



AGENDA

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

Via Zoom

Board Meeting #20

Tuesday, September 7, 2021

2:00 p.m.

- A. Roll Call
- B. Approval of the Agenda
- C. Communications from the Board Chair
- D. Communications from the Superintendent of Schools
- E. Minutes:
 - 1. DRAFT – Board Meeting #18 – June 22, 2021
 - 2. DRAFT – Special Board Meeting #19 – August 13, 2021
- F. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by noon on Friday, September 3, 2021, to register under this item.)
- G. Reports:
 - 3. Actions Taken Under the Delegation of Authority – 2021 Summer Recess (Information)
 - 4. Board Policy CHA.BP Board Delegation of Authority (Recommendation)
 - 5. Board Policy HG.BP Student Behaviour and Conduct (Recommendation)
 - 6. Motion re: Renaming Prince Charles School (Recommendation)
 - 7. Motion re: Formation of a Committee for Division-wide Review of all Edmonton Public School Names (Recommendation)
 - 8. Motion re: First School Built in New Community
(NO ENCLOSURE)
 - 9. Strategic Plan Update: Governance and Engagement (Information)
 - 10. Update on *Joint Use Agreement* Negotiations with the City of Edmonton (Information)
 - 11. Information Regarding Plebiscite/Referendum Questions (Information – Response to Request for Information #105)
 - 12. 2020-2021 Board Self-Evaluation Summary (Information)

BOARD OF TRUSTEES

Trisha Estabrooks
Board Chair

Nathan Ip
Board Vice-Chair

Sherry Adams
Michelle Draper
Shelagh Dunn
Ken Gibson
Michael Janz
Bridget Stirling

13. 2020-2021 Superintendent of Schools' Evaluation Summary
(Information)
14. Delegation of Authority – 2021 Municipal Election
(Recommendation)

H. Other Committee, Board Representative and Trustee Reports

I. Trustee and Board Requests for Information

J. Notices of Motion

K. Meeting Dates

L. Adjournment

MINUTE BOOK**Board Meeting #18**

Minutes of the Board Meeting of the Board of Trustees of Edmonton School Division of the Province of Alberta held via Zoom on Tuesday, June 22, 2021, at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Shelagh Dunn
Michelle Draper

Trisha Estabrooks
Ken Gibson
Nathan Ip

Michael Janz
Bridget Stirling

Officials

Angela Anderson
Todd Burnstad
Grace Cooke
Ron McNeil

Karen Mills
Leona Morrison
Kathy Muhlethaler
Kent Pharis

Nancy Petersen
Darrel Robertson
Carrie Rosa
Liz Yule

Board Chair: Trisha Estabrooks

Recording Secretary: Shirley Juneau

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

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

The Superintendent advised that all Trustees were present.

B. Approval of the Agenda

MOVED BY Trustee Stirling:

**“That the agenda for the June 22, 2021, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

C. Recognitions

1. Michael A. Strembitsky Award of Excellence:

The Board Chair announced the following students as recipients of the Michael A. Strembitsky Award of Excellence:

- Gold Medal – Johanna Lau, M.E. LaZerte

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- Silver Medal – Eric Au, Ross Sheppard
- Bronze Medal – Penny Gullion, Victoria School

2. School Name Honouree:

The Board Chair announced that the name of the new K-9 school in Keswick will be Joey Moss School.

D. Communications from the Board Chair

The Board Chair reported that the Alberta School Boards Association (ASBA) hosted the Honouring Spirit: Indigenous Student Awards on June 21, 2021, to celebrate exceptional First Nations, Métis and Inuit students nominated by members of their education communities. On behalf of the Board of Trustees, the Board Chair congratulated Honourable Mention recipients Gladys Bull, Grade 12 student at M.E. LaZerte and Shaylee Rose, Grade 12 student at Eastglen High. She said that the Board is pleased to celebrate their accomplishments and commitment to their culture that they've demonstrated, particularly through the ups and downs over this past year.

The Board Chair congratulated parent Tammy Farkes from Crawford Plains Elementary School Council on receiving the Alberta School Council Association's Parent of Distinction Award. She explained that Tammy has been a very active member of the school council and the school's Parents and Teachers Together group since 2016. Tammy has also served as vice-chair, secretary, ASCA rep, fundraising co-chair, events co-chair and casino volunteer over the years. Tammy chairs the Crawford Plains Playground Redevelopment Committee and led the initiative to refurbish the school's basketball courts. In addition to this, Tammy regularly volunteers in classrooms, at school events and field trips, and organizes cultural events and special celebrations.

The Board Chair thanked Cassi Desrosiers for nominating Tammy. The Board Chair shared that Tammy will be moving on from Crawford Plains Elementary School this year, when her youngest completes Grade 6, and said she knows that Tammy will be missed.

The Board Chair stated that recent media reports on forthcoming changes by the Ministry of Education to the Standards for Special Education are concerning. She advised that school boards have not been consulted on the proposed changes and staff within the Division who could certainly help inform discussion on these Standards have not been consulted in a meaningful way. The Board Chair explained that a fundamental role of school boards is that they are consulted on changes that affect the education of the students and families they serve and that they can't help share the voice of parents on an issue as critical as the education and support of their children if they aren't included in the discussions.

The Board Chair thanked the Edmonton Public Schools Foundation Board of Directors for their meeting with the Trustees last week. She said that both Boards have a shared vision of supporting students in the Division. The Board Chair thanked Trustee Draper for her representation on the Foundation Board this past year.

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The Board Chair thanked staff, students and parents in the Division who worked together during what has been a challenging year. She said that the June 22, 2021, Board meeting is the final one of this school year and she thanked those who worked behind the scenes to make the virtual meetings happen as smoothly as they do. The Board Chair stated that this year tested all of us, it has been exhausting and at times frustrating. There have also been amazing moments of gratitude, of resilience, and of school communities coming together to support each other. She said now it is time for a break and time to reflect, rest and rejuvenate. On behalf of the Board, she wished all staff, students and parents a good summer break.

E. Communications from the Superintendent of Schools

The Superintendent said that this is the time of year when most scholarships are awarded and it highlights the great achievements of students in the Division. He congratulated the scholarship recipients and said that it is great to see their hard work acknowledged in this way. The Superintendent also thanked the many individuals and groups who sponsor student awards. He explained the funds often open doors to new worlds for students and allow them to give more focus to their studies.

The Superintendent acknowledged that the 2021-2022 school has been like no other. He said he is grateful to students, staff and families that navigated lots of change and for their continued focus on learning.

The Superintendent thanked the Board of Trustees for their support and advocacy.

The Superintendent wished staff, students and families a healthy and relaxing summer break.

F. Minutes

3. Board Meeting #17 – June 8, 2021

MOVED BY Vice-Chair Ip:

**“That the minutes of Board Meeting #17 held June 8, 2021, be approved as printed.”
(UNANIMOUSLY CARRIED)**

G. Comments from the Public and Staff Group Representatives

There was one registered speaker that addressed the Ministry of Education’s potential changes to the Standards for Special Education.

H. Reports

4. Report #25 of the Caucus Committee (from the meeting held October 20, 2020)

MINUTE BOOK

Information was provided regarding actions taken at the October 20, 2020, Caucus Committee meeting.

5. Next Steps for the Evaluation Framework

MOVED BY Trustee Draper:

“That Administration present the Strategic Evaluation Framework to the incoming Board for their consideration before December 15, 2021.”

(UNANIMOUSLY CARRIED)

6. Board Policy HG.BP Student Behaviour and Conduct

MOVED BY Trustee Stirling:

“1. That Board Policy HG.BP Student Behaviour and Conduct be introduced.”

(UNANIMOUSLY CARRIED)

“2. That Board Policy HG.BP Student Behaviour and Conduct be read for the first time and approved for further stakeholder feedback.”

(UNANIMOUSLY CARRIED)

7. First, Second, Third and Final Reading of Board Policy IAB.BP Comments, Delegations and Presentations at Board Meetings by Public and Staff Representatives

MOVED BY Trustee Stirling:

“That Board Policy IAB.BP Comments, Delegations and Presentations at Board Meetings by Public and Staff Representatives be read for the first, second, third and final time.”

(UNANIMOUSLY CARRIED)

8. First, Second, Third and Final Reading of Board Policy FGB.BP Evaluation of Superintendent of Schools

MOVED BY Trustee Stirling:

“That Board Policy FGB.BP Evaluation of Superintendent of Schools be read for the first, second, third and final time.”

(UNANIMOUSLY CARRIED)

9. Second, third and final reading of Board Policy HAAB.BP Anti-racism and Equity (replaces GGAB.BP Multicultural Education)

MOVED BY Trustee Stirling:

“That Board Policy HAAB.BP Anti-racism and Equity be read for a second, third and final time.”

(UNANIMOUSLY CARRIED)

There was a short break in the meeting.

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10. Motions re Edmonton Council for Early Learning and Care

MOVED BY Trustee Draper:

- "1. That the Board of Trustees provides a letter of support to endorse the Edmonton Council for Early Learning and Care's "Recommended Actions for the City of Edmonton."**

(UNANIMOUSLY CARRIED)

- "2. That the Board of Trustees direct Administration to collaborate with the Edmonton Council for Early Learning and Care and explore the feasibility of implementation of the "Recommended Actions for Education."**

(UNANIMOUSLY CARRIED)

Trustee Dunn requested that recommended actions Items 4 and 5 for the City of Edmonton be incorporated into the Advocacy Committee workplan as next steps.

11. Motion re Referendum Questions – 2021 Municipal Election Ballot

Trustee Janz stated that following consultation with his colleagues, Administration, internal and external legal counsel, he decided to withdraw his motion: Referendum Questions - 2021 Municipal Election Ballot.

12. 2021-2022 School Year Calendar

MOVED BY Trustee Gibson:

- "That the amended 2021-22 Division Calendar be approved."**

(UNANIMOUSLY CARRIED)

13. Strategic Plan Update – First Nations Métis and Inuit

The Board of Trustees was provided an update on the Division's efforts in support of First Nations, Métis and Inuit education and the academic progress of students who self-identify as First Nations, Métis or Inuit.

There was a short break in the meeting.

14. COVID-19 Impact on the Division from May 26 to June 8, 2021

An update was provided on the COVID-19 impact on the Division from May 26 to June 8, 2021.

15. Implementation Strategy and Costs for the Division to Provide Free Menstrual Products (Response to Request for Information #103)

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Information was provided that Administration is working with the United Way to pilot access to barrier-free menstrual products in a group of schools from the Division's High Social Vulnerability list for the 2021-2022 school year.

16. **School Playgrounds on Edmonton Public Schools Land**
(Response to Request for Information #104)

Information was provided regarding the construction, maintenance, and eventual replacement of school playgrounds on Edmonton Public Schools land.

17. **Bereavement**

The Vice-Chair reported on the passing of Mrs. Audrey Letourneau.

I. **Other Committee, Board Representative and Trustee Reports**

Trustee Ip reported that he had the opportunity to speak at various events in May and June on the issues of equity and inclusion.

On June 10, 2021, Trustee Ip was one of several panellists in the education stream at the National Forum for Anti-Asian Racism convened by the University of British Columbia President Dr. Santa Ono. On June 10–11, 2021, a constellation of community organizers, scholars, and public intellectuals, along with key figures in government, health care, media, journalism, the corporate world, and the not-for-profit sector gathered to engage in frank discussions about anti-Asian racism in Canada with the aim of articulating bold and concrete recommendations for action.

On June 11, 2021, Trustee Ip joined panellists Dania Nur, Lloyd Cardinal and Irfan Chaudhry for a community roundtable discussion about ending racial and religious violence in Edmonton. The community roundtable was hosted by mayoral candidate and former federal cabinet minister Amarjeet Sohi.

As part of Asian Heritage Month, Trustee Ip, along with community organizer Keren Tang, co-moderated a panel discussion about courage and resilience in the Asian-Canadian community. Panellists included author Marty Chan, psychologist Dr. Gina Wong, community activist Marco Luciano and former federal minister Amarjeet Sohi. The event was organized by the Chinese community and supported by the Edmonton Heritage Council.

On June 17, 2021, Trustee Ip and Trustee Adams co-hosted a workshop for parents and families on the topic of understanding childhood anxiety. The workshop was delivered by Dr. Jo Ann Unger of KIDTHINK.

Trustee Ip announced that he intends to seek re-election in Ward H.

MINUTE BOOK

J. Trustee and Board Requests for Information

Trustee Janz requested that Administration provide an outline of the Board's ability to put forward questions for a plebiscite or referendum, at a general election period or another time. For background or context, he requested the following information:

1. What is the ability to put forward a question?
2. What is the scope or jurisdiction of the questions? We don't decide curriculum for instance, but we certainly contribute to it, decide to pilot it, and advocate to rewrite it or not.
3. What is the ability of City Council to ask a question and could they put forward a question on behalf of the Board? And would it have to pertain to their jurisdiction explicitly?
4. What are the deadlines?

Trustee Gibson, Chair of the Governance and Evaluation Committee is interested in ensuring lessons learned are part of the orientation of the new Board. For the past several years Trustee Stirling, Chair of Policy Review Committee has done an outstanding job explaining at successive Board meetings the values and thinking process in the development and revisions of many significant policies. Trustee Gibson requested that Administration examine the feasibility of adding to the Board Intranet Site (BIS) video clips of Trustee Stirling's presentations to Board of these various policies.

K. Notices of Motion

MOVED BY Trustee Draper:

**"1. That the Board of Trustees grant waiver of notice of motion to consider her motion regarding the Standards for Special Education at the June 22, 2021, Board meeting."
(UNANIMOUSLY CARRIED)**

**"2. The Board of Trustees advocates to the Minister of Education to engage parents, caregivers, students and stakeholders in the revision of the Standards for Special Education and that any changes made reflect what was heard during a meaningful consultation process."
(UNANIMOUSLY CARRIED)**

MOVED BY Trustee Dunn:

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

MINUTE BOOK**MOVED BY Board Chair Estabrooks:**

“Given that Edmonton Public Schools has 215 schools and that school names are a chance to teach students about their community's history and leaders; and given that few schools are named after Indigenous, Black or People of Colour individuals; and given that some school names are named after people with a racist legacy; and given that EA.BP Infrastructure Planning Principles, of which naming of schools is mentioned, is up for review in 2022 that a special committee made up of students, parents, staff, community members, Trustees (two) and individuals involved in anti-racism work be formed to propose amendments to the school naming policy and provide a proposal for a Division-wide review of all Edmonton Public Schools names. This report will help inform the renaming policy for Edmonton Public Schools.”

L. **Next Board Meeting:** Tuesday, September 7, 2021, at 2:00 p.m.

M. **Adjournment:** 5:50 p.m.

The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

MINUTE BOOK**Special Board Meeting #19**

Minutes of the Special Board Meeting of the Board of Trustees of Edmonton School Division of the Province of Alberta held via Zoom on Friday, August 13, 2021, at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Shelagh Dunn
Trisha Estabrooks

Ken Gibson
Nathan Ip
Michael Janz

Bridget Stirling

Officials

Angela Anderson
Todd Burnstad
Grace Cooke
Ron McNeil

Karen Mills
Leona Morrison
Kathy Muhlethaler
Kent Pharis

Nancy Petersen
Darrel Robertson
Carrie Rosa
Liz Yule

Board Chair: Trisha Estabrooks

Recording Secretary: Shirley Juneau

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

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

The Superintendent advised that Trustee Draper was absent. All other Trustees were present.

B. Approval of the Agenda

MOVED BY Vice-Chair Ip:

“That the agenda for the August 13, 2021, Special Board meeting be approved as printed.”

(UNANIMOUSLY CARRIED)

Trustees Adam and Janz were not present for the vote.

C. Reports

1. Discussion regarding seeking legal advice on COVID-19 mitigation measures
(In Camera)

MINUTE BOOK

MOVED BY Trustee Dunn:

“That the Board of Trustees move to an in camera discussion regarding seeking legal advice on COVID-19 mitigation measures.”

(UNANIMOUSLY CARRIED)

Trustee Janz was not present for the vote.

MOVED BY Trustee Dunn:

“That the Board of Trustees move out of the in camera discussion regarding seeking legal advice on COVID-19 mitigation measures.”

(UNANIMOUSLY CARRIED)

The Trustees reverted to the open meeting at 3:05 p.m.

2. Discussion of proposed Board advocacy position on COVID-19 mitigation measures

MOVED BY Trustee Dunn:

“1. That the Board of Trustees grant waiver of notice of motion to consider my proposed motion at this meeting.”

(UNANIMOUSLY CARRIED)

“2. Given that we are still in a pandemic and that children under the age of 12 cannot be vaccinated, the Board of Trustees takes the position that testing, contact tracing, self-isolation, mandatory masking, cohorts and screening for COVID-19 are critical measures that help keep staff and students as safe as possible.”

IN FAVOUR: Trustees Dunn, Estabrooks, Gibson, Ip, Janz and Stirling

OPPOSED: Trustee Adams

(CARRIED)

D. Adjournment: 4:10 p.m.

The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: September 7, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Actions Taken Under Delegation of Authority – 2021 Summer Recess

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

REFERENCE: [Board Policy CHA.BP – Board Delegation of Authority](#)
[Board Policy EA.BP – Infrastructure Planning Principles](#)
[Education Act – Section 52\(1\)](#)
[June 22, 2021, Board Report – Delegation of Authority – 2021 Summer Recess](#)

ISSUE

The Superintendent reports to the Board on any decisions he made under the Delegation of Authority during the summer recess on matters that would normally be brought to the Board.

BACKGROUND

The Board passed the following motion at the June 22, 2021, Board meeting:

1. That in accordance with Section 3 of the *Education Act* Board Procedure Regulation, any special Board meetings during the 2020 summer recess be at the call of the Board Chair or, in her absence, the Board Vice-Chair.
2. That, in accordance with Section 52(1) of the *Education Act*, effective June 22, 2021, delegation of authority to the Superintendent of Schools to make decisions during the 2021 summer recess on behalf of the Board be approved.
3. That a report of all such decisions be brought to the first public board meeting in the fall of 2020.

CURRENT SITUATION

The Board Chair called a special Board meeting for August 13, 2021, to facilitate a Board discussion of a proposed advocacy position on COVID-19 mitigation measures for school re-entry.

The Superintendent reports that he took no actions on behalf of the Board.

KM:sj

DATE: September 7, 2021

TO: Board of Trustees

FROM: Trustee Sherry Adams, Policy Review Committee
Trustee Michael Janz, Policy Review Committee
Trustee Bridget Stirling, Chair, Policy Review Committee

SUBJECT: Board Policy CHA.BP Board Delegation of Authority

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE STAFF: Kelsey Duebel, Rachel Foley, Nancy Petersen

REFERENCE: [Board Policy CH.BP – Framework for Policy Development and Review](#)

ISSUE

The Policy Review Committee is presenting Board Policy CHA.BP Board Delegation of Authority to the Board of Trustees (the Board) for first, second, third and final readings at the September 7, 2021, public Board meeting.

BACKGROUND

The Policy Review Committee (PRC) reviewed Board Policy CHA.BP Board Delegation of Authority as part of their 2020-2021 work plan. Changes were made to ensure alignment with the *Education Act* and reflect current practices.

RELATED FACTS

The revisions are related to delegation of authority between the Board and the Superintendent and, as the policy pertains to Board functioning, do not require public engagement. The following changes have been made to the policy:

- Updated references to legislation to ensure alignment with the *Education Act*.
- Clarification that the Board reserves to itself the authority to make decisions regarding contracts or agreements that have the potential for political sensitivity, harm or impact to the Division's reputation. This authority applies to contracts or agreements with partnerships or funding outside of typical operations or procurement processes that include, but are not limited to:
 - International funding sources, governments or organizations.
 - Other orders of government within Canada.
 - Policing, security or paramilitary organizations.
- Requirement for Board approval of new unanticipated expenditures that exceed \$1,200,000 and that have not been accounted for in the current annual budget.

RECOMMENDATIONS

That Board Policy CHA.BP Board Delegation of Authority be read for the first, second, third and final time and be approved.

OPTIONS:

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

1. Approve the first, second, third and final readings of Board Policy CHA.BP Board Delegation of Authority.
2. Decline to approve Board Policy CHA.BP Board Delegation of Authority for first, second and third readings and provide feedback to the Policy Review Committee.

NEXT STEPS

Upon approval, Board Policy CHA.BP Board Delegation of Authority will be posted to the Division website.

ATTACHMENTS and APPENDICES

ATTACHMENT I Board Policy CHA.BP Board Delegation of Authority

BS:rf

CODE: CHA.BP**EFFECTIVE DATE:** (22-05-2007)**TOPIC:** Board Delegation of Authority**ISSUE DATE:** (24-05-2007)**REVIEW YEAR:** (2014)

POLICY

1. In accordance with Section 52(1) of the *Education Act*, the Board authorizes the Superintendent of Schools to do any act or thing or exercise any power that the Board may or is required to do or exercise, except those matters which, in accordance with Section 52(4) of the *Education Act*, cannot be delegated.
2. Notwithstanding the above, the Board reserves to itself the authority to make decisions regarding contracts or agreements that have the potential for political sensitivity, harm or impact to the Division's reputation. This authority applies to contracts or agreements with partnerships or funding outside of typical operations or procurement processes that include, but are not limited to:
 - a. International funding sources, governments or organizations.
 - b. Other orders of government within Canada.
 - c. Policing, security or paramilitary organizations.
3. The Board reserves to itself the authority to make decisions regarding new unanticipated expenditures that exceed \$1,200,000 and have not been accounted for in the current annual budget.
4. In accordance with Section 52(5)(a) of the *Education Act*, the Board delegates authority to the Superintendent of Schools to suspend the services of a teacher under Sections 213(1) and (2) of the *Education Act*.
5. In accordance with Section 52(5)(b) of the *Education Act*, the Board delegates authority to the Superintendent of Schools to terminate the services of a teacher.
6. A decision of the Superintendent of Schools to suspend or terminate the services of a teacher is not appealable to the Board.
7. Pursuant to Section 95 of the *Freedom of Information and Protection of Privacy Act*, the Board designates the Superintendent as head of the Division for the purposes of the *Freedom of Information and Protection of Privacy Act*.
8. Notwithstanding the above, the Board also reserves to itself the authority to make decisions on specific matters requiring Board approval in accordance with Board policies.

REFERENCES

CH.BP Framework for Policy Development and Review
 FGB.BP Evaluation of Superintendent of Schools
Education Act Sections 52, 62, 213, 215
Freedom of Information and Protection of Privacy Act

DATE: September 7, 2021

TO: Board of Trustees

FROM: Trustee Sherry Adams, Policy Review Committee
Trustee Michael Janz, Policy Review Committee
Trustee Bridget Stirling, Chair, Policy Review Committee

SUBJECT: Board Policy HG.BP Student Behaviour and Conduct

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE STAFF: Kelsey Duebel, Rachel Foley, Gail Haydey, Nancy Petersen

REFERENCE: [Board Policy CH.BP – Framework for Policy Development and Review](#)

ISSUE

The Policy Review Committee has conducted its annual review of Board Policy HG.BP Student Behaviour and Conduct and is presenting the updated policy to the Board of Trustees at public Board for second, third and final reading.

BACKGROUND

Section 33 of the *Education Act* requires boards to establish, implement and maintain a policy and code of conduct respecting the Board's obligation to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behavior. An annual review of the code of conduct is required.

RELATED FACTS

- On June 22, 2021, the Board of Trustees approved the first reading of the Board Policy HG.BP Student Behaviour and Conduct and directed stakeholder engagement through a public online survey to inform the final draft of the policy.
- The Board's annual review resulted in proposed changes to the policy related to anti-racism, restorative practices and online environments. These changes include:
 - Addition of anti-racism language and the commitment to anti-racist learning and working environments.
 - A definition of anti-racism, in alignment with the Anti-racism and Equity policy.
 - Inclusion of racism and discrimination as unacceptable behaviours.
 - Specification that respecting diversity includes the expectation to refrain from demonstrating any form of bullying, harassment, threats, intimidation or discrimination.
 - New wording in the Purpose section to affirm the Board's commitment to proactive, supportive and responsive discipline that includes, where appropriate, analysis, restorative practices and consequences.
 - A definition of restorative practice.

- Recognition throughout the policy that responsive discipline involves a continuum of restorative responses and interventions, not just consequences, following misconduct or behaviour issues.
- Clarifying that student behaviour and conduct expectations apply to both in-person and online environments.
- The draft updated policy was made available for public feedback through an online survey posted to the Edmonton Public Schools website from June 24 to August 6, 2021. There were 604 survey respondents, with 401 respondents completing the survey.
- Overall agreement with the changes was high:
 - 93 per cent of respondents agreed that changes reflected the importance of anti-racism in providing a welcoming, caring, respectful and safe environment.
 - 93 per cent of respondents agreed that the changes reflected the importance of restorative practices in providing a welcoming, caring, respectful and safe environment.
 - 92 per cent of respondents agreed that the changes reflected the importance of recognizing online environments as relevant to providing a welcoming, caring, respectful and safe environment.
- Additional changes that have been made as a result of public feedback include:
 - Addition of the definitions of anti-racism and discrimination. Definitions align with the recently approved Board Policy HAAB.BP Anti-racism and Equity.
 - Clarifying that restorative practices would be used where appropriate and agreed upon by impacted students as engaging in restorative practices may cause retraumatization for the impacted student.

This work by the Board of Trustees supports the following areas of the 2018-2022 District Strategic Plan:

- Priority 1 Goal 2: Success for every student.
- Priority 2: Provide welcoming, high quality learning and working environments.
- Priority 2 Goal 1: Our learning and working environments are welcoming, inclusive, safe and healthy.

RECOMMENDATIONS

1. That Board Policy HG.BP Student Behaviour and Conduct be read for a second time.
2. That Board Policy HG.BP Student Behaviour and Conduct be read for a third, and final time and be approved.

OPTIONS

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

1. Support the recommendation to approve Board Policy HG.BP Student Behaviour and Conduct.
2. Complete the second reading of the policy and direct the Policy Review Committee to adopt revisions to the policy and engage further with stakeholders prior to third reading.

CONSIDERATIONS and ANALYSIS

To ensure compliance with the *Education Act*, Board Policy HG.BP Student Behaviour and Conduct is required to undergo a review every year.

The Policy Review Committee's annual work plan reflects this annual review. Approval to move forward with this draft of the policy will support achievement of this requirement.

NEXT STEPS

Once approved, Board Policy HG.BP Student Behaviour and Conduct will be posted to the Division's public website and the update will be communicated to staff. The updated policy will be incorporated in school Student Rights and Responsibilities documents.

ATTACHMENTS and APPENDICES

ATTACHMENT I Board Policy HG.BP Student Behaviour and Conduct

BS:kd

CODE: HG.BP**EFFECTIVE DATE:** (07-09-2021)**TOPIC:** Student Behaviour and Conduct**ISSUE DATE:** (29-04-2020)**REVIEW YEAR:** (2028)

PURPOSE

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a welcoming, caring, respectful and safe learning and working environment that respects diversity, commits to anti-racism and fosters a sense of belonging throughout the Division.

To establish and maintain an appropriate balance between individual and collective rights, freedom, and responsibilities in the school community.

To establish expectations for student behaviour and conduct and responses to unacceptable behaviour in accordance with the Alberta *Education Act*.

To affirm the Board's commitment to proactive, supportive and responsive discipline that includes, where appropriate, analysis, restorative practices and consequences.

DEFINITIONS

Definitions for the following terms and for terminology for all other policies related to Board Policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments are also found in a Glossary of Terms (linked in References).

- **Academic integrity** is honest and responsible academic behaviour. Students are expected to submit original work, acknowledge sources and conduct themselves ethically in the completion of assessments and examinations.
- **Anti-racism** is the proactive and consistent process of identifying, challenging, preventing and eliminating racism. It uses direct action to acknowledge where privilege exists, raise awareness, advocate for change and challenge beliefs (such as prejudice, bias and stereotypes) at the personal and institutional level to create and implement action to fight racism for individuals and within an organization, workforce or group.
- **Bullying** is defined in the *Education Act* as "repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation."
- **Conflict** occurs when there is a breakdown in relationships between individuals that results from a disagreement or misunderstanding. While conflicts may require adult intervention, they are considered to be a natural part of how students learn to navigate relationships.
- **Discrimination** is negative differential treatment of a person or group on the basis of race, religious beliefs, ethnicity, language, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, gender identity and/or gender expression or sexual orientation.

- **Racism** includes conscious and unconscious discriminatory or derogatory attitudes, microaggressions, comments or actions directed at marginalized groups relative to race or culture. It is based on assumptions, perceptions, social constructs, lack of knowledge or personal beliefs of superiority. Racism occurs in the context of a power and privilege imbalance and can be experienced at the individual, institutional or systemic level.
- **Restorative practice** is an approach that brings together those who have caused harm and those who have been harmed to openly resolve the issue. Restorative practice can range in formality; however, it always involves an agreed upon action to repair harm and mend relationships.

POLICY

The Board is committed to ensuring that each student is provided with a welcoming, caring, respectful and safe learning environment that supports high quality learning, respects diversity and fosters a sense of belonging and a positive sense of self. Students are expected to learn, practice and demonstrate positive personal and interpersonal character traits that contribute to the development of positive learning environments, including both in-person and online.

The Board acknowledges the importance of responsive discipline which involves a continuum of interventions that aim to build a sense of community in schools, facilitate healthy relationships, support behavioural changes, repair harm and hold students accountable.

This policy affirms the rights, as provided for in the *Canadian Charter of Rights and Freedoms*, the *Alberta Human Rights Act* and the *Alberta Education Act*, of each student enrolled in a school operated by the Board. Students enrolled in a school operated by the Board will not be discriminated against as provided for in the *Alberta Human Rights Act* or the *Canadian Charter of Rights and Freedoms*.

EXPECTATIONS

A. STUDENT RIGHTS AND RESPONSIBILITIES

1. Students have the right to be treated with dignity, respect and fairness by other students and staff.
2. Students are expected to respect diversity and refrain from demonstrating any form of bullying, harassment, threats, intimidation or discrimination on the basis of race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation.
3. Students and parents/guardians will be informed of the Board's and school's expectations for student behaviour and conduct.

B. STUDENT BEHAVIOUR AND CONDUCT

1. The Board expects that students behave in accordance with Section 31 of the *Education Act*. Section 31 states that a student, as a partner in education, has the responsibility to:
 - a. Be ready to learn, actively engage in and diligently pursue the student's education.

- b. Attend school regularly and punctually.
- c. Co-operate with everyone authorized by the Board to provide education programs and other services.
- d. Comply with the rules of the school and the policies of the Board.
- e. Be accountable to the student's teachers and other school staff for the student's conduct.
- f. Respect the rights of others in the school.
- g. Ensure the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- h. Refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means.
- i. Positively contribute to the student's school and community.

2. Furthermore, students are expected to:

- a. Resolve conflict or seek assistance to resolve conflict in a respectful, peaceful, safe and non-threatening manner that is conducive to learning and growth. Strategies for addressing conflict between students may include counselling, mediation or forms of restorative practice.
- b. Use school and personal technology appropriately and ethically.
- c. Ensure that they conduct themselves with academic integrity and refrain from and report all incidents of academic misconduct including, but not limited to, cheating and plagiarizing.

C. UNACCEPTABLE BEHAVIOUR

- 1. Students are accountable for their behaviour whether or not it occurs within the school building, on school property, during the school day or by electronic means. When behaviour that occurs off school property or outside of regular school hours threatens the safety or well-being of individuals within the school community or disrupts the learning environment, school administrators may apply consequences for the behaviour.
- 2. Examples of unacceptable behaviour include but are not limited to:
 - a. Behaviours that interfere with the learning of others and/or the school environment.
 - b. Behaviours that create unsafe conditions.
 - c. Acts of bullying, discrimination, racism, harassment, threats or intimidation whether it be in-person, indirectly or by electronic means.
 - d. Physical violence.
 - e. Retribution against any person who has intervened to prevent or report bullying or any other incident or safety concern.
 - f. Possession, use or distribution of substances restricted by federal, provincial, municipal, Division or school authorities.
 - g. Any illegal activity such as:
 - i. Possession, use or distribution of illegal substances.
 - ii. Possession of a weapon or use of a weapon (or replica) to threaten, intimidate or harm others.

- iii. Possession, use, display or distribution of offensive messages, videos or images.
- iv. Theft or possession of stolen property.
- h. Any breach of rules and expectations established by Division administrative regulations or a school-based code of conduct.
- i. Failure to comply with Section 31 of the *Education Act*.

D. RESPONSES AND CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

1. Unacceptable behaviour may be grounds for disciplinary action. Responsive discipline provides the student with an opportunity for critical learning and reflection in the areas of personal accountability and responsibility, the development of empathy, as well as communication, conflict resolution and social skills development.
2. Responses to unacceptable behaviour must take into account the student's age, maturity, individual circumstances and frequency of misconduct. The specific circumstances of the situation and of the student must be taken into account when determining appropriate responses to unacceptable behaviour.
3. When a student engages in unacceptable behaviour, responses, interventions and consequences may include, but are not limited to:
 - a. Temporary assignment of a student to an alternate supervised area within the school.
 - b. Temporary assignment of a student to an alternate learning location.
 - c. Short term removal of privileges.
 - d. Interventions such as positive behaviour supports, contracts and counselling.
 - e. Restorative practices, where appropriate and agreed upon by impacted students.
 - f. Replacement or restitution for loss of or damage to property.
 - g. In-school or out-of-school suspension.
 - h. Referral to the Attendance Board.
 - i. Recommendation for expulsion.
4. Responses to unacceptable behaviour include support for students impacted by unacceptable behaviour as well as students who engage in unacceptable behaviour.

ACCOUNTABILITY

The Superintendent of Schools will be responsible for implementing this policy through appropriate regulations and communication with Division stakeholders, including staff, students and parents/guardians. Furthermore, the Superintendent will provide the Board with information on implementation of the policy through the annual results review process and in the Alberta Education Results Report. This policy will be made publicly available, provided to all staff, students and parents/guardians, and will be reviewed annually.

The Division is governed by the *Freedom of Information and Protection of Privacy Act* (FOIP).

In alignment with Section 33(3) of the *Education Act*, the Board shall ensure the policy:

- Be made publicly available.
- Be reviewed every year.
- Be provided to all staff of the Board, students of the Board and parents/guardians of students of the Board.
- Be in accordance with any further requirements established by the Minister by order.

REFERENCES

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

AE.BP – Welcoming, Inclusive, Safe and Healthy Learning and Working Environments

AEBB.BP – Wellness of Students and Staff

DKB.AR – Appropriate Use of Division Technology

FA.BP – Human Resources Framework

FBCA.AR – Respectful Working Environments

FBEB.AR – Workplace Violence

HAA.BP - First Nations, Métis and Inuit Education

HAAB.BP - Anti-racism and Equity

HED.BP – Student Attendance

HF.BP – Safe, Caring and Respectful Learning Environments

HFA.BP – Sexual Orientation and Gender Identity

HG.AR – Student Behaviour and Conduct

HGD.BP – Student Suspension and Expulsion

Glossary of Terms

Alberta Human Rights Act

Canadian Charter of Rights and Freedoms

Freedom of Information and Protection of Privacy Act

Education Act 1(1)(d), 31, 33(1)(d), 33(2), 33(3), 35.1, 36, 37, 45-50

DATE: September 7, 2021

TO: Board of Trustees

FROM: Trustee Shelagh Dunn

SUBJECT: Motion re Renaming Prince Charles School

REFERENCE: [Trustees' Handbook – Section 5.2.2 – Notices of Motion](#)
[HAA.BP First Nations, Métis, and Inuit Education](#)

ISSUE

Trustee Dunn served notice of motion at the June 22, 2021, Board meeting.

BACKGROUND

Renaming the school

Many staff, family and community members have been writing the Board to request a change to the name of Prince Charles School to better reflect the students and teaching happening in the school. They have highlighted that:

- the large majority of students attending Prince Charles School are First Nations, Métis or Inuit and all attend the Awasis program, a Cree language program with First Nations, Métis and Inuit cultural teachings.
- The name of the school does not reflect the culture and history of the students who attend the school.
- The name of the school carries with it the history of colonization, and the history of colonization on this land has harmed First Nations, Métis and Inuit people through policies such as residential schools.

Many settlers are reckoning with the impact of colonization with recent confirmations of unmarked graves at the buildings across Canada which were called residential schools. As this number continues to grow, so does the awareness of the history of genocide in Canada, and so does the collective grief and trauma for survivors and their families.

The Truth and Reconciliation Commission of Canada: Calls to Action¹ include multiple calls for action in education and commitment to Indigenous languages. Through Board policy [HAA.BP First Nations, Métis, and Inuit Education](#), Edmonton Public Schools has also committed:

- To affirm the Board of Trustees' (the Board) responsibility in supporting First Nations, Métis, and Inuit students to thrive within a welcoming, inclusive, safe and healthy learning environment that is respectful of and responsive to students' life experiences.
- To support a Division culture that promotes truth and reconciliation through the acknowledgement of the impact of colonization and intergenerational loss of language, culture, identity and relationships on children, families and communities.
- To strengthen the learning and academic achievement of students through collaborative relationships with First Nations, Métis, and Inuit parents/guardians, grandparents and other family members, Elders, Knowledge Keepers and community members.

The staff, family and community members writing to us have called upon the Board of Trustees to honour these commitments and to honour the important work happening in the Awasis program.

The renaming process

Community conversations on school names in Edmonton Public Schools have highlighted the importance and power held by a name and the need for thoughtful, inclusive, and representative school names. If done in a good way, renaming conversations have the potential for connection, humility, and learning. While the Board of Trustees has the authority to name and rename schools, I believe that we need to consider how this authority should be used and who should lead and participate in conversations on school renaming.

If this motion should pass, it is important to center the voices of the students, families and staff of Prince Charles School and rely on the leadership and guidance of relevant Elders and Knowledge Keepers in the community.

RELATED FACTS

- Sherbrooke School opened in 1948 and was renamed Prince Charles School in 1953.² This name was also adopted by the community league who later petitioned to rename the community of North Inglewood to Prince Charles as well.³
- The Awasis Program was established in 1974.² The program “provides students with Cree Language instruction and cultural teachings and activities. Cree Language and cultural activities include: Cree Language curriculum of study, daily Cree prayer, seasonal Feasts, Pipe Ceremonies, Smudge, Awasis Day celebration, music study which integrates song and drumming, Traditional and Pow Wow dance, Métis jigging at guitar and fiddle, field trips to cultural sites, and the annual Aboriginal History Quiz.”⁴
- This spring, the Board of Trustees for Kootenay Lake School District in British Columbia voted unanimously to change the name of a school named Prince Charles School in the spirit of reconciliation.⁵

CONSIDERATION

Renaming Prince Charles School does not undo the enormity of harm caused by colonialism and the harm done in the name of schools on this land. Renaming Prince Charles School is not an action that will absolve the Board of the need to continue to commit to the work of reconciliation. It is, however, a small action that can be taken in relationship with this school, the students, families and staff who spend time there, and the Elders and Knowledge Keepers in our community. It is a small action in response to community and the Calls to Action of the Truth and Reconciliation Commission of Canada, one which can reflect and honour the Awasis language and culture program.

RECOMMENDATION

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

OPTIONS

1. Approve the recommendation.
2. Provide feedback and request changes to the recommendation for approval.

NEXT STEPS

Upon approval of this recommendation, Administration will inform the community of the decision to rename Prince Charles School and begin consultation with students, families and staff of the school, and relevant Elders and Knowledge Keepers in the community to inform the renaming process.

SD:km

¹Truth and Reconciliation Commission of Canada, United Nations, National Centre for Truth and Reconciliation, Truth and Reconciliation Commission of Canada (2015). *Truth & reconciliation: Calls to action*.

²Black, J. (1999) Prince Charles school celebrates 50th Year, *Alberta Sweetgrass*, 6(11).

<https://ammsa.com/publications/alberta-sweetgrass/prince-charles-school-celebrates-50th-year-0>

³ Prince Charles Community League (2019). *About us*. <https://www.princecharlescommunityleague.com/about>

⁴*Awasis program*. Prince Charles School. Retrieved August 26, 2021 from:

<https://princecharles.epsb.ca/programs/alternativeprograms/awasisprogram.html>

⁵Szeto, W. (2021, June 21). Kootenay school erases royal's name from its title as an act of reconciliation. *CBC News*.

<https://www.cbc.ca/news/canada/british-columbia/prince-charles-secondary-school-renaming-reconciliation-creston-valley-1.6074701>

DATE: September 7, 2021

TO: Board of Trustees

FROM: Board Chair Estabrooks

SUBJECT: Motion re Formation of a Committee for Division-wide Review of all Edmonton Public School Names

REFERENCE: [Trustees' Handbook – Section 5.2.2 – Notices of Motion](#)
[Motion re: New Board Policy for the Renaming of Schools](#)
[Motion re: Renaming of Dan Knott and Oliver Schools](#)
[EA.BP Infrastructure Planning Principles](#)
[EF. AR Naming of Schools](#)
[EFA.AR Public Recognition and Naming of Physical Spaces or Educational Programs](#)

ISSUE

Board Chair Estabrooks served notice of motion at the June 22, 2021, Board meeting.

BACKGROUND

Edmonton Public Schools is the second largest school division in Alberta. We serve more than 106,000 students, many of whom are Black, Indigenous or Students of Colour. The reality is that our school names do not reflect our Division's amazing diversity.

In 2017, the Board of Trustees passed a motion to research and create a policy setting out the conditions under which a school would be renamed and the process for doing so. The work on this was deferred to the Policy Committee, who, in conversation with the entire Board of Trustees, ultimately decided to not proceed with a renaming policy at that time.

Since then, calls from those we represent to rename specific schools in our Division have increased. There have been and continue to be significant and important societal shifts and wide-spread recognition that the names on many buildings, neighbourhoods, sports teams, mountains and universities are perpetuating racism and are no longer appropriate. In addition, our Board as well as our Administration have taken and will continue to take significant steps to become a more anti-racist school division. In September 2020, the Board of Trustees, after receiving a student-led petition, unanimously passed a motion to rename Dan Knott School. This motion also included renaming Oliver School.

While the motion to rename two schools in our Division was important, a more coordinated and comprehensive approach on renaming schools, one that works closely with community, is required.

A possible model for reviewing names may be the one being used by the [Toronto District School Board](#). The proposed motion includes forming a committee made up of students, parents, staff, community members, Trustees and individuals involved in anti-racism work. If this motion passes, the goal of the committee will be to make recommendations on how to conduct a Division-wide review of all EPSB school names as well as help inform a renaming policy for Edmonton Public Schools.

The renaming of schools is an important part of becoming a more anti-racist and equitable school division. Students must be able to see themselves reflected in the namesakes of our schools. And while considerable effort has been made in the past decade to name schools after Edmontonians who reflect our city's diversity, merely adding names to new schools is not sufficient. Rather, we must review the names of all of our schools to determine if they are consistent with the values of Edmonton Public Schools and in keeping with the recently passed [Anti-racism and Equity Board Policy](#), our commitment to the Truth and Reconciliation commission, our [Board policy on First Nations, Métis and Inuit Education](#) and our [Board statement on anti-Black racism and inclusion](#).

Naming a school after someone is the highest honour the Board of Trustees can bestow upon an individual. Let's ensure that the honour is still appropriate so that our students can walk through the doors of our schools feeling inspired, proud to be part of their school communities and feel a sense of belonging.

RELATED FACTS

- The Board began work on a renaming policy in 2017, but decided to discontinue the project.
- In September 2020, the Board of Trustees, after receiving a student-led petition, unanimously passed a motion to rename Dan Knott School. This motion also included renaming Oliver School.
- A more coordinated and comprehensive approach on renaming schools, one that works closely with community, is required.
- Creating a renaming policy is another step towards becoming a more anti-racist school division.

RECOMMENDATION

Given that:

- **Edmonton Public Schools has 212 schools and that school names are a chance to teach students about their community's history and leaders; and**
- **few schools are named after Indigenous, Black or People of Colour individuals; and**
- **some school names are named after people with a racist legacy; and**
- **EA.BP Infrastructure Planning Principles, of which naming of schools is mentioned, is up for review in 2022,**

Be it moved that:

A special committee made up of students, parents, staff, community members, two Trustees and individuals involved in anti-racism work be formed to propose a process for school renaming and a process for a Division-wide review of all Edmonton Public Schools.

OPTIONS

1. Approve the recommendation.
2. Provide feedback and request changes to the recommendation for approval.

NEXT STEPS

Pending approval of the recommendation, this motion should be forwarded to the Board of Trustees Policy Review Committee appointed on October 26, 2021, to oversee the selection of committee members and chart the path forward for amendments to the school naming policy and name review process. The committee's report will help inform the renaming policy for Edmonton Public Schools.

TE:km

DATE: September 7, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Plan Update: Governance and Engagement

ORIGINATOR: Nancy Petersen, Managing Director, Strategic Division Supports

RESOURCE STAFF: Clarice Anderson, Todd Burnstad, Karen Mills, Chris Wright

ISSUE

The purpose of this Strategic Plan Update Report is to provide a summary of the Board of Trustees' leadership and governance throughout their four-year term, which comes to an end this fall.

BACKGROUND

In 2018, Edmonton Public Schools formally reaffirmed the District Strategic Plan for the 2018-2022 term. The District Strategic Plan has three priority areas with supporting goals and outcomes. The plan provides common direction and alignment between the work of the Board of Trustees, the Superintendent of Schools and Division staff. The plan serves as the foundation for a Division culture of evidence-based decision making, assurance and accountability.

To demonstrate the Division's commitment to transparency and accountability, Strategic Plan Update reports were introduced in 2016–2017 as an extension of the Annual Education Results Report (AERR). The reports are intended to provide the Board of Trustees with detailed progress towards the goals and outcomes of our Strategic Plan.

CURRENT SITUATION

This Strategic Plan Update report highlights the work and governance of the Board which reflects the collaboration and commitment shared between the Board of Trustees, the Superintendent and senior leadership in its efforts to fulfill Priority 3 Goal 3 of the Strategic Plan, which states "the Division is committed to ongoing communication, participation and engagement that enhances public education".

KEY POINTS

This Strategic Plan Update Report provides the Board of Trustees with an overview of the Board's engaged and effective governance, knowing that sound governance is a key means to a thriving public education system and fostering success for every student.

ATTACHMENTS and APPENDICES

ATTACHMENT I Strategic Plan Update: Governance and Engagement

NP:mh

Strategic Plan Update:

Governance and Engagement

September 7, 2021

[epsb.ca](https://www.epsb.ca)

Introduction

The Edmonton Public Schools' Board of Trustees is committed to engaged and effective governance, knowing that sound governance is a key means to a thriving public education system and fostering success for every student.

The purpose of this report is to provide a summary of the Board of Trustees' leadership and governance throughout their four-year term, which comes to an end this fall. The [Division Strategic Plan](#) has served as clear direction for their work and all efforts have been grounded in the Division's Cornerstone Values of Accountability, Collaboration, Equity and Integrity.

The work and governance of the Board also reflects the collaboration and commitment shared between the Board of Trustees, the Superintendent and senior leadership.

Edmonton Public Schools Governance

The Government of Alberta uses the [Education Act](#) to delegate a portion of responsibility for education to locally elected school boards. At Edmonton Public Schools, the Board of Trustees have a representative for nine wards (geographic areas) across Edmonton. The Board appoints the Superintendent of Schools, who carries out duties assigned by the Board and laid out within provincial legislation. The Superintendent's oversight includes responsibility for all Division schools and school programs, programming for approximately 106,000 students, central supports and operations and a staff of over 9,400 full-time equivalents across the organization.

The Board of Trustees' leadership to the Division is carried out through:

1. *Fiduciary* obligations and legal responsibilities identified in common law and legislation including, but not limited to, the *Education Act* and its regulations.
2. *Generative* direction through engaging the community and increasing public education's profile as a community resource.
3. *Strategic* vision through setting future direction and long-term planning for the Division and making high-level decisions about resources, programs and services.

The Board operates using a policy governance model. As such, its leadership is brought to life through:

- The establishment of the Division's strategic direction through the development of a four-year Strategic Plan; this important work is carried out during the first year of a Board's term.
- The use of advocacy and engagement as a means to support communication between educational stakeholders and constituents, the Board of Trustees and levels of government.
- The development and review of policy.

In Edmonton Public Schools, the Board of Trustees establishes subcommittees to organize their work. These committees are set annually at the organizational Board meeting and each subcommittee brings their annual work plan to public Board for review and approval by the Board as a whole. Currently there are four standing committees:

- Audit Committee
- Governance and Evaluation Committee
- Advocacy Committee
- Policy Review Committee

The Board grants authority to its committees to undertake work at their direction with recommendations for Board action returning to the Board of Trustees for decision.

In its work over its term, the Board understood that including the voice of those affected by decisions is important. They also appreciated that a key responsibility for Trustees is to stay in touch with community stakeholders so that they understand, and reflect in their decision-making what all citizens value and want from their local public schools. Therefore, the Board worked to achieve its goals by collaborating, whether internally through its working relationship

with the Superintendent, students and families or with other educational partners across the province. These partners included provincial school board associations, the metro school Divisions, all three levels of government, agencies and community partners, advocacy groups, constituents and members of the broader community.

Engaging with stakeholders serves as a source of information or data and a meaningful way in which everyone can have a role in supporting student achievement and well-being. There are many ways the Board or administration are able to engage with stakeholders to hear their voice and perspective, these include, but are not limited to:

- School council meetings: Trustees share information and are able to directly hear families' questions, concerns and hopes for their children's education.
- Division Feedback Survey (DFS): Each year, administration conducts a survey for staff, students, family and community. Data from the survey provides meaningful information to inform decision making and helps support Division reporting. For the past two school years a survey unique to the circumstances related to learning during a pandemic was developed. This feedback helped to inform the Division's COVID School Plan for both the 2020-2021 and 2021 -2022 school years.
- Advisory committees: Advisory committees provide advice that helps the Division move forward in specific areas of work, such as the development of policy or the implementation of an initiative. Examples of Division advisory committees include:
 - Inclusive Education Parent and Community Advisory Committee
 - First Nations, Métis and Inuit External Advisory Council
 - Multicultural Education Policy Review Advisory Committee
 - Anti-racism and Equity Advisory Committee
- Draft policy feedback: Before policy revisions are finalized, the Board seeks input from students, staff, families and members of the public. This is either done via an online survey or through consultation.
- Results review: These conversations provide school and central leaders with the opportunity to reflect on their results. Through results reviews, Trustees are able to gather information, notice trends and bring back their observations to administration. These conversations inform future planning at the school and Division level.
- Community consultations: The Division brings members of the community together around key topics and programming areas. These discussions used data to support the conversation and gathered stakeholder feedback around such areas as school accommodation boundaries, schools in mature communities, enrolment challenges and ward boundaries.
- Listening Circles: The Division invited students, staff, partners and families to participate in conversations where leadership staff and Trustees were active listeners. The learning from these conversations helped the Division determine critical next steps in their work towards anti-racism and equity and helped inform the Board's Anti-racism and Equity policy.

Factors of Influence

As much as the Strategic Plan serves as the foundation to the work of the Board, its efforts and accomplishments are also influenced and achieved within the context of the broader community and current events. In the past four years, the following factors have added complexity and challenges to the governance of our large metro school Division.

- Changes in government at the provincial and federal levels
- Changes to educational funding
- Changes in both provincial and federal legislation impacting school divisions
- A global pandemic
- Increased urgency around anti-racism and equity work in our community

Accomplishment Highlights

Advocacy

Throughout their term, the Trustees united their voices as elected officials to advocate for a wide range of education-related issues. The following are some examples of key areas of advocacy undertaken by the Board over the course of its term:

- Public education: The Board has been a strong voice for the role of the public education system in serving all Albertans and the importance of sustainable, adequate and predictable funding to operate this system.
- Curriculum: The Board has closely followed provincial work in support of a new curriculum. At the start of their term, they advocated for funding to support implementation of the then new curriculum and more recently, advocated for a rewrite of the proposed curriculum which would be informed by sufficient and meaningful consultation with primary stakeholder groups and working with school boards and educational partners. The Board also advocated to the Minister of Education to include anti-racism as part of the draft curriculum.
- Mental health: The mental health and well-being of students is critical to their educational success. The Board has actively advocated for mental health supports for students throughout their term. These efforts have helped to influence the repurposing of provincial health funding to school divisions and supported many Division initiatives that enhance and promote student mental health and well-being, including the release of the Division's Mental Health Framework in the fall of 2019.
- Sustainable, adequate funding: Effective for the 2020-2021 school year, the province released a significantly different funding formula for publicly funded education in Alberta. This new formula, when examined in the context of a large metro school division, was concerning for the Division. The Board advocated around several areas of provincial funding, including but not limited to:
 - The negative effects of significant cuts to Program Unit Funding and the impact on programming eligibility for Pre-Kindergarten aged children.
 - The weighted moving average funding model and its detrimental long-term implications for divisions with growing student enrolment.
- Funding for new schools: Through both advocacy and the annual Capital Plan, the Board worked tirelessly to advocate for provincial funding as a response to the Division's consistent enrolment growth. In the span of the Board's four-year term, the Division's enrolment grew on average by 3 per cent annually until the 2020-2021 school year when the pandemic disrupted population growth across the province.
 - The Board's advocacy work saw provincial funding for eight new schools and a mature communities' school modernization project.
 - The Board continues to advocate for new school funding for the Division to address ongoing and anticipated enrolment challenges, with a prioritization on new high school space.
 - The work to see new schools in mature communities reflects a significant investment of infrastructure; this investment has been intentionally focused in some of the city's more socially complex areas and will result in modern learning environments for students of these communities.
 - The Board also advocated to the provincial government that consideration be given to a block funding model for capital projects.
- Pandemic response: Throughout the pandemic the Board has been focused on schools being as safe an environment as possible for staff and students, advocating for mandatory masks, funding to support costs associated with COVID-19 protocols and measures, access to vaccinations for all school-based staff, the release of pertinent COVID-19 information and date to school divisions and publicly encouraging vaccinations.
 - Under the leadership of the Board and administration, the Division quickly mobilized in response to the unique and challenging circumstances of the pandemic. This work included:
 - The Board advocating for division-level autonomy to exceed provincial safety measures based on local context and data.
 - Advocating and supporting school nutrition in the transition from school-based to family supports in the spring of 2019 when all students were mandated to be learning from home.
 - Allocating resources and supports for the online learning environment.

- Advocating for equitable access to internet and devices for all students and families.
- Requesting provincial transparency around key pandemic metrics to support awareness and enable school divisions to make informed decisions related to safety.
- Advocating to prioritize school staff for vaccinations and to minimize layoffs when the Province reduced the Base Instruction Grants to schools by 14 per cent in the spring of 2020 due to the unique disruption of in-person school operations due to the pandemic.
- Offering schools as host sites for community vaccine clinics.
- Advocating to the Provincial government to hold divisions harmless in the weighted funding formula for enrolment fluctuations as a result of the pandemic.
- Climate change: With an infrastructure portfolio of more than 225 buildings to maintain and operate, the Board explored and then advocated for provincial funding for initiatives that would see school facilities reduce their use of energy and their impact on the environment. During the Board's term, they advocated for solar energy and moved forward with a Division plan that saw solar panels installed in some schools. Utilizing a combination of Provincial funds received through new school construction grants, together with other available grant instruments, the Division has installed solar panels on 12 schools. Additionally, the Board has approved the use of Capital Reserves funds in the 2021-2022 budget in order to expand the Division's Solar Strategy, with funds to be recovered through an established rebate program and utility cost savings. In May 2021 the Board approved the Division's application to become a member of the City of Edmonton's Corporate Climate Leaders Program. The goal of the program is to encourage organizations to learn, adjust and improve their GHG reduction strategies over time.
- Vulnerable and complex students: Our Division strongly believes that every student can learn, regardless of their background, needs or abilities. The Board supported this belief through their advocacy to the Province for:
 - Working towards a system where seclusion rooms are no longer needed or used, through increased cross-ministry collaboration, adequate funding for students in need of specialized support and increased funding for staff training and support.
 - Restoration of Program Unit Funding (PUF) in the 2021-2022 Education budget to at least the equivalent of the 2018 per-student amount for both Pre-Kindergarten and Kindergarten.
 - A call to the Province to engage parents, students, caregivers and stakeholders in the revision of the Standards for Special Education.

Reporting, Transparency and Accountability

Throughout the Board's term, the Division participated in the provincial assurance pilot. This pilot aligned well with the Division's Cornerstone Value of accountability and the Board's commitment to transparency. The following are examples of the Board's transparent and open decision-making and reporting processes:

- Public deliberation of key Division reports: annual budget, Capital Plan, Annual Education Results Report and the Three-Year Education Plan.
- Frequent Strategic Plan Update reports highlighting progress towards the Strategic Plan goals.
- COVID-19 reporting at the Division and school community levels.
- Board-initiated annual report on operational efficiencies.
- Board initiative to maintain public class size reporting after the province ended this requirement.
- Letters home to families around key topics to ensure open and clear communication.

The Board's continuous examination of ways to support public assurance resulted in them developing a framework for policy evaluation. This work was [summarized](#) and brought forward to public Board in June 2021 and may serve as a framework to inform how the next Board thinks about and policy and evaluation.

Distribution of Funds

Each year the Board approves the Division's overall operating budget, following the mandate and funding requirements laid out in the provincial funding manual. The majority of the Division's budget is committed to staffing and fixed operational costs. However, there is some flexibility to identify targeted funding and to strategically and intentionally

seek provincial approval to access surplus funds. Over the past four years the Board has approved funding for a range of initiatives that support the Strategic Plan, with some examples being:

- The Equity Fund: The Equity Fund was established to bridge the gap inherent in the budget allocation system by providing resources through equity fund holdback dollars to schools that encounter emergent needs related to supporting the success of their students.
- The First Nations, Métis and Inuit High School Completion Coach Model: This is a research-based model in three Division high schools focused on working with self-identified First Nations, Métis and Inuit students around their commitment to school and supporting them in their individual path to school completion and life beyond high school.
- Continuity of Learning During the Pandemic: The pandemic required the Division to be responsive to both in-person and online learning; there was also disruption to learning due to isolation and quarantine requirements and students moving between online and in-person learning. To help mitigate this disruption and support the online learning environment, the Division prioritized operational reserve funding to develop resources to be responsive to both the online and in-person learning environments. Along with the prioritization of resource development, there was an intentional focus on professional learning to build teacher confidence and capacity for teaching in the online learning environment.
 - The resources were used, free of charge, by 41 other school divisions across the province.
- High Social Vulnerability Achievement Project: This is an initiative involving 41 Division schools serving students from high socially vulnerable communities. The Board has prioritized operational reserve funds to bring research-based supports into these schools, with a focus on high quality literacy and numeracy learning, wrap-around supports, early intervention, tutoring and school nutrition.
- Infrastructure Projects: The Board has strategically invested in the Division's infrastructure portfolio. These investments have addressed several areas not fully funded by the province, such as projects to address deferred maintenance and improve learning environments in a number of schools, as well as the approval to use Capital Reserve Funds to:
 - Support the construction of new schools resulting from the mature community discussions with the Westlawn school cluster.
 - Purchase portable classrooms required to support enrolment growth.
 - Fund energy retrofits to replace aging building systems.
 - Provide matching funds for a solar installation rebate program.
 - Provide purpose-built child care space in the Mill Creek replacement school, to be recovered through tenant lease payments over time.

It must be noted as well that in order to maximize allocations to schools, the Board of Trustees reduced their own budget allocation in the 2020-2021 budget by approximately five per cent, which mirrored the average reduction faced by schools that same year.

Policy Review and Development

This Board has taken an ambitious approach to policy review and development. They have been timely and responsive in their work to review and develop Board policy. This work has been accomplished through careful review of existing legislation and policies and a commitment to stakeholder engagement. Highlights of this work include:

- The rescinding of Board Policy GGAB.BP Multicultural Education and development of Board Policy HAAB.BP Anti-racism and Equity.
- The review and revision of Board Policy GGAJ.BP Early Years.
- The review and revision of Board Policy HAA.BP First Nations, Métis and Inuit Education.
- The revision and annual review of Board Policy HG.BP Student Behaviour and Conduct.
- The review and revision of Board Policy EM.BP Alcohol, Tobacco and Cannabis on and in Division Property and at Division Functions in response to the legalization of cannabis.
- Work to support policy alignment with the *Education Act* that came into effect in 2019.

For a complete summary of all policy work accomplished over the Board's four-year term, click [here](#).

Other Notable Accomplishments

During their term, the Board also demonstrated their vision and leadership during complex times through the following key initiatives:

- Student Senate: The Board, in partnership with students, has continued to explore effective youth governance and refine the role of the Student Senate. The Board has been actively engaged with the Student Senate, collaborating to bring to light educational issues important to students and ensure student voice is included in Board decision-making.
- Revised school calendar: Based on feedback from students and parents, the Board brought into being school calendars for 2020-2021 and 2021-2022 that increased the number of professional development days and created greater clustering of days in which students are not in school. This initiative both reduced operational costs and provided more regular breaks in support of student and staff health and well-being.
- Treaty Six and Métis Flags: In recognition of Treaty 6 Territory and the Métis Nation of Alberta Region 4 and the Board's commitment to truth and reconciliation, the Board passed a motion that all Division schools would receive both a Treaty Six and Métis flag. The flags are used in the school community to support awareness and understanding of the history of Indigenous peoples in Alberta and amiskwaciwâskahikan (Edmonton).
- The Board has taken leadership in acknowledging September 30 as National Day for Truth and Reconciliation and declaring it a holiday day in the school calendar.
- Anti-racism and Equity: One of the strengths of Edmonton Public Schools is the diversity of the community we serve. In 2020, the Board acknowledged that racism exists in our Division and committed to addressing racism and discrimination. To support this work several actions were initiated through the shared leadership of the Board and the Superintendent.
 - Released [a statement](#) in June 2020 acknowledging that racism and discrimination exist in the Division and committed to listen, learn and collaborate, so that our schools are welcoming, caring, respectful and safe places for every one of our students, staff and families.
 - Initiated work to develop a model to support the collection of student race-based data and established an Equity Advisory Committee to help inform next steps in this work. The committee was made up of representation from the following stakeholder groups: parents, community members, staff, Student Senators and Trustees.
 - Hosted listening circles to gain a better understanding of the lived experience of students, staff and families and their time with Edmonton Public Schools.
 - Collaborated with the community to help develop a multi-faith calendar as a resource for schools to promote awareness around special days and events and enable schools to plan around these special days when possible.
 - Prioritized resources towards anti-racism and equity work for the 2021-2022 school year.
 - Initiated the renaming of two Division schools whose existing names did not reflect an anti-racist legacy in our community.
- Free Menstrual Products: In spring of 2021, the Board passed a motion supporting the provision of free menstrual products in Division schools. The Division has partnered with the United Way on a pilot that will see the introduction of these products in a group of schools serving some of our most socially vulnerable families. Lessons learned from the pilot will help to inform expansion to additional schools.
- Declaration of Pride Week: At the May 28, 2019, Board meeting, a motion was brought forward to declare the first week of June Pride Week in Edmonton Public Schools. The motion was passed unanimously.

Conclusion and Next Steps

The work of a school board is complex and therefore, it is important that it be undertaken in collaboration with a range of public education stakeholders.

The next Board of Trustees will begin their term by examining current context through the lens of student well-being and school success. This work will enable them to set a Strategic Plan that is responsive to the needs of the students and families they are in service to. Additionally, the plan will serve as a foundation to support the shared leadership between

the Board and the Superintendent. The incoming Board will have the opportunity to build on the current Board's strong precedent of advocacy, stakeholder engagement and transparency.

DATE: September 7, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Update on *Joint Use Agreement (JUA)* Negotiations with the City of Edmonton

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent, Operations and Learning Services

RESOURCE STAFF: Roland Labbe, Christopher Wright

ISSUE

The Edmonton Public School Board has expressed an interest in having a clear articulation of acceptable uses for surplus school sites in the upcoming review of the JUA: Land Agreement.

BACKGROUND

The ability to build strong schools and strong communities is of shared interest to both the City of Edmonton and the three education signatories of the Joint Use Agreement (JUA) (Edmonton Public Schools, Edmonton Catholic Schools, Conseil scolaire Centre-Nord). Recently, both City councilors and school trustees have highlighted a need for clear articulation as to appropriate purposes for public land.

The conversation can be traced back to 2008 when the City of Edmonton initiated a discussion about the future use of vacant school sites (reserve lands) declared as surplus to publicly funded school authority needs. Through an engagement effort with the province, the City of Calgary, the City of Edmonton and the Metro school jurisdictions, an understanding related to acceptable uses was reached. Community Services Reserve (CSR) was created within a *Municipal Government Act* (MGA) amendment to give municipalities options relating to the suitable use of vacant school sites (reserve lands) declared as surplus to publicly funded school authority needs.

A Community Service Reserve (CSR) designated site may be used for any of the following:

- a public library
- a police station, fire station or an ambulance services facility
- a non-profit day care facility
- a non-profit senior citizen facility
- a non-profit special needs facility
- a municipal facility providing direct service to the public
- affordable housing

CURRENT SITUATION

Discussions regarding potential revisions to the current JUA: Land Agreement, executed in July 2009, are expected to commence in the near future.

Our Board and school boards across Alberta have taken strong positions that public funds must be provided to publicly funded schools. Similarly, public lands that were set aside for schools, close to green

spaces, parks and amenities, should be preserved for uses that strengthen the public interest and the objectives within the City Plan, rather than weaken them. We see great alignment with the vision of the City Plan. Surplus school sites could contribute to revitalizing existing publicly funded schools by welcoming more families within affordable housing developments in established neighbourhoods, and adding recreation amenities: trees, green spaces or dozens of other purposes that could help all of us build strong schools and strong communities.

In the recent past, a site formerly reserved for a future school was sold by the City to a private school. Based on Board input, Administration will make the Board's position on appropriate uses for surplus school sites clear during upcoming discussions related to potential revisions to the JUA: Land Agreement. Should the JUA: Land Agreement prove not to be the most appropriate tool to facilitate the conversation, Administration will seek a commitment from the City regarding a manner through which a concise articulation of appropriate uses for surplus school sites can be captured.

We could, as Mayor Iveson suggested at the Executive Committee on January 18th, look at public land through a shared vision of affordable housing, parks, green space and public assets, consistent with the CSR designation established within the MGA. Even a non-developmental purpose such as an urban forest or green space to assist with cleaning our air and meeting climate objectives is preferred to having the land sold to a private entity that precludes its use by the public.

KEY POINTS

1. The Division is committed to the spirit of the Joint Use Agreement.
2. Discussions regarding potential revisions to the current JUA: Land Agreement, executed in July 2009, are expected to commence in the near future.
3. A clearly articulated plan is desired to limit the use of surplus school sites to those desired uses outlined by the Board of Trustees.

CW:km

DATE: September 7, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Information regarding plebiscite/referendum questions
(Response to Request for Information #105)

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

REFERENCE: [Education Act](#)
[Local Authorities Election Act](#)
[Municipal Government Act](#)

ISSUE

At the June 22, 2021 public Board meeting, Trustee Janz requested that Administration provide an outline of the Board's ability to put forward questions for a plebiscite or referendum, at a general election period or another time.

BACKGROUND

Section 7 of the *Local Authorities Election Act* states:

If this or any other Act provides for the submission of a bylaw or question to the electors for their assent or approval, the bylaw or question shall be submitted to a vote in accordance with this Act.

The *Municipal Government Act* under Section 236(1) states:

A council may provide for the submission of a question to be voted on by the electors on any matter over which the municipality has jurisdiction.

CURRENT SITUATION

The *Local Authorities Election Act* allows for the submission of a question to the electors by an authority on a subject that is within the jurisdiction of the legislation governing that authority. Section 236(1) of the *Municipal Government Act* gives municipal governments, such as Edmonton's City Council, their authority to submit a question to voters. The *Education Act*, which directs school boards, does not contain a comparable provision to Section 236 of the MGA.

Section 73 of the *Education Act* does contemplate votes on bylaws and questions and reads as follows:

Procedure for elections, etc.**73 All**

(a) general elections, by-elections, polls and plebiscites,
(b) votes on bylaws or money bylaws, and
(c) votes on any other matters or questions
held pursuant to this Act are to be governed by this Act and the *Local Authorities Election Act*.

The *Education Act* then expressly contemplate votes on questions being held in regards to imposing a special school tax (s 172) and in relation to the construction, purchase or lease of a non-school building (s 190).

Should a school board wish to put forth a question other than those outlined in the *Education Act*, they could ask another authority to do that only if that authority has jurisdiction in that area. In other words, a municipality could not submit an education-related question as they would not have jurisdiction over education matters.

The City's Chief Returning Officer has advised that if a school board wishes to submit a referendum question for a municipal election, it would need to submit it to the Chief Returning Officer, along with a legal opinion stating that the *Education Act* provides for a question to be added to the ballot and the question is within the jurisdiction of the school division.

The Chief Returning Officer also advised that while there is not a set deadline for question submission, submissions need to be made in time for the Chief Returning Officer to review and confirm that the question meets the criteria and, if it does, to order and print the voting materials. For the 2021 municipal election, the Chief Returning Officer asked that questions be submitted no later than July 9 for consideration for the October 18 election.

KEY POINTS

- Authorities may only put forth referendum questions on topics over which they have jurisdiction.
- School board jurisdiction is set out in the *Education Act*.
- Proposed referendum questions are submitted to the Chief Returning Officer.
- While there is not a set deadline for submissions, questions must be submitted in time for the Chief Returning Officer to review and confirm that they meet the criteria and, if they do, to order and print the voting materials.

KM:km

DATE: September 7, 2021

TO: Board of Trustees

FROM: Trustee Ken Gibson, Chair, Governance and Evaluation Committee
Trustee Michelle Draper, Governance and Evaluation Committee
Trustee Shelagh Dunn, Board and Superintendent Evaluation Committee

SUBJECT: 2020-2021 Board Self-Evaluation Summary

RESOURCE STAFF: Karen Mills

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

ISSUE

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

BACKGROUND

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

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

In an election year such as this one, the results can serve to inform the new Board of the previous Board's perception of its performance in key areas of governance and provide a starting point for the new Board's work.

The 2020-2021 Board of Trustees' self-evaluation survey was organized into eleven categories relating to the Board's roles and responsibilities. For each section, Trustees were asked chose from two options: *Board performing satisfactorily* or *Board growth required*. Trustees were encouraged to include comments that illustrate or support their choices.

The survey opened Wednesday, May 12 and closed Tuesday, May 25, 2021. Seven Trustees participated in the survey, with one completing only the first question.

CURRENT SITUATION

A summary of responses for each category is provided on the following pages and is being reported to the public as part of the Board's annual accountability practices.

Board Performance Summary



Mission, Vision, Values and Priorities

Rating: 71 per cent rated performance as satisfactory, 29 per cent indicated growth required

Comments indicated that although the year had a lot of uncertainty due to the pandemic, the Board remained focused on their Strategic Plan.

Results Oriented

Rating: 67 per cent rated performance as satisfactory, 33 per cent indicated growth required

Comments received signify that the Board's decisions are highly driven by data and results. There was an appreciation for disaggregated data for literacy and numeracy, along with a desire for further conversation around measures of student well-being.

Alignment of Resources

Rating: 50 per cent rated performance as satisfactory, 50 per cent indicated growth required

The Equity Fund and the decision to increase funding for high social vulnerability schools and literacy and numeracy support were cited as examples of aligning resources with the Division's vision. Lack of clarity around decision processes, priorities and the disruption caused by the pandemic and Provincial funding cuts were noted as particular challenges in the year.

Budgeting Practices

Rating: 67 per cent rated performance as satisfactory, 33 per cent indicated growth required

Qualitative comments noted that the budget process has a number of strengths, and there is a strong desire to increase community input into the budget planning. The Board's strong advocacy for adequate, predictable and sustainable funding was also noted.

Climate and Culture

Rating: 50 per cent rated performance as satisfactory, 50 per cent indicated growth required

Comments indicated that the shared belief that all children can learn at high levels given the support needed was reflected in both policy and practice. The Board's anti-racism work and leadership through the pandemic were also highlighted as strengths. Desire was expressed for clarification of the roles of the Board for the public and possibly governance professional development, as well as working toward a more diverse workforce.

School Board and Superintendent Relationships

Rating: 80 per cent rated performance as satisfactory, 20 per cent indicated growth required

Comments confirmed that the Board working relationship with the Superintendent is a continued strength, but greater clarity on roles would be helpful.

School Board Relationships and Conduct

Rating: 67 per cent rated performance as satisfactory, 33 per cent indicated growth required

Comments indicated that while relationships were respectful and courteous for the most part, remarks that were perceived as defensive or personal and not dealing effectively with conflict sometimes hampered communication. It was also acknowledged that operating "virtually" made interaction more challenging.

Community Relations

Rating: 83 per cent rated performance as satisfactory, 17 per cent indicated growth required

Remarks indicated that communication with community continued to be a strength of the Board, even through the pandemic.

Advocacy Practices

Rating: 67 per cent rated performance as satisfactory, 33 per cent indicated growth required

Comments cited the Board's strong advocacy efforts and cited the addition of an Advocacy Committee as helpful. Comments also indicated divergence of opinions on the efficacy and direction of some advocacy efforts.

Policy Governance

Rating: 50 per cent rated performance as satisfactory, 50 per cent indicated growth required

Comments noted stakeholder engagement as a strength of the Board's policy work. Monitoring the implementation and effectiveness of policies was cited as an area for improvement.

Committee and Representative Work

Rating: 100 per cent rated performance as satisfactory

Comments indicated that committees were focused and communicated well with the Board.

The final survey question asked: *How could the Board improve its achievement of goals identified in the Strategic Plan?* Suggestions included:

- Encouraging the incoming Board to draft a plan that is more focused, with specific, measurable goals
- Designing a strong orientation plan for the incoming Trustees to set them up for success

KEY POINTS

Overall, Trustee evaluation of the Board's performance was more divided than in the previous three years of the Board's term.

- All respondents agreed that Board committees and representatives operated effectively.
- There was also strong agreement that community relations practices, the relationship with the Superintendent and the alignment of work with the Division vision, mission, values and priorities went well.
- Two-thirds of respondents felt that the Board was results oriented, demonstrated transparent and responsible budgeting practices, and demonstrated excellent policy governance practices.
- Two-thirds of respondents also felt that Trustees consistently modelled respectful relationships and professional conduct.
- In the areas of alignment of resources based on data and the Division vision, mission, values and priorities, respondents were evenly split. This was also the case when evaluating the Board's performance in creating and promoting a positive climate and culture and demonstrating excellent policy governance practices.

NEXT STEPS

The information in this report will be used to inform recommendations brought forward to the incoming Board as part of their orientation.

KM:sj

DATE: September 7, 2021

TO: Board of Trustees

FROM: Trustee Michelle Draper, Governance and Evaluation Committee
Trustee Shelagh Dunn, Governance and Evaluation Committee
Trustee Ken Gibson, Governance and Evaluation Committee, Chair

SUBJECT: 2020-2021 Superintendent of Schools' Evaluation Summary

RESOURCE STAFF: Karen Mills

REFERENCE: [Board Policy FGB.BP – Evaluation of Superintendent of Schools](#)
[Trustees' Handbook – Section 6.1.1 Governance and Evaluation Committee](#)

ISSUE

The Board of Trustees annually provides a summary report to the public of its evaluation of the Superintendent of Schools' performance for the previous school year.

BACKGROUND

The Board believes that an annual performance evaluation of the Superintendent is a vital process for creating and maintaining a healthy and continuously improving school division. In addition, the Board believes that opportunities for regular ongoing dialogue and feedback between the Superintendent and Trustees help to foster a collaborative working environment critical to a high functioning division.

CURRENT SITUATION

A letter summarizing the results of the 2020-2021 Superintendent of Schools' evaluation is attached (Attachment I).

KEY POINTS

- The summary letter, submitted by Y Station Communications and Research, for the 2020-2021 Superintendent of Schools' Evaluation notes that:
 - The Superintendent achieved an overall rating of 4.6 on a scale of 1-5. This represents a rating in the outstanding range and is consistent with his results over the past seven years.
 - The Superintendent continues to be highly regarded by Board Trustees, direct reports and leadership team members and is perceived to be an exceptional leader.
 - The Superintendent has become not only a leader for Edmonton Public Schools, but a leader in the province.

ATTACHMENTS

ATTACHMENT I May 21, 2021, Summary letter from Y Station Communications and Research

KM:sj



May 21, 2021
Edmonton Public School Board
Re: 2021 Superintendent Evaluation

We have completed the 2021 Superintendent Evaluation of Mr. Darrel Robertson as requested by the Board of Trustees of the Edmonton Public School Board. Our comprehensive evaluation was comprised of a 360-degree review including all Trustees, the Division Support Team, the Division Leadership Team and external stakeholders. A mix of interviews via teleconference and on-line surveys were used to collect the feedback from a total of 229 participants. An overall recap of the results was prepared for the Board. Data collection for the in-depth interviews began during the week of April 12, 2021. This had an impact on the Edmonton Public School Division as grade 7 to 12 schools closed to in-person learning across Alberta due to the Covid-19 pandemic. The results of the interviews, in addition to the web survey conducted from April 12th to 30th represent a point in time study and the impact of the pandemic is reflected in the responses. The reader should consider this when reviewing the conclusions outlined in the report.

The Superintendent achieved an overall rating of 4.6 on a scale of 1 – 5. This represents a rating in the outstanding range. The Superintendent is perceived to be an exceptional leader by the Board, the Division Support Team, and the Division Leadership Team. He personally models the cornerstone values of the Division and is seen as a highly strategic leader who can navigate through challenging circumstances.

The Superintendent has built very strong relationships. External stakeholders seek out his expertise and he has become not only a leader for the Edmonton Public School Board, but a leader in the province. From his ability to build high quality relationships with external stakeholders, to his use of a variety of communication methods with internal staff, and the professional development tools created and maintained under his leadership, every decision is made with student success as the primary focus.

The opportunities for the Superintendent to develop were focused on addressing issues with staff in a timely manner, and not overextending his capacity to ensure a healthy work-life balance. Clearly defining the roles of the Superintendent and the Board will also be important when the new Board is elected in the fall of 2021.

In summary, the Superintendent continues to be seen as an outstanding leader, with very positive feedback across all stakeholder groups.

Regards,
Tracy With
COO & Partner Y Station Communications & Research

DATE: September 7, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Delegation of Authority – 2021 Municipal Election Board Recess

ORIGINATOR: Karen Mills, Director of Board and Superintendent Relations

REFERENCE: [Board Procedures Regulation](#)
[Education Act](#)

ISSUE

At the conclusion of the September 7, 2021, Board meeting, the Board of Trustees will recess until the October 26, 2021, organizational Board meeting. The Board delegates authority to the Superintendent of Schools to make decisions on behalf of the Board during this special recess.

BACKGROUND

The first recommendation provides for the calling of special Board meetings during the 2021 municipal election Board recess in the event that special meetings are necessary for Trustees to address critical matters.

The second recommendation is intended to cover other matters which normally would come to the Board but which the Board is authorized to delegate under Section 52(1) of the *Education Act*.

RELATED FACTS

- The delegation of authority is effective immediately following the September 7, 2021, Board meeting.
- The next scheduled public Board meeting is October 26, 2021.

RECOMMENDATION

1. That in accordance with Section 3 of the Board Procedures Regulation, any special Board meetings during the 2021 municipal election Board recess be at the call of the Board Chair or, in her absence, the Board Vice-Chair.
2. That in accordance with Section 52(1) of the *Education Act*, effective immediately following the September 7, 2021, Board meeting, delegation of authority to the Superintendent of Schools to make decisions during the 2021 municipal election Board recess on behalf of the Board be approved.
3. That a report of all such decisions be brought to the October 26, 2021, public Board meeting.

CONSIDERATIONS and ANALYSIS

Should a special Board meeting be required, the Superintendent of Schools will contact the Board Chair or, in her absence, the Board Vice-Chair.