AGENDA

Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers

Board Meeting #27

Tuesday, September 17, 2013
12:00 p.m.

A. O Canada

B. Roll Call

C. Approval of the Agenda

D. Communications from the Board Chair

E. Communications from the Superintendent of Schools

F. Minutes

1. DRAFT – Board Meeting #25 – September 3, 2013

2. DRAFT – Board Meeting #26 – September 10, 2013

G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8021] is required by 10:00 a.m. Tuesday, September 17, 2013 to speak under this item.)

H. Reports

3. Motion re Representative, Democratic and Participatory Governance (Recommendation)

4. Report #15 of the Caucus Committee (From the Meeting Held June 11, 2013) (Recommendation)

5. Policy Review Committee: Draft Board Policy FA.BP - Infrastructure Planning Principles (Recommendation)

6. Policy Review Committee: Review of Board Policy IGD.BP – Student Suspension and Expulsion (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. Process and Timeline for the Review of the 2012-2013 Results and Plans for 2013-2014
(Recommendation)

9. Funds for 2014-2105 Professional Improvement Program
(Recommendation)

10. Board Evaluation Committee: 2012-2013 Board Self-Evaluation
(Information)

11. Persons with Disabilities
(Information – Response to Request for Information #268)

12. Implications of Annexation
(Information – Response to Request for Information #277)

I. Other Committee, Board Representative and Trustee Reports

13. Ideas from May 2013 Community Meeting in Ward H
(Information)

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 10:00 a.m. Tuesday, September 17, 2013 to speak under this item.)

K. Trustee and Board Requests for Information

L. Notices of Motion

M. Meeting Dates

N. Adjournment

MINUTE BOOK

Board Meeting #25

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, September 3, 2013 at 2:00 p.m.

Present:

Trustees

Leslie Cleary	Michael Janz	Catherine Ripley
David Colburn	Cheryl Johner	Ken Shipka
Sarah Hoffman	Heather MacKenzie	Christopher Spencer

Officials

Diana Bolan	Mark Liguori	Darrel Robertson
Jim Davies	Ron MacNeil	Sandra Stoddard
David Fraser	Kathy Muhlethaler	

Board Chair: Sarah Hoffman **Recording Secretary**: Manon Fraser

A. O Canada

B. Roll Call: (2:00 p.m.)

The Superintendent advised that all Trustees were present.

C. Approval of the Agenda

The Board Chair noted that Report #7 was withdrawn.

MOVED BY Trustee Janz:

"That the agenda for the September 3, 2013 board meeting be approved as amended."

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

D. Communications from the Board Chair

The Board Chair noted that a link to the *Education Act* Regulatory Review on-line survey is currently available on the Alberta Education website for stakeholder input.

The Board Chair advised that the Superintendent has made the decision to move forward with the implementation of the $1 per metre per month increase for all district leaseholders for 2013-2014; however, any further increases will consider stakeholder feedback and will not be determined until after this consultation takes place.

E. Communications from the Superintendent of Schools

The Superintendent advised that, this afternoon, he brought greetings on behalf of the Board and Administration to the Inclusive Learning staff meeting at Newton School.

The Superintendent advised that, as of today, there are 86,407 students registered in district schools which is up considerably from projections.

The Superintendent advised he had given an interview on CBC Radio this morning.

The Superintendent noted the revised seating at the Board table. He will now be seated at table facing the Board. The revised seating reflects the Board's governance model.

F. Minutes

1. Board Meeting #23 – June 11, 2013

The Board Chair referred to pages ten and eleven of the minutes, and noted that notices of motions were served by both Trustee Spencer and herself. The minutes indicate the motions would be brought forward to September 3rd board meeting; however, the motion regarding student representatives will be brought to the September 10, 2013 board meeting. Trustee Spencer's motion regarding governance will be brought to the September 17th board meeting.

MOVED BY Trustee Janz:

"That the minutes of Board Meeting #23 held June 11, 2013 be approved as printed." (UNANIMOUSLY CARRIED)

2. Special Board Meeting – June 11, 2013

MOVED BY Trustee Janz:

"That the minutes of the special Board Meeting held June 11, 2013 be approved as printed." (UNANIMOUSLY CARRIED)

3. Board Meeting #24 – June 18, 2013

MOVED BY Trustee Janz:

"That the minutes of Board Meeting #24 held June 18, 2013 be approved as printed." (UNANIMOUSLY CARRIED)

4. Board Meeting – June 25, 2013

MOVED BY Trustee Janz:

"That the minutes of the Board Meeting held June 25, 2013 be approved as printed." (UNANIMOUSLY CARRIED)

5. Special Board Meeting – July 30, 2013

Trustee Colburn noted a correction was required to page three of the minutes with respect to the vote on the amendment to the amendment of Principle #4. He had voted in favour of the amendment and Trustee Shipka had voted in opposition.

MOVED BY Trustee Janz:

"That the minutes of the special Board Meeting held July 30, 2013 be approved as amended." (UNANIMOUSLY CARRIED)

G. Comments from the Public and Staff Group Representatives

The Board heard from the following individuals:

- Mr. Bob Maskell, Northern Pioneers Association of Alberta. The Association has donated a history book for all district junior and senior high schools.
- Mr. Lynden Dorval spoke regarding no zeros.

The Board Chair requested Mr. Dorval provide the Administration with a written copy of his questions.

H. Reports

6. Actions Taken Under Delegation of Authority – 2013 Summer Recess

MOVED BY Trustee Ripley:

"That the report titled 'Actions Taken Under Delegation of Authority – 2013 Summer Recess' be received for information." (UNANIMOUSLY CARRIED)

7. Board Authorization of Trustee Absence

This report was withdrawn.

8. PowerSchool
(Response to Request for Information #286)

MOVED BY Trustee Hoffman:

"That the report titled 'PowerSchool (Response to Request for Information #286)' be received for information."

Trustee Janz left at this point for the duration of the meeting.

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

Trustee Janz was absent for this vote.

I. Other Committee, Board Representative and Trustee Reports

Trustee Hoffman, the Board's representative on the Alberta School Boards Association (ASBA) Board of Directors, reported on the recent two-day Board of Directors meeting. The first day involved the evaluation of the Executive Director and the second dealt with the Board evaluation for the previous year. In addition, strategies were identified for moving forward on specific items the Board wishes to focus on for the next three years. She also noted a Leadership Academy followed the Board of Directors meeting. One of the key sessions she found particularly helpful was with respect partnerships that benefit student achievement in terms of finding ways to work efficiently community partners. She will post further information on the Board Intranet Site for Trustee information.

Trustee Cleary, the Board's representative on the Edmonton Public Schools Foundation Board of Governors, reported that the *Taking the Garden Out of Kingsway* event sponsored by Holes and Kingsway Mall July 4 to 6, 2013 raised over $1,000; as well, a third-party organized barbeque at Lauderdale School held in August raised over $700.

Trustee Cleary also reported that the Foundation, in partnership with the Norlien Foundation, hosted over 720 participants for a full-day event titled "Brain Development in the Early Years" on August 30, 2013. Participants were from Edmonton Public Schools, government ministries, daycares and out-of-school care programs, community organizations and a variety of other organizations whose mandate involves providing services to young children. Acclaimed researchers at the international, provincial and local level were the key speakers. There was no charge to attend. All costs of the event were absorbed by the Norlien Foundation.

Trustee Cleary noted Friends of the Foundation, provided over 1,000 slices of home-baked pumpkin and banana bread that was distributed today to all staff at the Centre for Education, Maintenance Shop, Distribution Centre, and those members of the Inclusive Learning staff meeting at Newton School. School families at Tipaskan, Lauderdale, Mee-Yah-Noh, Princeton and Calder also received the slices as part of the back to school campaign.

J. Trustee and Board Requests for Information – None.

K. Notices of Motion – None.

L. Next Board Meeting Date: Tuesday, September 10, 2013 at 2:00 p.m.

M. Adjournment (2:35 p.m.)

The Board Chair adjourned the meeting.

Sarah Hoffman, Board Chair

Cheryl Hagen, Acting Secretary-Treasurer

MINUTE BOOK

Board Meeting #26

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, September 10, 2013 at 2:00 p.m.

Present:

Trustees

Leslie Cleary	Michael Janz	Catherine Ripley
David Colburn	Cheryl Johner	Ken Shipka
Sarah Hoffman	Heather MacKenzie	Christopher Spencer

Officials

Diana Bolan	Mark Liguori	Darrel Robertson
Jim Davies	Ron MacNeil	Sandra Stoddard
David Fraser	Kathy Muhlethaler	

Board Chair: Sarah Hoffman **Recording Secretary**: Manon Fraser

A. O Canada

Staff Group Representatives

Edmonton Public Teachers – Nels Olsen, President

B. Roll Call: (2:00 p.m.)

The Superintendent advised that all Trustees were present.

C. Approval of the Agenda

MOVED BY Trustee MacKenzie:

"That the agenda for the September 10, 2013 board meeting be approved as printed." (UNANIMOUSLY CARRIED)

D. Communications from the Board Chair

The Board Chair advised that the September 17, 2013 board meeting will commence at 12:00 p.m.

E. Communications from the Superintendent of Schools

The Superintendent noted he had advised at the last board meeting about the increased enrolment in the District. This is great news for Edmonton Public Schools. He thanked all staffing groups in schools and in central services for the hard work that goes on behind the scenes to ensure a smooth start to the school year.

The Superintendent advised the Music Enrichment Program will be offered to students this year under the funding and leadership of the Edmonton Strings Players Association. There are twelve district schools hosting the program and after-school lessons start for participating students next week.

F. Comments from the Public and Staff Group Representatives

The Board heard from Ms Claire Edwards, Student Vote Alberta, who spoke in support of the motion regarding student representatives.

G. Reports

1. Report #14 of the Caucus Committee (From the Meeting Held September 3, 2013)

MOVED BY Trustee MacKenzie:

"1. That Report #14 of the Caucus Committee from the meeting held September 3, 2013 be received and considered."

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

MOVED BY Trustee MacKenzie:

"2. That, effective September 3, 2013, the addition of Diana Bolan, Laurie Elkow, Kathy Muhlethaler, Heather Raymond and Sandra Stoddard as members of the roster of persons available to preside at student expulsion and reinstatement hearings on behalf of the Superintendent of Schools, be approved.

3. That, effective immediately, the deletion of Bruce Coggles, Jamie Pallett, Tanni Parker, and Darrel Robertson as members of the roster of persons available to preside at student expulsion and student reinstatement hearings on behalf of the Superintendent of Schools, be approved.

4. That, effective November 1, 2013, the deletion of Corrie Ziegler as a member of the roster of persons available to preside at student expulsion and student reinstatement hearings on behalf of the Superintendent of Schools, be approved."

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

2. Motion re Student Trustee/Representative

MOVED BY Trustee Hoffman:

"That the elected position of Student Representative be piloted by the Edmonton Public School Board (EPSB) for the 2014-2015 school year. The purpose is threefold: facilitating dialogue between the student body and the Board, increasing student engagement in Board policy and planning functions and educating students about democratic governance."

MOVED BY Trustee Ripley:

> **"That the motion be amended to read: That the elected position of Student Representative be further outlined with the active engagement and participation of District students, and be piloted by the Edmonton Public School Board (EPSB) for the 2014-2015 school year. The purpose is threefold: facilitating dialogue between the student body and the Board, increasing student engagement in Board policy and planning functions and educating students about democratic governance."**

The Board Chair called the question on the Amendment.

IN FAVOUR: Trustees Cleary, Colburn, Hoffman, Janz, Johner, MacKenzie, Ripley and Spencer

OPPOSED: Trustee Shipka

The Amendment was CARRIED.

The Board Chair called the question on the Motion as Amended.

The Motion was UNANIMOUSLY CARRIED.

H. Other Committee, Board Representative and Trustee Reports

Trustee Cleary, the Board's representative on the Edmonton Public Schools Foundation Board of Governors, reported on the following:

- a total of approximately $3,500 was raised through fundraising events held during the summer
- information sessions have been scheduled for the fall
- launch dates for the two new full-day kindergarten sites will be announced in the near future

Trustee Cleary, the Board's representative on the Capital Region Services to Children Linkages Committee, reported that there would be a meeting of the Committee on September 12, 2013 at the Centre for Education.

I. Trustee and Board Requests for Information – None.

J. Notices of Motion – None.

MINUTE BOOK

K. Next Board Meeting Date: Tuesday, September 17, 2013 at 12:00 p.m.

L. Adjournment (3:10 p.m.)

The Board Chair adjourned the meeting.

Sarah Hoffman, Board Chair

Cheryl Hagen, Acting Secretary-Treasurer

EDMONTON PUBLIC SCHOOLS **Recommendation Report**

DATE: September 17, 2013

TO: Board of Trustees

FROM: Trustee Christopher Spencer

SUBJECT: Motion re Representative, Democratic and Participatory Governance

REFERENCE: Trustees' Manual – Meetings of the Board (Notices of Motion)
Alberta School Boards Association, May 10, 2011, Interviews with School Board Chairs - Perspectives on Governance (Researched and Prepared by Keith Seel and Jim Gibbons)
Education Act, 2012, Section 33, {h} {1} Chapter E-0.3
School Act, 1988, Section 68, cS-3.1 s52
June 11, 2013 Board Meeting (Notice of Motion was served)

ISSUE

The *Education Act* redresses the balance between trustees acting as corporate officers and as elected representatives serving the public interest.

RECOMMENDATION

That the Edmonton Public School Board resolve to develop and implement practices that will support a transformation to a more representative, democratic and participatory model of governance.

BACKGROUND

In December of 2012, for the first time in thirty years, the Government of Alberta passed new legislation, the *Education Act*, with the intent of transforming Alberta's education system. Section 33 of this new act stipulates that "(a) board, as a partner in education, has the responsibility to establish and maintain governance and organizational structures that promote student well-being and success, and monitor and evaluate its effectiveness." [*Education Act*, 2012, Section 33, {h} {1} Chapter E-0.3]

This is in contrast to provisions made in the 1988 *School Act*, which simply enabled school boards to make rules governing its internal procedures and meetings. [*School Act*, 1988, Section 68, cS-3.1 s52]

In their paper prepared for the Alberta School Boards Association, "Interviews With School Board Chairs - Perspectives on Governance," Keith Seel and Jim Gibbons point out that these changes envision a new governance mandate for school boards, one that asks, "what are the assumptions, values, and practices which are best aligned with the purposes of public education?"

The authors note that past approaches to school board governance emphasized the fiduciary and strategic responsibilities of school boards. This approach is often understood by school boards to be a form of "corporate governance."

However, the call for transformation requires school boards not only to focus on their fiduciary and strategic responsibilities, but also to focus on the purposes of public education.

The crucial question for boards, according to Seel and Gibbons, is how they will transform existing governance structures and practices to better align with the purposes of public education and, in doing so, enable transformation of the public education system.

It will be a complex and evolving process, requiring much thought and consideration on the part of school boards.

The purpose of this proposal is to empower the continuing work of aligning the District's organizational structures and practices with the democratic purposes of public education.

RELATED FACTS

Public education is the foundation of a democratic and civil society and has a crucial role to play in the development of responsible, engaged and ethical citizens.

This overarching purpose, apart from the current context, would provide a compelling reason for school boards constantly to work to transform governance from a corporate model to one that encourages democratic decision-making in the public interest.

Seel and Gibbons are among many experts who argue that school boards need to become "boundary spanning" organizations, where trustees actively engage the public in the work of the school board. In other words, they must develop organizational structures and processes to enable a more participatory form of governance.

The new *Education Act* mirrors this thinking, requiring school boards to "provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in board matters, including the board's plans and the achievement of goals and targets within those plans." [Section 33 *Education Act* 2012 Chapter E-0.3]

This Board had developed a reputation for openness to new ways of thinking, moving beyond false limitations imposed by traditional practices. Trustees should continue refocusing on public engagement and participatory decision-making -- not just on fiduciary and strategic responsibilities -- and by doing so, enable a more democratic model of governance.

OPTIONS CONSIDERED

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

1. The Board should follow the direction set in the new *Education Act* and commit to representative, democratic and participatory governance structures.
2. The Board should resist change and maintain a corporate governance focus, despite the provincial direction.

CONSIDERATIONS & ANALYSIS

The roots of this motion abide in the belief that public education is a shared responsibility and that locally-elected Trustees have a critical leadership part to play in developing and sustaining meaningful engagement of students, parents, staff members and the community in *matters of the board.*

Characteristics of a more democratic governance model would include:

- Trustees engaging people in regular, ongoing, open, honest and transparent discussions pertaining to board matters.
- students, parents, staff members and the community having genuine opportunities to enrich the deliberations of the Board with their points of view.
- people developing a more informed understanding of the practices and benefits of public education and local governance.
- elected representatives being recognized, individually and collectively, as effective community leaders and advocates of a strong system of public education.

NEXT STEPS

Should the motion pass, Trustee Spencer will raise each of the following items as amendments during the discussion of the Trustee's Handbook. These additions to the Trustee's Handbook would further establish the Board's commitment to representative, responsive and democratic governance.

In Section 3.1, Principles for Board Operations, under the point that begins *The Legislative authority of the Board of Trustees is derived from...*, add:

- The moral authority of the Board is derived from its responsiveness and accountability to the electorate. The Board must operate as a model of responsible, representative democracy.

In Section 3.2, Code of Conduct and Principles, in the subsection on Trustee Protocols, replace the point that begins *Prior to Board debate, Trustees will refrain from...* with:

- Prior to Board debate, Trustees will refrain from expressing in the media, websites, blogs, and correspondence or in private conversations with community members how the Trustee will vote, but ~~will be free to discuss~~ *are encouraged to engage in discussions of* the various considerations that will inform the upcoming discussion.

In Section 14.1.4, Media Requests for Comments or Interviews, as a third point, add:

- In general, as Trustees are public officials, democratically elected and responsive to their constituents, they should make the effort to be forthcoming with members of the media.

In Section 14.1.5, Social Media, as a first point, insert:

- Trustees are encouraged to engage in social media to receive feedback on policy proposals and model the principles of open and transparent governance and inclusiveness in public education.

Adoption of this motion would signal, at the outset of the 2013 electoral campaign, that the Board of Trustees, aligned with the *Education Act*, makes its decisions in the public interest, for the good of children and the community, and not just in its own institutional interest.

:cs

EDMONTON PUBLIC SCHOOLS **Recommendation Report**

DATE: September 17, 2013

TO: Board of Trustees

FROM: Trustee Heather MacKenzie, Caucus Committee Chair

SUBJECT: Report #15 of the Caucus Committee (From the Meeting Held June 11, 2013)

ORIGINATOR: Dr. Sandra Stoddard, Director Executive and Board Relations

REFERENCE: Terms of Reference – Committee of the Whole – Caucus

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ISSUE

The District Priorities and Governance Committee (DPGC) has completed the review of the Trustees' Manual for the Board's review and approval.

RECOMMENDATION

1. **That Report #15 of the Caucus Committee from the meeting held June 11, 2013 be received and considered.**

2. **That the new Trustees' Handbook (Attachment I) be adopted and replace the current Trustees' Manual.**

BACKGROUND

As per the District Priorities and Governance Committee's Terms of Reference, the Committee has reviewed and updated the Trustees' Manual from the feedback received and suggested by the Board at the January 2012 Retreat, Trustee emails and the May 28 and June 11, 2013 Caucus Committee Meetings. Several changes to processes have already been made throughout the current Board's term.

RELATED FACTS

- The new Trustees' Handbook has undergone extensive reformatting to facilitate the location of information. It has been created as an electronic document and hyperlinks will be embedded in the table of contents, on approval of the final document. Readers will be able to simply click on a topic of interest in the table of contents and be brought directly to the relevant section of the Handbook.

- The Introduction section is a direct excerpt from the Alberta School Boards Association (ASBA) "What Do School Boards Do."

- At the June 11, 2013 Caucus Committee meeting, the Trustees' Handbook was provided with all changes in different colors. It was the recommendation of the Chair of the District Priorities and Governance Committee that a clean copy be provided for public Board.

- All feedback received via Trustee emails, retreats and approved amendments at Caucus Committee were incorporated into the Trustees' Handbook.

- As this is an election year, the Trustees' Handbook is a critical document for potential Trustee candidates. It is imperative that this document be approved and posted prior to Nomination Day, September 23, 2013.

- The Trustees' Handbook is intended to be a living document and as circumstances change, approved amendments will continue to be incorporated.

NEXT STEPS

Once the Trustees' Handbook is approved by public Board, the final version will be uploaded to the District website and the Trustee Board Intranet Site (BIS) in preparation for Nomination Day, Monday, September 23, 2013.

ATTACHMENTS & APPENDICES

ATTACHMENT I Trustees' Handbook

SS:hl

EDMONTON PUBLIC SCHOOLS

TRUSTEES' HANDBOOK

Fall 2013

September 17, 2013

(Revised Draft)

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PREFACE

Public education and the students of Edmonton Public Schools are best served by a Board of Trustees that leads by example in all its decisions and activities. This Trustee Handbook contains clear statements and explanations of the policies, principles, protocols, and practices related to Board Governance and Operations at Edmonton Public Schools.

The Trustee Handbook details how the Board accomplishes its main governance tasks:

- representing the interests of the community and reflecting the values of the community in its decision making;
- serving as an advocate and steward of public education;
- setting priorities and policies to provide leadership and overall direction for the District;
- allocating resources to the district to fulfill its responsibilities;
- monitoring the implementation of policies;
- evaluating the results achieved in the District;
- reporting the results achieved to its public;
- serving as a communication bridge between the community and the District; and
- hiring and evaluating the Superintendent of Schools to ensure accountability to students and the public.

The Handbook serves as a single point of reference for all trustees and sets the foundation for common understanding for the Trustees, the Superintendent and the Administration about its own operations, its own procedures, its own practices, and its own conduct as a school board.

The Handbook includes expectations and procedures for individual Trustees, both as members of the Board and as representatives of the communities that elected them. Trustees are expected to govern themselves accordingly.

Annually, the Board evaluates itself against the principles and expectations contained in this Handbook to continually improve its governance practices.

The Handbook is published on the District website to foster greater transparency and accountability in relation to the Board's operations and conduct. Transparency around the role and responsibilities of an elected Board of Trustees and how it is meeting its own standards and expectations leads to public confidence.

1. SCHOOL BOARDS AND TRUSTEESHIP IN ALBERTA

"In and for each Province the legislature may exclusively make law as in relation to education."

Constitution Act

1867

Introduction

The following is based on an excerpt from the Alberta School Boards Association "What Do School Boards Do"

The Alberta legislature through the School Act and regulations passed thereunder has delegated some authority for the governance of education to locally elected school boards. School boards are statutory corporations and, as such, have certain obligations to perform and certain powers to carry out their tasks.

The philosophy of school board governance is that government is most effective when it is close to the people being governed. Historically, community residents have elected trustees to boards to act for the legislature in their local schools.

The board practices leadership through governance in three main areas: fiduciary leadership; strategic leadership and generative leadership. In its fiduciary leadership role the board focuses on its legal responsibilities as defined in the School Act, regulations and other legislation pertinent to children and youth.

The board provides oversight and stewardship to ensure:

- *each student has the opportunity to achieve his/her potential*
- *children are safe at school*
- *the jurisdiction's financial and capital resources are well managed*
- *that business is conducted in a legal and ethical manner*

*The school board's **strategic leadership** role sees school boards looking into the future – conducting environmental scans of internal and external issues and trends. In this role, the school board reviews, revises or drafts the school jurisdiction's mission, values, vision and goals. This role involves planning and making decisions about resources, programs and services that reflect long term priorities.*

*The school board's **generative leadership** role is grounded in the notion that "it takes a whole village to raise a child". It recognizes that governance should not exist in isolation but that it should engage the community. In its generative leadership role, the school board reaches out to involve the community in a dialogue about the needs of the community, its youth and the future. Moving beyond consultation, generative leadership suggests that school boards share direction-setting and sometimes decision-making with others. This role increases education's profile as a fundamental community resource and it gives all citizens an opportunity to shape the direction that education takes locally.*

Role of School Boards

The school board, as a representative of the people, is a decision-maker and direction-setter. The board integrates information from many sources; processes that information; evaluates it and makes a decision compatible with the system's beliefs, values and goals.

As it makes these decisions, the school board considers the interests of all the students in the jurisdiction – not just the interests of students from a particular school or area.

- *The school board is responsible for setting the overall direction for the school system. This is usually done through an annual strategic planning process. The board revisits its vision, mission, values and beliefs and identifies strategic priorities and goals for the system.*
- *The school board sets the annual budget which determines how resources are allocated to schools and programs. The school board also provides direction through its policy processes. These include planning, developing, implementing and evaluating policy.*
- *The school board also holds the system – and the board itself – accountable for achieving its goals. The board creates this accountability by assigning roles and responsibilities for the desired results and creating a system to monitor and evaluate those results.*
- *The school board reports system and school performance to the public and to the provincial government.*
- *The school board is an advocate for public education and for the local school system. As an advocate, the school board consults with its constituents; it provides advice with respect to education to MLAs and government as an individual board and collectively through the Alberta School Boards Association. School boards also advocate for students. The board assesses proposed policies based on what is best for the development of the whole individual. While schools cannot usurp the family's role, serving on a school board means partnering with parents to ensure children are provided with the best possible educational opportunities to become productive citizens who contribute to their communities.*
- *The school board selects a superintendent of schools, delegates administrative duties to the superintendent and evaluates the superintendent's performance. The school board clearly outlines its expectations of the superintendent. In this context job descriptions must be based on outcomes or accomplishments rather than activities.*
- *While legislation gives the school board the power to engage in a wide range of activities, it is most common for the school board to delegate operational tasks to the superintendent. School boards tend to focus on governing the system by setting performance targets and holding the system accountable for the desired results. It is critical that the school board creates the appropriate policies and procedures to ensure the appropriate conduct of the school system and the limitations of delegated responsibilities or powers. Ultimately the board is accountable.*

What is a Trustee Personally Liable For?

Relationship between the school board and the superintendent
The relationship between the school board and the superintendent is the most important relationship in the school system. The school board and superintendent have different but complementary roles in many areas. Each party's success is greatly influenced by the other's success. Both parties must nurture this relationship. The school board must clearly establish the roles and responsibilities of the school board, the school board chair and the chief superintendent.

No trustee can act alone – the school board is a corporate entity
The school board is a corporation. If the school board chooses, it may delegate a trustee to perform specific duties as an individual; but only as an agent of the board and only as prescribed by the board, by board motion. In other words, the school board is ultimately responsible for the individual's action. With this exception, a trustee acting on his or her own has only the authority and privileges of an ordinary citizen.

What is a trustee personally liable for?
All authority delegated by the province is to the corporate school board; not to individual trustees. With the four following exceptions any action taken against the school board are against the corporate board – not individual trustees.

Improper Use of Funds
If a school board uses money acquired for capital expenditures for unauthorized purposes, the trustees who were on the board when the board approved the improper application of the capital money, whether or not they are still trustees, are jointly and severally liable for the payment to the board of the amount of money applied to the unauthorized use (s.187 School Act).

Non-Performance of Statutory Duties
Trustees who fail or refuse to perform statutory duties imposed by various statutes may be held personally responsible (e.g. s.112 of the Employment Standards Code could hold trustees jointly and severally liable for unpaid wages).

Personal Gain
If a court declares a trustee disqualified from remaining on the board due to his/her personal gain from contracts with the board, the trustee may be ordered to pay the board any profits.

Breaches of Common Law
Trustees may be held personally liable for breaches of common law such as acting in bad faith, in a discriminatory manner or in abuse of their powers. It must be noted that actions against such breaches are likely to be successful only where the evidence presented is clearly indisputable.

End of Excerpt

Edmonton Public School Board Governance Structure

Each newly elected Board receives the torch from the previous Board and determines its course forward. Due largely to the size and complexity of the organization, the Board of Trustees has operated primarily from a "Policy Governance" model.

The Policy Governance model is designed to ensure accountability of the Board and Administration. The model provides a governance system which enables boards to provide strategic leadership in creating the future for organizations through principles of action called "Policies".

Strategic changes and/or directions are initiated by the Board through the development of policy and separates issues of organizational purpose from all other organizational issues, placing primary importance on purpose. Early in its term, the Board reviews the District mission and establishes District Priorities from which the Board and Administration derive its focus.

Through the District Priorities, the Board sets a desired outcome or end result, with the method being left to be determined by the Superintendent. As such, the Superintendent prepares a District Plan, which provides a set of goals and initiatives for the staff to focus on in support of the District Priorities. All schools and Decision Units are to incorporate activities into their annual plans that support the District Plan. These results are reported on at annual budget and results review meetings.

Some Boards have also incorporated an annual work plan to guide and focus its strategic efforts. Ad-hoc committees and task forces are established as needed. The Board currently has 5 standing committees to carry out Board-related functions:

- Advocacy Committee
- Board and Superintendent Evaluations Committee
- Community Relations Committee
- Governance and District Priorities Committee
- Policy Review Committee

2. ABOUT EDMONTON PUBLIC SCHOOLS

2.1 History

- Edmonton Public Schools has been in existence for over 130 years.
- The first school opened on January 3rd, 1882; teacher Mr. James Harris welcomed 28 pupils: 25 boys and 3 girls.
- For the first few years the Edmonton School was supported through public subscription.
- The District was legally constituted on February 3rd, 1885.
- Members of the first board of the legally-constituted school district, elected on March 21, 1885 were: M. McCauley (Chairman), D. Ross and W. S. Robertson.
- The first Superintendent of Edmonton Public Schools was James McCaig, appointed in 1906; at that time there were five schools and 30 teachers, and approximately 2,500 pupils.
- In 1907, the District was successful in having the name changed. The words "Protestant" and "Public" were dropped from the District's name and became known as "Edmonton School District No. 7".
- On February 16, 1912, Bessie Nichols became the first woman in Edmonton to be elected to civic office. Only the day before the election had the legislation changed to allow for women to sit as school board trustees.
- Elementary school included grades 1 to 8 and high school grades 9 to 12. Between 1918 and 1925, the District operated seven experimental junior high schools as a means of addressing the serious problem of high school accommodation; by offering Grade 9 at various junior high schools, classroom space was opened up at the high schools. Westmount accommodated the first junior high, 1918.
- The first program of choice was introduced in Edmonton Public Schools in 1974. By the end of the 1970s, the District offered students more than half a dozen new program opportunities. Since then, new and innovative programs have been steadily added. Today, there are approximately 30 programs to choose from, including bilingual programs in seven languages and second language courses in ten languages.
- Committed to a collaborative, transparent approach to decision making processes, site-based decision making was introduced to seven pilot schools in 1976. District-wide implementation of this process in 1979, provided individual schools opportunity to address the unique needs of their community and staff.
- In 2013 the District operated over 200 sites, and served over 80,000 students and employed close to 8,000 staff.

2.2 Quick Facts

Edmonton Public Schools is the second largest school district in Alberta, and the sixth largest in Canada.

The District offers more than 30 alternative programs including visual & performing arts, athletics, faith-based, language and cultural philosophies. Alternative programs are offered in schools where there is sufficient demand for program sustainability, and where there is adequate space to accommodate the programming requirements.

The District works in collaboration with staff, parents and community stakeholders to ensure students are welcomed and supported in their community schools. District staff promote awareness and build capacity on inclusive practices.

Edmonton Public Schools continues to support community schools as the first guaranteed point of entry for all students. Throughout the District inclusive opportunities are increasingly available for students identified with special education needs.

Number of Schools	Number of Students	Annual Budget	Number of Staff	High School Completion Rate	Drop Out Rate	Rutherford Scholarship Eligibility
124 elementary schools 26 elementary/junior high schools 6 elementary/junior/senior high schools 27 junior high schools, 3 junior/senior high schools 13 senior high schools 18 other specialized educational programs to serve students with additional needs	Approx. 83,000 (2012/13	$940 Million (2012-13)	Over 7,800 (2012-13)	68%* (2011-12) * Three year trend improving year over year	4.8%* (2011-12) * Three year trend improving year over year	62.1%* (2011-12) * Three year trend improving year over year

2.3 Union and Staff Groups

Edmonton Public Schools works in collaboration with four staff union groups. The Board is the employer and provides direction and approval in the collective agreement bargaining process. Two Board representatives are appointed by the Board to serve on the various negotiating teams for the following staff groups:

Custodial: Custodial staff are represented by CUPE Local 474. Positions include: head custodians, spare custodians, charge hands, relief custodians, utility custodians, custodians and custodial assistants.

Exempt: Employees who are not represented by a union group are considered "Exempt" staff.

Positions include school and central services non-management positions.

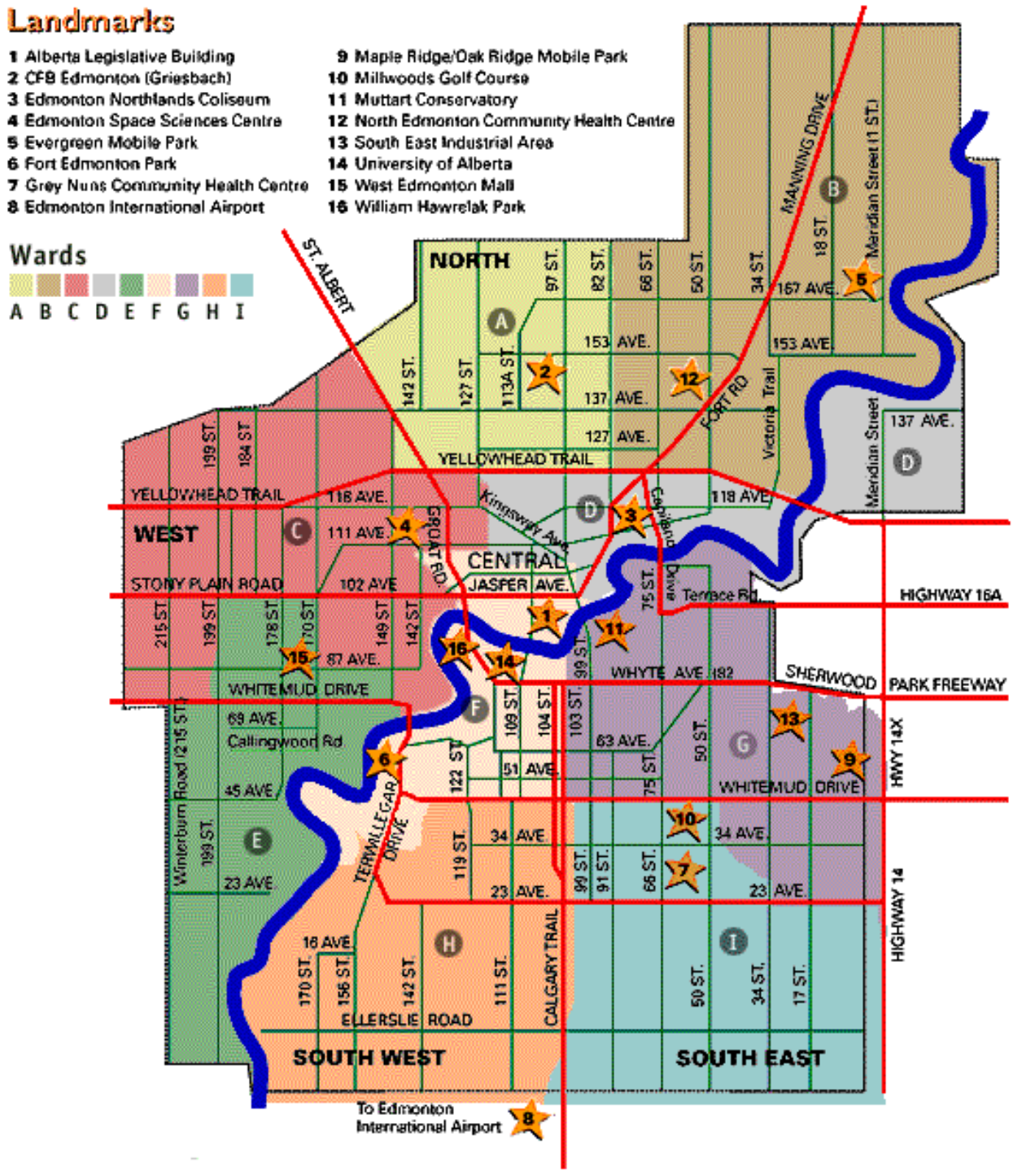
Maintenance: Maintenance staff are represented by CUPE Local 784. Positions include both tradesmen and maintenance workers.

Support: Support staff are represented by CUPE Local 3550. Positions include administrative assistants, clerks, food preparers, interpreters, library technicians, secretaries, educational assistants and technicians.

Teacher: Teaching positions are covered by a collective agreement with the Alberta Teachers' Association (ATA). The ATA local 37 represents the teaching staff.

Leadership positions include management positions either covered by a collective agreement with the Alberta Teachers' Association or exempt from any collective agreement. Exempt leaders are classified as “Exempt- management”.

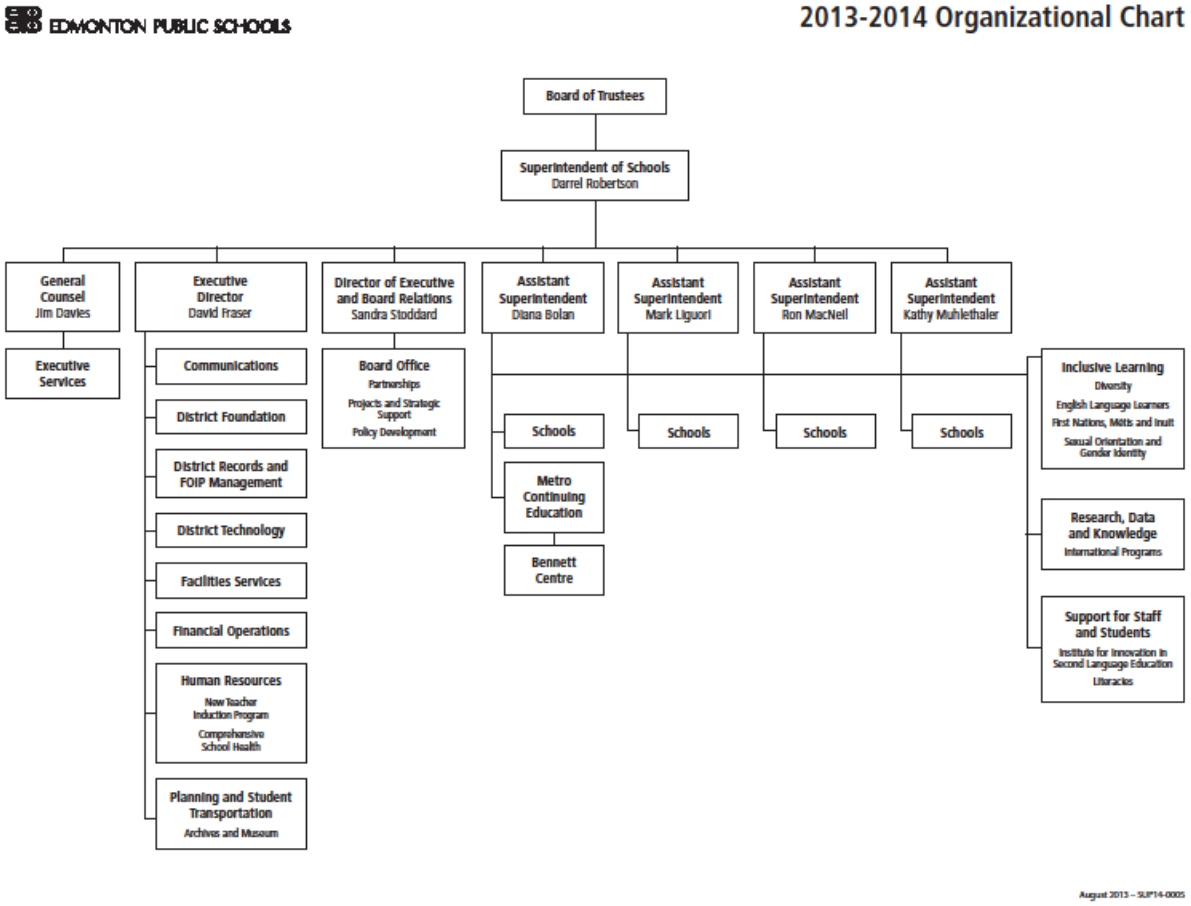
2.4 Ward Boundary Map



2.5 List of Schools by Ward

WARD A	WARD	WARD C	WARD D	WARD	WARD F	WARD	WARD H	WARD I
Athlone Baturyn Caernarvon Calder Dickinsfield Dunluce Elizabeth Finch Evansdale Florence Hallock Glengarry Institutional Services Kennedale School Yellowhead School Youth Attendance Centre Campus Kensington Killarney Lago Lindo Lauderdale Lorelei Major General Griesbach Mary Butterworth McArthur Mee-Yah-Noh Northmount Queen Elizabeth Rosslyn Scott Robertson	Balwin Bannerman Belmont Belvedere Delwood Dr. Donald Massey Edmonton Christian NE Fraser Homesteader Horse Hill J.A. Fife John Barnett John D. Bracco Kildare Kirkness Londonderry M.E. LaZerte McLeod Overlanders Princeton Sifton Steele Heights York Outreach Programs Learning School at Londonderry	Afton Aspen Program Brightview Britannia Coronation Crestwood Dovercourt Edmonton Christian High School Edmonton Christian West Glendale Glenora Grovenor Inglewood James Gibbons Jasper Place Laurier Heights Mayfield Meadowlark Meadowlark Christian Parkview Prince Charles Ross Sheppard Sherwood Stratford Westglen Westlawn Westminster Westmount Winterburn Youngstown Outreach Programs Learning Store at Circle Square New Directions at Circle Square	Abbott /R.J. Scott Amiskwaciy Academy Beacon Heights Capital Health School Site – Glenrose Delton Eastglen Highlands John A. McDougall Lawton Montrose Mount Royal /Virginia Park Norwood Riverdale Rundle Spruce Avenue Victoria Outreach Programs New Directions at Park Plaza Transitions at Park Plaza	Aldergrove Belmead Bessie Nichols Callingwood Centennial Elmwood Hillcrest LaPerle Lymburn Lynnwood Michael A. Kostek Ormsby Patricia Heights Rio Terrace S. Bruce Smith Talmud Torah Thorncliffe Outreach Programs Learning Store at West Edmonton Mall	Alberta School for the Deaf /Tevie Miller Heritage School Program Allendale Avalon/Lendrum Belgravia Brander Gardens Brookside Centre High Earl Buxton Garneau George H. Luck Grandview Heights L.Y. Cairns Lansdowne Malmo McKee McKernan Mount Pleasant Old Scona Oliver Parkallen Queen Alexandra Riverbend Strathcona Windsor Park Outreach Programs Transitions at the Y	A. Blair McPherson Academy at King Edward Argyll Home Education Centre Terrace Heights Campus Avonmore Braemar Clara Tyner Donnan Forest Heights Gold Bar Hardisty Hazeldean Holyrood Jackson Heights Julia Kiniski Kenilworth King Edward McNally Mill Creek Ottewell Rutherford Velma E. Baker Vimy Ridge Academy W.P. Wagner Waverley Outreach Programs Learning Store on Whyte Avenue	D.S. MacKenzie Duggan Esther Starkman George P. Nicholson Greenfield Harry Ainlay Johnny Bright Keheewin Lillian Osborne Richard Secord Rideau Park Steinhauer Sweet Grass Vernon Barford Westbrook Outreach Programs Learning Store at Blue Quill New Directions at Blue Quill	Bisset Crawford Plains Daly Grove Dan Knott Edith Rogers Ekota Ellerslie Campus Grace Martin Greenview Hillview J. Percy Page Kameyosek Kate Chegwin Lee Ridge Malcolm Tweddle Menisa Meyokumin Meyonohk Michael Strembitsky Millwoods Christian Minchau Pollard Meadows Sakaw Satoo T.D. Baker Tipaskan Weinlos

2.6 Organizational Chart



2.7 School Groupings by Assistant Superintendent

EDMONTON PUBLIC SCHOOLS

2013-2014 School Groupings

Diana Bolan
Assistant Superintendent for Schools

A. Blair McPherson
Alton
Aldergrove
Argyll Centre
Aspen Program
Avonmore
Belmead
Bessie Nichols
Braemar
Callingwood
Centennial
Clara Tyner
Donnan
Elmwood
Forest Heights
Glendale
Glenrose
Gold Bar
Hardisty
Hillcrest
Holyrood
Institutional Services (Kennedale)
Jackson Heights
James Gibbons/Stratford
Jasper Place
Julia Kiniski
Kenilworth
LaPerle
Lymburn
Lynnwood
McNally
Meadowlark
Meadowlark Christian
Metro Continuing Education
Michael A. Kostek
Ormsby
Ottewell
Outreach Programs
Patricia Heights
Rio Terrace
Rutherford
S. Bruce Smith
Sherwood
Talmud Torah
Thorncliffe
Velma E. Baker
Vimy Ridge Academy
Waverley
Westlawn
Winterburn

Mark Liguori
Assistant Superintendent for Schools

Abbott
Athlone
Bannerman
Beacon Heights
Belmont
Bisset
Brightview
Britannia
Coronation
Crawford Plains
Crestwood
Daly Grove
Dovercourt
Eastglen
Edmonton Christian High
Edmonton Christian Northeast
Edmonton Christian West
Elizabeth Finch
Fraser
Glenora
Grovenor
Highlands
Homesteader
Inglewood
John D. Bracco
Kate Chegwin
Kensington
Kirkness
Laurier Heights
Lawton
Mayfield
McArthur
Minchau
Montrose
Mount Royal
Overlanders
Parkview
Pollard Meadows
Prince Charles
R. J. Scott
Ross Sheppard
Rundle
Sifton
T. D. Baker
Virginia Park
W. P. Wagner
Weinlos
Westglen
Westminster
Westmount
Youngstown

Ron MacNeil
Assistant Superintendent for Schools

Alberta School for the Deaf/Tevie Miller
Balwin
Belvedere
D. S. MacKenzie
Dan Knott
Delwood
Dr. Donald Massey
Duggan
Edith Rogers
Ekota
Ellerslie
George P. Nicholson
Grace Martin
Greenfield
Greenview
Harry Ainlay
Hillview
Horse Hill
J. A. Fife
J. Percy Page
John Barnett
Johnny Bright
Kameyosek
Keheewin
Kildare
L. Y. Cairns
Lee Ridge
Londonderry
M. E. LaZerte
Malcolm Tweddle
Malmo
McKee
McLeod
Menisa
Meyokumin
Meyonohk
Michael Strembitsky
Millwoods Christian
Old Scona
Princeton
Richard Secord
Rideau Park
Sakaw
Satoo
Steele Heights
Steinhauer
Sweet Grass
Tipaskan
Vernon Barford
Westbrook
York

Kathy Muhlethaler
Assistant Superintendent for Schools

Academy at King Edward/King Edward
Allendale
Amiskwaciy Academy
Avalon/Lendrum
Baturyn
Belgravia
Brander Gardens
Brookside
Caernarvon
Calder
Centre High
Delton
Dickinsfield
Dunluce
Earl Buxton
Esther Starkman
Evansdale
Florence Hallock
Garneau
George H. Luck
Glengarry
Grandview Heights
Hazeldean
John A. McDougall
Killarney
Lago Lindo
Lansdowne
Lauderdale
Lillian Osborne
Lorelei
Major General Griesbach
Mary Butterworth
McKernan
Mee-Yah-Noh
Mill Creek
Mount Pleasant
Northmount
Norwood
Oliver
Parkallen
Queen Alexandra
Queen Elizabeth
Riverbend
Riverdale
Rosslyn
Scott Robertson
Spruce Avenue
Strathcona
Victoria
Windsor Park

August 2013 – SUP14-0005

3. BOARD GOVERNANCE

PURPOSE:

The Board believes effective governance practices guide the actions of Trustees in carrying out their work as members of the Board of Trustees in a fair, professional and transparent manner.

3.1 Principles for Board Operation

3.1.1 Board Roles and Responsibilities

In keeping with the spirit of the Preamble to the *School Act*[1], the Edmonton Public School Board is committed to ensuring:

- the best educational interests of students are the paramount consideration in the exercise of any authority under the School Act;
- parents have a right and a responsibility to make decisions respecting the education of their children;
- the continuance of a publicly funded system of education in Alberta whose primary mandate is to provide education programs to all students irrespective of faith, heritage, or socioeconomics.
- decision making will consider the diverse nature and heritage of society in Alberta within the context of its common values and beliefs;

And, in accordance with law, Alberta Education directives, community expectations, and in support of the District's mission statement, the Board's mandate includes:

- representing the interests of the community and reflecting the values of the community in its decision making;
- serving as an advocate and steward of public education;
- setting priorities and policies to provide leadership and overall direction for the District;
- allocating resources to the district to fulfill its responsibilities;
- monitoring the implementation of policies;
- evaluating the results achieved in the District;
- reporting the results achieved to its public;
- serving as a communication bridge between the community and the District; and
- hiring and evaluating the Superintendent of Schools.

[1] The *School Act* will be replaced by the *Education Act* as of September 1, 2015

Further to and in keeping with the Alberta School Boards' Trustee Code of Ethics, the Board also acknowledges the following precepts and principles for Board operation:

- The legislative authority of the Board of Trustees is derived from the Province. The Board must operate within its mandate as prescribed under the *School Act*.
- A Trustee, as defined within the *School Act*, is "a member of the Board of Trustees" and is to be respected and valued for the service, perspectives and talents he or she contributes to the work of the Board.
- A Trustee sub-committee or Trustee who is given corporate authority to act on behalf of the Board may carry out duties individually but only as an agent of the Board and within the parameters set by the Board.
- All district communications -- that is communications by, on behalf of, or through the district to stakeholders should be in keeping with Board philosophy, policies and/or positions. A Trustee may seek the advice and assistance of the Superintendent of Schools or Director, Executive and Board Relations in ensuring Trustee communications are in keeping with Board philosophy and positions.
- A Trustee acting individually has only the authority and status of any other citizen.
- Channels of communication should be kept as free and open as possible between members of the Board and the Administration.
- Accountability is best when delegation is traceable through a single channel. The Board speaks as one voice to the Administration through the Superintendent of Schools and the Superintendent of Schools is accountable to the Board for the Administration.
- The Board as the corporate body may request whatever information it deems necessary for its deliberations. Only the Board may request personal information, restricted by law, about an individual student or staff member.
- Decisions affecting the school system may only be made at public board meetings by the Board.
- The Board is responsible for its own attendance, discipline, and governance methods.

3.2 Code of Conduct and Protocols

3.2.1 Code of Conduct

Each member of the Board has an obligation to:

- Make decisions on issues before the Board in the best interest of students in consideration of the fiduciary duty and the public interest, acting with an open mind, based on all facts.
- Work with fellow Trustees in a spirit of co-operation, in spite of differences of opinion that arise during vigorous debate on issues brought before the Board.

- Respect the corporate decisions of the Board.
- Respect the confidentiality of information.
- Work on behalf of the Board to communicate to the community the facts about the school system in order that the community can support public education.
- Remember at all times that individual Trustees have no legal authority outside the meeting of the Board to bind the Board, act on behalf of the Board, or to direct the Administration. Therefore, relationships with the school staff, the community and all media communication should be conducted accordingly.
- Never intentionally give the appearance of speaking on behalf of the Board on issues that the Board has not taken a position.
- Resist every temptation and outside pressure to use his or her position as a school Board member for personal benefit, or the benefit of any other individual or agency apart from the total interest of the school district.
- Respect the authority of the Superintendent of Schools to direct the work of the Administration.
- Foster positive relationships between the Board and its stakeholders.
- Encourage active participation by stakeholders with respect to establishing policy on current school operations and proposed future developments.
- Seek and receive communication from stakeholders to inform decision making on matters before the Board.
- Observe the Board's rules of order for the conduct of board meetings.
- Respect the office of the Board Chair, the Vice Chair and the authority delegated to the Board Chair by the Board.

3.2.2 Trustee Protocols

Within the overarching Principles of Board Operation, the Board believes that the following mutually agreed upon expectations for Trustee behaviour and conduct will contribute to positive dynamics and a positive climate throughout the entire district. By establishing predictability and trust, they will serve to clarify and improve relations between the Board and Administration as well as between Trustees.

Conducting Our Business Honourably and with Integrity

- Adhere to the Safe, Caring, Respectful Learning/Working Environments policies (GBCA.BP, IF.BP). Trustees will be proactive in preventing harassment, personal harassment, or discrimination and contribute to a positive working/learning environment for all. We cooperate with each other to get the work done.
- Trustees will respect the confidentiality of private conversations.

- Trustees will be respectful of everyone's time: their own, staff, students and community members. Trustees will be punctual and be prepared for meetings.
- Trustees will model respect and courtesy for all in their choice of words, body language, and actions.
- It is agreed that openness builds trust and Trustees will endeavor to keep each other well informed as to their actions and comments.
- Trustees will model ideals of democracy, particularly at public Board meetings, by engaging fully in debate in which they are open to the ideas and opinions of others and present their own ideas as accurately as they are able.
- Prior to Board debate, Trustees will refrain from expressing in the media, websites, blogs, correspondence, or in private conversations with community members how the Trustee will vote, but will be free to discuss the various considerations that will inform the upcoming discussion.
- Following a Board decision, Trustees will respect the Board decision and if asked about the decision or issue, fairly reflect the discussion, demonstrate support for the Board, and focus on next steps.
- If a Trustee cannot live with a decision of the Board, he or she may choose to resign as an honourable option.

3.3 Addressing Divergence from the Protocols

- If a Trustee or the Superintendent (the complainant) has concerns about a Trustee's behavior or comments, being disrespectful or negatively impacting the work of the Board or the District, the complainant should address the issue with the Trustee directly. All staff concerns would be expressed through the Director of Executive & Board Relations.
- If the matter is not successfully resolved, the complainant can raise the issue with the Board Chair. The Board Chair may choose to speak directly with the Trustee whose actions or comments are being questioned or with both Trustees. If the Board Chair is one of the Trustees involved, the Vice-Chair may be approached to facilitate such a meeting.
- If the matter is still not successfully resolved, the use of an external mediator may be considered by those involved or a discussion by the full Board at a private meeting may be requested. In either case, the complainant and the Trustee who is deemed to have diverged from the protocols are to put their positions in writing to be sent in advance of the discussion. All such documents will be strictly confidential. The decision of the full Board with respect to resolution of the issue shall be final and shall be recorded in writing.
- After all the steps above have been taken, and if a Trustee does not abide by the decision of the Board or a mediator, a motion of censure against the Trustee in question may be considered at a public Board of Trustees meeting and/or a motion to remove the Trustee from one or more appointments.

3.4 Conflict of Interest and Pecuniary Interest

Trustees shall not without the prior approval of the Board:

1. Use information or materials (see section Use of District Property) belonging to the District to gain financial benefit either directly or indirectly;
2. Enter into a contract with the District, either personally or through a third party.

Trustees are not required to vote on a question in which they declare they have a special or personal interest. If that interest is in the nature of a "pecuniary interest" as defined in Section 80 of the *School Act*, the Trustees are required under Section 83 of the *School Act* to disclose their interest and leave the room until the discussion and voting on the matter has been completed.

3.5 Freedom of Information and Privacy Protection (FOIP)

In keeping with the *Freedom of Information and Protection of Privacy Act* Trustees shall be responsible for:

- documenting, creating and/organizing district information in the course of their work in a way that is objective and professional;
- all electronic messages (i.e. e-mails, blogs, etc.) pertaining to Board/District business are considered public records of the District and subject to both the access and protection of privacy provisions of the *Freedom of Information and Protection of Privacy Act* (the FOIP Act). E-mail records may be requested in response to public FOIP requests and investigations. Resource: Frequently Asked Questions about FOIP for School Jurisdictions
- following district record management procedures and respecting the principles of access to information and protection of personal privacy in an open accountability organization;
- protecting all information while in their custody and control, ensuring the risk of unauthorized disclosure of personal or other confidential information is minimized;
- making sure they have authority to collect personal information they request;
- ensuring personal information is used in a way that is consistent with the original purpose of collection;
- sharing personal information only with individuals or organizations that have the right of access or the consent of the individual about whom the information applies;
- exercising their judgment in refusing to confirm the existence or nonexistence of a record if it is believed that an applicant's knowledge that a record exists or not may pose a danger to an individual or would be an unreasonable invasion of their privacy;
- assisting individuals in accessing information in accordance with district procedures;
- taking reasonable steps to verify accuracy of information used to make decisions affecting individuals.

- advice and assistance on such matters can be obtained through consultation with the Director of Board and Executive Services who will consult with General Counsel.

3.6 Disclosure of Information

Section 81 of the Alberta School Act states the following legislative requirements for Trustees:

1. Each trustee of a board shall file with the Secretary-Treasurer a statement showing:
    a) the names and employment of the trustee and the trustee's spouse or adult interdependent partner and children,
    b) the names of the corporations, partnerships, firms, governments or persons in which the trustee has a pecuniary interest, and
    c) the names of the corporations, partnerships, firms, governments or persons in which the trustee's spouse or adult interdependent partner or children under 18 years of age have a pecuniary interest.

2. The Secretary-Treasurer shall:
    a) compile a list of all the names reported on the statements filed, and
    b) provide a copy of the list to all the trustees of the board, and the officials and employees of the board that the board directs shall receive a copy.

3.7 Acceptance of Gifts and Use of District Property

1. Gifts, Payments and Rewards

Trustees shall not accept a gift, payment, favour or service from any individual or organization in the course of their assigned duties if that gift, payment, favour or service:

a) is other than a normal exchange of hospitality between people doing business, or
b) affects the fair and unbiased evaluation or acquisition of the materials or services offered to the District.

2. Use of District Property

a) District property, including vehicles, equipment and material, shall be used primarily for the purpose of carrying out District business.
b) The Superintendent of Schools or designate may authorize the use of supplies or equipment if they feel that such use will assist Board members in their assigned work. It may be required that some staff and Trustees regularly retain district-owned supplies or equipment in their possession.
c) A written record of the authorization of the use of supplies or equipment shall be maintained indicating the time of release, the signature of the user, and the date on which the item is returned.

d) Trustees are responsible for exercising all reasonable care to prevent abuse to, excessive wear of, or loss of district-owned equipment or material entrusted to their care.

e) While actively campaigning for election, use of any District-owned resources may not be used other than to carry out District related business.

f) District property is intended for educational purposes and for business activities in the operation of schools and the District. District assets cannot be used for purposes that are illegal, unethical, or immoral.

g) Exchanges of gifts and tokens shall be permitted in association with cultural ceremonies and customary traditions.

3.8 Financial Accountability and Public Reporting

On December 4, 2012, the Board carried the following motion:

That the Administration develop a public reporting process applicable to Trustees, the Superintendent, Executives and Managing Directors that aligns with the Government of Alberta's Directive on Public Disclosure of Travel and Expenses to take effect by the next fiscal year [September 1, 2013].

4. BOARD MEMBER POSITIONS

PURPOSE:

The Board believes the annual election of a Board Chair and Vice-Chair enhances the effectiveness and efficiency of Board governance and operations. The Board delegates specific responsibility for Board process to the Board Chair, but this is in no way mitigates other Board members' responsibility to contribute to the integrity of the process.

4.1 Roles and Responsibilities

Board Chair

The Board Chair shall have authority, on behalf of the Board to:

- Preside at all board meetings, call the meetings to order at the hour appointed, maintain order in the meetings and facilitate full debate and proceed with the business of the Board.
- Facilitate the development of positive Board dynamics, and encourage all Board members to participate fully.
- Sign all documents required by law or as authorized by the action of the Board.
- Represent the Board as required in public, with media, etc.
- Delegate Board representation at a function. The Board Chair may request a Trustee to represent the Board at any function which relates to that Trustee's ward.
- Delegate any of the Board Chair's other duties, when necessary, to the Vice-Chair.

Board Vice-Chair

- Preside over Caucus Committee meetings; call the meetings to order at the hour appointed; maintain order in the meetings; and facilitate full debate and proceed with the business of the Board.
- Preside over Board meetings when the Board Chair is unavailable.
- Undertake other duties when requested by the Board Chair.

5. MEETINGS OF THE BOARD

PURPOSE:

The Board conducts its business through meetings where Trustees share knowledge, experience, expertise, ideas, attitudes and expectations to effectively carry out the duties vested in the Board of Trustees by the School Act and other legislation. In meetings, the Board draws on the expertise of the Superintendent and the Administration to understand the educational, fiduciary, human, and community implications (both risks and benefits) of any decisions. The Board believes it is important to make informed decisions in the interest of the public and students. The Board values transparency and accountability and believes that, to the greatest extent possible, its decision making should be conducted in public.

5.1 Organizational Board Meeting

The first public meeting of the Board of Trustees, following an electoral vote, will be conducted as an organizational meeting, and will be held at 2:00 p.m. on the Tuesday of the second week following the election of Trustees.

An informal pre-organizational meeting of the Trustees shall be held prior to the Organizational Board meeting to provide an opportunity for Trustees to discuss the roles and responsibilities and interested nominations for the various Board and committee positions. No decisions may be taken at this meeting.

Orientation shall be provided for all Trustees about the Board governance model, Board meeting procedures, Board committee structure and roles and responsibilities prior to the Organizational Board meeting.

5.1.1 Organizational Board Meeting in Non-Election Years

In non-election years, an organizational meeting will be held on the second Tuesday in September at 2:00 p.m. and follow the same process. If the meeting is not held at this time, a meeting will be called for each succeeding afternoon at the same hour and place until a meeting occurs.

5.1.2 Organizational Board Meeting Process in Election Year

The meeting will take place in public, and be called to order by the Chair of the previous Board or, in his or her absence, the Vice-Chair. In the absence of both of these persons, the Superintendent of Schools shall act as Chair.

The Secretary-Treasurer or, in his or her absence, the Superintendent of Schools will read the election results issued by the City's Returning Officer.

Every Trustee shall take and subscribe to the official oath prescribed by the Oaths of Office Act in accordance with the School Act Section 76. The Oath of Office shall be

administered by the District's General Counsel. The Secretary-Treasurer will receive the declarations of office and these will be retained in the Board Office.

Following the declarations proceedings, nominations and elections for Board positions and committee representation will take place.

1. Election of the Board Chair

Nominations will be received for the position of Board Chair. Nominees will have opportunity to provide a one-minute speech with voting to follow. Election for the position of Board Chair will be by open vote unless one or more Trustees request that the vote be held by secret ballot (School Act Section 73). In that case, the vote will be held by secret ballot. The Secretary-Treasurer will collect and count the ballots and the Superintendent of Schools will act as scrutineer for the ballot count.

The Secretary-Treasurer will announce the name of the person who receives the majority of votes of the members present, as being declared elected by the Board.

If no candidate receives a majority of the votes of the members present, the nominee who receives the fewest number of votes will be dropped from the ballots and successive votes shall be taken until one nominee receives a majority of votes of the members present.

In the case of a tie, nominations for Board Chair will again be called for and a vote on the persons nominated will be taken. This procedure will be repeated until a Chair is elected.

The newly elected Board Chair will assume the Chair position and move seating positions as required.

2. Election of the Board Vice-Chair

Nominations and election for the office of Vice-Chair will proceed in the same manner as that of the Board Chair. Election for the position of Vice-Chair will be by open vote unless one or more Trustees request that the vote be held by secret ballot. In that case, the vote will be held by secret ballot (School Act Section 73) as provided for the Board Chair position.

3. Elections for Membership - Standing

Committees

a) Committees of the Whole

The Board will establish or confirm the retention of the following standing committees of the whole:

- Caucus Committee: The Vice-Chair serves as the Chair of the Committee.

b) **Other Standing Committees**
The Board will establish or confirm any other standing committee required for the proper conduct of the Board's affairs including:

- Advocacy
- Audit
- Board and Superintendent Evaluations
- Community Relations
- District Priorities and Governance
- Policy Review
- Issues and Resolutions
- Budget Planning /Results Reviews
- Interpretations Committee – for other CUPE locals

Nominations will then be received for committee membership by verbal nomination from a Trustee. Once nominations are complete, the elections will be by an open vote in accordance with the *School Act* Section 73.

4. **Elections for Membership - Ad Hoc Committees**

The Board may appoint special committees or subcommittees consisting of one or more Trustees to study, investigate, or act on specific matters. These committees will report either to the appropriate standing committee of the Board or directly to the Board, and will be discharged on the completion of their assignments. The Board Chair will be an ex-officio member of all ad hoc committees.

5. Elections for Board Representatives on External Committees

The Board will establish or confirm the Board's membership and/or participation in external committees and/organizations. These representatives are responsible to, and will report back to, the Board or committee that appointed them.

- The Board, or a committee, may appoint Trustee representatives to external committees that support the Board's strategic areas of focus and priorities.
- Trustees representing the Board on committees or boards of other agencies may request the Superintendent of Schools to appoint representatives of the Administration to attend meetings with them or as their envoys.

6. Confirmation of Meeting Day, Time and Location
The Board will establish or confirm the day, time, and place of regular public meetings of the Board and Caucus Committee.

7. Organizational Meeting Adjournment or Reconvene

- The meeting may then be adjourned.
- If the Board wishes, a meeting may be reconvened as a regular public Board meeting to conduct the business of the Board (See section 5.2 – Public Board Meetings).

5.2 Public Board Meetings

Public Sessions

- All Board meetings are open to the public (*School Act* Section 70).
- The Board Chair may expel from a meeting any person who is demonstrating improper conduct.
- When a majority of the Trustees present feel it is appropriate to hold a meeting or sections of a meeting in-camera, the Board may, by motion, go into an in-camera session (see in-camera sessions below). However, the Board, while meeting in-camera, has no power to pass any bylaw or motion apart from the motion necessary to revert to an open meeting.
- With the approval of the majority, the Board may change the day, time and location of its public meetings. Any changes would be noted on the District website.

Time and Location of Regular Meetings

The Board will hold its regular meetings at 2:00 p.m. the first and third Tuesday of each month when possible, unless otherwise directed by special motion or by the Board Chair.

Quorum

- A quorum is a majority of the Trustees that are specified by the Minister, under the *School Act*, to be elected to the Board. A quorum consists of five (5) Trustees.

  Unless there is a quorum within half an hour after the meeting time set for the Board, the meeting will be adjourned until the next meeting, or until another meeting is called. The names of the members present at the end of the half hour will be recorded.
- An act or proceeding is only valid if it is adopted at a regular or special meeting at which a quorum of the Board is present.

Electronic Participation of Trustees in Board Meetings

Attendance of all Trustees at board meetings is an expectation under the *School Act* in order to fulfill legislated responsibilities. The Board expects all Trustees to make attendance at the Board's meetings a priority. The Board believes that attendance of all Trustees at the board meeting place is important for the Board's processes by enhancing dialogue and modeling respect for the Board's governance role.

Should a Trustee be unable to be physically present at a meeting, the Trustee may participate in a specific item(s) at a board meeting or Committee meeting by using electronic means or other communication facilities in accordance with Section 71 of the *School Act* up to three times in a calendar year.

- The Trustee wishing to participate electronically must provide the Board Office with a minimum of one working day notice prior to the meeting at which they wish to participate electronically and a telephone from which contact can be made during the meeting.
- In addition, there must be a quorum of other members of the Board who will be present at the meeting place to ensure the meeting can continue and decisions can be

made if the communication connection failed; and the Superintendent of Schools or designate must be present at the meeting place.

- Costs incurred for long distance telephone service will be charged to the office of the Trustee(s) participating electronically.
- The Board or the Committee concerned will consider requests for exceptions from the above procedure when exceptional circumstances exist.
- Trustees participating electronically shall inform the Chair of their departure from a meeting, temporarily or permanently.
- If a Trustee participating electronically has a conflict of interest on a matter under discussion, the Trustee shall advise the Chair and disconnect from the meeting. The Chair shall reconnect the Trustee back into the meeting when the item under discussion has been dealt with.
- The Chair shall conduct voting verbally by asking Trustees present to state their name in order of seating (e.g. the Chair's left to right) followed by the Trustee(s) participating electronically first for those in favour and then for those opposed.
- If a connection is lost twice during electronic participation, no further attempts to connect will be made.

5.2.1 Public Board Meeting Agendas

The agenda format has been adjusted from time to time over the years at the specific request of the Board.

Reports are normally ordered on the agenda with recommendation reports first and information reports following with the intent of assisting the Board in being efficient with its time and getting to those items which require Board approval.

Trustees can view upcoming meeting reports through the Management Activity Reporting System (MARS) posted on the Board Intranet Site (BIS). The MARS report is updated regularly.

Agenda Format

The following will be the format for agendas of Board meetings:

1. O Canada
2. Roll Call
3. Approval of the Agenda
4. Communications from the Board Chair
5. Communications from the Superintendent of Schools
6. Approval of the Minutes
7. Recognition

8. Comments from the Public and Staff Group Representatives
9. Reports

   Recommendations

   (From Board Committee, Representative and Trustee Motions and Superintendent of Schools)

   Feedback

   Information*
   (Board Committee, Representative or Trustee and Superintendent of Schools)
   ***Information reports will be dealt with as an omnibus**

   Delegation or External Presentation (time specific given)

   Comments from the Public and Staff Group Representatives at 5:00 p.m. on the second Board meeting of the month*

   **** Pre-registration is required by 4:30 p.m. the previous day before the meeting to reserve a 5:00 p.m. speaking time. If there are no registrants, this section of the agenda will be dealt with when the Board gets to that item on the agenda and the meeting will be adjourned at the completion of the Board's business.***
10. Other Committee, Board Representative and Trustee Reports
11. Trustees and Board Requests for Information
12. Notices of Motion
13. Meeting Dates
14. Adjournment

Agenda Preparation

In accordance with Board policy, Board motion, the strategic plan, practice and law, the preparation of the draft agenda for a regular meeting is the responsibility of the Superintendent of Schools, or designate.

A draft agenda is posted on the Board Intranet Site eight (8) days prior to the Board or Caucus meeting for all Trustees to review. Trustees who wish to have an item added to the agenda are to contact the Board or Caucus Chair with their request.

The Board or Caucus Chair will provide changes and approval to the Director, Executive and Board Relations prior to including in the Board information packages by end of day on the Wednesday preceding the Board meeting.

Delivery of Agendas

- Material for Board meetings will be posted on the Board Intranet Site (BIS) at least three days in advance of the meeting.

- A copy of the agenda for public meetings will be sent to the news media and posted on the District's website at least three days preceding the meeting.
- The Board and Caucus Committee will approve the meeting agendas at each meeting in the event there are changes or emergent items requiring discussion.
- Agenda materials that are not dealt with at a meeting will be added to the next meeting agenda.

5.2.2 Meeting Proceedings and Rules of Order

Robert's Rules of Order will govern the conduct of all regular and special meetings of the Board when not specifically covered by the following rules of order:

Chair

- The Chair will preside at all meetings, call the meetings to order at the hour appointed, and proceed with business.
- In the absence of the Chair, the Vice-Chair will preside.
- In the absence of the Chair and the Vice-Chair, the members present will elect another Trustee to act as Chair of the meeting.

Order of Business

The Board will deal with all matters properly brought before it, unless referred to a committee by a majority vote of the members present.

Motions and Recommendations

Board business is facilitated through group discussion, debate and voting on either individual Trustee motions or recommendations from the Superintendent or a Board Committee, which are submitted to the Board by a motion of the Chair or any other Trustee. Both individual Trustee motions and recommendations from the Superintendent or Board Committees are formal proposals that the Board or Administration undertake certain action. In both cases, no seconder is required *(School Act*- Section 72).

Process for a Trustee to Initiate Action on Selected Concerns through Motions

A Trustee who has identified issues on which he or she wishes to initiate action is first encouraged to seek advice and assistance from the Director Executive and Board Relations. The Director Executive and Board Relations can assist the Trustee in exploring and furthering his or her understanding of district policies and practices related to the issue, potential implications of the proposed action, and what written background information might be appended in support of the motion to aid discussion and decision. The Director Executive and Board Relations can also help with suggested wording for a motion so as to ensure clarity of intent and direction and to achieve the desired action.

Notices of Motion

- Once crafted, a notice of motion is served at a scheduled meeting of the Board of Trustees during the regularly schedule agenda item "Notices of Motion" at the end of the meeting.
- By putting forward a notice of motion prior to the motion being read out and debated at a subsequent meeting, Trustees and stakeholders can reflect on the proposed action and consider the implications prior to a debate and decision.
- On occasion, timeliness may be a factor, and any Trustee can propose an action during a Board meeting by using the words "I move that...." If the motion introduces any new matter, of which no notice has been given at a previous meeting, any member may demand that notice be given. In this case, the motion will stand as a "Notice of Motion" for the next meeting.
- Alternatively, the mover can ask the Board to "waive notice of motion" so that the debate can happen immediately. Notice of motion can only be waived by a unanimous decision of the Board.

Debate on Motions

- At the meeting at which a motion is introduced, the motion must be stated before the Trustee who introduced the motion may speak on it.
- After any motion has been submitted, the Chair or any member may request that it be put in writing or be recorded before it is stated by the Chair.
- Once introduced, a motion will be voted on unless, with the permission of the Board, it is withdrawn by the mover.
- The Chair, or other presiding Trustee, may express an opinion on any subject under debate.
- The mover of a motion may speak first to that motion. Thereafter, each Trustee will have an opportunity to ask questions for clarification. Questions may be asked to the Superintendent at this stage through the Board Chair.
- When the Chair calls for formal debate, Trustees will have two opportunities to speak, for a maximum of three minutes each time. Permission to extend the limits of debate may be granted by the Chair if the majority of Trustees concur. The mover of the motion will be given an opportunity to close debate.
- Trustees, before speaking, should address the Chair or other presiding Trustees, and confine themselves to the question under debate.
- When two or more Trustees address the Chair at the same time, the Chair will identify who may speak first.
- While speaking, Trustees will not be interrupted except on a point of order or for the purpose of explanation.
- If any members transgress the rules, the Chair, or any other member, may call them to order. The members called to order will immediately be silent, but will be permitted to explain later. The Board, if appealed to, will decide on the case, without debate.

- As long as it does not interrupt a speaker, Trustees may require the question under discussion to be read at any time during the debate.
- While the Chair is putting the question/calling for the vote, Trustees may not speak or move about the room.
- Trustees may not speak after the question (call for the vote) has been put by the Chair.

Amending a Motion

During the debate stage, a Trustee may propose changes to the main motion by moving an amendment to the motion.

The motion to amend takes three basic forms:

- Inserting or adding words or paragraphs.
- Striking out words or paragraphs.
- Striking out words and inserting or adding others, or substituting an entire paragraph or complete resolution for another.

The proposed amendment is open for questions and debate prior to a vote being called on the amendment. Should the majority agree to the amendment, the new amended motion then gets debated and voted on by the Board.

Point of Order

- The Chair or other presiding Trustee may be called on to decide a point of order or practice. The Chair will make a decision and state the rule applicable to the case. An appeal from the ruling of the Chair will be decided by a majority of the members present.

Voting on Motions and/or Recommendations

- Unless otherwise provided by the *School Act,* all motions will be decided by the majority of the votes. In cases of a tie vote, the motion will be defeated. Every Trustee will vote on all motions unless excused by the Board. Trustees are not required to vote on a question in which they declare they have a special or personal interest. If that interest is in the nature of a "pecuniary interest" as defined in Section 80 of the *School Act,* the Trustees are required under Section 83 of the *School Act* to disclose their interest and leave the room until the discussion and voting on the matter has been completed.
- The Chair will declare the result of all votes. The names of those who vote for and those who vote against the question will be entered in the minutes. If the vote is unanimous, the names will not be entered in the minutes.
- No member of the Board will have more than one vote.

Outcome of Motions

- If approved, the Administration under the direction of the Superintendent of Schools shall be responsible for implementing the intent of the motion.

Motions to Reconsider

- Trustees may not introduce or give notice of a motion to reconsider a motion passed previously by the Board during the same organizational year (September to September), unless a member voted for the original motion (or in the event that the original motion was defeated, a member who originally voted against the motion).
- A member who was not a member of the Board at the time of the passing or defeat of the original motion, may move to reconsider a motion.

5.2.4 Comments from the Public and Staff Group Representatives

The Board offers multiple scheduled opportunities for the public to address the Board at its meetings.

Public comments are to be kept to three minutes and the Board will not permit critical statements being made about particular individuals or schools whether named or identifiable by the context.

The following procedures facilitate input from the public and staff group representatives during board meetings:

Comments On General Educational issues or Specific Board Agenda Items

- Two opportunities are provided on the agenda for a member of the public or a staff group representative wishing to give a position to Board on a specific Board agenda item, the individual must register with the Board by 4:30 p.m. the day preceding the meeting.
- Upon registering, speakers are provided with Board policy JAB.BP -Comments, Delegations and Presentations at Board Meetings by Public and Staff Representatives to inform about procedures and guidelines.
- A list of registered speakers will be provided to the Board Chair and Trustees in advance of the start of the meeting.
- Speakers shall confine themselves to three minutes and address their comments to the Board Chair.
- The total duration of public comments shall not exceed 20 minutes. Exceptions to the time limits may be made by a majority vote of the Board.
- The Board Chair will thank the speaker.

General Comments On An Educational Issue At A Board Meeting

- The Board provides the public with the opportunity to speak to general educational issues at the beginning of each public meeting as well as an opportunity at 5:00 p.m. at the second meeting of the month

- If a member of the public or a staff group representative wishes to address the Board, the individual must register with the Board Office by 4:30 p.m. the day preceding the meeting.
- Upon registering, speakers are provided with Board policy JAB.BP -*Comments, Delegations and Presentations at Board Meetings by Public and Staff Representatives* to inform about procedures and guidelines.
- A list of registered speakers will be provided to the Board Chair in advance of the meeting starting.
- The Board Chair will, at the time the item is considered, seek concurrence of the Board to hear the individual.
- Speakers shall confine themselves to three minutes and address their comments to the Board Chair.
- The total duration of public comment on a specific agenda item shall not exceed 20 minutes. Exceptions to the time limits may be made by a majority vote of the Board.
- The Board Chair will thank the speaker.
- If there are no registered speakers for the 5:00 p.m. session, the meeting will be adjourned when business is concluded.

Delegations and Presentations to the Board

Delegations wishing to present to the Board at a public meeting will be directed to the Community Relations Committee to hear requests as per the Committee's terms of reference. If approval is received by the Community Relations Committee, a place on the Board agenda will be provided.

Representatives of organizations wishing to comment on an agenda item or make general comments on an educational matter may do so as per Board policy JAB.BP -*Comments, Delegations and Presentations at Board Meetings by Public and Staff Representatives.*

Adjournment

The Board will remain in session no later than 6:00 p.m. unless otherwise determined by a majority vote of the members present.

Minutes

- The proceedings of all regular Board meetings will be recorded. Board minutes contain all motions, recommendations, Board requests for information and questions approved by the Board that require administrative action.
- The minutes of Board meetings are approved by the Board at the next regular meeting of the Board.

- The recordings of Board meetings will be retained for the previous four years (September to September) plus the current year.

Miscellaneous

- No member will leave the Board meeting before or during the close of the session without notifying the Chair.

Televising, Taping and Broadcasting of Board Meetings

- The Board encourages the news media to televise, tape record, and broadcast Board meetings.

5.3 Special Board Meetings

Under the School Act (67) a Special Meeting may be called by the Board Chair, or the majority of Trustees, or the Minister to deal with urgent matters.

Procedure

- The Chair will call a special meeting of the Board when any Trustee makes a request to the Chair by giving two days notice in writing (including e-mail), by having the request supported by at least four other members of the Board in writing (including e-mail), and by stating the special business necessitating the calling of such a meeting.
- Special meetings of the Board will be called by giving written notice to each Trustee either:
  - by verified personal or electronic service to each Trustee's residence at least three days prior to the meeting, or
  - by mailing the notice at least six days prior to the meeting, or
  - notice of a meeting may be waived by unanimous consent
- The notice will state the time and place of the meeting and the nature of business to be transacted. Items of business not included in the notice of meeting may be added only if all Trustees are present at the meeting and agree to the addition of the agenda item; School Act 67(5).
- The rules of order for a special meeting are identical to those for a regular meeting.
- Special meetings are open to the public and the news media.
- Public notice of the meeting is encouraged but not required under the School Act.

5.4 Caucus Committee

Committee of the Whole (in-camera)

Purpose

The Board values transparency and accountability and believes that, to the greatest extent possible, its decision making should be conducted in public. There are, however, specific instances when the public interest is best served by private discussion in "in-camera" sessions.

The Board holds in-camera meetings to deal with land, labour and legal matters. The Board also gathers privately for professional development, reviewing the functioning of the Board, and for strategic planning purposes. The requirement for confidentiality of in- camera materials and proceedings is fundamental to protect individual privacy and the District's fiduciary and strategic interests. For this reason, all in-camera meetings are closed to the public and news media.

All recommendations from the Caucus Committee must be approved at a public Board meeting prior to being enacted or implemented.

Expectations

1. In accordance with Section 61 of the *School Act*, the Board delegates to the Caucus Committee the following powers:
   a. Discussing and/or developing recommendations to Board on matters pertaining to:
      - the personal or proprietary information of an identifiable individual or group, including staff, students and parents;
      - labour relations and employee negotiations;
      - a proposed or pending acquisition or disposition of property;
      - law enforcement matters, litigation or potential litigation, including matters before administrative tribunals affecting the District;
      - the security of the property of the District;
      - the terms and conditions of a contract with the Superintendent of Schools in accordance with Section 113 of the *School Act.*

   b. Reviewing the functioning of the Board.

   c. Developing advocacy plans to other levels of government and strategic planning activities.

   d. Engaging in professional development.

2. The first order of business for a Caucus Committee meeting shall be approval of the agenda and confirmation of the items as appropriate for discussion in-camera.

3. All matters requiring Board decision arising from discussions in Caucus Committee shall be reported to a public board meeting for Board approval. Recommendation reports to Board shall contain sufficient background information to explain the recommendation

and implications of the decision to be made with due consideration to protection of personal or proprietary information.

4. All agenda items and supporting materials on which motions and recommendations are based, and the substance of deliberations shall remain confidential, except when:
    - the Board of Trustees determines that the information should be submitted to a public meeting;
    - the Board of Trustees specifically authorizes its public release, or when legally required to release such information;
    - a motion of the Board of Trustees is required to release this information to any persons other than to the Board of Trustees, employees or agents of the Board who require such information to carry out their duties on behalf of the District.

5. The Caucus Committee may appoint a subcommittee of Trustees, or administrators, or other individuals to act on its behalf.

Quorum

The membership of the Caucus Committee is the full Board. A quorum is the majority of the Committee members. A quorum of the Caucus Committee consists of five (5) Trustees.

Rules of Order

- The Vice-Chair of the Board will serve as the Caucus Committee Chair, presiding at every meeting and will vote on all questions submitted. In the Chair's absence the Board Chair will preside. In the absence of the Board Chair, the members present will appoint one of their members to be Chair.
- The rules of the Board will be observed.
- The Committee submits its recommendations to the Board.

Confidentiality

All materials submitted and the substance of discussions held in Caucus Committee shall be treated as confidential by all Trustees and Administration in attendance.

Agendas

The preparation of the agenda for a Caucus Committee is the responsibility of the Superintendent of Schools, or designate.

A draft agenda is posted on the Board Intranet Site eight (8) days prior to the Board or Caucus meeting for all Trustees to review. Trustees who wish to have an item added to the agenda are to contact the Board or Caucus Chair with their request.

The Caucus Chair will provide changes and approval to the Director, Executive and Board Relations prior to including in the Caucus information packages by end of day on the Wednesday preceding the Board meeting.

Format of Agendas

1. Roll Call
2. Approval of the Agenda
3. Communications from the Board Chair
4. Communications from the Superintendent of Schools
5. Minutes
6. Reports (From Board Committee, Representatives and Trustee Motions and Superintendent of Schools)
    a. Recommendation
    b. Feedback
    c. Information
7. Delegation or External Presentation (time specific given)
8. Other Committee, Board Representative and Trustee Reports
9. Trustees and Board Requests for Information
10. Notices of Motion
11. Meeting Dates
12. Adjournment

Delivery of Agendas

- Material for Caucus meetings will be posted on the Board Intranet Site (BIS) at least three days in advance of the meeting.
- The Caucus Committee will approve the meeting agendas at each meeting in the event there are changes or emergent items requiring discussion.
- Agenda materials that are not dealt with at a meeting will be added to the next meeting agenda.

Time and Location

- Caucus Committee meetings will be held on an as-needed basis at the call of the Caucus Committee Chair in the Board Conference Room. The first Tuesday morning of each month will be reserved for such meetings.
- Notices of meetings will be provided in the same manner as for regular board meetings unless, by consent of all the Trustees, notice is waived.

- These meetings are closed to the public and media; however, all recommendations arising from the meeting will be brought to the public Board meeting for decision.
- In circumstances where immediate decisions are required for time sensitive matters, a motion to "act out of Caucus" will need to be carried prior to enactment of the recommendation. The decision will still be communicated at the public meeting through a report from the Caucus Committee.

Adjournment

The Caucus Committee will remain in session no later than 12:00 noon unless otherwise determined by a majority vote of members present.

Minutes

- The minutes of the Caucus Committee will contain motions, recommendations and questions that require administrative follow up.
- The minutes of Caucus Committee are accessible to Trustees on request; however, a motion of the Caucus Committee is required prior to providing a Trustee the minutes of a Caucus Committee meeting if that Trustee was not a member of the Caucus Committee at the time of the meeting.
- The minutes of the Caucus Committee are approved by the Caucus Committee at the next regular meeting of the Caucus Committee.

5.5 Meeting of the Superintendent and Trustees (MST)

Purpose

A meeting held by the Superintendent to update the Board of Trustees on current and emergent issues pertaining to the Board in a collaborative manner on the third Tuesday morning of each month.

5.6 Board Reports, Enquiries and Requests for Information

5.6.1 Board Reports

Board reports are the instrument used to formally bring forward Board-related business on its meeting agendas. Reports may come from a Board Committee, a Trustee, or the Administration. Reports to be included on a meeting agenda are actively tracked and managed through the Management Activity Reporting System (MARS). The MARS report can be found on the Board Intranet Site (BIS).

There are three types of reports that may be presented for consideration at a meeting:

1. **Information Report**

- Information reports may be used to communicate factual data or knowledge about a particular circumstance, event or activity that may be of pertinent interest to the Board.
- Information reports may be used to publicly notify the Board of key decisions already made or a direction already undertaken (by a Trustee, a Board committee, or the Administration).
- Questions and comments related to the information are permitted, but no decisions are required or expected.

2. **Feedback Report**

- Feedback reports are a special type of report used to initiate discussion, and seek input and direction from the Trustees.
- Feedback reports can be used by a Trustee, a Board committee, or the Administration.
- For more complex matters, the Administration will use a feedback report to signal that Trustee input, information or clarification is needed prior to determining appropriate options and/or developing a recommended course of action.
- Feedback reports may assist in narrowing down possible options before preparing a recommendation.
- This step is to enhance the ability to incorporate Trustees' view points and address concerns when developing recommendation reports.
- For feedback reports to be effective, it is important to clearly identify the questions for the Trustees to answer and identify the areas that need clarification.
- Most recommendations do not require a feedback report before a recommendation being developed; however, it is strongly encouraged for complex issues to clarify Board direction.
- Trustee comments and suggestions, including those that had been previously submitted via e-mail will be considered by the Committee, TRUSTEE OR THE ADMINISTRATION in the development of the final report coming to board.

3. **Recommendation Report**

- Recommendation reports are used to seek approval by the Board on a course of action and should provide a level of detail to the Board.
- Recommendation reports are used by Board committees or the Administration.
- When a notice of motion is served by a Trustee, the motion is added to an upcoming Board/Caucus meeting agenda through a recommendation report. It is up to the individual Trustee what information, if any, they wish to include in the report.

5.6.2 Enquiries and Requests for Information

- In order for the Board to make informed decisions on matters brought before it and within its purview, the Board may request additional information from Administration.
- Trustees, in regular meetings of the Board or in a Committee, may make Requests for Information from the Administration relative to matters before the Board or which will be brought before the Board.
- Whenever possible, the Administration will attempt to answer Trustee questions and/or provide readily available information at the meeting at which it was requested.
- If the Administration is unable to provide the information at the meeting at which it was requested, the Administration will advise the Board whether the information can be made available and track the request. If there will be difficulty in providing the information, the Administration will seek clarification and advise what information could be made available within existing resources.
- Trustees may request for reports to appear as agenda discussion items for Board or committee meetings. Such requests should take the form of Board motions.
- If, in the opinion of the Superintendent of Schools, a Trustee request for information will result in a significant expenditure of time and resources, the Trustee shall be so advised and the Trustee may seek Board approval for the expenditure through a notice of motion.
- Informal requests for information outside of a Board meeting may be made through the Director of Executive and Board Relations who will determine with the Trustee, the intent, scope, specific information and process for initiating this request. The outcome of these requests will be based on providing the most efficient response time to all Trustees through an email or Transmittal Memorandum.
- Information requested by individual Trustees relative to the operation of schools and to educational matters not before the Board but within the Board's purview, should be prefaced with a rationale or purpose for the requested information to give context and assist in the Administration understanding of the request.
- The Board Chair may ask for reports necessary for the proper conduct of Board or committee meetings.

(See also Direct Requests of Administration under Section 9)

5.7 Meeting Packages and Materials

- Board meeting packages are posted to the Board Intranet Site (BIS) on Thursdays. The meeting package for the public Board meeting is also posted on the District website and provided to the staff group presidents.
- Trustees may preview dates of upcoming reports (MARS Listing) and the status for formal requests for Information in progress, on BIS.
- As the Board Office operates primarily in a paperless environment, all meeting information and correspondence is posted electronically for easy access. Trustees, who prefer using hard copies, may download the information and print copies if they wish.

5.8 Seating in McCauley Chambers

- The Board table in McCauley Chambers has designated seating for the Board Chair, Vice- Chair, and Trustees.
- The organizational meeting in election years will begin with the previous Board Chair and Vice- Chair (if re-elected) occupying their designated seats. All other Trustees will be seated in alphabetical order by ward starting with the first seat on the left as Ward A.
- Upon election of the new Board Chair and Vice-Chair each will respectively occupy the designated places at the Board table and the previous Board Chair and Vice-Chair will assume the seats thus vacated. Adjustments to the name placards and seating arrangement will be made for the next Board meeting.

6. BOARD COMMITTEES

PURPOSE:

Board committees are established by the Board of Trustees to assist the Board in meeting its role and responsibilities as governors. The Board grants authority to its committee to undertake work at their direction with recommendations for Board action to return to the Board of Trustees for decision.

6.1 Board Committee Protocols

1. Committee membership shall be reviewed annually at the organizational meeting or as the Board of Trustees so determines.

2. A committee is a Board Committee if the Board establishes it and defines its terms of reference or mandate, regardless of whether or not it is called a committee or whether non-Trustees sit on the committee. A Task Force established by the Board is considered a Board Committee.
3. The Board shall approve the Terms of Reference or scope of work for any Board created and appointed Committee.
4. Each Board Committee shall be charged with meeting within four weeks of being established to identify a Chair for the committee and a preliminary schedule for its business.
5. Committees of the Board normally meet bi-monthly or as required. The Board expects that responsibilities for committee work and Board representation will be distributed equitably among all Trustees.
6. Board Committees shall be comprised of no more than three Trustees from among whose members a chair will be selected unless otherwise specified within the Terms of Reference. The Superintendent will assign an administrator to assist the committee in its work.

   The Committee Chair is responsible for:

   - Agenda preparation;
   - Schedule of meeting dates;
   - Written reports and recommendations to the Board of Trustees or Caucus Committee;
   - Logistical requirements for all Committee meetings.

   Administration is responsible for:

   - Strategic support aligning the work of the Committee;
   - Edit and review of all draft reports in consultation with Committee Chair;
   - Providing all logistical support for the meeting.

7. Board committees may not speak or act for the Board of Trustees except when formally given such authority for specific and time-limited purposes.
8. Board committees shall not exercise authority over staff nor direct staff operations.

9. Expectations and authority shall be carefully stated in order not to conflict with authority delegated to the Superintendent of Schools.
10. All Trustees are welcome to attend Committee meetings, providing electronic confirmation of their attendance to the Committee Chair prior to the meeting. All Committee decision-making is reserved for Committee members.
11. Attendance of others at meetings of Board Committees shall be limited to administrative support and invited guests, and if decided by the Board of Trustees, the public may attend as observers.

Committee Member Resignations

A Trustee who decides to resign from a Board Committee shall provide written notice, two weeks in advance, to the Committee, the Board Chair and the Superintendent or designate. A replacement will be selected at the next public Board meeting.

6.1.1 Advocacy Committee

Purpose

The Advocacy Committee is responsible for assisting the Board of Trustees in developing and carrying out an advocacy plan for building positive intergovernmental and public relations as a way of furthering District priorities and the Board's strategic plan.

Terms of Reference

The Board recognizes that it needs government and public support for public education; that the Board's objectives can be furthered through advocacy and the assistance of others; that effective advocacy is dependent on positive relationships with stakeholders; that building positive relationships takes time; and that the Board must use the time it has available to it efficiently and effectively.

The Advocacy Committee will:

- Following an election and after the new District Priorities have been approved by the new Board, recommend to Caucus Committee a four-year advocacy plan for Board liaison with targeted stakeholder groups including but not limited to staff, students, parents, other levels of government and external agencies for the purpose of furthering the Board's strategic objectives and/or advocacy initiatives. The plan will identify objectives, existing activities and where additional activities and strategies are needed for implementation of the Board's strategic advocacy plan.
- In conjunction with the Board's Strategic Plan, review, confirm and develop strategic actions for advocacy/influence that can be realized through positive stakeholder activities.
- In non-election years, monitor, review and update the Board's strategic advocacy plan mid-year or as required and report to the Caucus Committee.

- The Board Chair, by virtue of the office, plays a crucial role in keeping the Caucus Committee apprised of government and public relations opportunities extended to the Board.

6.1.2 Audit Committee

Purpose

The purpose of the Audit Committee is to assist the Board of Trustees in ensuring the assets of the corporation are preserved and resources utilized effectively. The Audit Committee is part of a system of checks and balances and as guardian of the District's interests, assesses whether the organization is appropriately administering public funds.

Terms of Reference

The committee meets at least twice a year in-camera, generally once in the fall, and the second taking place later in the year.

1. The Audit Committee meets prior to the annual audit to:
   - recommend the appointment of an external Board auditor to the Board of Trustees on an annual basis and in accordance with Board Policy DIE.BP - Auditor and the *School Act* (part 6, division 1);
   - meet with the external auditor prior to commencement of the audit to review the engagement letter and assure the auditor's independence from management; and
   - review and discuss the audit plan with the external auditor and make a recommendation to Board.

2. The Audit Committee meets following the annual audit to:
   - meet with the external auditor and Administration to review the external auditor's assessment of the District's system of internal controls and accounting policies, the draft annual audit report, accept receipt of the external auditor's independence letter, audit findings report and accompanying draft management letter;
   - provide information to demonstrate due diligence was undertaken in reviewing the financial information, and make a recommendation to Board on whether to accept the annual audit report and financial statements for forwarding to the Minister of Education;and
   - receive the Superintendent of School's report on internal audit activities.

Composition

The membership of the Audit Committee shall be comprised of:

- three Trustees, including the Board Chair
- two external members who are designated accountants.

Term of appointment shall be one year for trustees, consistent with all Trustee Standing Committees. The term of appointment for external members shall be four years. Notwithstanding any such term, each committee member shall serve at the pleasure of the Board of Trustees who reserves the right to terminate any appointment without notice, with or without cause.

Selection Process for External Committee Members

The Administration will post a request for Audit Committee members on the following websites:

- Certified Management Accountants of Alberta
- Certified General Accountants of Alberta
- Institute of Chartered Accountants of Alberta
- University of Alberta business department

The Audit Committee, with support of the Superintendent and Executive Director, Finance and Infrastructure, will select the two external members of the Audit Committee.

Quorum

A quorum of the Audit Committee consists of three members of the Committee; two members which must be from the Board of Trustees.

Rules of Order

The agenda format, rules of order and confidentiality requirements for Caucus Committee will be observed. All committee members shall commit to ethical conduct; proper use of authority, decorum and professional conduct.

Budget

There is no identified budget for this committee. External committee members are not entitled to honoraria.

Resources

Financial Statement Readability Tool Kit (Alberta Education, Auditor General and Association of School Business Officials.

6.1.3 Board and Superintendent Evaluation Committee

Purpose

The Board and Superintendent of Schools Evaluations Committee (BSEC) is responsible for assisting the Board of Trustees to conduct:

- an annual Board self-evaluation for continued Board development and improved Board performance with respect to the Board's role and responsibilities;
- an annual evaluation of the Superintendent of Schools in accordance with Board Policy GGB.BP - Evaluation of Superintendent of Schools and the review and/or renewal of the Superintendent of Schools Contract in accordance with the *School Act*.

Composition

The committee will consist of three Trustees from among which a chair will be selected. The chair is responsible for leading the discussion at each meeting and formally reportING back to the Board about the committee's activities.

Additional resources may be involved as requested by the Superintendent and/or designate.

Terms of Reference

A. The Board Self-Evaluation

The Board shall undertake an annual Board evaluation for the purpose of Board development and to model its policy of system-wide evaluation as a means of continuous improvement.

The Board Evaluation process should:

- assist the Board in identifying Board strengths and areas for improvement, and common beliefs and values amongst Trustees;
- provide an opportunity for Trustees to reflect on how they work collectively and as individuals with respect to the Board's mandate and role and responsibilities;
- provide an opportunity for Trustees to discuss the Board Evaluation results in the context of Board development; and
- provide an opportunity to recognize the Board's accomplishments.

The Committee will:

- recommend a plan to Caucus Committee for the annual evaluation of the Board of Trustees in keeping with the terms of reference for the Board self-evaluation;
- develop and recommend to Caucus Committee a proposed Board result statement based on an analysis of the Board's self-evaluation;

- present the Board evaluation result statement on behalf of the Caucus Committee to public Board for approval; and
- in the last year of a term, assist in the creation of a summary document of the Board's results and work still to be accomplished to aid in the transition for the next Board.

The Board Self- Evaluation Instrument should:

- be brief; it should not take more than one hour for completion by each Trustee;
- be specific to the Board of Trustees of Edmonton Public Schools;
- measure Board performance with respect to the mission statement, the roles and responsibilities of the Board, the principles of operation of the Board, the District Priorities and the Board strategic plan;
- measure Board performance in both quantitative and qualitative terms;
- lend itself to ease of aggregating results; and
- provide a basis of comparison of Board performance from year to year over the Board's term.

B. Evaluation of the Superintendent of Schools

Purpose of the Evaluation

The evaluation of the Superintendent of Schools is a vital process toward creating and maintaining a healthy school district. The Board of Trustees believes that organizational outcomes must be clearly and explicitly stated to:

1. ensure the Superintendent understands what is being expected and evaluated;
2. ensure the Board understands what to expect of the Superintendent; and
3. ensure the Superintendent and the Board clearly understand their respective roles and responsibilities.

The evaluation process and supporting information sources serve to:

- Help to continuously improve the functioning of the District;
- Recognize areas and trends that are showing positive change or progress;
- Provide feedback to the Superintendent regarding his leadership and performance expectations in key areas;
- Provide ground work for establishing future goals;
- Allow the Superintendent to report on his successes and challenges during the year, and provide feedback relating to continuous improvement efforts and annual goals;
- Enable the Board and Superintendent to engage in dialogue about results, and discuss any
- issues or concerns associated with the role and the evaluation process; and
- Strengthen the relationship between the Superintendent and the Board.

1. Committee shall be responsible for:
    1. recommending the evaluation process to be used to Caucus Committee;
    2. overseeing the approved evaluation process; and
    3. reporting the evaluation results to the Caucus Committee.

2. The evaluation process shall provide the Superintendent of Schools with an opportunity to:
    a. eview all information used in the evaluation;
    b. discuss the evaluation report with the Trustee subcommittee;
    c. include a response to the evaluation in the report to Caucus Committee;
    d. discuss the evaluation report with the Caucus Committee.

3. Notwithstanding 1 and 2 above, if the evaluation process calls for individual Trustee evaluations of the Superintendent of Schools, the individual evaluations shall be compiled and summarized for reporting purposes by the administrator assigned to assist the committee and destroyed once the Superintendent has an opportunity to review them.

4. Superintendent of Schools shall be provided a copy of the evaluation report submitted Caucus Committee and the final evaluation report to Board.

5. The Caucus Committee evaluation report and Board evaluation report shall be filed in the Board corporate records. The records shall be accessible to the Superintendent of Schools, a Board Trustee for that evaluation period, or as directed by motion of the Caucus Committee.

6. The chair of the Trustee subcommittee shall report the results of the evaluation to Board at a public board meeting.

7. The Committee shall be responsible for initiating a review and/or renewal process for the Superintendent of Schools contract of employment no later than September of the school year the contract is due to expire.

Process

The superintendent evaluation instrument consists of three parts:

A. Priority Performance Goals
B. District Management
C. Leadership and Professional Conduct

Priority Performance Goals are three to five main areas of focus the Superintendent will work toward in addition to carrying out ongoing duties and responsibilities. These goals should be developed in relation to an established district mission or other priorities established by the Board, and may also include personal/professional goals, which would not be included in the District's work plan. In collaboration with the BSEC, the Superintendent sets annual goals and provides updates to the Board on a periodic basis.

The assessment of District Management practices is geared to evaluate general management performance of ongoing responsibilities, and to assist the Board and Superintendent in identifying issues and areas they may

wish to address with a Priority Performance Goal during the following evaluation year. This is a secondary aspect of the evaluation and should be used primarily to assess ongoing improvements in the District and plan for superintendent priorities in coming years.

Leadership and Professional Conduct reviews the Superintendent's performance in leadership through empowering others, visioning, and creating a school culture and climate of engagement. It also stresses the importance of modeling appropriate values, ethical behaviour, and assesses the Superintendent's understanding and sensitivity of competing interests in the District and broader community.

Evaluation Implementation Steps

The steps to carry out a fair and comprehensive evaluation process are outlined below. The Board and Superintendent Evaluation Committee (BSEC) will lead the process, with support from the Director, Executive and Board Relations, as per the committee's terms of reference.

1. The BSEC will review the evaluation instrument to ensure it meets current needs;
2. Customize the indicators in selected areas to meet district expectations;
3. Prior to Board approval, the BSEC will consult with the Superintendent about the process, the instrument and timelines;
4. The Board will approve use of the instrument prior to the evaluation taking place;
5. The Administration will gather supporting documents and reports that will serve to inform the Board and Trustees in the evaluation, including an update or progress report from the Superintendent;
6. Identify who will prepare the documentation, collect and tabulate the input;
7. Train all input providers on how to complete the evaluation instrument;
8. Trustees complete the evaluation instrument individually;
9. Tabulate the data and compile the overall results and comments into one document and will include the range of ratings provided in each category;
10. The Board will meet in-camera to discuss the compiled results and prepare a final summary representing the consensus of the Board;
11. The chair of the BSEC will present the evaluation to the Superintendent and provide feedback;
12. The Superintendent will provide a response to the Board at an in-camera meeting;
13. The Board and the Superintendent will then engage in dialogue about the results;
14. A statement will be read at a public meeting to inform the community on the broad results of the evaluation and progress on district goals;
15. The results will serve to inform future work including the identifying new priority performance goals for the year. Priority performance goals should not be considered additive work and should not exceed five (5) goals;
16. Begin the evaluation process again in December.

Evaluation Method

The Board acknowledges that individual members' judgment on the indicators may vary from board member to member and from incident to incident. Significant differences among members of the Board about superintendent performance in this area will be discussed among the Board so that consistent direction and expectations can be provided to the Superintendent.

Providing a particularly low score based on one incident can be perceived as an unfair assessment if the Superintendent performs well or makes sound decisions in most cases. It should be remembered that corrective action on an unmet expectation should not show up on the evaluation as a point of first contact on a matter of concern to the Board.

A Trustee should assess each item based on whether or not the individual feels the Superintendent exercised sound judgment on a generally consistent basis. The Board's overall rating on an item will reflect the assessment of a majority of the Board.

Rating Scale

Trustees will be required to fill out the evaluation individually using the following rating scale.

5 - Always / Outstanding
The Superintendent excels in this category.

4 - Almost always / Very competent
The Superintendent exceeds the expectations of his job description.

3 - Usually / Satisfactory
The Superintendent meets expectations outlined in his job description.

2 - Sometimes / Needs Improvement
The Superintendent needs to concentrate self-improvement efforts in this area.

1 - Rarely / Unsatisfactory
The Superintendent's performance in this category is unacceptable and requires immediate attention.

N/A No basis for judgment

Written Comments

Constructive and detailed written comments always help clarify the evaluation. This provides the Board with the opportunity to deliver specific constructive feedback, including accolades and provides the Superintendent with useful information for continuous performance improvement. The Board should speak with one voice in making written comments on the final summary evaluation form.

Note

Any rating of "2" or "1"should be accompanied by a comment indicating the nature of the deficiency or a statement of what the Board expected to see in the performance that was not evident.

6.1.4 Community Relations Committee

Purpose

The Board deems it important to listen to the community and build stronger relations to increase Trustees' understanding of the community perspective.

The Board Community Relations Committee will be responsible for listening to stakeholders in matters related to the Board and governance process. The committee will work in partnership with the Administration to formulate and recommend opportunities to enhance community relations and inclusiveness. As District ambassadors, committee members will nurture and promote a sense of pride and belonging to be associated with Edmonton Public Schools.

Terms of Reference

- Support the goals and carry out the activities defined in the Board and committee's annual work plans.
- Engage in regular stakeholder mapping to ensure the full range of community views are included.
- Explore different and more effective methods to engage Community and Stakeholders in discussion on current issues affecting the District.
- Provide advice to the Board on policy and practices that will ensure the contributions, interests and needs of stakeholders are heard and considered.
- Following the administrative process as outlined in Board Policy JAB.BP - Comments, Delegations and Presentations at Board Meetings by Public and Staff Representatives, meet with delegations wishing to speak to the Board and/or make a request of the Board.

Composition

The committee will consist of three Trustees from among which a chair will be selected. The chair is responsible for leading the discussion at each meeting and formally reporting back to the Board about the committee's activities.

A representative from the Superintendent's office will be assigned as a staff resource. Additional resources may be involved as requested by the Superintendent and/or designate.

Meetings

The Committee will establish a schedule of meetings with the public to be approved by the Board.

6.1.5 District Priorities and Governance Committee

Purpose

The District Priorities and Governance Committee is responsible for assisting the Board in identifying and developing the priorities that will guide District operations and the budget planning cycle for the Board's four-year term of office. The Committee makes recommendations to the Board on range of governance related matters to assist the Board in carrying out its duties and commitments in relation to the District Priorities.

Terms of Reference

District priorities should be within the Board's mandate and few in number in order that district resources may be effectively concentrated to achieve measurable results.

After an election, following the organizational meeting, the committee will:

- Recommend and facilitate a process for each Board member to contribute to the development of the District Priorities;
- Seek student, staff, parent and community stakeholder input into the District Priorities; and
- Consider all input received and develop and recommend a District priorities statement to Board for approval.

The Committee will also:

- Develop Board Retreat agendas
- Review and monitor Board Work Plan progress;
- Review the Trustee Protocols to ensure they are current and relevant;
- Review and update the School Board Governance and Operations Section of the Policy Manual (Trustees' Handbook) at least once per term or as required;
- Review the Trustee remuneration package once per term; and
- Develop an orientation plan for the next Board.

Composition

The committee will consist of three Trustees from among which a chair will be selected. The chair is responsible for leading the discussion at each meeting and formally reporting back to the Board about the committee's activities.

A representative from the Superintendent's office will be assigned as a staff resource. Additional resources may be involved as requested by the Superintendent and/or designate.

6.1.6 ASBA Issues and Resolutions Committee

Purpose

To advise and assist the Board in presenting issues and resolutions to the Alberta School Boards Association Zone and General Meetings.

Composition

The Board assigns three Trustees to the committee:

- the Board Chair (or Vice-Chair if the Chair already sits on the provincial Board of Directors)
- the ASBA provincial Board of Director member
- the Zone 2/3 representative

Terms of Reference

- Prepare/review with the Administration, Board policy positions for submission to the ASBA.
- Prepare/review with the Administration, Board positions as requested from the ASBA, e.g. strategic plan, ASBA annual budget, etc.
- Obtain approval and direction from the Board prior to presenting the Board's position on any matter.

6.1.7 Policy Review Committee

Purpose

The Policy Review Committee is responsible for assisting the Board in reviewing Board policy by ensuring that Board policies submitted for Board approval are developed and reviewed in accordance with the Board's policy on Policy Development and Review.

Composition

The committee will consist of three Trustees from among which a chair will be selected. The chair is responsible for leading the discussion at each meeting and formally reporting back to the Board about the committee's activities.

A representative from the Superintendent's office will be assigned as a staff resource. Additional resources may be involved as requested by the Superintendent and/or designate.

Terms of Reference

The committee will:

- recommend an annual plan for policy reviews to Board; and
- review and recommend to Board for approval those policies recommended by the Superintendent of Schools that meet the Board's criteria for policy development and review.

See Board Policy CH.BP – Framework for Policy Development and Review

Note

On January 31, 2012 the Board approved the following motion:

That the Board undertake a full review of all its policies and update them using a standard framework for process, content development, structure and format. That the review process and standard framework be developed by the Policy Review Committee and recommended to the Board for approval.

6.2 Four Year Budget Planning and Results Reviews

Purpose

To provide an opportunity for Trustees to review and discuss with principals and central service administrators about:

- the extent to which results for the previous year have been achieved; and
- the proposed budget plans in relation to the District priorities and Trustee initiatives.

Terms of Reference

- The Board, each year, as part of the budget and results review process, will approve the requirements, format and timelines for review meetings.
- Meetings will be open to the public. Notice of the meetings will be provided to parents, Parent Councils and/or other stakeholders to encourage attendance and participation.
- Budget planning and results review sessions take place in November once District achievement and financial results have been compiled.
- Trustees will be provided information packages of the schools they are scheduled to visit in their Ward; however, information for all schools and central departments will be made available electronically for Trustees.
- Trustees are expected to preside over the budget meeting and lead the discussion. Staff presentations are often a key component and the Trustee(s) may ask questions to further their understanding of the annual results and budget plans.

- Each year, Trustees are strongly encouraged to attend, and partake in asking questions in one additional budget planning and/or results review session in a Ward other than their own.

*No election required – All Trustees participate in the annual budget planning and results reviews of school and central service decision units.

7. AD HOC COMMITTEES AND BOARD REPRESENTATION

PURPOSE:

Ad hoc committees are appointed by the Board or a standing committee of the Board to investigate or act on specific matters. Each ad hoc committee is responsible to the Board or standing committee that created it and it is discharged on completion of its assignment. Trustees may also serve as a Board representative to share views, interests and information.

The Board believes it is important for Committees and Board representatives to keep the Board regularly updated through verbal or written reports at Board meetings to ensure all Trustees are informed about current matters affecting the Board and the District.

7.1 Staff Group Negotiations

The Board assigns two Trustees to each set of contract negotiations. The assignments are generally made at the annual Organizational Board meeting.

Purpose

To advise and assist the Administration in negotiations with teachers, custodians, maintenance staff and support staff.

Terms of Reference

- The Board will identify the spokespersons for the different communication requirements of each set of negotiations.
- In accordance with Section 59(1) of the Labour Relations Code, the Superintendent of Schools will recommend, for Board approval, a negotiator for the Board who will be authorized to "bargain collectively and conclude a collective agreement" with each employee organization.
- The Superintendent of Schools will name one staff member responsible for all activities away from the bargaining table for each set of negotiations.
- The Superintendent of Schools will be responsible for assigning members of the Administration to each bargaining team and reporting these assignments to the Board.
- The Administration, through the negotiator, will prepare bargaining briefs and objectives for the consideration of Caucus Committee.
- The Administration, through the negotiator, will be responsible for keeping the Board informed concerning all aspects of negotiations.
- The negotiator will be responsible for bringing recommended settlements to the Caucus Committee for consideration prior to ratification by the Board.
- In accordance with Section 59(1) of the Labour Relations Code, the Trustees who have been assigned to each set of negotiations will be authorized to sign the

collective agreement after it has been ratified by the Board.

7.2 Alberta School Boards Association (ASBA)

Purpose

The Alberta School Boards Association (ASBA) has been serving school boards for more than 100 years. It is charged with the responsibility of promoting the interests of public, separate and francophone school boards throughout the province. In addition to lobbying with the provincial government, the association provides member services in the areas of employee relations, legal services, professional development and employee benefit programs (through ASEBP). Membership is voluntary. Further information regarding school board roles and responsibilities can be found on the ASBA website under Trusteeship.

Edmonton Public School Board Representatives to ASBA:

1. Provincial Board of Directors - one representative plus an alternate elected in evenly numbered years for a two year term - November 2011, June 2013, November 2014, June 2016.
    - This position receives remuneration from the ASBA, and not from the District.
2. Zone 2/3 Representative - one representative plus an alternate for a two year term. Representation is determined at the annual Organizational Board meeting.
    - This position receives remuneration from the District on a per diem basis.

7.3 Capital Region Services to Children Linkages Committee

Purpose

To provide a regional forum for governing bodies involved with services to children and families to meet as equal partners to share information, adopt strategic directions, and facilitate collaboration that will reduce fiscal, attitudinal and/organizational barriers.

To promote the regional delivery of family centered, child focused, comprehensive care; even though barriers may stand in the way of achieving these goals.

The committee facilitates linkages amongst municipalities, school Boards, Capital Health Authority, Child and Family Services Authority - Region 6 - Edmonton & Area, and other organizations to identify issues of common interest and collectively develop and implement appropriate actions.

Edmonton Public School Board Representative to Linkages:

- The Board elects one representative plus an alternate annually to the Capital Region Services to Children Linkages Committee. Representation is determined at the annual Organizational Board Meeting.
- This position receives remuneration from the District on a per-diem basis.

7.4 Edmonton Public Schools Foundation

Purpose

The Foundation was initiated by the Board of Trustees and launched February 10, 2010, for two main purposes: to spread the word about the great things happening in the public education system and to support Edmonton Public Schools across Edmonton.

The Board of Governors supports the Board of Trustees' efforts by increasing support for Edmonton Public Schools within the community, particularly the 80 per cent of Edmontonians who currently do not have a direct link to the public education system.

Research shows children develop the foundation for strong communication skills, literacy, social competence, numeracy, adaptability and physical health as early as age three. This is done by offering opportunities for improved learning through financial, in-kind and human resource contributions.

Board Representative to the EPS Foundation:

- The Board elects one representative annually to the Board of Directors for the EPS Foundation.
- Representation is determined at the annual Organization Board Meeting. This position receives remuneration from the District on a per diem basis.

8. BOARD-HOSTED ACTIVITIES AND KEY EVENTS

PURPOSE:

Building strong relationships in the community and with staff is important to the Board. Participation in special events enables the Board and individual Trustees to build a culture of celebration and recognition for the District.

8.1 Annual Board Hosted District Events

Board hosted events are established through Board motion as special events where all Trustees are strongly encouraged to attend and represent the Board as the District's governing body. Attending these events is a shared responsibility. Board hosted functions are distinct from other events and functions in that representation of the Board is expected and not delegated to a subset of representatives. Attendance at Board hosted functions falls within Trustees' general duties as part of their annual honorarium. Trustees are the event hosts and are given speaking and/or honourary roles as part of the event.

The following events are the annual Board hosted events:

Event	Description	Month	Policy
District Student Awards Night	Recognition of exceptional Grade 10, 11 and 12 students for their academic, athletic and artistic achievements, entrepreneurial skills and demonstrations of leadership and citizenship.	October 17, 2013	AGA.BP – Recognition of Students, Staff, Parents and the Community IL.AR – Recognition of Students
District Recognition Night for Service , Team and Merit Recognition Awards	To recognize the outstanding accomplishments, contributions, and achievements of parent/community members, staff members and students.	December 3, 2013	AGA.BP – Recognition of Students, Staff, Parents and the Community
Trustees Christmas Coffee Party	Traditional event held at the Centre for Education to engage with staff prior to winter break.	December 12, 2013	AGA.BP – Recognition of Students, Staff, Parents and the Community
Night of Music	Showcasing of District students in celebration of the importance of music in education, learning and student culture.	March(TBD)	HGDD.BP –**Performance and Exhibit Opportunities in the Fine Arts**
Long Service Reception (25, 30, 35+ years of service)	Traditional event to celebrate the service milestones achieved by long- serving staff.	February 13, 2014	AGA.BP – Recognition of Students, Staff, Parents and the Community
Edwin Parr Nominee Award	Award sponsored by the ASBA recognizing outstanding first year teachers. Board acknowledgement of the District's finalists and winner's name is submitted to the ASBA.	March Board Mtg	AGA.BP – Recognition of Students, Staff, Parents and the Community

Excellence in Teaching Awards	Recognition of District staff nominated for the Provincial Excellence in Teaching Award	May 1, 2014(TBC)	AGA.BP – Recognition of Students, Staff, Parents and the Community
Retirement Banquet	Celebration for retiring staff members	June 19, 2014	AGA.BP – Recognition of Students, Staff, Parents and the Community
School Council Training	Information sessions put on by ASCA	November 21, 2013	
Social and Environmental Justice Initiatives Event	Dates (TBD)		
Student Advisory Council Meetings	Dates (TBD)		

8.2 Other Board Hosted Events

The Board, by Board motion or on the recommendation of its Advocacy Committee, may approve other events where there is a Board need and expectation that the Board be well represented by most if not all Board members. For example, meetings with other levels of government, school board associations of which the Board is a member and partner organizations; the annual report to the community; opening of new schools or programs.

8.3 Non-Board Hosted Events

Trustees can expect to be called on to bring greetings on behalf of the Board at school and district events, for example high school commencement/graduation ceremonies and significant school anniversaries. These are different than a Board hosted events in that the Board is not leading the event, and one Trustee, or group of Trustees, may serve as the Board's delegate.

8.4 Board Calendar of Annual Activities

The Board Calendar of Annual Activities provides Trustees with an overview of regular/annual key "events at-a-glance". Some additional Board activities may be added over the course of a year, and some timelines may shift slightly due to circumstances. The Board calendar of Annual Activities is located on the Board Intranet Site (BIS).

9. BOARD AND STAFF RELATIONS

PURPOSE:

The Board relies on District staff to carry out the Board's work and directions and believes positive relationships are key to achieving successful outcomes. The Board believes it is important that all Board members have equal access to information through a common and consistent means.

The Board respects the roles and responsibilities of the Board, Trustees, the Superintendent and Administration. By establishing predictability and trust, they will serve to clarify and improve relations between the Board and Administration as well as between Trustees.

9.1 Service Requests for Constituent Concerns

Concerns, complaints and inquiries from constituents directly to Trustees are to be forwarded to the Superintendent's Office, Director, Executive and Board Relations for follow-up. The Director, Executive and Board Relations will determine the appropriate method of follow-up and initiate a Service Request (SR) with the appropriate department or staff member as required. Follow-up and responses usually occur within 7 to 10 business days. However, matters involving student safety are dealt with as an immediate priority.

Investigations are not initiated on anonymous complaints and information from anonymous sources as it is difficult to determine the accuracy of the evidence and may be deemed as hearsay. However, depending on the nature of the allegations, follow-up with the school may be in order.

Trustees who meet with constituents to hear concerns are encouraged to put the matter in writing and have a formal Service Request initiated for follow-up.

Solicitations of product/services, programming ideas and various other offers are not considered Service Requests, and are handled through a variety of other administrative channels depending on the situation.

9.2 Direct Requests of the Administration

Trustee requests for information and service shall be made:

1. Through the office of the Superintendent of Schools, the Director, Executive and Board Relations. The Director will direct the request to the most appropriate source. The Director can ensure that the request for information is recorded and tracked for timely follow-up and that responsive information is shared with all Trustees as appropriate.

   Or

2. At a Board or Caucus Committee meeting under the agenda item *Trustee and Board Requests for Information*. Board and Caucus Committee requests for information made at

a board meeting or Caucus Committee meeting are recorded and tracked. Responses to Board or Caucus Committee requests shall be brought to a subsequent Board or Caucus Committee meeting accordingly or communicated to all Trustees through Transmittal Memorandum if the nature of the information would pertain to all Trustees.

3. Trustee Service Requests for assistance in dealing with constituent concerns brought to a Trustee as the Ward Trustee shall be made through the Director, Executive and Board Relations.

NOTE:
If, in the opinion of the Superintendent of Schools, a Trustee request for information or service will result in a significant expenditure of time and resources, the Trustee shall be so advised and the Trustee may seek Board approval for the expenditure through a notice of motion.

See also Board Meeting procedures for Enquiries, Information and Reports under Section 5

9.3 School Relationships

- Visiting schools can be a good way to learn about the school community. As a courtesy, Trustees will ask principals in advance about visiting the school and agree upon a suitable time.
- Trustees will be respectful of the time and ongoing activities of staff and students.
- Trustees recognize that requests are requests; Trustees will not direct the actions of any staff member and will ensure that requests (regarding meetings, building space, etc.) are reasonable and mutually agreeable.
- Trustees will inform the ward Trustee prior to contacting or visiting schools or school councils in wards other than their own.
- Ward Trustees will have the first opportunity to accept invitations to school specific events (e.g., graduations); invitations to district-wide events that are being held in a school will be sent to the ward Trustee and Board Chair.

9.4 School Council Relationships

Recognizing that the School Council acts as an advisory body to the Principal and operates under its own rules and regulations, school council meetings can be a good venue to promote Board initiatives and work, and also to understand and learn about particular school communities. Through Communications, Trustees have access to School Council contact e mails and are free to use them. If no contact is available through Communications, Trustees may contact School Councils c/o the school's e-mail or by sending a letter through the district mail service.

In 2012-13, the Board decided to pay for membership, with the Alberta School Councils Association (ASCA), for all District school councils wishing to join. This action was to

enable school councils to access supports to further the work and involvement of parents in the school system. The Board-paid membership will expire in June, 2014.

10. TRUSTEE REMUNERATION AND ALLOWANCES

PURPOSE:

The primary purpose of Trustee remuneration is to recognize the importance of the publicly elected office of Trustee for Edmonton Public Schools and to attract and retain quality individuals to this valuable public service.

10.1 Trustee Remuneration Philosophy and Principles

The total Trustee remuneration package should recognize the role and responsibilities undertaken by the collective Board, individual Trustees and the time required in fulfilling their responsibilities.

The remuneration package offered for Trustees is comprised of per annum honoraria, per diem honoraria, an advance on vehicle expenses, optional group benefits coverage and deferred remuneration for transition from the role of Trustee.

For the purposes of and in accordance with the Income Tax Act, total annual remuneration is comprised of 2/3 honorarium and 1/3 general expense allowance. The 1/3 general expense allowance is non-taxable and is intended to cover all incidental expenses that Trustees may be expected to incur in carrying out their responsibilities.

Prior to significant changes to remuneration, the Administration will conduct and present to Board periodic remuneration surveys to compare the Trustee's total remuneration package to remuneration packages provided to other publicly elected officials in Alberta.

Trustee remuneration for performing their duties as members of the Board will be determined from time to time by a majority vote on motions presented to a public meeting of the Board.

Trustee remuneration is paid bi-weekly by direct deposit and a pay advisory is available online.

10.2 Honorariums

Per Annum

The per annum honorarium provides remuneration for activities required of Trustees, including:

- Attendance at regularly scheduled and reserved meeting dates for Board and Caucus Committee;
- Attendance at results and budget review meetings, committees of the Board, and Trustees' retreats and working sessions;
- Attendance at annual conferences and meetings of associations of which the Board is a member, e.g. the ASBA and Chamber of Commerce;

- Attendance at other meetings as appointed, directed, or agreed to by the Board, such as meetings with other school Boards, MLAs, City Councillors, Board-hosted functions, social events, etc.
- Ward-related activities, including school and school council meetings and important community functions;

Rates

Per annum honorariums are based on the following three roles: Board Chair, Vice-Chair, and Trustee.

Effective October 22, 2013, the following per base annum honorarium rates will be in effect:

	2013-14	2012-13	2011-12	2010-11	2009-10
Board Chair	$43,655	$40,323	$40,323	$40,323	$39,179
Board Vice-Chair	$36,985	$35,316	$35,316	$35,316	$34,314
Caucus Chair	eliminated	$35,316	$35,316	$35,316	$34,314
Trustee	$30,315	$30,315	$30,315	$30,315	$29,455

Adjustments to the base honorariums will be tied to any cost of living adjustments provided to exempt management staff *(reference January 8, 2013 Board Meeting).* There is no increase for the 2013-14 fiscal year.

To compensate for additional responsibilities and time commitments, the annual honorarium for the Board Chair is set at 44% higher than the per annum honorarium established for Trustees. The annual honorarium for the Vice-Chair is set at 22% higher than the per annum honorarium established for Trustees.

Per Diem

The per diem honorarium provides remuneration for additional activities over and above Trustees' general duties. Per diem eligibility includes:

- Attendance at special Board meetings. A special meeting is in addition to regularly scheduled Board meetings and must meet the requirements defined under the School Act;
- Attendance at scheduled meetings of negotiating committee bargaining sessions as established under the collective agreements;
- Attendance at meetings as an appointed Board representative on external organizations where no remuneration is provided by the external organization (e.g., ASBA Zone 2/3, PSBC, Linkages Committee and EPS Foundation Board of Governors);
- Attendance at the Alberta School Board Association Annual Spring and Fall General Meeting business sessions;
- At the Board's discretion, a supplementary honorarium may be provided to recognize

extraordinary work and time commitments placed on Trustees serving on Board committees or task forces;

- Per diem claim forms can be obtained on the Board Intranet Site under "Forms". Once complete, the Trustee is to e-mail or provide a hard copy to the assigned staff member in the Board Office.

Board Committee Work:

Trustees are eligible for per diem honorariums when participation in Board Committee and advisory group meetings to which they have been appointed to, exceeds 18 meetings over 1.5 hours in length within a fiscal year. Trustees are therefore eligible to a per diem for each subsequent meeting (over 1.5 hours in duration) once committee/advisory group meeting attendance reaches 19 meetings. The maximum number of per diem honorariums per Trustee, per school year (Sept. 1- Aug. 31) is 40. Once per diems claims reach 40, additional per diems may be claimed against the Trustee's individual expense account.

Per diems for committee work are paid on an annual basis to facilitate administration and accounting processes.

Rates

Effective October 22, 2013, the following per diem rate will take effect: $134.06 per four-hour increment.

The per diem rates are to be calculated and paid on each four-hour morning, afternoon and evening session to a maximum of three sessions per day ($402.18 total).

If the morning, afternoon or evening session lasts less than two hours, the trustee will receive half of the per diem honorarium for that session.

The maximum number of per diem honorariums per trustee per school year is 40 with excess per diem honorariums being claimable from the Trustee's individual expense allowance.

Adjustments to the base per diem rate will be tied to any cost of living adjustments provided to exempt management staff (reference January 8, 2013 Board Meeting). There is no increase for the 2013-14 fiscal year.

10.3 Advance on Travel Expenses

Trustees receive an advance on travel/vehicle expenses at the District occasional use rate to cover in-town travel expenses related to other Trustee duties. This amount is included added in the calculation of annual remuneration and is one-third non-taxable. In-town travel expenses do not include travel to and from meetings of the Board and committees.

Rates

Effective October 22, 2013, the following rate will remain in effect: $3,364.14 per year

10.4 Trustee Individual Expense Allowance

The Board provides each Trustee with an annual expenditure budget to reimburse business-related expenses incurred carrying out his or her role as Trustee.

Eligible expenditures include:

- Individual professional development, training and travel related to education
- Business lunches, hosting and tickets to events
- Ward communications (No reimbursement may be made for expenditures incurred in a civic election year between July 1 and the day after the election.)
- District promotional items
- Cellular phone service, upgrades to standard computer equipment and home office phone
- Purchase of a cell phone and/or personal digital assistants
- Office supplies, postage, photocopying
- Periodical and association memberships and subscriptions
- Technology expenses and service charges

Trustees shall not expense alcohol with district funds with the exception of the Board Chair when hosting on behalf of the Board. The Board Chair shall report to the Board on such instances in accordance with procedures for the Board Chair Discretionary Expense Allowance.

Effective October 22 2013, the Trustee individual expense allowance will be $7,000 per year. A Trustee may **not** carry over any unspent portion of the individual Trustee expense budget from the first, second and third year of the term of the Board. No Trustee may overspend this budget at any time during the term of the Board.

Effective October 22, 2013, annual cost of living adjustments to the Trustee individual expense allowance will be tied to the cost of living adjustments provided to exempt management staff. For the 2013-14 fiscal year, the increase is at a rate of 0%.

10.5 Board Chair Discretionary Allowance

The Board Chair is granted an annual discretionary expense allowance for expenses incurred related to the role of Board Chair. The Chair's discretionary expense claims shall be signed-off by the Vice-Chair prior to reimbursement and the Board Chair shall provide a written annual report Board outlining the nature and purpose of the expenses.

- The report will come forward no later than November 30, or approximately when the audited financial statements are presented to the Board for approval.
- Effective October 22 2013, the Board Chair discretionary allowance will be $2,153.80. Any unused portion from the previous Board Chair will not be carried forward into the following year.

- Effective October 22, 2013, annual cost of living adjustments to the Board Chair discretionary allowance will be tied to the cost of living adjustments provided to exempt management staff.

10.6 Board Paid Conferences and Functions

Effective October 22, 2013, the Board authorizes:

1. Up to $3000 Canadian for each Trustee to reimburse standard travel, accommodation, registration and meal expenses to attend professional development conferences related to student education issues, board governance or other functions as identified by the Board from time to time. This may include, but is not limited to, attending conferences of the Canadian School Boards Association, National School Boards Association and Alberta School Boards Association.

These amounts are calculated separate and in addition to events paid for from the Trustee's individual expense allowance.

10.7 Professional Development, Conferences and Travel

- Trustees are expected to stay informed about educational issues. In the performance of their duties, Trustees may attend local, national, and international conferences and conventions, workshops and seminars, visit other school districts, or acquire research materials and attend community events and social functions.
- Reimbursement of expenditures incurred while traveling on Board business outside Edmonton will be made for transportation costs, accommodation costs, registration fees, meals, and tickets to required social functions from the Trustee's Individual Expense Allowance, and in accordance with District accounting standards (see DJA.AR - Expenditure of Public Funds).
- An additional conference banquet ticket and any hotel room surcharge for double occupancy when spouses/partners are traveling with the Trustee may also be claimed. Other additional expenses for meals and incidentals when spouses/partners are traveling with the Trustee are the personal responsibility of the Trustee.
- Reimbursement for meal expenditures, without a detailed receipt, is to a maximum of $47 per day or the current District rate.
- Mileage may be claimed at the current District rate.
- Rental vehicles may be claimed where it is more cost effective than the use of taxis or shuttle service.
- Cancellation insurance is recommended for all air travel.
- Trustees will consider less costly options when booking travel and accommodations due to the use of public funds.

- All receipts for travel must be submitted to the assigned staff member in the Board Office for preparation of the Trustee's travel claim. It is critical that all receipts are provided and clearly marked with a description of the expense and the purpose. Travel expense claim forms are prepared and then signed off by the Trustee to attest to the accuracy of the claims

10.8 Board Representation Travel and Related Expenses

In accordance with the *Principles of Board Operation*, the Board Chair is the official representative of the Board. The office of the Board Chair is the first point of contact for external organizations wanting Board representation at their functions and the Chair is responsible for either attending these functions on behalf of the Board or delegating representation as appropriate and necessary. The Chair will report requests for Board representation to the Caucus Committee and request the approval of the Caucus Committee in those instances where it is appropriate for Trustees to attend at Board expense. A report on Board representation expenses will be brought to Caucus Committee on an annual basis. The Board will reimburse travel expenses related to Board representation as a Board general expense.

10.9 Group Benefits

Trustees are extended the option of participating in the group medical and hospitalization plans offered by the Board:

- Alberta School Employee Benefits Plan (ASEBP):
- Life and Accidental Death and Dismemberment Insurance (Plans 2 & 4)
- Extended Health Care (Plan 1)
- Dental Care (Plan 3)
- Vision Care (Plan 3)
- Health Spending Account
- Travel Accident Insurance
- Supplemental Accidental Death and Dismemberment Insurance

The Board will pay the same portion of premiums for the above benefits based on the portion of premiums the Board pays for exempt management staff.

10.9.1 Group Health and Insurance Coverage

Trustees are offered enrolment for group health and insurance benefits through the Alberta School Employee Benefit Plan (ASEBP). A summary of benefit coverage offered is detailed below; however full details and options will be provided with enrolment forms.

Enrolment forms are provided at the beginning of the Trustee's term. It is up to the individual to notify ASEBP directly of any information changes over the course of the Trustee's term.

Group insurance coverage spans a period of four years, while a Trustee holds elected office. This period is usually from November 1 of the election year until October 31 of the next election year.

SUMMARY OF GROUP BENEFIT COVERAGE				
Extended Health Care 1	**Dental Care Plan 3**	**Vision Care Plan 3**	**Health Spending Account**	**Insurance**
• Prescription medication • 100% direct bill coverage for the least-cost alternative (LCA) pricing and a dispensing fee maximum for eligible prescription drugs listed in the ASEBP Drug Benefit List • A range of medical supplies and equipment • Ambulance services • Accidental dental • Emergency expenses incurred while travelling outside Alberta • Professional medical services, including: Acupuncture Chiropractic Massage Therapy Naturopathy Physiotherapy Psychology • 100% direct bill coverage for diabetic supplies to $4,000 per person per year (insulin pumps covered separately) • semi-private hospital accommodation (to a maximum of $24 per day within Canada)	• 100% coverage for basic preventative & restorative treatments • 50% coverage for major restorative treatments • 50% coverage for orthodontic treatments • $2,500 combined maximum for basic and major treatments per covered person per calendar year • $3,000 lifetime maximum for orthodontic treatments per covered person	$350 on a rolling two-year basis per covered person	Health Spending Account (HSA) is a tax-effective, flexible complement to your regular group benefit plan, providing you with an additional choice for managing your health-related expenses. Essentially your HSA works like a bank account. Your employee group and employer determine the amount of annual HSA credits per employee. Credits are allocated to you on a quarterly basis. These credits can then be used to reimburse eligible health-related expenses. The CRA has published a list of general expenses that are eligible. Click here to view this list.	Life - Plan 2 A choice of $25,000 or $50,000 for school trustees Accidental Death /Dismemberment Plan 2 A choice of $25,000 or $50,000 for school trustees

10.9.2 Eligibility

To be eligible for enrollment in the benefit plans offered by ASEBP, the Trustee must be under age 65 when elected. If a Trustee turns 65 during his or her term of office, ASEBP benefits coverage will be maintained until the end of that term. For a Trustee aged 65 or older at the time of election or re-election, the District will reimburse the trustee for the cost of premiums for similar benefits coverage (i.e. extended health care, dental care, vision care) with an external agency.

Reimbursement of premiums will be up to the maximum premium cost for similar coverage under the District's benefit plan for exempt management employees until age 70.

All eligible Trustees, including re-elected Trustees, must either enroll or waive coverage in the group insurance plans within 31 days following the first organizational meeting of the school Board after the election or by-election. If Trustees choose to enroll in group insurance plans after 31 days, they will apply as late applicants and coverage may be denied or limited.

10.10 Transition Allowance

At the end of each Trustee's service, such Trustee shall receive deferred remuneration to ease the transition from service. Payment shall be made at the rate of two weeks per year of service as a Trustee, and shall be determined by multiplying the number of years and part-years served by 1/26 of the Trustee's per annum honorarium plus the average annual per diem honorarium prevailing at the end of such service. The maximum amount payable to any individual shall not exceed one-half of the total Trustee per annum honorarium plus the average annual per diem honorarium amount.

11. FINANCIAL ADMINISTRATION

PURPOSE:

Trustees shall be reimbursed for appropriate expenses incurred in carrying out their role as Trustee.

11.1 Reimbursement of Expenses

When using public funds, all Trustees must consider whether the intended expenditure would withstand public scrutiny. It is incumbent on each Trustee to appropriately document and account for the expenditure of district funds on his or her behalf.

In accordance with the *Principles of Board Operation*, the Board is responsible for its own discipline and governance methods. In order to assist the Board in this capacity, an annual report summarizing trustee travel and subsistence expenses is received to public board as information and is submitted to Alberta Education with the District's financial statements.

A public reporting process applicable to Trustees, the Superintendent, Executives and Managing Directors that aligns with the Government of Alberta's Directive on Public Disclosure of Travel and Expenses will also be implemented as per the December, 2012 Board motion.

11.2 Authority for Expenditures

In accordance with Section 60 of the *School Act*, the Board of Trustees has made provisions for the payment of honoraria and other expenses to Trustees.

The Decision Unit Manager for DU 315 and DU 320 administers the Board Administration budget. The Decision Unit Manager, the Board Chair, or Vice-Chair in the absence of the Board Chair, have signing authority for Trustee expenditures in accordance with the guidelines established by the Board. The Board Chair and Vice-Chair must have authorization for reimbursement of their own expenditures signed by an alternate signing authority.

If a Trustee is in disagreement with an interpretation of the guidelines established by the Board for remuneration and reimbursement of expenses, he or she may appeal to the Caucus Committee.

11.3 Monthly Expense Accounting

- Each Trustee is provided with a corporate purchasing/credit card to use for Board related expenses. Trustees must follow District procedures for use of the corporate credit card.
- **Each month, Trustees must submit all receipts to the assigned staff member in the Board Office for preparation of the Trustee's expense claim;**

- To maintain strong accounting practices, it is critical that all receipts are provided in a timely fashion, and clearly marked with the Trustee's name as well as a description of the expense and the purpose. Once the receipts are received, expense claim forms are prepared by the Board Office staff, and then signed off by the Trustee to attest to the accuracy of the claims;
- Each Trustee is assigned a District budget sub-program for the monitoring of payments made on his or her behalf by the District and will be provided a monthly expenditure report;
- Each Trustee is required to review and sign a monthly expenditure claim form along with:
    - any required receipts for reimbursement of out-of-pocket expenses;
    - receipts and authorization for payment of charges incurred on the Board's purchasing (VISA) card for Board business; and
    - a refund cheque for any personal expenses in accordance with district accounting processes as outlined in DJA.AR - Expenditure of Public Funds.
- The remaining balances for each Trustee's expense account and the Board Chair's discretionary fund are tracked and reconciled on a monthly basis.

11.4 Purchasing Charge Card

Each Trustee is provided with a corporate purchasing/credit card to use for Board related expenses. Trustees must follow District procedures for use of the corporate credit card.

Trustees shall be provided a corporate credit card for Board-related expenses. Trustees must follow District procedures for purchasing and use of the corporate credit cards.

All charges to corporate credit cards issued by the District must be supported by a detailed, itemized receipt that identifies the purpose of the expenditure and, if a meal is involved, the purpose of the function and the names of the participants. Where itemized receipts are not available, the charges will not be reimbursed.

Travel arrangement costs are to be charged to Trustee District VISA accounts only to maintain strong accounting practices and enable efficient processing of documents. (e.g. Accommodations, meals, transportation, etc.)

Procedure Summary

1. At the time of purchase, Trustees are to indicate on the itemized vendor receipt the description of the purchase, its purpose and the names of other persons involved when requesting reimbursement for meals.

2. Monthly, each Trustee will be provided with the Trustee's VISA statement. Trustees are to attach the credit card sales slip and itemized vendor receipt for each item listed to this statement, with the details of purchase and purpose of the expense as above.

3. Trustees are to sign the monthly VISA statement on the "I certify that these expenses were incurred for district business" line and return to the assigned person in the Board Office.

4. The District charge card should not be used for personal expenses. If, by mistake, a personal charge is included on a statement, make a notation to that effect on the statement and attach a personal cheque payable to Edmonton Public Schools to the statement. It is not necessary to include the credit card sales slips for personal items.

5. Receipts may also be submitted to the assigned staff in the Board Office for safe-keeping at any time during the month. Early submission of receipts is encouraged to ensure an efficient reimbursement process.

11.5 Per Diem Claim Forms

Per diem claim forms can be obtained on the Board Intranet Site under "Forms". Once complete, the Trustee is to e-mail or provide a hard copy to the assigned staff member in the Board Office.

Per diem claim forms should be submitted as close to the event as possible to ensure strong accounting practices.

Eligibility for Per Diems

Detailed information regarding eligibility can be accessed in Section II: Trustee Compensation and Amenities, Trustee Remuneration, Eligibility for Per Diems.

11.6 Travel Claims

All receipts for travel must be submitted to the assigned staff member in the Board Office for preparation of the Trustee's travel claim. It is critical that all receipts are provided and clearly marked with a description of the expense and the purpose. Travel expense claim forms are prepared and then signed off by the Trustee to attest to the accuracy of the claims.

- To maintain strong accounting practices and enable efficient processing, (travel costs, accommodation, meals, etc.) are to be charged to Trustee District VISA accounts

- Reimbursement for meal expenditures, without a detailed receipt, is to a maximum of $47 per day or the current District rate.

- Mileage may be claimed at the current District rate.

- Rental vehicles may be claimed where it is more cost effective than the use of taxis or shuttle service.

- Cancellation insurance is recommended for all air travel.

- An additional conference banquet ticket and any hotel room surcharge for double occupancy when spouses/partners are traveling with the Trustee may also be claimed. Other additional expenses for meals and incidentals when spouses/partners are traveling with the Trustee are the personal responsibility of the Trustee.

12. ADMINSITRATIVE RESOURCES AND SUPPORTS

PURPOSE:

Administrative resources and supports enable trustees to execute their duties as elected officials.

12.1 Administrative Amenities

12.1.1 Parking

Underground heated parking shall be available at no cost to Trustees in the first parking level of the Centre for Education in Section C marked "Reserved Parking 24 Hours".

12.1.2 Residence Security Systems

Trustees will be provided an opportunity, at no cost to the Board, to have their private residences under the surveillance of the District security alarm system.

12.1.3 Equipment and General Office Supplies

- To enable Trustees to fulfill their duties trustees will be equipped with District standard office equipment to assist in district communications. A laptop and a cell phone are-loaned to Trustees for their four-year term of office at Board expense. Access to a network printer/copier/fax is also provided.
- A record of equipment on loan to each Trustee will be kept on file.
- Trustees may expense an upgrade to this equipment out of their individual Trustee expense allowance.
- Trustees are to use district cell phones as provided by the District.
- Cellular phones and monthly data packages are part of a district service plan negotiated through Purchasing and Contract Services.
- Any new equipment purchases must be reported to the Board Office for inventory tracking, as all equipment purchased from public funds is considered a District asset.
- Any modifications to Board provided office equipment must be removable without damaging the integrity of the equipment. Costs for repairs due to such modifications may be assessed and charged to the Trustee.
- At the end of each term, Trustees may purchase the Board provided office equipment at fair market value. Otherwise, an outgoing Trustee will return the Board provided office

equipment within seven days following an election or for a re-elected Trustee, on replacement of the equipment.

- Charges from Information Technology Services for maintenance and repair of computer equipment on loan from the District will be covered as a Board expense and not out of individual Trustee expense allowances.

- Trustees submit receipts for office supplies (paper, pens, stapler, etc.) to board office staff for reimbursement. General office supply expenses are charged to each individual Trustee expense allowance.

12.1.4 Trustee Offices

Individual offices are provided for each Trustee. Each Trustee will be provided with a key that will open that Trustee's office, and will also allow access to the Superintendent of Schools and Trustee area of the Centre for Education.

After each election, offices will be assigned on the following basis:

- Incumbent Trustees will retain the offices previously occupied.
- New Trustees will be assigned to vacant offices by the process of a "draw".
- When a new Board Chair is elected, that Trustee will move to the Board Chair's office and the previous Board Chair will move to the Trustee office thereby vacated.

12.1.5 Secretarial Services for Trustees

Under the direction of the Director, Executive and Board Relations, Board Office staff provides some secretarial support for Trustees as a member of the Board.

The same basic level of administrative assistance is provided for all Trustees to help in managing their role on the Board.

The following administrative assistance is provided to all Trustees:

Correspondence and Mail

- Processing traditional mail (hard copy) and correspondence. Mail is put in the Trustee's office on a regular basis for pick up during the week.
- For urgent correspondence, Board Office staff will notify the Trustee by e-mail or phone.

Telephone Calls

- Answering the Board Chair's office phone during regular business hours and providing assistance as required. If assistance cannot be provided directly, or if requested, callers have the option of being put through to the Chair's voice mail where details and information can be stored for follow up by the Chair.
- Individual voice mail will be set up for Trustees to access messages directly. Voice mail can be accessed at the Trustee's convenience and from any location. Trustees may also arrange to have their voice mail forwarded to another phone number for more timely response.

Meetings, Board Hosted Events, School and Community Functions

- Maintaining the shared calendar of events that all Trustees have been invited to attend.
- Liaising and coordinating meeting agendas with offices of the Premier, Cabinet Ministers, MLA's, Mayor and City Council in preparation for meetings and social functions requested by the Board of Trustees.
- Assisting schools and community groups in extending invitations to Trustees for special events being planned.
- Confirming Trustee RSVP's with event organizers and arrange for appropriate protocol, Trustee speaking notes and background information that would assist Trustees in their participation at events such as:
- Meetings with members of government
- Board-hosted functions
- District and school award functions
- Commencement ceremonies (standard template)
- Parent group meetings
- Trustee conferences, seminars, special Board events
- Committee meetings, negotiations
- Provincial Associations (ASBA)

General Administrative Support

Assisting Trustees in coordinating with IT staff for any computer/IT assistance required.

- Assisting Trustees in navigating the Board Intranet Site (BIS), including posting of Trustee Professional Development reports under Trustee to Trustee section.
- Providing District information/publications/promotional materials as requested for Trustee events.
- Coordinating service requests and responses to constituent inquiries.

- Purchasing and coordinating of commemorative plaques for major milestones and celebrations for Trustees to present at special events.

Travel Arrangements

- Preparing conference registrations for ASBA and CSBA meetings, and making travel and accommodation arrangements.
- Registration for NSBA will be done centrally; however, booking of accommodations and travel is the responsibility of the Trustee, due to the array of options and personal preferences of the Trustee.
- Registration, travel and accommodation arrangements for all non-district events and conferences are the responsibility of the Trustee.
- Travel arrangement costs are charged to Trustee District VISA accounts to maintain strong accounting practices and enable efficient processing (e.g. arrangements, accommodations, meals, etc.)

Trustee Budgets, Home Office Expenses

- Processing of monthly expense reconciliation claims for Trustee home office expenses, business expenses, supplies, corporate credit card transactions (VISA), travel expense claims and per diems.
- Accounting and reconciling of Trustee annual expense budgets.

Ward Events

Assistance with ward specific work is not generally provided (e.g. returning constituent phone calls, e-mailing contacts for ward events, coordinating individual participation at non-district events, etc.). This maintains an equal level of support to all Trustees using public resources.

However, there are some occasions where District information and key messages may be in order; promotional materials requested for circulation, and/or other supports needed for special circumstances. Any questions or needs related to ward events can be directed to the Director, Executive and Board Relations.

12.1.6 Secretarial Support for the Board Chair

Under the direction of the Director, Executive and Board Relations additional support will be provided for the Board Chair in his or her capacity as the official representative of the Corporate Board as outlined below.

- Processing of mail directed to the Board Chair for follow up when required. The Board Chair's mail and e-mail is summarized and communicated to Trustees via TM and is posted on the Board Intranet Site (BIS) on a weekly basis.

- Processing/preparing and tracking documentation requiring the Board Chair's signature.
- Prepare/drafting correspondence for the Board Chair's signature.
- Coordinating meeting logistics for meetings with key stakeholders.
- Organizing and maintaining Board Chair's appointment calendar, including RSVPs for all events he/she will be attending.
- Coordinating speaking notes and/or key messages for all events where the Chair is representing the Board of Trustees.
- Making travel and accommodation arrangements for all events the Board Chair is attending, including event registration.

12.1.7 Nametags

Upon election, Trustees are provided with two nametags and a set of business cards. Additional orders will be charged against the Trustee's individual expense allowance.

12.1.8 Photograph

Upon election, Trustees are required to take part in a professional photography session with the Board. Individual shots and a group shot will be used in District communications throughout the Board's term. A digital file will be provided to Trustees for use in their own communications.

12.2 Board Intranet Site (BIS)

The Board Intranet Site (BIS) is the District's intranet site for all Board information. BIS is a password protected site where Trustees go to access all meeting information packages, information about upcoming events, the weekly TM, resources and much more. There are no hard copies of materials sent to Trustees; Trustees have the freedom and convenience to access and view/download pertinent information as needed. Board meeting information packages allow for various electronic mark ups to be made directly within the documents. This is often useful when making notes or wanting to ask questions at the meeting.

BIS also has advanced search capabilities allowing information retrieval from all sources on BIS, including archived information. Trustees can simply type in a key word within the search feature, and a list of all documents with the word will emerge.

Demonstrations and assistance can be provided as often as needed.

12.3 Trustees Shared Calendar

- To effectively track upcoming events, the Board Office maintains a "shared" calendar that can be viewed by all Trustees.

- The shared calendar includes events and meetings that pertain to all Trustees. For example, Board and committee meetings are posted, District events, meetings with key stakeholders, etc.
- E-mail invitations are sent to each Trustee requesting a response on attendance. Once the response is provided, the shared calendar will automatically track the participation for the event.
- It is the Trustee's responsibility to ensure their individual calendar is up to date and synchronized with the common calendar.
- It is highly important that RSVPs to e-mail invitations are provided as soon as possible to allow timely confirmations to be made with event organizers, and speaking notes to be prepared in time.

12.4 Insurance and Indemnification

On April 9, 1996 the Board approved the following indemnification resolution:

1. Definitions

   In this resolution:

   a) "employee" means the Superintendent of Schools and any other person who holds a position designated on Schedule "A" to this resolution.
   b) "Trustee" means any individual who holds the position of Trustee of the Board, and includes the heirs and legal representatives of such Trustee.

2. Delegation of Authority - Schedule "A"

   The Board delegates to the Superintendent of Schools the authority to create and from time to time amend Schedule "A", which, including any amendments, shall be incorporated into and form part of this resolution.

3. Indemnity

   Subject to Sections 4, 5, and 6 the Board will indemnify each Trustee and employee in respect of liability for any claims, actions, costs, expenses, damages, demands, fines and administrative penalties which any or each of them may sustain, pay or incur as a result of or in connection with the performance of duties as Trustee or employee of the Board, or by reason of serving on behalf or at the request of the Board as an officer, committee member or director of any other body, so long as such Trustee or employee is acting honestly and in good faith with a view to the best interests of the Board.

4. Circumstances Not Indemnified

   The indemnity provided for in Section 3 and the legal defense provided for under Section 7 shall not apply to any matter:

a) in which the Board has made a demand, claim, or has brought action against the Trustee or employee claiming indemnity;
b) in which the Trustee or employee has made a demand, claim, or has brought action against the Board;
c) to the extent that the Trustee or employee claiming indemnity is indemnified under a policy of insurance held by the Board or the Trustee or employee; or
d) in which the Trustee or employee claiming indemnity has, in the opinion of legal counsel chosen by the Board, breached a statutory or other duty to the Board relating to conflict of interest.

5. Acts Not Indemnified

The indemnity provided for in Section 3 shall not apply to any matter in which it has been finally determined by a court or administrative tribunal of competent jurisdiction that the Trustee or employee claiming indemnity has been guilty of:

a) fraud or dishonesty;
b) knowingly breaching a statutory duty or obligation;
c) assault or battery;
d) false imprisonment;
e) intentional infringement of copyright, patents or other intellectual property rights; or for professional misconduct.

6. Notification

A Trustee or employee claiming indemnity shall, within 10 days of being served with a statement of claim or any other document which commences legal action, notify the Board in writing and provide a copy of the statement of claim or other document. In any case in which the Trustee or employee has knowledge of a threatened or potential demand, claim, action or proceeding, such Trustee or employee shall notify the Board in writing as soon as possible. A written notification must:

a) specify the party who has made the demand, claim, action or proceeding;
b) unless the matter is one enumerated in Section 4, contain a request that the Board provide legal defense in respect of the demand, claim, action or proceeding; and
c) indicate that the Trustee or employee agrees that if it is determined by a court or administrative tribunal of competent jurisdiction that the Trustees or employee has committed an act enumerated in Section 5, the Trustees or employee shall be liable to repay to the Board all costs incurred by the Board in providing legal defence of the demand, claim, action or proceeding.

If the Trustee or employee does not provide written notice in the form and within the prescribed time limit, the Board may, in its sole discretion, provide or refuse to provide indemnification and legal defence on behalf of such Trustees or employee.

7. Defence of Actions

Upon receipt of notification in the form and within the prescribed time limit under Section 6, the Board shall, at its sole cost and expense, take over and conduct, in the name of the Trustee or employee claiming indemnity, the defence of the demand, claim, action or proceeding, unless the matter is one enumerated in Section 4 or the Trustee or employee indicates in writing that he does not wish the Board to do so. The Board shall be at liberty to settle any demand, claim, action or proceeding without obtaining the written consent of the Trustee or employee. If the Trustee or employee does not agree to the settlement, the Board shall be at liberty to cease defence of the action or proceeding without any further liability or obligation. If a court or administrative tribunal of competent jurisdiction determines that the Trustees or employee has committed one of the acts enumerated in Section 5, the Board will require the Trustee or employee to repay all monies expended by the Board in providing for legal defence of the action or proceeding.

12.5 General and Professional Liability Insurance

Detailed information on General and Professional Liability coverage can be found

here: General and Professional Liability

13. BOARD STRATEGIC PLANNING RETREATS

PURPOSE:

To enhance the Board's effectiveness, Board retreats provide dedicated and focused time to review results, assess the current operating environment, discuss opportunities and risks, and plan for the upcoming year.

The Board typically holds a fall and winter planning retreat; except in an election year when only a winter planning retreat is held.

As per its terms of reference, the District Priorities and Governance Committee leads the agenda setting process with the Board. Location and duration are established about 4 to 6 months in advance to effectively coordinate schedules, venues, accommodations, and external resources.

14. COMMUNITY RELATIONS AND COMMUNICATION

PURPOSE:

Excellent communication about the values, successes, challenges, and future directions of Edmonton Public Schools engenders understanding and support for the District and for public education. Because Trustees are key spokespeople for the District, they should seek out opportunities to highlight what is happening in the District and with Board work.

14.1 Board Communication Principles

14.1.1 Communicating in a Timely, Accurate, and Respectful Manner

In All Situations (verbal or written)

- Any Trustee communication will reflect Board values, policies and priorities and be respectful of current district practices, such as site-based decision making.
- Trustees are encouraged to remember that when they speak the perception often is that the Board is speaking and they need to speak with deliberation and care.
- Trustees will avoid speaking for the Board in areas where the Board has not yet taken a position.
- Public statements will avoid criticism of the intentions or actions of other Board members, current or former.
- When speaking, Trustees will communicate as accurately as possible.
- TRUSTEES WILL never intentionally give the appearance of speaking on behalf of the Board on issues that the Board has not taken a position.

14.1.2 Sharing of Information and Perspectives

- Through a written information report, Trustees will bring forward for discussion any requests/letters/ideas that they feel needs a Board response and/or are unsure about, or, if of a more urgent matter, ask the Board Chair for advice.

- The Board provides funds for Trustee professional development. To maximize the value of this learning for the Board, upon their return, Trustees will share their experiences and learnings with their colleagues, outlining what they have learned and how it may be applicable to the work of Edmonton Public Schools.

- Trustees agree that e-mail is an effective way to share information. Trustees will be respectful of others in the volume of e-mail sent to colleagues and they will endeavor to read information sent by colleagues. Trustees agree that discussion and debate are best in a face-to-face meeting and ideally, will avoid debate by e-mail.

- Trustees will, if sharing information pertinent to an upcoming debate or meeting, consider the timeliness of sending the material, and whether it will compromise the public nature of the debate.

14.1.3 Correspondence: E-mails

- The Board Chair will respond promptly to e-mails addressed to all Trustees. Note: The first response may be just to acknowledge receipt of the e-mail and to advise that a full response may take some time. Trustees will be advised of the Board Chair's response by way of cc or TM.

- When the Chair is responding on behalf of the Board, the e-mail should indicate that all Trustees are aware the Chair is responding on behalf of the Board.

- Similarly, Trustees will each respond promptly to e-mails sent directly to them. If Trustees are on holiday or away, Trustees will set up an "auto" response to that effect.

- As a general rule, Trustees will not respond if they are cc'd in an e-mail.

- Recognizing that e-mail is not a secure communication vehicle, Trustees will not use e-mail to pass along sensitive or confidential information.

- When the Chair is responding on behalf of the Board, the e-mail should indicate that all Trustees are aware the Chair is responding on behalf of the Board.

- Trustees will use District e-mail and mark it as “Confidential” in the heading if it contains sensitive information. Personal information regarding employees should not be sent by e-mail. See Section 3.5 Freedom of Information and Protection.

- The Administration will first contact the Board Chair, followed by the Vice-Chair, when the public is requesting a position from the Board. Key messages can be prepared at the Board Chair’s request.

- A Trustee may provide personal opinion or comment as the ward trustee on local issues, while recognizing that all local issues may have District implications.

14.1.4 Media Requests for Comments or Interviews

- Trustees will respect the Board Chair's role as the spokesperson for the Board. If the Board Chair is present and an individual Trustee is approached by media, the Trustee will connect the media with the Board Chair.

- If the Board Chair is not present and Trustees are asked for comments, they will use their best judgment in commenting, not commenting, or referring the matter to the Board Chair. If they do comment, an e-mail to inform the Board of the comments made will be sent as soon as possible.

14.1.5 Social Media

- Trustee personal blogs, websites, and social media usage will be respectful of Board policies and respect confidentiality. Trustees acknowledge that the expression of personal opinion may impact the range of feedback received or the perception that Trustees are going into a debate with an open mind.

- Trustees will moderate personal sites, e.g., preview the material going up on the site before posting.

- Trustees will consider the accuracy and potential legal liabilities of all posts before posting.

14.1.6 Community and Government Relationships within Wards

- As Trustees travel about their daily routines, Trustees will consider the potential for building relationships with other organizations as a way of increasing support for the district and public education. If Trustees think there is merit in exploring a deeper relationship with a particular group, Trustees are encouraged to invite administration to review the idea and provide pertinent background information. Trustees can also use the existing conference agenda item "Other Trustee Reports" to report on such meetings or proposed activities.

- Trustees will inform the ward Trustee prior to contacting or visiting community groups, organizations or MLAs in wards other than their own.

14.1.7 School and Community Newsletters

- School and/or community newsletters are a good vehicle for Trustee invitational or informational pieces. If Trustees make a request to share information with school communities in this way, Trustees will respect newsletter deadlines, preferred formats, and possible space restrictions.

- A Trustee may seek the advice and assistance of the Director of Executive and Board Relations in ensuring Trustee communications are accurate and in alignment with Board philosophy and positions.

- The Administration will first contact the Board Chair, followed by the Vice-Chair, when the public is requesting a position from the Board. Key messages can be prepared at the Board Chair's request.

- A Trustee may provide personal opinion or comment as the ward trustee on local issues, while recognizing that all local issues may have District implications.

14.2 Speaking to Motions

Trustees may speak about a motion they put forward prior to the debate and Board decision. Once a decision is made, all Trustees are expected to publicly respect the Board decision.

Any media contact is to be communicated to the Board and the Communications Department contact as a courtesy.

The Administration can provide assistance with messaging and media management if required.

14.3 Addressing Individual Ward Issues

The Ward Trustee may speak to the public and to the media on matters that involve the ward specifically.

Any media contact is to be communicated to the Board and the Communications Department contact as a courtesy.

The Administration can provide assistance with messaging and media management.

15. LEAVES OF ABSENCES AND RESIGNATIONS

PURPOSE:

Under the School Act, Section 82 (1) a trustee may be disqualified from remaining a Trustee if the Trustee:

> "*absents himself or herself, without being authorized by a resolution of the Board to do so, from 3 consecutive regular meetings of the Board, unless the person's absence is due to illness and the person provides evidence of that illness in the form of a medical certificate respecting the period of the person's absence*;"

15.1 Meeting Absence: Personal/Medical/Parental Leave

- It is required that in all instances where a Trustee will be absent from a meeting, the Trustee advise the Chair, the Superintendent, and the Director, Board and Executive Relations.

- Circumstances where a Trustee will need to be away for three or more meetings, a motion will need to be put forward by a Board member to grant the Trustee authorization to be away. Unless the Board decides otherwise, in their resolution, the Trustee on leave will continue to receive their full honorarium and benefits.

15.2 Resignations

From a Board Committee

A Trustee who decides to resign from a Board Committee shall provide two weeks written notice to the Committee, the Board Chair and the Superintendent or committee designate. A replacement will be selected at the next public Board meeting.

From Position of Board Chair or Vice-Chair

An incumbent who decides to resign from the position of Board Chair or Vice-Chair shall notify each other and the Superintendent. The Board Chair will notify the Board at a Caucus Meeting. Decisions pertaining to public communication will need to be determined. Nominations and elections for the vacant position will take place at a Board meeting using the process as per the annual Organizational Board meeting.

From the Board

An incumbent who decides to resign from the Board should inform the Board Chair and the Superintendent. The Board Chair will notify the Board at a Caucus Meeting. Decisions pertaining to public communication and any requirements for a by-election will need to be determined. The Board Chair will notify the Minister of Education with the information and Board decisions about a by-election.

16. ELECTION

PURPOSE:

The Board of Trustees believes that a locally elected school board is integral to public education and therefore, the District, under the direction of the Superintendent of Schools, shall play an active role in disseminating information to the electorate about school board elections.

The Board of Trustees for the Edmonton School District No. 7 is composed of nine Trustees elected under the provision of the *Local Authorities Elections Act* for four year terms of office.

16.1 Appointment of Returning Officer

Through a formal resolution, the Board typically appoints the City of Edmonton as the District's returning officer for trustee elections. The Edmonton Public School Board enters into an agreement with the City of Edmonton, covering the following matters relating to school board elections:

- use of vote recorders;
- sharing of joint costs of the election on the basis of 60% City of Edmonton, 29% Edmonton Public School Board and 11% Edmonton Catholic School Board;
- every nomination of a candidate for Trustee to be accompanied by a cash deposit in the amount of $100 in accordance with the board's 1989 election deposit bylaw;
- every nomination form to be signed by at least twenty-five (25) voters in accordance with Section 27 (1) of the Local Authorities Election Act (February 24, 2004);
- nine public school Trustees to be elected by wards as set out in Ministerial Order No. 007/2010;

Any additional costs for advertising, notification, publication or advising of electors, or candidates with respect to the nine wards, beyond the costs for election communications aligned with the City's messages, to be the sole responsibility of the Board;

The discontinuation of the election in a ward should a candidate in that ward election die after nomination day and a new election to be held for that office;

The mutual indemnification of the City and the Board for any act, statement or omission of their respective officers or agents in connection with the school board election.

16.2 Electioneering and Politically Motivated Communications

Electioneering protocols are guided by Board policy JJA.BP:

District staff, students and resources shall not be used for distribution of politically motivated communications or campaign materials with the exception of Board authorized

advocacy communications and as outlined in this policy. For the purposes of this policy, a "campaign" means an attempt by an individual or group to create action by students, staff, or others for a political objective.

The Board of Trustees believes that district resources should only be used for administrative and instructional purposes consistent with the Board's education mandate under the School Act.

1. Any materials posted or distributed by the District regarding candidates for school board elections shall treat all candidates equally and may not solicit or imply support for any individual candidate or slate of candidates.

2. The Board prohibits campaigning in or through Edmonton Public Schools by individual candidates or parties for school board, municipal, provincial or federal elections except that:
    a) schools may organize all-candidate forums for educational purposes; and
    b) school space may be rented after school hours by a candidate or party on a commercial use basis.

3. The Board prohibits the posting or distribution of campaign materials associated with school board, municipal, provincial and federal elections on lands, within buildings, or through communication vehicles owned by the Edmonton Public School Board except that campaign materials may be:
    a) posted and distributed in that portion of a school rented for a campaign meeting or being used for an all-candidate forum, however, all political materials must be removed from school premises at the end of any such meeting;
    b) used as classroom teaching aids on condition that support for an individual candidate or political party is not solicited; and posted and distributed regarding school board elections as directed by the Superintendent of Schools and in accordance with Section 1 above.

16.3 Campaigning While Holding Office

Actively campaigning while holding office (trustee or councillor) is not prohibited in the Local Authorities Election Act, and a leave of absence is not required. However, use of any District resources (including staff, computers, telephones, photocopying, boardrooms) is not permitted. Further, any City or board policies on use of facilities apply.

Detailed information on the Edmonton Public School bylaw regarding public disclosure of campaign contributions and expenses can be found here:

Public Disclosure of Campaign Contributions and Campaign Expenses Bylaw

If elected to the position of City Councillor, MLA or MP, a trustee must resign, as per the Municipal Government Act and School/Education Act.

17. SECURITY AND TECHNOLOGY

Purpose:

Guided by Board Policy KA-BP – District Technology, the Board believes the use of technology must be responsible and support student learning and digital citizenship.

The Board believes 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 (from new Draft policy – CAN.BP – Information Security)

17.1 Security

District security cards with picture identification are provided for all Trustees. A District security card is required to gain access to the parkade and the Centre for Education building elevators. All Trustees and staff are asked to wear the District picture identification card while in the Centre for Education.

All visitors accompanying Trustees are required to report to the main reception to obtain a visitors security pass. This is to ensure proper count of persons in the event of an emergency.

17.2 Use of District Technology

In keeping with the District's standards with using technology, Trustees are expected to adhere to the same principles and procedures as District staff.

Guiding Principles

District technology must be used in ways that are consistent with the following principles:

1. Appropriate Use
   District technology is intended for educational purposes and for business activities in the operation of schools and the District. Personal use of electronic communication must not interfere with, or conflict with, its use for work purposes. District technology cannot be used for purposes that are illegal, unethical, or immoral.

2. Privacy and Personal Safety
   Activities involving District technology will, as much as possible, protect the privacy of personal information of all users and the personal safety of students. All users will be educated about ways that they can protect their own personal information and personal safety.

3. Security of Systems and Information
   Individuals using District technology shall not compromise the security and integrity of data and information stored on district or school computer systems.

4. Efficiency
   District technology must function efficiently for all users. Therefore, users shall operate within the limitations, guidelines, and directives provided.

Guidelines for Appropriate Use

1. Trustees shall adhere to appropriate use guidelines established by the District and each school.

Consequences for Inappropriate Use

1. All users shall be responsible and accountable for their use of District technology.

2. Trustees who use District technology inappropriately will be subject to the Board's sanctions and/or Ministerial involvement.

18. RESOURCES AND CONTACTS

Alberta School Boards Association (ASBA)

ASBA Zone 2/3

Alberta School Boards (List and website links)

Alberta School Councils' Association (ASCA)

Canadian School Boards Association

City of Edmonton

Government of Alberta (Alberta Education Alberta Infrastructure MLA Lookup)

Acts and Regulations (Alberta Queen's Printer)

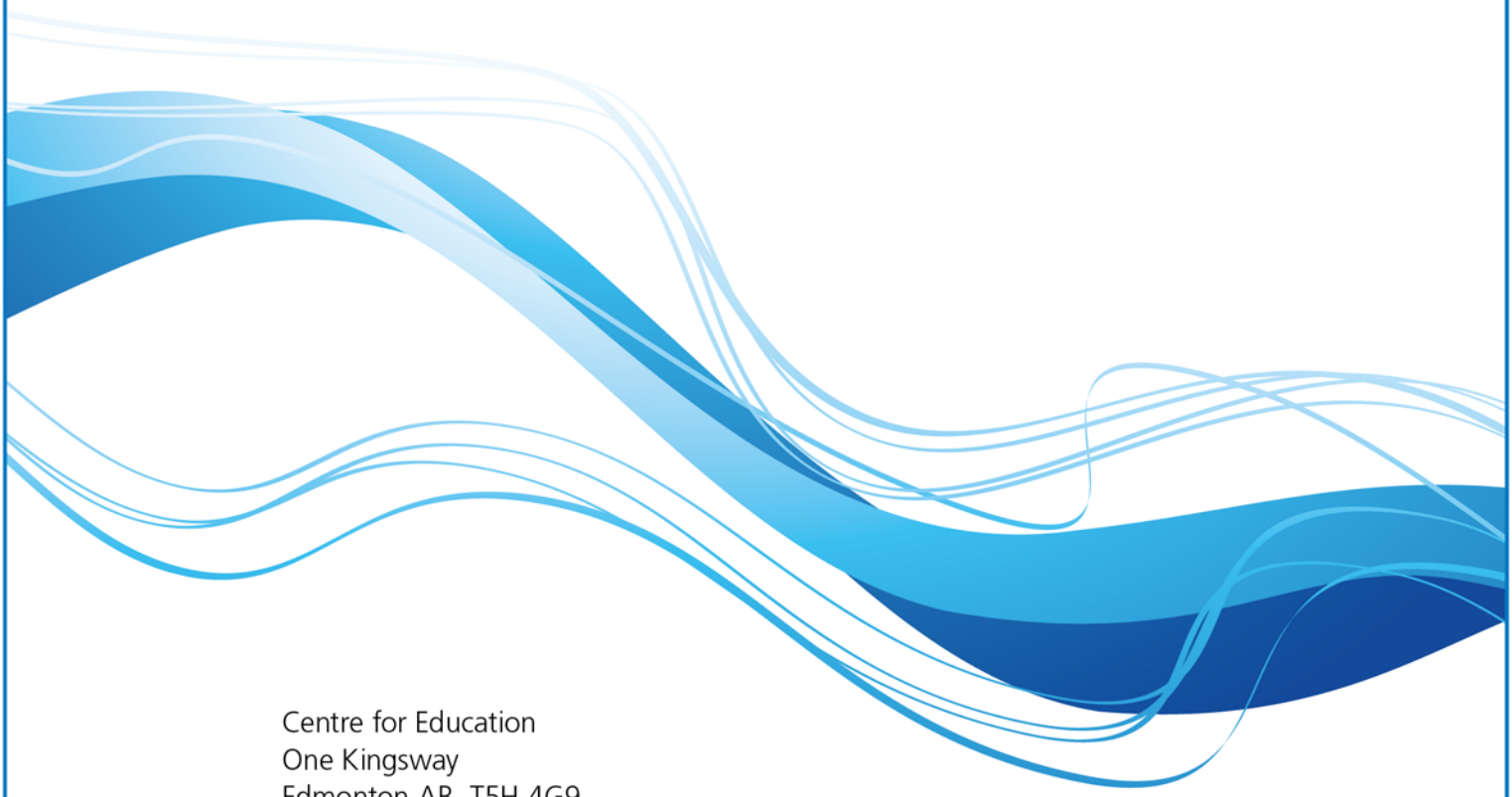
- Alberta School Boards Association Act
- Alberta School Foundation Fund Regulation
- Closure of Schools Regulation
- Compulsory Attendance Amendment Act, 2003
- Freedom of Information and Protection of Privacy Act
- Frequently Asked Questions about FOIP for School Jurisdictions
- Local Authorities Election Act
- School Act
- Education Act (Bill 3 – awaiting proclamation)
- School Board Investment Regulation
- School Buildings and Tendering Regulation
- School Councils Regulation
- Special School Tax Levy Plebiscite Regulation
- Superintendent of Schools Regulation

National School Boards Association

NOTES:

NOTES:

In over 200 locations throughout the city,
Edmonton Public Schools is helping to shape the future.
We're focused on ensuring our 80,000 students learn to their
full potential and develop the ability, passion and imagination
to pursue their dreams and contribute to their community.



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EDMONTON PUBLIC SCHOOLS

epsb.ca

EDMONTON PUBLIC SCHOOLS **Recommendation Report**

DATE:	September 17, 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 Policy FA.BP - Infrastructure Planning Principles
RESOURCE STAFF:	Sonia Boctor, Josephine Duquette, Jan Favel, Shannon Gentilini, Roland Labbe, John Macnab, Lorne Parker, Anne Sherwood, Sandra Stoddard
REFERENCE:	CH.BP – Framework for Policy Development and Review July 30, 2013 Board Report Infrastructure Planning Principles

ISSUE

Creation of a new board policy to articulate a set of principles, in compliance with provincial legislation, to guide capital, facility and student accommodation planning was directed by a Board of Trustees supported motion on October 23, 2012: *That, after the Board articulates a set of principles to guide capital and accommodation planning, the Administration develop and implement a district infrastructure strategy that identifies timelines and goals to provide high quality learning opportunities, respond to community needs, address the deferred maintenance deficit, and right size district space to efficiently meet short-term and long-term needs. That this recommendation replace the motions approved on March 13, 2012, April 10, 2012 and September 11, 2012.*

RECOMMENDATION

1. **That draft Board Policy FA.BP – Infrastructure Planning Principles (Attachment I) be considered for the second time.**

2. a) **That draft Board Policy FA.BP – Infrastructure Planning Principles (Attachment I) be considered for the third time and approved.**
   b) **That, with new Board Policy FA.BP – Infrastructure Planning Principles having been approved, the following policies be rescinded:**
      - **FB.BP – School Re-opening**
      - **FECA.BP – Identification of a Building as a Historic Resource**
      - **FED.BP – Capital Projects**
      - **FEE.BP – Site Acquisition and Disposition**
      - **FF.BP – Naming of Schools**
      - **FL.BP – School Closure**
      - **JG.BP – Community Use of District Buildings**

BACKGROUND

On July 30, 2013 the Board of Trustees gave first consideration to the draft Infrastructure Planning Principles policy, provided feedback and referred an amendment to Principle 2 to the Policy Review Committee. The Board of Trustees then approved the draft, and the policy was made available for public input from August 1, 2013 to September 2, 2013 on the district

website. In addition the Policy Review Committee hosted a representative stakeholder engagement meeting on August 27, 2013 to receive feedback relating to the draft principles.

Further, during the month of August, and in alignment with the Board of Trustees' comprehensive policy review process, the Administration examined all policies responsive to or related to *Education Act* Section 33 (1) i – "ensure effective stewardship of the board's resources" with respect to infrastructure. Based on this review, the Administration recommended changes to the Policy Review Committee with the aim of consolidating existing related policies and ensuring consistency of Board of Trustees direction with respect to infrastructure decision-making, operations, and planning.

On September 11, 2013 the Policy Review Committee met to review and amend the policy to reflect stakeholder and public feedback, consolidate existing board policies, and consider the referred amendment. The Committee discussed in depth amendments to the policy and developed a new draft for consideration by the Board of Trustees (Attachment I).

RELATED FACTS

Two opportunities for public consultation on the draft policy were provided over a period of five weeks. From noon on August 1 to midnight on September 2, 2013 a district web-based survey was open to stakeholders for on-line responses to questions on each section of the draft policy. Responses were recorded from a range of stakeholders who self-identified as being a member of one of the following groups: professional organization, EPSB parent, EPSB student, EPSB staff member, community organization, community member, or other (Attachment II).

On August 27, 2013, the District hosted a stakeholder engagement opportunity in a focus group format to elicit stakeholder responses to each of the seven principles contained in the draft policy. Focus group participants included representatives from Alberta Education, Alberta Infrastructure, City of Edmonton, Conseil Scolaire Centre-Nord, Edmonton Catholic Schools, Edmonton Federation of Community Leagues, YMCA, parent councils and school principals.

KEY POINTS

- A total of 241 responses to the web survey were received.
- The majority of respondents to the web survey indicated no concerns with the draft policy.
- Main concerns identified in the comments of both the survey respondents and stakeholder focus group were:
  - call for clarity in terms and definitions and precision of language for the principles;
  - desire for accountability for outcomes and meeting goals; and
  - ongoing concerns regarding the relationship between infrastructure and:
    - school closure;
    - oversubscription of new schools;
    - transportation; and
    - opportunity for parents and community to provide continuous input.

The policy was amended to reflect the feedback received, respect the comments heard at the public board meeting on July 30, 2013, consolidate existing policies and create clarity and consistency within the policy.

OPTIONS

The following options are selected for consideration as they are deemed the most admissible:

1. The Board of Trustees gives second and third consideration to draft FA.BP – Infrastructure Planning Principles on September 17, 2013.
2. The Board of Trustees gives second consideration on September 17, 2013, and third consideration and approval to draft FA.BP – Infrastructure Planning Principles at a future board meeting.
3. The Board of Trustees refers the draft FA.BP – Infrastructure Planning Principles for further revision.

CONSIDERATIONS & ANALYSIS

The proposed Infrastructure Planning Principles policy contains seven broad over-arching principles that will guide the actions of the Superintendent of Schools and Administration when allocating financial resources, creating priorities for capital funding, maintaining and building new school buildings, acquiring land or declaring it surplus, establishing programming, exploring partnerships, and creating places for safe, caring, healthy, respectful, diverse, inclusive and equitable learning. As well, it includes values and belief statements from current policies.

The seven principles themselves are directly based on the values articulated by the Board of Trustees during an Infrastructure Planning session in June and at the July 30, 2013 board meeting, stakeholder input received during the public input phase, as well as taking into account the existing Planning Principles outlined in the Ten Year Facilities Plan. The revised principles (alphabetically listed) are as follows:

1. **Accountability**: Infrastructure decisions shall be transparent, evidence based and reflect meaningful engagement with stakeholders.
2. **Centres for Educational Excellence**: Infrastructure assets shall serve as centres for educational excellence that meet the needs of district students, as well as their families and staff, where appropriate.
3. **Environmental Stewardship**: All decisions relating to infrastructure management shall demonstrate a commitment to environmental stewardship.
4. **Equitable Access**: All students and staff shall have fair access to safe, welcoming, high quality learning and working environments that will increase their opportunities and decrease their vulnerabilities.
5. **Fiscal Responsibility:** Decisions on infrastructure shall consider long-term needs and current realities, and reflect effective management of district resources.
6. **Service to Community**: District infrastructure assets are public buildings intended to serve our students, families, and staff as well as the broader community where appropriate. Capital investment shall consider the demographics, long-term plans, and needs of the community.
7. **Supports for the Whole Child**: Space shall be available to enable partnerships with shared responsibilities in order to provide integrated services that support district students.

In addition to and in support of the suggestions from stakeholder feedback for clarity on the scope of infrastructure planning, the proposed FA.BP – Infrastructure Planning Principles consolidates the Board of Trustees' additional expectations for infrastructure planning found in other existing stand-alone policies (as noted in Attachment III, Appendix I, in bold text and bracket by policy code and name). Pending the approval of new policy FA.BP: Infrastructure

Planning Principles, the following existing policies, having been addressed in the new policy, will be rescinded:

- FB.BP – School Re-opening
- FECA.BP – Identification of a Building as a Historic Resource
- FED.BP – Capital Projects
- FEE.BP – Site Acquisition and Disposition
- FF.BP – Naming of Schools
- FL.BP – School Closure
- JG.BP – Community Use of District Buildings

Specifically, FA.BP will guide the creation of the Infrastructure Strategy, which is aimed at transforming the District's inventory of infrastructure assets. The District's deferred maintenance deficit should be reduced by implementing the recommendations of the Infrastructure Strategy; the associated financial efficiencies can be applied to better supporting students and their education. In addition, the District's impact on the environment should be reduced.

Through consistent application of these principles and the policy, it is expected that the District will build confidence and trust of all stakeholders in its infrastructure planning and management. Government stakeholders and the public will see that the District's infrastructure is effectively supporting optimum learning opportunities and supports for students, responding to community needs as possible, and enabling the realization of the District Vision.

The expected outcomes relating to the principles (formerly listed under Expectations) expand upon and clarify the Board of Trustees' desired outcomes for the principles and more properly belong as part of the policy itself and have been moved up into the policy section. The Expectations section is intended to provide an opportunity for the Board of Trustees to give direction to the Superintendent of Schools for policy implementation and now also consolidates the Board of Trustees' requirements for various aspects of infrastructure planning and management formerly contained in other policies, for example school site acquisition and disposal, school closure and re-opening, and community use of district buildings.

With respect to timing of approval, this timing will impact the development of the Infrastructure Strategy referenced in the October 23, 2012 Board of Trustees motion. If FA.BP is approved on September 17, 2013, the Administration will commence work on the Infrastructure Strategy immediately. If FA.BP is not approved, possibly the next consideration(s) of the policy will happen either at a board meeting to be scheduled between September 30 and October 18 or at a board meeting once the new Board of Trustees is sworn in. If the latter, additional review by the new Policy Review Committee will be required with early December likely being the earliest occasion the new Board of Trustees could consider the policy.

NEXT STEPS

1. Should this new policy FA.BP – Infrastructure Planning Principles be approved by the Board of Trustees on third consideration, those policies which have been noted in Appendix I will be rescinded. Administrative regulations related to the rescinded policies will be reviewed and cross referenced to this new parent policy.

2. If approved at third consideration, district Administration will develop and finalize a comprehensive, long-term Infrastructure Strategy aimed at transforming its inventory of facilities to be brought forward to the new Board of Trustees.

ATTACHMENTS & APPENDICES

ATTACHMENT I	Draft Board Policy FA.BP - Infrastructure Planning Principles
ATTACHMENT II	Data from Public Consultations on Proposed _.BP Infrastructure Planning Principles Policy
ATTACHMENT III	Policies Consolidated in Draft new Board Policy – FA.BP - Infrastructure Planning Principles
APPENDIX I	Copy of Policies Consolidated in FA.BP - Infrastructure Planning Principles and Subsequently Recommended for Rescission

JD:sb

EDMONTON PUBLIC SCHOOLS

DRAFT Board Policy

CODE: FA.BP

TOPIC: Infrastructure Planning Principles

EFFECTIVE DATE: (dd-mm-yyyy)

ISSUE DATE: (dd-mm-yyyy)

REVIEW YEAR: (yyyy)

PURPOSE

To acknowledge the Board of Trustees' responsibility and expectation for effective stewardship of the District's infrastructure resources to deliver appropriate Kindergarten to Grade 12 education programming for the citizens of the City of Edmonton and establish a set of overarching infrastructure planning principles, to guide facility, capital, and student accommodation planning and operations in the District.

These board approved Infrastructure Planning Principles will guide the actions of the Superintendent of Schools when administrating and forming places for safe, caring, healthy, respectful, diverse, inclusive and equitable learning; allocating financial resources; recommending priorities for capital funding; maintaining, building and closing or re-opening of schools; acquiring and disposing of land and buildings; and all other infrastructure decisions.

DEFINITIONS

Capital Projects are new school construction and school modernization projects identified in the District's capital submission, which is approved annually by the Board of Trustees and submitted to Alberta Education for consideration. For each project it approves, Alberta Education establishes the budget and funding. Any contract or scope of work changes that require funding additional to the Alberta Education established capital budget requires Ministerial approval.

Community is a unique composition of people based on common interests, needs or geography.

Deferred Maintenance is capital investment in facilities that has not yet been performed and is required to keep the asset in suitable operational condition.

Environmental Stewardship is the continual improvement and modeling best practices of sustainability in education, conservation, protection, and regulation.

High Quality Learning Environments, from a facilities point of view, refers to the factors that impact student achievement, for example, thermal comfort, indoor air quality, lighting, acoustical control, appropriate space for program delivery, student gathering places, etc.

Infrastructure consists of the basic facilities, services, and installations needed for the functioning of the District, for example, transportation services, communication systems, and schools and administrative buildings.

Infrastructure Strategy is a strategic focus that guides future decision-making for the planning, locating, provision, use and maintenance of district facilities.

Joint Use Agreement (Facilities and Land) are contracts between The Board of Trustees of Edmonton School District No.7, The Board of Trustees of Edmonton Catholic Separate School

District No. 7, The Board of Trustees of the regional Authority of the Greater North Central Francophone Education Region No. 2 (Conseil Scolaire Centre-Nord) and the City of Edmonton supporting the sharing of publicly funded land and facilities to maximize benefits to students and citizens of the City of Edmonton.

Long-term Viability is based on both the costs to operate, maintain and renovate buildings and the ability for schools to maintain an enrolment within the educational program to provide a high quality learning environment for existing and future students.

Partner refers to the City of Edmonton, Provincial and Federal Governments, school jurisdictions, for profit and not for profit agencies, and organizations compatible with the vision of the Edmonton Public School Board.

School Closure is within the authority of the Board of Trustees as derived from the *School Act* and the Alberta Closure of Schools Regulation, and is defined as any of the following actions:

- close a school permanently or for a specified period of time, or
- close entirely three or more consecutive grades in a school, or
- transfer all students from one school building to one or more other school buildings on a permanent basis.

Stakeholders are parents, students, staff, community members, partners, and government elected officials and staff.

Student Accommodation Planning is governed by Board Policy IC.BP – Student Accommodation and refers to the assignment of a designated school for each student based on student residency and means that this designated school will be responsible for accommodating the student or ensuring the student's placement elsewhere.

Whole Child is an educational concept that refers to addressing the physical, psychological, intellectual, emotional, social and spiritual needs of students.

POLICY

The Board of Trustees is responsible for the stewardship of resources placed in its trust for public education service delivery to all resident students within the City of Edmonton. The Board of Trustees acknowledges that infrastructure decisions under its jurisdiction must be in accordance with governing legislation and procedural requirements. The Board of Trustees has the authority and the responsibility to make decisions regarding:

- school site acquisition and disposal within the means available to it, which are key determinants in where public education service delivery will be situated within the District;
- priorities for school modernization and building of new schools; and
- the closure or re-opening of a school facility.

The Board of Trustees believes that the District's infrastructure decision-making should reflect an equitable approach to the provision of safe, high quality learning and working environments across the District; demonstrate sound planning practices; establish equitable priorities for construction, modernization and maintenance; disclose assumptions on which plans are based; employ a collaborative approach to planning and operation through the inclusion of community, external partnerships and multiple orders of government; employ traditional and creative

approaches where appropriate; and ensure expenditures of capital funding demonstrate responsible stewardship of public resources.

To achieve these objectives, the following Infrastructure Planning Principles, listed in alphabetical order, shall guide all infrastructure planning and operational decisions:

1. **Accountability**: Infrastructure decisions shall be transparent, evidence based and reflect meaningful engagement with stakeholders.
2. **Centres for Educational Excellence**: Infrastructure assets shall serve as centres for educational excellence that meet the needs of district students, as well as their families and staff, where appropriate.
3. **Environmental Stewardship**: All decisions relating to infrastructure management shall demonstrate a commitment to environmental stewardship.
4. **Equitable Access**: All students and staff shall have fair access to safe, welcoming, high quality learning and working environments that will increase their opportunities and decrease their vulnerabilities.
5. **Fiscal Responsibility:** Decisions on infrastructure shall consider long-term needs and current realities, and reflect effective management of district resources.
6. **Service to Community**: District infrastructure assets are public buildings intended to serve district students, families, and staff as well as the broader community where appropriate. Capital investment shall consider the demographics, long-term plans, and needs of the community.
7. **Supports for the Whole Child**: Space shall be available to enable partnerships with shared responsibilities to provide integrated services that support district students.

The Board of Trustees believes that implementation of the Infrastructure Planning Principles will enable the District to:

1. Achieve equity of educational programming through acknowledging that students and communities have different needs.
2. Allow opportunities for long-term planning, operational efficiencies and coordinated services.
3. Collaborate with other orders of government, school districts, and for profit and not for profit agencies to support students, children, families and communities.
4. Determine the long-term viability of district assets and address the long-term deferred maintenance.
5. Engage stakeholders early in ongoing discussions with the District, considering their perspectives, and working together to achieve positive change and outcomes that benefit students.
6. Evaluate the unique needs of communities and determine the appropriate future use of assets.
7. Maximize the use of space not required for educational purposes by providing opportunities for partnerships that support education, children or the community at no cost to the District.
8. Minimize the District's environmental footprint through proactive planning practices.

The Board of Trustees reserves to itself the authority to name schools. In the naming of schools, preference shall be given to the names of persons who have made a valuable contribution to education and/or to the community at large.

The Board of Trustees believes in the principles of the Joint Use Agreement (Facilities) which supports the sharing of publicly funded facilities to maximize benefits to students and citizens of the City of Edmonton. In support of this belief, the Board of Trustees encourages the use of district buildings by the community provided there is no conflict with the District's mandate to provide (K-12) education and the use shall be compatible with the Board of Trustees' educational aims and objectives. Surplus space may be utilized in operational and closed school buildings.

The Board of Trustees believes that the preservation of buildings with significant historic value is important to the citizens of the City of Edmonton. The Board of Trustees and will consider supporting an application to Alberta Community Development for the designation of a district building as a historic resource when doing so has no adverse impact on the provision of educational services within the building or elsewhere in the District.

EXPECTATIONS

1. The Superintendent of Schools shall implement this policy through establishment of a comprehensive District Infrastructure Strategy, and appropriate administrative regulations, processes and assignment of responsibilities as required.
2. All facility, capital and student accommodation plans shall address the Infrastructure Planning Principles and Infrastructure Strategy.
3. For each capital project submitted by the Board of Trustees and approved by Alberta Education, the Board of Trustees shall be kept informed of progress.
4. School Site Acquisition and Disposal
   a) School sites shall be acquired from the reserve land dedication provided under the *Municipal Government Act*, within the terms of the Joint Use Agreement with the City of Edmonton, or purchased using approved district Capital Reserve funding.
   b) The Board of Trustees authorizes the Superintendent of Schools to determine the need for, or the relinquishing of need for, school sites and land in new development areas where site lands have not yet been fully dedicated.
   c) The declaration of lands dedicated for district use at no cost to the District, as surplus to district need, shall require Board of Trustees approval.
   d) Each sale, transfer or exchange of land titled to the District shall require Board of Trustees approval.
   e) Where applicable, the sale of school sites shall be transacted with the terms of the Joint Use Agreement (Land) with the City of Edmonton.
5. School Closure and Re-opening
   a) The Board of Trustees authorizes the Superintendent of Schools when in compliance with the Alberta Closure of Schools Regulation to:
      i. close or permanently relocate fewer than three consecutive grades in a school; or
      ii. temporarily relocate any number of grades from one school to another.
   b) The Board of Trustees retains the authority to initiate a process for a school closure in accordance with the *School Act* and Alberta Closure of Schools Regulation.
   c) The Superintendent of Schools shall be responsible for recommending the closure or re-opening of a school to the Board of Trustees in accordance with the Infrastructure Planning Principles.
6. Use of District Buildings
   a) Members of the community, excluding publicly-traded companies providing day care and early education, can access surplus space through the following methods:

i. as a group represented by the City of Edmonton under the Joint Use Agreement: Facilities;
ii. as an occasional paid rental for groups not eligible under the Joint Use Agreement: Facilities;
iii. as a group with exclusive use of space as specified in a lease agreement;
iv. as a group with limited use of space as specified in a license agreement; or
v. as a group with shared use of space who provide support services which directly benefit the students at the school through a specific agreement with the school.

b) Those organizations leasing or licensing space must provide evidence of recognized, acceptable, social and ethical standards through policies, practices and procedures.
c) Leases are intended to be at no cost to the District. Information regarding leases in the District shall be provided to the Board of Trustees annually.
d) Fees for paid rentals shall be determined annually by the Superintendent of Schools.

ACCOUNTABILITY

Annually, the Board of Trustees approves the District's Three Year Capital Plan and reviews the District's Ten Year Facilities Plan, as required by the Government of Alberta.

REFERENCES

AA.BP	Stakeholder Engagement
FO.BP	Environment
IC.BP	Student Accommodation
EEA.BP	Student Transportation
FB.BP	School Re-opening
EEA.AR	Transportation Services
FECA.AR	Identification of a Building as a Historic Resource
FED.BP	Capital Projects
FEE.BP	Site Acquisition and Disposal
FF.AR	Naming of Schools
FL.AR	School Closure
JG.AR	Community Use of District Buildings

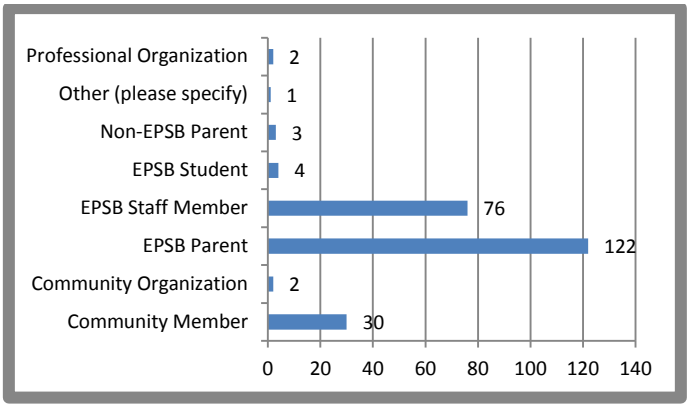
Public Consultation on Draft Policy _.BP Infrastructure Planning Principles
Final Report, September 5th, 2013

General Summary:

- 241 survey respondents to date:
  - 50% identified as EPSB Parent
  - 30% EPSB staff
  - 15% Community Member
  - Between 76% and 87% survey respondents expressed no concerns over each issue raised on the survey
  - The 13% to 24% that did have concerns provided comments for consideration by the Policy Review Committee.

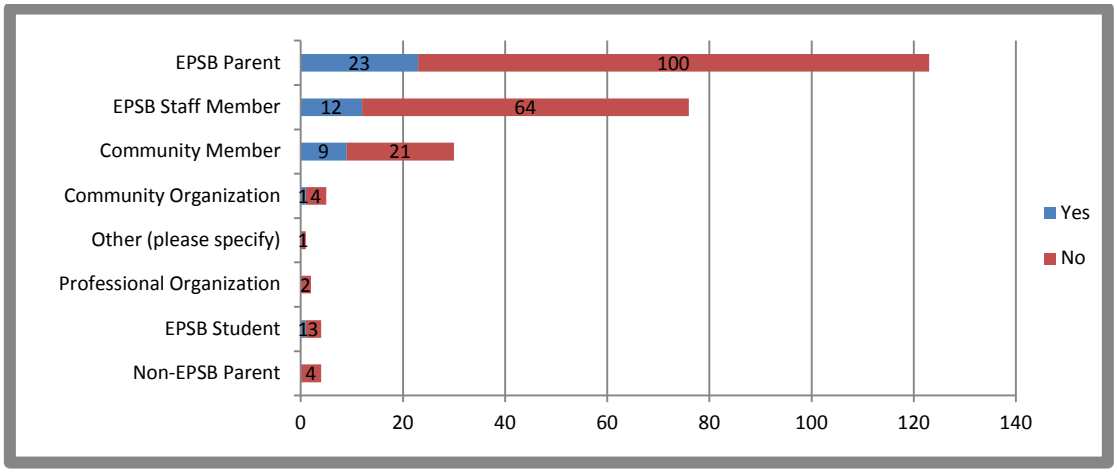
- Main concerns of both the survey respondents and stakeholder engagement comments focused on:
  - Call for clarity in terms and definitions and precision of language for the Principles
  - Desire for accountability for outcomes and meeting goals
  - Ongoing concerns regarding the relationship between infrastructure and
    - School closure
    - Oversubscription of new schools
    - Transportation
    - Continuous input from parents and community

Please select the primary perspective from which you are providing feedback.

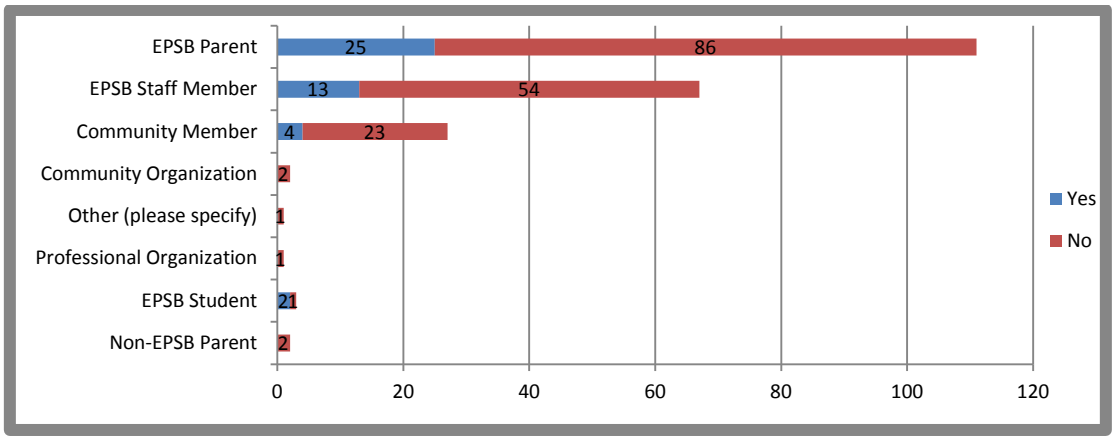


Note: The respondent "Other" self-identified as a member of a school parent council.

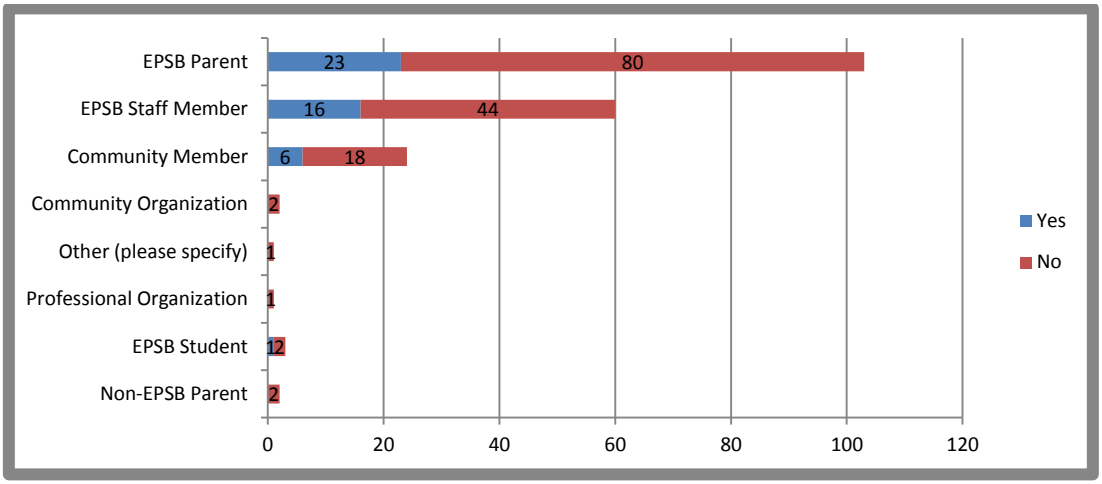
Do you have any concerns (additions, deletions, clarification) regarding the PURPOSE statement?



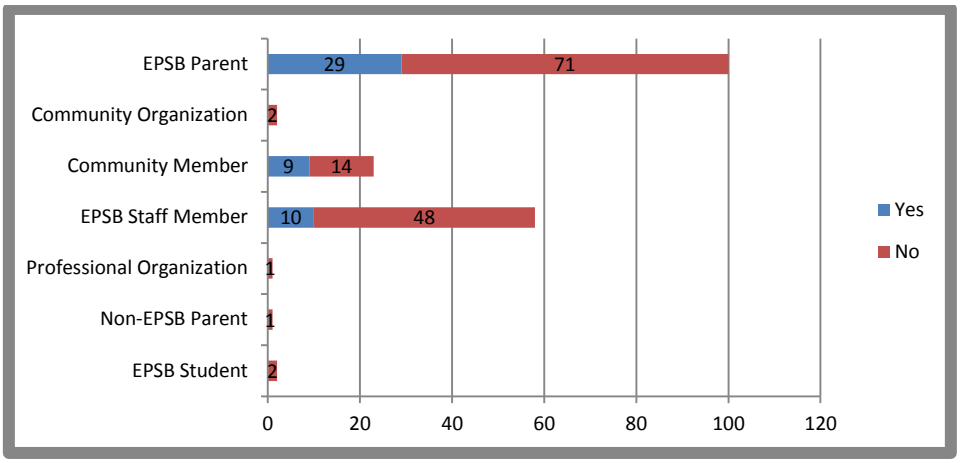
Do you have any concerns (additions, deletions, clarification) regarding the DEFINITIONS?



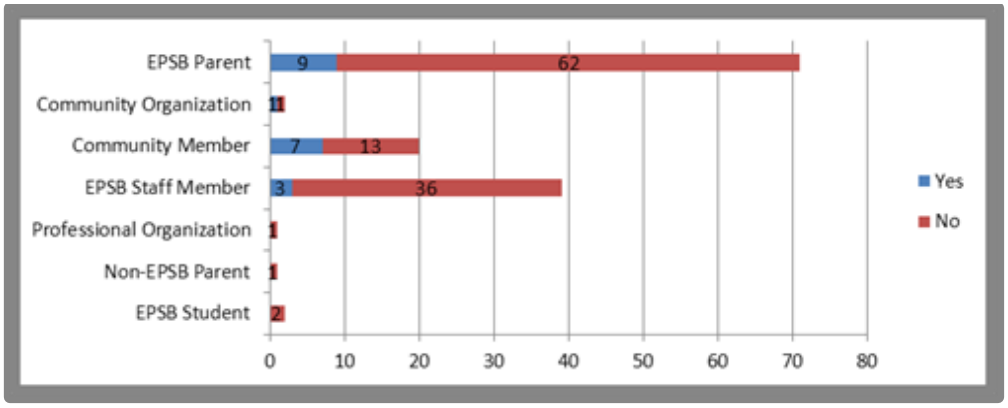
Do you have any concerns (additions, deletions, clarification) regarding the POLICY?



Do you have any concerns (additions, deletions, clarification) regarding the EXPECTATIONS?



Do you have any concerns (additions, deletions, clarification) regarding the ACCOUNTABILITY?



EDMONTON PUBLIC SCHOOLS

CODE: FA.BP

TOPIC: Infrastructure Planning Principles

EFFECTIVE DATE: (dd-mm-yyyy)

ISSUE DATE: (dd-mm-yyyy)

REVIEW YEAR: (yyyy)

PURPOSE

To acknowledge the Board of Trustees' responsibility and expectation for effective stewardship of the District's infrastructure resources to deliver appropriate Kindergarten to Grade 12 education programming for the citizens of the City of Edmonton and establish a set of overarching infrastructure planning principles, to guide facility, capital, and student accommodation planning and operations in the District.

These Board approved Infrastructure Planning Principles will guide the actions of the Superintendent of Schools when administrating and forming places for safe, caring, healthy, respectful, diverse, inclusive and equitable learning, allocating financial resources, recommending priorities for capital funding, maintaining, building and closing or re-opening of schools, acquiring and disposing of land and buildings, and all other infrastructure decisions.

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Capital Projects are new school construction and school modernization projects identified in the District's capital submission, which is approved annually by the Board and submitted for consideration by Alberta Education. For each project it approves, Alberta Education establishes the budget and funding and any contract or scope of work changes that require funding additional to the Alberta Education established capital budget requires Ministerial approval. **(FED.BP – Capital Projects)**

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Long-term Viability is based on both the costs to operate, maintain and renovate buildings and the ability for schools to maintain an enrolment within the educational program to provide a high quality learning environment for existing and future students.

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School Closure is within the authority of the Board as derived from the School Act and the Alberta Closure of Schools Regulation, and is defined as any of the following actions:

- close a school permanently or for a specified period of time, or
- close entirely three or more consecutive grades in a school, or
- transfer all students from one school building to one or more other school buildings on a permanent basis.**(FL.BP – School Closure)**

Stakeholders are parents, students, staff, community members, partners, and government elected officials and staff.

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Whole Child is an educational concept that refers to addressing the physical, psychological, intellectual, emotional, social and spiritual needs of students.

POLICY

The Board of Trustees (Board) is responsible for the stewardship of resources placed in its trust for public education service delivery to all resident students within the City of Edmonton. The Board acknowledges that infrastructure decisions under its jurisdiction must be in accordance with governing legislation and procedural requirements. The Board has the authority and the responsibility to make decisions regarding:

- school site acquisition and disposal within the means available to it, which are key determinants in where public education service delivery will be situated within the district;
- priorities for school modernization and building of new schools; and
- the closure or re-opening of a school facility.

The Board believes that the District's infrastructure decision-making should reflect an equitable approach to the provision of safe, high quality learning and working environments across the District **(FED.BP – Capital Projects),** demonstrate sound planning practices,

establish equitable priorities for construction, modernization and maintenance, disclose assumptions on which plans are based, employ a collaborative approach to planning and operation through the inclusion of community, external partnerships and multiple orders of government, employ traditional and creative approaches where appropriate, and ensure expenditures of capital funding demonstrate responsible stewardship of public resources.

To achieve these objectives, the following Infrastructure Planning Principles, listed in alphabetical order, shall guide all infrastructure planning and operational decisions:

1. **Accountability**: Infrastructure decisions shall be transparent, evidence based and reflect meaningful engagement with stakeholders.
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4. **Equitable Access**: All students and staff shall have fair access to safe, welcoming, high quality learning and working environments that will increase their opportunities and decrease their vulnerabilities.
5. **Fiscal Responsibility:** Decisions on infrastructure shall consider long term-needs and current realities, and reflect effective management of district resources.
6. **Service to Community**: District infrastructure assets are public buildings intended to serve our students, families, and staff as well as the broader community where appropriate. Capital investment shall consider the demographics, long-term plans, and needs of the community.
7. **Supports for the Whole Child**: Space shall be available to enable partnerships with shared responsibilities to provide integrated services that support district students.

The Board believes that implementation of the Infrastructure Planning Principles will enable the District to:

1. achieve equity of educational programming through acknowledging that students and communities have different needs.
2. allow opportunities for long-term planning, operational efficiencies and coordinated services.
3. collaborate with other orders of government, school districts, and for profit and not for profit agencies to support students, children, families and communities.
4. determine the long-term viability of district assets and address the long-term deferred maintenance.
5. engage stakeholders early in ongoing discussions with the District, considering their perspectives, and working together to achieve positive change and outcomes that benefit students.
6. evaluate the unique needs of communities and determine the appropriate future use of assets.
7. maximize the use of space not required for educational purposes by providing opportunities for partnerships that support education, children or the community at no cost to the district.
8. minimize the District's environmental footprint through proactive planning practices.

The Board reserves to itself the authority to name schools. In the naming of schools, preference shall be given to the names of persons who have made a valuable contribution to education and/or to the community at large. **(FF.BP – Naming of Schools)**

The Board believes in the principles of the Joint Use Agreement (Facilities) which supports the sharing of publicly funded facilities to maximize benefits to students and citizens of the City of Edmonton. In support of this belief, the Board encourages the use of district buildings by the community provided there is no conflict with the District's mandate to provide (K-12) education and the use shall be compatible with the Board's educational aims and objectives. Surplus space may be utilized in operational and closed school buildings. **(JG.BP – Community Use of Buildings)**

The Board believes that the preservation of buildings with significant historic value is important to the citizens of the City of Edmonton and will consider supporting an application to Alberta Community Development for the designation of a District building as a historic resource when doing so has no adverse impact on the provision of educational services within the building or elsewhere in the district. **(FECA.BP – Identification of a Building as a Historic Resources)**

EXPECTATIONS

1. The Superintendent of Schools shall implement this policy through establishment of a comprehensive District Infrastructure Strategy, and appropriate administrative regulations, processes and assignment of responsibilities as required.
2. All facility, capital and student accommodation plans shall address the Infrastructure Planning Principles and Infrastructure Strategy.
3. For each capital project submitted by the Board and approved by Alberta Education, the Board shall be kept informed of progress. **(FED.BP – Capital Projects)**
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   a) School sites shall be acquired from the reserve land dedication provided under the *Municipal Government* Act, within the terms of the Joint Use Agreement with the City of Edmonton, or purchased using approved district Capital Reserve funding.
   b) The Board authorizes the Superintendent of Schools to determine the need for, or the relinquishing of need for, school sites and land in newly development areas where site lands have not yet been fully dedicated.
   c) The declaration of lands dedicated for district use at no cost to the district, as surplus to district need, shall require Board approval.
   d) Each sale, transfer or exchange of land titled to the district shall require Board approval.
   e) Where applicable, the sale of school sites shall be transacted with the terms of the Joint Use Agreement (Land) with the City of Edmonton. **(FEE.BP – Site Acquisition and Disposal)**
5. School Closure and Re-opening
   a) The Board authorizes the Superintendent of Schools when in compliance with the Alberta Closure of Schools Regulation to:
      i. Close or permanently relocate fewer than three consecutive grades in a school, or
      ii. Temporarily relocate any number of grades from one school to another.
   b) The Board retains the authority to initiate a process for a school closure in accordance with the *School* Act and Alberta Closure of Schools Regulation.

c) The Superintendent of Schools shall be responsible for recommending the closure or re-opening of a school to the Board in accordance with the Infrastructure Planning Principles. **(FL.BP- School Closure and FB.BP – School Re-opening)**

6. Use of District Buildings
   a) Members of the community, excluding publicly-traded companies providing day care and early education, can access surplus space through the following methods:
      i. As a group represented by the City of Edmonton under the Joint Use Agreement: Facilities.
      ii. As an occasional paid rental for groups not eligible under the Joint Use Agreement: Facilities.
      iii. As a group with exclusive use of space as specified in a lease agreement.
      iv. As a group with limited use of space as specified in a license agreement.
      v. As a group with shared use of space who provide support services which directly benefit the students at the school through a specific agreement with the school.
   b) Those organizations leasing or licensing space must provide evidence of recognized, acceptable, social and ethical standards through policies, practices and procedures.
   c) Leases are intended to be at no cost to the District. Information regarding leases in the District shall be provided to the Board annually.
   d) Fees for paid rentals shall be determined annually by the Superintendent. **(JG.BP – Community Use of District Buildings)**

ACCOUNTABILITY

Annually, the Board of Trustees approves the District's Three Year Capital Plan and reviews the District's Ten Year Facilities Plan, as required by the Government of Alberta.

REFERENCES

AA.BP	Stakeholder Engagement
FO.BP	Environment
IC.BP	Student Accommodation
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EEA.AR	Transportation Services
FECA.AR	Identification of a Building as a Historic Resource
FED.AR	Capital Projects
FEE.AR	Site Acquisition and Disposal
FF.AR	Naming of Schools
FL.AR	School Closure
JG.AR	Community Use of District Buildings

COPY OF POLICIES CONSOLIDATED IN FA.BP - INFRASTRUCTURE PLANNING PRINCIPLES AND SUBSEQUENTLY RECOMMENDED FOR RESCISSION

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.

CODE: FED.BP
TOPIC: Capital Projects

EFFECTIVE DATE: 17-01-2012
ISSUE DATE: 18-01-2012
REVIEW DATE: 01-2019

A. PREAMBLE

The Board believes that all schools should provide facilities that promote optimal learning environments that support the teaching and learning process. On this account the Board believes that the factors that impact student achievement from a facilities point of view are: thermal comfort; indoor air quality; lighting and acoustical control.

B. GENERAL

Capital projects are new school construction and school modernization projects identified in the District's capital submission, which is approved annually by the Board and submitted for approval by Alberta Education.

C. CAPITAL PROJECTS

1. Alberta Education establishes the budget for all capital projects. All capital projects require Ministerial approval prior to being tendered and Ministerial approval is required before the Board may enter into a construction contract.

2. Contract changes that require funding that is additional to the Alberta Education established capital budget or scope changes that significantly alter the work on a project require Ministerial approval.

D. SELECTION OF ARCHITECT/CONSULTANT

1. Consultants and Architects shall be appointed by Facilities Services in accordance with district purchasing practices as established by Purchasing and Contract Services.

2. The Board shall be informed of the commissioned architect/consultant for each capital project.

E. CONCEPT DESIGN OF CAPITAL PROJECTS

The Board shall be informed of the concept design for each capital project.

F. CONSTRUCTION CONTRACTS, BIDDING AND AWARDS

1. The Board may carry out a portion of a project using district forces subject to Ministerial approval.

2. A construction contract shall be processed and awarded by the District to the contractor who submitted the tender complying with all conditions; subject to Ministerial approval.

3. The Board shall be informed of the approved contractor for each capital project.

G. DEFINITIONS

1. Contract Change - An approved change to the contract specification or work necessitated by unanticipated site conditions, circumstances or undeveloped design, within the approved contingency amount for the approved contract.

2. Scope Change - a significant change in the work to be done that materially alters the description of the original approved concept for the capital project.

Reference(s):

School Act Section 205

CODE: FEE.BP
TOPIC: Site Acquisition and Disposal

EFFECTIVE DATE: 11-12-2007
ISSUE DATE: 14-12-2007
REVIEW DATE: 12-2014

The Board is responsible for public education service delivery to resident students of the district and the Board has the authority to make decisions regarding school site acquisition and disposal within the means available to it, which are key determinants in where public education service delivery will be situated within the district.

A. SCOPE AND AUTHORITY

The authority of the Board, in regard to acquiring, owning and disposing of school sites, is derived from the *School Act* (Part 7) and the accompanying Disposition of Property Regulation, and the *Municipal Government Act* (Part 17, Divisions 7 to 9) and the accompanying Subdivision and Development Regulation.

B. ACQUISITION OF SCHOOL SITES

School sites shall be acquired from the reserve land dedication provided under the Municipal Government Act, within the terms of the Joint Use Agreement with the City of Edmonton, or purchased using approved district Capital Reserve funding.

C. DISPOSAL OF SCHOOL SITES

1. The declaration of lands dedicated for district use at no cost to the district, as surplus to district need, shall require Board approval.

2. Each sale, transfer or exchange of land titled to the district shall have Board approval.

3. Each Board approved sale, transfer or exchange of land titled to the district shall comply with provincial legislation and regulations.

4. Where applicable, the sale of school sites shall be transacted within the terms of the Joint Use Agreement with the City of Edmonton.

D. SCHOOL SITE ACQUISITION AND DISPOSAL IN DEVELOPING AREAS

The board authorizes the administration to determine the need for, or the relinquishing of need for, school sites and land in newly developing areas where site lands have not yet been fully dedicated.

Reference(s):
School Act (Part 7)
Disposition of Property Regulation
Municipal Government Act (Part 17, Divisions 7 to 9)
Subdivision and Development Regulation

CODE: FECA.BP
TOPIC: Identification of a Building as a Historic Resource

EFFECTIVE DATE: 16-01-2007
ISSUE DATE: 24-01-2007
REVIEW DATE: 01-2014

1. The Board supports the preservation and enhancement of buildings with historic value when doing so has no adverse impact on the provision of educational services within the building or elsewhere in the district.

2. The Board shall determine whether it will support an application to Alberta Community Development for the designation of a building as a historic resource.

3. The Board shall determine whether it will support an application to the City of Edmonton for the designation of a building as a historic resource.

Reference(s):

FECA.AR - Identification of a Building as a Historic Resource

CODE: FF.BP
TOPIC: Naming of Schools

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

The Board reserves to itself the authority to name schools. In the naming of schools, preference shall be given to the names of persons who have made a valuable contribution to education and to the community at large or the names of neighbourhoods.

Reference(s):

FF.AR - Naming New Schools
School Act Section 60(3)(c)

CODE: FL.BP
TOPIC: School Closure

EFFECTIVE DATE: 07-11-2006
ISSUE DATE: 08-11-2006
REVIEW DATE: 11-2013

The Board believes that the closure of schools is an important consideration in ensuring the responsible use of the resources placed in its trust; making efficient use of the District's school space; and safeguarding the health and safety of students, staff, and the public.

A. SCOPE AND AUTHORITY

1. The authority of the Board is derived from the *School Act* and the Alberta Closure of Schools Regulation, which say that the Board of Trustees may:

    a. close a school permanently or for a specified period of time, or
    b. close entirely three or more consecutive grades in a school, or
    c. transfer all students from one school building to one or more other school buildings on a permanent basis.

    The process for closure of schools under this authority is explained in section C, Process for School Closure.

2. The Board authorizes the Administration, under the direction of the Superintendent of Schools and with consultation as determined by the Alberta Closure of Schools Regulation to:

    a. close or permanently relocate fewer than three consecutive grades in a school, or

    b. temporarily relocate any number of grades from one school to another.

    The process for this shall be in accordance with the Alberta Closure of Schools Regulation, which says that, the Board will convene an information meeting with parents of the students affected by the transfer and the alternative arrangements for continuing the education program at another school.

    Discontinuance or relocation of a regular program or an alternative program or a special needs program, is not a school closure. The process for discontinuance or relocation of an alternative program is addressed in HA.BP - Student Programs.

B. CRITERIA FOR RECOMMENDING SCHOOL CLOSURE

Before recommending the closure of a school to the Board of Trustees, the Administration will develop viability benchmarks and school profiles through the Ten-Year Facilities Plan and will consider all of the following criteria:

- the educational impact on students in the school;
- the enrolment of the school and programs within the school;
- the population and demographic data;
- the amount and cost of excess space in the school;
- the cost to staff and operate the educational program at the school;
- the cost to maintain the facility in operable condition or to restore the facility to operable condition;
- the location and accessibility of the school and the proximity of other schools;
- the necessity to safeguard the health and safety of students, staff, and public;
- the need to consolidate or relocate existing programs;
- the impact of closing the school on the community taking into account existing or proposed development plans.

C. PROCESS FOR SCHOOL CLOSURE

The process for closure will be in accordance with the *School Act* and Alberta Closure of Schools Regulation.

A process for school closure flow chart is provided for reference. In case of conflict between this policy and the flow chart, the policy shall prevail.

Reference(s):

HA.BP - Student Programs
School Act Section 58
Alberta Closure of Schools Regulation
Ten-Year Facilities Plan 2009-2018
Process for School Closure Flow Chart
Alberta Infrastructure and Transportation - School Infrastructure Manual

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CODE: JG.BP
TOPIC: Community Use of District Buildings

EFFECTIVE DATE: 24-05-2011
ISSUE DATE: 26-05-2011
REVIEW DATE: 05-2018

The Board believes in the principles of the Joint Use Agreement: Facilities, which supports the sharing of publicly funded facilities to maximize benefits to students and citizens of the City of Edmonton, and also in the effective management of district facilities to meet the needs of students.

In support of this belief, the Board encourages the use of district buildings by the community provided there is no conflict with the District's mandate to provide (K-12) education and the use shall be compatible with the Board's educational aims and objectives. Surplus space can be utilized in operational and closed buildings.

Members of the community, excluding publicly-traded companies providing day care and early education, can access surplus space through the following methods:

1. As a group represented by the City of Edmonton under the Joint Use Agreement: Facilities.

2. As an occasional paid rental for groups not eligible under the Joint Use Agreement: Facilities.

3. As a group with exclusive use of space as specified in a lease agreement.

4. As a group with limited use of space as specified in a license agreement.

5. As a group with shared use of space who provide support services which directly benefit the students at the school through a specific agreement with the school.

Those organizations leasing or licensing space must provide evidence of recognized, acceptable, social and ethical standards through policies, practices and procedures.

Leases are intended to be at no cost to the District. Information regarding leases in the District shall be provided to the Board annually.

Fees for paid rentals will be determined annually by the Superintendent.

Reference(s):

JG.AR - Community Use of District Buildings
JGB.AR - Utilization of Surplus Space in District Schools

EDMONTON PUBLIC SCHOOLS **Recommendation Report**

DATE: September 17, 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: Review of Board Policy IGD.BP – Student Suspension and Expulsion

RESOURCE STAFF: Bob Morter, Carol Symons

REFERENCE: IGD.BP – Student Suspension and Expulsion

ISSUE

Amendment to Board Policy IGD.BP - Student Suspension and Expulsion is required to provide the full range of options from within the *School Act* to individuals chairing expulsion hearings, and to allow the Chair the ability to make a decision based on all information provided at the hearing. A review of Board Policy IGD.BP - Student Suspension and Expulsion, which articulates the process to be followed when a recommendation for expulsion is made by a principal at a school, determined that there is a flaw in the existing policy. The existing policy has no mechanism for the Chair of a single school expulsion hearing to make a recommendation to the Board of Trustees to expel the student from all schools, or to personally make the decision for expulsion from all schools.

RECOMMENDATION

1. **That revised Board Policy IGD.BP - Student Suspension and Expulsion (Attachment I) be considered for the second time.**
2. **That revised Board Policy IGD.BP - Student Suspension and Expulsion (Attachment I) be considered for the third time and approved.**

BACKGROUND

At the June 11, 2013 board meeting, the draft revision of Board Policy IGD.BP – Student Suspension and Expulsion (Attachment I) was considered for the first time and approved for posting on the district website for stakeholder input. The survey was posted on the district website from June 19 to July 11, 2013.

RELATED FACTS

The June 11, 2013 draft revision of Board Policy IGD.BP – Student Suspension and Expulsion has been updated to respond to comments made in the public consultation process. In summary, the following areas of the policy were adjusted.

- The addition of guardians to references of parents in the definition of procedural fairness.
- The preamble under the policy section and the second paragraph were redrafted to improve clarity.
- Additionally, a number of very minor grammatical changes were made.

OPTIONS

The following options are selected for consideration:

1. Approve Recommendations 1 and 2 as proposed.
2. Status quo.

CONSIDERATIONS & ANALYSIS

In all, 209 participants engaged in the survey with only 141 completing the entire survey. These participants included 48 parents, three students, 148 staff members and one professional organization. Approval for the various sections of the policy ranged from a low of 89 per cent to a high of 97 per cent.

As a result of the feedback received, a number of revisions were made to the draft policy to improve clarity. These revisions do not represent substantial changes, but rather are designed to improve clarity.

NEXT STEPS

Pending approval of the recommendations, IGD.BP – Student Suspension and Expulsion will be posted on the district website and notification of the revised policy will be sent to district staff via email as per current practice. Reviews will follow with all current Chairs to ensure their familiarity with the revised board policy. A review of Administrative Regulation IGD.AR - Student Suspension and Expulsion will be undertaken to ensure alignment with the amended board policy.

ATTACHMENTS & APPENDICES

ATTACHMENT I	Proposed Board Policy IGD.BP - Student Suspension and Expulsion
ATTACHMENT II	Current Board Policy IGD.BP - Student Suspension and Expulsion
ATTACHMENT III	Review of Board Policy IGD.BP - Student Suspension and Expulsion June 11, 2013 Board Report

BM:il

ATTACHMENT I

CODE: IGD.BP

TOPIC: Student Suspension and Expulsion

EFFECTIVE DATE:

ISSUE DATE:

REVIEW YEAR:

PURPOSE

The purpose of this policy is to delegate authority and provide direction to the Superintendent of Schools to develop and administer a student suspension and expulsion process. This process is in compliance with Alberta Education requirements to support safe, caring and respectful learning environments for all students.

DEFINITIONS

1. **Suspension:** The term used to describe an action by a principal or teacher authorized under the *School Act* s. 24 which temporarily denies a student access to one or more of the following:
   a. one or more class periods;
   b. one or more courses;
   c. school; or
   d. riding in a school bus.
   Note: Although a suspension cannot be appealed, a principal can reinstate a student who has been suspended.

2. **Expulsion:** The term used to describe an action by the Board of Trustees or its delegate, in accordance with the *School Act* s. 25, which for a period of more than 10 days, denies a student access to one or more of the following:
   a. course(s);
   b. one or more schools; or
   c. riding in a school bus.

3. **Procedural Fairness:** A common law doctrine that requires: a person exercising statutory power to give some form of notice of a pending decision to a person (parent/guardian and student); an opportunity for that person to comment and or be represented; and the requirement that the official making the decision be unbiased.

POLICY

The Board of Trustees recognizes the role of discipline in creating a safe and supportive learning environment in which all students can reach their full potential. While ideally students should be in regular attendance at school, the Board of Trustees acknowledges that there are times when a student needs a reflective opportunity to learn from experience to further their education, or to ensure the safety of others, and that as a result a student may be suspended or expelled.

The Board of Trustees acknowledges the role of suspension and expulsion of a student, in response to a violation of the student behaviour and conduct policy or administrative regulation, when:

- other means of corrective action have failed to bring about orderly or appropriate conduct on the part of the student; or
- the student's behaviour is so severe that lesser corrective action would be insufficient.

The Board of Trustees delegates authority to act on its behalf in all matters pertaining to student expulsion to the Superintendent of Schools and to comply with the *School Act.* This delegation of authority to the Superintendent of Schools includes the right to sub-delegate authority and responsibility to an individual or roster of individuals to preside over expulsion hearings.

The Superintendent of Schools and individuals identified by the Superintendent of Schools to preside over a student expulsion hearing shall have the authority to:

- return a student to the current school;
- expel the student from the current school and direct them to another school or program in the District;
- where no lesser option is determined to be appropriate, expel the student from all district schools and direct the sponsorship of the student to Alberta Distance Learning to continue their schooling; or
- hear requests for reinstatement of a student who has been expelled from all district schools, and where appropriate, reinstate a student, direct the student to an appropriate placement within the District and ensure that a plan for reintegration of the student is developed.

A decision on a student expulsion made under this delegation of authority is considered a decision of the Board of Trustees for the purposes of a review by the Minister under the *School Act* s. 124.

EXPECTATIONS

1. The Superintendent of Schools shall establish appropriate administrative regulation, processes and assign responsibilities to ensure that all duties and responsibilities of the Board of Trustees are carried out with respect to suspensions and expulsions in accordance with the *School Act*.
2. The Board of Trustees expects that a Chair of an expulsion hearing inform the Superintendent of Schools prior to releasing a decision to expel a student from all district schools.
3. The Board of Trustees expects that suspension and expulsion processes will ensure procedural fairness to the student and that the parents or guardians and/or student are adequately informed of the process and options available.
4. The Board of Trustees expects that suspension and expulsion processes will be designed to assist students in their learning and development through self-reflection rather than being only punitive in nature.

ACCOUNTABILITY

1. Aggregated information on student suspensions and expulsions shall be reported annually to the Board of Trustees.
2. In the case of a student who has been expelled from all district schools, the Superintendent of Schools shall inform the Board of Trustees, in confidence, at the first available opportunity of the circumstances and education provisions made for the student.

REFERENCES

IG.BP – Student Behaviour and Conduct
IGD.AR - Student Suspension and Expulsion
School Act Sections 12, 24, 25, 61(1) and 124

Edmonton Public Schools
Board Policies and Regulations

CODE: IGD.BP
TOPIC: Student Suspension and Expulsion

EFFECTIVE DATE: 12-09-2006
ISSUE DATE: 20-09-2006
REVIEW DATE: 09-2013

The board recognizes the role of discipline in maintaining a positive learning environment. The board supports suspension and expulsion of a student as required in response to inappropriate, disruptive, or dangerous student behaviour.

1. Definitions:
    a. **Suspension:** The term used to describe an action by a principal or teacher which temporarily denies a student access to one or more of the following:
        i. one or more class periods,
        ii. one or more courses,
        iii. school, or
        iv. riding in a school bus.
    b. **Expulsion:** The term used to describe an action which temporarily or permanently denies a student access to one or more of the following:
        i. course(s),
        ii. one or more schools, or
        iii. riding in a school bus.
2. Student suspension or expulsion shall be applicable for violation of the board regulation on student behaviour and conduct:
    a. where other means of corrective action have failed to bring about orderly or appropriate conduct on the part of the student; or
    b. where the student's behaviour is so severe that lesser corrective action would be insufficient.
3. Although a suspension cannot be appealed, a principal can reinstate a student who has been suspended.
4. Upon receipt of the principal's recommendation regarding expulsion, the board or the superintendent of schools or any person(s) identified by the superintendent of schools under Section (6) shall within ten school days from the date of the student's suspension, either reinstate or expel the student, and shall specify the terms of any expulsion and any followup action to be taken regarding readmittance of the student at a later date.
5. Recommendations for expulsions from all district schools shall be heard by the board.
6. Recommendations for all other expulsions shall be heard by the superintendent of schools or by any person(s) identified by the superintendent of schools and who is on the roster of persons approved to preside at student expulsion hearings. This

roster shall be composed of persons recommended by the superintendent of schools and approved by the board. The person(s) who presided at the expulsion hearing shall direct a student who has been expelled from a school to an alternative placement. The superintendent of schools shall ensure that all duties and responsibilities of the board are carried out with respect to any hearings conducted under this section.

7. Notwithstanding the board's regulation on appeals AB.BP, appeals of decisions made in the name of the board under Section (5) above shall be directed to the Minister of Education.
8. A student who is expelled from all schools by the board shall be provided with information regarding steps to be taken to seek reinstatement to the district. Conditions for reinstatement will usually include, but are not limited to, demonstrable progress in counselling programs, academic pursuits, and conduct.

   The superintendent of schools or any person(s) named by him from the roster referred to in Section (6) shall:

   a. hear requests for reinstatement of students who have been expelled;
   b. determine that any conditions specified for reinstatement and any conditions which in the circumstances seem appropriate to the person(s) presiding at the hearing regarding the reinstatement request, are satisfied; and
   c. direct a student who has been reinstated to a placement within the district.
   d. The parents, and the student if required by law, shall be informed of any decision regarding an expulsion recommendation or reinstatement request and of their right to request that the Minister of Education review the decision.

Reference(s):
AB.BP - Appeals
IGD.AR - Student Suspension and Expulsion
School Act Sections 6, 12, 24 and 61(1)

EDMONTON PUBLIC SCHOOLS

EDMONTON PUBLIC SCHOOLS **Recommendation Report**

ATTACHMENT III

DATE: June 11, 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: Review of Board Policy IGD.BP – Student Suspension and Expulsion

ORIGINATOR: Tanni Parker, Assistant Superintendent, Student Learning Services

RESOURCE STAFF: Bob Morter, Carol Symons

REFERENCE: IGD.BP – Student Suspension and Expulsion

ISSUE

Amendment to Board Policy IGD.BP - Student Suspension and Expulsion is required to provide the full range of options from within the *School Act* to individuals chairing expulsion hearings, and to allow the Chair the ability to make a decision based on all information provided at the hearing. A review of Board Policy IGD.BP - Student Suspension and Expulsion, which articulates the process to be followed when a recommendation for expulsion is made by a principal at a school, determined that there is a flaw in the current model. The model has no mechanism for the Chair of a single school expulsion hearing to make a recommendation to the Board of Trustees to expel the student from all schools, or to personally make the decision for expulsion from all schools.

RECOMMENDATION

1. **That Board Policy IGD.BP - Student Suspension and Expulsion be amended to authorize individuals approved to preside over expulsion hearings to have the authority to: return the student to the current school; expel the student from the recommending school and direct them to another school or program in the District; or to expel the student from all schools in the District and sponsor the student to Alberta Distance Learning.**
2. **That Board Policy IGD.BP - Student Suspension and Expulsion be amended to delegate to the Superintendent of Schools the authority to approve staff to chair expulsion hearings.**

BACKGROUND

On Thursday, April 25, 2013, the Policy Review Committee met to review the proposed amendments to IGD.BP – Student Suspension and Expulsion. At that time, the committee proposed changes, which have been incorporated in the draft policy (Attachment I), that address the following:

- the need for a clear statement on the relationship between student safety and this policy;
- the right for a student who was expelled from all schools in the District to request a reinstatement hearing;
- additional expectations by the Board of Trustees on the purpose of expulsion; and

- the responsibility of a Chair to inform the Superintendent of Schools prior to expelling a student from all schools in the District.

Related to Recommendation 1, when a principal believes that a student has behaved in such a manner that the only appropriate consequence is a recommendation for expulsion, the principal would make one of two recommendations.

1. Expulsion from the single school
   In the event that a principal believes that expulsion from the single school may be sufficient, a recommendation would be made to the Superintendent of Schools.

2. Expulsion from the District
   If the principal believes that the student poses such a risk that the only appropriate option is removal from all schools, the principal would make this recommendation to the Board of Trustees.

Although this practice has been in policy for many years, in early 2012 staff in Executive Services flagged it as a vulnerability for the Board of Trustees and the District. The Considerations and Analysis section of this report outlines this vulnerability.

There was strong consensus on Recommendation 2, delegating authority to the Superintendent of Schools to identify and approve members of the administration to serve as a Chair for expulsion hearings.

RELATED FACTS

Key considerations relate to the fact that the *School Act* only provides the principal with the authority to recommend expulsion. The practice within our District, based on the current policy, is that a recommendation for expulsion from the District is made to the Board of Trustees, while a recommendation for a single school expulsion is made to the Superintendent of Schools.

The current structure of the board policy requires that school principals make a prejudgment on expulsion from either one school or all district schools. This decision has to be made at the time of the original recommendation. As a result, if new information is presented or revealed during the hearing based on the expertise, or knowledge of the Chair, the current structure does not allow the Chair to consider the full range of outcomes. This leaves the District vulnerable by creating a situation where the only option available is for the Chair to place a student back in a district school.

OPTIONS

The following options are selected for consideration:

1. Approve Recommendations 1 and 2 as proposed.
2. Approve only one of the recommendations listed above.
3. Status quo.

CONSIDERATIONS & ANALYSIS

Information disclosed during the course of a hearing will occasionally reveal that the matter is much more serious than originally understood by the school. This may be as a result of new information received during the hearing, or the actions of the student between the time the

recommendation was made and the date of the hearing. There are times when the information demonstrates that the student poses a more significant risk than originally believed. However, due to the current division of decisions between administration and the Board of Trustees, a Chair must place the student in a school or program in the District. To clarify, the Chair currently has no authority to remove the student from all district schools. This would be in spite of evidence that clearly shows the student as a serious threat to other students or to staff. It is for these circumstances that it is important that the Chair hearing the case has a full range of options from which to select, which do not leave the District vulnerable.

The other consideration with expulsions is that the *School Act* requires that all decisions on an expulsion recommendation be concluded within 10 days from the start of the student's suspension. The principal may decide during the first five days of the suspension to make a recommendation for expulsion. Typically this would result in an expulsion hearing being convened on day eight or nine of the student's suspension. This logistical challenge of booking a hearing with the Board of Trustees with only a few days notice would speak in favour of Option 1 listed above.

Given that a recommendation for expulsion from all schools is very rare, the most workable solution would be to delegate the authority to individuals on the roster. A revised policy delegating authority for all expulsions to the Superintendent of Schools has been drafted (Attachment I). In addition to the amendments noted at the start of this report, the policy provides guidance and direction from the Board of Trustees to the Superintendent of Schools in exercising the delegation of authority including:

- a value statement indicating that regular student attendance at a school is the ideal; and
- an accountability requirement of the Superintendent of Schools to inform the Board of Trustees, in confidence, of those instances when a student is expelled from all district schools.

It is also recommended that the authority to approve staff to chair expulsion hearings be delegated to the Superintendent of Schools. This would allow the Superintendent of Schools the flexibility to adjust the roster in a timely manner, in response to either changes in staff or circumstances.

Please note that the two attachments reflect the current policy (Attachment II) and the proposed policy (Attachment I) in new format required for board policies. Due to the change in the structure of policies, it was not feasible to provide a copy reflecting the changes in bold and strikethrough.

NEXT STEPS

Pending approval of the recommendation, the policy will be posted on the district website as a web survey for stakeholder input and then brought to the Policy Review Committee again.

ATTACHMENTS & APPENDICES

ATTACHMENT I Proposed Board Policy IGD.BP - Student Suspension and Expulsion
ATTACHMENT II Current Board Policy IGD.BP - Student Suspension and Expulsion

BM:il

ATTACHMENT I

CODE: IGD.BP

TOPIC: Student Suspension and Expulsion

EFFECTIVE DATE:

ISSUE DATE:

REVIEW YEAR:

PURPOSE

The purpose of this policy is to delegate authority for, and provide direction to, the Superintendent of Schools to develop and administer a student suspension and expulsion process. This process is in compliance with Alberta Education requirements to support safe, caring and respectful learning environments for all students.

DEFINITIONS

1. **Suspension:** The term used to describe an action by a principal or teacher authorized under the *School Act* s. 24 which temporarily denies a student access to one or more of the following:
   a. one or more class periods,
   b. one or more courses,
   c. school, or
   d. riding in a school bus.

   Note: Although a suspension cannot be appealed, a principal can reinstate a student who has been suspended.

2. **Expulsion:** The term used to describe an action by the Board of Trustees or its delegate, in accordance with the *School Act* s. 25, which for a period of more than 10 days, denies a student access to one or more of the following:
   a. course(s),
   b. one or more schools, or
   c. riding in a school bus.

3. **Procedural Fairness:** A common law doctrine that requires a person exercising statutory power to give some form of notice of a pending decision to a person (parent and student); an opportunity for that person to comment and or be represented; and the requirement that the official making the decision be unbiased.

POLICY

The Board of Trustees recognizes the role of discipline in supporting a safe and supportive learning environment in which every student can reach his or her full potential. While students ideally should be in regular attendance at school, the Board of Trustees acknowledges that there are times when the student needs a reflective opportunity to learn from experience to further the education of the student, or to ensure the safety of others, a student may have to be suspended or expelled from school.

The Board of Trustees acknowledges the role that suspension and expulsion of a student as required in response to student behaviour in violation of board policy or administrative regulation on student behaviour and conduct and where:

- other means of corrective action have failed to bring about orderly or appropriate conduct on the part of the student; or
- the student's behaviour is so severe that lesser corrective action would be insufficient.

The Board of Trustees delegates authority to act on its behalf in all matters pertaining to student expulsion to the Superintendent of Schools and to comply with the *School Act.* This delegation of authority to the Superintendent of Schools includes the authority to sub-delegate authority and responsibility to an individual or roster of individuals to preside over expulsion hearings.

The Superintendent of Schools and individuals identified by the Superintendent of Schools to preside over a student expulsion hearing shall have the authority to:

- return a student to the current school;
- expel the student from the current school and direct them to another school or program in the District; or
- where no lesser option is determined to be appropriate, expel the student from all district schools and direct the sponsorship of the student to Alberta Distance Learning to continue their schooling; or
- hear requests for reinstatement of a student who has been expelled from all district schools, and where appropriate, reinstate a student and direct the student to an appropriate placement within the District.

A decision on a student expulsion made under this delegation of authority is considered a decision of the Board of Trustees for the purposes of a review by the Minister under the *School Act* s. 124.

EXPECTATIONS

1. The Superintendent of Schools shall establish appropriate administrative regulation, processes and assign responsibilities to ensure that all duties and responsibilities of the Board of Trustees are carried out with respect to suspensions and expulsions in accordance with the *School Act*.
2. The Board of Trustees expects that a Chair of an expulsion hearing inform the Superintendent of Schools prior to releasing a decision to expel a student from all district schools.
3. The Board of Trustees expects that suspension and expulsion processes will ensure procedural fairness to the student and that the parents or guardians and/or student are adequately informed of the process and options available.
4. The Board of Trustees expects that suspension and expulsion processes will be designed to assist students in their learning and development through self-reflection rather than being only punitive in nature.

ACCOUNTABILITY

1. Aggregated information on student suspensions and expulsions shall be reported annually to the Board of Trustees.
2. In the case of a student who has been expelled from all district schools, the Superintendent of Schools shall inform the Board of Trustees, in confidence, at the first available opportunity of the circumstances and education provisions made for the student.

REFERENCES

IG.BP – Student Behaviour and Conduct
IGD.AR - Student Suspension and Expulsion
School Act Sections 12, 24, 25, 61(1) and 124

EDMONTON PUBLIC SCHOOLS **Recommendation Report**

DATE:	September 17, 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
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 second time.**

2. a) **That draft Board Policy HA.BP - Student Programs of Study (Attachment I) be considered for the third time and approved.**
   b) **That, with new Board Policy HA.BP – Student Programs of Study having been approved, the following policies be rescinded:**
      - **HGA.BP – Basic Instructional Program**
      - **HGAF.BP – Second Language Education**
      - **HGDD.BP – Performance and Exhibit Opportunities in the Fine Arts**
      - **HGDJ.BP – Participation in Interschool Athletic Activities**
      - **HI.BP – Teaching and Learning Resource**
      - **HICA.BP – Field Trips**
      - **HKB.BP – Homework**

3. **That draft Board Policy HAA.BP – Delivery of the Student Programs of Study (Attachment II) be considered for the second time.**

4. a) **That draft Board Policy HAA.BP - Delivery of the Student Programs of Study (Attachment II) be considered for the third time and approved.**
   b) **That, with new Board Policy HAA.BP – Delivery of the Student Programs of Study having been approved, the following policies be rescinded:**
      - **HA.BP – Student Programs**
      - **HGE.BP – Continuing Education**

BACKGROUND

On June 25, 2013, the Board of Trustees approved HA.BP – Student Programs of Study and HAA.BP – Delivery of the Student Programs of Study for first consideration and to post online for stakeholder input. The policies were posted as an online survey for stakeholder input from July 7 to September 6, 2013. The complete survey results for both policies were provided to the Policy Review Committee for information.

There were 56 respondents on policy HA.BP – Student Programs of Study of which 50 per cent identified as EPSB staff member, 29 per cent parent, 16 per cent community member, two per cent professional organization and three per cent other. For each section of the policy surveyed, between 68 and 93 per cent of the survey respondents had no comments or concerns.

There were 26 respondents to policy HAA.BP – Delivery of Student Programs of Study of which 46 per cent were parent, 43 per cent EPSB staff and 12 per cent community member. For each section of the policy surveyed, between 68 and 91 percent of the survey respondents had no concerns or comments.

The main themes of the comments that were received focused on clarification of phrasing and terminology, there was some concern with Alberta Education's definitions for engaged thinker, ethical citizen and entrepreneurial spirit, some concern with the District's ability to provide support and oversight for the policy, and some expressions of support for the focus on programs.

While the majority of the stakeholder respondents were positive, all comments were reviewed and minor wording changes have been made for clarity and understanding as noted by strikeout and highlighting in Appendix II for policy HA.BP – Student Programs of Study and in Appendix III for policy HAA.BP – Delivery of Student Programs of Study.

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). Proposed policy HA.BP – Student Programs of Study addresses WHAT is taught and proposed policy HAA.BP – Delivery of Student Programs of Study addresses HOW the content is delivered. Work on examining policies related to how we organize for instruction will begin this school year.

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 Kindergarten 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

1. The Board of Trustees gives second and third consideration and approval to draft HA.BP – Student Programs of Study and HAA.BP – Delivery of Student Programs of Study on September 17, 2013.
2. The Board of Trustees gives second consideration on September 17, 2013, and third consideration and approval to draft HA.BP – Student Programs of Study and HAA.BP – Delivery of Student Programs of Study at a future board meeting.
3. The Board of Trustees refers the draft HA.BP – Student Programs of Study and HAA.BP – Delivery of Student Programs of Study for further revision.

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, reviewed 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 second and third consideration and approval of the new policies, related administrative regulations will be reviewed and revised as needed.

ATTACHMENTS & APPENDICES

ATTACHMENT I	Revised Draft Board Policy HA.BP – Student Programs of Study
ATTACHMENT II	Revised Draft Board Policy HAA.BP – Delivery of Student Programs of Study
APPENDIX I	Alignment of Board Policy to *Education Act* s33(1)a
APPENDIX II	Policies Consolidated in Draft new HA.BP Student Programs of Study and Changes Noted to the First Draft
APPENDIX III	Policies Consolidated in Draft new HAA.BP – Delivery of Student Programs of Study and Changes Noted to the First Draft
APPENDIX IV	Current Board Policy HA.BP – Student Programs
APPENDIX V	Current Board Policy HGE.BP – Continuing Education

AS:lb

EDMONTON PUBLIC SCHOOLS

Board Policy

CODE: HA.BP

TOPIC: Student Programs of Study

EFFECTIVE DATE: dd-mm-yyyy

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 and enable learning in other disciplines;
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. 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, within a safe learning environment, 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 about 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
IA.BP – Inclusive Education
School Act
Ministerial Order #016/97 - Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta
Guide to Education

EDMONTON PUBLIC SCHOOLS

Board Policy

CODE: HAA.BP

TOPIC: Delivery of Student Programs of Study

EFFECTIVE DATE: dd-mm-yyyy

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 the 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. For example:

> **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 staff, students, 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 and an opportunity to discuss options available in the attendance area school and at district centres.

ACCOUNTABILITY

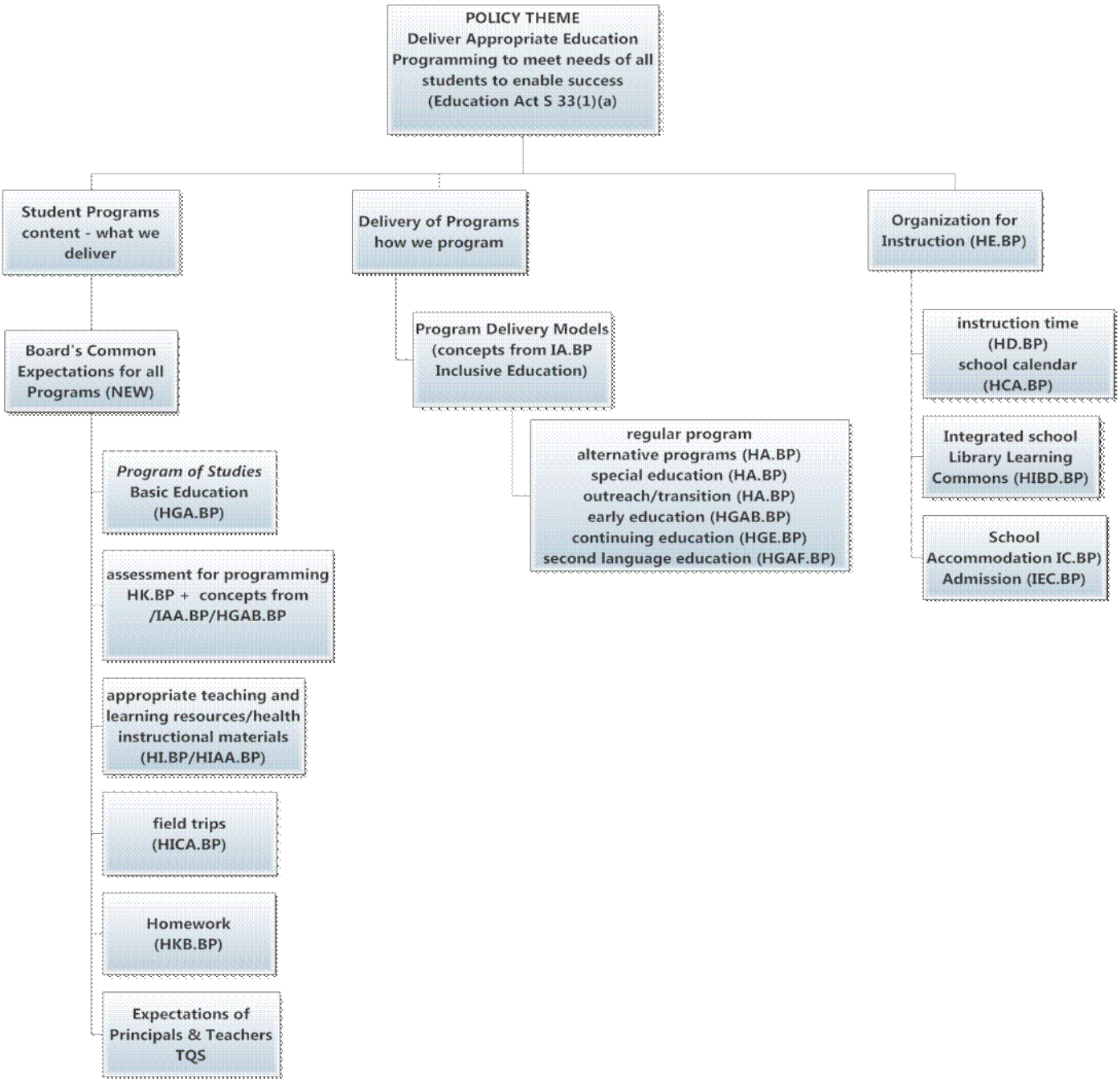
The Superintendent of Schools shall report annually as part of district results review on the alignment of the outcomes and expectations for each board approved program delivery model across all district locations.

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".



EDMONTON PUBLIC SCHOOLS

Board Policy

CODE: HA.BP

TOPIC: Student Programs of Study

EFFECTIVE DATE: dd-mm-yyyy

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 and enable learning in other disciplines; (**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, within a safe learning environment, 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~~ about 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

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):

EDMONTON PUBLIC SCHOOLS

Board Policy

CODE: HAA.BP

TOPIC: Delivery of Student Programs of Study

EFFECTIVE DATE: dd-mm-yyyy

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. For example:

> **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 staff, students, 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~~ and an opportunity to discuss 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	EFFECTIVE DATE: 22-05-2012
TOPIC: Student Programs	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

EDMONTON PUBLIC SCHOOLS **Recommendation Report**

DATE:	September 17, 2013
TO:	Board of Trustees
FROM:	David Fraser, Executive Director Corporate Services
SUBJECT:	Process and Timeline for the Review of the 2012-2013 Results and the Plans for 2013-2014
ORIGINATOR:	Cheryl Hagen, Secretary Treasurer
RESOURCE STAFF:	Todd Burnstad, Sandra Stoddard
REFERENCE:	Policy and Requirements for School Board Planning and Results Reporting Results Review Policy AFA.AR

ISSUE

The Board is required to meet government policy and requirements for school board planning and results reporting no later than November 30, 2013.

RECOMMENDATION

That the process and timeline for review of the 2012-2013 results and the 2013-2014 plans be approved.

BACKGROUND

Each school year, the Board approves the process and timeline for review of the previous year's results as well as the review of the plans for the current school year. Through discussions Trustees have an opportunity to learn about the results achieved by schools and central decision units and the implications these results have for their 2013-2014 plan. Trustees will also gain an understanding of how schools and central departments will address their plans in support of the district priorities. For the current year, the results review documents have been simplified to highlight the greatest successes achieved by the school/central decision unit as well as identification of biggest challenges and improvement opportunities. The Plan document has also been simplified to focus on priority, high impact SMART (Specific, Measurable, Attainable, Relevant, Time-framed) goals for the upcoming school year. Both the results review and plan documents would be aligned to the district's priorities.

RELATED FACTS

Annually each Trustee will review one third of the schools in their ward in subcommittee meetings with all schools being reviewed over the three-year term. These meetings have been arranged so that Trustees have the option to participate in additional reviews in other wards. School Trustee subcommittee meetings will be held at schools; central Trustee subcommittee meetings will be held at the Centre for Education. All subcommittee meetings will take place between November 21 and 27, 2013 and will be for a maximum of 2½ hours each. School subcommittee meetings will have groupings of up to four schools. Assistant superintendents, in addition to attending the subcommittee meetings, will review all their schools as part of one-on-one or in catchment meetings prior to November 30, 2013.

The recommended timeline for review of the 2012-2013 results and the 2013-2014 plans is outlined in Attachment I.

A simplified results review/plans reporting process would create a more meaningful process and empower our leaders to highlight their top prior year successes and to set high impact SMART goals for the coming year. In addition, school and decision unit goals will align to our district priorities to further enhance the planning and accountability process.

Central subcommittee meetings have been scheduled to take place November 27, 2013. At that time Trustees will review the results and plans for the Superintendent of Schools, General Counsel, Board Administration, as well as Corporate Services, Finance & Infrastructure and Student Learning Services. There will be five central subcommittee meetings scheduled for a maximum of 2½ hours per session.

During the school subcommittee meetings Trustees, in collaboration with assistant superintendents, will facilitate a group dialogue. Proposed agendas for both school and central meetings are provided in Attachment IV. Attachment V identifies the proposed groupings for Trustee subcommittee reviews.

As in previous years the school decision units with first and second year principals will be reviewed by assistant superintendents. These meetings will be scheduled by the assistant superintendents prior to November 30, 2013.

CONSIDERATIONS & ANALYSIS

Collaboration with assistant superintendents in facilitating the school subcommittee meetings may foster relationships and enhance the dialogue with principals resulting in a more in-depth discussion and transparent accountability process.

NEXT STEPS

Upon approval of the recommended process and timeline, information will be sent to all schools and central decision units for information and action.

ATTACHMENTS & APPENDICES

ATTACHMENT I	Process and Timeline
ATTACHMENT II	2012-2013 Results Review - document template
ATTACHMENT III	2013-2014 Plan - document template
ATTACHMENT IV	Proposed Agendas
ATTACHMENT V	School and Central Groups for review of 2012-2013 results and 2013-2014 plans – Trustees Subcommittee Review

CDH : ja

ATTACHMENT I

Process and Timeline

Timeline	Process
September 17, 2013	• District staff members are advised of review requirements and timelines.
October 2013	• Schools to invite the chairperson of the school council and other parents to attend the subcommittee review. • School council members will be invited to the review of central department results.
October 3, 2013	• 2012-2013 Results document and 2013-2014 Plan document distributed
October 18, 2013	• The 2012-2013 Results Review document is due. • The 2013-2014 Plan document is due.
October 18, 2013	• Schools receive 2013-2014 allocations based on September 30th enrolment • Central decision units receive 2013-2104 allocations
October 29, 2013	• 2013-2014 Fall Revised budget is due.
November 6, 2013	• Copies of 2012-2013 results review documentation will be made for all Trustees • Copies of 2013-2014 planning documentation and revised budgets will be made for all Trustees
November 21 to 25, 2013	• School Trustee Subcommittees • Each group of principals presents their results at a public meeting to designated Trustees.
November 27, 2013	• Central Trustee Subcommittees • Each central department presents their results at a public meeting to designated Trustees.
November 26, 2013	• Trustees will have an opportunity to comment on subcommittee review meetings attended at a public Board meeting.
Prior to November 30, 2013	• Assistant Superintendent Subcommittees • First and second year principals present their results to designated Assistant Superintendents. • Review of remaining schools from Assistant Superintendents' catchment areas
November 29, 2013	• 2013-2014 Fall Budget Update submitted to the Province.
December 6, 2013	• Results review documentation, plans and revised budgets will be posted on the district website.

EDMONTON PUBLIC SCHOOLS

ATTACHMENT II

2012/13 Results Review School/DU Name – DU

District Priorities 2011-2014

1. Provide supports and programs that will enable all students to complete high school.
2. Deepen students' understanding of equity and empathy as key citizenship traits.
3. Ensure all students and their families are welcomed, respected, accepted and supported in every school.
4. Promote health and wellness for all students and staff.
5. Listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development.

Highlight three goals (greatest successes) you achieved during the past year (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above District's Priorities (reference the priority number in your response).

Success Goal #1: **Evidenced by:**

Success Goal #2: **Evidenced by:**

Success Goal #3: **Evidenced by:**

Challenges:

Improvement Opportunities:

ATTACHMENT III

EDMONTON PUBLIC SCHOOLS

2013/14 Plans School/DU Name – DU

District Priorities 2011-2014

1. Provide supports and programs that will enable all students to complete high school.
2. Deepen students' understanding of equity and empathy as key citizenship traits.
3. Ensure all students and their families are welcomed, respected, accepted and supported in every school.
4. Promote health and wellness for all students and staff.
5. Listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-framed) goals have been established for the 2013/14 school year (referencing the District's Priority number that the goal supports).

SMART Goal #1:

SMART Goal #2

SMART Goal #3

ATTACHMENT IV

Proposed Agendas

School Trustee Subcommittee Meetings

Optional Morning Meetings

- Prior to school sub-committee meetings, Trustees and assistant superintendents may choose to meet briefly to review pertinent information and discuss any issues or concerns that may arise during the review of school results and plans.

School Reviews

- Welcome, introductions, and overview of the process by the Trustee. (5 min.)
- Each principal will introduce themselves and any staff, students, parents or community members in attendance. (5 min)
- Trustees and assistant superintendents will then facilitate a group discussion by posing a number of general questions. (20 min)
- Each principal will have an opportunity to highlight results as well as key initiatives in their 2013-2014 plan. Principals will respond to individual questions from Trustees. (25 minutes per school)
- Break after the 1st school presentation. (15 min)
- The Trustee will make final remarks and close the meeting. (5 min.)

Lunch

- There will be a 1 ½ hour break between the a.m. and p.m. sessions to allow time for lunch and travel time to the host school for the afternoon session
- There is no expectation that schools provide lunch for Trustees or assistant superintendents

Central Trustee Subcommittee Meetings

- Welcome, introductions, and overview of the process by the Chairperson. (5 min.)
- The superintendent, executive director or assistant superintendent will introduce themselves and any staff in attendance. (5 min)
- Trustees will then facilitate a group discussion by posing a number of general questions. (20 min)
- The superintendent, executive director or assistant superintendent will have an opportunity to highlight results as well as key initiatives in their 2013-2014 plan. DU staff members will respond to individual questions from Trustees. (1½ hours for the presentation and questions plus a 15 minute break)
- The Chairperson will make final remarks and close the meeting. (5 min.)

ATTACHMENT V

School and Central Groups for Review of 2012-2013 Results and 2013-2014 Plans
Trustee Subcommittee Review

Thursday, November 21, 2013

Ward B	**Ward A**
9:00 to 11:30 am **Host School:**	**9:00 to 11:30 am** **Host School:**
Trustee **Assistant Superintendent** **Ron MacNeil** **Mark Liguori**	**Trustee** **Assistant Superintendent** **Kathy Muhlethaler** **Diana Bolan**
Dr. Donald Massey Horse Hill Sifton	Institutional Services Rosslyn Scott Robertson

Ward B	**Ward C**	**Ward A**
1:00 to 3:30 pm **Host School:**	**1:00 to 3:30 pm** **Host School:**	**1:00 to 3:30 pm** **Host School:**
Trustee **Assistant Superintendent** **Ron MacNeil**	**Trustee** **Assistant Superintendent** **Mark Liguori** **Diana Bolan**	**Trustee** **Assistant Superintendent** **Kathy Muhlethaler**
Delwood Londonderry McLeod	Jasper Place Parkview Sherwood	Lauderdale Mary Butterworth McArthur

DRAFT

School and Central Groups for Review of 2012-2013 Results and 2013-2014 Plans
Trustee Subcommittee Review

Friday, November 22, 2013

Ward E	Ward F	Ward D
9:00 to 11:30 am **Host School:**	**9:00 to 11:30 am** **Host School:**	**9:00 to 11:30 am** **Host School:**
Trustee **Assistant Superintendent** **Diana Bolan**	**Trustee** **Assistant Superintendent** **Kathy Muhlethaler** **Ron MacNeil**	**Trustee** **Assistant Superintendent** **Mark Liguori**
Belmead Bessie Nichols Patricia Heights	Malmo Mount Pleasant Old Scona Parkallen	Abbott Eastglen R. J. Scott

Ward E	Ward H	Ward C
1:00 to 3:30 pm **Host School:**	**1:00 to 3:30 pm** **Host School:**	**1:00 to 3:30 pm** **Host School:**
Trustee **Assistant Superintendent** **Diana Bolan**	**Trustee** **Assistant Superintendent** **Kathy Muhlethaler** **Ron MacNeil**	**Trustee** **Assistant Superintendent** **Mark Liguori**
Michael A. Kostek Rio Terrace S. Bruce Smith	Harry Ainlay Lillian Osborne Steinhauer Westbrook	Brightview Westglen Westminster Youngstown

DRAFT

School and Central Groups for Review of 2012-2013 Results and 2013-2014 Plans
Trustee Subcommittee Review

Monday, November 25, 2013

Ward G	Ward I
9:00 to 11:30 am **Host School:**	**9:00 to 11:30 am** **Host School:**
Trustee **Assistant Superintendent** **Diana Bolan** **Kathy Muhlethaler**	**Trustee** **Assistant Superintendent** **Ron MacNeil** **Mark Liguori**
Jackson Heights Julia Kiniski Mill Creek Ottewell	Michael Strembitsky Minchau Sakaw Satoo

Ward G	Ward I	Ward F
1:00 to 3:30 pm **Host School:**	**1:00 to 3:30 pm** **Host School:**	**1:00 to 3:30 pm** **Host School:**
Trustee **Assistant Superintendent** **Diana Bolan** **Mark Liguori**	**Trustee** **Assistant Superintendent** **Ron MacNeil**	**Trustee** **Assistant Superintendent** **Kathy Muhlethaler**
Hardisty Holyrood W. P. Wagner	Edith Rogers Grace Martin Millwoods Christian	Centre High Grandview Heights Strathcona

DRAFT

School and Central Groups for Review of 2012-2013 Results and 2013-2014 Plans
Trustee Subcommittee Review

Wednesday, November 27, 2013
9:00 to 11:30 am

Trustee Ward **Trustee Ward**
Board Conference Room
Superintendent of Schools Executive and Board Administration

Trustee Ward **Trustee Ward**
Conference Room
David Fraser, Executive Director District Records & FOIP Facilities Services Financial Operations Planning & Student Transportation

Trustee Ward **Trustee Ward**
Conference Room
Jim Davies, General Counsel Executive Services

Trustee Ward **Trustee Ward**
Conference Room
Mark Liguori, Assistant Superintendent Inclusive Learning Research, Data and Knowledge Support for Staff and Students

Wednesday, November 27, 2013
1:00 to 3:30 pm

Trustee Ward **Trustee Ward**
Conference Room
David Fraser, Executive Director Communications District Foundation District Technology Human Resources

Note: The Board Chair has the option to attend any of the central Trustee subcommittee meetings.

EDMONTON PUBLIC SCHOOLS **Recommendation Report**

DATE:	September 17, 2013
TO:	Board of Trustees
FROM:	Darrel Robertson, Superintendent of Schools
SUBJECT:	Funds for 2014-2015 Professional Improvement Program
ORIGINATOR:	David Fraser, Executive Director, Corporate Services
RESOURCE STAFF:	Renée Thomson, Bonnie Zack
REFERENCE:	Teachers' Collective Agreement, Clause 23

ISSUE

It has been a long-standing practice in the District to bring to Trustees at this time of year, a request for an allocation of money from the subsequent year's budget for the purpose of granting Professional Improvement Program leaves and/or tuition support.

RECOMMENDATION

That an allocation of $1,000,000 from the 2014-2015 operating budget for the purpose of granting professional improvement leaves and/or tuition support for the 2014-2015 school year be approved.

BACKGROUND

For many years, Edmonton Public Schools has recognized the importance of supporting teachers in accessing professional development opportunities. As early as 1946, the District granted leaves with pay to teachers participating in a limited number of professional learning activities. In 1952, access to professional development was expanded and a fixed allowance in lieu of salary was introduced for teachers on a leave for study purposes. In 1971, the fixed annual allowance was replaced with one based upon years of experience. The current practice of providing tuition support, in addition to paid professional improvement leaves, for teachers undertaking professional development through the Professional Improvement Program was introduced in 2003.

The District recognizes that professional development for employees is a critical aspect in supporting successful outcomes for students, as well as for succession planning. The Professional Improvement Program is in direct support of Board Policy HE.BP Organization for Instruction, which states that "effective teachers who have strong knowledge of pedagogy and subject content knowledge, make a significant difference to student learning and achievement. The program is also in direct support of the fifth District Priority, which is to "listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development."

Central Services provides a considerable amount of professional development for staff in schools and central departments through Human Resources in terms of direct expenditures.

Teachers and Teacher Leaders

Approximately $1.1 million is expended in direct costs for new staff orientation, the Clause 23 Professional Improvement Program and the Teacher Development Program. During 2012-2013

a number of inservices were offered related to supervision and evaluation, as well as other Human Resources related topics, to approximately 280 participants.

Support Staff
Approximately $165,000 is expended centrally in direct costs for new staff orientation, the Administrative Assistant Professional Development Day, the Administrative Assistant Training Program, training on district software, supply support orientations for office staff and educational assistants and Non-Violent Crisis Intervention training for educational assistants. This equates to just over 9,000 hours of professional development.

Custodial Staff
Approximately $300,000 is expended in direct costs for new staff orientation, Power Engineering and Building Operator Certificate programs, Custodial Staff Development Day, as well as Occupational Health and Safety related training for supply staff (e.g., WHMIS, Asbestos Awareness, Blood Borne Pathogens and Propane Safety). This equates to just over 53,000 hours of professional development for custodial staff.

Exempt Non-Management and Exempt Management Staff
Approximately $100,000 is expended in direct costs for new staff orientation and professional improvement. A number of inservices were provided related to supervision and evaluation as well as Human Resources related topics.

Maintenance Staff
The District provides tuition reimbursement for employment related coursework, support for required certificate renewal, as well as access to paid leave for the completion of apprenticeship training. Facilities Maintenance provides ongoing professional development for their staff related to Occupational Health and Safety and the use of trades related equipment.

In terms of the Leadership Development Framework, approximately 5,700 hours of training was provided for employees representing all staff groups during the 2012-2013 school year.

RELATED FACTS

- The Professional Improvement Program is guided by Clause 23 of the Teachers' Collective Agreement.
- Clause 23.2 outlines the conditions under which leave for professional improvement may be granted for a school year or portion thereof, upon application, to a teacher.
- Clause 23.6 specifies that tuition support for professional improvement may be granted, upon application, to a teacher on continuing contract and with two or more years of service with the Board.
- Clause 23.7 states the maximum amount the Board may allocate for the Professional Improvement Program as "3/4 of 1% of the annual grid costs, calculated as of the preceding November 30". From 2003 to 2012, the maximum allocation amount has exceeded two million dollars; it has exceeded three million dollars since 2012-2013 (Attachment I).
- The approved allocation has remained at $1,200,000 since 2003, with the exception of 2008-2009 and 2009-2010 when it was briefly increased to $1,300,000 (Attachment I).
- Applications for support through the Clause 23 Professional Improvement Program are considered relative to District Priorities and programming needs, as well as the individual's personal career objectives as a staff member and professional growth plan.

- The District is currently in negotiations with the Alberta Teachers' Association and access to and support for professional development is a significant bargaining issue.
- In the spring of 2013, a commitment was made to proceed with establishing an exempt professional development program and allocation of funds to support that program.

CONSIDERATIONS & ANALYSIS

With significantly reduced funding from the province for the current year and unpredictable future funding, a request for a reduced allocation of $1,000,000 for the 2014-2015 Professional Improvement Program is recommended at this time.

The number of requests for tuition and leave support through the Professional Improvement Program has remained fairly consistent over the past several years while tuition and leave allowance costs continue to increase. With a reduced allocation of funds, the number of staff who could be supported through this program would continue to decrease (Attachment II).

Tuition support for coursework related to core subject areas, second languages and selected priorities established by the District will continue to be available to district teachers through the Teacher Development Program.

NEXT STEPS

Establishing the fund at this time allows the District to move forward with communicating information about the program so that staff members can begin formalizing their study plans, which in many cases, includes making application to a post-secondary program.

Decisions regarding the granting of leaves and tuition are typically announced by early March. Staff members can then begin to make firm commitments regarding their studies, and schools and central services can begin to plan and make staffing decisions.

Upon approval of this recommendation, the attached timeline will be followed (Attachment III).

ATTACHMENTS & APPENDICES

ATTACHMENT I Professional Improvement Program History
ATTACHMENT II Comparison by Year of Successful Teacher Applicants
ATTACHMENT III 2014-2015 Professional Improvement Program Timeline

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ATTACHMENT I

PROFESSIONAL IMPROVEMENT PROGRAM HISTORY

YEAR	FUND MAXIMUM AS PER CLAUSE 23.7	APPROVED BUDGET	% OF MAXIMUM	APPROVED TOTAL LEAVE FTE	ACTUAL $ GRANTED FOR LEAVES	ACTUAL $ GRANTED FOR TUITION	TOTAL ACTUAL $ GRANTED FOR LEAVES & TUITION
2004-2005	2,037,432	1,200,000	59%	18.62	994,320	114,045	1,108,365
2005-2006	2,232,456	1,200,000	54%	18.35	1,036,637	105,341	1,141,978
2006-2007	2,307,846	1,200,000	52%	15.76	934,471	169,269	1,103,740
2007-2008	2,342,776	1,200,000	51%	15.46	938,042	150,920	1,088,962
2008-2009	2,392,026	1,300,000	54%	11.67	763,271	274,958	1,038,229
2009-2010	2,504,746	1,300,000	52%	6.54	382,159	349,969	732,128
2010-2011	2,774,936	1,200,000	43%	12.19	756,640	306,366	1,063,006
2011-2012	2,899,830	1,200,000	41%	15.65	768,459	316,283	1,084,742
2012-2013	3,005,090	1,200,000	40%	12.48	785,786	296,530	1,082,316
2013-2014	3,062,822	1,200,000	39%	11.56	706,110	354,758	1,060,868
2014-2015		1,000,000 Recommended					

ATTACHMENT II

COMPARISON BY YEAR OF SUCCESSFUL TEACHER CERTIFICATED APPLICANTS

YEAR	TOTAL NUMBER OF APPLICANTS	NUMBER SUCCESSFUL
2004-2005	49	33
2005-2006	61	40
2006-2007	67	51
2007-2008	68	45
2008-2009	53	50
2009-2010	64	64
2010-2011	60	58
2011-2012	87	84
2012-2013	71	70
2013-2014	87*	76**

*82 through the Clause 23 Professional Improvement Program and 5 Exempt staff
**73 through the Clause 23 Professional Improvement Program and 3 Exempt Staff

ATTACHMENT III

2013-2014 PROFESSIONAL IMPROVEMENT PROGRAM TIMELINE

Activity	Date
Need To Know News item and application information package available to staff online	October 25
Information meetings for interested staff (4:15-6:00 p.m. Conference Centre, Centre for Education)	November 25 December 3
Obtain data to compute maximums as per Clause 23.5 of Teachers' contract	November 29
Due date for applications	January 10
Processing of applications • Check for completeness • Acknowledgement letter • Compile background – previous paid leaves, degrees, grid placement, years of service, summary of request, projected costs • Prepared for review by principal committee	January 13 – 31
Facilitate review by committee of principals • Prepare packages for review • Conduct mini practice workshop	 January 13 - 31 Week of February 3 (due back February 10)
Compile background information with input from principal assessments	February 10
Prepare recommendation to the Superintendent	February 21
Approval of Leaves by the Superintendent	February 28
Communication of Approvals • Phone calls from Staff Development to principals or supervisors of teachers • Phone calls by assistant superintendents to principal applicants • TM to Board • Staff Update distributed through Need to Know News Letters to all applicants including contracts for those successful	 March 3 - 7 March 3 - 7 March 12 March 14 March 14

EDMONTON PUBLIC SCHOOLS **Information Report**

DATE: September 17, 2013

TO: Board of Trustees

FROM: Trustee Catherine Ripley, Chair, Board and Superintendent Evaluation Committee
Trustee Sarah Hoffman, Board and Superintendent Evaluation Committee
Trustee Christopher Spencer, Board and Superintendent Evaluation Committee

SUBJECT: 2012-2013 Board Self-Evaluation

ORIGINATOR: Dr. Sandra Stoddard, Director Executive and Board Relations

RESOURCE STAFF: Heather Lightfoot

REFERENCE: Trustees' Manual – Board Committees - Board and Superintendent of Schools Evaluation Committee Terms of Reference

ISSUE

The Board annually provides a summary report of the Board's self-evaluation survey results to the public. The summary report will be given verbally by the Chair of the Board and Superintendent Evaluation Committee at the September 17, 2013 public board meeting.

BACKGROUND

Each year the Board conducts a self-evaluation to assess its performance with respect to the Board's roles and responsibilities. The purpose of a board evaluation is to review the Board's performance with the goal of determining (a) what is being done well, and (b) what aspects of Board activity require improvement and a corporate commitment to Board development.

In June 2013, each Trustee completed a comprehensive on-line, summative Board self -evaluation survey. This self-evaluation gathered both qualitative and quantitative data in eleven key areas comprised of 112 performance indicators. Trustees were asked to rate the Board's overall effectiveness on each indicator using a four-point scale. In addition, below each key area, Board members were requested to describe one or more examples that illustrated or supported their rating. This qualitative data provides additional context for the ratings and will be useful for the new Board that will be elected on October 21, 2013.

RELATED FACTS

Strengths were identified in three of the eleven key areas: Mission, Vision and Priorities; Decision Making; and Policy Governance. Specifically, Trustees indicated that the following themes contributed to their overall success in these key areas:

- A written vision, mission and priorities were created with stakeholder representatives (Trustees, staff, employee organizations, students, parents and the community). These served to guide decision making, focus the District and commit the success of all students as the top priority.
- Annual reports and results reviews were effective documents and processes that supported reflection, dialogue, decision-making and identification of areas requiring additional focus.
- The use of policy, as a primary governance tool, enabled the Board to articulate goals and define principles that guided the actions of the administration.

- The Board's support for the democratic process enabled their ability to make sound decisions in support of the vision, mission and priorities.
- Stakeholder and community engagement was a common value and the Board felt, when opportunities were provided for stakeholders to give input into decisions, positive outcomes were more likely to be achieved.

Aspects of Board activity requiring further development were noted in the key areas of Climate and Culture; School Board Relationships and Conduct; and Committee/Representative Work. Trustees identified the following as areas for further growth:

- There is an opportunity to strengthen trust and respect amongst the Superintendent, the Board and Administration through the development of communication protocols and strategies that enable the timely, proactive, and transparent sharing of information amongst key stakeholders.
- There is an opportunity for the strategic use of data to guide evidence-based decision making and to develop performance measures to tie the evaluation of the Board, to results achieved and the effectiveness of policies. This will promote continuous learning and a culture that values and celebrates high achievement and high levels of improvement.
- There is an opportunity to build on the current strength of stakeholder voice and develop a model of community engagement that is strategic, authentic and transparent in nature. It is important to engage community before important decisions are made.
- There is an opportunity for the Board to work more collaboratively with Trustee colleagues by sharing the workload evenly and establishing a system for addressing divergence from established protocols.

CONSIDERATIONS & ANALYSIS

This is the final year in a three-year term for this Board of Trustees. An annual evaluation report being delivered at this time of year will support the transition of a new Board into office. The bridging of strong working relationships between the Board, the Superintendent and Administration; the development of Metrics tied to District Priorities and policies, and engaging stakeholders in a proactive and meaningful way will be key strategies to support the achievement of the District Mission, Vision and Priorities.

NEXT STEPS

The Board report will be shared with the new Board and used to inform action planning, the development of a work plan and identification of a targeted Board professional development plan focused on the identified key improvement areas.

ATTACHMENTS & APPENDICES

ATTACHMENT I - Board Self-Evaluation Instrument
ATTACHMENT II - Term in Review Document

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About the Board Evaluation Questionnaire

The questionnaire is organized into sections around the Board's Role and Responsibility statement. The Board has a number of reference/source documents which address board governance and how the Board will carry out its role and responsibilities:

- Province of Alberta School Act
- Board Role and Responsibility Statement
- Principles of Board Operation
- Board Committees
- ASBA – Role of the School Trustee
- Trustee Code of Ethics

District Vision, Mission and Priorities

Vision
All students will learn to their full potential and develop the ability, passion, and imagination to pursue their dreams and contribute to their community.

Mission
We work with families and community partners to provide safe, caring, healthy, diverse, inclusive and equitable learning experiences that engage students to achieve their full potential in an increasingly interdependent world.

District Priorities 2011-2014
1. Provide supports and programs that will enable all students to complete high school.
2. Deepen students' understanding of equity and empathy as key citizenship traits.
3. Ensure all students and their families are welcomed, respected, accepted, and supported in every school.
4. Promote health and wellness for all students and staff.
5. Listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development.

Completing the Board Evaluation Questionnaire

For each section of the online questionnaire, there is a listing of board objectives derived from some of the source documents related to the section question(s) for Trustee reference and consideration. Trustees may want to refer to the specific source documents or consider other indicators such as significant board events and decisions over the past year.

For each question, Trustees are asked to provide a rating for each question on a four-point scale. Trustees are encouraged to describe one or more examples that illustrate or support their rating. This qualitative data will be helpful during the discussion of the results of the evaluation and will be used to inform action planning.

****

Trustees completed the evaluation individually using the following rating scale:

4 - Fully Achieved -
(The Board is a model of excellence)

3 - Mostly Achieved -
(The Board is very effective and demonstrates an area of strength)

2 - Partially Achieved -
(The Board's performance is satisfactory/ demonstrates an area for potential growth)

1 - Beginning to Achieve -
(The Board's performance is not satisfactory/demonstrates an area requiring immediate attention)

Each board member is required to complete the on-line evaluation by June 28, 2013 so that the results can be electronically compiled.

MISSION, VISION AND PRIORITIES

1. Stakeholder representatives (school board, executive team, central staff, school staff, employee organizations, students, parents and the community) helped to create the vision, mission and priorities.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

2. We discussed the core beliefs and values of our school district and community, and ensured these values were reflected in our vision, mission and priorities.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

3. We have a written vision, mission and priorities that guide decision making and commits the success of all students as the top priority.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

4. Our vision, mission and priorities are clearly articulated and known to all stakeholders.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

5. The vision, mission and priority statements are prominently displayed, regularly communicated and referred to often when making decisions.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

6. We frequently revisit and reaffirm our vision to ensure our constancy of purpose.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

7. Our vision, mission and priorities form the basis for our strategic planning and policy decisions.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

8. We base our resource and budget decisions on our vision, mission and priorities.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

9. Use the space below to describe one or more examples that illustrate your response:

RESULTS ORIENTED

10. Our district publishes an annual report of progress (Annual Education Results Report).

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

11. Our annual report includes data on student achievement and district performance related to district priorities and goals.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

12. The format of our report is consistent from year to year and includes data from prior years.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

13. The report is shared with stakeholders and used to develop targets around areas for growth.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

14. We produce a summary of the Annual Education Results Report that provides parents and community members with easy to understand information about the district's progress.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

15. Our Board compares our data with data from other districts that are similar to ours.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

16. We disaggregate our data to measure the success of all students (Special Needs; ELL. FNMI).

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

17. We use our student achievement data to make decisions and establish district priorities.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

18. We communicate to the public how our decisions are linked to student achievement data.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

19. We tie our evaluation of ourselves, as a Board, to our results.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

20. We tie the evaluation of the Superintendent to the results of our students.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

21. Annual reports and Results Reviews provide clear evidence of progress towards achieving our priorities and goals. Consistency is needed.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

22. Annual reports and Results Reviews are used to guide reflection, questions and dialogue that enhance decision making and lead to the identification of areas requiring additional focus.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

23. Use the space below to describe one or more examples that illustrate your response:

ALIGNMENT OF RESOURCES

24. We have established a specific and limited set of priorities for improving student learning that gives everyone in the district clear focus.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

25. We ensure resource equity by providing additional supports to students and schools with higher needs.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

26. We use the budget as a vehicle to accomplish our mission, vision and priorities.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

27. Programs and initiatives are added, continued, changed or deleted based on analysis of results, district priorities and available resources.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

28. We consider the strengths, expertise and capacity of district staff when making resource decisions.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

29. Plans and actions in the area of infrastructure (eg. Three Year Capital Plan, Infrastructure Strategy, Ten Year Facilities Plan) clearly support the vision, mission and priorities.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

30. Use the space below to describe one or more examples that illustrate your response:

BUDGET

31. The budget planning and allocation process is clear and communicated to the district and the public.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

32. The budget planning process involves community input.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

33. We demonstrate our fiduciary responsibility by maintaining an Audit Committee that assists us in mitigating present and future risks to the District.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

34. Financial statements are thoroughly reviewed and we seek legal and ethical compliance assurances from the Superintendent.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

35. We report regularly to the public on the District's financial position and future.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

36. We advocate for adequate, predictable and sustainable funding.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

37. Use the space below to describe one or more examples that illustrate your response:

CLIMATE AND CULTURE

38. We model the core values and beliefs of our shared vision and mission.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

39. We have created a climate that values and celebrates staff and students for high achievement and high levels of improvement.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

40. We are building a diverse workforce that reflects our student population.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

41. We promote continuous learning in which change, innovation and creativity is embraced as a value.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

42. We foster a culture that supports the belief that all children can learn at high levels and have policies to reflect this philosophy.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

43. We ensure periodic assessment of school climate throughout the District through attendance data, discipline data, staff turnover data, surveys of students, staff, and parents, and student enrolment trends.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

44. We ensure a safe, caring and respectful working and learning environment for staff and students.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

45. We value distributed leadership that results in decisions being made at the level closest to implementation.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

46. We demonstrate our value of building leadership capacity.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

47. We demonstrate our commitment to continuous improvement by engaging in ongoing professional development related to governance.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

48. We value transparency.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

49. Use the space below to describe one or more examples that illustrate your response:

SCHOOL BOARD AND SUPERINTENDENT RELATIONSHIPS

50. We seek to maintain a professional relationship with the Superintendent and understand, and respect the executive function of the role.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

51. Ongoing, open, honest, transparent communication mechanisms are in place, fostering trusting relationships between the Board, Superintendent and administration.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

52. Full, complete and unbiased information is shared between the Board and the Superintendent to maintain an organizational culture of respect and trust.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

53. We receive advice from the Superintendent in a respectful manner.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

54. We are kept informed in a timely fashion on district matters.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

55. In searching for the best solutions, we demonstrate respect for healthy debate and the value of democratic decision-making.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

56. Our Board and the Superintendent share a common understanding of the district culture.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

57. The Superintendent's performance is regularly assessed and communicated in consideration of agreed-upon indicators. The evaluation process for the Superintendent is fair and valid.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

58. We hold the Superintendent accountable for implementation of the policies (including the mission, vision, and priorities) and achievement of the strategic plan.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

59. Use the space below to describe one or more examples that illustrate your response:

SCHOOL BOARD RELATIONSHIPS AND CONDUCT

60. We cooperate with each other to get the work done.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

61. We respect the confidentiality of private conversations.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

62. We are respectful of everyone's time: our own, staff's, and community members'. This includes being on time and prepared for meetings.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

63. We model respect and courtesy for all through our choice of words, body language, and actions.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

64. We endeavor to keep each other well informed as to our actions and comments.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

65. We model ideals of democracy by engaging fully in debate, disagreeing respectfully, and being open to the ideas and opinions of others.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

66. We refrain from expressing how we will vote in the media, websites, blogs, correspondence, or in private conversations with community members but freely discuss various considerations that will inform the upcoming discussion.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

67. When asked about a board decision we fairly reflect the discussion, demonstrate support for the democratic process, and focus on next steps.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

68. When asked about a board decision we fairly reflect the discussion, demonstrate support for the democratic process, and focus on next steps.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

69. The system for addressing divergence from our protocols is clear and followed.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

70. We share the responsibility of representing the Board at EPSB and partner events.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

71. Use the space below to describe one or more examples that illustrate your response:

COMMUNITY RELATIONS

72. Our communication with stakeholders and the community is a two way process.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

73. We have policies and practices in place to encourage parents to be active partners in their children's education.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

74. We encourage parents and members of the community to share responsibility for the success of schools and students.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

75. Our communication with the media is effective.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

76. We use social media responsibly.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

77. We provide opportunities for stakeholder and community input into key actions of the Board.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

78. Our vision and priorities reflect community needs and interests.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

79. We engage communities before important decisions are made and invite them to keep us informed about emerging issues and opportunities.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

80. We work to maintain and develop Partnerships with organizations, other districts and government to serve the needs and achievement of students and the District.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

81. We regularly report on student achievement and accomplishment of District priorities to the public.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

82. We communicate regularly with other elected officials to ensure public education is a top priority for investment and support.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

83. We actively seek out student voice and perspective.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

84. Use the space below to describe one or more examples that illustrate your response:

POLICY GOVERNANCE

85. Our policy-making process is well-defined and understood.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

86. Opportunities are provided for stakeholders and the public to give input to policy decisions and planning.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

87. The policy manual is updated regularly.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

88. The policies are clearly communicated to stakeholders.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

89. Board policies are accessible.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

90. The policy process provides timely guidance for the operation of the school district.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

91. We use policy as our primary governance tool to articulate our goals, define principles that guide the actions of the administration and assess the effectiveness of decisions.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

92. We monitor the implementation of our policies.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

93. Use the space below to describe one or more examples that illustrate your response:

COMMITTEE AND REPRESENTATIVE WORK

94. We approve the Terms of Reference and scope of work for all Board committees and Board representatives to external organizations.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

95. The roles and responsibilities of each committee, and each representative, clearly assist us in achieving our roles and responsibilities.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

96. Each committee and representative provides written reports and recommendations to assist us in our work.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

97. Committees and representatives do background reading and consult with staff, when required, before they make recommendations to the Board.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

98. We share the responsibility of committee work and board representation on external committees and boards.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

99. Each committee uses staff support effectively to achieve its goals.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

100. Use the space below to describe one or more examples that illustrate your response:

DECISION MAKING

101. We wait to make decisions until complete information is available.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

102. Decisions are made based on analysis of risks/benefits/implications.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

103. Members of the public have opportunities to express their opinions before decisions are made.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

104. Each Trustee has an opportunity to ask questions and to speak before the Board votes on issues.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

105. We stay focused on issues and not personalities.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

106. We explore consequences of potential decisions and engage in "If, then" discussions.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

107. We make decisions based on what is best for students.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

108. We make decisions on the basis of facts and evidence, not hearsay.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

109. All decisions are made or ratified in public.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

110. We are not involved in decision making if there is a conflict of interest.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

111. We take responsibility for decisions once they are made.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

112. Use the space below to describe one or more examples that illustrate your response:

113. What was the proudest moment for the Board this year?

EDMONTON PUBLIC SCHOOLS

BOARD OF TRUSTEES

2010-2013 Term Achievements

Throughout our three year term, the Edmonton Public Schools' Board of Trustees made significant contributions to the District in a number of areas. This is a summary of some key outcomes.

STUDENT LEARNING

- Approved High School Beyond the Third Year project, which helps at-risk students through a customized program to support high school completion.
- Established a student advisory council to provide Trustees with students' perspectives on educational issues.
- Advocated for a more comprehensive approach to developing financial literacy among students as part of the K-12 curriculum.
- Requested a series of annual reports to evaluate progress in key areas that support students, including English Language Learners, Aboriginal Education, Special Needs Education, Health and Wellness, and Literacy.

FINANCIAL STEWARDSHIP

- Ensured effective management of district resources through the approval of balanced budgets.
- Advocated for sustainable, predictable and adequate funding.
- Reached collective agreements with staff groups (Custodial 2011-2014, Maintenance 2011-2014, Support 2011-2015).
- Focused on minimizing the impact on schools in the face of a significant provincial budget cut in 2013. Schools saw an overall reduction of only 1.89 per cent.

COMMUNITY ENGAGEMENT

- Enhanced transparency by webcasting board meetings.
- Added two public members to the Board's Audit Committee, which reviews the school district's financial statements and audit plan.
- Created a Special Needs Task Force Committee to support inclusive education and to engage the public.

INFRASTRUCTURE AND TRANSPORTATION

- Partnered with the Edmonton Catholic School Board to carry out a feasibility study on joint transportation plans to improve efficiency, reduce ride times and reduce costs for both districts.
- Placed a high priority on upgrades to existing schools, in addition to new school construction, in our Three-Year Capital Plan.
- Opened three new schools in fall 2012: Bessie Nichols (K-9), Michael Strembitsky (K-9) and Major General Griesbach (replacement K-9).
- Supported active transportation plans for schools as part of the District's commitment to promote health and wellness for all students and staff.
- Approved a two year moratorium on school closures, gathered input from the community on ways to keep schools open and approved the development of a long-term strategy to guide infrastructure decisions.

EQUALITY

- Developed a bullying prevention advisory committee and a district definition of bullying.
- Approved a specific policy to support sexual orientation and gender identity minority students, staff and families, for which the Board received a special award from the Edmonton Pride Festival Society.
- Engaged in joint advocacy with Edmonton Catholic, Calgary Public and Calgary Catholic Schools in the areas of Aboriginal education, English Language Learners and Early Education.
- Renewed commitment to supporting the Edmonton Public Schools Foundation until 2015. Since its 2010 launch, the Foundation has raised funds to help support full-day Kindergarten programs in high social vulnerability areas.

Visit the Board of Trustees' section on the district website at epsb.ca to learn more about how we are guiding the work of public education on behalf of our constituents.

Ward A	Ward B	Ward C	Ward D	Ward E	Ward F	Ward G	Ward H	Ward I
Cheryl Johner	Ken Shipka	Christopher Spencer	Dave Colburn	Heather MacKenzie	Michael Janz	Sarah Hoffman	Catherine Ripley	Leslie Cleary

September 2013 – B14-0026

EDMONTON PUBLIC SCHOOLS

The Board of Trustees has a vision, mission and set of priorities for Edmonton Public Schools that focuses on high school completion, citizenship, equity, creativity and student and staff health and well-being.

VISION

All students will learn to their full potential and develop the ability, passion and imagination to pursue their dreams and contribute to their community.

MISSION

We work with families and community partners to provide safe, caring, healthy, diverse, inclusive and equitable learning experiences that engage students to achieve their full potential in an increasingly interdependent world.

2011-2014
DISTRICT PRIORITIES

- Provide supports and programs that will enable all students to complete high school.
- Deepen students' understanding of equity and empathy as key citizenship traits.
- Ensure all students and their families are welcomed, respected, accepted and supported in every school.
- Promote health and wellness for all students and staff.
- Listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development.

EDMONTON PUBLIC SCHOOLS **Information Report**

DATE:	September 17, 2013
TO:	Board of Trustees
FROM:	Darrell Robertson, Superintendent of Schools
SUBJECT:	Persons with Disabilities (Response to Request for Information #268)
ORIGINATOR:	Mark Liguori, Assistant Superintendent of Schools Dave Fraser, Executive Director Corporate Services
RESOURCE STAFF:	Heather Raymond, Bonnie Zack
REFERENCE:	March 19, 2013, Board Meeting (Trustee Colburn) Convention on the Rights of Persons with Disabilities IA.BP – Inclusive Education IA.AR – Students in Need of Specialized Supports and Services Board Report May 14, 2013

ISSUE

Provide information regarding the District's practices in supporting people with disabilities and answering the following questions:

1. Has the District assessed compliance with the "Convention on the Rights of Persons with Disabilities", ratified in March 2010?
2. How does the District track the number of students experiencing disabilities? Does the District consider people accessing special needs education to be people experiencing disability?
3. How many people are experiencing disability that is people requiring accommodations for barriers, are employed in the District? How many of these people are teachers?
4. Does the District commit funding to support assessments and diagnosis of children experiencing disability? If yes, what would be a ball park estimate of this funding?
5. Does the District formally engage qualified people experiencing disability to advise the District on how to best create a language and environment of dignity and respect to support people with disabilities?

BACKGROUND

N/A

CURRENT SITUATION

Has the District assessed compliance with the "Convention on the Rights of Persons with Disabilities", ratified in March 2012?

In the opinion of the District's General Counsel we are in conformance with the Convention on the Rights of Persons with Disabilities.

The District has demonstrated its commitment to creating one inclusive education system for all through the establishment of Board Policy IA.BP – Inclusive Education, May 8, 2012, and Administrative Regulation IA.AR – Students in Need of Specialized Supports and Services, August 28, 2012. The policy and regulation provides direction and clarifies that the Board believes that program implementation should provide continuity, flexibility and relevant

learning opportunities for all students to enable each student to achieve success. The policy reinforces the expectation that the attendance area school is the guaranteed point of entry for all students, and the regular classroom shall be the first placement option considered.

How does the District track the number of students experiencing disabilities? Does the District consider people accessing special needs education to be considered people experiencing disability?

The District maintains extensive data on the number of students who would be considered to have a special education need. This data is provided to the Board of Trustees in the Annual Special Education Report. The most recent reported data was provided in the annual report dated May 14, 2013. This report includes data on numbers and distribution of students with special education needs, achievement on students on the graded curriculum and accountability pillar data that provides further context to the work of the District to support students with special education needs.

Special education refers to the education of students and children identified with mild, moderate or severe disabilities or as gifted and talented. Special education is not a stand-alone program; rather, it is a system-wide responsibility and commitment to provide a range of programs, programming, and supports and services to maximize the learning of all students identified with special education needs. Special education practices are founded on the belief that all students can learn and reach their full potential – given equal opportunity, effective teaching and appropriate resources.

How many people are experiencing disability - that is people requiring accommodations for barrier, are employed by the District? How many of these people are teachers?

This information is not tracked by the District. When such information is disclosed by employees, steps are taken to accommodate and support staff to ensure their success. Examples of accommodations provided include the installation of a light system to ensure the safety of a custodian with hearing loss; the assignment of an educational assistant to assist a visually impaired teacher and the purchase of equipment to support staff with mobility challenges.

Does the District commit funding to support assessments and diagnosis of children experiencing disabilities? If yes, what would be a ball park estimate of this funding?

The District is committed to supporting students who are identified with special education needs. This support includes both assessments to determine student learning needs and consultation to support school staff in the development of programs to support the students' access to the learning environment. Assessments are provided by a multi-disciplinary team that may include a Speech and Language Pathologist, Occupational Therapist, Physical Therapist, English as a Second Language Consultant, Vision Consultant, Deaf and Hard of Hearing Consultant, Education Behavioural Consultant, School Psychologist, School Audiologist, and Reading Consultant. The District employs 102.2 full-time equivalent consultant staff that provide both assessment and consultation support to schools to meet the diverse needs of students. The cost of this staffing would be approximately $13,000,000.

Does the District formally engage qualified people experiencing disability to advise the District on how to best create a language and environment of dignity and respect to support people with disabilities?

In June 2012, Edmonton Public School initiated the Inclusive Education Parent and Community Advisory Committee. The purpose of this committee is to have a structured vehicle to ensure continuing involvement of parent and community members in the District's implementation of an inclusive education system. It provides for two-way communication and dialogue between the Administration (i.e., central leadership) and Committee members, relating to district policy, regulation or practice regarding inclusive education.

Activities of the Committee provide opportunities for the Administration to bring forward items for information and advice, and for parent and community members to bring forward items to inform the District of parent and community aspirations in inclusive education. The work of the Committee enhances the work of the District in its development of an inclusive education system, and is enabling parent and community voice to be included in this process.

KEY POINTS

N/A

ATTACHMENTS & APPENDICES

N/A

HR:dll

EDMONTON PUBLIC SCHOOLS **Information Report**

DATE:	September 17, 2013
TO:	Board of Trustees
FROM:	Darrel Robertson, Superintendent of Schools
SUBJECT:	Implications of Annexation (Response to Request for Information #277)
ORIGINATOR:	David Fraser, Executive Director, Corporate Services and Finance and Infrastructure
RESOURCE STAFF:	Jenifer Elliott, Roland Labbe, Lorne Parker, Chris Wright
REFERENCE:	April 2, 2013 Caucus (Trustee MacKenzie)

ISSUE

The following information was requested: Provide information on the potential implications to the District if Edmonton were to annex further land in the South West (to Beaumont) including a historical analysis of the impacts of the annexation of 1982. Also include the education infrastructure costs to the District and the Province.

BACKGROUND

Following discussions with Leduc County over the past year, City Council passed a resolution on March 5, 2013 to begin the process for two annexation applications. The City of Edmonton has sent a notice of intent to proceed with the annexation applications to Leduc County, the Town of Beaumont, the Municipal Government Board (Government of Alberta), the Capital Region Board and all affected local authorities. If successful, this annexation will add 15,000 hectares of land south of the City boundary that is currently part of Leduc County, including lands identified by the Town of Beaumont for possible annexation to their municipality (Attachment I).

CURRENT SITUATION

The Government of Alberta establishes school district boundaries. As per previous Edmonton annexations, the boundaries of Edmonton Public Schools would likely be expanded to match new City of Edmonton municipal boundaries. As a result of the last major Edmonton annexation in1982, Edmonton Public Schools acquired the real property of Winterburn, Westview Village, Ellerslie and Horse Hill schools. As there are no existing school buildings in the proposed annexation area, there would be no need for the adjustment of assets and liabilities between Edmonton Public Schools and Black Gold Regional Schools if annexation was approved.

Since 1982, Edmonton Public Schools built 35 schools in suburban communities that had a high student population and a demand for local accommodation. Aside from the opening of Velma E. Baker School in 1993, Edmonton Public Schools did not open a school in the 1982 annexation lands until Lillian Osborne School opened in 2009 (Attachment II). Since 2010, six additional new schools opened within the 1982 annexation areas, with an additional two schools approved to open in September 2016.

Edmonton Public Schools opened in the 1982 Annexation areas:

School	Year Opened	Provincial Construction Costs	Capital Reserve used for Modular Additions
Velma Baker	1993	$ 4,336,693	
Lillian Osborne	2009	$ 30,674,660	N/A
A. Blair McPherson	2010	$ 36,145,089	$1,117,324
Elizabeth Finch	2010	$ 37,954,820	N/A
Esther Starkman	2010	$ 36,110,050	$651,734.50
Johnny Bright	2010	$ 36,320,277	$651,734.50
Bessie Nichols	2012	$ 17,790,447	N/A
Michael Strembitsky	2012	$ 17,790,447	$1,486,350

A number of area plans were approved for residential development within the 1982 annexation areas, including Big Lake, Castle Downs Extension, Ellerslie, Heritage Valley, Lewis Farms, Terwillegar Heights, The Grange, The Meadows, The Palisades, South East and Windermere. Development in these areas has accelerated in the past decade, increasing the need for new schools to provide local accommodation of students. The Three-Year Capital Plan 2014-2017 articulates requests for eleven more new schools and an addition to Lillian Osborne School within the 1982 annexation area. Further additional schools will be required in the 1982 annexation area if development continues at or near current levels, including schools in three additional plan areas which will potentially be approved for development in the next few years (Horse Hill, Riverview and Southeast Annexation Area). Had these lands not been annexed in 1982, there is a strong likelihood that development would have proceeded under the jurisdiction of the municipality that previously administered the areas. The context of the Capital Region Board's Land Use Plan, as well as ready access to services within the pre-1982 portions of the City would have facilitated such development.

Edmonton's proposed annexation is still in the early stages of the process (Attachment III), which requires extensive consultation and can take between two and five years to complete. Once formal negotiations are completed, a proposal would need to be submitted to the Municipal Government Board. The Municipal Government Board would make a recommendation on the annexation proposal, with the Government of Alberta making the final decision.

Should Edmonton Public Schools become responsible to serve the proposed annexation areas, district schools would need to be identified to accommodate students residing there. It would be the responsibility of Edmonton Public Schools to provide busing for any affected students wishing to attend their new designated school. Due to the low density and sparse distribution of students over a large rural area, and depending on the nearest school with available space to accommodate these students, there could be significant transportation implications in terms of cost and ride times. For various reasons, students could choose to remain at the schools attended prior to annexation.

Should an annexation be approved, the City of Edmonton would be required to amend the Municipal Development Plan (The Way We Grow). This amendment would include articulation

of the general land use context for development of the annexed areas. The District would be consulted as part of this process. Edmonton Public Schools cannot identify the potential facility cost implications to serve annexed areas that may be urbanized after annexation, until the land use context is articulated through a revised Municipal Development Plan (The Way We Grow). As per any other new developing area of the City, Edmonton Public Schools would also be involved in reviewing proposed area and neighbourhood development plans that would be approved prior to urbanized development.

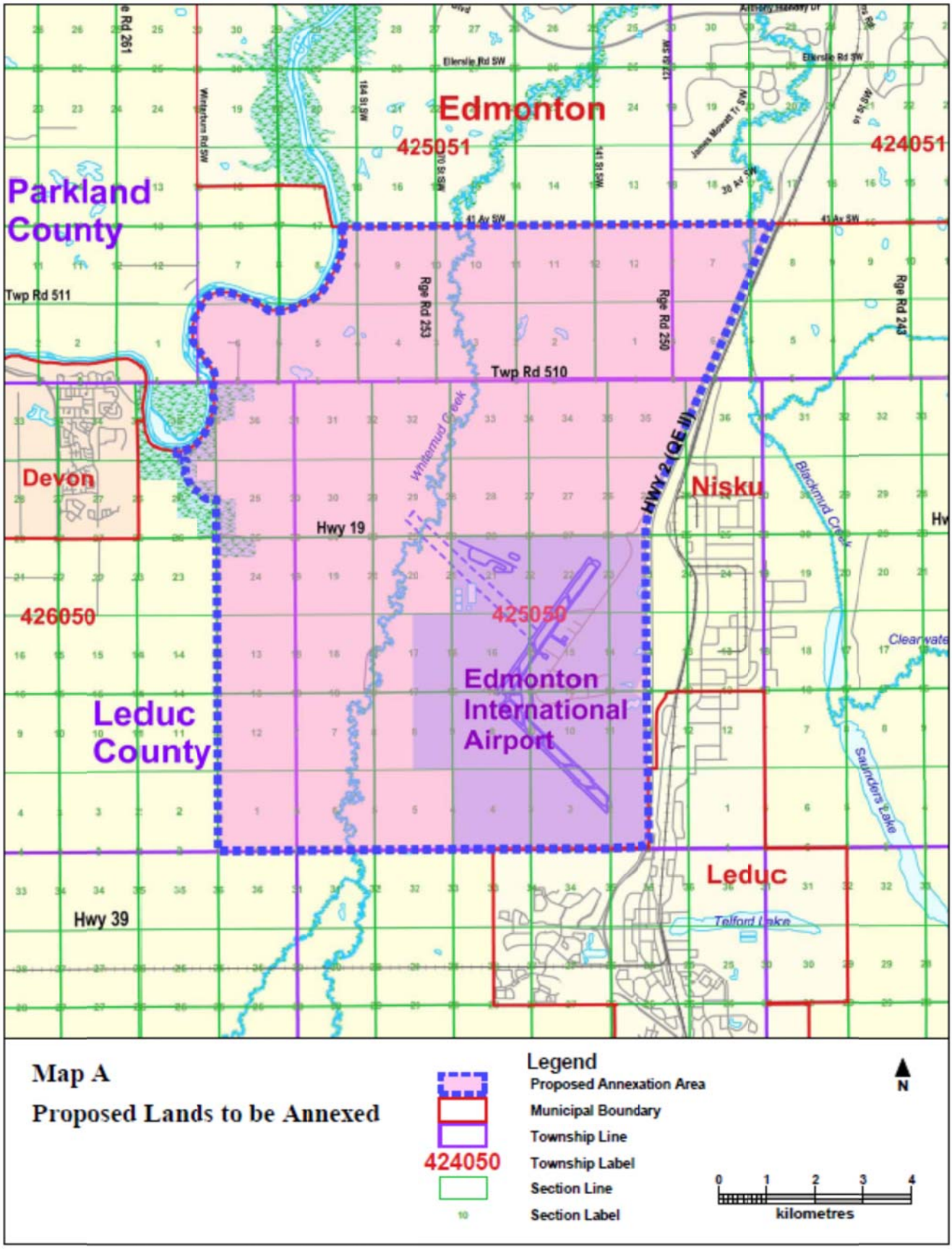
KEY POINTS

- The Government of Alberta decides school district boundaries.
- Edmonton Public Schools would be responsible to provide students residing in the proposed annexation area with a designated school and transportation services.
- There are no existing school buildings in the proposed annexation area.
- If land is annexed, Edmonton Public Schools would be involved with the various development plan proposals as per any other new area development planning in the City of Edmonton.
- Edmonton's annexation proposal is still in very early stages, the final outcomes of the proposal are unknown, making it difficult to determine potential impacts on Edmonton Public Schools.

ATTACHMENTS & APPENDICES

ATTACHMENT I Proposed Lands to be Annexed
ATTACHMENT II Schools Built since 1982 Annexation
ATTACHMENT III Municipal Government Board Annexation Flow Chart
Proposed Annexation Area

JE:gm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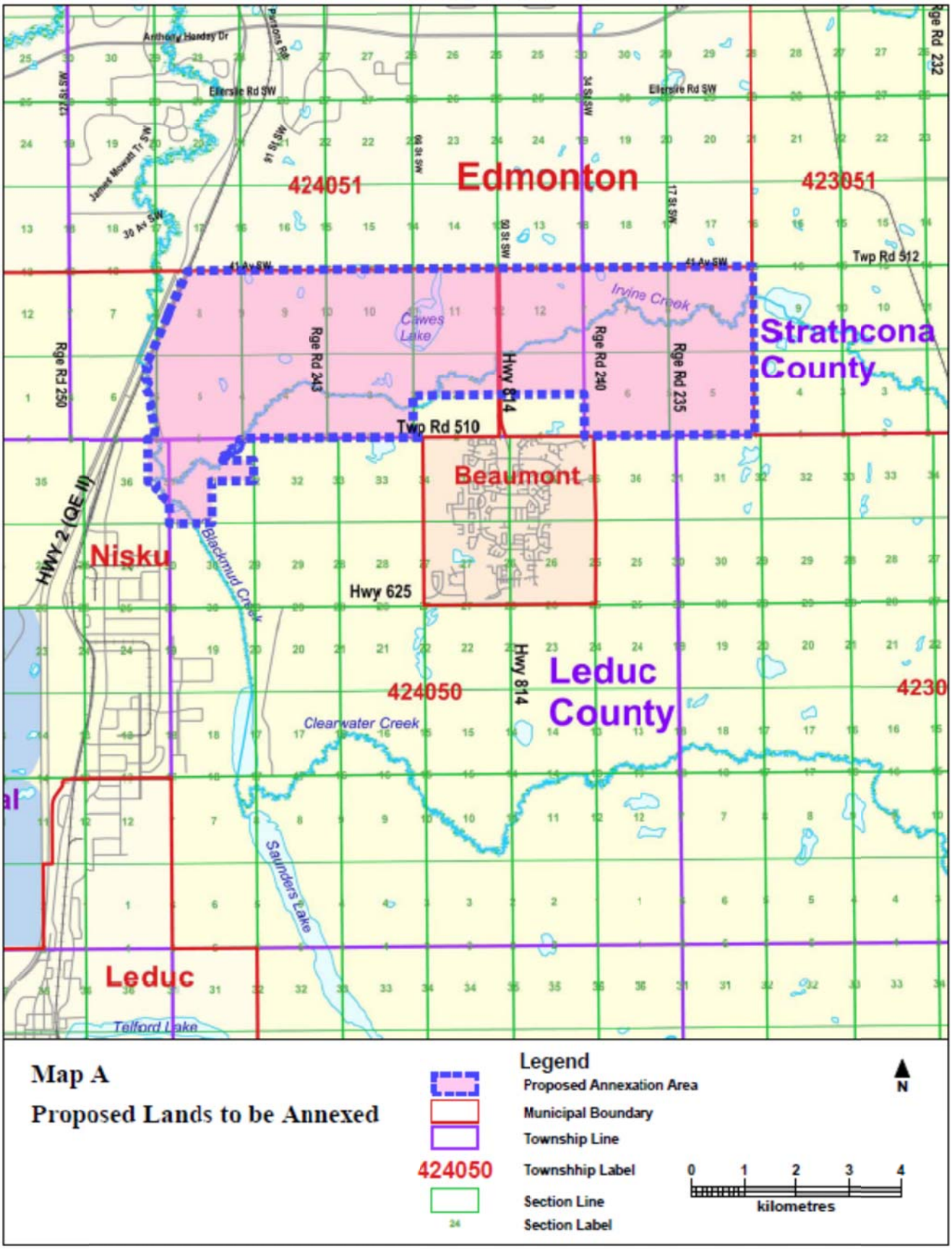
424051
Parkland County
Twp Rd 511
Twp Rd 510
Rge Rd 253
Rge Rd 250
Rge Rd 243
Devon
Nisku
Hwy 19
HWY 2 (QE II)
426050
425050
Edmonton International Airport
Leduc County
Leduc
Hwy 39
Whitemud Creek
Blackmud Creek
Saunders Lake
Telford Lake
Map A
Proposed Lands to be Annexed
424050
Legend
Proposed Annexation Area
Municipal Boundary
Township Line
Township Label
Section Line
Section Label
N
0 1 2 3 4
kilometres


Edmonton
424051
423051
Strathcona County
Beaumont
Nisku
Leduc County
424050
4230
Leduc
Twp Rd 512
Twp Rd 510
Hwy 625
Hwy 814
HWY 2 (QE II)
Rge Rd 243
Rge Rd 240
Rge Rd 235
Rge Rd 232
Rge Rd 250
Irvine Creek
Cawes Lake
Blackmud Creek
Clearwater Creek
Saunders Lake
Telford Lake
Ellerslie Rd SW
41 Av SW
50 St SW
17 St SW
34 St SW
99 St SW
51 St SW
30 Av SW
Anthony Henday Dr
James Mowatt Tr SW
Parsons Rd
Map A
Proposed Lands to be Annexed
Legend
Proposed Annexation Area
Municipal Boundary
Township Line
Townshhip Label
Section Line
Section Label
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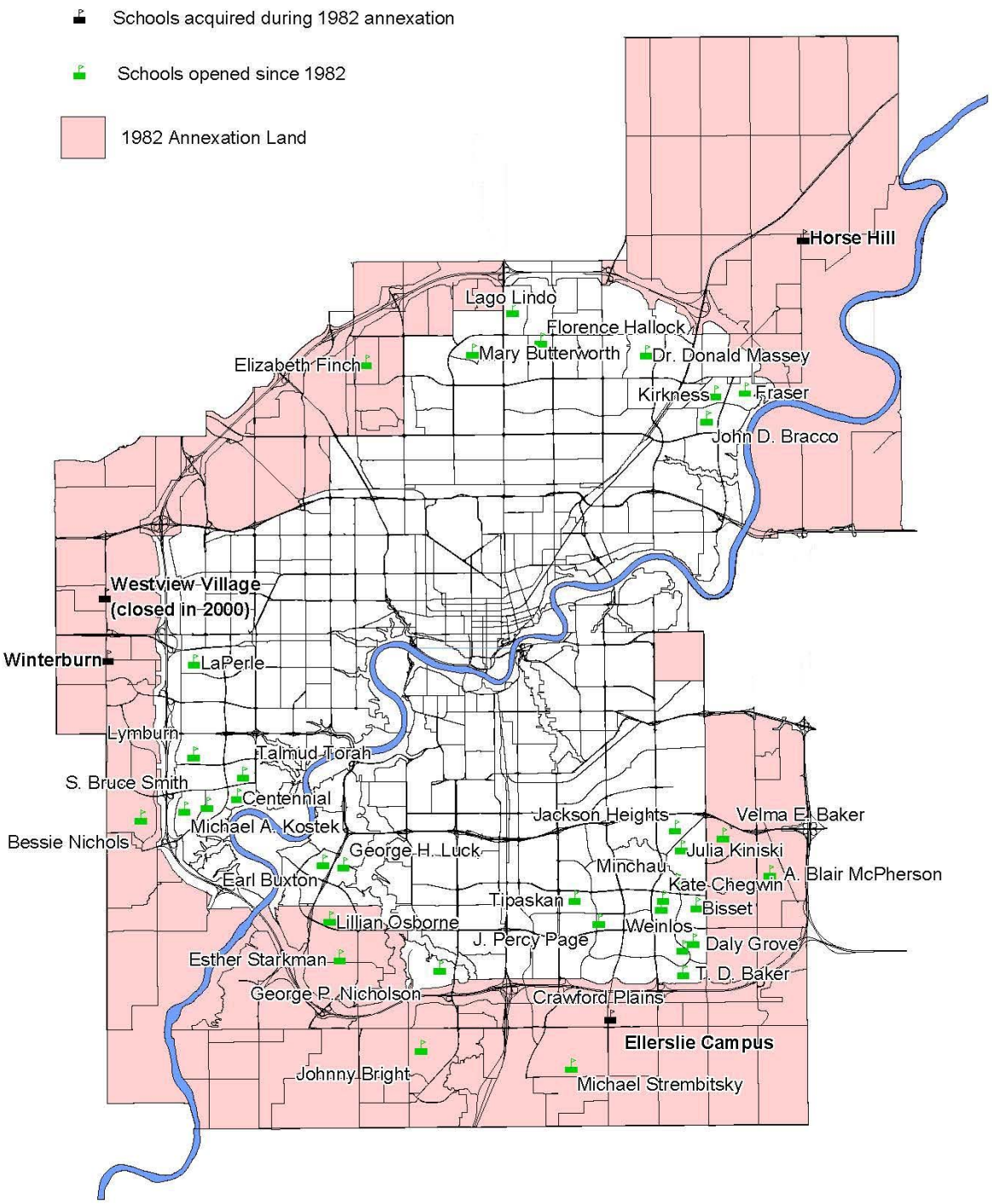
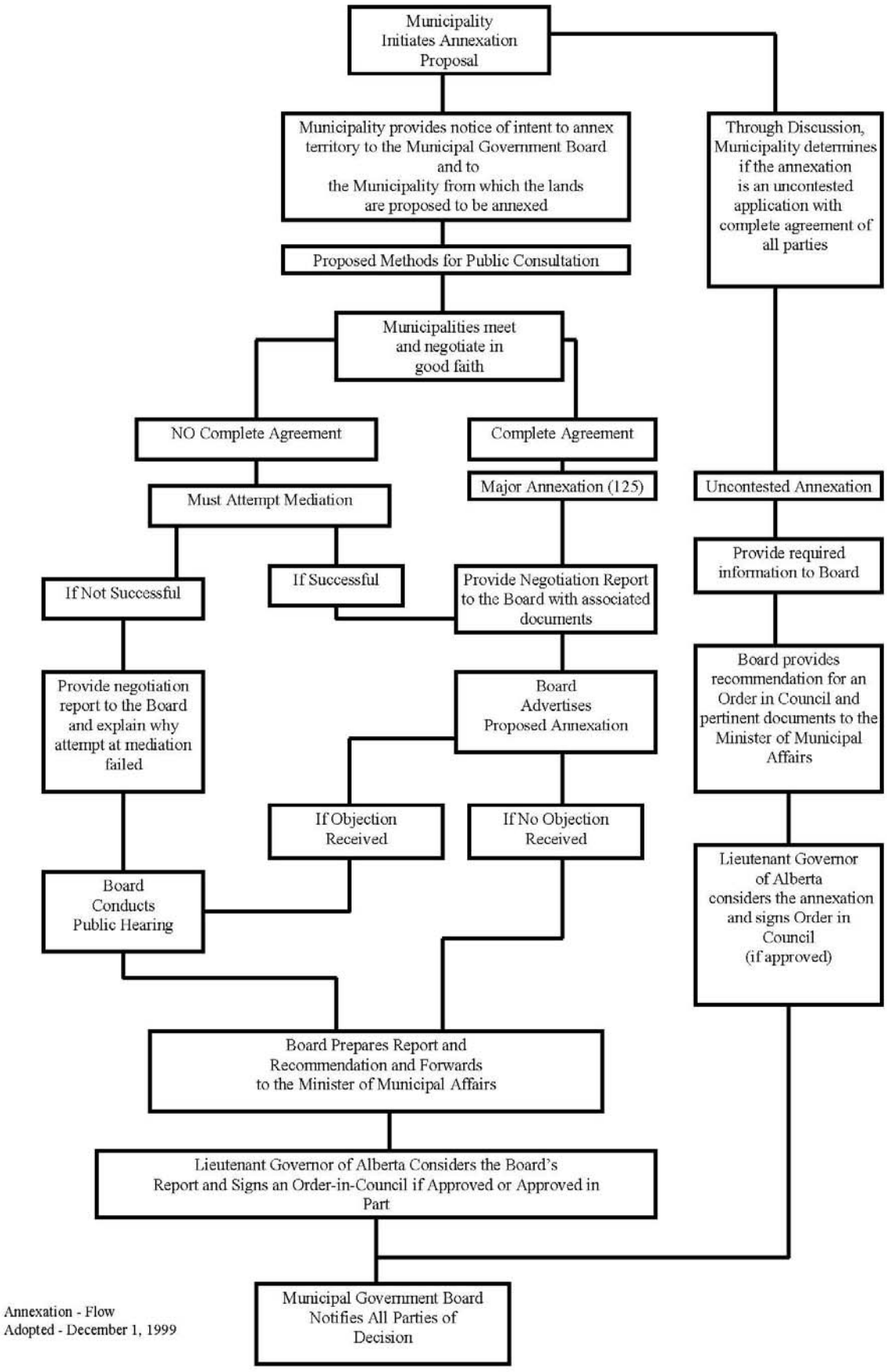
kilometres

EPSB Schools Built since 1982 Annexation





Annexation - Flow
Adopted - December 1, 1999

EDMONTON PUBLIC SCHOOLS **Information Report**

DATE: September 17, 2013

TO: Board of Trustees

FROM: Trustee Catherine Ripley

SUBJECT: Ideas from May 2013 Community Meeting in Ward H

REFERENCE: Celebrating Progress: What Next? – Summary Report
Let's Dig Deeper – January 14, 2012 Meeting Summary
Let's Talk the Future – May 2009 Report

ISSUE

A community meeting titled "Celebrating Progress: What Next?" held in SW Edmonton in May 2013, generated ideas for strengthening families and enhancing innovative citizenship education.

BACKGROUND

The May 13, 2013 meeting held in SW Edmonton concluded a series of three community meetings held between 2009 and 2013 around achieving the ideal schools and communities "we" (the village it takes to raise a child) envision for 2030.

Thirty adults and thirteen students gathered to celebrate progress in three key strategic action areas. The three key strategic areas of action, identified in 2009 by SW residents, were:

1) Strengthening Families,
2) Enhancing Innovative Citizenship Education; and
3) Improving Communication.

Each section of the meeting began with short presentations from two to three groups or people currently engaged in positive work in the highlighted area. Presenters included the South West Edmonton Collaborative, South West Early Years, and Brander Gardens ROCKS (Strengthening Families); BLAST (Vernon Barford's student leadership team), Principal Karen Linden of Greenfield, Principal Dave Jones of Harry Ainlay (Enhancing Innovative Citizenship Education); and Constable Joseph Allan & Carol Kaiser, and Kathryn Burke (Improving Communication).

After each set of presentations, all participants then generated ideas on how to move these strategies forward.

CURRENT SITUATION

Rich and interesting ideas were produced in the areas of Strengthening Families and Enhancing Innovative Citizenship Education.

In terms of Strengthening Families, ideas for "the next best ONE thing we can do to strengthen families" fell into four areas:

1) empower families,
2) support families in need,
3) create and build communities supportive of families; and
4) review government policy/programs and improve communication practices.

In terms of Enhancing Innovative Citizenship Education, the "coolest" ideas included, among many others:

- Creating opportunities for more connections/collaborations between schools (especially between school divisions: elementary/junior high, junior high/senior high),
- Creating leadership clubs at ALL schools (i.e. similar to The Leader in Me practiced at Greenfield),
- Working with Habitat for Humanity as a catchment group of students and building a house,
- Getting kids out into local "community groups" (such as Seniors, community leagues) to help with THEIR activities & thus have students connecting within their community

Due to time constraints, the group was unable to generate ideas for City councilors, Trustees, school principals, community organization leaders, and school council chairs in the third area of Improving Communication. Perhaps the new Trustee for Ward H can explore this topic with the community in the year ahead.

The full report with the complete list of ideas can be accessed here.

KEY POINTS

- The ideas generated on May 13th are worthy of consideration and reflection by the Board of Trustees and the Superintendent as they play an influential leadership role in helping the SW community realize the "ideal" schools envisioned for 2030. Most of the ideas generated also directly support one or more of the Board's first four priorities.
- The Summary Report of the "Celebrating Progress: What's Next?" meeting has been shared with participants, the public through www.catherineripley.ca and my Insights e-letter list, and with the SW Elected Officials group.
- Hosting meetings that bring together students and community members to work and brainstorm appears to be a successful way to create an enjoyable, productive meeting for all concerned.

:cgr