experiences and give them extra-curricular opportunities to enhance their sense of citizenship and social responsibility.
- Schools desire increased support from social workers, Aboriginal liaisons, counselors; etc., and view these wrap-around supports as essential to student success.
- Schools are finding the pyramid of interventions very helpful in determining where to put resources and focus attention to support the success of all learners.
- Schools deeply value partnerships with other community agencies that help support vulnerable students and families.

Challenges:

- Some schools reported that many of the students identified as being at-risk or vulnerable often do not meet the coding criteria for additional funding. Providing necessary supports for these at-risk students continues to be a challenge.
- During the school tours, the CRC noted that not all schools have wireless or up-to-date computer and communication tools. Equitable access to 21st Century technologies is essential for the success of all learners.
- Some schools identified poor attendance as a factor related to achievement and that a disproportionate amount of time and money was spent on getting children to school (i.e. bus passes; home visits).
- Some schools reported a high mobility rate and indicated that the transfer in and out of students makes continuity of programming a challenge resulting in a negative impact on achievement.
- Large class sizes were identified by school staff to be a barrier in meeting the special needs of students in inclusive settings.
- School staff reported there is a need to explore strategies to support second generation ELL students who are not necessarily getting the language modeling they need from home to support their success in school.
- Hiring staff who have the qualifications to work in severe special needs programs and meet the complex learning needs and diversity in the classroom continues to be a focus.

ATTACHMENTS & APPENDICES

ATTACHMENT I Summary of School Tours Chart

SS:hl

Summary of School Tours Chart

School Description	Grades Programs	Unique Practices to Support the Vulnerable Student	Vulnerable Populations	Mobility Rate for 2011/12 <small>Mobility Rate is based on student transfers and withdrawals for the entire school year</small>
Rosslyn Ward A 364 Students	7-9 Mandarin BLA Interaction Pre Advanced Placement	<ul style="list-style-type: none"> • Service Dog, Eddie, for the Interactions students. • Amazing Healthy Food program benefits the vulnerable student population. 	16.9% FNMI 28.9 ELL 17.2% Special Needs	26.6%
Steel Heights Ward B 463 Students	7-9	<ul style="list-style-type: none"> • The School is an equity exemplar - No student is cut from junior teams and other club which allows for more participation from a diverse group of students with varied interests. • A variety of extra-curricular programs which involve partnerships with community agencies are available for at-risk youth. 	11.7% FNMI 10.4% ELL 20.7% Special Needs	14.9
Winterburn Ward C 520 Students	K-9 Regular Logos	<ul style="list-style-type: none"> • Learner profile and intervention plans are developed to track student progress. • A success Coach and the Inclusive Learning team works with vulnerable students on transitions. 	6.7% FNMI 16% ELL 5.9% Special Needs	20.1%
Norwood Ward D 218 Students	K-6 CCEP	<ul style="list-style-type: none"> • Partners for Kids (PFK) program provides wrap-around support for vulnerable children. • There is a focus on building hope through steadfast literacy skills. 	21.3% FNMI 39.6% ELL 15.2% Special Needs	44.4%
Thorncliffe Ward E 198 Students	K-6 Regular BLA	<ul style="list-style-type: none"> • A Literacy Coach work directly with the classroom teachers to provide intervention strategies that benefit all students. • Grade six students have the opportunity to attend a two week summer camp at Hillcrest to assist in successful transition to junior high. 	34.4% FNMI 11.5% ELL 27.1% Special Needs	47%
Malmo Ward F 293 Students	K-6 Regular Arabic	<ul style="list-style-type: none"> • The school continues to focus on deepening their connection with the surrounding community (i.e. bazaar, community pancake breakfast) • A detailed school-to-home communication plan has been established for all students. 	1.3% FNMI 55.6% ELL 6.1% Special Needs	14.0%

School Description	Grades Programs	Unique Practices to Support the Vulnerable Student	Vulnerable Populations	Mobility Rate for 2011/12 <small>Mobility Rate is based on student transfers and withdrawals for the entire school year</small>
W.P. Wagner Ward G 1357 Students	Grades 10-12: Regular Interactions Program	<ul style="list-style-type: none"> • All students are supported in developing an e-portfolio by the end of Gr. 12 which entails researching career and post-secondary choices, developing a plan of how they will meet the entry requirements or job qualifications and accumulating information to support their applications. • A focus on building a sense of family has been established through engagement of students and recognizing them for their various achievements and involvement in school life. 	5.9% FNMI 9.5% ELL 8.9 % Special Needs	9.5%
Steinhauer Ward H 234 Students	K-6 Literacy BLAP	<ul style="list-style-type: none"> • A community partnership has been established with St. Joseph's Auxiliary Hospital that helps students develop community and global awareness. • The school works collaboratively with central DUs and external agencies such as Study Buddies, Big Brother's Big Sisters Boys and Girls Club, to support students. 	10.8% FNMI 25% ELL 9.5% Special Needs	14.9%
Kate Chegwin Ward I 580 Students	7-9 Regular AP	<ul style="list-style-type: none"> • Newcomer students are matched with a peer who speaks their language. • Having staff that reflects the diversity of the students is a support and a strength of the school. 	9.0% FNMI 35% ELL 12.9% Special Needs	7.2%

DATE: June 18, 2013

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Comparison of Allocations for 2013-2014 to 2012-2013
(Response to Request for Information #282)

ORIGINATOR: Roberta Malysh, Executive Director, Finance & Infrastructure

RESOURCE STAFF: Todd Burnstad, Cheryl Hagen

REFERENCE: June 11, 2013 Board Meeting (Trustee Spencer)

ISSUE

The following information was requested: As per RFI # 282, provide an “apples to apples” comparison of the allocations from this year to last.

BACKGROUND

A new school budget allocation model has been adopted based on recommendations from the School Budget Allocation Review Committee.

This new school allocation model provides a fixed base allocation to schools as well as allocations for individual eligible students (levels 1 to 8). In addition, many allocations were removed including multiple school programs, literacy intervention, teacher aide grant, and inservice/PD allocations to name a few and the funding was rolled into the creation of the new fixed base allocation.

CURRENT SITUATION

Information about the specific student allocation rates for 2013-2014 including a comparison to prior years is included in Attachment I. Compared to the prior year, student allocation rates for mild/moderate special needs coded students (levels 3-6) were reduced by an average of 4.6%, and severe special needs coded students (levels 7-8) were reduced by an average of 1.6%.

Finance has prepared three sample school scenarios comparing 2013-2014 Proposed Budget allocations to the 2012-2013 Revised Budget allocations for a ‘small’, “mid-size” and “large” elementary school based on the original sample schools provided to the Board on April 23, 2013 (Attachment II).

In each of these scenarios we have added specific information comparing the number of special needs students as well as the total dollars allocated to special needs (levels 3-8).

The comparison amount for the 2013-2014 allocation has included a prorated portion of the base allocation in each school sample to ensure an “apples to apples” comparison between the 2012-2013 budget to the 2013-2014 budget. For example in the “small” school scenario, the amount of base allocation is equivalent to an additional \$35,725, which has been added to the allocations supporting special needs.

CONSIDERATION AND ANALYSIS

Based on the information on sample schools in Attachment II, the following analysis has been provided:

- The **sample school “small”** shows that in 2012-2013 the school allocation supporting special needs was \$219,426 or 23.7% of the total allocation, with an enrolment of 15 children with special needs verses total enrolment of 90 (therefore, students with special needs represent 16.7% of the total students). Under the new funding model, the allocation supporting special needs is \$225,118 or 24% of the total allocation, with an enrolment of 14 children with special needs verses total projected enrolment of 93 (therefore, students with special needs represent 15.1% of the total students).
- The **sample school “mid-size”** shows that in 2012-2013 the school allocation supporting special needs was \$367,724 or 18.3% of the total allocation, with an enrolment of 49 children with special needs verses total enrolment of 295 (therefore, students with special needs represent 16.6% of the total students). Under the new funding model, the allocation supporting special needs is \$338,430 or 18.1% of the total allocation, with an enrolment of 45 children with special needs verses total projected enrolment of 277 (therefore, students with special needs represent 16.2% of the total students).
- The **sample school “large”** shows that in 2012-2013 the school allocation supporting special needs was \$165,089 or 6.2% of the total allocation, with an enrolment of 17 children with special needs verses total enrolment of 416 (therefore, students with special needs represent 4.1% of the total students). Under the new funding model, the allocation supporting special needs is \$268,987 or 9.8% of the total allocation, with an enrolment of 28 children with special needs verses total projected enrolment of 425 (therefore, students with special needs represent 6.6% of the total students).

KEY POINTS

- Overall the three sample school scenarios demonstrate that special needs allocations have slightly increased in relation to the total school budget allocations for 2013-2014.
- A “small” sample school budget allocation supporting special needs for the 2013-2014 Proposed Budget is up 0.3%, compared to a 1.6% reduction in special needs students.
- A “mid-size” sample school budget allocation supporting special needs for the 2013-2014 Proposed Budget is down 0.2%, compared to a 0.4% reduction in special needs students
- A “large” sample school budget allocation supporting special needs for the 2013-2014 Proposed Budget is up 3.6%, compared to a 2.5% increase in special needs students.

ATTACHMENTS & APPENDICES

ATTACHMENT I Student Allocation Rates

ATTACHMENT II Sample School Allocation Comparison

CDH : ja

**Edmonton Public Schools
2013-2014 Spring Proposed Budget**

Student Allocation Rates

Completed by Budget Services

The Student Allocation Rates for 2013-2014 are included below. In addition, a variance analysis has been included showing the 2013-2014 rates compared to both the 2012-2013 and the 2011-2012 rates.

2013 - 2014	
Level 1	5,090
Level 2	5,090
Level 3	5,472
Level 4	6,110
Level 5	9,452
Level 6	10,556
Level 7	18,833
Level 8	26,468
Home Ed	1,522
International	7,403

	2013-2014	2013-2014 vs 2012-2013			2013-2014 vs 2011-2012		
		2012-2013	Variance \$	Variance %	2011-2012	Variance \$	Variance %
Level 1	5,090	5,307	(217)	(4.1%)	5,145	(55)	(1.1%)
Level 2	5,090	5,307	(217)	(4.1%)	5,160	(70)	(1.4%)
Level 3	5,472	5,865	(393)	(6.7%)	5,702	(230)	(4.0%)
Level 4	6,110	6,371	(261)	(4.1%)	6,194	(83)	(1.3%)
Level 5	9,452	9,855	(403)	(4.1%)	9,476	(24)	(0.2%)
Level 6	10,556	11,006	(450)	(4.1%)	10,583	(27)	(0.3%)
Level 7	18,833	19,180	(347)	(1.8%)	18,442	391	2.1%
Level 8	26,468	26,880	(412)	(1.5%)	25,846	622	2.4%

ENROLMENT AND ALLOCATION

2013-2014 PROJECTED ENROLMENT AND ALLOCATION

	12-13 Revised Allocations		13-14 Proposed Allocations
---[Sample School "small"]--- Fall		---[Sample School "small"]---Mayfield	
12 Regular Kindergarten	31,842	15 Regular Kindergarten	38,175
62 Regular Elementary (1-6)	329,034	64 Regular Elementary (1-6)	325,760
1 E.L.L. (Division I)	5,307	2 E.L.L. (Division II) (3)	10,944 *
2 E.L.L. (Division II) (3)	11,730 *	2 Learning Disability (5)	18,904 *
2 Learning Disability (5)	19,710 *	1 Literacy (5)	9,452 *
1 Literacy (5)	9,855 *	2 Mild Cognitive Disability (5)	18,904 *
2 Mild Cognitive Disability (5)	19,710 *	1 Pervasive Developmental Disorder (6)	10,556 *
1 Pervasive Developmental Disorder (6)	11,006 *	2 Pervasive Developmental Disorder (7)	37,666 *
2 Pervasive Developmental Disorder (7)	38,360 *	1 Pervasive Developmental Disorder (8)	26,468 *
1 Pervasive Developmental Disorder (8)	26,880 *	3 Severe Emotional/Behavioural Disability (56,499 *
4 Severe Emotional/Behavioural Disability (7)	76,720 *	Alberta Small Class Size Initiative	65,661
1st Program	94,941	Base Allocation	237,313 **
Alberta Small Class Size Initiative	69,884	Community Use of Schools (98)	1,323
Community Use of Schools (98)	1,323	FNMI	13,940
FNMI	14,364	High Social Vulnerability	16,061
High Social Vulnerability	9,968	Plant Operations & Maintenance	50,218
Inservice/PD	5,816		
Literacy Intervention Funding	29,895 **		
Other Services	4,235		
Plant Operations & Maintenance	111,597		
Teacher Aide	2,835 **		
90 TOTAL RESOURCE ALLOCATION	\$925,012	93 TOTAL RESOURCE ALLOCATION	\$937,844
Total Allocation / Enrolment	\$ 10,278	Total Allocation / Enrolment	\$ 10,084
* Special Needs - level's 3-8		* Special Needs - level's 3-8	
15 Per Student Level Allocations	213,971	14 Per Student Level Allocations	189,393
** Other supporting Allocations = \$32,730		** Other supporting Allocations = \$237,313	
Pro-rated for special needs:		Pro-rated for special needs:	
15/90 = 16.7% x \$32,730 =	5,455	14/93 = 15.1% x \$237,313 =	35,725
Total allocations supporting special needs	\$ 219,426	Total allocations supporting special needs:	\$ 225,118
As a percentage of total allocation	23.7%	As a percentage of total allocation	24.0%
Percentage of Special Needs Students (15/90)	16.7%	Percentage of Special Needs Students (14/93)	15.1%

This "small" sample school shows that the percentage of special needs students has gone down by 1.6% from 16.7%(2012-2013) to 15.1% (2013-2014) of the total school population, while the budget allocation to special needs has gone up 0.3% from 23.7%(2012-2013) of budget allocations to 24.0%(2013-2014) of the total school budget allocation.

Edmonton Public Schools
ENROLMENT AND ALLOCATION

		2013-2014 PROJECTED ENROLMENT AND ALLOCATION	
		12-13 Revised Allocations	13-14 Proposed Allocations
---[Sample School "Mid Size"]---		---[Sample School "Mid Size"]---Velma Baker	
Fall			
49	Regular Kindergarten	130,022	48 Regular Kindergarten 122,160
149	Regular Elementary (1-6)	790,743	133 Regular Elementary (1-6) 676,970
47	E.L.L. (Division I)	249,429	50 E.L.L. (Division I) 254,500
41	E.L.L. (Division II) (3)	240,465 *	41 E.L.L. (Division II) (3) 224,352 *
1	G & T Challenge Elem.	5,307	1 G & T Challenge Elem. 5090
4	Learning Disability (5)	39,420 *	2 Learning Disability (5) 18,904 *
1	Literacy (5)	9,855 *	1 Pervasive Developmental Disorder (8) 26,468 *
1	Pervasive Developmental Disorder (8)	26,880 *	1 Severe Multiple Disability (8) 26,468 *
1	Physical Or Medical Disability (6)	11,006 *	Alberta Small Class Size Initiative 213,579
1	Severe Multiple Disability (8)	26,880 *	Base Allocation 260,000 **
	1st Program	24,656	Community Use of Schools (285) 3,847
	A.I.S.I. Project	10,000	FNMI 5,869
	Alberta Small Class Size Initiative	234,720	Plant Operations & Maintenance 32,516
	Community Use of Schools (285)	3,847	
	FNMI	6,048	
	Inservice/PD	15,338	
	Literacy Intervention Funding	70,637 **	
	Other Services	7,658	
	Plant Operations & Maintenance	98,016	
	Teacher Aide	8,941 **	
295	TOTAL RESOURCE ALLOCATION	\$2,009,868	277 TOTAL RESOURCE ALLOCATION \$1,870,723
Total Allocation / Enrolment		\$ 6,813	Total Allocation / Enrolment \$ 6,754
* Special Needs - level's 3-8			* Special Needs - level's 3-8
49	Per Student Level Allocations	354,506	45 Per Student Level Allocations 296,192
** Other supporting Allocations = \$79,578			** Other supporting Allocations = \$260,000
Pro-rated for special needs:			Pro-rated for special needs:
49/295 = 16.6% x \$79,578 =		13,218	45/277 = 16.2% x \$260,000 = 42,238
Total allocations supporting special needs		<u>\$ 367,724</u>	Total allocations supporting special needs <u>\$ 338,430</u>
As a percentage of total allocation		18.3%	As a percentage of total allocation 18.1%
Percentage of Special Needs Students (49/295)		16.6%	Percentage of Special Needs Students (45/277) 16.2%

This "mid-size" sample school shows the percentage of special needs students has gone down by 0.4% from 16.6%(2012-2013) to 16.2% (2013-2014), and the budget allocation to special needs has gone down 0.2% from 18.3%(2012-2013) to 18.1%(2013-2014)

Edmonton Public Schools
ENROLMENT AND ALLOCATION

		2013-2014 PROJECTED ENROLMENT AND ALLOCATION	
		12-13	13-14
		Revised	Proposed
---[Sample School "large"]---		Allocations	Allocations
Fall			
71	Regular Kindergarten	188,399	73 Regular Kindergarten 185,785
300	Regular Elementary (1-6)	1,592,100	291 Regular Elementary (1-6) 1,481,190
14	E.L.L. (Division I)	74,298	24 E.L.L. (Division I) 122,160
7	E.L.L. (Division II) (3)	41,055 *	10 E.L.L. (Division II) (3) 54,720 *
14	G & T Challenge Elem.	74,298	9 G & T Challenge Elem. 45,810
1	Deafness (7)	19,180 *	1 Deafness (7) 18,833 *
4	Learning Disability (5)	39,420 *	12 Learning Disability (5) 113,424 *
1	Moderate Emotional/Beh. Disability (5)	9,855 *	1 Moderate Emotional/Beh. Disability (5) 9,452 *
2	Pervasive Developmental Disorder (6)	22,012 *	2 Pervasive Developmental Disorder (6) 21,112 *
1	Pervasive Developmental Disorder (7)	19,180 *	1 Pervasive Developmental Disorder (7) 18,833 *
1	Physical or Medical Disability (6)	11,006 *	1 Physical or Medical Disability (6) 10,556 *
	Alberta Small Class Size Initiative	348,662	Alberta Small Class Size Initiative 334,800
	Community Use of Schools (399) (461)	6,216	Base Allocation 260,000 **
	FNMI	756	Community Use of Schools (399) (461) 6,216
	Inservice/PD	20,960	FNMI 734
	Literacy Intervention Funding	70,191 **	Plant Operations & Maintenance 49,962
	Other Services	9,679	
	Plant Operations & Maintenance	113,783	
	Teacher Aide	12,539 **	
416	TOTAL RESOURCE ALLOCATION	\$2,673,589	425 TOTAL RESOURCE ALLOCATION \$2,733,587
Total	Allocation / Enrolment	\$ 6,427	Total Allocation / Enrolment \$ 6,432
	* Special Needs - level's 3-8		* Special Needs - level's 3-8
17	Per Student Level Allocations	161,708	28 Per Student Level Allocations 246,930
	** Other supporting Allocations = \$82,730		** Other supporting Allocations = \$260,000
	Pro-rated for special needs:		Pro-rated for special needs:
	17/416 = 4.1% x \$82,730 =	3,381	28/425 = 6.6% x \$260,000 = 22,057
	Total allocations supporting special needs	\$ 165,089	Total allocations supporting special needs \$ 268,987
	As a percentage of total allocation	6.2%	As a percentage of total allocation 9.8%
	Percentage of Special Needs Kids (17/416)	4.1%	Percentage of Special Needs Kids (28/425) 6.6%

This "large" sample school shows the percentage of special needs students has increased by 2.5% from 4.1%(2012-2013) to 6.5%(2013-2014), and the budget allocation to special needs has gone up by 3.6% from 6.2%(2012-2013) to 9.8%(2013-2014).

DATE: June 18, 2013
TO: Board of Trustees
FROM: Edgar Schmidt, Superintendent of Schools
SUBJECT: Capital Reserve Funds (Response to request for information #283)
ORIGINATOR: Roberta Malysh, Executive Director, Finance and Infrastructure
RESOURCE STAFF: Candace Cole, Cheryl Hagen
REFERENCE: June 11, 2013 Board Meeting (Trustee MacKenzie)

ISSUE

The following information was requested: As per RFI # 283, in addition to the information requested about the total amount in the Capital Reserve Funds and the amounts that are restricted, I would like to request information about the income and expenses of the reserve fund - including dates, amounts and sources of income or items for distribution - during the current Board's term.

CURRENT SITUATION

Finance has prepared a Statement of Capital Reserves for the three year period beginning in September, 2010 through to August 31, 2013. The statement includes a summary of year to year actual transactions as well as a forecast of revenue and expenses to the end of the current 2012-2013 fiscal year.

The Capital Reserve fund forecasted available balance for August 31, 2013 of \$3,007,835 is based on removing any restricted capital funds, \$550,000 and represents the funds available to support future Board funded capital asset additions.

ATTACHMENTS & APPENDICES

ATTACHMENT I: Statement of capital reserves

CDH : ja

STATEMENT OF CAPITAL RESERVE

ATTACHMENT I

2010-11 Year

Opening balance	September 1, 2010	\$6,839,157.14
Revenue	<u>Repayment of Capital Reserve</u>	<u>59,562.99</u>
Revenue	Proceeds on Disposal of Unsupported Assets (equipment & vehicles)	228,838.00
Revenue	Interest Income	27,814.00
Expense	Board Approved - School Fit Up Project to Accommodate Students from Closed Schools	<u>(1,671,700.00)</u>
	Closing Balance August 31, 2011	<u>\$5,483,672.13</u>

2011-12 Year

		Board Approved Amount	
Opening balance	September 1, 2011		\$5,483,672.13
Revenue	Repayment of Capital Reserve		59,562.99
Revenue	Interest Income		27,813.00
Revenue	Proceeds on Disposal of Unsupported Assets (equipment & vehicles)		20,508.85
Expense	Board Approved - Portable Movements Esther Starkman and Johnny Bright Schools	(1,303,469.00)	
	-Expenses for 2011-12		<u>(243,887.84)</u>
	Closing Balance August 31, 2012		<u>\$5,347,669.13</u>

2012-13 Year

		Board Approved Amount	
Opening balance	September 1, 2012		\$5,347,669.13
Revenue	Repayment of Capital Reserve		59,562.99
Revenue	Proceeds from Sale of Bellevue Site *		789,864.43
Revenue	Proceeds from Sale of Prince Rupert Site *		1,952,717.74
Expense	Board Approved - Portable Movements A. Blair MacPherson Dr. Donald Massey & Michael Strembitsky Schools	(3,162,353.00)	
	- Expenses for 2012-13		(383,601.31)
	- Forecasted Expenditures		(2,778,751.69)
Expense	Board Approved - Portable Movements Esther Starkman and Johnny Bright Schools	(1,303,469.00)	
	- Expenses for 2012-13		(1,059,581.16)
Expense	Board Approved - Portable Movements Michael Strembitsky and Winterburn Schools - Forecasted Expenditures	(920,045.07)	
	Forecasted available unrestricted closing Balance as at August 31,2013		<u>\$3,007,835.06</u>

* The restricted portion on the sale of Prince Rupert and Bellevue Sites total \$550,000 and is not included in the unrestricted reserve balance.

DATE: June 18, 2013
TO: Board of Trustees
FROM: Edgar Schmidt, Superintendent of Schools
SUBJECT: Lease Rates (Response to Request for Information #287)
ORIGINATOR: Roberta Malysh, Executive Director, Finance and Infrastructure
RESOURCE STAFF: Cindy Davis, Trudy Desmond, Roland Labbe, Lorne Parker
REFERENCE: June 11, 2013 Board Meeting (Trustee Hoffman)

ISSUE

The following information was requested:

Provide information outlining who was consulted and what information was taken into consideration when the new lease rates were set for 2013-2014 and beyond.

BACKGROUND

While our tenants provide excellent service to district schools, students, and families, the actual cost to operate the space is not recovered. Funds generated through lease agreements do not provide additional funding to support our fundamental mandate of teaching and learning. Tenant access to schools outside of operational hours causes a financial burden on schools and the District.

In 2003, the District established lease categories and four-year cycles for lease rate increases and revenue distribution. These cycles provide predictable lease rates both for tenants and the District. Lease rates and revenue distribution are based on the goal to recover operational and capital costs incurred by the District to accommodate tenants. The 2012-2013 school year was the fourth year of a four-year lease rate implementation plan. Tenants are communicated with on an annual basis regarding lease rates for the coming year, and dialogue occurs regularly with representatives from tenants in each category.

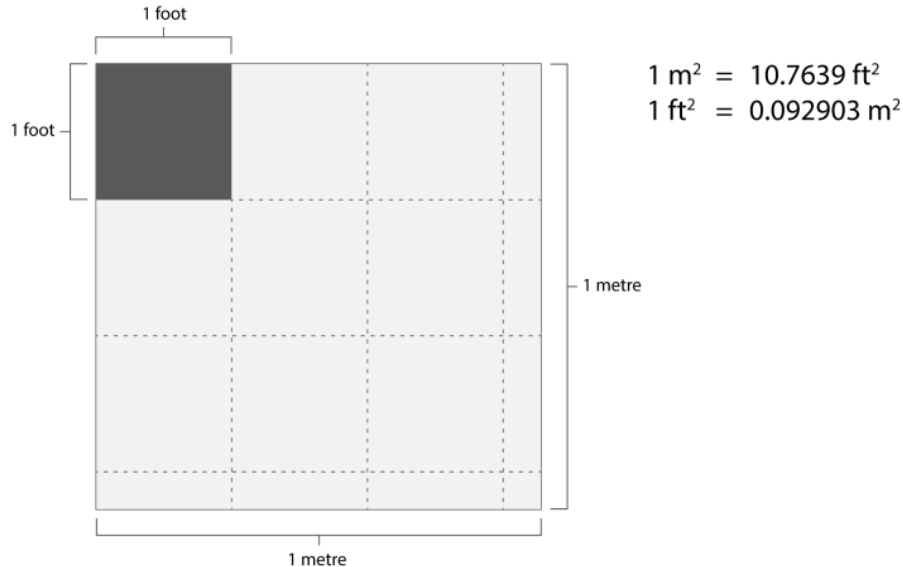
CURRENT SITUATION

The current leasing rate structure reflects the following:

- Lease rates take into consideration some level of subsidy by the District for those tenants providing educational services aligned with the District's goals;
- Utility costs recovered from tenants are credited to Utility Management (DU 378);
- All custodial funds collected from tenants that purchase custodial service from the District are directed to the school providing the service;
- The lease rate paid by the tenant depends on the lease category and whether or not the agreement is for dedicated space or if the space is shared with the school;
- For-profit tenants pay a higher lease rate which the District uses to support keeping not-for-profit rates lower;
- Regardless of the rates tenants pay, revenue from for-profit leases is pooled with revenue from not-for-profit leases and redistributed to all schools at a standard rate to ensure fairness.

CONSIDERATIONS & ANALYSIS

When comparing rates, many organizations calculate rates on a square foot rather than a square metre basis. The following diagram illustrates the dramatic difference between one square foot and one square metre.



Some of the District and tenant challenges considered in establishing lease rates include:

- Providing fixed rates for future years exposes the District to absorbing operating cost increases which out-pace the rates;
- Funds generated through lease agreements do not provide additional funding to support teaching and learning;
- Leased areas do not generate capital funding for the District, nor are leased areas eligible for provincial capital project funding;
- Lease rates do not fully cover capital depreciation costs;
- Lease rates take into consideration some level of subsidy by the District;
- Lease rates are only calculated for the space the tenant leases which are typically classrooms;
- The District does not receive revenue for common areas (i.e. washrooms, hallways, and sidewalk snow removal). Often there is only one set of washrooms in a school which are used by both the school and the tenant. Cleaning of hallways, washrooms, and the costs of paper products can become a burden;
- Tenant access on non-operational days financially impacts the District (summer, holiday seasons, spring break, teachers’ convention, etc.);
- Custodial hours of work do not always coincide with tenant hours of operation. Many schools that have excess space for tenants also have low enrolment and a single custodian;
- Custodial rates charged to tenants have not been increased in six years;
- During the winter, boiler checks become an issue when custodial staff are not on site. Provincial legislation states that when a building is occupied the boiler must be inspected twice a day, a minimum seven hours apart;
- Tenants have expressed concern about parking fees, maintenance estimates, the 15 per cent maintenance administrative charge, and difference between maintenance and exterior contractor’s estimates;

- The new Maintenance Contract increased the sub-contracting amount that must be assigned to the bargaining unit from \$3,500.00 to \$8,000.00.

District lease conditions and rates were compared to Calgary Board of Education, Calgary Catholic Schools, Edmonton Catholic Schools, Greater St. Albert Catholic School Division, and current market rates. Information on capital renewal costs were provided by an expert external industry cost consultant. Current market rates were obtained through review of quarterly industry market analysis reports, and confirmed by a major commercial real estate firm. The current market indicates the following:

- The average cost is \$30.00 per square foot, per year. This comprises of \$25.00 per square foot for rent, plus \$5.00 per square foot operational costs;
- Calculated by square feet, on a yearly basis, and vary according to geographical areas of the City;
- Does not make a distinction between for-profit and not-for-profit lease rates.

SUMMARY

The District acknowledges that it would be difficult to implement 10-month access only agreements and that it would create an inconvenience for parents to lose access to 12-month child care. Increasing leasing rates across all categories will off-set the financial impacts and will provide schools with additional PO&M funds to offset costs of tenancies. Continuing to provide tenants and schools with rate increases phased-in over a number of years provides budget predictability for tenants and schools.

ATTACHMENTS & APPENDICES

N/A

CD:gm

DATE: June 18, 2013

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Delegation of Authority – 2013 Summer Recess

ORIGINATOR: Dr. Sandra Stoddard, Director Executive and Board Relations

REFERENCE: [School Act](#) Sections 61, 65(2), 65(3), 67(1)

ISSUE

Each year, at the conclusion of the last scheduled public board meeting prior to the summer recess, the Board delegates authority to the Superintendent of Schools to make decisions on behalf of the Board during the summer recess.

RECOMMENDATION

- 1. That, in accordance with Sections 67(1), 65(2) and 65(3) of the *School Act*, any special board meetings during the 2013 summer recess be at the call of the Board Chair or, in her absence, the Board Vice-Chair.**
- 2. That, in accordance with Section 61(1) of the *School Act*, effective June 18, 2013, delegation of authority to the Superintendent of Schools to make decisions during the 2013 summer recess on behalf of the Board be approved.**
- 3. That a report of all such decisions be brought to the first public board meeting in the fall of 2013.**

BACKGROUND

The first recommendation provides for the calling of special board meetings during the summer recess in the event that special meetings are necessary for Trustees to address critical matters.

The second recommendation is intended to cover other matters which normally would come to the Board but which the Board is authorized to delegate under Section 61 of the *School Act*.

RELATED FACTS

The delegation of authority is effective June 18, 2013 following the last official meeting of the Board.

CONSIDERATIONS & ANALYSIS

Should a special board meeting be required, the Superintendent of Schools will contact the Board Chair or, in her absence, the Board Vice-Chair.

SS:mmf

MINUTE BOOK

Board Meeting #24

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, June 18, 2013 at 1:00 p.m.

Present:

Trustees

Leslie Cleary
David Colburn
Sarah Hoffman

Michael Janz
Cheryl Johner
Heather MacKenzie

Catherine Ripley
Ken Shipka
Christopher Spencer

Officials

Edgar Schmidt
Bruce Coggles
David Fraser

Mark Liguori
Ron MacNeil
Roberta Malysh

Jamie Pallett
Tanni Parker
Sandra Stoddard

Board Chair: Sarah Hoffman

Recording Secretary: Manon Fraser

A. O Canada 

Staff Group Representatives

Edmonton Public Teachers – Ed Butler, President
CUPE Local 3550 – Carol Chapman, President
CUPE Local 474 – Felix De Los Santos, President
CUPE Local 784 – Jeff McIntyre, President

B. **Roll Call:** (1:00 p.m.)

The Superintendent advised that all Trustees were present.

MINUTE BOOK

C. Approval of the Agenda

MOVED BY Trustee Janz:

“That the agenda for the June 18, 2013 board meeting be approved as printed.”

MOVED BY Trustee Hoffman:

“That the agenda for the June 18, 2013 board meeting be amended by referring Reports #3 ‘Motion re Amiskwacy Academy Base Rent’ and #10 ‘Closed Schools – Surplus Declarations’ to the Caucus Committee to be dealt with after Item G – Comments from the Public and Staff Group Representatives.”

The Board Chair called the question on the Amendment.

The Amendment was UNANIMOUSLY CARRIED.

The Board Chair called the question on the Motion as Amended.

The Motion was UNANIMOUSLY CARRIED.

D. Recognition of National Aboriginal Day

1. National Aboriginal Day

MOVED BY Trustee Johner:

“That the report entitled ‘National Aboriginal Day’ be received for information.” (UNANIMOUSLY CARRIED)

E. Communications from the Board Chair

The Board Chair noted that a media release was issued this morning through the Superintendent’s Office with respect to lease rates for the 2013-2014 school year. The Superintendent has responded to some of the concerns that have been raised by extending the timeframe for the lease rate increases by two years. The lease rate increase for 2013-2014 has been limited to \$1 per metre per month for all leaseholders. The Board greatly values the relationship established with community organizations leasing space in schools and providing wraparound services to support learning. The Board is hopeful the Superintendent’s decision will make it a bit easier for leaseholders as they develop plans to deal with the lease rate increases. The Board will work with leaseholders to jointly

MINUTE BOOK

advocate for additional funding from the Government to support the use of school spaces by community organizations as they are important partners in public education.

F. Communications from the Superintendent of Schools

The Superintendent noted that, over the past few weeks, he has heard from many leaseholders regarding the increased rates being phased in. He understands the concerns and can appreciate the additional financial burden this increase places on their organizations. Edmonton Public Schools is facing significant financial pressures of its own and has reached the point where the District can no longer afford to subsidize the lease rates it charges community organizations. The District cannot, in good conscience, continue to use instructional funds intended for the classroom to subsidize lease rates even though the services provided to students, families and wider community are greatly valued. He remains steadfast in his decision to close the gap between current district lease rates and the higher rates the District needs to charge to recover costs; however, he is prepared to do so over an extended timeframe. He has authorized the Leasing Services Department to phase the lease rate increases over six years rather than four. In addition, he has agreed to limit next year's lease rate increase to \$1 per square metre per month for all leaseholders. He is hopeful that these two measures will assist the District's valued leaseholders in successfully adjusting to the new rates. Each leaseholder will receive a revised lease agreement within the next two weeks. There will be an opportunity, over the next year, to work with leaseholders to establish a framework of discussion around what each of their needs are in relation to the District's needs and opportunities may arise in joint efforts.

G. Comments from the Public and Staff Group Representatives

The Board heard from Mr. Ed Butler, President Edmonton Public Teachers, who thanked the Board and senior staff for the collaborative and inclusive working partnership he has enjoyed during his four years as President of Edmonton Public Teachers. He wished the Board a great summer and all the best for the future. He noted that his successor, Mr. Nels Olsen, can look forward to continuing the positive relationship between the Local, the Board and the senior staff as new issues arise and are addressed by all parties.

The Board heard from the following speakers regarding lease rate increases: Ms Asha Cipywynk, Mr. Neil Henry, Ms Suzanne MacLean, Mr. Jorgen Jespersen, Ms Heidi Bowen, Ms Anne Huennemeyer and Mr. Christian Ulrich

MINUTE BOOK

H. Reports

The meeting recessed at 2:20 p.m. and reconvened at 4:10 p.m.

2. Report #12 of the Caucus Committee (From the Meeting Held June 11, 2013)

MOVED BY Trustee MacKenzie:

- “1. That Report #12 of the Caucus Committee from the meeting held June 11, 2013 be received and considered.” (UNANIMOUSLY CARRIED)

MOVED BY Trustee MacKenzie:

- “2. That the Board self-evaluation from June 17, 2013 to June 28, 2013 using the adopted self-evaluation instrument be confirmed.” (UNANIMOUSLY CARRIED)

4. Motion re Lease Rates

MOVED BY Trustee Spencer:

- “The District continues to recognize the importance of wraparound service providers in its schools and would welcome discussions with its tenants and the provincial and municipal governments on achieving affordable and sustainable lease rates.”

The Board Chair called the question.

IN FAVOUR: Trustees Cleary, Colburn, Hoffman, Janz, Johner, MacKenzie, Ripley and Spencer

OPPOSED: Trustee Shipka

The Motion was CARRIED.

MINUTE BOOK

5. Motion re Comprehensive School Health

MOVED BY Trustee Colburn:

“That the 2013-2014 budget be adjusted to retain two full-time positions that will continue work supporting a Comprehensive School Health approach to promote student health and wellness.”

The Board Chair called the question.

IN FAVOUR: Trustees Colburn, MacKenzie, Shipka and Spencer

OPPOSED: Trustees Cleary, Hoffman, Janz, Johner and Ripley

The Motion was DEFEATED.

Report #13 of the Caucus Committee (From the Meeting Held June 18, 2013)

MOVED BY Trustee MacKenzie:

“1. That Report #13 of the Caucus Committee from the meeting held June 18, 2013 be received and considered.” (UNANIMOUSLY CARRIED)

Caucus Chair MacKenzie advised that Recommendation #1 of the Motion re Amiskwacyi Base Rent report had been defeated.

MOVED BY Trustee MacKenzie:

“2. That Recommendation #2 of the Amiskwacyi Base Rent report (*That, in future years, the Amiskwacyi Base Rent be paid with funds other than those received from the province specifically for First Nations, Métis and Inuit Education.*) be referred to the Community Relations Committee to consult with the FNMI communities and bring a report to public board by January 31, 2014.”

The Board Chair called the question.

IN FAVOUR: Trustees Cleary, Colburn, Hoffman, Johner, MacKenzie, Shipka and Spencer

OPPOSED: Trustees Janz and Ripley

The Motion was CARRIED.

MINUTE BOOK

MOVED BY Trustee MacKenzie:

“3. That Capilano School be declared surplus to district needs.”

The Board Chair called the question.

IN FAVOUR: Trustees Cleary, Hoffman, Janz, Johner, Ripley and Spencer

OPPOSED: Trustees Colburn, MacKenzie and Shipka

The Motion was CARRIED.

MOVED BY Trustee MacKenzie:

“4. That Sherbrooke School be declared surplus to district needs.”

The Board Chair called the question.

IN FAVOUR: Trustees Cleary, Hoffman, Janz, Johner, Ripley and Spencer

OPPOSED: Trustees Colburn, MacKenzie and Shipka

The Motion was CARRIED.

6. Approval of 2013-2014 Budget

MOVED BY Trustee Cleary:

“1. That the 2013-2014 proposed budget of \$934,062,591 be approved.”

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

MOVED BY Trustee Ripley:

“2. That the Budget Report for the year ending August 31, 2014 be approved.”

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

MINUTE BOOK

J. Comments from the Public and Staff Group Representatives – 5:00 p.m.

There was a brief farewell program for Superintendent Schmidt which included:

- Maja Brown and Alexander Theilmann, students from the Forest Heights School German Bilingual Program, presented a poem in German
- Ms Heidi Robinson, a parent from Westglen School, spoke about the “Everyone’s In” concept
- Elizabeth Spencer, a Grovenor School student from the 20/20 cohort, spoke about her experiences
- The following choir students from Strathcona School sang *Four Strong Winds*: Christina Nguyen, Clair Gibson, Kira Arnison, Earl Villado and Kirkland Doiron.

MOVED BY Trustee Janz:

“That all unfinished business from the agenda be deferred to an additional public board meeting on June 25, 2013.” (UNANIMOUSLY CARRIED)

The following items were deferred to a board meeting to be held June 25, 2013 at 2:00 p.m.

7. Policy Review Committee: Draft Board Policies HA.BP – Student Programs of Study and HAA.BP – Delivery of Student Programs of Study
8. Policy Review Committee: Draft New Board Policy CNA.BP – Information Security
9. Senior High Locally Developed Courses
11. Response to Staff Group Budget Presentation
12. Framework for Involvement in Site-Based Decision Making
13. Community Relations Committee: School Tours
17. Delegation of Authority – 2013 Summer Recess

I. Other Committee, Board Representative and Trustee Reports

K. Trustee and Board Requests for Information

L. Notices of Motion

M. Next Board Meeting Date

14. Comparison of Allocations for 2013-2014 to 2012-2013 (Response to Request for Information #282)
15. Capital Reserve Funds (Response to Request for Information #283)
16. Lease Rates (Response to Request for Information #287)

Reports 14 through 17 were dealt with as part of the budget discussion.

MINUTE BOOK

N. **Adjournment (5:30 p.m.)**

The Board Chair adjourned the meeting.

Sarah Hoffman, Board Chair

Cheryl Hagen, Acting Secretary-Treasurer