



# 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 28, 2020  
2:00 p.m.

### Board Meeting #15

- 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 #14 – April 14, 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 Monday, April 27, 2020, to register under this item.)*
- G. Reports:
  - 2. Report #14 of the Caucus Committee (from the meeting held April 7, 2020) (Information)
  - 3. Report #15 of the Caucus Committee (from the meeting held April 14, 2020) (Information)
  - 4. First, Second, Third and Final Reading of HG.BP Student Behaviour Conduct (Recommendation)
  - 5. Transportation Fees and Services for 2020-21 (Recommendation)
  - 6. Impact of the Weighted Moving Average Funding Model (Information – Response to Request for Information #064)
  - 7. Impact on the Division Due to Changes to Program Unit Funding (PUF) (Information – Response to Request for Information #068)
  - 8. Edmonton Public Schools Nutrition Response to COVID-19 (Information – Response to Request for Information #069)
  - 9. Edmonton Public Schools Response to COVID-19 (Information- Response to Request for Information #070)
- 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 #14**

Minutes of the Board Meeting of the Board of Trustees of Edmonton School Division of the Province of Alberta held via a Zoom meeting on Tuesday, April 14, 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

Leona Morrison  
Kathy Muhlethaler  
Lorne Parker  
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 Dunn:**

**“That the agenda for the April 14, 2020, Board meeting be approved as amended.”  
(UNANIMOUSLY CARRIED)**

**C. Communications from the Board Chair**

The Board Chair thanked school staff for their creativity, hard work and flexibility in finding ways to support students in their learning. She has heard amazing stories of new and unique ways that teachers are reaching out to the students. The Board Chair said that although these are challenging times, it gives her great hope to see the way in which and the entire Division have come together to support students.

## **MINUTE BOOK**

The Board Chair thanked the Student Senate for including Trustees Adams, Draper, Johner and herself at their recent meeting.

The Board Chair advised that Support Staff Appreciation Week is April 20 -24 with April 22<sup>nd</sup> designated as Support Staff Appreciation Day in the Division. She said that on this day, it is important to recognize the important contributions of all support staff for the excellent work they do in supporting the success of all students and staff in the Division.

### **D. Communications from the Superintendent of Schools**

The Superintendent thanked students, parents and staff during this time of remote emergent learning. He encouraged parents to contact their child's teacher, principal or the Division's Support Services unit should they have any issues or concerns. The Superintendent also referred parents and students to the resources available on the Division's website and SchoolZone.

The Superintendent advised that pre-enrolment will close on April 15, 2020. He shared that Principals will follow up with parents to ensure students are enrolled.

### **E. Minutes**

1. Board Meeting #13 – March 31, 2020

**MOVED BY Trustee Draper:**

**"That the minutes of Board Meeting #13 held March 31, 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. Staff Group Budget Presentation re 2020-2021 Budget

Ms Heather Quinn, President of the Edmonton Public Teachers, was unavailable for the Board meeting and advised that she will submit the Edmonton Public Teachers' presentation in writing for the Board's consideration.

3. Locally Developed Courses

**MOVED BY Trustee Stirling:**

**MINUTE BOOK**

**“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 LDC be approved for use in Edmonton Public Schools until August 31, 2023:**

- Physics (Advanced) 35 (5)

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

- Speech and Debate 25-35 (3)

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

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

**(UNANIMOUSLY CARRIED)**

4. Appointment of the Auditors for the Year Ended August 31, 2020

**MOVED BY Trustee Johner:**

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

**(UNANIMOUSLY CARRIED)**

5. 2020-2021 Distribution of Funds

**MOVED BY Trustee Dunn:**

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

**(UNANIMOUSLY CARRIED)**

6. Revenue Generating Opportunities  
Response to Request for Information #057)

Information was provided regarding Request for Information #057.

**MINUTE BOOK****H. Other Committee, Board Representative and Trustee Reports**

Trustee Johner submitted the following report in writing:

On April 21, 2020, there will be a virtual Public School Boards Association of Alberta (PSBAA) meeting via Zoom from 9 a.m. – 12 p.m. and all Trustees are invited to attend.

Trustee Johner will provide all Trustees with a summary from PSBAA regarding the Public Schools of Saskatchewan intention to appeal the Theodore decision.

**I. Trustee and Board Requests for Information**

Trustee Draper requested that the Administration provide what supports are in place to help the Division's most vulnerable families address food security issues and how these supports are being communicated.

Trustee Estabrooks requested that the Administration provide a fulsome update to the Board on how the Division is responding to the COVID-19 pandemic, including what actions have already been taken and what further actions are planned to support all students in their learning.

**J. Notices of Motion - None****K. Next Board Meeting: Tuesday, April 28, 2020, at 2:00 p.m.****L. Adjournment: 3:40 p.m.**

**The Board Chair adjourned the meeting.**

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Trisha Estabrooks, Board Chair

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Karen Mills, Director of Board and  
Superintendent Relations

**DATE:** April 28, 2020

**TO:** Board of Trustees

**FROM:** Trustee Shelagh Dunn, Caucus Committee Chair

**SUBJECT:** Report #14 of the Special Caucus Committee (from the meeting held April 7, 2020)

**ORIGINATOR:** Karen Mills, Director Board and Superintendent Relations

**REFERENCE:** [Trustees' Handbook](#) – Caucus Committee - Section 5.4

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#### ISSUE

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

**The following recommendations were approved at the April 7, 2020, Special Caucus Committee meeting:**

1. *That the cancellation of the 2020 Division Retirement Banquet be approved.*
2. *That each retiree who wishes to be acknowledged be offered the opportunity to attend the 2020-2021 retirement banquet.*

#### BACKGROUND

Each year, all Division retirees are invited to the Division Retirement Banquet. This year, however, due to the COVID-19 pandemic, large gatherings are currently forbidden and the situation looks unlikely to change in time to proceed with the banquet on June 18, 2020. This year's retirees will still have the opportunity to order their retirement gift, will receive a keepsake digital program, and are invited to attend the 2020-2021 retirement banquet.

KM:sj

**DATE:** April 28, 2020

**TO:** Board of Trustees

**FROM:** Trustee Shelagh Dunn, Caucus Committee Chair

**SUBJECT:** Report #15 of the Caucus Committee (from the meeting held April 14, 2020)

**ORIGINATOR:** Karen Mills, Director Board and Superintendent Relations

**REFERENCE:** [Trustees' Handbook](#) – Caucus Committee - Section 5.4

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#### ISSUE

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

**The following recommendation was approved at the April 14, 2020, Caucus Committee meeting:**

*That a portion of the Vimy Ridge Academy School site be declared surplus to the Division's needs, with the intent that it be used by the City of Edmonton for infrastructure required to support the construction of the southeast LRT.*

#### BACKGROUND

TransEd is currently constructing the South East LRT line and wishes to install street lights, signal lights, LRT Overhead Contact Transit System poles and a new entrance to the Dermott District Park (partially constructed). These lands are jointly owned by Edmonton Public Schools and the City of Edmonton. The City of Edmonton wishes to acquire and exclusively own the land on which this infrastructure will be located. The area required for the three portions of the site totals 1,850 square feet.

KM:sj



**DATE:** April 28, 2020

**TO:** Board of Trustees

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

**SUBJECT:** Annual Review of Board Policy HG.BP Student Behaviour and Conduct

**ORIGINATOR:** Karen Mills, Director Board and Superintendent Relations

**RESOURCE**

**STAFF:** Marnie Beaudoin, Nancy Petersen

**REFERENCE:** [Trustees' Handbook](#) Section 5.4 – Caucus Committee  
Board Policy CH.BP – Framework for Policy Development and Review  
Annual Policy Review for *School Act* Compliance, [June 25, 2019, Board report](#)  
[HG.BP Student Behaviour and Conduct](#)  
[Education Act](#)

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## ISSUE

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 a code of conduct for students that addresses bullying behavior. The Policy Review Committee is bringing forward Board Policy HG.BP Student Behaviour and Conduct for its annual review, in alignment with the *Education Act*.

## BACKGROUND

- At the June 25, 2019, public Board meeting, the Policy Review Committee presented Board Policy HG.BP Student Behaviour and Conduct for an annual review to ensure compliance with legislation Bill 24: *An Act to Support Gay-Straight Alliances*. Bill 24: *An Act to Support Gay-Straight Alliances* was subsequently incorporated into the *School Act*.
- Alberta Education released the new *Education Act* and 21 provincial regulations in August 2019 effective September 1, 2019.
- The Policy Review Committee included the required work to bring Board policies into alignment with this new legislation in their 2019-2020 work plan. This work includes ensuring all policies reflect alignment to the direction of the new provincial legislation that came into effect this fall.
- Under the new provincial legislation, Board Policy HG.BP Student Behaviour and Conduct requires some minor revisions beyond the expectation of an annual review.
- Board Policy HG.BP Student Behaviour and Conduct has been revised to reflect new provincial legislation and is being presented for first, second, third and final reading. There will be no engagement related to the revised policy as changes reflect alignment to provincial legislation.

## RELATED FACTS

- To ensure compliance with the *Education Act*, the following changes were made to Board Policy HG.BP Student Behaviour and Conduct:

- Language was changed throughout the policy to reflect the legislative shift from the *School Act* to the *Education Act*.
- Previous requirements related to student behavior and conduct in the policy through Section 12 of the *School Act* were changed to reflect the requirements of Section 31 of the *Education Act*.
- In the Accountability section of the policy, requirements from the *School Act* 45.1(6) were changed to reflect the requirements of the *Education Act* 33(3).
- In the References section of the policy, all referenced sections from the *School Act* were replaced with the appropriate *Education Act* sections.
- To enhance clarity, the word “retribution” was changed to “restitution” in the section pertaining to consequences for unacceptable behaviour.
- The term “parent” has been expanded to “parent/guardian” throughout the policy.
- Board Policies GGAB.BP Multicultural Education and HAA.BP First Nations, Métis, and Inuit Education were added to the References section of the policy to reflect the relevance of these policies to Board Policy HG.BP Student Behaviour and Conduct.

## RECOMMENDATION

1. That Board Policy HG.BP Student Behaviour and Conduct be considered for the first, second, third and final time at this meeting.
2. That Board Policy HG.BP Student Behaviour and Conduct be considered for the first time.
3. That Board Policy HG.BP Student Behaviour and Conduct be considered for the second time.
4. That Board Policy HG.BP Student Behaviour and Conduct be considered for the third and final time and approved.

## OPTIONS

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

1. Accept and approve the revised draft Board Policy HG.BP Student Behaviour and Conduct to the Board of Trustees for first, second, third and final reading on April 28, 2020, without further changes.
2. Provide feedback and/or request changes to the revised draft Board Policy HG.BP Student Behaviour and Conduct.

## 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. This year there are revisions required to reflect alignment with new provincial legislation, as well as minor changes to terminology.

## 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.

## ATTACHMENTS and APPENDICES

ATTACHMENT I      Draft Board Policy HG.BP Student Behaviour and Conduct

MB:mb

**CODE:** HG.BP**EFFECTIVE DATE:** (19-06-2018)**TOPIC:** Student Behaviour and Conduct**ISSUE DATE:** (20-06-2018)**REVIEW YEAR:** (2024)

## 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 and fosters a sense of belonging throughout the Division.

To establish and maintain an appropriate balance between individual and collective rights, freedoms, 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*.

## DEFINITIONS

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

- **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.
- **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.

## 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 productive learning environments.

This policy affirms the rights, as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*, 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 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 pursuing 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 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, 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. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

1. Unacceptable behaviour may be grounds for disciplinary action, and 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. Consequences for 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, 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, counselling, restorative practices;
  - e. replacement or restitution for loss of or damage to property
  - f. in-school or out-of-school suspension
  - g. referral to Attendance Board
  - h. recommendation for expulsion.
4. Consequences for 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

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

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

AE.BB.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

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

GGAB.BP - Multicultural Education

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:** April 28, 2020

**TO:** Board of Trustees

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

**SUBJECT:** Transportation Fees and Services for 2020-2021

**ORIGINATOR:** Dr. Lorne Parker, Assistant Superintendent

**RESOURCE STAFF:** Alison Cheesbrough, Geoff Holmes, Kim Holowatuk, Christopher Wright

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

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**ISSUE**

Student Transportation annually submits proposed fees to the Board of Trustees for review. At the December 10, 2019, public Board meeting, the Board of Trustees approved a fee increase effective February 1, 2020, in order to offset the loss of \$5.3 million in Student Transportation funding that was eliminated in the October 24, 2019, provincial budget (Attachment I). A consideration in the decision was that fees for the 2020-2021 school year would need to be reviewed following the spring 2020 provincial budget.

**BACKGROUND**

Student Transportation is funded from provincial transportation grants and student transportation fees. In recent years, funding has fluctuated due to factors such as the inclusion and removal of the provincial fuel subsidy, the School Fee Reduction Grant, enrolment growth and new school openings. For a number of years, carry-forward reserves accumulated through a combination of operational efficiencies, and provincial fuel grants were used to minimize increases to bus pass fees and to cushion gaps in funding. In the 2017-2018 school year, all carry-forward reserves were exhausted.

Since 2018, Student Transportation staff have worked through the Student Transportation Framework to identify and implement operational efficiencies. To date, these efficiencies have resulted in savings of approximately \$2.2 million; however, a gap remains between funding and costs. In May 2018, the Board of Trustees approved a transportation fee increase of five per cent effective September 2018, and an additional five per cent fee increase for each year remaining in the term of this Board. The Board also directed that the five percent increase for 2018-2019, and any further funding gap (a total of \$3.8 million), was to be covered by Division surplus funds.

For the 2019-2020 school year, Student Transportation predicted a funding gap of \$2.4 million to be covered by Division surplus funds. With the removal of the School Fee Reduction Grant for transportation in the October 2019 provincial budget, the gap increased to \$7.7 million. As a result of the fee increase that was approved beginning February 2020, the gap between funding and revenue covered from other Division funds was reduced significantly, but not eliminated. Going forward, the remaining gap in funding will need to be addressed through a combination of operational efficiencies and fee revenue in order to avoid decreases to transportation services in future.

In anticipation of further discussions around Student Transportation fees, the Board of Trustees requested that stakeholder feedback be collected to guide them in their decision making. In January 2020, a survey was conducted to engage stakeholders regarding future direction about transportation fees and service levels. A summary of the feedback collected through this engagement is contained in Attachment II.

## RELATED FACTS

- Approximately 32 per cent of students in the Division currently access transportation services.
- Student Transportation staff continue to look for efficiencies that will lower operational costs. In total, approximately \$2.2 million in operational efficiencies have been implemented by Student Transportation since September 2018, which provide lower costs without erosion of Student Transportation service. They include:
  - A new yellow bus carrier contract which minimizes the impact of fluctuating fuel prices. The new contract contains predictable carrier rates until the end of the 2020-2021 school year.
  - A total of 27 bus routes using a shared transportation arrangement with Edmonton Catholic Schools. Sharing the cost of these routes results in annual savings of over \$650,000 for Edmonton Public Schools.
  - Working with schools to implement minor changes to bell times to allow more schools to share buses.
- For 2020-2021, Student Transportation staff have identified approximately \$1.3 million in additional planned efficiencies that will maintain service and result in the increased utilization of existing resources.
- One component of planned efficiencies includes increasing the number of resources shared with Edmonton Catholic Schools.
- The January 2020 transportation survey was accessed by approximately 3,500 respondents. Feedback indicated:
  - Support for sharing resources with other jurisdictions (76 per cent) and making changes to bell times to increase access to alternative programs (66 per cent), lower ride times (74 per cent) and lower bus fees (59 per cent).
  - A strong level of support (86 per cent) that the age of a student should not be a factor in a transportation fee. Respondents were split in their support for fee differences based on program type, and 53 per cent of respondents agreed that everyone who rides the bus should pay the same fee.
- The Funding Manual for School Authorities 2019-2020 prohibited transportation fees for students in need of specialized supports and services who are not able to access regular transportation services. The Interim Funding Manual for School Authorities 2020-2021 confirms that the grant allocation for 2019-2020 will remain in place for 2020-2021.
- For students transported on Edmonton Transit (ETS), Edmonton Public Schools subsidizes the cost of Edmonton Transit passes.

## RECOMMENDATION

**That the attached 2020-2021 Proposed Student Transportation Fee Schedule be approved for implementation effective August 2020.**



**CONSIDERATIONS and ANALYSIS**

If the recommendation for the Student Transportation Fee Schedule is approved (Attachment III), Student Transportation predicts a total fee revenue of approximately \$14.3 million in the 2020-2021 school year. This, combined with planned operational efficiencies, means that Student Transportation will eliminate the gap between funding and costs. As a result, additional Division funding will not be required for the 2020-2021 school year.

Additional considerations include:

- Attachment IV contains further information regarding the impact of adding a family maximum amount to the proposed 2020-2021 Student Transportation Fee Schedule.
- Anticipated funding for 2020-2021 is based on the Interim Funding Manual for School Authorities. The document indicates that a new transportation funding model will be developed and implemented in the future. Transportation fees will need to be reviewed when further details about the new model are communicated to school jurisdictions.
- The information in this report assumes that the pandemic response to COVID-19 will not have an impact in Student Transportation for the 2020-2021 school year. Future impacts may require revisions to transportation fees.

**NEXT STEPS**

If approved by the Board, the new Student Transportation fee schedule would come into effect for September 2020. Following Board approval, a communication plan will be implemented to inform families of the changes.

**ATTACHMENTS and APPENDICES**

ATTACHMENT I	Approved Student Transportation Fees, effective February 1, 2020
ATTACHMENT II	Transportation Fee Survey: What we heard
ATTACHMENT III	2020-2021 Proposed Student Transportation Fees
ATTACHMENT IV	Family Maximum Amount: Additional Information

GH:kk

# Student Transportation Fees



## Fee increases effective February 1, 2020

Starting February 1, 2020, transportation fees are increasing for some students. Families who previously didn't have to pay for yellow bus, those who received ETS pass subsidies and all Kindergarten students will now be required to pay.

	KINDERGARTEN to GRADE 6				GRADE 7 to 12			
	Yellow Bus (Monthly)	Yellow Bus (Annual)	ETS (Monthly)	ETS (Annual)	Yellow Bus (Monthly)	Yellow Bus (Annual)	ETS (Monthly)	ETS (Annual)
<b>Students attending their designated school (regular program)</b>								
Students attending their designated school who reside <b>2.4 km away or more</b>	\$33	\$260	\$33	\$260	\$60	\$515	\$60	\$515
Students attending their designated school who reside <b>less than 2.4 km away</b>	\$33	\$260	\$33	\$260	\$60	\$515	\$60	\$515
<b>Grade 7-9 students</b> continuing to attend the same designated school they attended in elementary	N/A	N/A	N/A	N/A	\$33	\$260	\$60	\$515
<b>Students not attending their designated school</b>								
Students attending a bilingual or immersion program	\$33	\$260	\$33	\$260	N/A	N/A	\$60	\$515
Students attending another alternative program (not bilingual or immersion)	\$60	\$515	\$60	\$515	N/A	N/A	\$60	\$515
Other students not attending their designated school regardless of distance	N/A	N/A	\$60	\$515	N/A	N/A	\$60	\$515
<b>Students in need of specialized supports and services</b>								
Students attending special education programs who are able to use regular transportation services	\$33	\$260	\$33	\$260	\$60	\$515	\$60	\$515
Pre-Kindergarten, Kindergarten and students from Grade 1 to 12 who are unable to use regular transportation services	\$0	\$0	N/A	N/A	\$0	\$0	N/A	N/A
<b>Conditional riders</b>								
	\$60	N/A	N/A	N/A	\$60	N/A	N/A	N/A
<b>Replacement cost (lost or stolen)</b>								
	\$6	N/A	\$75	N/A	\$6	N/A	\$75	N/A
<b>Family maximum (Kindergarten to Grade 6 only)</b>								
Students attending their designated school	\$80	\$625	\$80	\$625	N/A	N/A	N/A	N/A
Students attending a bilingual or immersion program	\$80	\$625	\$80	\$625	N/A	N/A	N/A	N/A
Students attending another alternative program (not bilingual or immersion)	\$150	\$1250	\$150	\$1250	N/A	N/A	N/A	N/A

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

### ANNUAL PASS

- Annual yellow bus passes look different than monthly passes.
- Annual passes must be paid in full at the school office by September 20, 2019.

### EDMONTON TRANSIT PASSES

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

# Infrastructure: Transportation Fee Survey

## WHAT WE HEARD

January-February 2020

### BACKGROUND

In response to changes in government funding for Student Transportation, changes to the Fee Schedule are being contemplated. The Board of Trustees requested stakeholder feedback be collected to support their decision making.

### WHAT WAS DONE

An online survey was open to all stakeholders January 16-31, 2020. A link to the survey was sent via SchoolZone to all current Edmonton Public Schools families, posted on our Division website (carousel) and shared through social media (Twitter, Facebook). A total of 3,488 people accessed the survey.

### EXECUTIVE SUMMARY

Below is a high level analysis of the responses to the questions relating to bus fees and to bus service. For the purposes of this executive summary, responses reported as 'agree' are inclusive of both 'agree' and 'strongly agree'; responses reported as 'disagree' are inclusive of both 'disagree' and 'strongly disagree'.

#### BUS FEES (Questions 5-8)

- 86 per cent of respondents agree that the age of a student should not be a factor in a transportation fee.
- 63 per cent of respondents agreed that students attending their designated school should pay less.
- 62 per cent of respondents feel they should not pay more for transportation if they choose to attend an alternative program school.
- 53 per cent of respondents feel everyone who rides the bus should pay the same fee.

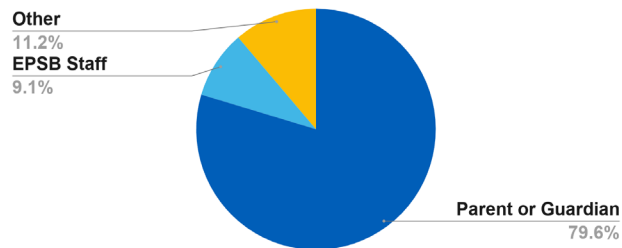
#### BUS SERVICE (Questions 9-12)

- 77 per cent would support sharing busing with other school divisions.
- 73 per cent of respondents agree that students who choose to attend an alternative program should receive the same level of bus service as students going to their designated schools.
- 74 per cent agree that they would support shifting school hours by up to 45 minutes if it meant a shorter ride time.
- 66 per cent agree that they would support shifting school hours by up to 45 minutes if it meant a greater range of alternative programs.
- 59 per cent agree that they would support shifting school hours by up to 45 minutes if it meant a lower bus fee.

## RESULTS AND FINDINGS

### Summary: Feedback by Question

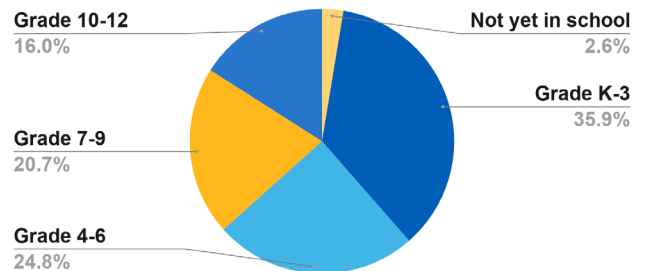
#### 1. I am a:



3,488 responses

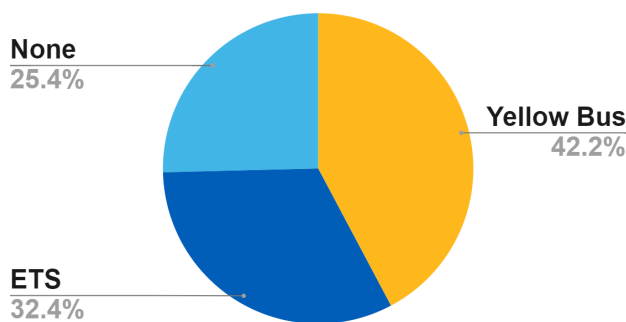
#### 2. My child(ren) is/are in:

2,808 responses



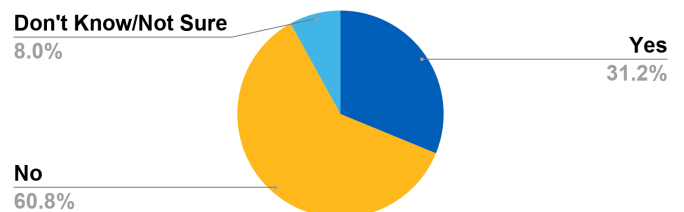
#### 3. Does your child(ren) currently ride:

2,808 responses



#### 4. Does your child(ren) attend an alternative program?

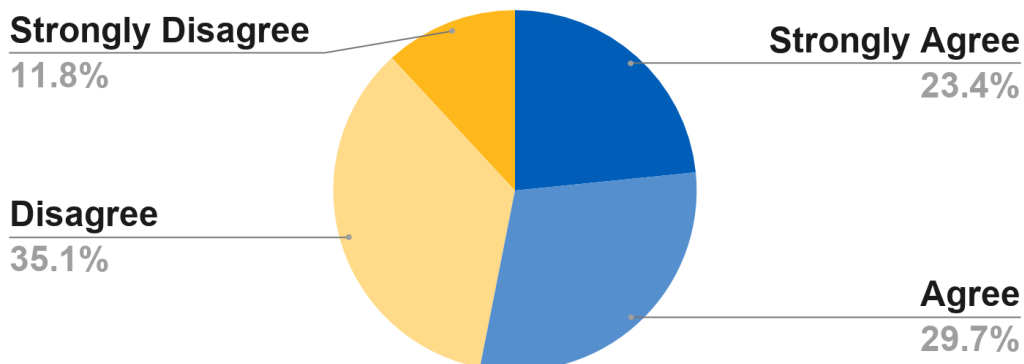
2,808 responses



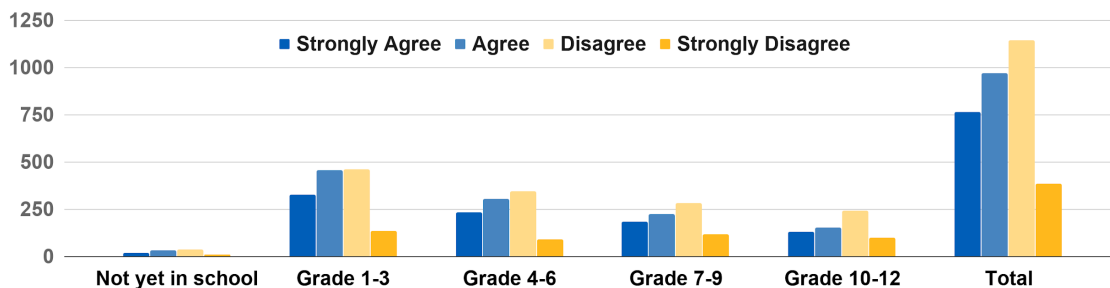
For demonstration purposes, the feedback responses within question 5 have been separated by age of children, transportation type, and type of programming attended (demographic questions 2-4). Variations were less than 10 per cent for all categories.

#### 5. Everyone who rides the bus should pay the same fee.

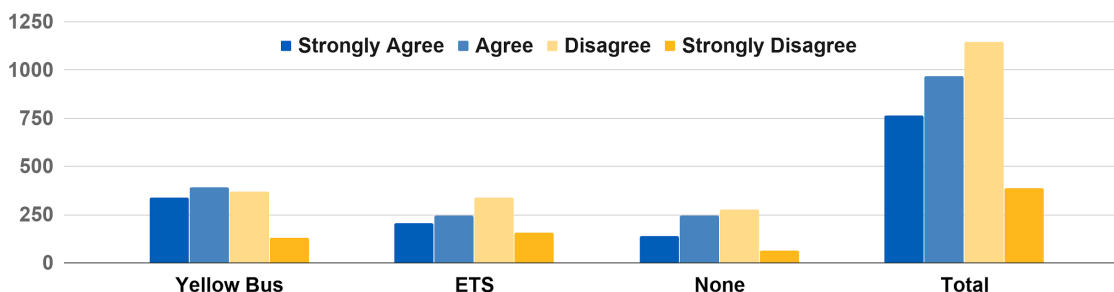
3,266 responses / 64 comments



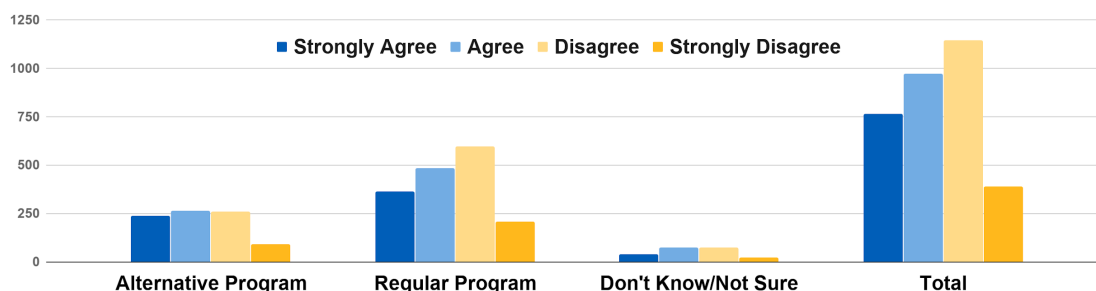
### Question 5: Breakdown by age (numbers)



### Question 5: Breakdown by transportation type (numbers)



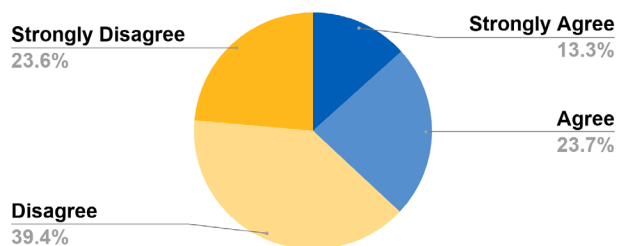
### Question 5: Breakdown by programming (numbers)



The variations between identified demographic groups were insignificant (less than 10 per cent) for all questions, therefore, further breakdowns have not been included in this report.

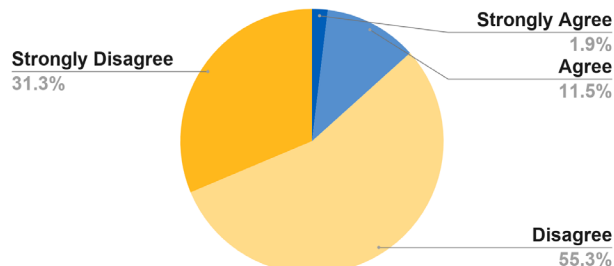
### 6. Students who choose to attend an alternative program should expect to pay more.

3,266 responses / 32 comments



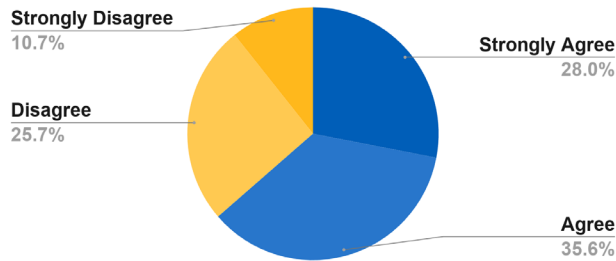
### 7. Older students should pay more than younger students

3,266 responses / 3 comments



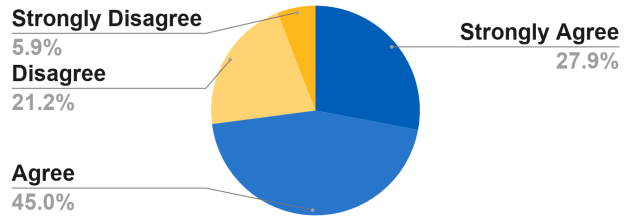
**8. Students attending their designated school should pay less.**

3,266 responses | 47 comments



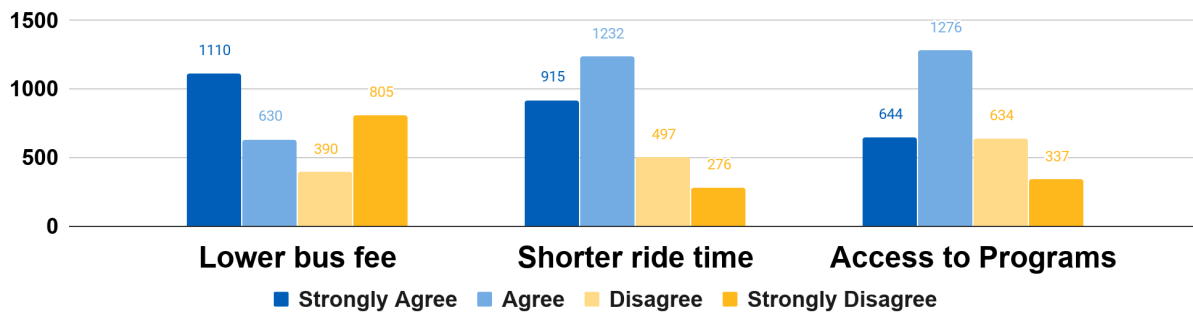
**9. Students who attend an alternative program should receive the same level of service as students going to designated schools.**

2,959 responses | 3 comments



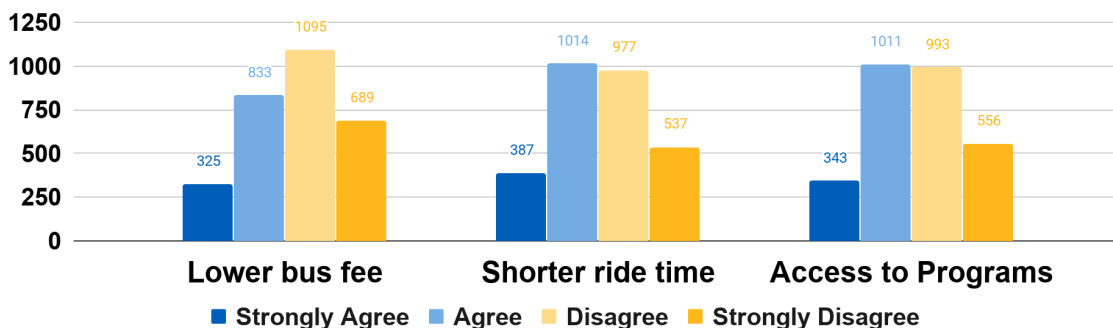
**10. I would support an earlier or later start time to the school by up to 45 minutes in order to have:**

2,959 responses | 35 comments



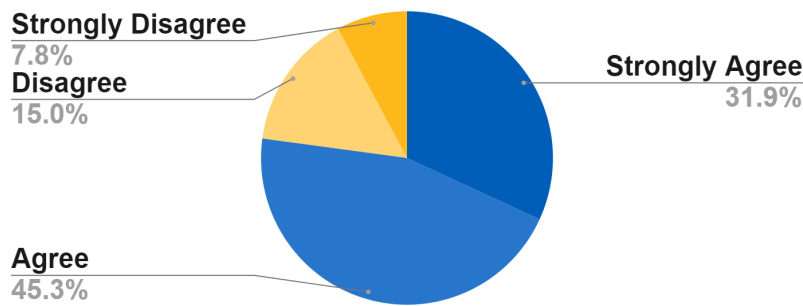
**11. I would be willing to have my child walk further to a stop if it meant:**

2,959 responses | 36 comments



## 12. I would support sharing busing with other school divisions.

2,959 responses / 46 comments



### Summary: Comments

Stakeholders had the opportunity to provide additional comments to the questions they answered in the survey and 698 respondents provided their comments. Below is a themed summary of those comments.

#### Bus Fees

1. The fee increase is too much; currently too expensive (105)
2. No cost or less cost for designated school (47)
3. Consider low income households (44)
4. Would not support further walking distance to bus stop (36)
5. If students are in an Alternative Program and not at their designated school, they should pay more (33)
6. A fee based on distance should be considered (20)
7. Consider special need students (17)
8. Family discounts need to be implemented (11)
9. Transportation users should pay full fee; no subsidization (8)
10. There should be no fee for transportation (6)
11. In favour of equal fees for older vs. younger riders (3)

#### Bus Service

1. Unsatisfied with current yellow bus service (84)
2. For, sharing bussing services (46)
3. For, later start and end time changes (35)
4. Every student deserves bussing (15)
5. School specials need to continue and expand (9)
6. City of Edmonton Transportation Service needs to improve/help (7)

#### Out of Scope

1. Consider redrawing the school boundaries to support a sustainable transportation model (4)
2. More available Alternative Programs (3)

3. Combine the school boards to save money on all levels (2)
4. Consider the environment when running busses in the winter (2)
5. Working more closely with before and after school care support where yellow or ETS transportation support is reduced
6. "Thank you for your hard work in this seemingly impossible task"



# 2020-2021 Proposed Student Transportation Fees

	Monthly Fee
<b>Transportation Service</b>	
All students from K to 12 who access ETS	<b>\$60</b>
All students from K to 12 who are eligible to use regular yellow transportation services	<b>\$38</b>
Conditional Riders	<b>\$38</b>
All students from Pre-Kindergarten to Grade 12 in need of specialized supports and services who are unable to use regular yellow bus transportation services	<b>\$0</b>
<b>Replacement cost (Lost or Stolen)</b>	
Yellow bus	<b>\$6</b>
ETS	<b>\$72.50</b>

## Family Maximum Amount

### Additional Information

#### Current Situation

The current family maximum rate is available to families who have at least three children in grades K-6 attending the same program at the same school. Although current family maximum fees apply to both yellow and ETS bus passes, no ETS passes have been distributed in the 2019-2020 school year under a family maximum plan. Currently, students under 12 are able to ride ETS for free when accompanied by a fare paying passenger, including an older sibling.

In February 2020, a total of 161 yellow bus passes were issued to families as part of a family maximum plan:

<b>Students attending</b>	<b>Number of Family Max Passes Issued (Feb 2020)</b>
Designated School	86
Bilingual or Immersion Program	30
Other Alternative Program	45
<b>Grand Total</b>	<b>161</b>

Family maximum fee amounts in 2019-2020:

<b>Students attending</b>	<b>Family Max Monthly Fee</b>	<b>Family Max Annual Fee</b>
Designated School	\$80	\$625
Bilingual or Immersion Program	\$80	\$625
Other Alternative Program	\$150	\$1,250

#### Additional Considerations

If a family maximum was applied to yellow bus fees as proposed in Attachment III:

- It would be logical to remove the requirements that the family be attending the same program and attending grades K-6. This would be consistent with stakeholder feedback regarding the fee schedule and would increase the number of families that qualify for the family maximum rate.
- If the requirement that children be attending the same school was removed, a new centralized process would need to be developed to support the sale of bus passes, as they are currently sold at the school level.
- Given the above considerations:
  - Families with at least three children attending the same school using the yellow bus would pay a maximum fee of \$95 per month.
  - Family maximum costs could be offset by adding \$1 per month to the monthly yellow bus fee for other riders.

**DATE:** April 28, 2020

**TO:** Board of Trustees

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

**SUBJECT:** Impact of the Weighted Moving Average for Edmonton Public Schools  
(Response to Request for Information #064)

**ORIGINATOR:** Todd Burnstad, Chief Financial Officer

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

## ISSUE

At the March 10, 2020, public Board meeting, Trustee Estabrooks requested Administration provide a detailed explanation of the impact of the Weighted Moving Average (WMA) for Edmonton Public Schools. The information requested is to include:

- How the Division will receive funding allocation through grants now based on the WMA
- The funding gap under the new model (assuming per pupil funding from 2019-2020)
- The impact of this formula on our students

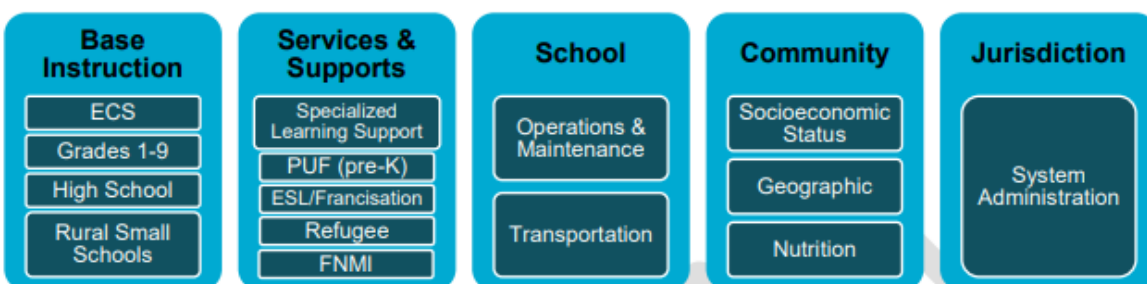
## BACKGROUND

### Provincial 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 (compared to 36).



- With the exception of the Rural Small School grant, our Division qualifies for all remaining grants.
- Out of the grants the Division will receive, with the exception of the Transportation and the Geographic grant, all other grants are either fully or partially calculated using the new Weighted Moving Average (WMA) enrolment approach introduced by the province.
- The WMA model captures the number of funded students across three school years and does not allocate funding per individual student.
- For the 2020-2021 school year, the WMA calculation is based on the following formula:

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

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

\*\*\*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.

## CURRENT SITUATION

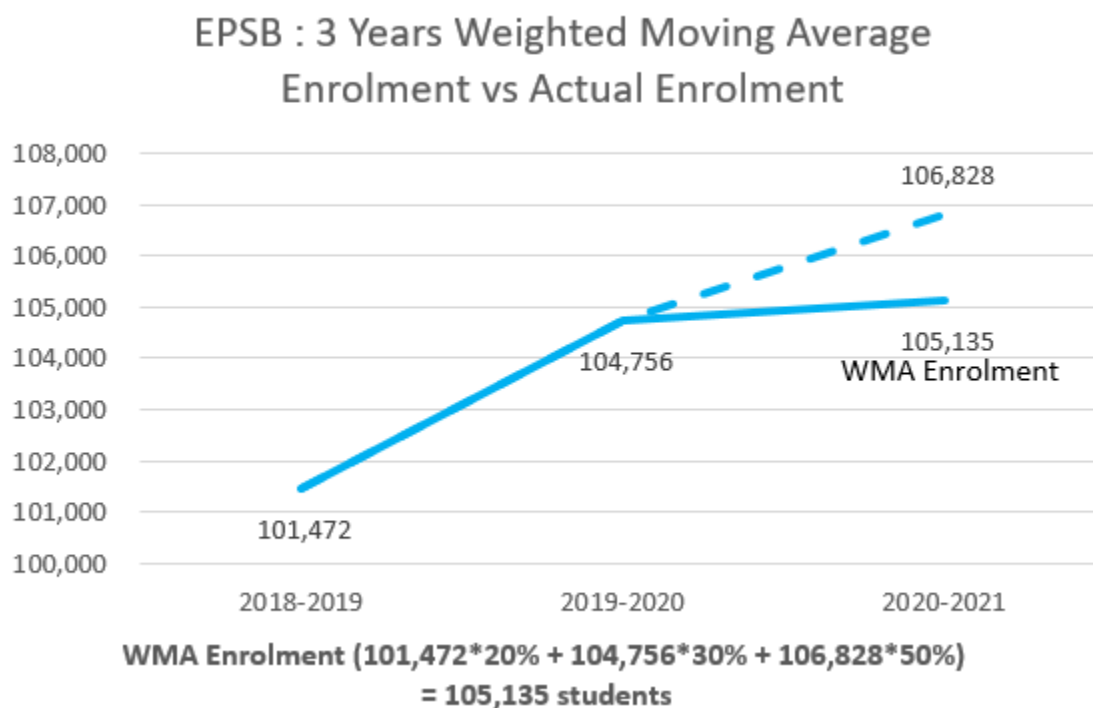
In recent years, the Division has been experiencing an average year-over-year enrolment growth of three per cent and is projecting an increase in enrolment of two per cent between 2019-2020 and 2020-2021 (based on enrolment projections at March 2020).

School Year	Funded Enrolment Count	Enrolment Growth (Year over Year)
2018-2019	101,472	3%
2019-2020	104,756	3%
2020-2021	106,828	2%

Under the WMA model (next page), our Division funding for 2020-2021 will be based on 105,135 students. Our projected funded enrolment is 106,828 for 2020-2021, an anticipated additional 2,072 students. However, our funding will be based on 105,135 (WMA) students, or an increase of 379 students from the 2019-2020 funded enrolment count of 104,756.

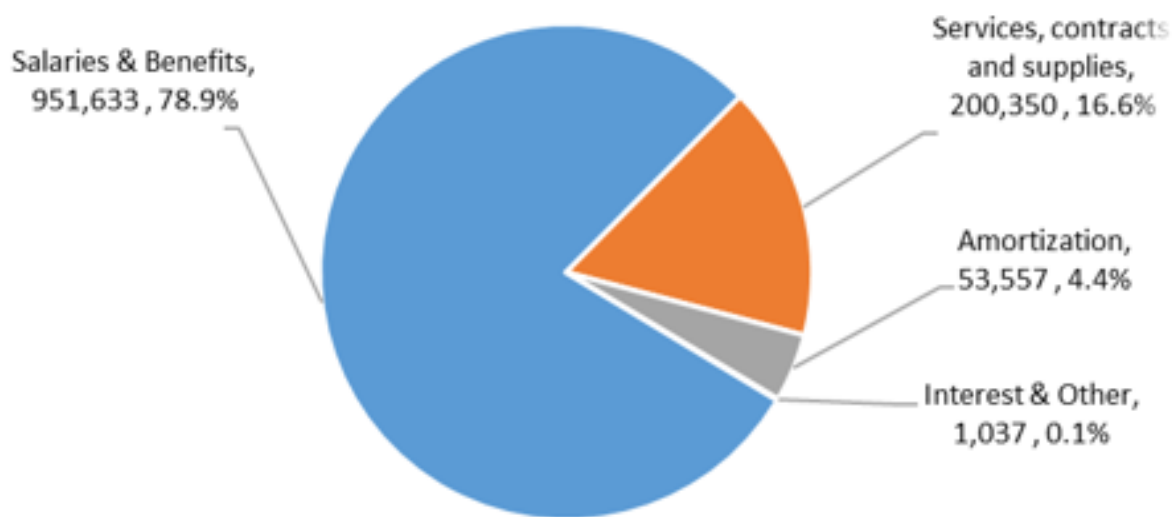
School Year	Weighted Factor	Enrolment Count
2018-2019	20%	101,472
2019-2020	30%	104,756
2020-2021	50%	106,828
WMA Enrolment (FTE)		105,135

The difference is further illustrated in the graph below:



The difference between our projected enrolment and the WMA enrolment is 1,693 students (106,828 – 105,135). It is very challenging to make direct comparisons between the current funding model and the new model that will be implemented for September 2020. As previously stated, the new funding model uses a weighted moving average, while the current model is based on a per student allocation. Using a very high-level calculation, based on our most recent 2019 Audited Financial Statements, the total Government of Alberta Revenue divided by the number of funded students equals \$11,103 per student. Applying this same per student figure to the difference between our projected enrolment and the WMA enrolment number of students translates to \$18.8 million (\$11,103 x 1,693). Therefore, if the funding model remained equal to 2018-2019, we would have received approximately \$18.8 million in additional funding based on our enrollment increases. (Note: as our 2019-2020 year is not finalized and as a result of the reduction of funding in response to the COVID-19 pandemic, per student funding for 2018-2019 was used in this analysis).

### 2018/19 Expenses by Type (in \$ thousands)



As a Division, the majority of our funding is spent on salaries and benefits (78.9 per cent); therefore, the decrease in funding will have a direct impact on the classroom and the supports that we are able to provide for our students.

TB:ja

**DATE:** April 28, 2020

**TO:** Board of Trustees

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

**SUBJECT:** Impact on the Division Due to Changes to Program Unit Funding  
(Response to Request for Information #068)

**ORIGINATOR:** Todd Burnstad, Chief Financial Officer

**RESOURCE  
STAFF:** Madonna Proulx, Natalie Prytuluk

**REFERENCE:** [Interim Funding Manual for School Authorities 2020/21 School Year](#)  
2020-2021 Special Education Coding Criteria

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**ISSUE**

At the March 31, 2020, public Board meeting, Trustee Draper stated that she has been receiving many questions and concerns about the changes to Program Unit Funding (PUF). She requested that Administration provide the Board of Trustees with an outline of impacts to the Division due the changes in PUF.

**BACKGROUND**

Currently, PUF supports pre-Kindergarten and Kindergarten children with severe disabilities and delays, between the ages of 2 years 8 months to less than 6 years of age, for a maximum of three years. The Division operates half-day, four-day per week pre-Kindergarten programs (475 hours of instruction) at 32 locations. As part of PUF, the Division provides family-oriented programming sessions (FOPS) to build parent/guardian capacity and maximize allowable funding per child. Families in pre-Kindergarten can access nine sessions, and families of children in half-day Kindergarten can access seven sessions.

**CURRENT SITUATION**

The following summarizes PUF funding and other changes effective for the 2020-2021 school year:

- Moving from a three-year to a two-year model for PUF means that Kindergarten children previously coded as eligible for PUF (codes 41 to 47, severe disability and/or mild moderate speech delay) no longer qualify for funding. This is a reduction of approximately \$13 million.
  - The province has indicated that support for specialized services for all students is now included in the Specialized Learning Supports (SLS) grant.
- The 2019-2020 maximum funding for a PUF child is approximately \$25,000, inclusive of FOPS. Looking to the 2020-2021 school year, using the weighted moving average (WMA) model, children with a mild moderate speech delay (code 47) will be funded at \$10,000 for a half-day program and children with a severe disability (codes 41 - 46) will be funded at \$15,000 for a half-day program. On average, 85 per cent of the Division's PUF children are coded 47.
- The WMA model, combined with lower funding rates reduces the grant by an additional \$11 million.
- 2019-2020 FOPS funding is approximately \$5.9 million. The new funding framework does not provide any FOPS funding.

- Under the current PUF model, our Division serves approximately 1,040 pre-Kindergarten PUF children. Under the new model, the projected number of PUF children served will be reduced to approximately 600. This is a decrease of approximately 42 per cent in terms of the PUF children that will be served by our Division in 2020-2021. However, PUF funding is expected to be reduced by approximately 76 per cent.
  - Current year one PUF children who do not qualify for year two programming under the new provincial funding criteria, but who would still be recognized as a mild or moderate special needs learner, will be grandfathered in the new model and accommodated at one of the six locations for their year two of Pre-Kindergarten programming. Families wishing to access this programming would be eligible for transportation for a fee.
  - All children eligible for year two Pre-Kindergarten programming who are currently at a satellite location will also be accommodated for September in one of the six locations operational for September 2020.

As a result of changes to the provincial funding framework, Edmonton Public Schools has had to make significant changes to the Division's pre-Kindergarten (pre-K) model for the 2020-2021 school year.

PUF funding will continue to be allocated to support 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.

We will be offering pre-K in six hub schools as opposed to 10 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 22 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.

#### **KEY POINTS**

- The 2019-2020 PUF budget was approximately \$39 million; funding for 2020-2021 is projected at approximately \$9.5 million. This is a variance of approximately 76 per cent.
- Under the current PUF model, our Division serves approximately 1,040 pre-Kindergarten PUF children. Under the new model, the projected number of pre-Kindergarten PUF children served will be approximately 600. This is a decrease of approximately 42 per cent.
- The Division will offer pre-Kindergarten programming in six hub schools as opposed to 10 hub schools that offered programming during the current year.
- The current 22 pre-Kindergarten satellite locations are being suspended as of September 2020.

TB:ja



**DATE:** April 28, 2020

**TO:** Board of Trustees

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

**SUBJECT:** Edmonton Public Schools' Nutrition Response to COVID-19  
(Response to Request for Information #69)

**ORIGINATOR:** Nancy Petersen, Managing Director

**RESOURCE  
STAFF:** Karen Linden, Nancy Petersen

**REFERENCE:** April 14, 2020, Board meeting

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**ISSUE**

At the April 14, 2020, Board meeting the following information was requested by Trustee Draper:  
*That the Administration provide what supports are in place to help the Division's most vulnerable families address food security issues and how these supports are being communicated.*

**BACKGROUND**

As part of Alberta's response to the COVID-19 pandemic, Alberta's Chief Medical Examiner closed Alberta's classroom for traditional learning. Effective March 16, 2020, instruction for K-12 education transitioned to an online or distance learning model.

During regular operations, many schools provide students and families with access to a range of school-based wrap-around supports or services, one of which may be a school nutrition program. School nutrition programming is most typically provided as a response to high social vulnerability.

Since March 16, administration has been working with various school nutrition funders and service providers to put a plan in place to ensure 2019-2020 funding designated to support school nutrition can still support food security for Division students during this time. The Division has worked individually with each funder to develop a strategy that works best for their organization.

**CURRENT SITUATION**

The role that schools play relevant to nutrition and food security looks quite different during COVID-19 compared to traditional school nutrition programming; key points to note about school nutrition support during COVID-19 are:

- The Division's plan adheres to appropriate COVID-19 social distancing and food handling protocols.
- The intention of this support is to supplement other key sources of food security, not to be the main source of food security for a family.
- School-based nutrition support is typically universally available to all students; this new model is far more targeted to the families most in need. Principals or school staff play a key role in identifying their most vulnerable families and connecting them with these resources.

- The strategy has two main approaches, a food hamper program and a grocery store gift card program; each funder developed a strategy to support COVID-19 food security based on their capacity and the nature of how their funding is typically provided to Division schools.
- The 2019-2020 resources originally targeted to school nutrition programming remain directed to the schools receiving this support prior to COVID-19; these are primarily schools on the Division's High Social Vulnerability List.

As a response to COVID-19 and the concern for an increase in the number of families struggling with food security, there have been significant additional resources directed towards food security. These resources have come forward in multiple ways, including but not limited to:

- Additional funds being provided by existing school nutrition service providers.
- Provincial and federal COVID-19 funding aid to address food security.
- Local businesses, community groups and private citizens donating funds to help schools support families.
- Repurposing of other grants or donations towards food security.

There are two primary ways in which the Division is managing school-focused COVID-19 food security support: centrally through Strategic District Supports and at the individual school level where principals are leveraging support through their social capital and existing relationships.

The centrally coordinated efforts are focused around engaging with our current nutrition community partners, leveraging larger donations and the repurposing of previous funding. This work has included collaborating with e4c around shifting the School Nutrition Program to a family hamper program, securing additional funding from COVID-19 food security relief aid, working with Breakfast Club of Canada to repurpose their funding to a grocery gift card program, onboarding Hope Mission's family hamper program and connecting community donations to schools most in need. This work has focused to date primarily around the 60 schools on the Division's High Social Vulnerability List.

Individual schools are also working locally at the community level to leverage their current network of supports and relationships. Some schools have funding unique to their school in support of school nutrition; principals have worked to repurpose how these funds can continue to support families during COVID-19. Other schools have a key partner that is helping to ensure students and families have access to food. There are also examples where the community has rallied to raise funds to support food security for the students and families of a specific school.

In terms of how principals have been engaged regarding school-based food security during COVID-19, an initial message was sent to all school leaders from Assistant Superintendents on March 20, 2020, communicating the transition to a COVID-19 food security approach and providing a Division key contact for schools to reach out to if they were concerned about the food security of families in their school community. To further support this transition and an equitable allocation of resources, staff from Strategic District Supports mapped out all sources of centrally managed COVID-19 food security available to Division schools. From there, work was done directly with each school leader around what supports were available for their school community and the identification of those families most in need of support. Through this process, funds were moved from schools not requiring as much support to schools with more families in critical need of support. By working with each of the schools,

administration was also able to strategically allocate new funding or donations to where the need was greatest. During this work there also were some principals who indicated that at this time their school community was not in need of food security support; should this change in the coming weeks administration will work with these schools to put some supports in place.

To date, this work has focused primarily on schools with existing school nutrition programming and the remaining schools that make up the top 60 of the Division's High Social Vulnerability List. Administration anticipates that the number of families facing food security challenges will continue to increase over the coming weeks. The work being done centrally around COVID-19 food security is being planned out with key partners to allow for the ongoing expansion of support. The following is a summary of Division COVID-19 nutrition supports, as of Friday, April 17, 2020:

- Breakfast Clubs of Canada (BCC): 115 families across 16 schools have received a \$100 grocery store gift card through the influx of new funding; additionally, BCC repurposed funding across their 13 previously funded schools to support \$28,000 in grocery gift cards for families.
- e4c Family Hamper Program: 1,004 families across 32 schools will receive a monthly food hamper for the months of April, May and June
- Hope Mission Family Hamper Program: 103 families across seven schools will receive a monthly food hamper for the months of April, May and June; this hamper program will carry over into July and August should the COVID-19 situation remain similar to current conditions
- Heroes for Hunger: Jerry MacLachlan of Belmont Sobeys teamed up with Trustee Draper and Jenna Swankhuizen of the Walker Sobeys for Heroes for Hunger. Jerry and Jenna each contributed \$1000 and Jerry reached out across community for matched donations. To date more than \$15,000 has been raised and 100 families across 10 Division schools received a \$100 Sobeys gift card; this community driven initiative also supported 50 families in Edmonton Catholic Schools with \$100 Sobeys gift cards
- President's Choice Children's Charity School Nutrition Funding: Schools supported through this grant program have been given permission from the funder to repurpose the remains of this year's funding towards grocery store gift cards for families
- ECECAF Full Day Kindergarten grant: The Foundation worked with the funder to redirect the remaining \$16,604 of this year's grant (intended to support field trips) towards a COVID-19 grocery gift card program at five of the full-day Kindergarten schools

This summary does not include initiatives at individual Division schools. As indicated, many schools are working with members of their community to support food security for their families during this time. This generosity and caring is happening across our Division. These efforts are not coordinated or reported centrally, but the following are three examples of what this support looks like:

- Terra Centre is a critical partner to Braemar School and, during COVID-19, Terra has provided food security support for the schools' students.
- The Carrot Cafe raised money for grocery store gift cards for families of Spruce Avenue School; the Bank of Montreal agreed to match donations by another 50 per cent. Spruce Avenue School extended this support to Delton and John A. McDougall schools.
- Multiple partners support school nutrition at Sherwood School throughout the regular school year, including Food For Thought and Division Union Locals. When classes were cancelled, school staff leveraged all these supports to develop their own hamper program.



## KEY POINTS

- COVID-19 required a significant shift in the delivery of school nutrition support.
- The Division worked with funders and service providers, as well as school principals to implement this shift in a timely and responsive manner.
- The Division's response efforts to food security reflect both centrally coordinated initiatives and individual school level responses.
- The intention of school-based food security during COVID-19 is to supplement other key sources of food security available in the community, not to be the main source of food security for a family.
- All Division food security efforts adhere to the safety protocols of both food handling and COVID-19.

NP:np

**DATE:** April 28, 2020

**TO:** Board of Trustees

**FROM:** Darrel Robertson

**SUBJECT:** Edmonton Public Schools response to COVID-19  
(Response to Request for Information #70)

**ORIGINATOR:** Karen Mills, Director Board and Superintendent Relations

**RESOURCE**

**STAFF:** Janice Aubry, Laurie Barnstable, Todd Burnstad, Laurie Elkow, Leanne Fedor, Terri Gosine, Brenda Gummer, Marlene Hanson, Dave Jones, Trish Kolotyluk, Terry Korte, Roland Labbe, Ron MacNeil, Darwin Martin, Coreen Moccia, Leona Morrison, Kathy Muhlethaler, Ann Parker, Nancy Petersen, Kent Pharis, Madonna Proulx, Natalie Prytyluk, Carrie Rosa, Emmy Stuebing, Mike Suderman, Christopher Wright, Liz Yule

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**ISSUE**

At the public Board meeting on April 14, 2020, Board Chair Estabrooks requested that Administration provide a fulsome update to the Board on how the Division is responding to the COVID-19 pandemic, including what actions have already been taken and what further actions are planned to support all students in their learning.

**BACKGROUND**

On February 6, 2020, Dr. Deena Hinshaw, Alberta's Chief Medical Officer of Health, sent [a memorandum](#) to all school staff and parents/guardians of school children, to provide information about the novel Coronavirus. In the memo, she recommended heightened hygiene practices and staying home if ill and suggested best practices for those arriving from China. These messages were shared across the Division and heightened hygiene practices were put in place and encouraged with videos, posters and other signage through all Division buildings. Employee Health Services staff tracked student and employee absenteeism to identify illness-related absences, with the commitment that any report of 10 per cent of staff or students or more in a school or decision unit would be reported to Alberta Health Services

Dr. Hinshaw wrote again on [March 3](#), confirming that there were still no COVID-19 cases in Alberta (the first case was confirmed on March 5), and again on [March 10](#), classifying the risk of exposure as low and suggesting more caution around travel.

On March 12, Superintendent Robertson [wrote](#) to families to share Dr. Hinshaw's travel cautions and to assure them that the Division and every school was actively working to prevent spread of the virus by taking the following measures:

- Increased cleaning and sanitization at schools, especially in high-traffic areas.
- Continued education and reinforcement of best health practices in our schools
- Closely monitoring attendance among staff and students

- Cancelling all international field trips until the end of April
- Asking schools to consider restricting volunteers and visitors coming into the schools
- Asking schools to limit large gatherings, limit bringing multiple classes together and create more physical space between students where possible

The Board Chair and Superintendent [wrote to families](#) on March 13 to let them know that the Board of Trustees and Superintendent were participating in a call on March 14 with the Chief Medical Officer of Health to learn more about the government's approach with COVID-19 for school jurisdictions across the province and that the Board was planning to meet on Monday, March 16, to discuss the details of what Dr. Hinshaw shared and what it means for schools.

On March 15, the Alberta government cancelled all Kindergarten through Grade 12 classes indefinitely to help contain the spread of COVID-19.

## **CURRENT SITUATION**

On Sunday, March 15, immediately following the announcement of class cancellation, the Division deployed SchoolMessenger (voicemail and text urgent notification system) to notify all families who had signed up for the service and posted messages to SchoolZone and the Division's social media channels. Central staff phoned all school principals, who then worked with their school staff to contact each family directly that evening or the next day. Division Communications also arranged an emergency media availability with the Superintendent and Board Chair and responded to media inquiries.

On March 16, Superintendent Robertson [wrote to families](#) informing them of the cancellation of classes and assuring them that the health and safety of students remained the Division's top priority. He explained that over the next two weeks, one of them being spring break, Division staff would be working on plans to deliver the curriculum and assess student learning and that more information would be provided on March 30, after spring break. Schools arranged schedules for students to pick up their belongings before spring break.

On March 28, the provincial government announced it was redirecting 14 per cent of the Base Instruction Grants to all school divisions for May and June towards the COVID-19 response. For Edmonton Public Schools, that amounted to \$13.78 million from the Base Instruction Grant and \$3.76 million from transportation. Although the Division used about \$2.5 million in savings from operations to help cover the shortfall, the majority of the Division's budget is spent on staffing, so schools and central units were forced to make difficult decisions to help make up this funding shortfall.

In early April, the Division ended all support temporary bi-weekly assignments, effective April 30. All exempt temporary contracts were examined. Where possible, these contracts were also ended, effective April 30. Following these decisions, Human Resources worked with all principals, directors and managing directors to discuss temporary layoffs for permanent support, custodial and exempt positions (teachers are not subject to temporary layoff). Individuals identified for temporary layoff were notified the week of April 14. Their last day worked will be May 15. Through these proposed layoffs, Edmonton Public Schools will be able to cover the funding reductions the Division is facing.

For most Division staff, the cancellation of classes resulted in having to learn and facilitate an entirely new way of delivering instruction in two weeks. It is not quite one month since online delivery of

instruction began. What follows is an overview of the Division's actions taken to support students, families and staff since March 16, and the actions the Division has planned for future implementation.

## **Actions Taken to Date for students and families**

Division staff have worked to ensure students and families have the information and supports they need during the transition to remote learning. In addition to communication directly from schools, central communications have continued to provide support to students and families through:

- Superintendent letters to families on [March 20](#) and [April 17](#)
- A [letter](#) from the Board of Trustees on March 31
- A video message from the Superintendent to staff and families
- Ongoing work with media to ensure all families and the wider community are aware of the supports available
- Messaging and graphics urging families to contact schools to make sure they have their usernames and passwords to access SchoolZone so that they can receive updated information
- SchoolZone messages answering school fee questions
- Access to District Support Services, which is helping families navigate this time by providing clarity on changes in school operations and procedures, and connecting families with the supports they need through both schools and community partners

Ensuring student wellness is key to the Division at all times, and particularly during this pandemic. Schools have reached out in many ways to support to students and families. To provide a sense of normalcy, schools have held virtual school-wide assemblies, recognition of birthdays, Fun Friday activities and classroom or school-wide challenges. Teachers established and shared learning schedules, "office hours", Google Meet and connection times. Many principals are joining in Google Classrooms so that they can interact with students within the lesson delivery.

Schools are also finding unique ways to engage entire families beyond structured academic activities. For example, they are running contests (virtual Easter egg hunts, guess the staffs' baby photos, photos on a particular topic, chalk drawings on the sidewalk, puzzles, etc.) and/or inviting all members of students' families to participate in school/family dance parties led by administration. A number of schools are hosting weekly online meetings for parents to connect with the principal to ask any questions or just to chat.

Videos of staff singing the school song or reciting the regular morning message, principals hosting weekly "news broadcasts", a staff car parade through the school neighbourhood and messages on school signs, windows and in cards sent home have all helped students feel they are still part of their school community.

Knowing that this is an anxious and unsettling time for many, mental health supports are being offered through a number of channels.

- Social Workers have contacted all students they were supporting prior the cancellation of classes to determine if continued direct support is necessary. They have also contacted any additional families that schools have brought forward.
- Social Workers and members of the Mental Health Transition Team are connecting with families/students with mental health challenges by phone to provide emotional and programming support and are supporting teachers to connect with these families.

- Teachers continue to be vigilant in making sure that students are able to cope with the changed circumstances.
- Division Mental Health Therapists are available for consults as needed.
- The Comprehensive School Health team sent all school counsellors and to Inclusive Learning Supervisors a collection of resources intended to help with managing stress in times of uncertainty that they can share with students.
- AHS has established a secure means to enable Mental Health Therapists to continue service delivery to students and families.
- Family Centre Success Coaches, Mental Health Therapists and Root and Wings Family Support Workers continue to engage families or students with whom they have formal case files. Principals are also able to make new referrals.
- Central staff are also collaborating with support agencies and the government to identify how more supports and resources can be made available to ensure children are safe and healthy.
- Many schools have created websites or added information to their existing site with mental health resources and tips for students and their families. They are also sharing this information via social media.

One positive outcome of distance learning are the connections being made with some students who have been, in the past, reluctant learners or non-attenders. In a few individual cases, schools have reported an increase in the attendance of students who were not comfortable with attending school and being part of a classroom. These students now have daily access to instruction where they can turn their camera off and learn in an environment where they experience decreased anxiety.

Nutrition support is also being coordinated for families. Details about the Division's work to bolster food security for families are included in the Response to Request for Information Report being presented at the public Board meeting on April 28.

A number of learning resources have been developed for students and families in response to COVID-19 and the cancellation of classes. These include:

- *Supports for Students Working at Home* - two-page documents with links to Division and Alberta Education resources that are available free for parents. Four versions were developed:
  - [Elementary](#)
  - [Junior High](#)
  - [High School](#)
  - [General \(K-12\)](#)
- The [Resource Hub at Edmonton Public Schools](#). This Hub provides Division-made resources to external teachers, parents, students, schools and school divisions for various grades, subject areas, and languages at no cost. As of April 17, the Hub had 30,860 visits and 6,180 downloads.
- An online registration process, which school, District Support Services and Programs and Student Accommodation staff have supported families to use.
  - Central staff provided optional registration processes to City Centre schools and those schools working with families that may have a language barrier to ensure that the families were supported.
- Dedicated pages on epsb.ca with [Coronavirus Information](#) and information and resources for [Distance and Online Learning](#)
- [Techhelp.epsb.ca](#), a new website to help families setting up technology at home for distance and online learning



- To enhance the support available to families, Division IT staff were polled and a listing of the languages they speak was created so that many callers may now be assisted in their first language
- Loans of Division Chromebooks to students. Extensive work was done in the first weeks of distance learning to ensure students had access to the technology they needed to engage in learning. The Chromebook loans are being facilitated through schools and entered in the Division's library information system. As of April 17, 13,000 Chromebooks had been loaned. Staff also worked with donors to provide almost 400 free Chromebooks to socially vulnerable families.
- Facilitation of low-cost internet access.
  - The Division coordinated internet service with Telus and the "Internet for Good" program. Principals nominate families who do not currently have internet access, Division staff provide them with a code, and the family calls Telus to redeem that code. The family can have internet installed at \$10/mo. Principals may choose to cover this cost, and TIM is also working on securing donations to cover this charge. To date, we have sent out 199 codes to students from 79 different schools.
  - Division staff have also devised a "Mobile Hot Spot" option using re-purposed smart phones from our TIPS Team virtual reality kits and a data-only SIM card which can then be assigned to a student Google Suite account. Students are then able to connect a Chromebook or any other device to the phone as a mobile hot spot.
  - Division staff are working with a community agency that has indicated they may be able to cover the costs of internet for those families who require this assistance.

Staff are also providing more direct support to students and families. For example:

- Kindergarten Educational Assistants are collaborating with their teachers to provide direct online support for children accessing Program Unit Funding (PUF) and their families and for other children in the classroom. This support has come in the form of online videos such as self-regulation puppet shows, science experiments, reading social stories that help children manage stress due to COVID-19, and demonstrating learning games and activities. Educational Assistants are also participating in online classroom meetings and are meeting one-to-one or with small groups of children to read stories, model language strategies, practice self-regulation skills, sing songs and engage children in literacy and numeracy activities.
- School Family Liaisons (SFLs) are checking in with Kindergarten families of PUF children that they serve to see what the family may need to support their child's learning at home. This is done in collaboration with the school. Some of these families have challenging circumstances and have been provided information to access supports such as income assistance, nutrition support, respite, and other basic needs during this stressful time. If families require language and/or cultural support, the SFLs work closely with the Multicultural Health Brokers and the Inclusive Learning Intercultural Consultants to help families cope.
- Many schools' staff are assembling materials for a week or a month of learning for students with limited or no access to technology or requiring specialized supports; these packages include numeracy, literacy, fine motor and site words components and activities.
- School and Inclusive Learning staff are offering individualized support to families with students requiring specialized supports.
  - Items such as daily schedules for learners or "First/Then" prompts that help students complete a less-preferred task before attempting a "more-preferred" task are being provided. This work is often time and staff intensive. For example, visual supports were

created and mailed home to parents of students with severe autism in an Interactions site. When created, the teacher, EA, principal and family at home (including the student) met virtually online and went through how this support could be used, prior to mailing it home. Modelling occurred online and was also captured in a video to serve as an ongoing support for the family if they need to refer back to it. School staff modelled language and process for using the visuals to guide the child through a self-regulation process and continue developing their skills in the home environment.

- Follow ups with parents have included listening to what a typical day at home looks like and brainstorming how to implement tools into their day to continue to promote student independence and engagement. For many parents, it has been a steep learning curve from how to program iPad apps to connecting interfaces and switches to a variety of switch adapted equipment. These skills and technologies, however, are essential to student participation in meaningful communicative and educational activities that without these tools would not be possible.
  - Suggestions about how to create optimal learning spaces for students requiring specialized supports are provided to families, along with support for accessing equipment such as mobility aids, adaptive bicycles, or equipment for blind/visually impaired students.
  - Sign language support is being provided by interpreters and Educational Assistant signers in presentations and videos and with individual students as needed.
- Many other department consultants and resource staff are working directly with families:
    - English as a Second Language consultants and educational assistants are supporting families for whom English is a second language to help them connect to online learning. They are also supporting English language use by ESL students in whose home English is not spoken.
    - First Nations, Métis, and Inuit high school completion coaches have been working collaboratively with schools to connect with the students that they support. They continue to plan delivery of cultural sessions, tutoring, and online learning opportunities via Google Classroom.
    - Speech Language Pathologists, Speech Language Assistants and Occupational Therapists are providing sessions to families to support their child's developmental needs at home.
    - Intercultural Consultants are supporting families with online learning by helping them access and set up on computers and showing them how to connect to SchoolZone and other support resources.

Metro Continuing Education night and English Language Institute classes have also transitioned to online delivery. Laptops and course materials are available to students through a safe pick up process at the school. The Language Instruction for Newcomers to Canada (LINC) childminders have gone online to provide resources and support to the parents of the children in the program. Daily activities include homemade readalongs, singalongs and craft activities, as well as recommended links.

The Division is also working with partners to adapt to distance learning.

- Comprehensive School Health staff have been working with several community partners through the Edmonton Local Immigration Partnership and Edmonton Immigrant Services Association to bring together immigrant and refugee serving agencies across the city to explore supports and responses to needs for families.

- School Resource Officers (SROs) have organized themselves by geographic quadrants and have offered their services to all schools in each quadrant, regardless of whether they had an SRO before classes were cancelled. Officers are assisting with food hamper delivery, checking in with at-risk students, and following up with families that schools have been unable to contact.
  - Numbers are not tracked centrally, but anecdotal information indicates that schools have few students with whom they have not been able to connect. Schools do make multiple attempts to connect with students through a variety of methods including phone calls, emails, notes left on doors and mailed to the home address, and calls to District Support Services, Inclusive Learning and Children's Services.
- School and central staff are connecting community resources with families when issues of abuse, domestic violence or neglect are suspected.
- Schools have also worked with the RCMP both within and outside of the province to do welfare checks on students who have moved out of the city.
- in keeping with the City of Edmonton's closures, the Division closed all playgrounds on March 26 to help contain the COVID-19 outbreak.

Overall, student engagement in online and distance learning remains high. Where engagement may have been an initial challenge, school staff have connected with families and found that the problem most often stemmed from families being unsure how to access or use the technology. Staff have made technology available and worked individually with students and their parents to provide tutorials which have been well received. Staff are monitoring attendance and, should engagement wane, teachers and principals are reaching out to the student and/or parent.

**Actions Taken to Date for Staff**

Communication is critical in a time of such tremendous change. To help staff stay informed and support them in communicating with students and families, the following communications initiatives were undertaken:

- Frequent email updates to staff from the Superintendent
- Scripts and key messages to support principals in sharing information with staff and families
- Voicemail scripts for schools to use
- Shared school closure posters for schools to post on doors
- A daily Question and Answer document to which schools can submit questions to be answered by central staff
- A Q&A on HR-related inquiries, which included information about staff pay and benefits, work at home options, vacation time, sick leave policy reminders, etc.
- Advice on using social media to connect with students
- Messaging and a template letter for schools to share information about temporary staffing reductions due to COVID-19
- Daily meetings with Assistant Superintendents and all principals in their leadership groups

In schools, teachers have co-created weekly learning plans with a focus on critical or essential learning outcomes and ensuing activities support learning. This student learning is supplemented by a variety of initiatives, such as music follow along and join in activities, music appreciation, and character development activities on topics such as kindness, caring and gratitude. In all grades and subjects, school staff continue to differentiate instruction and adapt lessons to meet students' learning needs.

Most teachers are connected within a cohort by grade/subject or division. Staff are sharing resources, lesson ideas, resources and expertise. This organizational format facilitates staff sharing Google Classrooms to ensure continuity of instruction should one teacher become unwell for a period of time. Teachers are also attending each other's virtual live classes, and some are "co-teaching" within it; this is enhancing both student learning and teacher capacity.

A variety of professional supports have been created for staff, including the following:

- Several new resources on Connect, the Division intranet:
  - A *Working from Home* section provides tips on everything from ergonomics to mental health
  - A *Distance and Online Learning Supports* section equips staff to deliver instruction to students remotely. This section was coordinated with central decision units to ensure the section would be a one-stop-shop for content related to curriculum, technology, specialized learning and more
  - *Alternative Delivery Supports* houses hundreds of resources for teachers and parents, sorted for teachers by grade and by subject area. Numerous resources continue to be added daily.
  - The *Specialized Learning Supports* page provides links to tools and resources that teachers can use with students requiring specialized supports
  - A *Comprehensive School Health Approved Resources* page contains links to materials on topics such as mental health and physical literacy to help students build their resilience and their capacity to cope with uncertainty
- Videos to support distance learning and supplement instruction
  - A video message from the Superintendent informs staff about the alternative ways the Division will deliver education to students
  - Three videos featuring Argyll Centre Principal Jean Stiles help frame what distance learning looks like from a Division I and II, Division III and Division IV perspective
  - Visiting teachers working with the Confucius Institute are developing videos on activities such as Tai Chi, Chinese paper cutting, dough art, calligraphy, Chinese knots and dance exercises to be used by local teachers to support Chinese language programs
- Argyll's K-12 online content, made available to all Division educators
- Online training sessions, instructions, resources, lessons and a principal FAQ from the Technology in Schools team, as well as extended IT help desk hours
- Staff Communities of Practice to exchange best practices and provide support for remote instruction.
- Resources for teachers on how to ensure their online lessons and meetings are accessible for students with hearing loss
- Expanded access to eBooks and eAudiobooks at no cost until the end of the school year
- A memo outlining copyright considerations when reading aloud to students in an online learning community
- A *Quick Guide to Consultants*, which connects principals with curriculum, language and literacy consultants
- *Getting Started with Alternative Delivery: Essentials for Teachers* online sessions designed to support teachers with distance and online learning:
  - Session 1: Determining Priorities for Teaching K-12 - 254 teachers attended
  - Session 2: Initial Curriculum-supportive Routines for Managing Delivery of Instruction (K-12) - 264 teachers attended

- Session 3: Initial Approaches/Strategies to Teach Curricular Content (K-12) - 224 teachers registered
  - Session 4: Resources to Support Student Learning (K-12) - 235 teachers registered
  - Session 5: Monitoring and Supporting Student Growth K-12) - 244 teachers registered
- Repeat sessions will be delivered, and five new sessions are under development to address needs related to assessment, evaluation and reporting.
- Assessment resources, including the *Distance and Online Learning Kindergarten to Grade 12 - Assessment, Evaluation and Reporting: Information for Staff at Edmonton Public Schools* and five Assessment Quick Guides support teachers in with various assessment topics:
    1. Beginning to Plan for Assessment for Learning
    2. Ongoing Assessment for Learning Practices
    3. Assessment of Learning: Getting Started
    4. Assessment of Learning: A Focus on Grading
    5. Reporting and Progress Reports
  - Virtual sessions on how to use myBlueprint to support distance learning. myBlueprint can be used by students to collect evidence of their learning in relation to curricular outcomes, set goals, create portfolios, and explore careers and educational opportunities.
  - Online professional learning opportunities identified and created by the First Nations, Métis, and Inuit Consultants that build foundational knowledge and support the Teaching Quality Standards
  - Professional learning regarding the provision of tele-services and ensuring that this service delivery is acceptable within individual discipline/college requirements (e.g., College of Alberta Psychologists, Alberta College of Speech-Language Pathologists and Audiologists) was provided to Inclusive Learning consultants
  - *COVID-19 Pandemic Control - Custodial Staff*, a document to support Custodians during COVID-19. The document covers essential cleaning requirements, personal protection protocols and contains links to Alberta Health Services updates and Division-specific information.
  - *Infection Control and Personal Protective Equipment for Custodial Staff*, a reference manual. Personal protective equipment was supplied to custodial staff as needed, depending on their place of work and role.
  - A reminder about the Employee and Family Assistance Plan (EFAP), available for any staff who may have concerns.

Support was also provided to staff identified for temporarily lay off due to the redirection of education funds to the province's COVID-19 response. Human Resources (HR) and Finance staff collaborated to first find any ways to redistribute funding to minimize the staff reduction. Once those options were exhausted, they then worked to calculate the level of staff reduction needed to adapt to the almost \$14 million funding reduction. Prior to any layoff decisions, HR staff spoke with each principal and central decision unit leader, ~~many~~ multiple times, to review staffing plans, answer questions, and provide guidance. HR staff also spoke with leaders from staff union Locals to keep them abreast of Division plans and gather their input.

Once plans were finalized, scripts were provided to leaders to help them deliver the information to staff. A video with Superintendent Robertson discussing the staffing decisions, a letter on SchoolZone on behalf of Superintendent Robertson to share information with parents, a template for use by principals to share specific staffing information with their communities, and key messages for leaders were also shared.

Each affected staff member also received a letter with links to Q&As, benefit information, information about the provincial and federal emergency response benefits being offered to individuals as a result of the COVID-19 pandemic, and information specific to their staff group such as the Identification for Transfer process.

The Division's tenants, renters, contractors, and partners have also been impacted by COVID-19. The Division has collaborated with them by:

- Working with schools and vendors to manage services contracts (e.g., artist-in-residence, athletic therapists, etc.) for situations where those services will not be able to be used in a distance learning setting.
- Working with schools and tenants to navigate the cancellation or suspension of programs, including facilitating access to sites for tenants to retrieve items.
- Working with stakeholders and the City of Edmonton on rental and Joint Use Agreement cancellations.

Construction projects across the Division have implemented new practices related to COVID-19. All construction sites have added additional handwashing stations and policies. Workers are kept apart as much as possible and additional personal protective equipment has been added. Any worker showing signs of illness is asked to go home. All contractors are working with AHS guidelines to ensure safety.

The Division's pandemic response has also meant that some Division activities and events have had to be cancelled, postponed or modified.

- Sport tournaments, bikeathons and other fundraisers scheduled at schools have all been cancelled
- The Division Feedback Survey will not be implemented this year, to reduce the requests already being made of staff, families and community members
- The Foundation's Ready for Life Fundraising Breakfast has been reimaged as the Reading for Life virtual event.
- High school principals and central staff are discussing alternative plans for graduation
- The Division Retirement Banquet has been cancelled, with retirees being invited to join next year's event
- Division Student Awards and Community Sponsored Awards deadlines were extended to May 8

#### **Actions Planned for Implantation for Students and Families**

In addition to the work that will continue to ensure students have what they need to be safe, healthy and fully engage in distance learning, plans for future initiatives for students and families include the following:

- School fee refunds. School Accountants are currently working with schools to calculate fee refund amounts and refunds to families are expected to begin being issued on May 4.
- A parent purchase program for Chromebooks that would reflect the high-volume discount pricing received by the Division. Once the details of the program are finalized, it will be communicated to parents via SchoolZone.
- Working with school facilitators to explore their capacity for transitioning the Community Helpers Program to run online.
- Development of an online transportation application. Previously, students who were new to busing were required to submit a paper application form at schools.

- Online enrichment camps to replace Metro Continuing Education summer camps for junior high students. Metro is also planning for online delivery of summer courses.
- Changes to the Online Student Course Request (OSCR) system to make it available remotely. (The system was intended to be used with students at school.)

**Actions Planned for Implantation for Staff**

The majority of future projects for staff are centred around providing additional technical and instructional supports for the delivery of online education. Several central departments are in the process of creating instructional videos on topics such as virtual games to enhance vocabulary and numeracy, storytelling, and activities using Alternative and Augmentative Communication systems. Information on best practices in online instruction will continue to be shared, as well as technology tips.

In addition to this focus, supports for other areas of Division work are being developed.

- Financial Services, Inclusive Learning and District Support Services are collaborating to develop new guidelines for coding applications for students requiring specialized supports given that staff from Inclusive Learning will have a difficult time completing assessments remotely.
- Diversity consultants supporting gender and sexual minorities are gathering resources to share with school GSA facilitators and are developing a secure online GSA platform that schools can use.
- Student Transportation is working with industry and other metro school boards across the Province to ensure drivers and buses are in a state of readiness to return once classes resume.
- Custodial and maintenance staff are finalizing logistics for deep cleaning and work in schools that may be possible now, rather than the summer, given the absence of students in schools.

Division staff are also beginning to plan for the return to in-person classes and are creating contingency plans in the event that in-person classes are not possible for the start of the new school year. While the former scenario is preferred, if the latter is required to keep everyone healthy, it has been demonstrated that Division staff have the creativity, dedication and resiliency to adapt and maintain the focus on doing what is best for students.

**KEY POINTS**

- The health and safety of students and their families is the Division's priority during the pandemic.
- The Division is complying with the directions of Alberta's Chief Medical Officer of Health to keep staff, students and their families safe.
- On March 15, the Alberta government cancelled all Kindergarten through Grade 12 classes indefinitely to help contain the spread of COVID-19.
- Due to the declaration of a State of Public Health Emergency by the Government of Alberta on March 17, 2020, as of March 18 staff were asked to work from home where operationally feasible.
- Division staff transitioned to online delivery of instruction very quickly, creating a multitude of learning resources for families and staff, as well as coordinating nutrition and mental health support.
- Ongoing support for staff, students and families is planned and the Division will continue to be responsive to advice from the Chief Medical Officer of Health in preparations for the next school year and a return to in-person classes.

KM:km