



AGENDA

BOARD OF TRUSTEES

Trisha Estabrooks
Board Chair

Shelagh Dunn
Board Vice-Chair

Sherry Adams
Michelle Draper
Ken Gibson
Nathan Ip
Michael Janz
Cheryl Johner
Bridget Stirling

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

Via Zoom
Tuesday, April 14, 2020
2:00 p.m.

Board Meeting #14

- 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 #13 – March 31, 2020
- F. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Thursday, April 9, 2020, to register for this item.)
- G. Reports:
 - 2. Staff Group Budget Presentations re 2020-2021 Budget **(NO ENCLOSURE)**
 - Edmonton Public Teachers 3:00 – 3:15 p.m.
 - 3. Locally Developed Courses
(Recommendation)
 - 4. Appointment of Auditors for the August 31, 2020, Year End
(Recommendation)
 - 5. 2020-2021 Distribution of Funds
(Recommendation)
 - 6. Revenue Generating Opportunities
(Information – Response to Request for Information #057)
- H. Other Committee, Board Representative and Trustee Reports
- I. Trustee and Board Requests for Information
- J. Notice of Motion
- K. Meeting Dates
- L. Adjournment

MINUTE BOOK**Board Meeting #13**

Minutes of the Meeting of the Board of Trustees of Edmonton School Division of the Province of Alberta held via Zoom meeting on Tuesday, March 31, 2020, at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Shelagh Dunn
Michelle Draper

Trisha Estabrooks
Ken Gibson
Nathan Ip

Michael Janz
Cheryl Johner
Bridget Stirling

Officials

Angela Anderson
Grace Cooke
Todd Burnstad
Karen Mills

Kathy Muhlethaler
Lorne Parker
Nancy Petersen
Darrel Robertson

Carrie Rosa
Mike Suderman

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 Ip:

**“That the agenda for the March 31, 2020, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

C. Communications from the Board Chair

The Board Chair expressed that a lot has happened since the last Board meeting and said this is a time of great uncertainty with many challenges and changes. She remarked that it is also a time to take care of those around you and yourself. The Board Chair said that it is a time to reach out for support if you need it. Schools are communities and it is encouraging and hopeful to see the ways in which the Division’s school communities are coming together and supporting each

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other. On behalf of the Board of Trustees, she thanked the Superintendent, Administration and staff for their hard work and dedication to students and families during this time. The Board Chair acknowledged that many students are missing being at school, and that many staff are also missing seeing their students. This week, the Division launched a new way of learning at Edmonton Public Schools. This new method of teaching and learning will require everyone to be patient and open to a new way of doing things, at least for the time being.

The Board Chair advised that on the weekend, the Government of Alberta announced changes to funding for Kindergarten- Grade 12 education. She expressed these changes significantly impacts the Division's ability to support students in a new way of learning. She said the Board of Trustees are concerned about these changes and the impact this decision will have on staff, staffs' families and students. The Board Chair stated every staff member plays a critical role in delivering a great educational experience both face-to face and in this new world of distance learning. She remarked that the Division wants to do everything possible to fight against COVID19, but cutting jobs at this time is not the answer.

D. Communications from the Superintendent of Schools

The Superintendent thanked staff, parents and students across the Division for their support and understanding as everyone adjusts to a new way of teaching and learning.

The Superintendent referenced the recent reduction in funding by the Government of Alberta and said that all staff very valued.

E. Minutes

1. Board Meeting #12 – March 10, 2020

MOVED BY Trustee Draper:

"That the minutes of Board Meeting #12 held March 10, 2020, be approved as printed."

(UNANIMOUSLY CARRIED)

F. Comments from the Public and Staff Group Representatives

There were no submissions from registered speakers for this item.

G. Reports

2. Process and Timeline for the 2020-2021 Budget, for the Fall Review of the 2019-2020 Results and Plans for 2020-2021

MOVED BY Trustee Stirling:

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**“1. That the Process and Timeline for the 2020-2021 Spring Budget and the 2020-2021 Fall Budget Amendment, as outlined in Attachment 1, be approved.”
(UNANIMOUSLY CARRIED)**

**“2. That the Process and Timeline for the Review of the 2019-2020 Results and the 2020-2021 Plan, as outlined in the report be approved.”
(UNANIMOUSLY CARRIED)**

3. Locally Developed Courses

MOVED BY Trustee Janz:

“That the following Locally Develop Courses be approved for use in Edmonton Public Schools until August 31, 2024:

- American Sign Language and Deaf Culture Nine-year (9Y)
 - Arabic Language and Culture Six-year (6Y)
 - Calculus (Advanced) 35 (5)
 - Capstone 25-35 (3 and 5)
 - Dance Performance 15-25-35 (3 and 5)
 - Directing 25-35 (5)
 - French as a Second Language Grade 1 to Grade 9
 - French Language Arts Late Immersion 7-8
 - Guitar 7-8-9 (Semester and Trimester)
 - Improvisational Theatre 15-25-35 (3 and 5)
 - Punjabi Language and Culture Six-year (6Y)”
- (UNANIMOUSLY CARRIED)**

4. Transportation Fees for Low Income Families
(Response to Request for Information #059)

Information was provided regarding Request for Information #059.

H. Other Committee, Board Representative and Trustee Reports

Trustee Draper acknowledged the great work of Mr. Jerry MacLachlan of Belmont Sobeys who mobilized community groups and businesses with a new initiative called *Heroes for Hunger* and collected matching funds totaling \$10,000 to support families in need during these challenging times.

I. Trustee and Board Requests for Information

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Trustee Draper stated the she has been receiving many questions and concerns asking about the changes to Program Unit Funding (PUF) and requested that Administration provide the Board of Trustees with the impacts to the Division due to the changes to PUF.

- J. **Notices of Motion** - None
- K. **Next Board Meeting:** Tuesday, April 14, 2020, at 2:00 p.m.
- L. **Adjournment:** 3:15 p.m.

The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: April 14, 2020

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Locally Developed Courses

ORIGINATOR: Ron MacNeil, Assistant Superintendent

RESOURCE STAFF: Janice Aubry, Laurie Houston, Bob Morter

REFERENCE: [Guide to Education: ECS to Grade 12, 2019-2020](#)
[GA.BP - Student Programs of Study](#)
[GAA.BP - Delivery of Student Programs of Study](#)
[GK.BP - Student Assessment, Achievement and Growth](#)
[GKB.AR - Standards for Evaluation](#)

ISSUE

Alberta Education requires that school authorities approve locally developed courses (LDCs) by a motion of the Board of Trustees prior to implementation in schools.

BACKGROUND

The *Guide to Education: ECS to Grade 12, 2019-2020* (p. 66) states that:

“School authorities have the flexibility to develop or acquire locally developed courses to address particular student and/or community needs. These learning opportunities complement, extend and/or expand upon provincial programs of study. Locally developed courses may be used to:

- accommodate student needs and interests
- encourage and support innovative learning and teaching practices
- address unique community priorities
- encourage students who may be at risk of leaving school early
- promote successful transitions to further education by exposing students to advanced subject matter and learning environments”

LDCs also support alternative programs in Edmonton Public Schools and the District Strategic Plan, with a particular focus on Priorities 1 and 2.

Junior and senior high school LDCs are usually approved on a four-year cycle by the developing school authority. Senior high school LDCs must also be authorized by Alberta Education. The maximum duration for Alberta Education authorization is currently four years. However, there may be circumstances that result in Alberta Education granting an authorization of one, two or three years. This approval and/or authorization process is governed by provincial and Division policies.

All LDCs developed by Edmonton Public Schools are written to ensure that they meet student, school, community and program needs, as well as provincial and Division requirements. This includes ensuring that these courses:

- contain a sequence introduction (formerly philosophy), a statement outlining what student needs are addressed (formerly rationale) and specific learning outcomes aligned with provincial requirements and standards
- contain updated, current content

Supplementary information related to all LDCs, such as assessment information, is available on the Division intranet. Student progress for all LDCs is to be assessed in accordance with GK.BP - Student Assessment, Achievement and Growth and GKB.AR - Standards for Evaluation.

RELATED FACTS

- All Division-developed LDCs in this report were reviewed and revised collaboratively with Division teachers, school administrators and central staff.
- Other school authorities in Alberta request to acquire LDCs from Edmonton Public Schools each year.
- Edmonton Public Schools acquires a number of LDCs from other school authorities in the province.

RECOMMENDATION

That the following LDCs be approved for use in Edmonton Public Schools until August 31, 2024:

- American Sign Language Arts Kindergarten to Grade 12
- Competencies in Science 15 (5)
- English Literature 35 (3 and 5)
- ESL Expository English 15-25 (5)
- ESL Introduction to Mathematics 15 (5)
- Hebrew Language Arts Kindergarten to Grade 12
- Reading 15-25 (3 and 5)
- Statistics 35 (5)
- Theatre Performance 15-25-35 (5)

That the following LDCs be approved for use in Edmonton Public Schools until August 31, 2023:

- Physics (Advanced) 35 (5)

That the following LDCs be approved for use in Edmonton Public Schools until August 31, 2022:

- Speech and Debate 25-35 (3)

That the following LDC be approved for use in Edmonton Public Schools until August 31, 2021:

- Chemistry (AP) 35 (3)
- Theory of Knowledge (IB) 25-35 (3)

OPTIONS

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

1. Approve the LDCs as presented.
2. Do not approve the LDCs.

CONSIDERATIONS and ANALYSIS

- LDCs provide unique opportunities to accommodate student needs and interests, encourage innovation in learning and teaching practices, address community priorities, engage students who are at risk of leaving school early and/or promote successful transitions to further education.
- Many LDCs support alternative programming in Edmonton Public Schools.
- LDCs support the District Strategic Plan, with a particular focus on Priorities 1 and 2.

NEXT STEPS

Upon approval of this recommendation, the Administration will make these LDCs available for the 2020-2021 school year.

ATTACHMENTS and APPENDICES

ATTACHMENT I Summaries of Locally Developed Courses Submitted for Approval on April 14, 2020
ATTACHMENT II Enrolment Data for Locally Developed Courses Expiring in 2020

LH:lb

Summaries of Locally Developed Courses Submitted for Approval on April 14, 2020

American Sign Language Arts Kindergarten to Grade 12

American Sign Language Arts Kindergarten to Grade 12 is a course sequence developed by Edmonton Public Schools that includes 5-credit courses at the high school level. It is currently being delivered at one Division school and had an enrolment of 28 students as of March 5, 2020.

American Sign Language Arts Kindergarten to Grade 12 is a course sequence that serves as an integral part of the American Sign Language (ASL) Bilingual program in Edmonton Public Schools. ASL bilingual programming establishes an environment in which both ASL and English languages are used for purposes of communication, learning and personal satisfaction. American Sign Language Arts Kindergarten to Grade 12 enables the delivery of subject-area content, language instruction and cultural information concurrently, promoting effective language acquisition.

Chemistry (AP) 35

Chemistry (AP) 35 is a 3-credit course developed by the St. Albert School Division. It is currently being delivered at four Division schools and had an enrolment of 104 students as of March 5, 2020.

Chemistry (AP) 35 provides opportunities for students to study chemistry beyond the scope of the Chemistry 20-30 Program of Studies. In this course, students are encouraged to develop higher learning skills both on paper and in the laboratory. Chemistry (AP) 35 emphasizes the application of concepts learned in class to lab situations.

Competencies in Science 15

Competencies in Science 15 is a 5-credit course newly developed by Edmonton Public Schools.

In Competencies in Science 15, students have the opportunity to develop and enhance their skills in the practices of science. For some students who may struggle to make sense of science due to gaps in previous learning, this course allows them more time to develop their ability to problem solve, make evidence-based decisions, and obtain, evaluate and communicate information in a logical manner. The overall aim of Competencies in Science 15 is to deepen students' knowledge and skills in order to build a strong foundation for success in Science 10, other high school science courses, and post-secondary programs.

English Literature 35

English Literature 35 is a 3- and 5-credit course developed by the Calgary Board of Education. It is replacing Works in Translation (IB) 35, which is currently being delivered at five Division schools and had an enrolment of 332 students as of March 5, 2020.

English Literature 35 provides opportunities for students to study literary texts beyond the scope of the English Language Arts 10-20-30 Program of Studies. In this course, the emphasis is on the detailed study and analysis of a variety of literary texts from diverse genres and time periods. The English Literature 35 course enables students in the International Baccalaureate (IB) Diploma Programme to meet the requirements of the Language A: literature course.

ESL Expository English 15-25

ESL Expository English 15-25 is a 5-credit course sequence developed by the Calgary Board of Education. It is currently being delivered at four Division schools and had an enrolment of 92 students as of March 5, 2020.

ESL Expository English 15-25 is a course sequence that provides English language learners with opportunities to build communicative competence with the English language, while developing and extending their listening, speaking, reading and writing skills through the exploration and creation of expository English texts. The goal of this course sequence is to enable students to become more informed and able to express themselves more effectively in a formal manner.

ESL Introduction to Mathematics 15

ESL Introduction to Mathematics 15 is a 5-credit course developed by the Calgary Board of Education. It is currently being delivered at six Division schools and had an enrolment of 217 students as of March 5, 2020.

ESL Introduction to Mathematics 15 is designed to meet the needs of English language learners who require scaffolded support with the English language and content of mathematics to access the Mathematics (10-12) Program of Studies. This course is meant for students who, due to limited or interrupted schooling in their first language, need explicit language, literacy, and numeracy instruction. ESL Introduction to Mathematics 15 also provides opportunities for students who are approaching grade level in their mathematical understanding to develop explicit language proficiency.

Hebrew Language Arts Kindergarten to Grade 12

Hebrew Language Arts Kindergarten to Grade 12 is a course sequence developed by Edmonton Public Schools that includes 5-credit courses at the high school level. It is currently being delivered at one Division school and had an enrolment of 120 students as of March 5, 2020.

Hebrew Language Arts Kindergarten to Grade 12 is a course sequence that serves as an integral part of the Hebrew Bilingual program in Edmonton Public Schools. Hebrew bilingual programming establishes an environment in which both English and Hebrew languages are used for purposes of communication, learning and personal satisfaction. The Hebrew Language Arts Kindergarten to Grade 12 course sequence enables the delivery of subject-area content, language instruction and cultural information concurrently, promoting effective language acquisition.

Physics (Advanced) 35

Physics (Advanced) 35 is a 5-credit course developed by the Red Deer School Division. It has not previously been offered in the Division. It is replacing Physics (AP) 35, which is currently being delivered at two Division schools and had an enrolment of 18 students as of March 5, 2020.

Physics (Advanced) 35 provides opportunities for students to study physics beyond the scope of the Physics 20-30 Program of Studies. Physics (Advanced) 35 is intended to foster greater depth of conceptual understanding through the use of student-centred opportunities for inquiry. As well, this course is designed to prepare students for the Advanced Placement™ (AP) Physics 1 and Physics 2 exams.

Reading 15-25

Reading 15-25 is a 3- and 5-credit course sequence developed by the Calgary Board of Education. It is

currently being delivered at twelve Division schools and had an enrolment of 485 students as of March 5, 2020.

Reading 15-25 is intended to help students develop a wider range of strategies that they can use more independently before, during and after reading to help them critically construct the meaning of texts they encounter in an academic environment and in their daily lives. This course sequence provides opportunities for students to engage in literacy learning intended to build background knowledge, decoding skills, personal reading strategies and comprehension.

Speech and Debate 25-35

Speech and Debate 25-35 is a 3-credit course sequence newly developed by Edmonton Public Schools. It is an extension of Speech and Debate 15, which is currently being delivered at four Division schools and had an enrolment of 142 students as of March 5, 2020.

Speech and Debate 25-35 builds upon the knowledge, skills and understandings that were developed in Speech and Debate 15. In this course sequence, students address societal, global and other issues important to youth through speech (the interpretation and oral renderings of meaningful texts) and debate (logical, coherent argumentation presented in a fixed format). As students in Speech and Debate 25-35 complete speeches and debates, they develop the skill of persuasive argumentation and hone their ability to present and defend their ideas.

Statistics 35

Statistics 35 is a 5-credit course sequence developed by Edmonton Public Schools. It is replacing Statistics (AP) 35, which is currently being delivered at two Division schools and had an enrolment of 56 students as of March 5, 2020.

Statistics 35 provides opportunities for students to engage in statistical thinking and analysis. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The Statistics 35 course is designed to prepare students to potentially write the Advanced Placement™ (AP) Statistics exam, to ease students' transition to the first year of post-secondary study and to prepare them for success in science, technology, engineering, mathematics and other programs.

Theatre Performance 15-25-35

Theatre Performance 15-25-35 is a 5-credit course sequence developed by Edmonton Public Schools. It is currently being delivered at one Division school and had an enrolment of 44 students as of March 5, 2020.

Theatre Performance 15-25-35 provides opportunities for students to apply their knowledge of acting to a full-scale theatrical production. In this course sequence, students have the opportunity to participate in a collaborative ensemble, within a theatrical production, in front of a public audience. Theatre Performance 15-25-35 provides a process-driven, production-based theatre experience for students beyond the Drama 10-20-30 Program of Studies.

Theory of Knowledge (IB) 25-35

Theory of Knowledge (IB) 25-35 is a 3-credit course sequence developed by the Edmonton Catholic Separate School Division. It is currently being delivered at seven Division schools and had an enrolment of 421 students as of March 5, 2020.

Theory of Knowledge (IB) 25-35 encourages students to think about the nature of knowledge, to reflect on the process of learning in all the subjects they study and to make connections across them. It is a course sequence that provides opportunities for students to develop critical thinking and inquiry skills that focus on the process of knowing, rather than about learning a specific body of knowledge. Theory of Knowledge (IB) 25-35 explores the personal and shared aspects of knowledge and investigates the relationships between them.

Enrolment Data for Locally Developed Courses Expiring in 2020

Locally Developed Course/Course Sequence Name	Enrolments 2016-2020 as of March 5, 2020				Schools offering in 2019-2020 as of March 5, 2020
	16-17	17-18	18-19	19-20	
American Sign Language Arts Kindergarten to Grade 12	37	37	62	28	Alberta School for the Deaf
Chemistry (AP) 35 (3)	94	119	127	104	J. Percy Page Jasper Place Queen Elizabeth W.P. Wagner
ESL Expository English 15-25 (3 and 5)	n/a	115	122	92	J. Percy Page McNally Queen Elizabeth Ross Sheppard
ESL Introduction to Mathematics 15 (5)	322	353	251	217	Centre High Eastglen Lillian Osborne M.E. LaZerte McNally Queen Elizabeth
Hebrew Language Arts Kindergarten to Grade 12	105	107	118	120	Talmud Torah
Physics (AP) 35 (3)	10	16	17	18	J. Percy Page Queen Elizabeth
Reading 15-25 (3 and 5)	599	818	483	485	Argyll Centre Centre High Eastglen Harry Ainlay J. Percy Page Jasper Place L.Y. Cairns Lillian Osborne M.E. LaZerte McNally Queen Elizabeth Ross Sheppard
Speech and Debate 15 (3)	127	191	127	142	Lillian Osborne McNally

					Old Scona Queen Elizabeth
Statistics (AP) 35 (5)	94	102	74	56	Jasper Place Strathcona
Theatre Performance 15-25-35 (5)	47	33	35	44	Victoria
Theory of Knowledge (IB) 25-35 (3)	425	460	424	421	Harry Ainlay Lillian Osborne M.E. LaZerte McNally Old Scona Ross Sheppard Victoria
Works in Translation (IB) 35 (3)	371	509	441	332	Harry Ainlay Lillian Osborne M.E. LaZerte Old Scona Ross Sheppard

DATE: April 14, 2020

TO: Board of Trustees

FROM: Trustee Cheryl Johner, Audit Committee Chair

SUBJECT: Appointment of Auditors for the August 31, 2020 Year End

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE STAFF: Ariff Asaria, Doris Tambasco, Amanda Wong

REFERENCE: [Board Policy CO.BP, Fiscal Oversight and Responsibility](#)

ISSUE

Board Policy CO.BP, Fiscal Oversight and Responsibility, requires the Board of Trustees to appoint auditors on a yearly basis and to request proposals from qualified firms at intervals not exceeding five years.

BACKGROUND

For the 2018-2019 fiscal year, the requirement for re-tendering the audit every five years was extended to six, as a one-time exception due to changes in Financial Services management personnel. It was felt that the continuity of the auditors during this transitional period would be beneficial.

PricewaterhouseCoopers LLP (PwC) Chartered Accountants, were appointed as the Division's auditors in April 2014. As of August 31, 2019, they had completed a six-year term. Administration began the process of tendering the audit in January 2020. Based on the results of the evaluation criteria and interview, the Audit Committee is recommending the re-appointment of PwC.

RECOMMENDATION

- 1. That the Board appoint PricewaterhouseCoopers LLP (PwC) as the external auditors for the August 31, 2020 year end.**

CONSIDERATION & ANALYSIS

PwC is being recommended due to the knowledge base of their team and their broad range of experience in the public sector with similar clients of size and scope to Edmonton Public Schools. In addition, the PwC Edmonton Office has specific audit experience with the education sector including other Alberta school jurisdictions and university clients.

TB:ja

DATE: April 14, 2020

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: 2020-2021 Distribution of Funds

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE STAFF: Jeremy Higginbotham, Madonna Proulx

REFERENCE: [Interim Funding Manual for School Authorities 2020/21 School Year](#)

ISSUE

Each year the administration of Edmonton Public Schools brings forward a recommendation report to the Board of Trustees for the distribution of funds for the upcoming school year.

PLEASE NOTE: This report identifies the proposed distribution of funds for the 2020-2021 budget based on information available at this time, and is for planning purposes only. Assumptions have been used to estimate the 2020-2021 provincial funding and to calculate our weighted moving average enrolment figure. This information will be updated and reflected in our 2020-2021 Spring Budget following finalization and confirmation of funding by the Province in the coming weeks.

BACKGROUNDProvincial Funding

Since elected, the government has consistently communicated that funding for education would be frozen for the next three years at approximately \$8.223 billion and, beginning in 2020-2021, a new funding and assurance framework would be developed. The new framework, where possible, would support the recommendations of the Blue Ribbon panel as well as those of the Auditor General. Taking its commitments and recommendations into consideration, the 2020-2021 provincial budget was tabled on February 27, 2020, and a new “Interim Funding Manual for School Authorities 2020/2021 School Year” was released.

2020-2021 Interim Funding Manual highlights

- The new provincial funding model consists of 15 major grants. With the exception of rural small schools and geographic grants, our Division qualifies for all remaining grants (Attachment I).
- Unless otherwise indicated, all grants are either fully or partially calculated using the new Weighted Moving Average (WMA) enrolment approach introduced by the province. This model captures the number of funded students across three school years and does not allocate funding per individual student.

- Base funding rates for Kindergarten to Grade 9 have been reduced by approximately nine per cent from the previous year.
- Credit Enrolment Units (CEUs) are no longer the basis for high school funding with the exception of summer school. The WMA base funding rate for high school is 10 per cent higher than grades 1 to 9.
- Summer school funding will be based on the prior year CEU counts to a maximum of ten per student and at a reduced rate (approximately 25 per cent less than the current year).
- New for 2020-2021, Outreach programs do not need to be located in an approved off-site facility. As well, the province has moved from a per-site funding allocation to a per-school division allocation. Our Division currently has five outreach sites, all located in leased spaces.
- The Specialized Learning Supports grant (SLS) is intended to support Kindergarten through to Grade 12 learning needs within an inclusive learning environment. The grant is made up of three allocations: multi-disciplinary team support, jurisdiction composition support, and mental health program support.
- Funding for the Regional Collaborative Service Delivery (RCSD) grant has been repurposed and such supports for students are now included in the SLS grant.
- Program Unit Funding (PUF) will continue to be allocated to support pre-Kindergarten (pre-K) children with severe disabilities or language delays for a maximum of two years preceding Kindergarten. Funding will be allocated using the three-year WMA enrolment of children, ages 2 years 8 months to 4 years 8 months, who have been assessed and diagnosed with a severe disability or a severe language delay.
- Refugee funding is now a stand-alone grant. Like other grants, it is also funded using the WMA enrolment approach and students qualify for a maximum of five years.
- English Language Learners (ELL) continue to be funded. However, under the new funding model, students can only qualify for either ELL or Refugee funding, whichever is the higher amount.
- The First Nations, Metis, and Inuit (FNMI) grant is now comprised of three components: a truth and reconciliation component, a student self-identification WMA enrolment component, and a school and community demographic.
- The Operations and Maintenance (OM) grant is a targeted grant to ensure safe and well-maintained schools for students. It is calculated using a new formula that includes WMA enrolment funding as well as considerations for utilized and under-utilized spaces. Amounts can be transferred into OM from other grants; however, school authorities may not reallocate targeted OM funding for other costs.
- Transportation funding in 2020-2021 will be held constant based on allocations provided under the 2019-2020 model plus five per cent.
- The Nutrition and SuperNet grants remain relatively unchanged.
- The System Administration Grant is a targeted grant to cover governance (Board of Trustees) and school authority central administration costs. The amount is fixed over the next three school years. Amounts can be transferred from the System Administration grant to other grants, but school authorities may not spend funds from other grants on system administration.

RELATED FACTS

- Total revenue for the Division is estimated at approximately \$1.18 billion. This is an increase of approximately one per cent from the 2019-2020 fall budget or approximately \$11.6 million.
- The province has indicated, that, beginning in 2020-2021, that RCSD funding will no longer be allocated to banker boards but rather proportionate funding will be allocated directly to school divisions. In the past a banker board would receive the funds directly on behalf of several school divisions. Shared expenses would be paid from these funds prior to any balance being transferred to

the individual Divisions to cover their related RCSD expenses.

- Almost 75 per cent of Division funds continue to be allocated to support students in the classroom.
- The preliminary enrolment number has been updated from 107,328 as previously projected, to 107,028. There is uncertainty around the impact of the COVID-19 pandemic especially around our international students projection, as such, a very conservative estimate has been used for purposes of this report and will be updated for the spring budget.
- Enrolment growth is projected at approximately two per cent or 2,072 new funded students, bringing the 2019-2020 total projected enrolment to 107,028 students. Under the new WMA model, we are projecting that funding will be based on 105,335 students (Attachment II).
- Grants such as Institutional Services and Program Unit Funding (PUF) will be offset by an equal allocation and will be updated in conjunction with the spring proposed budget.
- Over the last couple of years, the Division has been able to access accumulated operating surplus dollars to react to emergent or unforeseen situations. In the fall of 2019, the Board approved depleting the majority of our accumulated operating surplus balance to offset the impact of the difference between the 2019-2020 provincial education funding and the amount the Division anticipated to receive.
- Direct school allocations for the Distribution of Funds are based on the 2019-2020 fall revised budgets as a starting point, with reductions. These reductions factor in three components: a weighted enrolment reduction, an equity reduction, and an enrolment reduction. Offsetting these reductions is an adjustment to factor in any increases in weighted enrolment based on the initial projected enrolment numbers for 2020-2021. These reductions are necessary in order to submit a balanced budget.
- Central base allocations have been reduced by an average of eleven per cent from fall 2019-2020 allocations. This reduction is greater than the percentage reduction that will be experienced in schools, based on the Division's priority of maximizing dollars for classrooms.
- As a result of changes to the provincial funding framework for Program Unit Funding (PUF), Edmonton Public Schools has had to make significant changes to the Division's Pre-Kindergarten (pre-K) model for the 2020-2021 school year.
 - We will be offering pre-K in six hub schools as opposed to ten hub schools that offered programming during the current year. However, we will be keeping the four schools that are discontinuing pre-K programming on reserve should we need more space to accommodate children. The current 20 pre-K satellite locations are being suspended as of September 2020.
 - The Division's revised model was informed by the constraints of the provincial funding framework and new provincial eligibility criteria for PUF children. Also considered were current enrolment trends, infrastructure, capacity to support pre-K programming, and feedback from pre-K leadership staff.
 - In the current year, and under the current funding model for PUF, the Division is serving approximately 1,040 pre-K children. In 2020-2021, under the new funding model for PUF, we are projecting to serve approximately 600 pre-K children.
- The Division continues to look for efficiencies and has created a shift in allocations in order to take advantage of bulk purchasing and maximize project planning to ensure more dollars go directly to classrooms. This model eliminates the need for schools to budget and pay for costs associated with items like student devices (Chromebooks), classroom display systems, and the ongoing technology support costs. In addition, costs associated with maintaining the physical structure of the school building have also been transferred to the Infrastructure department to manage centrally where scheduling of work can be coordinated to maximize the amount of work that can be done throughout the Division. The cost savings anticipated to be realized from this initiative have been directed to increase the allocations directly supporting classrooms.

- As provincial education funding is frozen, a fall budget update will not be required. However, budget enrolment adjustments will be made for schools that experience material changes in actual enrolment verses projected enrolment.

RECOMMENDATION

That the Distribution of Funds for the 2020-2021 Budget be approved.

NEXT STEPS

Following funding confirmation from the province, anticipated in mid-April, the 2020-2021 Spring Proposed Budget will open for completion by schools and central departments on April 17, 2020.

Due to the timing of the introduction of the new funding framework, the Division did not have the opportunity to revise the budget allocation model used to direct these funds to schools and central departments. The 2020-2021 allocations were put in place as a bridging mechanism in this transition year. The Division will be forming principal and central leader committees to review and revise our allocation model for roll out with the 2021-2022 budget. When revising our allocation model, the Division will need to prioritize the essential elements of student programming and support, given the realities of the new funding framework.

ATTACHMENTS and APPENDICES

ATTACHMENT I	2020-2021 Preliminary Spring Revenue Budget
ATTACHMENT II	2020-2021 Preliminary Enrolment Projections using WMA
ATTACHMENT III	2020-2021 Distribution of Funds - Total Allocations
ATTACHMENT IV	2020-2021 Distribution of Funds - Other Allocations

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Edmonton Public Schools
2020-2021 Preliminary Spring Revenue Budget vs 2019-20 Fall Revised Revenue Budget

	2020-2021 Preliminary Spring Budget	2019-2020 Fall Revised Budget	Variance Spring vs. Fall \$	Variance Spring vs. Fall %	NOTES
Base Instruction Grants					1
Kindergarten	\$ 27,652,700	\$ 31,802,500	\$ (4,149,800)	(13.0%)	
Grades 1 to 9	426,880,700	466,203,600	(39,322,900)	(8.4%)	
	454,533,400	498,006,100	(43,472,700)	(8.7%)	2
High School Subtotal	162,100,300	171,978,600	(9,878,300)	(5.7%)	2,3
SUBTOTAL Base Instruction Grants	616,633,700	669,984,700	(53,351,000)	(8.0%)	2
Services and Supports Grants					1
Specialized Learning Support	88,294,000	-	88,294,000	100.0%	2,4
Program Unit Funding (PUF)	9,433,500	39,247,400	(29,813,900)	(76.0%)	2,5
English as a Second Language (ESL)	19,596,000	22,035,800	(2,439,800)	(11.1%)	2,6
Refugee	14,916,000	13,813,900	1,102,100	8.0%	2,6
First Nations, Métis and Inuit (FNMI student)	10,864,800	10,716,600	148,200	1.4%	2,7
First Nations, Métis and Inuit (FNMI other)	2,629,500	-	2,629,500	100.0%	7
Institutional Programs	8,086,000	9,949,900	(1,863,900)	(18.7%)	8
Other Discontinued Grants	-	95,445,700	(95,445,700)	(100.0%)	
SUBTOTAL Services and Supports Grants	153,819,800	191,209,300	(37,389,500)	(19.6%)	
School Grants					1
Operations and Maintenance (OM)	90,121,000	75,978,800	14,142,200	19%	2,9
Transportation	30,951,100	29,545,400	1,405,700	5%	10
SuperNet	2,294,000	2,294,000	-	-	
SUBTOTAL School Grants	123,366,100	107,818,200	15,547,900	14%	
Community Grants					1
Socioeconomic Status (SES)	14,759,000	11,973,300	2,785,700	23%	2
Nutrition	1,300,000	1,206,100	93,900	8%	11
SUBTOTAL Community Grants	16,059,000	13,179,400	2,879,600	22%	
Jurisdiction Grants					1
System Administration	38,007,000	-	38,007,000	100%	2,12
SUBTOTAL Jurisdiction Grants	38,007,000	-	38,007,000	100%	
SUBTOTAL PROVINCIAL OPERATIONAL REVENUE	947,885,600	982,191,600	(34,306,000)	(3.5%)	
Bridge Funding	51,521,400	-	51,521,400	100%	13
TOTAL PROVINCIAL OPERATIONAL REVENUE	999,407,000	982,191,600	17,215,400	2%	
CAPITAL AND IMR FUNDING					
Infrastructure Maintenance Renewal (IMR)	11,770,000	11,770,000	-	-	
Amortization of Capital Allocations and Expended					
Deferred Capital Revenue	41,736,300	41,736,300	-	-	
SUBTOTAL CAPITAL AND IMR FUNDING	53,506,300	53,506,300	-	-	
TOTAL PROVINCIAL OPERATIONAL AND CAPITAL REVENUE	1,052,913,300	1,035,697,900	17,215,400	2%	
OTHER PROVINCIAL REVENUES					
Educational Programs Cost Recovery	1,905,700	1,905,700	-	-	
Secondments - Provincial	2,768,400	2,768,400	-	-	
Alberta Education Conditional Grants	30,000	30,000	-	-	
Alberta Teachers' Retirement Fund (ATRF)	59,115,000	59,115,000	-	-	
SUBTOTAL OTHER PROVINCIAL REVENUES	63,819,100	63,819,100	-	-	
OTHER PROVINCIAL GRANTS	3,042,200	2,989,300	52,900	2%	
OTHER ALBERTA SCHOOL AUTHORITIES	671,100	942,200	(271,100)	(28.8%)	
Federal French Funding	609,900	609,900	-	-	
TOTAL GOVERNMENT OF ALBERTA REVENUE	1,121,055,600	1,104,058,400	16,997,200	2%	

Edmonton Public Schools
2020-2021 Preliminary Spring Revenue Budget vs 2019-20 Fall Revised Revenue Budget

	2020-2021 Preliminary Spring Budget	2019-2020 Fall Revised Budget	Variance Spring vs. Fall \$	Variance Spring vs. Fall %	NOTES
FEDERAL GOVERNMENT AND FIRST NATIONS FEES	2,566,500	2,363,100	203,400	9%	
School Fees - School Generated Funds	13,949,700	13,949,700	-	-	
Transportation Fees	8,802,500	8,802,500	-	-	
Lunch Program Fees	4,862,200	4,862,200	-	-	
Metro Continuing Education Fees	885,900	885,900	-	-	
Music Instrument & Other Material Fees	309,600	309,600	-	-	
SUBTOTAL FEES	28,809,900	28,809,900	-	-	
OTHER SALES AND SERVICES					
International Student Tuition	2,550,000	6,273,000	(3,723,000)	(59.3%)	14
Sales and Services - Schools and Central DUs	5,171,800	5,068,900	102,900	2%	
Other Sales and Services - School Generated Funds	4,344,700	4,344,700	-	-	
Secondments - Other Entities	1,213,900	1,213,900	-	-	
Adult Education	2,048,600	2,048,600	-	-	
SUBTOTAL SALES AND SERVICES	15,329,000	18,949,100	(3,620,100)	(19.1%)	
INVESTMENT INCOME	401,800	2,401,800	(2,000,000)	(83.3%)	15
GIFTS AND DONATIONS					
EPSB Gifts and Donations	7,245,800	7,245,800	-	-	
EPSB Foundation Support	400,100	400,100	-	-	
SUBTOTAL GIFTS AND DONATIONS	7,645,900	7,645,900	-	-	
FUNDRAISING - School Generated Funds (SGF)	2,197,700	2,197,700	-	-	
RENTAL OF FACILITIES	4,220,400	4,220,400	-	-	
TOTAL REVENUE	\$ 1,182,226,800	\$ 1,170,646,300	\$ 11,580,500	1%	

Notes to supplement the 2020-2021 Preliminary Spring Proposed Revenue Budget

The significant change in the number and structure of grants makes trying to compare grants under the new funding framework to the old one difficult. To that end, notes have been provided where possible to enhance understanding of the new grants.

1. **New Provincial Funding Model**

The new provincial funding model consists of 15 major grants. With the exception of rural small schools and geographic grants, our Division qualifies for all remaining grants.

2. **Weighted Moving Average (WMA)**

Unless otherwise indicated, all grants are either fully, or partially funded on the new WMA enrolment approach recently introduced by the province. The WMA captures the number of funded students across three school years and does not allocate funding per student. Further details on the WMA for our Division are included in Attachment II.

3. **High School Funding**

Credit Enrolment Units (CEUs) are no longer the basis for high school funding with the exception of summer school. The WMA base funding rate for high school is 10 per cent higher than the grade 1 to 9 base funding rate. Summer school funding will be based on the prior year CEU counts to a maximum of ten per student and at a reduced rate.

4. **Specialized Learning Supports (SLS)**

The SLS grant is a new services and support grant. Previous supporting grants such as Inclusive Education, Regional Collaborative Service Delivery (RCSD), and Equity of Opportunity have been repurposed into this grant.

5. **Program Unit Funding (PUF)**

PUF continues to be granted to support pre-Kindergarten children with severe disabilities and delays, between the ages of 2 years 8 months to 4 years 8 months, for a maximum of two years preceding Kindergarten. The previous model allowed for three years of funded programming, up to and including Kindergarten-aged children. Programs less than 800 hours but greater than 400 hours are funded as a half-day program. Our Division has always operated under a half-day programming model; however, under the previous model sites were permitted to claim family-oriented programming sessions (FOPS) which would maximize allowable funding. Under the new model, FOPS do not qualify for funding. The following summarizes the ways PUF funding has been reduced:

- moving from a three-year to a two-year model (PUF funding for Kindergarten programming is discontinued; however, the province has indicated that supports for specialized services are now in the Specialized Learning Supports grant)
- moving to the WMA enrolment model
- elimination of FOPS for funding purposes
- Under the current PUF model, our Division is serving approximately 1,040 PUF children. Under the new model, we are projecting the number of PUF children served, being reduced to approximately 600.

6. English as a second language (ESL) and Refugee

The 2020-2021 ESL amount is lower than the prior year because of the WMA and under the previous funding model, students could qualify for both ESL and Refugee funding. Under the new funding model students can only qualify for one of these grants, whichever is the higher amount. This also explains the reason for the increase in Refugee funding. Students continue to qualify for refugee or ELL grants for a maximum of five years.

7. First Nation, Metis, and Inuit (FNMI)

Under the new funding model, there are three components to the FNMI grant:

- support for truth and reconciliation
- student self-identification: majority of the funds received under this grant are for students that self-identify
- school and community demographic

8. Institutional Programs (EPI)

Under the previous funding framework, EPI funding was based on net program actual costs. Under the new model, funding is based on a three-year average of prior years' actual costs.

9. Operations and Maintenance (OM)

The OM grant is targeted funding to ensure safe and well-maintained schools for students. It is allocated to school divisions using a new formula that includes the WMA enrolment funding as well as consideration for utilized space and under-utilized space. The old plant operations and maintenance (POM) grant only factored in enrolment and not space utilization. Amounts can be transferred into OM from other grants, but school divisions cannot reallocate targeted OM funding for other costs. Administration is currently engaged in ongoing conversations with the province to gain understanding of the new grant and to ensure that the province is factoring in our most up to date space utilization.

10. Transportation

For 2020-2021, the total transportation grant will be held constant at the 2019-2020 funding level plus five per cent.

11. Nutrition

The School Nutrition Grant is intended to provide students in school jurisdictions across Alberta with daily nutritious food that adheres to the Alberta Nutrition Guidelines for Children and Youth. Funding for this grant continues with a flat allocation of \$1.2 million plus a \$100,000 SES allocation.

12. System Administration

The new System Administration grant is targeted and is intended to cover governance (Board of Trustees) and school division's central administration costs and will be fixed for the next three years. In prior years, system administration was partially funded by base instruction grants. Amounts can be transferred from the System Administration grant to other grants, but school divisions may not spend funds from other grants on system administration.

13. Bridge Funding

Bridge funding is not referenced in the funding manual. However, Administration's understanding is that if a school division's total funding, based on the new WMA enrolment funding, is less than its 2019-2020 projected funding, a bridging amount was allocated to get that school division to a minimum of its 2019-2020 provincial funding. In future years, as enrolment grows, bridge funding will be reduced.

14. International Students

With the uncertainty around the COVID-19 pandemic, to be conservative the number of international students included in this report has been reduced from approximately 500 to 200.

15. Investment Income

The Division's \$60 million GIC will be significantly drawn down in 2019-2020. Remaining investment income on regular cash flow will be updated in the spring proposed budget and will be based on a cash flow analysis under the new funding model and current interest rates.

Edmonton Public Schools
2020-2021 Preliminary Spring Enrolment Projections using the new *Weighted Moving Average (WMA) calculation

<u>Student Enrolment by Division</u>	<u>2020-2021</u>		<u>2019-2020</u>		<u>2018-19</u>		<u>2020-2021</u> Total WMA Funded Enrolment
	Spring Projections 100%	Spring Projections 50%	Funded Headcount 100%	Funded Headcount 30%	Funded Headcount 100%	Funded Headcount 20%	
Funded Students:							
Early Childhood Services (ECS)	8,928	4,464	9,471	2,841	9,075	1,815	9,120
Grades 1 -12 funded students:							
Elementary - Division I	24,637	12,319	24,043	7,213	23,677	4,735	24,267
Elementary - Division II	23,960	11,980	23,411	7,023	22,799	4,560	23,563
Junior High	23,411	11,706	22,225	6,668	20,965	4,193	22,566
Senior High:							
Years 1-3	21,674	10,837	21,276	6,383	20,751	4,150	21,370
Year 4	2,191	1,096	2,310	693	2,360	472	2,261
Year 5	702	351	726	218	744	149	718
Subtotal Senior High	24,567	12,284	24,312	7,294	23,855	4,771	24,348
Subtotal - Enrolment Grades K-12	105,503	52,752	103,462	31,039	100,371	20,074	103,864
Sub-total other funded students	1,325	662	1,294	388	1,101	220	1,271
Total Funded Students	106,828	53,414	104,756	31,427	101,472	20,294	105,135
Other (International)	200	-	500	-	500	-	200
Total Student Enrolment	107,028	53,414	105,256	31,427	101,972	20,294	105,335

Funded Student Enrolment Increase 2020-2021 vs 2019-2020:

Percentage	2%
Change in funded enrolment	2,072

***Weighted Moving Average (WMA):**

Base instruction grants are allocated using the three-year Weighted Moving Average (WMA) enrolment of school divisions. Funding provided through the base instruction component does not allocate funding per student or schools. Rather, WMA enrolment is used to allocate funding for the Early Childhood Services (ECS)-Grade 12 instructional activities of the entire school division. The three-year WMA enrolment is calculated as follows:

School Year	Weighted Factor	Enrolment count (FTE)
2018-2019	20%	Actual
2019-2020	30%	Estimates **
2020-2021	50%	Projection ***

****Estimates**

Estimates are based on the frozen funded enrolment counts and are not usually finalized until the end of March in any given school year.

*****Projection for enrolment counts**

There will be no in-year adjustments if the projected enrolment count is different from the actual count. The difference between the projected count and actual student count will be adjusted for in the calculation of the WMA for the subsequent school year. If the projected count is higher than the actual count, the WMA for the next year will be adjusted down, and if the projected count is lower, the WMA for the next year will be adjusted up to account for the difference.

**Edmonton Public Schools
2020-2021 Distribution of Funds (DOF)**

Total Allocations

		2020-2021 Distribution of Funds	2019-2020 Fall Revised Budget		Variance Fall vs Spring \$	Variance Fall vs Spring %	Notes
Revenue	*			*			
Operating Revenue		\$ 1,182,226,800	\$ 1,170,646,300		\$ 11,580,500	1.0%	
Operating Reserve Funds Required		-	56,455,706		(56,455,706)	(100.0%)	
Total Operating Revenue Required		\$ 1,182,226,800	\$ 1,227,102,006		\$ (44,875,206)	(3.7%)	
School Allocations							
Direct School Allocations		\$ 791,372,771	\$ 846,959,788		\$ (55,587,017)	(6.6%)	1
Indirect School Allocations		57,074,899	32,296,541		24,778,358	76.7%	2
		848,447,670	879,256,329		(30,808,659)	(3.5%)	
School Generated Funds/External Revenues		37,060,472	37,060,472		-	-	3
Subtotal School Allocations	74.9%	885,508,142	916,316,801	74.7%	(30,808,659)	(3.4%)	
Other Allocations							
Metro Continuing Education		11,178,349	13,666,028		(2,487,679)	(18.2%)	4
External Revenue Allocations - Central		11,207,456	11,513,520		(306,064)	(2.7%)	5
Division Level Fixed Costs	7.3%	85,787,041	85,787,041	7.0%	-	-	6
Division Level Committed Costs	7.7%	91,423,812	99,626,428	8.1%	(8,202,616)	(8.2%)	7
		199,596,658	210,593,017		(10,996,359)	(5.2%)	
System Administration	3.2%	38,007,000	41,077,188	3.3%	(3,070,188)	(7.5%)	8
Subtotal Other Allocations		237,603,658	251,670,205		(14,066,547)	(5.6%)	
Alberta Teachers' Retirement Fund (ATRF)		59,115,000	59,115,000		-	-	9
Total Budget Allocations		\$ 1,182,226,800	\$ 1,227,102,006		(44,875,206)	(3.7%)	

* The amount as a percentage of the total allocations.

Notes to the 2020-2021 Distribution of Funds (DOF) - Total Allocations

Unless otherwise noted, variance explanations have been provided for amounts where the 2020-2021 Distribution of Funds differs from the 2019-2020 fall revised budget by more than five per cent.

1. Direct School Allocations

Direct school allocations for the distribution of funds are based on the 2019-2020 fall revised budgets as a starting point, with reductions. These reductions factor in three components: a weighted enrolment reduction, an equity reduction, and an enrolment reduction. Offsetting these reductions is an adjustment to factor in any increases in weighted enrolment, based on the initial projected enrolment numbers for 2020-2021.

2. Indirect School Allocations

Indirect school allocations are allocations provided to central departments that directly support the classroom. Examples include departments such as Research and Innovation, Curriculum, and Inclusive Learning. The year-over-year variance also includes a shift in allocations where funds are being managed centrally to provide a sustainable technology evergreening model. This new model eliminates the need for schools to budget or pay for costs associated with items like student devices (Chromebooks), classroom display systems, and the ongoing technology support costs. In addition, costs associated with maintaining the physical structure of the school building have also been transferred to the Infrastructure department to manage centrally.

3. School Generated Funds/External Revenues

School generated funds are funds raised in the community for student activities (such as drama, ski club, and school teams) under the control and responsibility of school management. The funds are collected and retained for expenses at the school level.

4. Metro Continuing Education (MCE)

Summer school funding will be based on the prior year CEU counts to a maximum of ten per student, and at a rate that has been reduced by approximately 25 per cent, as such, the MCE allocation has been reduced. However, other external revenue projections such as adult education have been carried forward from the 2019-2020 fall budget and will be updated in conjunction with the spring budget.

5. External Revenue Allocations – Central

This allocation is a flow through amount, whereby, there is a direct revenue amount related to the allocation. This amount has been carried forward from the 2019-2020 fall budget and will be updated in conjunction with the spring budget.

6. Division Level Fixed Costs

This line represents an allocation for a variety of costs at the Division level to limit their impact to school budgets. A further breakdown of these costs has been included on Attachment IV.

7. Division Level Committed Costs

In order to submit a balanced budget without the use of operating reserve funds, many central allocations were reduced by an average of eleven per cent compared to the 2019-2020 fall budget. A further breakdown of these costs have been included on Attachment IV.

8. System Administration

To align with the new System Administration grant, a matching allocation has been created. The System Administration grant is targeted and is intended cover governance (Board of Trustees) and school authority central administration costs. These costs cannot exceed the amount of the grant.

9. Alberta Teachers' Retirement Fund (ATRF)

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

Edmonton Public Schools
2020-2021 Distribution of Funds (DOF)
Other Allocations

	2020-2021 Distribution of Funds	2019-2020 Fall Revised Budget	Variance Fall vs Spring \$	Variance Fall vs Spring %	Notes
Division Level Fixed Costs					
Fiscal and Debt Services	\$ 55,203,556	\$ 55,203,556	\$ -	-	1
Utilities	21,750,000	21,750,000	-	-	
Insurance	6,116,685	6,116,685	-	-	
High Speed Networking	2,716,800	2,716,800	-	-	
	\$ 85,787,041	\$ 85,787,041	\$ -	0.0%	
Division Level Committed Costs					
Student Transportation	40,071,796	46,884,050	(6,812,254)	(14.5%)	2
School Plant Operations & Maintenance	16,372,192	16,372,192	-	-	
Human Resources Supply Services	13,927,332	13,991,330	(63,998)	(0.5%)	
Core Technology Enterprise Management	4,782,266	4,782,266	-	-	
Language and Cultural Support	5,198,885	5,192,824	6,061	0.1%	
Enterprise Systems	4,994,275	4,994,275	-	-	
Professional Improvement Leaves	1,640,000	1,640,000	-	-	
Board of Trustees	891,829	1,002,055	(110,226)	(11.0%)	3
Central Building Maintenance	890,000	1,000,000	(110,000)	(11.0%)	3
PeopleSoft Road Map	-	1,033,000	(1,033,000)	(100.0%)	4
Staff Development	650,000	650,000	-	-	
Election	480,000	480,000	-	-	
Partnership Commitments	408,501	458,990	(50,489)	(11.0%)	3
Infrastructure Parking Allocation	405,000	405,000	-	-	
Audit	136,946	136,946	-	-	
Board Initiative Fund	40,050	45,000	(4,950)	(11.0%)	3
ASBA Membership	210,000	210,000	-	-	
PSBAA Membership	120,000	120,000	-	-	
Division Feedback Survey	142,400	160,000	(17,600)	(11.0%)	3
Division Awards	26,700	30,000	(3,300)	(11.0%)	3
Youth Engagement Model	23,140	26,000	(2,860)	(11.0%)	3
Trustee Transition Allowance	12,500	12,500	-	-	
	\$ 91,423,812	\$ 99,626,428	\$ (8,202,616)	(8.2%)	

Notes to the 2020-2021 Distribution of Funds - Other Allocations

Unless otherwise noted, variance explanations have been provided for amounts where the 2020-2021 Distribution of Funds differs from the 2019-2020 fall revised budget by more than five per cent.

1. Fiscal and Debt Services

This decision unit is responsible for debenture and capital loan principal payments, interest costs and the amortization cost for supported Division capital assets such as buildings.

2. Student Transportation

In the 2019-2020 fall budget, the transportation department received an additional \$7.8 million comprised of \$5.4 million from the Transportation Fee reduction grant (formerly known as Bill 1), and \$2.4 million of operating reserve funds. Access to these funds is no longer available.

3. Division Level Committed Costs

In order to submit a balanced budget without the use of operating reserve funds, many central allocations were reduced by an average of 11 per cent compared to the 2019-2020 fall budget.

4. PeopleSoft Road Map

The 2019-2020 fall budget reflected the last year of a three-year plan to upgrade the Division's PeopleSoft system. This allocation is no longer required.

DATE: April 14, 2020

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Revenue Generating Opportunities
(Response to Request for Information #057)

ORIGINATOR: Todd Burnstad, Chief Financial Officer

**RESOURCE
STAFF:** Janice Aubry, Karen Mills, Lorne Parker

REFERENCE: [Annual Update on Operational Efficiencies 2018-2019, January 28, 2020](#)
[Education Act](#)
[School Fees Regulation](#)
[School Transportation Regulation](#)

ISSUE

At the November 26, 2019, public Board meeting, Trustee Draper stated that Edmonton Public Schools is dependent on the provincial government as 94 per cent of the Division's budget comes from government. She asked what revenue-generating opportunities Edmonton Public Schools could explore to expand its revenue sources and what revenue sources we currently have.

BACKGROUND

Public education in Canada is a provincial responsibility. The Government of Alberta provides 94.3 per cent of Edmonton Public Schools' operational funding. The remainder of the funding comes from fees (2.3 per cent); other sales and services (1.6 per cent); gifts, donations and fundraising (0.9 per cent); the federal government (0.2 per cent) and additional sources, including rental and investment income (0.7 per cent).

In October of this year, the government introduced a revised funding framework.

The Division is transitioning to this new funding framework from the Province. It has been communicated that the framework includes a freeze until 2022-2023 on the total amount of educational funding from the province at \$8.223 billion a year. We also understand that across the province approximately 15,000 additional students are added to the total enrolment each year.

With a frozen educational budget in the Province, this will mean that the relative amount available funding per student will decrease.

The new funding framework includes a revised formula on how to fund the total numbers of students in each division on a weighted moving average over a three-year period of time. What this means for a growing division is that the total number of students are not fully funded as growth is averaged over a three-year period.

CURRENT SITUATION

School divisions are very limited in the opportunities available to generate revenue, particularly revenue of a significant amount. School divisions can reallocate money by finding efficiencies, as demonstrated in the annual update on operational efficiencies report presented at the January 28, 2020 public Board meeting. However, this is not actual revenue generation (i.e., “new” or additional money) but rather a modification of existing services and revenue sources.

The *Education Act* stipulates that student transportation fee and school fee amounts must be restricted to cost recovery only and cannot be used to generate revenue.

The Division did identify some potential sources with revenue generating possibility. The Division’s Infrastructure unit has provided educational facility and capital planning support and project management to school jurisdictions through contracted services. The primary purpose of this work was to assist other jurisdictions who did not have the staff capacity or experience. It also served as professional learning for Edmonton Public staff. Therefore, while it had the potential to be revenue generating, the work was offered on a cost recovery basis. However, given the current education funding model and provincial economic situation, we do not have the staff capacity to offer the services and we anticipate that other divisions will not have funds available to outsource such services. The Province’s decision to manage all new school construction projects has also reduced the number of requests for project management assistance.

The Division’s Curriculum and Resource Support unit also provides services such as consulting and access to professional learning days to external partners on a cost-recovery basis. At one time, these services were designed as revenue generators. However, due to changes in staffing levels, the unit has not had the capacity to offer such services on any sort of scale that would generate significant revenue.

Resources are offered for sale to other school jurisdictions through the Division's Distribution Centre, but the staff time required to ensure the resources are current and the relatively low volume of sales results in negligible revenue.

Another opportunity identified as potentially revenue generating was selling online curriculum resources developed by the Division. As a large Division, we have access to employee expertise and capacity that smaller jurisdictions may not. Curriculum supports developed by Edmonton Public Schools have been shared widely within and beyond the province. Plans for selling some of our in-house created digital resources were being discussed. However, given the sudden need for online supports as a result of the cancellation of classes due to COVID-19, the Division has made all the online resources available at no charge to families and educators through the Resource Hub, accessible via epsb.ca. (Note: The Resource Hub was launched on March 20. As of April 7, the site has had 27,976 visits from 40 countries, with 5,431 downloads.) While the resources could be monetized in the future, there are no plans to do so at this time.

The Division does apply for grants for which it is eligible, but these funds are targeted and are directly offset by the services and related expenses incurred for delivery of the programming or services for which the grant was intended.

KEY POINTS

- Revenue generating opportunities for schools are limited by legislation and staff capacity.
- Opportunities previously identified by the Division as having revenue-generating potential are not currently feasible.

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