



# AGENDA

## BOARD OF TRUSTEES

Michael Janz  
Board Chair

Michelle Draper  
Board Vice-Chair


Sherry Adams  
Orville Chubb  
Ken Gibson  
Sarah Hoffman  
Nathan Ip  
Cheryl Johner  
Ray Martin

Johannah Ko  
Student Trustee

Edmonton School District No. 7  
One Kingsway  
Edmonton, Alberta

McCauley Chambers  
Tuesday, April 28, 2015  
2:00 p.m.

### Board Meeting

- 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. Comments from the Public and Staff Group Representatives  
*(NOTE: Pre-registration with the Board Office [780-429-8021] is required by Monday, April 27, 2015 at 4:30 p.m. to speak under this item.)*
- G. Reports:
  - 1. Distribution of Funds  
(Recommendation)
  - 2. Draft Board Policy AA.BP - Stakeholder Relations  
(Recommendation)
  - 3. Motion re Council of School Councils  
(Recommendation)
- H. Other Committee, Board Representative and Trustee Reports
- I. Trustee and Board Requests for Information
- J. Notices of Motion
- K. Meeting Dates
- L. Adjournment

**DATE:** April 28, 2015  
**TO:** Board of Trustees  
**FROM:** Darrel Robertson, Superintendent of Schools  
**SUBJECT:** Distribution of Funds  
**ORIGINATOR:** Todd Burnstad, Manager Budget Services  
**RESOURCE STAFF:** Candace Cole  
**REFERENCE:** N/A

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**ISSUE**

This report identifies the proposed distribution of funds for the 2015-2016 budget.

**RECOMMENDATION**

**That the Board of Trustees approve the distribution of funds for the 2015-2016 budget (Attachment III).**

**BACKGROUND****Provincial Funding**

On March 26, 2015, the Provincial Government announced the funding allocations to school boards for 2015-2016. This resulted in an increase in grant funding of \$8.2 million or 0.9 per cent for Edmonton Public Schools (EPSB). The net increase reflects the Province following through on their commitment under the collective agreement with teachers. This increase is then offset by an average reduction of approximately 2.7 per cent in other grants.

For 2015-2016, enrolment growth will not be funded.

School jurisdictions are required to deliver balanced operating budgets and not reduce classroom-based, full-time equivalent (FTE) teacher positions.

With Ministerial approval, school boards can access their reserves in 2015-2016 to support transitioning to a revised financial/cost structure.

**Key Message**

Even under these challenging budget times, the mandate of the EPSB is to educate children so that they succeed in their courses and complete high school.

The Distribution of Funds sets the stage for allocations to schools and central decision units. These allocations support the District's Vision, Mission, Values and the 2014-2018 Priorities.

**Vision**

Transforming the learners of today into the leaders of tomorrow.

**Mission**

We inspire student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community.

**Values**

Supporting the Vision, Mission and Priorities are the District's core values of accountability, collaboration, equity and integrity.

**District Priorities 2014-2018**

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

**RELATED FACTS**

Highlights of the Provincial Budget that impact EPSB include:

- EPSB is projecting enrolment growth of 3 per cent (more than 2,700 students) for 2015-2016. With no funding for enrolment growth, EPSB is estimating the cost of educating these additional students at \$15.3 million.
- The base instruction grant rates have been segregated into two components, teacher compensation and non-teacher compensation. The portion related to teacher compensation has been increased by 2 per cent whereas the non-teacher compensation component has been decreased by 3.1 per cent.
- Following three years of a salary freeze, the teacher's collective agreement for 2015-2016 includes a 2 per cent increase in teacher compensation costs, and a 1 per cent lump sum payment to teachers. The estimated cost to the District is approximately \$12.5 million.
- Funding for children with severe disabilities/delays (Program Unit Funding) will be based on the current year budget less 3.1 per cent and will not be adjusted for any increase related to enrolment growth. *The District is currently calculating the financial impact of this.*
- The English as a Second Language, Equity of Opportunity, First Nations, Metis and Inuit Education, Outreach Programs, Plant Operations and Maintenance, and Socio-Economic Status grants have all been reduced by 3.1 per cent. The Inclusive Education and Transportation grants have been reduced by 1.9 per cent and 1.4 per cent respectively. The total impact of these reductions to the District is estimated to be a reduction of \$4.8 million in funding compared to the current year.
- As mandated by the Province, EPSB must end the current year with an accumulated surplus from operations of \$35.2 million. EPSB will only be able to access these funds during the 2015-2016 school year with Ministerial approval. Approval will only be granted if the request supports strategies to transition away from the future use of reserves in order to operate within the annual Provincial budget allocation by 2016-2017.

Therefore, the net funding impact, including projected increases in student enrolment of 3 per cent, means the District will provide education services to just over 92,000 students with reduced funding dollars and restrictions related to staffing options (unable to reduce front line certificated FTE's) and restrictions around its ability to access surplus funds (created by being fiscally responsible over the prior years).

**OPTIONS**

N/A

**CONSIDERATIONS & ANALYSIS****Budget Highlights**

- The proposed distribution of funds (Attachment III) attempts to allow maximum flexibility to schools as well as maintain essential central services required for district operations.
- EPSB will continue to provide an allocation for every student, however the amount has been diluted given the funding reductions as well as the projected enrolment growth of 3 per cent.
- An allocation of \$2.6 million has been included to cover the start up costs associated with four new schools scheduled to open in September 2016. These costs are in addition to the Furniture and Equipment funding received by the Province.
- Other allocation line items have been reduced in order to submit a balanced budget.

**Budget Assumptions**

- The spring proposed budget is being completed under the current Provincial guidelines and timelines. Any impact to the budget as a result of the Provincial election will need to be scrutinized as new information becomes available.
- The spring proposed budget does not include any use of surplus funds for spending within schools and decision units. If Ministerial approval is received, any access to surplus funds will be incorporated into the fall revised budget.

**NEXT STEPS**

Budget Services will incorporate the approved recommendations into the allocations being sent out to schools and decision units on May 1, 2015, for completion of the 2015-2016 budget. The Board of Trustees will receive the proposed budget for analysis before budget approval at the May 26, 2015 public board meeting.

**ATTACHMENTS & APPENDICES**

ATTACHMENT I 2015-2016 Spring Proposed Revenue Budget  
ATTACHMENT II Student Enrolment 2015-2016 vs 2014-2015  
ATTACHMENT III Distribution of Funds  
ATTACHMENT IV Other Allocations

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**Edmonton Public Schools**  
**2015-2016 Spring Proposed Revenue Budget - Distribution of Funds**

	<b>2015-2016 Proposed Budget</b>	<b>2014-2015 Revised Budget</b>	<b>Variance \$</b>	<b>Variance %</b>	<b>Notes</b>
<b>BASE INSTRUCTION FUNDING</b>					
Early Childhood Services (ECS) Base Instruction	\$ 26,681,000	\$ 26,302,500	\$ 378,500	1.4%	
ECS Class Size	6,099,700	5,980,000	119,700	2.0%	
Base Instruction (Grades 1 to 9)	386,804,500	381,317,500	5,487,000	1.4%	
Class Size (Grades 1 to 3)	32,158,500	31,527,900	630,600	2.0%	
	<b>451,743,700</b>	<b>445,127,900</b>	<b>6,615,800</b>	<b>1.5%</b>	
Moving Forward with High School Redesign	76,098,400	75,016,300	1,082,100	1.4%	
Base Instruction (Grades 10 to 12)	58,108,000	57,332,800	775,200	1.4%	
Base Instruction Special Ed Block (Grades 10 to 12)	9,965,300	9,829,400	135,900	1.4%	
Tier 2 Class size (Grades 10 to 12)	107,400	105,300	2,100	2.0%	
Tier 3 Class size (Grades 10 to 12)	1,002,500	982,600	19,900	2.0%	
Tier 4 (Work Exp. & Sp. Proj)	973,200	959,400	13,800	1.4%	
	<b>146,254,800</b>	<b>144,225,800</b>	<b>2,029,000</b>	<b>1.4%</b>	
Base Instruction Metro (Grades 10 to 12)	832,000	820,200	11,800	1.4%	
Base Instruction Metro Summer (Grades 10 to 12)	5,348,500	5,272,900	75,600	1.4%	
Outreach Site Funding	366,100	377,800	(11,700)	(3.1%)	
Home Education	661,000	651,600	9,400	1.4%	
	<b>7,207,600</b>	<b>7,122,500</b>	<b>85,100</b>	<b>1.2%</b>	
<b>SUBTOTAL BASE INSTRUCTION FUNDING</b>	<b>605,206,100</b>	<b>596,476,200</b>	<b>8,729,900</b>	<b>1.5%</b>	1
<b>DIFFERENTIAL COST FUNDING</b>					
ECS Program Unit Funding (PUF)	34,803,700	34,811,700	(8,000)	(0.0%)	2
Inclusive Education	59,439,800	58,850,900	588,900	1.0%	3
English as a Second Language (ESL)	18,441,600	20,716,300	(2,274,700)	(11.0%)	4
First Nations, Metis and Inuit Education (FNMI)	8,489,900	8,761,500	(271,600)	(3.1%)	
Socio Economic Status	9,760,800	10,073,100	(312,300)	(3.1%)	
Plant Operations and Maintenance (PO&M)	62,178,300	64,167,500	(1,989,200)	(3.1%)	
Metro Urban Transportation	20,682,500	20,976,200	(293,700)	(1.4%)	
ECS Special Transportation	1,774,800	1,800,000	(25,200)	(1.4%)	
Equity of Opportunity	8,171,900	8,433,400	(261,500)	(3.1%)	
Federal French Funding	590,000	500,000	90,000	18.0%	5
<b>SUBTOTAL DIFFERENTIAL COST FUNDING</b>	<b>224,333,300</b>	<b>229,090,600</b>	<b>(4,757,300)</b>	<b>(2.1%)</b>	
<b>PROVINCIAL PRIORITY TARGETED FUNDING</b>					
High Speed Networking	2,289,900	2,641,300	(351,400)	(13.3%)	6
<b>SUBTOTAL PROVINCIAL PRIORITY FUNDING</b>	<b>2,289,900</b>	<b>2,641,300</b>	<b>(351,400)</b>	<b>(13.3%)</b>	
<b>OTHER PROVINCIAL SUPPORT</b>					
Institutional Support	9,572,100	9,572,100	-	-	
Regional Collaborative Service Delivery (RCSD)	3,796,200	3,917,600	(121,400)	(3.1%)	
Provincial School Lease Support	1,308,500	1,308,500	-	-	
Narrowing Teacher's Salary Gap	239,100	239,100	-	-	
Reduction in System Admin & School Bd Gov'n	(3,790,000)	(3,805,000)	15,000	(0.4%)	
<b>SUBTOTAL OTHER PROVINCIAL SUPPORT</b>	<b>11,125,900</b>	<b>11,232,300</b>	<b>(106,400)</b>	<b>(0.9%)</b>	
<b>TOTAL PROVINCIAL OPERATIONAL FUNDING</b>	<b>842,955,200</b>	<b>839,440,400</b>	<b>3,514,800</b>	<b>0.4%</b>	



**Edmonton Public Schools**  
**2015-2016 Spring Proposed Revenue Budget - Distribution of Funds**

	<b>2015-2016 Proposed Budget</b>	<b>2014-2015 Revised Budget</b>	<b>Variance \$</b>	<b>Variance %</b>	<b>Notes</b>
<b>CAPITAL AND IMR FUNDING</b>					
Infrastructure Maintenance Renewal (IMR)	9,000,000	9,000,000	-	-	7
Amortization of Capital Allocations and Expended Deferred Capital Revenue	31,433,100	31,433,100	-	-	7
<b>SUBTOTAL CAPITAL</b>	<b>40,433,100</b>	<b>40,433,100</b>	<b>-</b>	<b>0.0%</b>	
<b>OTHER PROVINCIAL REVENUES</b>					
Tuition Agreements	1,209,500	1,209,500	-	-	8
Secondments - Provincial	3,561,300	3,561,300	-	-	8
Alberta Education Conditional Grants	647,100	647,100	-	-	8
Alberta Teachers' Retirement Fund (ATRF)	55,166,400	55,166,400	-	-	9
Special Funding - ATA's 1% lump sum payout	4,709,000	-	4,709,000	100.0%	10
<b>SUBTOTAL OTHER PROVINCIAL REVENUES</b>	<b>65,293,300</b>	<b>60,584,300</b>	<b>4,709,000</b>	<b>7.8%</b>	
<b>TOTAL GOVERNMENT OF ALBERTA</b>	<b>948,681,600</b>	<b>940,457,800</b>	<b>8,223,800</b>	<b>0.9%</b>	
<b>OTHER PROVINCIAL GRANTS</b>	<b>3,645,800</b>	<b>3,645,800</b>	<b>-</b>	<b>-</b>	<b>8</b>
<b>FEDERAL GOVERNMENT AND FIRST NATIONS</b>	<b>1,971,500</b>	<b>1,971,500</b>	<b>-</b>	<b>-</b>	<b>8</b>
<b>OTHER ALBERTA SCHOOL AUTHORITIES</b>	<b>647,900</b>	<b>647,900</b>	<b>-</b>	<b>-</b>	<b>8</b>
<b>FEES</b>					
School Fees - School Generated Funds	12,952,400	12,952,400	-	-	8
Transportation Fees	11,950,400	11,950,400	-	-	8
International Student Fees	6,685,800	5,265,000	1,420,800	27.0%	11
Metro Continuing Education Fees	922,100	922,100	-	-	8
Textbook Rental Fees	1,386,000	1,386,000	-	-	8
Music Instrument & Other Material Fees	241,900	241,900	-	-	8
<b>SUBTOTAL FEES</b>	<b>34,138,600</b>	<b>32,717,800</b>	<b>1,420,800</b>	<b>4.3%</b>	
<b>OTHER SALES AND SERVICES</b>					
Sales and Services - Schools & Central DU's	5,321,400	5,321,400	-	-	8
Other Sales and Services - School Generated Funds	4,877,800	4,877,800	-	-	8
Secondments - Other Entities	1,400,000	1,400,000	-	-	8
Lunch Program Fees	4,390,800	4,390,800	-	-	8
Adult Education	1,964,600	1,964,600	-	-	8
<b>SUBTOTAL SALES AND SERVICES</b>	<b>17,954,600</b>	<b>17,954,600</b>	<b>-</b>	<b>0.0%</b>	
<b>INVESTMENT INCOME</b>	<b>1,000,000</b>	<b>1,000,000</b>	<b>-</b>	<b>-</b>	<b>8</b>
<b>GIFTS AND DONATIONS</b>					
School Gifts and Donations	6,367,300	6,367,300	-	-	8
EPSB Foundation Support	459,100	459,100	-	-	8
<b>SUBTOTAL GIFTS AND DONATIONS</b>	<b>6,826,400</b>	<b>6,826,400</b>	<b>-</b>	<b>0.0%</b>	
<b>FUNDRAISING - School Generated Funds</b>	<b>1,915,500</b>	<b>1,915,500</b>	<b>-</b>	<b>-</b>	<b>8</b>
<b>RENTAL OF FACILITIES</b>	<b>4,291,300</b>	<b>4,291,300</b>	<b>-</b>	<b>-</b>	<b>8</b>
<b>GAIN ON DISPOSAL OF CAPITAL ASSET</b>	<b>-</b>	<b>2,967,000</b>	<b>(2,967,000)</b>	<b>(100.0%)</b>	<b>12</b>
<b>TOTAL OPERATING REVENUE</b>	<b>\$1,021,073,200</b>	<b>\$ 1,014,395,600</b>	<b>\$ 6,677,600</b>	<b>0.7%</b>	

**Notes to the  
2015-2016 Spring Proposed Revenue Budget - Distribution of Funds**

*Consistent with the Provincial requirements, unless otherwise noted, variance explanations have been provided for amounts where the 2015-2016 spring proposed budget differs from the 2014-2015 fall revised budget by more than 5%.*

**1 Base Instruction Funding**

For the 2015-2016 school year, funding to School Jurisdictions will be based on the lower of the 2014-2015 or the 2015-2016 frozen funded headcount. As the 2014-2015 frozen funded headcount information is currently not finalized, the District's 2014-2015 September 30th enrolment information has been used as an estimate. No additional funding will be received for the anticipated enrolment growth of 2700 students.

For 2015-2016, base instruction funding amounts have been split into two components, where the teacher compensation component has been increased by 2% and the non-teacher related component has been reduced by 3.1%.

**2 ECS Program Unit Funding (PUF)**

The PUF budgeted revenue amount will be based on the actual amount received in 2014-2015 less 3.1%. This amount has not yet been finalized and will be updated prior to the spring budget being submitted in May. Any change from the amount currently reflected will be offset by a corresponding allocation adjustment to the individual PUF site.

**3 Inclusive Education**

The overall increase in funding is due to an increase in the current year grant amount over the original 2014-2015 budget, which then becomes the starting point for the 2015-2016 budget, less a 1.9% reduction.

**4 English as a Second Language (ESL)**

After September 30th 2014, it was identified that the number of students eligible for this funding was overstated. This results in a reduction to the anticipated amount to be received in the current year which is also the starting point for the 2015-2016 budget. This amount is then further reduced by 3.1%, as a result of the Provincial budget funding announcement.

**5 Federal French Funding**

The increase is based on the actual amount received in the prior year and is not subject to any reductions for 2015-2016.

**6 High Speed Networking**

The budgeted amount for 2014-2015 included the use of funds that were previously deferred. There were no reductions to this grant for 2015-2016.

**7 CAPITAL AND IMR FUNDING**

These amounts are currently being calculated and will be updated prior to the final budget being submitted in May.

**8 Other**

The 2015-2016 spring budget amount has been carried forward from 2014-2015 and will be updated when the budgets are completed in May as the budget amount is entered directly by the individual school/central decision unit.

**9 Alberta Teachers' Retirement Fund (ATRF)**

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

**10 Special Funding - ATA's 1% lump sum payout**

Alberta Education is funding the 1% lump sum payment to teachers in November 2015.

**11 International Student Fees**

The tuition fee charged to international students has increased from \$11,000 to \$11,500. In addition, the total number of international students continues to grow and is projected at 568 for 2015-2016.

**12 Gain on Disposal of Capital Asset**

The 2015-2016 budget includes the net gain on the anticipated sale of an unsupported tangible capital asset.

**Edmonton Public Schools**  
**2015-2016 Projected Enrolment vs September 30, 2014 Actual Enrolment**  
**Funded vs Other**

<b>Student Enrolment Enrolment by Division</b>	<b>2015-2016 Projected Enrolment*</b>	<b>2014-2015 September 30 Actual Enrolment</b>	<b>Enrolment Increase</b>	<b>Variance %</b>	<b>2013-2014 September 30 Actual Enrolment</b>
<b>Funded Students:</b>					
ECS	8,250	8,017	233	2.9%	7,807
Elementary	41,515	39,860	1,655	4.2%	37,668
Junior High	18,838	18,253	585	3.2%	17,753
Senior High	22,578	22,504	74.0	0.3%	22,369
<b>Subtotal Funded Students</b>	<b>91,181</b>	<b>88,634</b>	<b>2,547</b>	<b>2.9%</b>	<b>85,597</b>
<b>Other :</b>					
International Students	568	468	100	21.4%	382
Home Education	443	397	46	11.6%	398
Early Ed. - Headstart/community children	92	82	10	12.2%	88
Other/Non Resident/ Blended/Sponsorships	104	79	25	31.6%	89
<b>Subtotal Other Students</b>	<b>1,207</b>	<b>1,026</b>	<b>181</b>	<b>17.6%</b>	<b>957</b>
<b>Total Student Enrolment</b>	<b>92,388</b>	<b>89,660</b>	<b>2,728</b>	<b>3.0%</b>	<b>86,554</b>

**NOTES:**

According to Alberta Education, funding for school boards will be based on the lower of the 2014-2015 or 2015-2016 school year frozen funded enrolment.

The final 2014-2015 frozen funded enrolment will not be known until June 2015.

\* The projected enrolment figures have been prepared based on a high level district wide forecast. The projected enrolment will be updated on an individual school level closer to the actual budget being released to schools.



**Edmonton Public Schools**  
**2015-2016 Spring Proposed Budget - Distribution of Funds**  
**Total Allocations**

		<b>2015-2016 Proposed Budget</b>	<b>2014-2015 Revised Budget</b>	<b>Variance \$</b>	<b>Variance %</b>	<b>Notes</b>
<b>Projected Revenue</b>						
Operating Revenue		<b>\$ 1,021,073,200</b>	\$ 1,014,395,600	\$ 6,677,600	0.7%	
Operating Reserve Funds *		-	35,472,220	(35,472,220)	(100.0%)	*
Operating Revenue		<b>\$ 1,021,073,200</b>	<b>\$ 1,049,867,820</b>	<b>\$ (28,794,620)</b>	<b>(2.7%)</b>	
<b>School Allocations (Attachment IV)</b>						
School Allocations Levels 1 to 8		<b>\$ 553,207,614</b>	\$ 545,444,844	\$ 7,762,770	1.4%	1
Other Supplemental School Allocations		<b>153,813,126</b>	153,773,158	39,968	0.0%	2
		<b>707,020,739</b>	699,218,002	7,802,737	1.1%	
School Generated Funds/External Revenues		<b>36,724,406</b>	36,724,406	-	-	3
<b>Subtotal School Allocations</b>	72.8%	<b>743,745,145</b>	735,942,408	7,802,737	1.1%	
<b>Other Allocations (Attachment V)</b>						
Metro Continuing Education		<b>11,355,698</b>	11,355,698	-	-	4
External Revenue Allocations - Central		<b>13,040,867</b>	13,040,867	-	-	4
District Level Fixed Costs	6.9%	<b>70,100,036</b>	72,520,036	(2,420,000)	(3.3%)	5
District Level Committed Costs	7.1%	<b>72,767,389</b>	70,369,269	2,398,120	3.4%	5
		<b>167,263,990</b>	167,285,870	21,880	(0.0%)	
Central Decision Units	4.9%	<b>50,188,664</b>	50,533,922	(345,258)	(0.7%)	
<b>Subtotal Other Allocations</b>		<b>217,452,654</b>	217,819,792	(367,138)	(0.2%)	
<b>Special Funding - ATA's 1% lump sum payout</b>		<b>4,709,000</b>	-	4,709,000	100.0%	6
<b>Alberta Teachers' Retirement Fund (ATRF)</b>		<b>55,166,400</b>	55,166,400	-	-	7
<b>Total Allocations</b>		<b>1,021,073,200</b>	1,008,928,600	12,144,600	1.2%	
Planned Use of Reserves *		-	35,472,220	(35,472,220)	(100.0%)	*
Budgeted Disposal of Asset **		-	2,967,000	(2,967,000)	(100.0%)	**
District Unallocated Funds ***		-	2,500,000	(2,500,000)	(100.0%)	***
<b>Total Budget</b>		<b>\$ 1,021,073,200</b>	<b>\$ 1,049,867,820</b>	<b>\$ (28,794,620)</b>	<b>(2.7%)</b>	

Ministerial approval is required in order to access any accumulated operating surplus funds in conjunction with the 2015-2016

\* Budget. As such, the Spring Proposed Budget will be completed without the use of any surplus funds. The budget will be updated in the fall and will include any funds for which approval to access has been granted.

\*\* The 2014-2015 budget includes the anticipated gain on sale of an unsupported tangible capital asset.

As a result of increased enrolment compared to the spring projected enrolment, \$2.5 million was unallocated during the 2014-

\*\*\* 2015 fall budget process. These funds were then subsequently directed to support ESL students and were allocated out to schools in the form of a budget amendment.

**Notes to the  
2015-2016 Spring Proposed Budget - Distribution of Funds  
Total Allocations**

*Consistent with the Provincial requirements, unless otherwise noted, variance explanations have been provided for amounts where the 2015-2016 spring proposed budget differs from the 2014-2015 fall revised budget by more than 5%.*

**1 School Allocations Levels 1 to 8**

School Allocations for the spring proposed budget are based on enrolment projections which predict the number of students at each grade level and the number of students with special needs. Although the Province is not providing funding for enrolment growth, the District is continuing to provide an allocation for every child, as such, the per student allocation rates have been reduced compared to 2014-2015.

**2 Other Supplemental School Allocations**

Included in this category of school allocations are Equity Fund, Enhanced Support for Schools, amiskwaciy Academy base rent and Program Enhancement allocations.

**3 School Generated Funds/External Revenues**

School generated funds are funds raised in the community for expenditures at the school level. School external revenues include board approved textbook rental fees, lunch program fees, grants, as well as school lease rentals. These figures will not be updated until the schools complete their spring budgets.

**4 Metro Continuing Education & External Revenue Allocations - Central**

The budget amount has been carried forward from 2014-2015 and will be updated when the budgets are completed in the spring as the budget is entered directly by the individual central decision unit.

**5 District Level Fixed / District Level Committed Costs**

These allocations have been updated to reflect the anticipated fixed and committed costs for 2014-2015. Additional details on these costs have been included in attachment IV.

**6 Special Funding - ATA's 1% lump sum payout**

Alberta Education is funding the 1% lump sum payment to teachers in November 2015.

**7 Alberta Teachers' Retirement Fund (ATRF)**

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

**Edmonton Public Schools**  
**2015-2016 Spring Proposed Budget - Distribution of Funds**  
**Other Allocations**

	<b>2015-2016 Proposed Budget</b>	<b>2014-2015 Revised Budget</b>	<b>Variance \$</b>	<b>Variance %</b>	<b>Notes</b>
<b>District Level Fixed Costs</b>					
Debt and Fiscal Services	\$ 46,818,136	\$ 48,238,136	\$ (1,420,000)	(2.9%)	1
Utilities	17,200,000	18,200,000	(1,000,000)	(5.5%)	2
Insurance	3,595,000	3,595,000	-	-	
High Speed Networking	2,486,900	2,486,900	-	-	
	<b>70,100,036</b>	<b>72,520,036</b>	<b>(2,420,000)</b>	<b>(3.3%)</b>	
<b>District Level Committed Costs</b>					
Student Transportation	34,919,354	35,246,201	(326,847)	(0.9%)	
School Plant Operations & Maintenance	13,415,458	13,716,486	(301,028)	(2.2%)	
Human Resources Supply Services	13,464,770	10,714,770	2,750,000	25.7%	3
Language and Cultural Support	3,929,998	3,920,462	9,536	0.2%	
Enhanced Support for District Plan/Project Fund	1,000,000	1,141,000	(141,000)	(12.4%)	4
Enterprise Systems	2,798,986	2,378,733	420,253	17.7%	5
Professional Improvement Leaves	1,340,000	1,340,000	-	-	
Staff Development	500,000	500,000	-	-	
Partnership Commitments	359,000	369,000	(10,000)	(2.7%)	
Human Resources Secondments	321,123	232,917	88,206	37.9%	6
Audit	111,200	111,200	-	-	
Election	480,000	315,000	165,000	52.4%	7
District Awards	30,000	55,000	(25,000)	(45.5%)	8
Survey	40,000	271,000	(231,000)	(85.2%)	9
Board Initiative Fund	45,000	45,000	-	-	
Trustee Transition Allowance	12,500	12,500	-	-	
	<b>72,767,389</b>	<b>70,369,269</b>	<b>2,398,120</b>	<b>3.4%</b>	
<b>External Revenue Allocation</b>	<b>13,040,867</b>	<b>13,040,867</b>	<b>-</b>	<b>-</b>	<b>10</b>
<b>Metro Continuing Education</b>	<b>11,355,698</b>	<b>11,355,698</b>	<b>-</b>	<b>-</b>	
	<b>24,396,565</b>	<b>24,396,565</b>	<b>-</b>	<b>0.0%</b>	
<b>Central Decision Units</b>	<b>50,188,664</b>	<b>50,533,922</b>	<b>(345,258)</b>	<b>(0.7%)</b>	
<b>Total</b>	<b>\$ 217,452,654</b>	<b>\$ 217,819,792</b>	<b>\$ (367,138)</b>	<b>(0.2%)</b>	

**Notes to the  
2015-2016 Spring Proposed Budget - Distribution of Funds  
Other Allocations**

*Consistent with the Provincial requirements, unless otherwise noted, variance explanations have been provided for amounts where the spring proposed budget differs from the fall revised budget by more than 5%.*

- 1 Debt and Fiscal Services**  
This decision unit is responsible for supported debenture and principal repayments and interest costs, and the amortization costs for all District capital assets, e.g. buildings, furniture and equipment, and vehicles.
- 2 Utilities**  
The anticipated decrease in utility costs is due to price efficiencies and performance improvements/efficiencies.
- 3 Human Resources Supply Services**  
This decision unit is responsible for providing support/coverage for district absences for teachers, support and custodial staff. This allocation has not been increased over several years whereas the staff levels have continued to grow in conjunction with enrolment growth. The current year increase to the allocation is to better match the actual costs being incurred by this department.
- 4 Enhanced Support for District Plan/Project Fund**  
Funds have been put aside to address projects and to support the District's mandate. In addition as a result of the current budget cutbacks, funds will be directed to certain central decision units to maintain service levels and supports. The Project Fund will be used to promote effective and efficient business practices.
- 5 Enterprise Systems**  
This decision unit is responsible for our main district enterprise information systems license and maintenance fees including Financial (Oracle business suite), Human Resources(Peoplesoft) and Student information (Powerschool) as well as other feeder systems. The increase is tied to the projected increase in enrolment.
- 6 Human Resources Secondments**  
The increase in allocation is to cover the increase in teacher salary costs for the teachers on secondment. Reimbursement from the seconding agencies for these increases will be pursued.
- 7 Election**  
The increase in allocation is to offset an annual election fee charged by the City of Edmonton related to the Board of Trustees election that occurs every four years.
- 8 District Awards**  
This allocation was created to offset the costs of the District Awards. The frequency and magnitude of these events will now be scaled down as a cost reduction measure.
- 9 Survey**  
This allocation was to offset the costs of district surveys and the development of district metrics required to support the District's strategic plan. As a cost reduction measure, the district feedback survey will be conducted every second year.
- 10 External Revenue Allocation**  
The 2015-2016 spring budget amount has been carried forward from 2014-2015 and will be updated when the budgets are completed in May as the budget amount is entered directly by each individual central decision unit.



**DATE:** April 28, 2015

**TO:** Board of Trustees

**FROM:** Trustee Orville Chubb, Policy Review Committee  
Trustee Michelle Draper, Policy Review Committee  
Trustee Nathan Ip, Chair Policy Review Committee

**SUBJECT:** Draft Board Policy AA.BP – Stakeholder Relations

**RESOURCE**

**STAFF:** Lisa Austin, Sarah James, Nancy Petersen, Anne Sherwood, Sandra Stoddard

**REFERENCE:** [December 2, 2014 Board Meeting Item 1 - Annual Policy Development and Review Plan 2014-2015](#)

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#### ISSUE

As part of the comprehensive review and consolidation of board policy, new policy is required to address the Board of Trustees' (Board) stakeholder engagement and collaboration responsibilities under the Education Act S. 33 (1). "A board, as a partner in education, has the responsibility to:

- (c) 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
- (f) collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources
- (g) collaborate with post-secondary institutions and the community to enable smooth transitions for students from secondary to post-secondary education"

#### RECOMMENDATION

**That draft Board Policy AA.BP – Stakeholder Relations (Attachment I) be considered for the first time and approved for posting on the District website for stakeholder input.**

#### BACKGROUND

The Policy Review Committee identified stakeholder relations as one of the main themes for policy development this year in its annual work plan, approved by the Board on December 2, 2014, to support the District Priorities.

Beginning in January 2015, the Policy Review Committee met four times to formulate a policy development plan to address the theme of stakeholder relations and the heightened expectations for engagement and collaboration outlined under s 33(1) c, f, and g of the new *Education Act*. A working group of staff from Governance and Strategic Support Services and Communications assisted with identifying existing policies responsive to the stakeholder relations theme. The group also provided content expertise with respect to partnership development and standards of practice for stakeholder engagement and communication. Appendix I provides a diagram of the policies and concepts that informed the draft stakeholder relations policy. Five existing policies directly related to stakeholder engagement, communication and collaboration were incorporated into the principles and expectations in the

draft policy and will be recommended for rescission should the new policy be given final approval. Copies of the five policies are provided in Appendix II:

- AA.BP – Stakeholder Engagement
- IAA.BP – Education Partnerships and Sponsorships
- IBC.BP – Communications Framework
- IA.BP – Parent and Community Involvement
- IJ.BP – Assisting Community Organizations.

Relevant concepts from 19 policies were also identified, and have either been reflected in the draft policy or added as references. Appendix III, Summary of Stakeholder Relations Policy Concepts Derived from Existing Policy, provides more details on relevant values and concepts organized under the headings of Why (stakeholder relations for what purpose); Who (types of stakeholders and the relationships that may require parameters); and How (the Board's parameters for exploring, developing and maintaining stakeholder relationships).

#### **RELATED FACTS**

- The new *Education Act* reflects a significant shift in expectations for board governance, whereby boards are to engage with their stakeholders (referred to in the *Education Act* as partners in education) to increase common understanding of issues and trends, and collaboratively generate ideas for action.
- The word “empowerment”, which implies shared responsibility and decision-making, is new in the Preamble to the *Education Act*:  
“Whereas education is a shared responsibility and requires collaboration, engagement and empowerment of all partners in the education system to ensure that all students achieve their potential.”
- For the first time, the *Education Act* includes specific parental responsibilities (in Section 32.)
- The new *Education Act* includes an increased emphasis on accountability to government and assurance to community for results.

#### **OPTIONS**

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

1. The Board considers and approves draft Board Policy AA.BP – Stakeholder Relations for posting on the District website for stakeholder input.
2. The Board does not approve draft Board Policy AA.BP – Stakeholder Relations and provides direction to the Policy Review Committee to revise the policy before bringing back to the Board.

#### **CONSIDERATIONS & ANALYSIS**

As evidenced by the related concepts found in existing board policies, stakeholder communication, engagement and collaborative practice are not new to the District. The District has gained valuable experience using current Board Policy AA.BP – Stakeholder Engagement for guidance in conducting several large scale stakeholder and public engagement initiatives (e.g., Growth Accommodation Plan, Replacement School Plan) that have had positive outcomes for stakeholders and the District. As well, there are excellent examples of school-based models of partnership practice.

However, the Policy Review Committee acknowledges that there are heightened expectations in the new *Education Act* for board accountability and assurance. The *Education Act* also articulates the need for increased communication with, and engagement of stakeholders to share responsibility for ensuring student success. This was also noted by Managing Directors and Directors, representatives from District Support Services and the District Support Team who were consulted on the draft policy. The Policy Review Committee recognizes the District Mission of inspiring student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community. It also recognizes there are multiple demands on the time and resources of stakeholders, as well as the District. Therefore, the Committee believes that the District needs to be efficient by being purposeful and strategic in engaging stakeholders in initiatives that will have an impact on improving student outcomes.

The draft policy consolidates, and in some cases expands on the concepts found in existing policies by recognizing the important role stakeholders play as partners in education in achieving the District Vision, Mission, and Priorities. The Policy Review Committee believes the draft policy provides a framework of principles and parameters to guide the Superintendent of Schools and administration in developing a consistent district approach to strategic stakeholder relationships that:

- provides support to the education system;
- builds capacity (social capital) within the community; and
- ensures the Board's educational and fiduciary responsibilities under the *Education Act* are appropriately addressed.

Given the policy topic, the Policy Review Committee has requested that an online survey about the draft policy be posted on the District website for six weeks. During the same six-week period, the following additional stakeholder engagement will take place:

- Current partners of the District will be invited to provide focused feedback on the draft policy.
- Union locals and associations, as well as exempt staff, will be invited through liaison committees to provide feedback on the draft policy.
- The Student Trustee will seek input from the student representative body.
- Trustees and principals will seek input from school councils and will be provided with a PowerPoint presentation to assist them.

#### **NEXT STEPS**

1. Draft policy AA.BP – Stakeholder Relations along with this board report, as a backgrounder, will be posted on the District website for stakeholder feedback for six weeks.
2. The Policy Review Committee will review stakeholder feedback for any further development of the policy and bring recommendation to the Board for second and third consideration for approval of the policy in June.
3. Should the Board approve Board Policy AA.BP – Stakeholder Relations, the following board policies will be rescinded (as this content is addressed in the new policy): Current AA.BP – Stakeholder Engagement, IAA.BP – Education Partnerships and Sponsorships, IBC.BP – Communications Framework, IA.BP – Parent and Community Involvement, and IJ.BP – Assisting Community Organizations.
4. Implementation of the new policy will require review, revision and/or development and communication of administrative regulations, processes and tools to support District leaders and stakeholders in their relationships and respective roles.

**ATTACHMENTS & APPENDICES**

ATTACHMENT I	Draft Board Policy AA.BP - Stakeholder Relations
APPENDIX I	Diagram of Content for Stakeholder Relations Policy
APPENDIX II	Policies Consolidated in the Draft Stakeholder Relations Policy
APPENDIX III	Summary of Stakeholder Relations Policy Concepts Derived from Existing Board Policy

AS: lb



CODE: AA.BP

**DRAFT**

EFFECTIVE DATE: (TBA)

ISSUE DATE: (TBA)

TOPIC: Stakeholder Relations

REVIEW YEAR: (TBA)

**PURPOSE**

- To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing meaningful opportunities for stakeholder engagement and collaboration in addressing the needs of students; and
- To establish a stakeholder relations policy framework to guide a consistent and sustainable district approach to the development and maintenance of strategic stakeholder relationships that support all students in achieving the desired learning outcomes of a public education.

**DEFINITIONS**

The **District** is Edmonton Public Schools, which includes the Board of Trustees, central service departments and all schools.

**Stakeholders** are people who contribute to, and have an interest in public education and supporting student achievement and well-being within the District. The *Education Act* uses the phrase "partner(s) in education" to describe stakeholders. Stakeholders include but are not limited to:

- students, parents and/or guardians, and staff;
- all members of the Edmonton community including citizens, businesses, agencies, not-for-profit organizations and service groups;
- other school boards and educational institutions; and
- municipal, provincial, federal and international levels of government.

**Stakeholder Relations** is how the District relates to, and interacts with, our stakeholders. The District's approach to stakeholder relations focuses on best practices in communications, engagement and collaboration to support meaningful stakeholder participation, as well as strategic and mutually beneficial relationships between the District and its stakeholders. The District relies on recognized standards for public participation practice, such as the International Association for Public Participation (IAP2) Spectrum for Public Participation. It provides a framework for increasing levels of public engagement depending on the purpose of stakeholder participation and degree of impact a decision or initiative may have on stakeholders. The levels of engagement from IAP2 are: inform, consult, involve, collaborate and empower.

**Stakeholder Relationships** are defined by the manner or role in which stakeholders engage with the District. There are different expectations and parameters for interactions with a student, parent, staff member, community connection, donor, funder, partner, sponsor, school council, tenant, vendor or volunteer. However, all stakeholder relationships require varying degrees of support and communication, and a common understanding of each party's role and responsibilities.

- A **community connection** is an individual, business or organization in the community that has an informal relationship with a school, for example the owner of the local convenience store and the principal connect each August to establish communication and support around students patronizing the store; or the seniors centre that invites the school choir to perform for residents on special occasions.
- A **donor** is an individual, organization or business that voluntarily transfers property, monies, goods, or services to the District for charitable reasons and may be eligible for a district charitable donation receipt under Canada Revenue Agency regulations.
- A **funder** is an individual, organization, business or government that grants money to the District for a specified purpose and in exchange the District accepts accountability to the funder for performance in relation to the purpose being funded.
- A **parent** (or guardian), is an individual who under the *Education Act* has the right to be involved in their child's education and specific responsibilities to support their child's educational success.
- A **partner** is an individual or organization that is a party to a formal partnership with the District. A partnership is one of the most complex relationships founded upon shared values and co-created objectives and expectations. Roles, responsibilities and commitments of each partner are clearly articulated and formalized with a written memorandum of understanding and binding agreement. Partnership Agreements impose obligations on all parties to the agreement.
- A **school council** is a council, established pursuant to the *Education Act*, for which the majority of its members are parents of students who are enrolled in the school. The Board recognizes a school council as the official school-community organization representing the collective interests of the parents and students of the school.
- A **staff member** is any individual who is employed by the District.
- A **student** is an individual who is enrolled in a school.
- A **sponsor** is an individual, organization or business that agrees to provide goods, services or money to the District in exchange for a defined level of public recognition or advertisement.
- A **tenant** is an individual or group that enters into an agreement with the District, as landlord, for the use of school space under certain conditions and for a specified period of time.
- A **vendor** is an individual or business that provides a service or product to the District in exchange for a fee thereby entering into a purchasing contract.
- A **volunteer** is a member of the community who, without compensation, commits to assist the District or a school with a designated task under the direction and supervision of a district staff member.

## POLICY

The Board believes education is the foundation for a democratic and civil society, and that everyone has a vested interest in education. A thriving education system that engages all students to their capacity is a shared responsibility between the District and members of the community. In order to serve the diverse needs of students and support their full development and well-being, the District needs the help of all education stakeholders in:

- supporting the District Vision, Mission, Values and Priorities;
  - enhancing the educational opportunities and supports available for students;
  - supporting early childhood development and preparation of children for success in school;
  - supporting the smooth transition of students from high school to the next phase of their lives;
  - creating school environments that provide additional supports for children, families and communities;
  - contributing ideas and perspectives to inform District decision making at the system and school level;
  - creating efficiencies in the use of public and community resources through the coordination and integration of services; and
  - advocating support for the District, publicly funded education, and community initiatives focused on students and families.
- A. Stakeholder relationships require an investment of time and effort to build mutual understanding, respect and trust. The Board believes that a consistent approach to stakeholder relations will encourage the establishment of strategic stakeholder relationships throughout the District that help to translate the District Vision, Mission, Values, and Priorities into positive actions for its students.
- B. The Board believes that the greatest impact on improving student outcomes can be achieved by working collaboratively with stakeholders to:
- identify areas where support is needed in the school and/or community to improve student outcomes;
  - explore and develop strategic relationships and partnerships to leverage required expertise and resources;
  - identify evidence-based approaches that have the potential to address targeted needs;
  - develop the strategies to support implementation of the initiative; and
  - maintain and evaluate the results to inform next steps and ensure continuous improvement.
- C. The Board holds the District accountable for working with stakeholders in a way that maintains welcoming, and safe learning and working environments, and that recognizes the value of diversity, dialogue and the right of all persons to be treated respectfully.
- D. The following principles shall guide stakeholder relations processes and practice for engagement and communication:

**Accessible:** Ensure equity by striving to remove barriers to understanding, input and participation.

**Appreciative:** Acknowledge stakeholder contributions and collaboration.

**Collaborative:** Promote the exchange of information, ideas, perspectives, professional expertise, resources and effort.

**Inclusive:** Respect the diversity within school communities.

**Proactive:** Anticipate and respond to the information needs of stakeholders to support and maintain their collaborative relationship with the District by providing accurate and timely information about decisions to be made, opportunities to be involved and how stakeholder input informed the final decisions.

**Relevant:** The level and extent of stakeholder engagement should be aligned with:

- the scope and complexity of the issue or decisions being made;
- how the issue or decision may affect stakeholders; and
- available District resources (time, funding, people).

**Respectful:** Honour stakeholders' experience, skills, talents, knowledge, expertise and authority.

**Transparent:** Be open and clear about purposes and processes, issues, constraints and implications, efforts and results. Be accountable.

E. The Board supports and encourages the pursuit of strategic stakeholder relationships that:

- align with the District Vision, Mission, Values, and Priorities;
- preserve the District's reputation;
- reflect the objectives and goals of all parties;
- clearly define and appropriately communicate and/or document expectations, roles, responsibilities and authorities of all parties;
- provide conflict resolution processes to address issues;
- provide resources and services to complement, not replace, public funding for education;
- do not require an exclusive endorsement of products or service, nor exploit students or the District commercially, politically or otherwise; and
- ensure the District's responsibilities are acknowledged with respect to student safety, personal information, management of financial resources and infrastructure, and compliance with legislation, staff collective agreements, board policy and administrative regulations.

## EXPECTATIONS

The Superintendent of Schools shall implement this policy by assigning roles and responsibilities, and developing administrative regulations, processes and best practices aligned with recognized standards of practice for public bodies. This work must include district standards and guidelines for:

1. exploring, establishing, maintaining and reporting on stakeholder relationships;
2. communication practices;
3. responding to inquiries and vetting requests from stakeholders such as how to: establish a scholarship or sponsorship; make a donation; offer a program; or distribute materials through district distribution mechanisms;
4. stakeholder engagement processes; and
5. establishing, maintaining, reporting and recognizing sponsorships and partnerships.



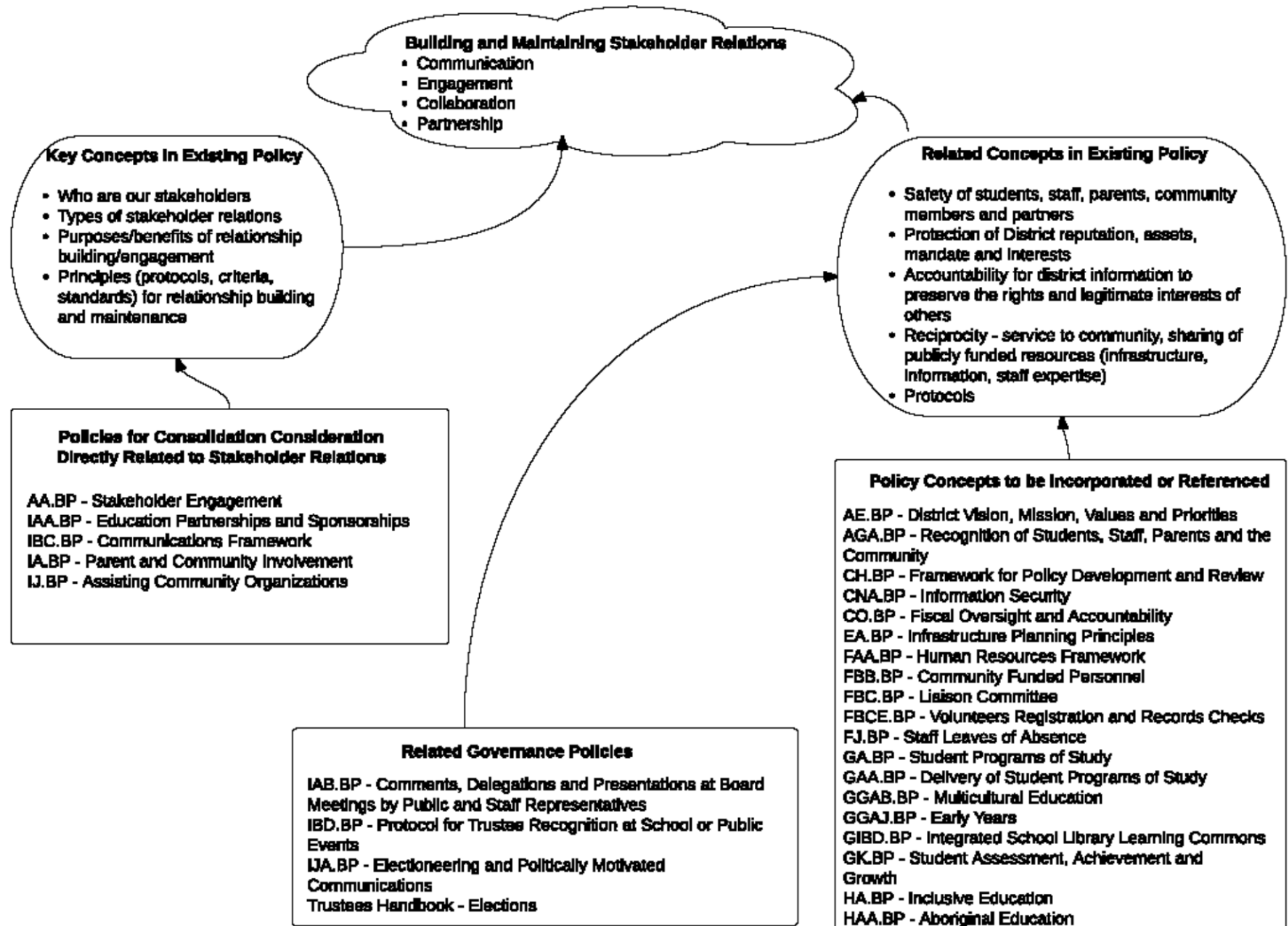
## **ACCOUNTABILITY**

Schools and central departments shall report on strategic initiatives with stakeholders through the Annual Education Results Report to Alberta Education and the District's annual results review process.

## **REFERENCES**

*School Act* s.27(2), *Education Act* s.256 Prohibited Activities  
*School Act* s.22, *Education Act* s.55 School Council  
*School Act* s.12 Students; *Education Act* s.31 Student Responsibilities  
*Education Act* s.32 Parent Responsibilities  
*Education Act* s.33 (1)(c),(f),(g) Board Responsibilities  
AD.BP – District Vision, Mission, Values and Priorities  
AGA.BP – Recognition of Students, Staff, Parents and Community  
CH.BP – Framework for Policy Development and Review  
CO.BP – Fiscal Oversight and Accountability  
CNA.BP – Information Security  
EA.BP – Infrastructure Planning Principles  
FAA.BP – Human Resources Framework  
GA.BP – Student Programs of Study  
GAA.BP – Delivery of Student Programs of Study  
GGAB.BP – Multicultural Education  
GGAJ.BP – Early Years  
HA.BP – Inclusive Education  
HAA.BP Aboriginal Education  
HG.BP – Student Behaviour and Conduct  
IA.AR - Parent and Community Involvement  
IAA.AR - Educational Partnerships and Sponsorships  
IAB.BP – Comments, Delegations and Presentations at Board meetings by Public and Staff Representatives  
IBD.BP – Protocol for Trustee Recognition at School or Public Events  
IJ.AR – School Participation in Charities: Canvassing in Schools  
IJA.BP – Electioneering and Politically Motivated Communications  
International Association for Public Participation (IAP2) Spectrum of Public Participation

## Schematic of Content for Stakeholder Relations Policy



**CODE:** AA.BP**EFFECTIVE DATE:** (14-09-2010)**TOPIC:** Stakeholder Engagement**ISSUE DATE:** (16-09-2010)**REVIEW YEAR:** (2017)

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**POLICY**

The Board of Trustees represents the public interests in public education. To reflect public interests to the best of its ability, the Board of Trustees is committed to involving the public in decisions that it makes.

The Board of Trustees recognizes that engaging stakeholders leads to better decisions and stronger support when decisions are implemented. The Board of Trustees believes that involving stakeholders has a positive impact on students and their learning. The Board of Trustees is committed to providing the public with the opportunity to be involved in decisions that impact the education of children.

The Board of Trustees believes that parents, students, staff, district partners and the general public are all stakeholders. The Board of Trustees places a high value on engaging those stakeholders who will be most directly affected by a decision.

The Board of Trustees values broad stakeholder involvement, especially when district decisions have district wide implications. The level, time allotment and extent of stakeholder involvement in such decisions will be aligned with the impact the decision may have on stakeholders and the resources (time, funding, personnel) of the organization.

The Board of Trustees is committed to engaging stakeholders in appropriate and respectful ways, through clear processes and consistent approaches. The Board of Trustees places a high value on processes that are inclusive, transparent, adaptable and accountable. The Board of Trustees is committed to providing accurate, timely information to inform the public about decisions to be made, the opportunities to be engaged and how input from stakeholders impacted the decisions made.

The Board of Trustees expects the District administration to develop and implement regulations and processes based on sound standards of practice for public engagement aligned with the International Association for Public Participation (IAP2) Core Values and Spectrum of Public Participation.

**CODE:** IAA.BP**EFFECTIVE DATE:** (24-06-1997)**TOPIC:** Educational Partnerships and Sponsorships**ISSUE DATE:** (19-06-1997)**REVIEW YEAR:** (2004)

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**POLICY**

The Board supports educational partnerships and sponsorships between schools and business, and community organizations that:

- enhance the quality and relevance of education for learners;
- mutually benefit all partners;
- ensure that all those involved in the partnership are treated fairly and equitably;
- clearly define expectations, roles, and responsibilities for all partners;
- are based on shared or aligned objectives that support the goals of both parties;
- allocate resources and volunteer services to complement - not replace - public funding for education;
- ensure that corporate image or business practices are not in conflict with district policies or beliefs;
- provide opportunities for all partners to share in the development of responsible citizens; and
- do not require an exclusive endorsement of products or services.

**REFERENCES**

IAA.AR - Educational Partnerships and Sponsorships  
*School Act* Section 27

**CODE:** IBC.BP**EFFECTIVE DATE:** (17-01-2012)**TOPIC:** Communications Framework**ISSUE DATE:** (17-09-2014)**REVIEW YEAR:** (2019)

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**POLICY**

To support the success of all district students, the Board of Trustees believes it is vital for district communications to be clear, consistent and meaningful to its stakeholders. Information on the work of the Board, Administration and individual schools should be shared with stakeholders to build understanding of and support for the District Vision, Mission, Priorities and Plan, as well as the importance of public education.

The Board further believes that:

- Trustees are elected to represent the values, interests and perspectives of the community they serve, and that students; parents, guardians and families; staff; district partners; media; Alberta Education; community organizations and the general public are all stakeholders in the success of Edmonton Public Schools;
- district communication with stakeholders must be clear, open, honest, transparent, respectful and involve two-way interactions on the part of the Board and Administration;
- stakeholders should have the opportunity to provide input to the Board before significant decisions are made, and the Board must demonstrate accountability by communicating its decisions in a timely fashion using a wide range of communication vehicles;
- staff must be informed of decisions that affect them and their work; and
- schools are diverse communities with unique identities, and are also part of a larger district organization; and that, as such, District branding and school identities must be used in such a way as to complement one another wherever possible in district communications.

The Board expects the Superintendent of Schools to develop, publicly post, monitor and enforce appropriate guidelines and standards to foster district communications that reflect the Board's beliefs as outlined in this policy.

**REFERENCES**

AA.BP - Stakeholder Engagement

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

IA.BP - Parent and Community Involvement

IAA.BP - Educational Partnerships and Sponsorships

**CODE:** IA.BP**EFFECTIVE DATE:** (08-05-2012)**TOPIC:** Parent and Community Involvement**ISSUE DATE:** (16-05-2012)**REVIEW YEAR:** (2019)

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**POLICY**

The Board believes that:

- the education of students is best served through the co-operative efforts of students, parents, district staff, elected school trustees, business, union and association staff representatives, and community members;
- parents should be active participants in their child's education and have a role in guiding student decision making;
- school councils should work closely with their principal, school community and the District to ensure that students receive the best possible education; and to encourage parental and community involvement at the school level;
- parents, business, and community members can assist in the development of responsible citizens through co-operative working relationships with schools and the District.

**REFERENCES**

IA.AR - Parent and Community Involvement

*School Act* Section 22



**CODE:** IJ.BP**EFFECTIVE DATE:** (13-04-2011)**TOPIC:** Assisting Community Organizations**ISSUE DATE:** (15-04-2011)**REVIEW YEAR:** (2018)

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**POLICY****Community Organizations**

The Board encourages the District to assist community organizations in the distribution of materials to students, parents, and teachers at no cost to the District. Materials may be distributed at the discretion of the Principal with consideration for the likely attitudes of the school community toward the material to be distributed. Principals are encouraged to seek prior written parental consent for the distribution of controversial or religious material to students.

**Canvassing in Schools**

The Board encourages the participation of schools in community-sponsored programs designed to enhance student understanding and appreciation of the role, purposes and activities of charitable organizations. Further, the Board encourages schools to participate in activities intended to assist individuals and groups in need.

School sanctioned group participation in the collection of goods and funds is permitted. The school principal must pre-approve all canvassing done on school premises. The canvassing must be conducted as a general appeal for support that is directed at all staff and/or students as a group; the canvassing for funds from individual students and staff on school premises is prohibited. Principals are required to consider the safety and well-being of students prior to authorizing fundraising activities external to the school.

**REFERENCES**

IA.BP - Parent and Community Involvement

IJ.AR - School Participation in Charities - Canvassing in Schools

*School Act* Section 27(2)

## SUMMARY OF STAKEHOLDER RELATIONS POLICY CONCEPTS DERIVED FROM EXISTING BOARD POLICY

### WHY (Stakeholder relations)

#### GENERATIVE ENGAGEMENT

- better governance through decision making informed by multiple stakeholder perspectives and expertise
- involved and informed stakeholders build stronger support for decisions made
- part of a system-wide culture of collaboration and site-based (decentralized/distributed) decision making
- student success students is a shared responsibility
- to live our cornerstone values: accountability, collaboration, equity and integrity

#### STRATEGIC SUPPORTS

- enhance supports for teaching and learning
- extend learning opportunities and supports for students
- support successful transitions through K-12 (Work Experience, RAP, Co-op, Dual Credit and Credentialing) and beyond (community college, community living, polytechnic, university and World of Work)
- parent and student engagement in the student's education supports student success -- needs to be clearer why and how this works (research based)
- provide supports for children, families and communities
- school-community interaction builds stronger communities for all, intercultural appreciation and understanding
- extend learning opportunities and supports to the community
- establish and maintain positive stakeholder relations to build trust/social capital
- enhance support and advocacy for a well-funded public education system

#### FIDUCIARY

- create operational efficiencies through collaboration
- share publicly funded facilities and services to maximize benefits to students and the community (joint use agreement, library learning commons, running of elections, early years)
- enhance achievement of common objectives in cooperation with others
- alignment with the *Education Act*
- increased accountability for assurance of education stakeholders and Alberta Education

## **WHO (Stakeholders)**

- Students
- Parents/guardians (families)
- School councils (PAC)
- School societies
- Staff
- Staff associations, unions
- Trustees
- Other educational institutions, (post secondary, community college, polytechnic, other school jurisdictions, educational associations ASBA)
- Community organizations
- The City of Edmonton
- Alberta Education
- Other provincial government departments
- Other levels of government (federal)
- Businesses (not publicly-traded companies providing day care/early education)
- Media
- General public
- Any person and organizational entity we interact with is a potential stakeholder/partner

## **KEY STAKEHOLDER RELATIONSHIPS:**

- Student and parent (home and school)
- Staff (employer-employee)
- School council (PAC etc.)
- Volunteer
- Sponsor
- Donor
- Community friend
- Partner/collaborator
- Vendor/goods and service provider
- Tenant
- Trustee/candidate (Board and Board Member)
- Elector/constituent (Board and electorate)

## **HOW (Parameters for Exploring, Developing and Maintaining Relationships)**

- through communication, engagement, collaboration and partnerships

### **COMMUNICATION**

- communicate to the public about decisions to be made, provide opportunities to be engaged, and inform how input impacted the final decision (policy review and development, budget development and results review)
- communicate results achieved (AERR, student achievement)
- criteria for communications with stakeholders:
  - respectful
  - transparent/honest
  - inclusive (plain language and language or visuals appropriate for the audience)

### **ENGAGEMENT**

- administrative processes for public engagement aligned with the International Association for Public Participation (IAP2) core values and Spectrum of Public Participation
- level, time allotment and extent of stakeholder involvement process should be aligned with the impact a decision may have on stakeholders and be mindful of the resources of the District
- respectful, clear and consistent approaches that are inclusive, transparent, adaptable and accountable

### **COLLABORATION AND PARTNERSHIPS**

- activities and goals of stakeholder/partner align with/reflect the District's Vision, Mission, Values and Priorities and support teaching and learning
- enhance the quality and relevance of education for learners
- mutually benefit all partners
- ensure that all partners are treated fairly and equitably
- clearly define expectations, roles and responsibilities of all partners, and include an appeal process (documented)
- based on shared or aligned objectives that support the goals of both parties
- allocate resources and volunteer services to complement, not replace, public funding for education
- ensure corporate image or business practices are not in conflict with district policies, values and beliefs
- do not require an exclusive endorsement of products and services
- ensure student and staff safety, privacy of personal information
- protect district reputation and resources (financial, infrastructure, human and information)
- documentation requirements (agreement/contract/documentated commitment, volunteer registration)
- supervision/oversight/reporting and accountability (evaluation of projects/joint initiatives)

- Celebrate and recognize stakeholder contributions (appropriate)

#### **HOW (found in existing policies)**

- 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
- accept financial contributions and gifts-in-kind meeting requirements for alignment with District objectives and CRA revenue requirements for tax receipt purposes
- ensure that acceptance of gifts-in-kind, including community funded personnel, are placed in a school subject to the approval, direction and authority of the principal as the District's representative
- continuing education opportunities for the community on a cost recovery basis (via Metro)
- work collaboratively with other agencies and levels of government to advocate for change where support is required for education and/or community development (collaboratively identify needs of a school and community)
- provide opportunities for staff to be involved in decisions which affect their work
- enhance employee engagement
- staff recognition and appreciation
- respectful and inclusive practices
- staff feel valued, respected, supported and trusted, and in turn communicate this feeling to stakeholders
- where possible, the District should access educational and other sources of funding available to support collaborative initiatives (early learning, grants...)

#### **Questions:**

- In developing relationships with educational stakeholders, how do we ensure the appropriate balance between a focus on our primary mandate of education and the efforts necessary to support social capital?
  - Ensure leaders are exploring and focused on strategic relationships based on need and capacity relevant to the needs of their students and families
  - Ensure the potential relationship is anticipated to be beneficial to the short and long term priorities and mandate of the District through alignment with our Strategic Plan
  - Base initiatives to address needs on valid research and proven strategies

**DATE:** April 28, 2015

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Motion re Council of School Councils

**ORIGINATOR:** Dr. Sandra Stoddard, Executive Director Governance and Strategic Support Services

**REFERENCE:** [November 13, 2012 Board Report – Motion re Council of School Councils](#)  
[June 17, 2014 Board Report – Report #10 of the Caucus Committee \(From the Meeting Held June 10, 2014\)](#)  
[Education Act](#)

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**ISSUE**

The following motion was brought to the November 13, 2012 board meeting: *That the Administration create a Council of School Councils that will meet with the Board twice a year and provide advice on education issues.*

The Board approved referral of the recommendation to the Community Relations Committee for review and for the Committee to return at the end of the stakeholder mapping process to ensure that the recommendation met with the Board Work Plan.

The termination of the Community Relations Committee was subsequently approved at the June 17, 2014 board meeting; as such, this motion is currently unresolved.

**RECOMMENDATION**

**That the following motion from the November 13, 2012 Board meeting not be approved:**  
*That the Administration create a Council of School Councils that will meet with the Board twice a year and provide advice on education issues.*

**BACKGROUND**

The new *Education Act* reflects a significant shift in expectations for board governance, whereby boards are to engage with their stakeholders to increase common understanding of issues and trends, and collaboratively generate ideas for action. The word “empowerment”, which implies shared responsibility and decision-making, is new in the Preamble to the *Education Act*: “Whereas education is a shared responsibility and requires collaboration, engagement and empowerment of all partners in the education system to ensure that all students achieve their potential.”

Stakeholder engagement and collaboration responsibilities under the *Education Act* S. 33 (1) state that “a board, as a partner in education, has the responsibility 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



- collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources
- collaborate with post-secondary institutions and the community to enable smooth transitions for students from secondary to post-secondary education”

As part of the comprehensive review and consolidation of Board policy, new policy is required to address the Board of Trustees’ stakeholder engagement and collaboration responsibilities under the *Education Act* S. 33 (1). Draft Board Policy AA.BP - Stakeholder Relations will be considered for the first time at the April 28, 2015 Board meeting and supports the rationale for the recommendation brought forward by the Administration in this report.

**RELATED FACTS**

- There are heightened expectations in the new *Education Act* for board accountability and assurance. The *Education Act* also articulates the need for increased communication with, and engagement of stakeholders to share responsibility for ensuring student success.
- Communication, engagement and collaborative practice are not new to the District.
- The District has conducted several large-scale stakeholder and public engagement initiatives (e.g., Growth Accommodation Plan, Replacement School Plan) that have had positive outcomes for stakeholders and the District.
- There are multiple demands on the time and resources of stakeholders, as well as the District. The District needs to be efficient by being purposeful and strategic in engaging stakeholders in initiatives that will have an impact on outcomes identified in the District’s Strategic Plan.
- The Administration recognizes that the heightened accountabilities outlined in the *Education Act* require that a framework of principles, and a range of options be developed to ensure the Board’s educational and fiduciary responsibilities are appropriately addressed.
- New draft Board Policy AA.BP - Stakeholder Relations has identified expectations for the Superintendent of Schools to develop district standards and guidelines for stakeholder engagement processes that contemplate ways in which stakeholders can contribute ideas and perspectives to inform district decision-making at the system and school level.
- While a Council of School Councils may be an appropriate venue under certain circumstances, other forms of engagement may be required to achieve desired outcomes. The development of a framework that includes a range of stakeholder engagement strategies that can be used, when appropriate, is critical for the District to develop and leverage strategic relationships.
- In addition, establishing a Council of School Councils might be a mechanism for engaging some parents; however, it may not be the best method for engaging all parents and may not be flexible enough for responding to emergent and time-sensitive issues that require immediate parental input.
- The development of district standards and guidelines for stakeholder engagement processes will ensure the level and extent of stakeholder engagement is aligned with the scope and complexity of the issue or decisions being made; how the issue or decision may affect stakeholders; and available District resources (time, funding, people).

SS:mmf