



AGENDA

BOARD OF TRUSTEES

Michelle Draper
Board Chair


Bridget Stirling
Board Vice-Chair

Sherry Adams
Shelagh Dunn
Trisha Estabrooks
Ken Gibson
Nathan Ip
Michael Janz
Cheryl Johner
Bridget Stirling

Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, May 28, 2019
2:00 p.m.

Board Meeting #14

- 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 #13 – May 14, 2019
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, May 27, 2019, to speak under this item.)
- H. Reports:
 - 2. Report #12 of the Caucus Committee (From the meeting held May 14, 2019) (Information)
 - 3. 2020-21 School Year Calendar (Recommendation)
 - 4. 2019-2020 Non-Resident Fees and 2020-2021 International Student Fees (Recommendation)
 - 5. 2019-2020 Student Transportation Fees (Recommendation)
 - 6. Declaration of Pride Week 2019 in Edmonton Public Schools (Recommendation)
 - 7. First Reading of Board Policy DK.BP District Technology (Recommendation)
 - 8. Rescindment of Board Policy GHHA.BP Tutoring (Recommendation)
 - 9. Recommendations on voting in advance of the ASBA Spring General Meeting (Recommendation)
 - 10. Bereavement (Information)

- I. **Comments from the Public and Staff Group Representatives – 5:00 p.m.**
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, May 27, 2019, to speak under this item.)
- J. **Other Committee, Board Representative and Trustee Reports**
- K. **Trustee and Board Requests for Information**
- L. **Notices of Motion**
- M. **Meeting Dates**
- N. **Adjournment**

MINUTE BOOK**Board Meeting #13**

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, May 14, 2019, at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Michelle Draper
Trisha Estabrooks

Ken Gibson
Michael Janz
Cheryl Johnner

Bridget Stirling

Officials

Angela Anderson
Lisa Austin
Grace Cooke
Todd Burnstad
Ron MacNeil

Karen Mills
Leona Morrison
Kathy Muhlethaler
Lorne Parker
Nancy Petersen

Kent Pharis
Darrel Robertson
Mike Suderman
Liz Yule

Board Chair: Michelle Draper

Recording Secretary: Shirley Juneau

Staff Group Representatives

CUPE Local 3550 – Carol Chapman, President

The Board Chair called the meeting to order with recognition that we are on Treaty 6 Territory, a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge all the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries.

The Board Chair advised that the fire alarm system at the Centre for Education is a Two Stage alarm system. Stage One is a single repeating alarm tone indicating a warning only and that evacuation is not required. Stage Two is a triple repeating alarm tone indicating that evacuation is required.

The Board Chair advised those attending the meeting in person that the floor area is restricted to the Board of Trustees, Superintendent, Director of Board and Superintendent Relations and Recording staff, with an area reserved for media. She advised that she would signify to any other staff or registered speakers to come down to the floor at the designated time on the agenda. The Board Chair thanked everyone for their cooperation.

MINUTE BOOK**A. O Canada **

The Kildare School choir performed O Canada and Rhythm of the Rain.

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

The Superintendent advised that Trustees Dunn and Ip were absent. All other Trustees were present.

C. Approval of the Agenda

MOVED BY Trustee Stirling:

**“That the agenda for the May 14, 2019, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

D. Recognition**1. School Name Honourees**

The Board Chair announced the following school names selected by the Board of Trustees for three new schools:

- Afton School site – Aleda Patterson
- Chappelle East School site – Garth Worthington
- Westlawn School site – Alex Janvier

There was a short break in the meeting.

E. Communications from the Board Chair

The Board Chair shared that graduation season is in full swing and congratulated all graduates. She said that the District is very proud of each and every student – all ten thousand-that will be graduating. On Friday, May 3, 2019, the Board Chair was pleased to attend the First Nations, Métis, and Inuit Honouring Celebration where 125 soon-to-be-graduates were recognized.

The Board Chair thanked the Archives and Museums and all those who participated in the May 7, 2019, EQAULI-tea. She explained that there were over 85 students from District high schools along with community and Edmonton Public School leaders engaging in conversations of consequence, modelled after the tea parties and the advocacy work of the Famous Five.

The Board Chair advised that May 17th is International Day against Homophobia, Transphobia and Biphobia. She explained that this day belongs to no one individual; rather it is about people hoping

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for a prejudice-free world that can provide a place for everyone regardless of their sexual orientation.

F. Communications from the Superintendent of Schools

The Superintendent thanked all the family and community members who have participated in the District's recent engagement sessions about visioning for new schools and reviewing Alternative Programs.

The Superintendent thanked everyone for making the Ready for Life breakfast such a wonderful success this year in advocacy for full day Kindergarten.

G. Minutes

2. Board Meeting #12 – April 30, 2019

MOVED BY Trustee Janz:

**"That the minutes of Board Meeting #12 held April 30, 2019, be approved as printed."
(UNANIMOUSLY CARRIED)**

H. Comments from the Public and Staff Group Representatives

The Board of Trustees heard from Ms Michelle Louie, Policy Analyst for the Alberta Policy Coalition for Chronic Disease Prevention, who spoke in support of the *Tobacco Reduction Amendment Act 2013*.

I. Reports

3. Circle of Courage Presentation

The Board of Trustees received a presentation on the Circle of Courage Leadership Program that has supported hundreds of Indigenous students from M.E. LaZerte and Londonderry Schools. The program is based on the principles of belonging, mastery, independence and generosity.

The Board Chair thanked Ms Graff, Indigenous Advisor, and the students for their presentation and stated that the work being done is very important and powerful.

4. Locally Developed Courses

MOVED BY Trustee Stirling:

"That the following Locally Developed Courses be approved for use in Edmonton Public Schools until August 2023:

- Aviation – Flight 15-25-35 (3)

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- Ballet 15-25-35 (5)
 - Ballet Six-year (6Y)
 - Contemporary Dance 25-35 (5)
 - Creative Movement (Grade 1 to Grade 6)
 - Dance 15-25-35 (3 and 5)
 - Dance Six-year (6Y)
 - Jazz Dance 25-35 (5)"
- (UNANIMOUSLY CARRIED)**

Trustee Gibson requested that labour market information, career pathways post-secondary options, along with a strategy of how the District could talk with representatives in the aviation industry, both civilian and military, to make them aware that the District is trying to prepare students for these opportunities be provided for the Aviation course. The Superintendent thanked Trustee Gibson for the valuable feedback and advised that a response would be provided by a Transmittal Memorandum (TM).

There was a short break in the meeting.

5. Strategic Plan Update – First Nations, Métis, and Inuit Students

Information was provided to the Board of Trustees with a more comprehensive look at areas of the District's efforts in support of the First Nations, Métis and Inuit education and the academic progress of students who self-identify as First Nations, Métis or Inuit.

Trustee Gibson referenced Chart 3, Self-identified First Nation, Metis and Inuit Language Arts 9 Provincial Achievement Tests (PATs) on page 21 of 33, and questioned whether the data could be broken down further, specifically by how many students have been with the District one year, two years, all the way to nine years to identify if there are any consistent patterns. Do District practices make a significant improvement if a student is with the District for only two years?

Trustee Stirling remarked that having the ability to track many students attended District preschools will allow researchers to see the difference it makes when the students enter grade school.

Trustee Gibson suggested that:

1. The District share the data with the Minister of Education and First Nations, Métis and Inuit families and explain to them that the District could better assist their children with specific resources if they were to self-identify.
 - He noted that a stumbling block in the process has to self-identify annually and suggested changing this.
2. All districts experience student transiency regardless of a student's ethnic identity.

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He suggested that Administration identify other districts or communities where there is a significant transferring in and out of First Nations, Métis or Inuit students and ask those districts to go through a similar analysis as Edmonton Public Schools has done and compare the findings. It would be beneficial to know when a student originally self-identified as First Nations, Métis, or Inuit, and what supports and or issues they experienced while attending school in the transferring district prior to attending an Edmonton Public School.

3. Where we do know other districts, in particular First Nations Band schools that the District is partnering with, that more permanent partnerships with associated funding between the Band schools and the District be pursued so that the District could deliver results that will actually give a better outcome for those students and for the provincial funding of education. He said that some of the District's practices could assist under-resourced communities.

6. Motion re: Statement of Support – Tobacco Reduction Amendment Act (2013)

MOVED BY Trustee Draper:

**"That the Edmonton Public Schools Board of Trustees signs the Statement of Support for proclaiming the outstanding section of the *Tobacco Reduction Amendment Act (2013)*."
(UNANIMOUSLY CARRIED)**

J. Other Committee, Board Representative and Trustee Reports

Trustee Draper reported that on May 1, 2019, she attended the Edmonton Catholic School District's Celebration of the Arts and that it was a lovely evening with an opportunity to connect with their Trustees.

Trustee Draper reported that on May 8, 2019, she attended the 2019 Capital Region Rotary Integrity Awards. Ms Jan Reimer was recognized by the Rotary Club of Edmonton Sunrise and Mr. Jerry MacLachlan was recognized by the Rotary Club of Northeast. She advised that Mr. MacLachlan is the owner of Belmont Sobeys, a previous District Recognition Award Recipient and a great supporter of District schools.

Trustee Draper submitted the following report in writing:

On May 2, 2019, Trustee Draper brought greetings to the Kirkness School Evening of Learning. She advised that there were community partners and sessions on numeracy, literacy and using SchoolZone. There was a great turnout of parents and caregivers.

On May 9, 2019, Trustee Draper brought greetings at Kildare School's 50th Anniversary Celebration.

On May 10, 2019, Trustee Draper attended the Interact/Rotary lunch meeting at M.E. LaZerte and enjoyed a performance of Newsies.

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Trustee Estabrooks submitted the following report in writing:

Trustee Estabrooks thanks the Norwood School for inviting her to their “Taste of Norwood” event. This is an event where parents and students bring in dishes of food and share with the rest of the school community.

Trustee Estabrooks was truly honoured to be part of the District’s Honouring Celebration for First Nations, Métis, and Inuit students. She thanks the staff from the District’s First Nations, Métis, and Inuit unit for hosting such an amazing event. She met so many inspiring students that night and reports that it was an honour to celebrate with them as well as to hear from Chief of Enoch Cree Nation, Chief Billy Morin.

Trustee Estabrooks thanks the Board Chair for hosting the second EQAULI-tea and thanks the high school students, city councillors, and community and business leaders for attending this inspiring and important event.

Trustee Estabrooks was pleased to attend the District’s meeting on alternative programs and talk about the challenges as well as ideas on how to improve access to programs within the District. She thanks the parents who have and will continue to participate in this conversation.

Trustee Estabrooks thanks the parents who invited her to speak at a meeting about the possibility of offering a French immersion program at Highlands School. It is an idea at this stage, but she always commends the work of parents to organize and advocate for their children.

Trustee Estabrooks participated in Art from the Heart where students from city centre schools presented their art work at the Nina Haggerty Centre for the Arts. She thanks the principals for inviting her.

Trustee Estabrooks was pleased to bring greetings on behalf of the Board of Trustees at the Asian Cultural Night last week. Guests were treated to performances from students in the District’s Mandarin program, as well as performances from invited guests.

Trustee Johner reported that the Alberta School Councils’ Association (ASCA) held its conference for parents on April 26-28, 2019. She had the pleasure of attending several informational sessions and spoke with several parents regarding the sessions and the value they received from the conference. The feedback was positive and reinforced the value that Edmonton Public Schools parents on school councils receive from the District-wide membership of all 213 schools.

Trustee Johner was pleased to attend the Esquao Awards on May 10, 2019. Twenty recipients were honoured and it is the largest gathering to honour Aboriginal women in Canada. It is

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unique because the community nominates the women, and the Institute for the Advancement of Aboriginal Women (IAAW) coordinates the ceremony to honour them. The Esquao Awards highlight the significant role Aboriginal women hold in their home, in the healing and development of their city, town, hamlet, reserve, settlement and in the building of Alberta. To date, 456 women from over 90 communities have received Esquao Awards.

On May 11, 2019, Trustee Johner attended the Honouring Spirit: Indigenous Student Awards hosted by Her Honour, the Lieutenant Governor of Alberta, Lois E. Mitchell. Twelve students from around Alberta were recognized for their strength and commitment in the pursuit of their personal education paths, exemplary leadership, honour, and contribution to their culture and community. During this celebration, Trustee Johner had opportunities to speak with the Education Minister, Adrianna LaGrange, Minister of Indigenous Relations, Rick Wilson and Her Honour Lois E. Mitchell. Minister LaGrange is touring the province and said that Edmonton Public Schools is on her agenda as well. The honourable Lois E. Mitchell invited Trustee Johner for tea, which has been scheduled for May 27, 2019.

Trustee Stirling thanked W.P. Wagner School for the invitation to join them for their 50th Homecoming Gala on May 4, 2019. She loved hearing all the stories of 50 years of Wagner Warriors pride and getting to celebrate the inaugural members of the school's new Wall of Honour.

Trustee Stirling congratulated the members of the 2019 graduating class of Millwoods Christian School. She said that it is always heartwarming witnessing this close-knit school community in action. She thanked them for making her a part of their community celebration and wished all of the graduates the very best in whatever comes next.

K. Trustee and Board Requests for Information - None

L. Notices of Motion

Trustee Stirling served notice that she will move that the Board of Trustees declare June 3 to 7, 2019, Pride Week in Edmonton Public Schools.

M. Next Board Meeting: Tuesday, May 28, 2019, at 2:00 p.m.

N. Adjournment: 5:30 p.m.

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The Board Chair adjourned the meeting.

Michelle Draper, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: May 14, 2019

TO: Board of Trustees

FROM: Trustee Bridget Stirling, Caucus Committee Chair

SUBJECT: Report #12 of the Caucus Committee (From the meeting held May 14, 2019)

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

REFERENCE: [Trustees' Handbook](#) – Caucus Committee - Section 5.4
[Trustees' Handbook](#) – Section 6 – Board Committees
[School Act](#) – Section 61

ISSUE

The Board approved the following recommendations at the March 3, 2015, Board meeting: That a resolution be approved directing that Section 5.4 of the Trustees' Handbook be revised to give the Caucus Committee final decision-making power on certain types of matters, and yet constrain that power so it is used only when absolutely necessary.

The following recommendations were approved at the May 14, 2019, Caucus Committee meeting.

1. *That Mr. Dave Devin and Ms Angela Anderson be approved as co-spokespersons for negotiations with the Alberta Teachers' Association (Edmonton Public Teachers Local 37).*

That the following objectives for the collective bargaining agreement between the District and Alberta Teachers' Association (Edmonton Public Teachers Local 37) be approved:

- *To achieve a revised collective agreement in collective bargaining that:*
 - *continues to enable the District to recruit and retain highly skilled teachers necessary to maintain quality teaching and learning in support of students' success;*
 - *addresses local items in a manner that is congruent with memorandum of agreement ratified by TEBA and the ATA;*
 - *ensures any financial implications of local items remain consistent within the existing, projected, and actual future financial and operational circumstances of the District;*
- *To achieve the revision of the collective agreement with no work stoppage.*

BACKGROUND

The collective bargaining agreement with the Alberta Teachers' Association (Local 37) expired August 31, 2018. In 2015–2016 the Province introduced legislation that provided a framework for central and local bargaining. The initial agreement reached under this framework was a two-year agreement for the period of September 1, 2016 to August 31, 2018. Now that central bargaining is complete and an agreement has been ratified, local bargaining can begin.

2. *That a portion of the Steinhauer School site be declared surplus to District need, with the intent that it be used by the City of Edmonton and EPCOR as a dry pond storm water management facility be approved.*

BACKGROUND

On April 18, 2019, the City of Edmonton, acting on behalf of EPCOR, formally requested acquisition of a

portion of the Steinhauer School playing fields for development of a storm water management facility.

Existing storm water management systems in many of Edmonton's mature communities are unable to handle the volumes of storm water generated in recent years. In the aftermath of the storms experienced in Edmonton during the summer of 2004, the City of Edmonton investigated various technical improvements to the storm water management system beginning with areas of the City that experienced the worst flooding. In 2007, the City of Edmonton entered into an agreement with the District to construct a dry pond at Avalon and Lendrum schools. The dry pond was successfully completed and welcomed by the community. The City entered into a similar agreement with the Edmonton Catholic School District in 2015 at St. Clement School in Ekota. In 2019, the City will begin construction of a dry pond at the Malcolm Tweddle/Edith Rogers School site.

3. *That the Dry Pond Acquisition Agreement for a portion of the Parkallen School site be approved.*

BACKGROUND

On October 9, 2018, the Board of Trustees declared a portion of the Parkallen School site to be surplus to District need to accommodate the construction of a dry pond. The District will formally dispose of the property in accordance with the Disposition of Property Regulation to enable the construction of the dry pond.

Existing storm water management systems in many of Edmonton's mature communities are unable to handle the volumes of storm water generated in recent years. In the aftermath of the storms experienced in Edmonton during the summer of 2004, the City of Edmonton investigated various technical improvements to the storm water management system beginning with areas of the City that experienced the worst flooding. In 2007, the City of Edmonton entered into an agreement with the District to construct a dry pond at Avalon and Lendrum schools. The dry pond was successfully completed and welcomed by the community. The City has extended the program to include Malcolm Tweddle/Edith Rogers, Parkallen, and Steinhauer school sites. EPCOR and the City of Edmonton will start construction of two dry ponds at Malcolm Tweddle/Edith Rogers School site in spring 2019.

4. *That several updates to the Trustees' Handbook be approved.*

BACKGROUND

The Governance and Evaluation Committee's Terms of Reference charges the Committee with reviewing the Trustee Protocols and the Governance and Operations sections of the Trustees' Handbook at least once per term.

KM:sj

DATE: May 28, 2019

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: 2020-21 School Year Calendar

ORIGINATOR: Lorne Parker, Assistant Superintendent, Infrastructure

RESOURCE STAFF: Bob Morter, David Salmon

REFERENCE: [GCA.BP](#) – Approval of the School Year Calendar
[GCA.AR](#) – The School Year Calendar

ISSUE

Board Policy GCA.BP – Approval of the School Year Calendar requires that the Board of Trustees approve calendars for two years following the current school year.

BACKGROUND

The school year calendar is designed with a number of considerations many of which are included in Administrative Regulation GCA.AR – The School Year Calendar. This regulation includes requirements such as the fact that winter recess is two weeks long and must include December 24 and January 2. Other considerations include the draft Diploma Exam dates, Provincial Achievement Test dates, Advanced Placement and International Baccalaureate exam dates. Finally, the calendar is designed to balance the length of first and second semesters, and to align with the terms and conditions of the pilot program on the school year calendar within the Alberta Teachers' Association collective agreement.

RELATED FACTS

Key points of the draft 2020-21 School Year Calendar include:

- A start date for students of September 2, 2020, prior to the Labour Day long weekend
- A fall break of three days composed of: Remembrance Day, one board approved non-instructional day and one day in lieu for reporting
- A total of two days in lieu for reporting
- Five Professional Development days
- Balanced first and second semesters

RECOMMENDATION

That the attached 2020-21 District Calendar be approved.

OPTIONS

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

1. Approve the attached 2020-21 school year calendar.
2. Approve the attached 2020-21 school year calendar with modifications.

CONSIDERATIONS and ANALYSIS

The attached calendar was developed in alignment with a number of District board policies and administrative regulations, most notably GCA.BP and GCA.AR. In addition, the calendar is aligned with the current Letter of Understanding - "Pilot Project on Revised School Year Calendar" between the District and the local of the Alberta Teachers' Association. As such, the calendar is designed around an annual figure for teachers' instructional duties of approximately 890 hours, but no more than 896.2 hours annually, versus a maximum weekly maximum for instructional minutes.

The proposed calendar maintains the 183 instructional days present in the calendar since the 2016-17 school year. Building the calendar around the same number of days results in a greater consistency of school hours of operation from year to year, allowing schools for the most part to retain existing timetables for students and staff. This in turn assists parents with creating consistency of drop off and pick up times. Additionally, efficiency is created in Student Transportation with routing and timing of buses.

It is important to note that the proposed calendar shifts the first day of classes earlier than is typical. As Labour Day falls on September 7, the latest the students can commence their instructions is September 2 to obtain required instructional hours.

It is important to note that the federal government is currently considering the establishment of an annual national holiday in late September, a national truth and reconciliation day to commemorate residential school survivors and honour those who have passed. Should this holiday be created, it will result in an amendment to the attached calendar.

NEXT STEPS

Upon approval of the school year calendar, Communications will post the approved calendar on the District website.

ATTACHMENTS and APPENDICES

ATTACHMENT I Draft 2020-21 School Year Calendar

BM:il

2020–21 District Calendar – DRAFT

epsb.ca

AUGUST • 2020

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SEPTEMBER • 2020

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OCTOBER • 2020

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APPROVED HOLIDAYS

Labour Day	September 7
Thanksgiving	October 12
Remembrance Day	November 11
Winter Break	December 21–January 1
Christmas Day	December 25
Boxing Day	December 26
New Year's Day	January 1
Family Day	February 15
Teachers' Convention	February 25–26
Spring Break	March 29–April 2
Good Friday	April 2
Easter Monday	April 4
Victoria Day	May 24

NOVEMBER • 2020

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DECEMBER • 2020

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JANUARY • 2021

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FEBRUARY • 2021

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MARCH • 2021

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APRIL • 2021

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First Operational Day (No Students)	August 31
First Day of Classes	September 2
Last Day of Classes	June 25
Last Operational Day	June 28

MAY • 2021

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JUNE • 2021

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JULY • 2021

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LEGEND

	PUBLIC HOLIDAY
	PD DAY (NO STUDENTS)
	FIRST/LAST DAY OF CLASSES
	OPERATIONAL DAY (NO STUDENTS)
	TEACHERS' CONVENTION
	TEACHERS' DAY IN LIEU (NO TEACHERS OR STUDENTS)
	BOARD APPROVED NON-INSTRUCTIONAL DAY (NO TEACHERS OR STUDENTS)
	WINTER/SPRING BREAK



EDMONTON PUBLIC SCHOOLS

D19 November 21, 2018

DATE: May 28, 2019

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: 2019-2020 Non-Resident Fees and 2020-2021 International Student Fees

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE STAFF: Ann Calverley, Cheryl Chiu, Jennifer Price, Madonna Proulx

REFERENCE: [School Act](#)

ISSUE

Each year administration brings forward a recommendation report to the Board of Trustees for approval of non-resident fees. These fees are set annually for the purpose of recovering education costs for non-resident students where we are not eligible to receive funding; or, another district has received the funding and is requesting Edmonton Public schools to provide the education programming for their resident student(s).

International Student Fees are charged as Edmonton Public Schools cannot claim provincial education grants for international students.

BACKGROUND

Non-Alberta Resident Fees and Special Needs Non-Resident Fees

The District charges a fee for students who are residents of Canada where the parent does not reside in Alberta. As per the current Alberta Education funding manual, the District does not receive per student grants for those ineligible students; therefore, a fee is required to cover the costs of educational programming. For the 2018-2019 school year, there are five non-Alberta resident students registered with Edmonton Public Schools.

The District also enters into education service agreements (sponsorships) with other jurisdictions to provide instructional programming for special needs students in Levels 5 through 8. The actual cost of the program for a student can vary due to the specific needs of each student. As such, additional fees may be added to cover costs such as additional educational assistant time and transportation costs. In the current year, Edmonton Public Schools provides programming for 18 directed special needs students; 12 of these students are attending the Alberta School for the Deaf.

International Student Program Fees

Through the International Student Program, the District has a 24-year history of offering full-time, academic programming to international students from a variety of countries. This school year, 47 District schools served 570 international students from 38 countries. The program generated revenues of approximately \$6.5 million, 67 per cent of which went directly to schools in support of teacher retention, education programs, and a range of learning resources. The remaining 33 per cent was

retained centrally to support program costs with remaining funds included in the general District budget.

Several factors are considered in determining the International Student Tuition Fee including; the cost of a senior high program with English Language Learning (ELL) instruction and support services; District operational costs including staff salaries and expenses associated with operating and managing the program; and the current market conditions for programs of a similar nature in Alberta and across Canada.

RELATED FACTS

- Through sponsorship arrangements, provincial funding for special needs students is directed to the resident school jurisdiction. Payment for the student's program with the District is the responsibility of the resident school jurisdiction.
- Administration is assuming no changes to provincial student funding rates.
- Non-Alberta Resident Fees and Special Needs Fees are reviewed annually, based on the costs of programming and in context with changes to student funding rates.
- Non-Alberta Resident Fees are based on base student funding rates provided by Alberta Education plus an administration charge.
- Changes to schools' mild/moderate allocation rates have been considered in determining the Special Needs Non-Resident Fees.
- The last increase proposed for International Student Fees was in May 2018 for the 2019-2020 school year.
- International Student Fees continue to be allocated in a manner that maximizes revenues to schools but at the same time ensures sufficient financial resources to administer the program.

RECOMMENDATION

1. **That the proposed 2019-2020 Non-Alberta Residents Fees and Special Needs Non-Residents fees be approved (Attachment I).**
2. **That the proposed 2020-2021 International Student Tuition fee of \$12,500 and an International Student Application fee of \$250 be approved (Attachment I).**

CONSIDERATIONS and ANALYSIS

Non-Resident Fees are proposed to remain unchanged for the 2019-2020 school year.

Each year the International Student Fees are revisited and brought forward for the consideration of the Board of Trustees. At the June 5, 2018, public Board meeting, an increase in the tuition fee effective for the 2019-2020 school year was approved. Administration is proposing no changes to the international tuition for the 2020-2021 school year.

NEXT STEPS

Once approved, the rates will be communicated to District staff through *Connect* and International Student materials will be updated.

ATTACHMENTS and APPENDICES

ATTACHMENT I 2019-2020 Proposed Non-Alberta Resident and Special Needs Non-Resident Fees
 2020-2021 Proposed International Student Tuition and Application Fees

TB:ja

Edmonton Public Schools
2019-2020 Proposed Non-Alberta Resident and Special Needs Non-Resident Fees
2020-2021 Proposed International Students Tuition and Application Fees

FEE DESCRIPTION		2019-2020 Proposed Fees	2018-2019 Approved Fees	Variance \$	Variance %
NON-ALBERTA RESIDENT FEE *					
	Non-ELL Fee	\$7,230	\$7,230	\$0	-
	ELL Fee	\$8,408	\$8,408	\$0	-
SPECIAL NEEDS NON-RESIDENT FEE *					
LEVEL					
5	Refugee	\$13,395	\$13,395	\$0	-
	Mild/Moderate including: Communication Disability, Gifted & Talented Extensions, Learning Disability, Literacy, Mild Intellectual Disability, Moderate Autism Spectrum Disorder, Moderate Emotional/Behavioral Disability, Moderate Hearing Disability, Moderate Intellectual Disability, Moderate Multiple Disability, Moderate Physical/Medical Disability, Moderate Visual Disability	\$14,947	\$14,947	\$0	-
7	Blindness, Deafness, Severe Cognitive, Emotional/Behavioral, Multiple, Physical or Medical Disability, or Pervasive Developmental Disorder	\$25,960	\$25,960	\$0	-
8	Blindness, Deafness, Severe Cognitive, Multiple, Physical or Medical Disability, or Pervasive Developmental Disorder	\$36,333	\$36,333	\$0	-
* Additional fees may be added to cover costs such as additional educational assistant time and transportation costs					

		2020-2021 Proposed Fees	2019-2020 Approved Fees	Variance \$	Variance %
INTERNATIONAL STUDENT PROGRAM FEE		\$12,500	\$12,500	\$0	-
INTERNATIONAL STUDENT APPLICATION FEE		\$250	\$250	\$0	-

DATE: May 28, 2019

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: 2019-2020 Student Transportation Fees

ORIGINATOR: Dr. Lorne Parker, Assistant Superintendent

RESOURCE STAFF: Alison Cheesbrough, Geoff Holmes, Christopher Wright

REFERENCE: [Bill 1: An Act to Reduce School Fees](#)

ISSUE

Annually, Student Transportation submits proposed fees to the Board of Trustees to review. At the May 22, 2018, Board Meeting, the Board of Trustees approved a fee increase of five per cent in each year remaining in the term of the present Board. While fees were increased by five per cent in September 2018, the Board voted to cover the fee increase for the 2018-2019 school year so that the amount charged to families remained unchanged (Attachment I). Beginning in the 2019-2020 school year, families will begin to pay for both the September 2018 and the September 2019 increase (Attachment II). Fees are scheduled to increase an additional five per cent in September 2020.

BACKGROUND

Student Transportation is funded from two sources: provincial transportation grants and student transportation fees. In recent years, funding has fluctuated due to factors such as the inclusion and removal of the provincial fuel subsidy, enrolment growth and new school openings. For a number of years, carry-forward reserves accumulated through a combination of bus pass fees, operational efficiencies and provincial fuel funding were used to mitigate fluctuations and gaps in funding. In the 2017-2018 school year, due to increased ridership, all carry-forward reserves were depleted. Even after developing an extensive package of operational efficiencies totaling \$1.7 million for implementation in advance of September 2018, Student Transportation predicted a total funding gap of approximately \$4 million for the 2018-2019 school year.

The fee increase that was approved beginning September 2018, helped close the gap between funding and revenue by approximately \$375,000. As the Board of Trustees voted to cover the fee increase for parents in the 2018-2019 school year, this amount and the remaining funding gap was covered from District surplus funds. For the 2019–2020 school year, Student Transportation predicts a funding gap that will need to be addressed through a combination of operational efficiencies, fees and additional Board funding to avoid decreases to transportation services.

RELATED FACTS

- The last two fee increases paid by families were in the 2010-2011 and 2014-2015 school years. The 2010 increase represented an increase of 13 per cent on the elementary monthly pass price and 12 per cent on junior/senior high monthly passes. The 2014 increase represented an

increase of 11 per cent on the elementary monthly pass price and 15 per cent on the junior and senior high monthly pass price.

- The 2014-2015 bus pass prices have remained in effect through the end of the 2018-2019 school year.
- Yellow bus ridership has increased by an average five per cent annually and 33 per cent total since the last fee increase in 2014. The majority of the increased demand is from new and developing communities.
- Demand for special needs busing has also increased nearly 70 per cent since 2014. When these students also reside in new communities, ride times are increasingly exceeding Student Transportation service standards.
- Ridership on Edmonton Transit Service (ETS) has increased approximately 10 per cent since 2014.
- Since the September 2014 fee increase, the cost to the District for ETS passes has increased by \$6 (nine per cent) per student, per month. This cost has not been passed onto families.
- For 2019-2020, Student Transportation anticipates an increase in total ridership consistent with the District's forecasted enrolment growth of approximately three per cent. Student Transportation expects a significant portion of this growth to be accommodated with existing yellow bus resources, which will help limit increased costs.
- Operational efficiencies implemented in September 2018 which provide lower costs without erosion of service include:
 - A new yellow bus carrier contract that minimizes the impact of fluctuating fuel prices. The new contract contains predictable carrier rates until the end of the 2020-2021 school year.
 - Twenty-five bus routes using a shared transportation arrangement with Edmonton Catholic Schools. Sharing the cost of these routes results in annual savings of over \$600,000 for Edmonton Public Schools. All 25 of the shared routes are expected to continue in 2019-2020.
 - Working with schools to implement minor changes to bell times to allow more schools to share buses.
- For 2019-2020, Student Transportation has identified approximately \$500,000 in planned operational efficiencies that will maintain service and result in the increased utilization of existing resources.
- In total, approximately \$2.2 million in operational efficiencies will have been implemented between June 2018 and September 2019.

RECOMMENDATION

That the proposed 2019-2020 Transportation fee schedule be approved (Attachment II), as it reflects the Board's decision on May 22, 2018, to increase fees five per cent annually each September in 2018, 2019 and 2020.

CONSIDERATIONS and ANALYSIS

If the recommendation to increase Student Transportation fees is approved, Student Transportation predicts an increase in fee revenue of approximately \$750,000. This, combined with planned operational efficiencies, means that Student Transportation will require approximately \$2.4 million in additional District funds for the 2019-2020 school year in order to avoid a decrease in service levels.

Additional considerations include:

- Although Student Transportation continues to search for additional operational efficiencies, further opportunities are not anticipated without a corresponding decrease in service levels.
- The projected funding gap is based on the provincial government continuing to fund enrolment growth. If enrolment growth becomes unfunded, the impact on Student Transportation funding grants is estimated to be approximately \$1.3 million.
- It is anticipated that the District will continue to receive the same amount of funding for the 2019–2020 school year to offset parent fees reduced following the implementation of *Bill 1*. The Provincial allocation is based on 2015–2016 enrolment and has not been increased to align with the District’s enrolment growth. For 2019–2020, it is estimated that overall District enrolment will have increased by nearly 14 per cent since 2015–2016.

NEXT STEPS

If approved by the Board, the new Student Transportation fees will be submitted to Alberta Education for approval before May 31, 2019. Once approved by the Minister of Education, the new fees will be communicated to school administration and families prior to the start of the 2019–2020 school year.

ATTACHMENTS and APPENDICES

ATTACHMENT I Approved 2018-2019 Student Transportation Fees
ATTACHMENT II Proposed 2019-2020 Student Transportation Fees

GH:kk

Grade 1 to 6

2018–19 Student Transportation Fees



Fee increase to cover rising costs

Student Transportation fees increased 5 per cent this year and are projected to increase an additional 5 per cent each year until September 2020. The Board of Trustees voted to cover the increase for the 2018–19 school year. This means there won't be any additional cost to families this year; however, families will see an increase to transportation fees in 2019–20. For more information, visit epsb.ca/schools/gettoschool/buspases/.

	Yellow Bus						ETS					
	Monthly			Annual			Monthly			Annual		
	Family pays	District pays	Total paid	Family pays	District pays	Total paid	Family pays	District pays	Total paid	Family pays	District pays	Total paid
Attending their designated school												
Students attending their designated school and reside 2.4 km away or more	\$0	\$0	\$0	–	–	–	\$18	\$1	\$19	\$180	\$9	\$189
Students attending their designated school and reside less than 2.4 km away	\$30	\$1	\$31	\$240	\$12	\$252	\$30	\$1	\$31	\$240	\$12	\$252
Not attending their designated school												
Students not attending their designated school regardless of distance	–	–	–	–	–	–	\$55	\$3	\$58	\$470	\$23	\$493
Students attending bilingual or immersion program	\$30	\$1	\$31	\$240	\$12	\$252	\$30	\$1	\$31	\$240	\$12	\$252
Students attending other alternative program (not bilingual or immersion)	\$55	\$3	\$58	\$470	\$23	\$493	\$55	\$3	\$58	\$470	\$23	\$493
Special education needs curb service												
Pre-Kindergarten, Kindergarten and students from Grade 1 to 12 with special education needs who are unable to use regular bus routes	\$0	\$0	\$0	\$0	\$0	\$0	–	–	–	–	–	–
Conditional riders (Kindergarten to Grade 12)												
	\$55	\$3	\$58	–	–	–	–	–	–	–	–	–
Replacement cost (lost or stolen)												
	\$6	\$0	\$6	–	–	–	\$75	\$0	\$75	–	–	–
Family maximum (applies to Grade 1 to 6 only)												
Students attending designated school	\$72	\$4	\$76	\$570	\$28	\$598	\$72	\$4	\$76	\$570	\$28	\$598
Students attending bilingual or immersion program	\$72	\$4	\$76	\$570	\$28	\$598	\$72	\$4	\$76	\$570	\$28	\$598
Students attending other alternative program (not bilingual or immersion)	\$135	\$7	\$142	\$1149	\$57	\$1206	\$135	\$7	\$142	\$1149	\$57	\$1206

For more information, please contact **Student Transportation at 780-429-8585** or talk to your school.

ANNUAL PASS

- Annual yellow bus passes look different than monthly passes.
- Annual passes must be paid in full at the school office by September 14, 2018.

EDMONTON TRANSIT PASSES

- Students enrolled at a District elementary, junior high or senior high school can purchase an ETS bus pass at their school.
- Passes are valid for unlimited travel on Edmonton Transit, including statutory holidays.
- Students can buy a replacement ETS pass at their school, or request a free replacement for a damaged ETS pass by turning in an identifiable piece of the damaged pass.

Grade 7 to 12

2018–19 Student Transportation Fees



Fee increase to cover rising costs

Student Transportation fees increased 5 per cent this year and are projected to increase an additional 5 per cent each year until September 2020. The Board of Trustees voted to cover the increase for the 2018–19 school year. This means there won't be any additional cost to families this year; however, families will see an increase to transportation fees in 2019–20. For more information, visit epsb.ca/schools/gettoschool/buspasses/.

	Yellow Bus						ETS					
	Monthly			Annual			Monthly			Annual		
	Family pays	District pays	Total paid	Family pays	District pays	Total paid	Family pays	District pays	Total paid	Family pays	District pays	Total paid
Attending their designated school												
Students attending their designated school and reside 2.4 km away or more	\$0	\$0	\$0	–	–	–	\$18	\$1	\$19	\$180	\$9	\$189
Students attending their designated school and reside less than 2.4 km away	\$55	\$3	\$58	\$470	\$23	\$493	\$55	\$3	\$58	\$470	\$23	\$493
Grade 7-9 students continuing to attend the same designated school as attended in elementary and reside less than 2.4 km away	\$30	\$1	\$31	\$240	\$12	\$252	–	–	–	–	–	–
Not attending their designated school												
Students not attending their designated school regardless of distance	–	–	–	–	–	–	\$55	\$3	\$58	\$470	\$23	\$493
Special education needs curb service												
Pre-Kindergarten, Kindergarten and students from Grade 1 to 12 with special education needs who are unable to use regular bus routes	\$0	\$0	\$0	\$0	\$0	\$0	–	–	–	–	–	–
Conditional riders (Kindergarten to Grade 12)												
	\$55	\$3	\$58	–	–	–	–	–	–	–	–	–
Replacement cost (lost or stolen)												
	\$6	\$0	\$6	–	–	–	\$75	\$0	\$75	–	–	–

For more information, please contact **Student Transportation at 780-429-8585** or talk to your school.

ANNUAL PASS

- Annual yellow bus passes look different than monthly passes.
- Annual passes must be paid in full at the school office by September 14, 2018.

EDMONTON TRANSIT PASSES

- Students enrolled at a District elementary, junior high or senior high school can purchase an ETS bus pass at their school.
- Passes are valid for unlimited travel on Edmonton Transit, including statutory holidays.

- Students can buy a replacement ETS pass at their school, or request a free replacement for a damaged ETS pass by turning in an identifiable piece of the damaged pass.

Proposed 2019-2020 Transportation Fees
Grades 1-6

	Yellow Bus						ETS					
	Monthly			Annual			Monthly			Annual		
	September 2014 Fee	Increase	September 2019 Fee	September 2014 Fee	Increase	September 2019 Fee	September 2014 Fee	Increase	September 2019 Fee	September 2014 Fee	Increase	September 2019 Fee
Attending their designated school												
Students attending their designated school and reside 2.4 km away	\$0	-	\$0	-	-	-	\$18	\$1	\$19	\$180	\$10	\$190
Students attending their designated school and reside less than 2.4 km away	\$30	\$3	\$33	\$240	\$20	\$260	\$30	\$3	\$33	\$240	\$20	\$260
Not attending their designated school												
Students not attending their designated school regardless of distance	-	-	-	-	-	-	\$55	\$5	\$60	\$470	\$45	\$515
Students attending bilingual or immersion program	\$30	\$3	\$33	\$240	\$20	\$260	\$30	\$3	\$33	\$240	\$20	\$260
Students attending other alternative program (not bilingual or immersion)	\$55	\$5	\$60	\$470	\$45	\$515	\$55	\$5	\$60	\$470	\$45	\$515
Special education needs curb service												
Pre-Kindergarten, Kindergarten, and students from Grade 1 to 12 with special education needs who are unable to use regular bus routes	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-	-	-
Conditional riders (Kindergarten to Grade 12)												
	\$55	\$5	\$60	-	-	-	-	-	-	-	-	-
Replacement cost (lost or stolen)												
	\$6	\$0	\$6	-	-	-	\$75*	-	\$75	-	-	-
Family maximum (applies to grade 1-6 only)												
Students attending designated school	\$72	\$8	\$80	\$570	\$55	\$625	\$72	\$8	\$80	\$570	\$55	\$625
Students attending bilingual or immersion program	\$72	\$8	\$80	\$570	\$55	\$625	\$72	\$8	\$80	\$570	\$55	\$625
Students attending other alternative program (not bilingual or immersion)	\$135	\$15	\$150	\$1,149	\$101	\$1,250	\$135	\$15	\$150	\$1,149	\$101	\$1,250

*updated in Sep 2018

**Proposed 2019-2020 Transportation Fees
Grades 7-12**

	Yellow Bus						ETS					
	Monthly			Annual			Monthly			Annual		
	September 2014 Fee	Increase	September 2019 Fee	September 2014 Fee	Increase	September 2019 Fee	September 2014 Fee	Increase	September 2019 Fee	September 2014 Fee	Increase	September 2019 Fee
Attending their designated school												
Students attending their designated school and reside 2.4 km away	\$0	-	\$0	-	-	-	\$18	\$1	\$19	\$180	\$10	\$190
Students attending their designated school and reside less than 2.4 km away	\$55	\$5	\$60	\$470	\$45	\$515	\$55	\$5	\$60	\$470	\$45	\$515
Grade 7-9 students continuing to attend the same designated school as attended in elementary and reside less than 2.4 km away	\$30	\$3	\$33	\$240	\$20	\$260	-	-	-	-	-	-
Not attending their designated school												
Students not attending their designated school regardless of distance	-	-	-	-	-	-	\$55	\$5	\$60	\$470	\$45	\$515
Special education needs curb service												
Pre-Kindergarten, Kindergarten, and students from Grade 1 to 12 with special education needs who are unable to use regular bus routes	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-	-	-
Conditional riders (Kindergarten to Grade 12)												
	\$55	\$5	\$60	-	-	-	-	-	-	-	-	-
Replacement cost (lost or stolen)												
	\$6	\$0	\$6	-	-	-	\$75*	-	\$75	-	-	-

*updated in Sep 2018

DATE: May 28, 2019

TO: Board of Trustees

FROM: Trustee Stirling

SUBJECT: Declaration of Pride Week 2019 in Edmonton Public Schools

RESOURCE STAFF: Marlene Hanson, Kerry Maguire

REFERENCE: [Trustees' Handbook – Section 5.2.2 – Notices of Motion](#)
[AE.BP: Welcoming, Inclusive, Safe, and Healthy Learning and Working Environments](#)
[HFA.BP Sexual Orientation and Gender Identity](#)

ISSUE

Notice of motion was served at the May 14, 2019, Board meeting.

BACKGROUND

The District has regularly participated in the Edmonton Pride Parade to celebrate the excellent work that our schools do to create welcoming, inclusive, safe, and healthy learning and working environments. That parade is not being held this year.

RELATED FACTS

- The District is proud of its commitment to support our sexual and gender minority students, staff and families through our policies, regulations and ongoing opportunities for meaningful engagement.
- Currently there are more than 310 District staff serving as Safe Contacts in our schools, and about 75 schools that have a Gay-Straight Alliance (GSA) or similarly named student organization.
- More than 200 EPSB staff, students, families, and Trustees participate in the Edmonton Pride Parade each year.
- Given the cancellation of the parade, schools may wish to hold their own individual school-based activities to celebrate Pride and SOGI-inclusive education.

RECOMMENDATION

That June 3 to 7, 2019, be declared Pride Week in Edmonton Public Schools.

CONSIDERATIONS and ANALYSIS

Pride-related activities, other than the parade, will be available in Edmonton and surrounding areas throughout the month of June. However, the District is not involved in the organization of these activities.

NEXT STEPS

Upon the approval of this recommendation, notice will be sent to schools along with supporting materials and recommended resources for celebration ideas.

BS:km

DATE: May 28, 2019

TO: Board of Trustees

FROM: Trustee Trisha Estabrooks, Chair, Policy Review Committee
Trustee Sherry Adams, Policy Review Committee
Trustee Bridget Stirling, Policy Review Committee

SUBJECT: First Reading of Board Policy DK.BP District Technology

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE STAFF: Marnie Beaudoin, Terry Korte, Darwin Martin, Nancy Petersen

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

ISSUE

The Policy Review Committee is presenting Board Policy DK.BP District Technology for first reading by the Board of Trustees at the May 28, 2019, public Board meeting.

BACKGROUND

The Policy Review Committee reviewed Board Policy DK.BP District Technology as part of their 2018-2019 work plan.

The work to review Board Policy DK.BP District Technology included:

- Conducting a scan of similar policies from other school jurisdictions.
- Reviewing current District practices related to technology as relevant to quality teaching and learning.
- Reviewing the Learning and Technology Policy Framework from Alberta Education.

RELATED FACTS

Revisions to Board Policy DK.BP District Technology include:

- Additions of three sections to reflect the updated policy template: Purpose, Definitions and Accountability.
- Addition to the References section of several relevant policies and regulations related to Board Policy DK.BP District Technology, *Ministerial Order on Student Learning #001* and the Learning and Technology Policy Framework.
- Adjusting content and language to reflect consistency with the District's current values and practices.
- Aligning the language with the Board's vision and intent for this policy.

RECOMMENDATION

1. That Board Policy DK.BP District Technology be introduced.
2. That Board Policy DK.BP District Technology be read for the first time and approved for posting on the District website for stakeholder input.

OPTIONS

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

1. Approve the first reading of draft Board Policy DK.BP District Technology at the May 28, 2019, public Board meeting.
2. Decline to approve the draft Board Policy DK.BP District Technology and provide feedback and/or request changes to the Policy Review Committee.

CONSIDERATIONS and ANALYSIS

- Board Policy DK.BP District Technology is being reviewed as part of the Policy Review Committee's 2018-2019 work plan.
- Board Policy DK.BP District Technology requires updating to reflect:
 - The updated policy template
 - Alignment with District policies, administrative regulations and provincial direction.
 - Current District practice pertaining to the use of technology.

NEXT STEPS

Should draft Board Policy DK.BP District Technology be approved for first reading, it will be posted on the District website for stakeholder feedback through an online survey. Feedback from the online survey will inform any further revisions to draft Board Policy DK.BP District Technology.

ATTACHMENTS and APPENDICES

ATTACHMENT I Revised draft Board Policy DK.BP District Technology

TE:mb

CODE: DK.BP**EFFECTIVE DATE:** (09-03-2010)**TOPIC:** District Technology**ISSUE DATE:** (11-03-2010)**REVIEW YEAR:** (2017)

PURPOSE

To reflect the Board of Trustees' (the Board) commitment to enabling high quality learning and teaching environments through the use of technology.

DEFINITIONS

District Technology includes those technologies licensed or owned by the District, including but not limited to: hardware, applications, networking and communications equipment.

POLICY

The Board believes the use of technology supports high quality learning and teaching environments that enable students to discover, develop and apply competencies across subject and discipline areas for learning, work and life.

The Board supports the appropriate use of technology that contributes to a productive learning environment and aligns with District expectations for positive student behaviour.

The Board supports a learning and teaching environment in which District staff and students have equitable access to devices, applications, infrastructure and networks that facilitate the effective integration of technology.

The Board values the importance of District technology that is designed to maintain the safety and security of students and staff.

The Board acknowledges the role of District technology to provide high quality working environments that enable communication and information management.

The Board acknowledges that learning, teaching and working environments are continually evolving, and supports the use of District technology that adapts to these dynamic environments.

ACCOUNTABILITY

The Superintendent is responsible for implementing this policy through appropriate administrative regulations and communication with District stakeholders, including staff and students.

REFERENCES

AE.BP - Welcoming, Inclusive, Safe and Healthy Learning and Working Environment

CNA.BP - Information Security

DCA.AR - Video Surveillance Systems

DK.AR - District Technology Standards

DKA.AR - District Technology Specifications
DKB.AR - Appropriate Use of District Technology
DCK.AR - Canada's Anti-Spam Legislation (CASL) Compliance
GA.BP - Student Programs of Study
HG.BP - Student Behaviour and Conduct
HG.AR - Student Behaviour and Conduct
Learning and Technology Policy Framework (Alberta Education)
Ministerial Order (#001/2013) on Student Learning

DRAFT

DATE: May 28, 2019

TO: Board of Trustees

FROM: Trustee Sherry Adams, Policy Review Committee
Trustee Trisha Estabrooks, Chair, Policy Review Committee
Trustee Bridget Stirling, Policy Review Committee

SUBJECT: Rescindment of Board Policy GHHA.BP Tutoring

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE STAFF: Marnie Beaudoin, Nancy Petersen

REFERENCE: [June 16, 1972 Board Report](#)
[Trustees' Handbook](#) Section 6.1 – Caucus Committee
Board Policy CH.BP – Framework for Policy Development and Review

ISSUE

The Policy Review Committee is recommending that the Board of Trustees rescind Board Policy GHHA.BP Tutoring.

BACKGROUND

- As part of their 2018-2019 workplan, the Policy Review committee reviewed Board Policy GHHA.BP Tutoring. The committee conducted research into the original intent and purpose of the policy, how the policy has changed over time, and how the policy aligns within current educational and District context as it is written.
- The Committee's research regarding the original intent of the policy uncovered a report from administration to the Board of Trustees from June 16, 1972, which articulated the reasons for the establishment of the policy. The report included:
 - An acknowledgement of an increasing complexity of the learning needs of students across the District.
 - A recognition of the need to provide individual and small group learning supports to students, beyond that which schools were able to provide. These small group or individual supports were referred to as 'tutoring'.
 - Advocacy to move towards more inclusive learning environments in District schools, through the use of tutoring to provide individual or small group support within the classroom; the intention was that this tutoring was to come at no extra cost to parents.
 - A proposal to see instructional strategies in classrooms that resembled what today would be similar to guided reading, guided math or leveled literacy intervention.
 - A recommendation to advocate for the gathering of provincial data regarding students with different types of special needs.
- The Committee's research into the history of the policy yielded the following information:
 - Following the June 16 report from 1972, Board Policy HHHA.BP Independent Help was developed and approved by the Board of Trustees of the day. This original version of the policy addressed both tutoring and home schooling. In the section on tutoring, the Board approved

- the use of volunteers and private tutors during school hours, where recommended by the principal.
- In 1991, the following changes were made to the policy:
 - The home schooling section was removed to reflect changes to the *School Act*.
 - The authority to approve the use of volunteers and private tutors during school hours was shifted from the Board to the Superintendent.
 - The policy was renamed Board Policy HSHA.BP Tutoring.
 - In 2010, changes to Board Policy HSHA.BP Tutoring reflected a shift in the authority to approve the use of volunteers and private tutors during school hours to the school principal.
 - The Committee examined a range of board policies and administrative regulations and determined that the intent of the current Board Policy GSHA.BP Tutoring is fully addressed through the following:
 - AA.BP Stakeholder Relations
 - AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
 - FBCE.AR Volunteers - Registration and Records Checks
 - GA.BP Student Programs of Study
 - HA.BP Inclusive Education
 - IA.AR Parent and Community Involvement

RELATED FACTS

- Research into the original intent and purpose of the board policy on tutoring revealed that the policy was developed as a mechanism to address increasing classroom complexity, and was an attempt to provide individual or small groups of students with targeted learning support using volunteers or private tutors during school hours.
- Initially developed in 1972, Board Policy GSHA.BP Tutoring has undergone a series of changes that shifted the approval for the use of volunteers and private tutors during school hours from the Board to the school principal.
- An examination of existing board policies and administrative regulations has identified several policies and regulations that address the original intent of Board Policy GSHA.BP Tutoring as well as the contemporary understanding of tutoring within a school community.

RECOMMENDATION

That Board Policy GSHA.BP Tutoring be rescinded.

OPTIONS

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

1. Support the recommendation to rescind Board Policy GSHA.BP Tutoring.
2. Decline to support the recommendation to rescind Board Policy GSHA.BP Tutoring, and direct the Policy Review Committee to continue their work to review the policy.

CONSIDERATIONS and ANALYSIS

- The direction or topic of the current policy is addressed in other board policies and administrative regulations.
- It is the perspective of the Policy Review Committee that Board Policy GSHA.BP Tutoring is no longer a relevant policy and the committee is recommending that it be rescinded.

- The rescinding of Board Policy GHHA.BP Tutoring would not result in any barriers or limitations to how the District can support student learning.

NEXT STEPS

Upon approval of the recommendation, Board Policy GHHA.BP Tutoring will be removed from the District's policies and will be archived.

ATTACHMENTS and APPENDICES

ATTACHMENT I GHHA.BP Tutoring
ATTACHMENT II GHHA.BP Alignment Chart

TE:mb

CODE: GHHA.BP**EFFECTIVE DATE:** (09-03-2010)**TOPIC:** Tutoring**ISSUE DATE:** (29-06-2015)**REVIEW YEAR:** (2017)**POLICY**

The Board recognizes the need, in certain instances, to provide individual and small-group learning assistance to students beyond that which can be provided in regular or special classes.

In support of this, the Principal, with due consideration for the safety and well-being of students, is authorized to approve the use of volunteers and private tutors during normal school hours at no cost to the school.

REFERENCES

AA.BP - Stakeholder Relations

DIBA.AR - Liability Insurance for Volunteer Drivers

GICA.AR - Field Trips

HHFA.AR - Supervision of Students

IA.AR - Parent and Community Involvement

The following chart shows alignment of content from Board Policy GHHA.BP Tutoring with board policies and administrative regulations.

Concept addressed in GHHA.BP	Concept addressed through other board policies or administrative regulations
Provision of individual or small-group learning	GA.BP Student Programs of Study (differentiated learning)
	HA.BP Inclusive Education
Safety and well-being of students	AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
Volunteers in schools	AA.BP Stakeholder Relations
	FBCE.AR Volunteers - Registration and Records Checks
	IA.AR Parent and Community Involvement

DATE: May 28, 2019

TO: Board of Trustees

FROM: Alberta Schools Boards Association (ASBA) Issues and Resolutions Committee:
Trustees Estabrooks, Janz and Draper

SUBJECT: Recommendations on voting in advance of the ASBA Spring General Meeting (SGM)

RESOURCE

STAFF: Karen Mills

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

ISSUE

Annually prior to the ASBA Spring General Meeting SGM, the ASBA Issues and Resolution Committee brings forward a recommendation with regard to disposition of motions and the vote on the proposed budget.

BACKGROUND

The ASBA Issues and Resolutions Committee is a committee of the Edmonton Public School Board. The purpose of the Committee is to advise and assist the Board in presenting issues and resolutions to the Alberta School Boards Association Zone and General Meetings.

RELATED FACTS

The following motions are currently proposed on the SGM agenda:

Motion 1: 2019-2020 Budget

Motions 2-4: Housekeeping Bylaw Amendments - Amendments to Bylaw 5: Board of Director Members (clause 5.6.2) , Bylaw 15: Zones of the Association (clause 15.2.5) and Bylaw 15: Zones of the Association (clause 15.4)

Motion 5: Amendments to Bylaws 2, 7, and 8 regarding Member Entitlements, Executive Duties, and Board of Directors Powers and Duties (clauses 2.1., 7.1.1. and 8.1.)

Motion 6: Amendment to Bylaw 13: Association Budget and Membership Fees (clause 13.2.)

Motion 7: Amendments to Bylaws 3, 5, and 15 to Establish Zone 10: Rural Caucus of Alberta School Boards (RCASB)

The Committee puts forward the following thoughts for consideration:

Motion 1: 2019-2020 Budget - we are seeing value in the Association and are encouraged by the initiatives taken by the leadership over the past year. The proposed 0 per cent increase in membership fees for the next three years reflects an appreciation of the members' financial positions and the needs in education.

Motions 2-4: Housekeeping Bylaw Amendments – These are administrative in nature and have already been approved by the ASBA Board of Directors.

Motion 5: Amendments to Bylaws 2, 7, and 8 regarding Member Entitlements, Executive Duties, and Board of Directors Powers and Duties – The proposed amendments speak to ideas already addressed in

the definitions section of the Bylaws and the Powers section of the *Alberta Schools Boards Associations Act*. Neither behavior nor policy in recent years indicates a need for the proposed change in wording.

Motion 6: Amendment to Bylaw 13: Association Budget and Membership Fees – The amendment proposes tying the ASBA budget to the Provincial Education budget and not requiring the approval of members in certain circumstances; this could be administratively cumbersome and may limit opportunities for member input.

Motion 7: Amendments to Bylaws 3, 5, and 15 to Establish Zone 10: Rural Caucus of Alberta School Boards (RCASB) – This amendment proposes the creation of a distinct group, representing 40 school boards. Having a subgroup comprised of two-thirds of eligible school boards would create imbalance in the organization as a whole.

RECOMMENDATION

That the following recommendations be approved as the voting direction for the Edmonton Public School Board at the ASBA 2019 SGM:

1. Support the 2019-2020 Budget.
2. Support Motions 2, 3, 4 Housekeeping Bylaw Amendments
3. Oppose Motion 5: Amendments to Bylaws 2, 7, and 8 regarding Member Entitlements, Executive Duties, and Board of Directors Powers and Duties
4. Oppose Motion 6: Amendment to Bylaw 13: Association Budget and Membership Fees (clause 13.2.)
5. Oppose Motion 7: Amendments to Bylaws 3, 5, and 15 to Establish Zone 10: Rural Caucus of Alberta School Boards (RCASB)

OPTIONS

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

1. Approve the recommendations as presented
2. Request changes to the recommendations and provide feedback

NEXT STEPS

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

ATTACHMENTS and APPENDICES

ATTACHMENT I Proposed ASBA Bylaw Amendments

MJ:km

[2/SGM2019: Amendment to Bylaw 5: Board of Director Members \(clause 5.6.2.\)](#)

Sponsored by ASBA Board of Directors

WHEREAS Governance Policy 8.3.2.11. requires that the Policy Development Advisory Committee reviews the ASBA Bylaws and makes recommended housekeeping amendments to ensure currency; and

WHEREAS amendments to ASBA Bylaws are addressed through a Substantive Motion, requiring a double majority of the membership for approval; and

WHEREAS this proposed bylaw amendment has been circulated to ASBA members as required in ASBA Bylaw 14: Amendments to the Bylaws;

THEREFORE BE IT RESOLVED THAT

Bylaw 5 Board of Directors Members, clause 5.6.2 be struck in its entirety and replaced with the following:

5.6.2. If a vacancy occurs in the office of Vice-President, notwithstanding any provisions in these Bylaws governing the election of a Vice-President, the Board of Directors shall fill the vacancy from among its members until a by-election can be held at a General Meeting.

Background

The Policy Development Advisory Committee has completed a review of ASBA Bylaws and identified sections that require housekeeping amendments. This amendment to bylaw 5.6.2 corrects a clerical error that occurred when the original clause was ratified. There is no change to the substance of the bylaw.

Current Bylaw	Amended Bylaw
5: Board of Directors Members	
<p>5.6.2. If a vacancy occurs in the office of Vice-President, notwithstanding any provisions in these Bylaws governing the election of a Vice-President, the Board of Directors shall:</p> <p>5.6.2.1. Fill the vacancy from among its members until</p> <p>5.6.2.2 A by-election can be held at a General Meeting.</p>	<p>5.6.2. If a vacancy occurs in the office of Vice-President, notwithstanding any provisions in these Bylaws governing the election of a Vice-President, the Board of Directors shall fill the vacancy from among its members until a by-election can be held at a General Meeting</p>

3/SGM2019: Amendment to Bylaw 15: Zones of the Association (clause 15.2.5.)

Sponsored by ASBA Board of Directors

WHEREAS Governance Policy 8.3.2.11. requires that the Policy Development Advisory Committee reviews the ASBA Bylaws and makes recommended housekeeping amendments to ensure currency; and

WHEREAS amendments to ASBA Bylaws are addressed through a Substantive Motion, requiring a double majority of the membership for approval; and

WHEREAS this proposed bylaw amendment has been circulated to ASBA members as required in Bylaw 14: Amendments to the Bylaws;

THEREFORE BE IT RESOLVED THAT

Bylaw 15: Zones of the Association, clause 15.2.5. Zone 6, the bullet containing Medicine Hat School District No. 76 be struck in its entirety and replaced with the following:

- Medicine Hat Public School District No. 76

Background

The Policy Development Advisory Committee has completed a review of ASBA Bylaws and identified sections that require housekeeping amendments. This amendment to Bylaw 15.2.5. updates the clause to use the new legal name of the District, as approved in Ministerial Order 023/2018.

Current Bylaw	Amended Bylaw
Bylaw 15: Zones of the Association	
15.2.5. Zone 6 <ul style="list-style-type: none"> • Medicine Hat School District No. 76 	15.2.5. Zone 6 <ul style="list-style-type: none"> • Medicine Hat Public School District No. 76

4/SGM2019: Amendment to Bylaw 15: Zones of the Association (clause 15.4.)

Sponsored by ASBA Board of Directors

WHEREAS Governance Policy 8.3.2.11. requires that the Policy Development Advisory Committee (PDAC) reviews the ASBA Bylaws and make recommended housekeeping amendments to ensure currency; and

WHEREAS amendments to ASBA Bylaws are addressed through a Substantive Motion, requiring a double majority of the membership for approval; and

WHEREAS this proposed bylaw amendment has been circulated to ASBA members as required in Bylaw 14: Amendments to the Bylaws;

THEREFORE BE IT RESOLVED THAT

Bylaw 15: Zones of the Association, clause 15.4. be struck in its entirety and replaced with the following:

15.4. The objects of the geographic Zones shall be to:

15.4.1. Work in cooperation for the mutual benefit of all members of the Alberta School Boards Association;

15.4.2. Consider matters relating to education and school administration which are of particular interest to their areas;

15.4.3. Encourage better understanding between Boards and the public;

15.4.4. Work for continued improvement in the educational system; and

15.4.5. Make recommendations to the Alberta School Boards Association.

Background

The Policy Development Advisory Committee has completed a review of ASBA Bylaws and identified sections that require housekeeping amendments. This amendment to clause 15.4. is a clerical change intended to more clearly identify the objects (purpose) of ASBA Zones. There is no change to substance of the Bylaw.

Current Bylaw	Amended Bylaw
Bylaw 15: Zones of the Association	
15.4. The objects of the geographic Zones shall be to work in cooperation for the mutual benefit of all members of the Alberta School Boards Association, consider matters relating to education and school administration which are of particular interest to their areas, encourage better understanding between Boards and the public, work for continued improvement in the educational system, and make	<p>15.4. The objects of the geographic Zones shall be to:</p> <p>15.4.1. Work in cooperation for the mutual benefit of all members of the Alberta School Boards Association;</p> <p>15.4.2. Consider matters relating to education and school administration which are of particular interest to their areas;</p> <p>15.4.3. Encourage better understanding</p>

recommendations to the Alberta School Boards Association.	between Boards and the public; 15.4.4. Work for continued improvement in the educational system; and 15.4.5. Make recommendations to the Alberta School Boards Association.
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5/SGM2019: Amendments to Bylaws 2, 7, and 8 regarding Member Entitlements, Executive Duties, and Board of Directors Powers and Duties (clauses 2.1., 7.1.1. and 8.1.)

Sponsored by Edmonton Catholic Separate School District No. 7

WHEREAS the purpose of the ASBA is to effectively represent the interests of its members including public, separate and francophone boards of education, for the betterment of students and the educational system of Alberta; and

WHEREAS the vision of the ASBA is excellence in education through exceptional board governance; and

WHEREAS ASBA values public education governed by locally elected public, separate and francophone school boards, its work being informed by its core values, including;

- Building understanding by:
 - Respecting and reflecting diverse interests in the common goal of governing for excellence
 - Creating opportunities for unique perspectives to be shared and common interests to be explored
- Collaboration by:
 - Engaging school boards, shareholders, and partners
 - Encouraging teamwork and cooperation; and

WHEREAS the Directors and officers of the ASBA have a fiduciary responsibility to effectively represent the interest of all member and associate member boards at all times so as to avoid any position that may benefit the interests of any one or more full or associate members to the detriment of others;

THEREFORE BE IT RESOLVED THAT

Bylaw 2: Entitlement of Full and Associate Members be amended by replacing section 2.1. with the following:

- 2.1. Full Members are entitled to:
 - 2.1.1. Fair, effective, and respectful representation of their interests by the Association, Board of Directors, Directors, Alternative Directors, President, Vice-President, Executive Director and officers of the Association. The Association, Board of Directors, Directors, Alternative Directors, President, Vice-President, Executive Director and officers of the Association recognize and acknowledge the diverse nature of interests of all Members and shall, at all times, represent those interests so as to avoid any position that may benefit the interest of any one or more Full Members to the detriment of others.

- 2.2.2. Association communications materials except those designated as confidential to specific audiences;
- 2.2.3. Direct services from Association personnel at fees established annually by the Association;
- 2.2.4. Access to Association conferences and workshops at a conference rate established by the Association; and
- 2.2.5. Unrestricted participation in the business affairs of the Association.

BE IT FURTHER RESOLVED THAT

Bylaw 7: Executive Duties be amended by replacing section 7.1.1. with the following:

- 7.1.1. Provide leadership to the Association, Board of Directors, and Executive Committee in such a manner as to effectively represent the interests of all Full Members, including Public, Separate and Francophone Boards.

BE IT FINALLY RESOLVED THAT

Bylaw 8: Board of Directors Powers and Duties be amended by replacing section 8.1. with the following:

- 8.1 The business and affairs of the Association shall be under the direction and control of the Board of Directors, which may exercise all the powers of the Association which are not required by the Alberta School Boards Association Act, or by these Bylaws, to be exercised by the Association in a General Meeting in such a manner as to effectively represent the interests of all Full Members, including Public, Separate and Francophone Boards.

Background

While it is understood that various associations of school board trustees contribute to the education framework in Alberta and these associations have their unique objectives and constituencies; the ASBA is an Association and representative of all publicly funded locally elected public, separate and francophone school boards.

Therefore, its representation of the interests of its members must reflect a broad perspective that advances the collective interests while not undermining the authority of any of its members.

Current Bylaw	Amended Bylaw
Bylaw 2: Entitlement of Full and Associate Members	
2.1. Full Members are entitled to: <ul style="list-style-type: none"> 2.2.1. Association communications materials except those designated as confidential to specific audiences; 2.2.2. Direct services from Association personnel at fees established annually by the Association; 	2.1. Full Members are entitled to: <ul style="list-style-type: none"> 2.1.1. Fair, effective, and respectful representation of their interests by the Association, Board of Directors, Directors, Alternative Directors, President, Vice-President, Executive Director and officers of the Association. The Association,

<p>2.2.3. Access to Association conferences and workshops at a conference rate established by the Association; and</p> <p>2.2.4. Unrestricted participation in the business affairs of the Association.</p>	<p>Board of Directors, Directors, Alternative Directors, President, Vice-President, Executive Director and officers of the Association recognize and acknowledge the diverse nature of interests of all Members and shall, at all times, represent those interests so as to avoid any position that may benefit the interest of any one or more Full Members to the detriment of others.</p> <p>2.2.2. Association communications materials except those designated as confidential to specific audiences;</p> <p>2.2.3. Direct services from Association personnel at fees established annually by the Association;</p> <p>2.2.4. Access to Association conferences and workshops at a conference rate established by the Association; and</p> <p>2.2.5. Unrestricted participation in the business affairs of the Association.</p>
Bylaw 7: Executive Duties	
<p>7.1.1. Provide leadership to the Association, Board of Directors and Executive Committee.</p>	<p>7.1.1. Provide leadership to the Association, Board of Directors, and Executive Committee in such a manner as to effectively represent the interests of all Full Members, including Public, Separate and Francophone Boards.</p>
Bylaw 8: Board of Directors Powers and Duties	
<p>8.1. The business and affairs of the Association shall be under the direction and control of the Board of Directors, which may exercise all the powers of the Association which are not required by the Alberta School Boards Association Act, or by these Bylaws, to be exercised by the Association in a General Meeting.</p>	<p>8.1. The business and affairs of the Association shall be under the direction and control of the Board of Directors, which may exercise all the powers of the Association which are not required by the Alberta School Boards Association Act, or by these Bylaws, to be exercised by the Association in a General Meeting in such a manner as to effectively represent the interests of all Full Members, including Public, Separate and Francophone Boards.</p>

6/SGM2019: Amendment to Bylaw 13: Association Budget and Membership Fees (clause 13.2.)

Sponsored by Grande Prairie Public School District #2357

WHEREAS the constructive approval of the annual ASBA Budget is important and plays a large role in the governance of our organization and while it is still important to balance the need for input from the Assembly as it is important and critical to good democracy; and

WHEREAS these proposed bylaw amendments have been circulated to ASBA members as required in Bylaw 14: Amendments to the Bylaws

THEREFORE BE IT RESOLVED THAT

Bylaw 13: Association Budget and Membership Fees be amended by adding the following after 13.2.:

- 13.2.1. A budget that proposes an increase or decrease to the ASBA budget from the prior year, which is the same or less percentage as that of any increase or decrease made to the Provincial Education budget related to operational dollars in that year's budget, shall be presented for information only to the Assembly and is not subject to debate and does not require a vote of the Assembly for its adoption.
- 13.2.2. A proposed budget that does not meet the requirements of 13.2.1 shall be open to amendment until adopted by a vote of the Assembly.

Background

The ASBA spends a considerable amount of time investing in consultation with the Zones in preparation of the Budget for the upcoming year. There is ample opportunity for input and discussion around issues pertaining to the impending Budget. With this in mind, it is still critical that the overall Assembly have a voice in affecting fundamental changes or directions pertaining the fiscal future of our organization. There has been a recent and consistent pattern by the Assembly where the Budget has been used as a tool to impose a principal or direction that may be secondary to the Budget. Although this can be relevant, this needs to be balanced with the trust we endow upon our Executive to develop a Budget in collaboration with the Zones and ultimately with the Assembly.

We believe the proposed amendments balance this trust, while still respecting the will of Assembly to impose a new fiscal approach to the future. It is reasonable to expect that Boards would support their organization to the extent of the Instructional Grant increase. For this reason, a Budget for Information is reasonable. Directions beyond this should be subject to enquiry and votes.

We feel this balance will help to provide certainty to the Executive, while appreciating the notion that changing environments could impose directions from the floor that reflect new philosophies.

Current Bylaw	Amended Bylaw
Bylaw 13: Association Budget and Membership Fees	
13.2. The Association budget shall be adopted at the Spring General Meeting of the year prior to the fiscal year for which it is	13.2. The Association budget shall be adopted at the Spring General Meeting of the year prior to the fiscal year for which it is

<p>established.</p>	<p>established.</p> <p>13.2.1. A budget that proposes an increase or decrease to the ASBA budget from the prior year, which is the same or less percentage as that of any increase or decrease made to the Provincial Education budget related to operational dollars in that year's budget, shall be presented for information only to the Assembly and is not subject to debate and does not require a vote of the Assembly for its adoption.</p> <p>13.2.2. A proposed budget that does not meet the requirements of 13.2.1 shall be open to amendment until adopted by a vote of the Assembly.</p>
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7/SGM2019: Amendments to Bylaws 3, 5, and 15 to Establish Zone 10: Rural Caucus of Alberta School Boards (RCASB)

Sponsored by Chinook's Edge School Division No. 73

WHEREAS Rural Caucus of Alberta School Boards (RCASB) was established in 2015 to work together on understanding and solving issues around rural transportation; and

WHEREAS in November of 2016 the group of approximately 25 rural boards expanded from the topic of transportation to also discuss the topics of mental health and funding; and

WHEREAS now having grown to over 40 rural school boards, the group identifies issues impacting rural Alberta students and works towards solutions that they can confidently bring to the Minister for consideration; and

WHEREAS these amendments to Bylaw 15: Zones of the Association, Bylaw 3: Board of Directors and Executive Committee Composition, and Bylaw 5: Board of Directors Members, would establish the Rural Caucus of Alberta School Boards as Zone 10 of the ASBA, wherein the RCASB would operate under the same parameters as Zone 7 (Alberta Catholic School Trustees' Association), Zone 8 (Public School Boards Association of Alberta), and Zone 9 (Federation des conseils scolaires francophones de l'Alberta); and

WHEREAS these proposed bylaw amendments have been circulated to ASBA members as required in Bylaw 14: Amendments to the Bylaws

THEREFORE BE IT RESOLVED THAT

Bylaw 15: Zones of the Association be amended to add the following after 15.9.2:

15.10. Zone 10

- 15.10.1. Zone 10 of the Alberta School Boards Association shall be open to those boards in the Province of Alberta and the Northwest Territories of Canada who consider themselves to be mostly rural in nature.
- 15.10.2. Zone 10 shall be known as the Rural Caucus of Alberta School Boards (RCASB).

BE IT FURTHER RESOLVED THAT:

Bylaw 3: Board of Directors and Executive Committee Composition be amended by adding the following after 3.3.3.:

- 3.3.4. Rural Caucus of Alberta School Boards (Zone 10).

BE IT FINALLY RESOLVED THAT

Bylaw 5: Board of Directors Members, clause 5.1.4. be amended by replacing the second and third bullets with the following:

- Appointed representatives of the Alberta Catholic School Trustees' Association (Zone 7), the Public School Boards Association of Alberta (Zone 8), the Federation des conseils scolaires francophones de l'Alberta (Federation of Francophone School Authorities – Zone 9), and the

Rural Caucus of Alberta School Boards (Zone 10) who attend Board of Directors meetings as observers; or

- The President or Vice-President of the Alberta Catholic School Trustees' Association (Zone 7), the Public School Boards Association of Alberta (Zone 8), the Federation des conseils scolaires francophones de l'Alberta (Federation of Francophone School Authorities – Zone 9), and the Rural Caucus of Alberta School Boards (Zone 10).

Background

Chinook's Edge School Division No. 73 is requesting that ASBA membership consider establishing the Rural Caucus of Alberta School Boards as Zone 10 under the umbrella of the Alberta School Boards Association (ASBA), with the same entitlements as the current Zones 7, 8, and 9.

Chinook's Edge School Division No. 73 believes that RCASB's participation as an Observer at the ASBA Board of Directors meetings would enable a better flow of communication back to the rural school boards. Inclusion at the ASBA Board of Directors table would allow RCASB to act as a resource for the ASBA board when they are making decisions.

The goal of the RCASB is to have open and honest dialog between boards that will lead to learning and a better understanding of each other's challenges and needs. By discussing best practices and collaborating on solutions, they feel they are better prepared to not only save resources, but also ensure high quality and equitable educational opportunities to better support Alberta's children regardless of geography.

Initially established in 2015 to discuss rural transportation issues, the RCSAB expanded their scope in 2016 to include mental health and funding. In 2017, the Rural Caucus of Alberta School Boards was formalized, and RCASB continues to be a place where rural school boards can have authentic conversations as a group to better understand the different issues that we all deal with in rural Alberta.

Membership in the RCASB is open to those boards who consider themselves to be mostly rural in nature. The RCASB now represents over 40 rural school boards that include: Aspen View Public School Division No. 78, Battle River School Division No. 31, Buffalo Trail Public Schools, Canadian Rockies Public Schools, Chinook's Edge School Division, Christ the Redeemer Catholic Schools, Clearview School Division, Conseil scolaire Centre-Nord, Conseil scolaire FrancoSud, East Central Alberta Catholic Schools, East Central Francophone Education, Elk Island Catholic Schools, Elk Island Public Schools, Evergreen Catholic, Foothills School Division, Fort Vermillion School Division, Golden Hills School Division, Grande Yellowhead Public School Division, Grasslands Regional School Division, Greater St. Albert RC School Division, High Prairie School Division, Holy Family Catholic Regional Division, Horizon School Division, Livingstone Range School Division, Northern Gateway Public Schools, Northern Lights School Division, Northland School Division, Northwest Francophone Education, Palliser Regional Schools, Parkland School Division, Peace River School Division, Peace Wapiti School Division, Pembina Hills Public Schools, Prairie Land Regional Division, Prairie Rose School Division, Red Deer Catholic Regional Division, St. Paul Education Regional Division, St. Thomas Aquinas RC School Division, Sturgeon Public School Division, Wetaskiwin Regional Public Schools, Wild Rose School Division, and Wolf Creek School Division.

Current Bylaw		Amended Bylaw	
Bylaw 15: Zones of the Association			
		<p>15.10. Zone 10</p> <p>15.10.1. Zone 10 of the Alberta School Boards Association shall be open to those boards in the Province of Alberta and the Northwest Territories of Canada who consider themselves to be mostly rural in nature.</p> <p>15.10.2. Zone 10 shall be known as the Rural Caucus of Alberta School Boards (RCASB).</p>	
Bylaw 3: Board of Directors and Executive Committee Composition			
		<p>3.3.4. Rural Caucus of Alberta School Boards (Zone 10).</p>	
Current Bylaw		Amended Bylaw	
Bylaw 5: Board of Directors Members			
<p>5.1.4. An individual occupying any of the following positions shall not be eligible to concurrently hold the position of President, Vice-President, Director, or Alternate Director:</p> <ul style="list-style-type: none"> • Zone Chair/Vice-Chair; • Appointed representatives of the Alberta Catholic School Trustees' Association (Zone 7), the Public School Boards Association of Alberta (Zone 8), and the Fédération des conseils scolaires francophones de l'Alberta (Federation of Francophone School Authorities – Zone 9) who attend Board of Directors meetings as observers; or • The President or Vice-President of the Alberta Catholic School Trustees' Association (Zone 7), the Public School Boards Association of Alberta (Zone 8), and the Fédération des conseils scolaires francophones de l'Alberta (Federation of Francophone School Authorities – Zone 9). 		<p>5.1.4. An individual occupying any of the following positions shall not be eligible to concurrently hold the position of President, Vice-President, Director, or Alternate Director:</p> <ul style="list-style-type: none"> • Zone Chair/Vice-Chair; • Appointed representatives of the Alberta Catholic School Trustees' Association (Zone 7), the Public School Boards Association of Alberta (Zone 8), and the Fédération des conseils scolaires francophones de l'Alberta (Federation of Francophone School Authorities – Zone 9), and the Rural Caucus of Alberta School Boards (Zone 10) who attend Board of Directors meetings as observers; or • The President or Vice-President of the Alberta Catholic School Trustees' Association (Zone 7), the Public School Boards Association of Alberta (Zone 8), and the Fédération des conseils scolaires francophones de l'Alberta (Federation of Francophone School Authorities – Zone 9), and the Rural Caucus of Alberta School Boards (Zone 10). 	

DATE: May 28, 2019

TO: Board of Trustees

FROM: Darrel Roberson, Superintendent of Schools

SUBJECT: Bereavement

ORIGINATOR: Angela Anderson, Chief Human Resources Officer, Human Resources

**RESOURCE
STAFF:** Cindy Maksymuik

REFERENCE: AEBC.AR Acknowledging Student, Staff and Trustee Deaths and Bereavements

Mr. Kenneth (Ken) Rose passed away on April 15, 2019, at the age of 58 years. Mr. Rose was hired to the District in October 1989 and spent his 29-year career working as an accountant in Finance. Mr. Rose was on a leave of absence prior to his passing. He is survived by his daughter, Ashley. A celebration of Ken's life was held on May 5, 2019.