



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, June 9, 2020
2:00 p.m.

Board Meeting #17

- A. O Canada 
Recognition of National Indigenous Peoples Day
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Minutes:
 - 1. DRAFT – Board Meeting #16 – May 26, 2020
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, June 8, 2020, to register under this item.)
- H. Reports:
 - 2. Student Senate–Summary of Work Accomplished and Proposed Revisions to Model (Recommendation)
 - 3. Strategic Plan Update – Student Leadership and Citizenship (Information)
 - 4. Locally Developed Courses (Recommendation)
 - 5. Approval of the 2020-2021 Budget (Recommendation)
 - 6. 2021-2022 School Year Calendar (Recommendation)
 - 7. Motion re: Request from the Ministry of Education regarding Program Unit Funding (PUF) (Recommendation)
 - 8. Motion re: Edmonton Public Schools Survey Design (Recommendation)

9. Impacts of Funding to Private and Charter Schools
(Information – Response to Request for Information #066)

- I. Other Committee, Board Representative and Trustee Reports**
- J. Trustee and Board Requests for Information**
- K. Notice of Motion**
- L. Meeting Dates**
- M. Adjournment**

MINUTE BOOK**Board Meeting #16**

Minutes of the Board Meeting of the Board of Trustees of Edmonton School Division of the Province of Alberta held via Zoom on Tuesday, May 26, 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
Mike Suderman
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 May 26, 2020, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

C. Communications from the Board Chair

The Board Chair advised that the audit review for the Calgary Board of Education was released last week and that no financial irregularities were found. While the Board of Trustees respects the relationship it has with the Minister of Education, the Board Chair said that democratically elected school boards are at the very core of what it means to represent parents, families and students and their important voices in Education.

MINUTE BOOK

The Board Chair shared that every year at this time, the Board pauses to recognize the great work of the exempt staff. She explained that exempt staff fill over 200 job titles and work in every department, inside and outside of the Division's classrooms. The Board Chair said exempt staff serve students who need supports for learning, behavioural and physical challenges. They keep the Division's schools and central departments running smoothly, working as planners, analysts, team leaders, co-ordinators and specialists in so many other areas. On behalf of the Board of Trustees, she thanked exempt staff for their support for students.

The Board Chair thanked all parents, students and staff who took the time to complete the school re-entry survey and advised that the survey is open until May 28, 2020. She advised the information collected will help inform the three scenarios being contemplated for what school will look like come September 2020. The Board Chair said she continues to think of parents and the challenges they face while striving to do what is best for their children.

D. Communications from the Superintendent of Schools

The Superintendent advised that the first week of June is designated as Pride Week in the Division. He said that SOGI consultants are working with the Communications Unit to create suggested activities for students and schools that can be done remotely and that this information will be issued next week.

The Superintendent shared that 188 schools participated in the 2019 Terry Fox Run and raised approximately \$192,000 for cancer research. He thanked all participants and those who made donations.

The Superintendent congratulated Mr. Tyler Greenslade, Department Head of Athletics and Coach for the Harry Ainlay Titans football team. He said that Mr. Greenslade was awarded the 2019 Norm Kimball Coach of the year award.

E. Minutes

1. Board Meeting #15 – April 28, 2020

MOVED BY Trustee Stirling:

**"That the minutes of Board Meeting #15 held April 28, 2020, be approved as printed."
(UNANIMOUSLY CARRIED)**

F. Comments from the Public and Staff Group Representatives

One submission from a registered speaker was presented regarding the possible use of 5G in schools and the safe use of technology.

MINUTE BOOK**G. Reports**

2. Report #13 of the Caucus Committee (From the meeting held November 5, 2019)

Information was received regarding actions taken at the November 5, 2019, Caucus Committee meeting.

3. Report #16 of the Caucus Committee (From the meeting held May 12, 2020)

Information was received regarding actions taken at the May 12, 2020, Caucus Committee meeting.

4. Strategic Plan Update – First Nations, Métis and Inuit

The Trustees received information regarding First Nations, Métis and Inuit student progress.

The following request for information was put forward by Trustee Janz in reference to Chart 11. Self-identified First Nations, Métis and Inuit dropout rate: five-year trend of the report:

- Provide a comparison of dropout rates for all students, in addition to self-identified First Nations, Métis, and Inuit students
- Provide desegregated data by gender of students who drop out

This information will be provided to the Trustees through a Transmittal Memorandum (TM).

5. 2020-2021 Non-Resident Fees and 2021-2022 International Student Fees

MOVED BY Trustee Draper:

- “1. That the proposed 2020-2021 Non-Alberta Residents Fees and Special Needs Non-Residents fees be approved.”
(UNANIMOUSLY CARRIED)**

- “2. That the proposed 2021-2022 International Student Tuition fee of \$12,500 and an International Student Application fee of \$250 be approved.”
(UNANIMOUSLY CARRIED)**

The following request for information was put forward by Trustees Ip and Janz:

- Has summer programming been offered to international students in previous years and, if yes, provide enrolment statistics
- Provide information on what services and supports are included in tuition fees

This information will be provided to the Trustees through a Transmittal Memorandum (TM).

MINUTE BOOK

There was a short break in the meeting.

6. 2021-2022 School Year Calendar

MOVED BY Trustee Johner:

“That the 2021-2022 Division Calendar be approved.”

MOVED BY Trustee Draper:

“That the 2021-2022 Division Calendar be referred back to Administration for the development of a second calendar option that would include a full week break in May for consideration at the June 9th Board meeting.”

IN FAVOUR: Trustees Draper, Dunn, Ip, Janz and Stirling

**OPPOSED: Trustees Adams, Estabrooks, Gibson and Johner
(CARRIED)**

There was a short break in the meeting.

7. Recommendation on Voting in Advance of the ASBA Spring General Meeting (SGM)

MOVED BY Trustee Janz:

“That Edmonton Public Schools trustees attending the ASBA Spring General Meeting support the proposed ASBA 2021-2021 budget.”

IN FAVOUR: Trustees Adams, Draper, Dunn, Estabrooks, Gibson, Ip, Janz and Johner

**OPPOSED: Trustee Stirling
(CARRIED)**

8. Extreme Cold Temperatures and Impacts on Infrastructure
(Response to Request for Information #060)

Information was provided in response to request for information #060.

9. Response to Edmonton Public Schools Climate Readiness
(Response to Request for Information #069)

Information was provided in response to request for information #069.

The following request for information was put forward by Board Chair Estabrooks:

- Provide an assessment of how the Division’s carbon footprint compares to the other metro school boards.

This information will be provided to the Trustees through a Transmittal Memorandum (TM).

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

No reports were submitted for this item.

I. Trustee and Board Requests for Information

Trustee Gibson asked that as part of the re-entry plans for the 2020/2021 school year, the Division advise how it plans to coordinate access and scheduling of online school sessions for children that will be in full-day child care should both parents be at work.

J. Notices of Motion:

Trustee Draper served notice of motion that the following be adhered to with future survey design by the Division:

- The Division pre-tests each survey tool. This means, testing the survey out with a small sample of the intended population to assess if questions make sense, flow and take the expected time, etc., and to make changes to the survey tool based on feedback received.
- That each survey is assessed for its readability level. Over 25 per cent of the Division's population are English Language Learners, and the language level in Division surveys can be high. This step would address this; for instance, if readability is over a Grade 6 level for anything going to parents or caregivers a literacy review would be undertaken to revise the survey tool. Also, language needs to be appropriate for the grade level being surveyed.

This would ensure that the Division is constantly and consistently modelling good survey design practices.

Trustee Dunn served notice of motion that the Edmonton Public Schools Board request more information from the Ministry of Education about plans for early intervention in Alberta, given reductions to Program Unit Funding (PUF), including:

- Potential changes to the number of children able to access early intervention
- Provincial plans for the provision of early intervention for children who will no longer be able to access early intervention through PUF programs
- Plans to address the type and level of intervention needed for students who cannot access early intervention as they enter the school system, in order to maintain long-term student achievement and well-being.

K. Next Board Meeting: Tuesday, June 9, 2020, at 2:00 p.m.**L. Adjournment: 5: 20 p.m.**

The Board Chair adjourned the meeting.

MINUTE BOOK

Trisha Estabrooks, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: June 9, 2020

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Student Senate – Summary of Work Accomplished and Proposed Revisions to Model

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCES: Marnie Beaudoin, Sean Jones, Josh Karathra, Johanna Lau, Tristin Odnokon, Nancy Petersen

REFERENCE: [October 22, 2019, Board report: 2019-2020 Student Senate Work Plan](#)

ISSUE

The Student Senate is presenting a summary of their 2019-2020 work to the Board of Trustees and responding to the Board's request for revisions to the Student Senate model.

BACKGROUND

At the October 22, 2019, public Board meeting, Student Trustees brought forward a report to the Board explaining that they had decided to make the focus of their work this year the organizing of a symposium on life skills for Division high school students.

At the February 25, 2020, public Board meeting, Student Trustees provided an update on the work of their committees, struck to support three key areas of the symposium: logistics, program and promotion.

The symposium was scheduled for April 29 at Victoria School. Unfortunately, the live event had to be cancelled due to COVID-19. The Student Senate did explore the possibility of hosting a virtual symposium. Given the short timeframe and the many disruptions students were already facing due to COVID-19, Student Senators did not feel this was a viable option. However, many of the community members scheduled to present at the symposium remained interested in supporting Division students and recorded the key themes of their presentations. These messages are intended to provide students with personal perspectives and insights to support the overall development of life skills. These videos, letters and presentations are now available to all students through the Spreading Wings Life Skills Symposium [section](#) on the Student Senate website.

The last three months of the Student Senate have centred around adapting to change. Since in-person meetings weren't possible, Student Senate meetings were held via Google Meet. It took some adjustment, but there were also benefits - travel time was eliminated and cost savings were found as catering was eliminated.

At the Student Senate's April 8 meeting, Board Chair Estabrooks and Trustees Adams, Draper and Johner talked with the students about the reduced funding the Division was facing, noting that the Board, schools and central departments were cutting their budgets by up to 11 per cent. Board Chair Estabrooks reiterated that the Board values student voice and wants to continue to include it as part of the Board's decision making. However, changes in funding to the Division meant we had to look at how to do this more cost-effectively. Board Chair Estabrooks noted that youth have played a significant role in researching and developing the

Student Senate model since its very first iteration with a single student Trustee in 2014, and therefore asked for the Student Senate's help in finding a new model or approach to collecting student voice.

The Board of Trustees asked that the Student Senate research, develop and bring forward a proposed model that:

- provides the Board of Trustees with direct access to student voice to inform decision-making
- provides a means for students across the Division to gain a stronger understanding of the role of public education, and voice their perspectives about relevant educational issues
- engages students from across the Division to ensure the diversity of student voice represents the diversity of the Division's student body
- can be carried out for a maximum of \$5,000 per school year.

On May 13, 2020, the Student Senate gathered to discuss proposed changes to the work of the Senate, structure and representation in the Senate. Prior to the meeting, all Student Senators had been provided with the discussion questions and asked to reflect on them and discuss them with peers if they wished.

The discussion took the form of four conversations regarding:

1. Work of the Senate
2. Structure of Senate meetings
3. Representation on Student Senate
4. Value of Student Senate

The discussion was attended by 24 of 32 Student Senators. Each of the four conversations were framed by outlining the current state of the Student Senate, linking the question to the Board's request and reflective questions or examples to support a dialogue. These conversations were recorded by a notetaker and following the meeting, Student Senators had the opportunity to provide additional written feedback on the four topics discussed through a Google form. Written documentation was received from 21 of 32 Senators.

Based on the feedback, it was clear that the students see many benefits from the current Student Senate model for themselves, their fellow students, the Board of Trustees and Edmonton Public Schools. Rather than suggesting a wholesale change, students suggested revisions to make the model both stronger and more cost effective. The following provides a high-level summary of the suggested revisions.

Discussion One: Student Senate work

- Focus more on direct requests for feedback on issues from the Board of Trustees, Division Administration and education-related questions and concerns of youth
- Continue to provide opportunities for students to identify and address issues of importance to youth, but focus less on project/committee work
- Undertake more opportunities to engage with students throughout the year around a range of education-related topics. Additional benefits of this shift in focus include:
 - opportunities for leadership growth through positions such as task group coordinators, topic/research leads and conversation facilitators
 - Engaging with a broader, more diverse group of students from across the Division
 - Potential to create increased awareness around the work of the Student Senate and its role of providing students with a voice in education
- Include more intentional learning for Student Senators about the Division and the role of the public education system
- Continue to provide reports to the Board of Trustees at public Board meetings

Discussion Two: Structure of Senate Meetings

- Hold fewer in-person meetings, with online meetings between in-person meetings
 - The proposed meeting schedule for the 2020-2021 school year is four in-person meetings (the first two in the fall to establish relationships, one prior to the second Board presentation and then the last meeting of the year), and six online meetings
 - Students saw savings in both cost and travel time with this proposal
- Livestream meetings or portions of meetings to increase transparency and raise awareness of how the Student Senate operates
 - It was also suggested that topics to be discussed at the meetings be advertised in advance amongst the general student population to pique their interest

Discussion Three: Representation on Student Senate

- Revise Student Senate recruitment materials provided to schools to reflect the enhanced model of the Student Senate and emphasize the desire to have diverse youth voices and experiences represented on the Student Senate

Along with these suggestions, students identified things that would be important to keep in mind as changes to the model are introduced, such as:

- ensuring opportunities for relationship building on the Senate are not lost with the move to more online meetings and less emphasis on committee work
- balancing action directed by student voice to that being directed by Trustee and/or Administration requests
- being thoughtful about how best to engage with students and gather their voice or perspectives; caution around the potential for “feedback fatigue” or overburdening school staff
- being aware of challenges that may arise for Students Senators who are less extroverted or technically proficient when asking for the collection of student voice or holding online meetings
- being clear about what the expected outcomes of tasks are, what skills Student Senators need and can develop through the work, and how the work of the Senate benefits students and the Division, since these elements may not be as tangible as they are with a long-term project and committee work

Discussion Four: Value of Student Senate

The last conversation asked students to identify the benefits of the Student Senate for themselves, students, and the Board of Trustees. Key themes, supported by quotes from students, summarize this conversation.

For Student Senators, the Student Senate provides:

- Skills that are transferable to the workplace (e.g., communication, managing meetings, event planning, collaboration)
- An opportunity to understand different points of view
- Relationship building and connections across schools
- A greater understanding of the public education system
- An understanding of the importance and appreciation of student voice in education
- A way to have an impact on decisions being made both for themselves and peers
- A starting point for future participation in the community

“I have developed a wider perspective, awareness, and empathy for how issues affect populations beyond those I am directly in contact with (i.e., my school). The Senate has shown me how much can be accomplish[ed]

when we break barriers between schools/groups to collaborate under a common goal, in this case, the goal of quality education.”

For students, the Student Senate provides:

- A direct link between students and Trustees/senior administration
- An opportunity to elevate a diverse range of student voice
- Resources that students have asked for that they can use

“...it ensures that decisions made for students are also made (in part) by students”

“Many students do care about their education and policies, but do not have the right channels to express their opinions.”

“To me, the Student Senate represents a genuine and sincere effort on behalf of the Board of Trustees and the Division to seek out student voice when making decisions.”

For the Board of Trustees, the Student Senate provides:

- Access to student voice and a vehicle for gathering student input and perspective regarding issues important to the public education system
- A direct line of communication back to students in schools
- A means of extending awareness of and teaching about the concept of governance

“Trustees were elected on a promise to represent and make the best decisions for our Division, hence who better to get feedback/data from than those who are directly experiencing the results of their decisions.”

“The fact that you can have interaction with people experiencing school life is very critical to the decision making process of the Board of Trustees.”

RELATED FACTS

Beyond planning for the symposium and exploring possible ways of enhancing the Student Senate for next year within limited financial resources, this year’s Student Senate has been engaged with the following requests or initiatives:

- The Student Senate provided input on a variety of education-related topics this year:
 - The Division’s exploration of a six-block schedule for high schools
 - Changes being contemplated for the Division’s transportation fees and services
 - What is essential for the basic education of an Edmonton Public Schools student and
 - Student thoughts and perspectives around Grade 12 graduation during the COVID-19 pandemic
- The Student Senate heard from advocacy students at the University of Alberta around their Period Promise campaign

RECOMMENDATION

That as a means to continue promoting the active engagement and enhanced student voice in the democratic process, the Student Senate Model proposed herein be approved.

OPTIONS

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

1. Approve the revised Student Senate model as presented.
2. Provide feedback to inform a revised Student Senate model that would be brought back to a future Board meeting.

CONSIDERATIONS and ANALYSIS

At their April 5, 2016, meeting, the Board approved a model proposed by the students which saw all Division high schools having the opportunity to elect or select up to two students to sit on the Student Senate. These students were to represent the students of their schools (and catchment area) and serve as conduits between students, the Student Senate and ultimately, the Board of Trustees and Division Administration.

For the past four years, this model has been in place. Each year, the students have focused on up to three major projects based on engagement with their peers. They have used a subcommittee structure to both learn about governance and achieve their desired project outcome(s). In addition to their own projects, they have provided input on various Division projects (e.g., the Dr. Anne Anderson High School design) and municipal questions (e.g., lowering of the voting age).

Three times a year, the Student Senate has provided a written report to the Board of Trustees around progress on their annual work plan. This reporting has also served as an opportunity for a formal dialogue between the Board and representatives of the Student Senate. Additionally, Trustees have joined the Student Senate for a portion of their meeting two or three times in the year. This served as an opportunity for informal dialogue between Board members and the student senators.

This model has supported meaningful engagement between students and the Board and has been a forum for collecting and acting on student voice. Costs for Student Senate have ranged from approximately \$9,000 to \$14,000 per year over the last four years. Now, changes in funding to the Division compel an examination of the model to achieve these goals within an operating budget not exceeding \$5,000.

Youth engagement in public education reflects our Division's Cornerstone Values and supports the Division's Strategic Plan. The Student Senate model most clearly demonstrates a strong connection between youth governance and the following Strategic Plan priority areas:

- Priority 1, Goal Two (Success for Every Student) and Goal Three (Success Beyond Schooling)
- Priority 2, Goal One (A Focus on Well-being and Student Citizenship)
- Priority 3, Goal One (Engaged and Effective Governance)

NEXT STEPS

If adopted, the proposed model will be used as the foundation to guide the work of the 2020-2021 Student Senate.

ATTACHMENTS and APPENDICES

ATTACHMENT I Proposed Student Senate Model

KM:km

Proposed Student Senate Model

Division High Schools	<ul style="list-style-type: none"> Each year, all Division high schools will have the opportunity to elect or select up to a maximum of two students to sit on the Student Senate. These students will represent the students of their schools (and catchment area) and serve as a conduit for information, communication and engagement between students, the Student Senate and ultimately, the Board of Trustees and Division Administration. To be eligible to be a Student Senate member, students must meet the following criteria: <ul style="list-style-type: none"> Currently registered as a full-time Grade 10 or 11 student at Edmonton Public Schools Will be registered as a full-time Grade 11 or 12 student at Edmonton Public Schools in the next school year Commit to working in the role as Student Senator for the entire school year Demonstrate a commitment to learning and citizenship, as evidenced through: <ul style="list-style-type: none"> school attendance academic effort behaviours and attitudes that contribute to a positive environment, both in the school and the broader community Have the support of at least one teacher currently on staff and the principal of their school Able to make a significant time commitment and participate in events outside of the school day and possibly during the school day Student Senate members will serve a one-year term of office. (<i>Note: Student Senators from the current year who meet the criteria above are eligible to express interest for the following year.</i>) Division high schools will develop a Student Senate selection/election process to align with existing youth leadership practices within their school. <ul style="list-style-type: none"> Schools are encouraged to promote the opportunity and make the application process to serve on the Student Senate accessible to all eligible students.
Student Senate	<ul style="list-style-type: none"> Students from across Division high schools come together to form the Student Senate. Student Senators will hold an operational meeting prior to the end of the school year to transition from the current Student Senate to the newly elected Senate. (<i>Note: this requirement is suspended for 2019-2020, pending approval of a revised Student Senate model.</i>) The Student Senate will meet formally after school on a monthly basis either in person or online, have a guiding role and responsibilities statement, and will elect a chair, vice-chair and two secretaries to support their governance. Division staff will provide ongoing guidance and support to the organization and operations of the Student Senate, including, but not limited to, the senate monthly meetings, preparation for a minimum of three annual public Board

	<p>meetings, processes to support connecting with Division schools and students and the ongoing communication between the Student Senate and the Board of Trustees.</p> <ul style="list-style-type: none"> • The Student Senate will respond to direct requests for feedback on issues from the Board of Trustees, Division Administration and will discuss and may pursue action on education-related questions and concerns of youth and youth leadership topics based on the voice of Division students. • Through a tri-annual reporting process at public Board meetings, the Student Senate will provide youth voice to the Board of Trustees and will be accessible as a source of youth voice to the Board of Trustees and Administration throughout the year. • Student Senators will support the preparation and writing of the Student Trustee report for each of the three public Board meetings. • Members of the Student Senate will reach out to students as appropriate to gain student voice or to engage students in the area of youth governance.
Student Trustee	<ul style="list-style-type: none"> • The Student Senate will elect three members to serve in the role of Student Trustee. • This election will take place amongst Student Senate members and will occur during the first or second Student Senate meeting for each school year. • The Student Trustees will participate fully in the Student Senate as well as attend a minimum of three public board meetings. <ul style="list-style-type: none"> ◦ The dates of these meetings will be mutually set between the Board of Trustees and the Student Senate. • At each selected public Board meeting, Student Trustees will provide a written report for Trustees. These reports will reflect topics the Student Senate wishes to bring forward, a summary of Senate activities and provide youth voice/perspective to any Board of Trustee requests for information. • At each of the selected Board meetings, one of the three Student Trustees will sit in the Student Trustee chair in McCauley Chambers to actively participate in the meeting on behalf of Division students. The other two Student Trustees will sit in the audience and be available to respond to questions. • The three Student Trustees will be available to attend other Division or Board events where student voice and representation would be appropriate. • Division staff supporting the Student Senate would also provide mentorship and support to the Student Trustees.
Board of Trustees	<ul style="list-style-type: none"> • The Board of Trustees will identify at least two topics by September 30 of each school year on which they would like student perspective. • Trustees will invite the Student Trustees to participate in a minimum of three public Board meetings a year to report on the Student Senate's work and/or bring student perspective to critical educational issues. • Trustees will keep the three Student Trustees in mind and will invite them to attend other Division or Board events where student voice and representation would be appropriate. • As appropriate, Trustees will reach out to the Student Senate during the school year as a source of youth voice or perspective.

Division Administration	<ul style="list-style-type: none"> • Each year, staff from central decision units will provide logistical support for the implementation of the Student Senate selection/election process for high schools. • Staff will provide ongoing support, guidance and mentorship to the Student Senate and the three Student Trustees, as well as act as a liaison between the Student Senate and the Board of Trustees. • Staff will provide orientation training to the new Student Trustees and Senate body each year. • Staff will coordinate the delivery of instruction to the Student Senate about the structure and role of the Division and the public education system.
Annual Budget	\$5,000

DATE: June 9, 2020

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Plan Update: Student Leadership and Citizenship

ORIGINATOR: Nancy Petersen, Managing Director, Strategic District Supports

RESOURCE STAFF: Marnie Beaudoin, Soleil Surette

ISSUE

The purpose of this Strategic Plan Update report is to provide the Board of Trustees with a more comprehensive look at areas of the Division's efforts in support of Student Leadership and Citizenship.

BACKGROUND

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

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

CURRENT SITUATION

This Strategic Plan Update report reflects the work in support of high quality teaching and learning for Student Leadership and Citizenship and is in direct response to Priority 2, Goal 1 of the 2018-2022 District Strategic Plan, Priority 2, Goal 1: A Focus on Well-being and Student Citizenship.

KEY POINTS

This Strategic Plan Update report is taking a deeper look at the development and benefits of student leadership and citizenship capacities at Edmonton Public Schools.

ATTACHMENTS and APPENDICES

ATTACHMENT I Strategic Plan Update: Student Leadership and Citizenship

NP:mh

Strategic Plan Update:

Student Leadership and Citizenship

June 9, 2020

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INTRODUCTION

This Strategic Plan Update Report provides the Board of Trustees with an insight into the importance of student leadership and citizenship as a component of public education and reflects alignment with Priority Two - Goal One, *A Focus on Well-being and Student Citizenship*.

As we strive towards the Board's vision of *Success, one student at a time*, we acknowledge that the concept of success is broad and extends beyond that of academic achievement. While academic success is of critical importance and a primary focus for teachers in the instruction and assessment of student learning, research has also demonstrated that students achieve lifelong success through the development of their leadership and citizenship capacities as well. This aspect of a student's development leverages the energy and power of youth voice; the benefits of this leadership and citizenship are extended to students, the overall culture of the school and the broader community.

"Most importantly, working with many other individuals who are usually students like me has shown me that there is no age to being a leader, and that we are never too young to make a difference."
(Edmonton Public high school student)

BENEFITS OF STUDENT LEADERSHIP AND CITIZENSHIP

Student leadership development and student citizenship development are inherently linked, as each provide youth with the opportunity to grow as individuals, gain skills and contribute to both their school community and the broader community. There is an emerging body of research looking at the impact and role of youth leadership and citizenship for the overall well-being of students, school culture, the organization and the community. The following are key concepts within this area of research:

- Students will be more successful when they have had the opportunity to provide voice or feedback towards aspects of their learning. The opportunity to inform decisions or to be partners in their own learning has a positive impact on student success that carries forward to life beyond K to 12 schooling.
- When schools or school authorities find ways to solicit student perspective—"to partner with students, 'as stakeholders in their own learning', especially at the secondary level - they do more than equip students with tools for lifelong success", ([Giving Students a Voice](#), Harvard Education, August 18, 2016). They also create learning environments and policies that are more effective at supporting the school in meeting the overall goals for the success of their students. Additionally, this Harvard research identified:
 - The importance of authentically engaging youth and listening to youth voice—"that when schools give students the agency and the tools to speak out, the effects can resonate across students' lives. The process of becoming engaged as active partners can give young people a set of strategies they can use to create positive change in future classrooms or communities".
 - Youth voice brings a unique perspective to a topic or concept - genuine youth engagement and the seeking of youth voice, "means recognizing that young people have a perspective on the world that adults can't share, and that their perspective should be welcomed alongside the wisdom that adult perspectives bring".
- The OECD's [Youth Stocktaking Report](#) highlights the importance of youth participation in various aspects of public life, such as student governments, extracurricular and community service activities, as an important component in the acquisition of the knowledge and skills youth need to engage in public life as adults. Research cited in the report found that "citizenship education activities which take place beyond the classroom are widely recognized to have a high impact on learners..."

In alignment with the emerging research emphasizing the positive impact of contributions students make within their schools and communities, examples of youth engagement and the valuing of youth voice as a critical part of responding to the needs of a diverse society, can be found at all levels of government and within many organizations. International, national and local examples of this engagement include the following:

- The United Nations supports a variety of youth initiatives, including the [Youth Delegate Programme](#), where youth from around the world come together to provide input on international issues related to youth.
- The OECD developed the resource [Engaging Young People in Open Governments: a communication guide](#) to provide concrete strategies for all levels of government to leverage the assets offered by the youth population when establishing public policy.
- The [Prime Minister's Youth Council](#) in Canada was established in 2016. Drawing from youth across Canada, members of this youth council provide advice to the Prime Minister on issues of importance to young Canadians and to Canadians as a whole. The Canadian government held the first Canada Youth Summit in May 2019.
- Alberta Health Services established a number of youth engagement councils to strengthen the overall health care system through youth perspective, including: the [Stollery Youth Network](#), the [Child and Youth Advisory Council](#) for Alberta's Children's Hospital, and the [Nutrition Youth Advisory Panel](#).
- The [City of Edmonton Youth Council](#) is celebrating its 25th year and provides information and advice to Edmonton's City Council in relation to issues involving or affecting youth in Edmonton.

Specific to the context of education in Alberta, the [Minister's Youth Council](#) was established in 2017. The Youth Council is made up of approximately 40 students 14-19 years of age from across the province, who provide input to the Minister of Education and the Alberta government on provincial education initiatives. Additionally, Alberta Education's [The Heart of the Matter: Character and Citizenship Education in Alberta Schools](#) further reinforces the importance of being intentional around the enabling of student leadership, with many resulting benefits, including, but not limited to:

- A climate of respect for self and others
- The attributes of active citizenship
- Improved interpersonal relationships
- Greater self-discipline
- A continued focus on safe schools
- A positive school culture
- Enhanced employability skills

"I experienced change by not only thinking about myself but everyone as a whole. Being a leader is not about telling a person what to do, it's about democracy and getting everyone's point of view and everyone's opinion being heard."

(Edmonton Public high school student)

STUDENT LEADERSHIP AND CITIZENSHIP IN EDMONTON PUBLIC SCHOOLS

LEADERSHIP IN THE CLASSROOM AND BEYOND

The empowering element of student leadership and citizenship is fostered within the Division through the direction of our Vision, Mission and Strategic Plan as well as through the intent of our Cornerstone Values: Accountability, Collaboration, Equity and Integrity. Furthermore, the Division has a set of Board policies and administrative regulations that lay the foundation for welcoming, inclusive, safe and healthy school environments that ultimately foster leadership and citizenship within students.

Across Division schools, staff work to support the development of students' leadership and citizenship. The K to 12 learning environment inherently builds students' skills, with a focus on personal development and contributing positively to the school and community and many aspects of learning in school supporting the development of lifelong leadership and citizenship skills. Content across subject areas, such as Social Studies, Language Arts, Health and Life Skills and Physical Education exposes students to concepts and information that demonstrate leadership and citizenship within the context of society. Learning experiences like working in a group, developing a presentation or speaking to the class all provide students with opportunities that challenge them to grow and develop in their own personal leadership and citizenship skills.

Looking beyond the K to 12 classroom context, the development of student leadership and citizenship skills is facilitated through a range of school experiences, including scheduled leadership classes, elected student councils and both in-school and extracurricular volunteer opportunities. Collectively these opportunities and experiences have a positive impact on the school, the community and on the students themselves. Additionally, students use their individual and collective energy to generate opportunities to contribute to their schools and local community through a range of activities. The following is a high level look at the range and nature of events, activities and initiatives that reflect, promote or enhance student leadership and citizenship within a school environment.

- Activating youth voice through such means as students advocating for change or improvement in the community with a letter writing campaign, students submitting stories to their school or local community paper, or students participating in surveys or focus groups to provide youth voice to a topic.
- Contributing to community-led initiatives such as [Hockey Helps Kids](#), Festival of Trees or Rotary Youth Leadership.
- Initiating and leading school-level volunteer efforts such as making sandwiches for the Mustard Seed, organizing food bank drives, undertaking Random Acts of Kindness, surprising neighbourhood seniors with complimentary lawn raking or snow shoveling and writing letters to seniors during COVID-19.
- Volunteering to take on leadership roles to benefit other students, such as serving on the school safety patrol; providing playground leadership; facilitating a conflict resolution process; running mock elections during civic, provincial and national elections; and providing mentorship to younger students.
- Planning and participating in annual school events that raise funds for causes both in and outside of the school (e.g., Bike-A-Thon, Terry Fox Run, wake-a-thon, Relay for Life, Walk for Water, school dances, carnivals, field trips, disaster relief).
- Participating in structured leadership development opportunities offered in schools, such as leadership courses, school student council, extracurricular clubs and activities, and serving in leadership roles through athletics (e.g., team captain).
 - The Division's locally developed course Leadership, Character and Social Responsibility saw 2,066 high school students registered for the 2019-2020 school year.

Each of these experiences help our students to grow and foster the lifelong skills and values that will serve them as individuals and as contributing members of their community.

"It changed the way I saw my school because I realized I play an immense role in making the school a better place and also my community."

(Edmonton Public high school student)

STUDENT GOVERNANCE

While student leadership and citizenship happens daily across Division schools through a diverse set of opportunities and initiatives, the Board of Trustees also shaped the direction of student leadership in the Division through their establishment of a student governance model. On November 25, 2014, the Board of Trustees introduced Alberta's first Student Trustee. This was a significant moment in student governance and demonstrated the Board's commitment to youth voice.

To further strengthen the role of youth governance within the Division, in April 2016, the Board of Trustees supported the establishment of the Student Senate model, composed of high school aged students from across the Division. Currently, the Student Senate is made up of 33 student senators and meets monthly to fulfill their annual work plan. Members of the senate select three Student Trustees to represent their voice with the Board of Trustees by reporting the work and progress of the senate at three Board meetings throughout the year. Since November 2014, many school divisions across Alberta have followed the vision and leadership set out by our Board of Trustees, and have established an approach or structure to support student engagement for their jurisdiction.

THE VOICE OF OUR STUDENTS

To help inform the development of this report, high school students from across the Division were invited to share their unique individual perspective to a set of questions exploring the role that school played in their growth as leaders. The Student Senate initiated engaging with peers from across their school community, with 172 students from 16 high schools participating*. The student respondents provided comments and feedback about the influence of school on their personal growth and development in the area of leadership. While the student participants indicated a wide range of personal experience with leadership from minimal to extensive, their responses consistently revealed a number of common outcomes consistent with the research supporting student leadership. Three themes that strongly emerged from the collective voice of Division students were:

- A sense of belonging within the school
- A sense of accomplishment
- A sense of personal growth

*Student Senators engaged with their school community just as learning had transitioned from in-class to online distance learning due to COVID-19.

A Sense of Belonging

Students shared that participating in leadership activities provided them with a sense of community among their peers that resulted in a number of benefits, including recognizing the importance of being engaged and involved, working with like-minded people and generating excitement around a common goal, collaborating with others and working as a team, and strengthening and deepening relationships with others at their school.

Our Students' Voices: A Sense of Belonging

- *"This experience helped me to realize that I am not only part of [my club] at my school, but part of the larger global community."*
- *"It was a lot of fun and it made me feel included. Now I want others to feel that way as well."*
- *"The best part was working with an amazing group of students on something we were passionate about."*
- *"Being surrounded by passionate people who are willing to advocate for what they believe motivates me to do the same."*
- *"I love bonding with people and making connections as it makes me feel connected."*
- *"For me, the idea of my leadership helping others is important because it makes me feel like I have a purpose and a reason to belong to my community."*

A Sense of Accomplishment

Students who responded to the questionnaire expressed pride in contributing to their school and broader community. This sense of accomplishment was evident for students whether they were reflecting on their volunteerism as an individual, or their work as part of a team. In particular, students expressed valuing making a difference for others, bringing happiness to others and being a part of something bigger than themselves. In short, students indicated they felt more connected to their school.

Our Students' Voices: A Sense of Accomplishment

- *"I have enjoyed being part of this community and have felt valued in it. I have also enjoyed contributing to this community through my leadership position, as I feel as though I am giving back."*
- *"It is quite a nice feeling seeing your work pay off, even if it's just making the lines at lunch and the clean up after more efficient, it pays off."*
- *"For me, the best part about leadership has always been make[ing] a positive impact on others, whether it's the community, the school or just a student."*
- *"Getting to help others and inform them, it feels good!"*
- *"My favourite parts of being a leader are the ability to grow as a person by learning new skills and also knowing that I can make a difference in my community."*

- *“Although this event was cancelled because of the current pandemic, students at my school still raised money through the online fundraising website. To see my school community show leadership by raising money for an event they can’t participate in made me very optimistic for our future.”*

A Sense of Personal Growth

Students shared that they had benefited as individuals from participating in leadership activities. Students expressed a range of growth experiences, including the development of personal attributes such as resiliency, self-knowledge or risk-taking. Students also observed that they had gained transferable skills such as communication, collaboration and time management. In particular, students shared that they felt they developed public speaking skills, became more effective at expressing their opinion, learned collaboration and conflict resolution skills and became more confident and courageous overall.

Our Students’ Voices: A Sense of Personal Growth:

- *“It made me think outside of my box and I learned how to cooperate with others.”*
- *“Confidence. I believe everyone needs confidence in their life, too much self doubt and insecurity can be detrimental when faced with hard decisions or even simple ones.”*
- *“The experience has empowered me to speak up about issues that I feel passionate about.”*
- *“Communication, organization, supporting community, responsibility, awareness and participation in community. Basic skills that help you no matter where you are in your life.”*
- *“I learned a wide variety of new skills, however, I think that three that I developed the most were time management, problem solving, and adaptability...Since these skills are required for so many other opportunities, I think these skills will definitely help in a professional capacity, but also in my daily life to help avoid and overcome challenges I will face.”*
- *“I have found that there is no “right” method to being a successful leader, you have to understand yourself first and what you want through leadership.”*

The opportunity and intent for student leadership and citizenship development are supported by the efforts of Division staff and it is through the enthusiasm and passion of our students that these many initiatives come to life across Division schools.

WHAT THE DATA TELLS

Data from the Division Feedback Survey and the provincial Accountability Survey relative to student leadership and citizenship indicates that within student, parent and staff feedback there are areas of strength and areas where there is the opportunity for growth. Typically, younger students provided a more positive response than their older peers and school staff were often the most confirming around the areas of citizenship and leadership within the school community. Additionally, Appendix 1 provides data from both surveys related to questions that address more broadly the area of student well-being.

Division Feedback Survey		2017		2018		2019	
		N	%	N	%	N	%
I have chances to be a leader at school (students)	Grades 3 + 5	12,456	83.6	13,210	80.4	13,506	77.5
	Grades 8 + 11	9,340	74	9,088	74.8	9,772	72.7
My child's school encourages students to demonstrate leadership	Families	3,873	86.5	4,313	86	5,183	83.7
All students are welcome to participate in extracurricular school activities (e.g., clubs teams)	Grades 8 + 11	9,340	89	9,088	89.6	9,772	89.3

My school helps me learn how to help others	Grades 3 + 5	12,456	92.3	13,210	88.1	13,506	90.9
	Grades 8 + 11	9,340	72	9,088	72	9,772	75.1
My child's school encourages students to demonstrate citizenship (being involved in your community and respecting other people)	Families	3,873	90.1	4,313	90.1	5,183	88.8
My school encourages students to demonstrate citizenship	Staff	4,338	96.6	4,357	96.6	4,627	95.5
I feel I belong in my school	Grades 3 + 5	12,456	89.6	13,208	86.9	13,506	87
	Grades 8 + 11	9,340	77.4	9,088	6.1	9,772	83.2

Accountability Pillar Survey		2015		2016		2017		2018		2019	
		N	%	N	%	N	%	N	%	N	%
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship	Overall	28,314	85.3	27,962	84.9	29,529	84.9	30,631	83.7	31,396	83.2
	Parent	3,459	82.7	3,783	82.7	3,942	82.5	4,061	81.6	3,645	81.8
	Student	20,639	79.1	20,191	77.1	21,357	78	22,095	75.8	23,166	74.2
	Teacher	4,036	94.2	3,988	94.8	4,230	94.3	4,475	93.7	4,585	93.6

Accountability Pillar Survey		2015		2016		2017		2018		2019	
Students		N	%	N	%	N	%	N	%	N	%
At school, I am encouraged to get involved in activities that help people in my community	Grades 7-9	5,393	82	5,763	79	5,861	81	5,986	80	6,405	79
	Grades 10-12	6,160	77	5,292	76	5,665	77	5,780	75	5,934	72
Parents											
Your child is encouraged at school to be involved in activities that help the community	All parents	3,410	79	3,744	79	3,912	79	4,015	78	3,618	78
	Grades 4-6	1,631	82	1,765	83	1,979	82	1,987	82	1,755	81
	Grades 7-9	960	78	1,057	75	1,046	76	1,114	74	1,071	75
	Grades 10-12	819	74	922	76	887	75	914	73	792	76
Teachers											
Students are encouraged at your school to be involved in activities that help the community	Grades 4	626	90	615	90	682	91	720	89	715	91
	Grades 7	725	90	709	88	771	89	865	87	876	89
	Grades 10	734	90	715	91	784	92	775	90	787	90

NEXT STEPS

As we prepare for the 2020-2021 school year, the voice of Division students is critical. More than 44,000 students responded to the Division's re-entry survey, sharing their thoughts, concerns and enthusiasm around the return to school in the fall. Student perspective is key as we prepare for both quality teaching and learning experiences and school facilities where students will feel safe.

The Board of Trustees and senior administration will continue to value and seek youth voice, whether it is through working with the Student Senate, seeking student perspective in the development of a Board policy or holding student focus groups to inform key educational topics.

Across Division classrooms and school communities, teachers and school staff will engage with students with the intention to help them develop as leaders and grow as positive, contributing citizens within their community.

"I realized that leaders act to bring positive change and infuse confidence....In the past, I believed that leaders were the ones to give out tasks to others, but in actuality, it is to influence and become a role model for your peers."

(Edmonton Public high school student)

APPENDIX

Accountability Pillar Survey		2015		2016		2017		2018		2019	
Students		N	%	N	%	N	%	N	%	N	%
At school do most students respect each other	Grades 4-6	8,984	73	9,008	70	9,762	72	10,208	71	10,699	71
	Grades 7-9	5,392	73	5,769	69	5,824	69	5,987	67	6,406	63
	Grades 10-12	6,142	76	5,288	73	5,666	74	5,787	70	5,946	66
Parents											
Students at your child's school respect each other	Grades 4-6	1,634	83	1,757	84	1,976	81	1,983	83	1,755	81
	Grades 7-9	961	78	1,057	81	1,041	80	1,116	77	1,068	79
	Grades 10-12	825	78	923	78	889	77	914	77	798	76
Teachers											
Students at your school respect each other	Grades 4	625	93	625	93	687	93	720	89	717	90
	Grades 7	728	93	712	90	780	90	2,018	91	883	89
	Grades 10	735	94	719	96	799	95	781	93	788	92

Accountability Pillar Survey		2015		2016		2017		2018		2019	
Students		N	%	N	%	N	%	N	%	N	%
Do other students treat you well	Grades 4-6	9,008	76	8,993	74	9,732	75	10,181	73	10,665	75
Other students treat me well	Grades 7-9	5,394	83	5,770	80	5,822	81	5,988	79	6,411	78
	Grades 10-12	6,167	86	5,291	86	5,657	87	5,776	84	5,934	84
Parents											
Students treat each other well at your child's school	Grades 4-6	1,632	85	1,761	83	1,960	82	1,983	83	1,748	82
	Grades 7-9	960	79	1,064	81	1,046	81	1,102	78	1,063	81
	Grades 10-12	823	78	919	78	882	77	915	74	794	76
Teachers											
Students treat each other well at your school	Grades 4	626	93	622	92	687	94	719	90	718	91
	Grades 7	721	93	708	91	777	91	865	91	880	89
	Grades 10	731	96	714	96	794	95	774	94	788	92

Accountability Pillar Survey		2015		2016		2017		2018		2019	
Students		N	%	N	%	N	%	N	%	N	%
At school, do most students help each other	Grades 4-6	9,024	80	9,023	77	9,766	78	10,222	76	10,714	77
At school, students help each other	Grades 7-9	5,399	81	5,770	79	5,827	79	5,992	78	6,405	75
	Grades 10-12	6,167	79	5,304	76	5,673	79	5,780	79	5,938	73
Parents											
Students at your child's school help each other when they can	Grades 4-6	1,633	82	1,765	83	1,978	83	1,987	82	1,755	81
	Grades 7-9	963	77	1,066	77	1,050	79	1,115	76	1,068	79
	Grades 10-12	820	73	926	75	888	73	919	73	793	73
Teachers											
Students at your school help each other when they can	Grades 4	624	96	625	97	684	97	726	96	723	97
	Grades 7	727	95	709	94	779	95	866	95	885	94
	Grades 10	735	95	717	96	793	96	778	95	790	95

Division Feedback Survey		2017		2018		2019	
		N	%	N	%	N	%
My school helps me develop resiliency (not giving up)	Grades 3 + 5	12,456	91.8	13,210	88.6	13,506	84.8
	Grades 8 + 11	9,340	71.2	9,088	68.4	9,772	65.9
My school helps students develop resiliency	Staff	4,338	92	4,357	90.4	4,627	92.9
My child feels included at school	Families	3,873	91.9	4,313	92	5,183	87.7

DATE: June 9, 2020

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Locally Developed Courses

ORIGINATOR: Ron MacNeil, Assistant Superintendent

RESOURCE STAFF: Janice Aubry, Laurie Houston, Bob Morter

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

ISSUE

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

BACKGROUND

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

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

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

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

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

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

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

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

RELATED FACTS

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

RECOMMENDATION

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

- Bible Studies Grade 1 to Grade 9
- Biology (Advanced) 35 (3)
- Creative Writing 7-8-9
- Islamic Studies 15-25-35 (5)
- Judaic Studies Kindergarten to Grade 9

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

- Aboriginal Studies 7-8-9
- Band 15-25-35 (3 and 5)
- Extended Essay (IB) 35 (3)
- Forensic Science Studies 35 (5)
- Forensic Studies 25-35 (3)
- Instrumental Jazz 15-25-35 (3 and 5)
- Leadership, Character and Social Responsibility (3 and 5)
- Musical Theatre 15-25-35 (5)
- Vocal Jazz 15-25-35 (3 and 5)
- Workplace Essential Skills 25-35 (3 and 5)

OPTIONS

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

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

CONSIDERATIONS and ANALYSIS

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

NEXT STEPS

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

ATTACHMENTS and APPENDICES

ATTACHMENT I Summaries of Locally Developed Courses Submitted for Approval on June 9, 2020
ATTACHMENT II Enrolment Data for Locally Developed Courses Expiring in 2020

LH:lb

Summaries of Locally Developed Courses Submitted for Approval on June 9, 2020

Aboriginal Studies 7-8-9

Aboriginal Studies 7-8-9 is a course sequence developed by the Calgary Board of Education and adapted by Edmonton Public Schools. It is currently being delivered at one Division school and had an enrolment of 17 students as of March 5, 2020.

Aboriginal Studies 7-8-9 is a course sequence that provides students with opportunities to expand their understanding of First Nations, Métis and Inuit peoples of Canada, their history and their relationship with Canada. Students will explore historical events and their impact on First Nations, Métis and Inuit peoples and communities. Aboriginal Studies 7-8-9 provides students with opportunities to learn skills they need to engage in meaningful and respectful conversations with First Nations, Métis and Inuit perspectives and experiences.

Band 15-25-35

Band 15-25-35 is a 3- and 5-credit course sequence developed by the Calgary Board of Education. It is currently being delivered at three Division schools and had an enrolment of 73 students as of March 5, 2020.

Band 15-25-35 is designed as an extension of the Instrumental Music 10-20-30 Program of Studies. This course sequence offers students opportunities to refine and extend their musicianship through rehearsal and performance in an ensemble setting. Band 15-25-35 builds upon and extends the foundational knowledge, attitudes and skills through the collaborative rehearsal and performance of historical and culturally diverse repertoire.

Bible Studies Grade 1 to Grade 9

Bible Studies Grade 1 to Grade 9 is a course sequence developed by Edmonton Public Schools. It is currently being delivered at four Division schools and had an enrolment of 2,043 students as of March 5, 2020.

Bible Studies Grade 1 to Grade 9 is a course sequence that is designed for both Christian and non-Christian students and supports Christian alternative programming in the Division. This course sequence provides students with opportunities to study the teachings and stories of the Bible and to explore Christian beliefs and values. Bible Studies Grade 1 to Grade 9 is designed to meet the required 20 per cent course content addressing a comparative study of other major world religions.

Biology (Advanced) 35

Biology (Advanced) 35 is a 3-credit course developed by the Calgary Board of Education. It is replacing Biology (AP) 35, which is currently being delivered at four Division schools and had an enrolment of 100 students as of March 5, 2020.

Biology (Advanced) 35 is designed to be an extension of the Biology 20-30 Program of Studies and provides students with opportunities for students to deepen their understanding of biological principles and further develop their laboratory skills. In this course, students will connect what is being studied with the world that surrounds them. As well, Biology (Advanced) 35 is designed to prepare students for the Advanced Placement™ (AP) Biology exam.

Creative Writing 7-8-9

Creative Writing 7-8-9 is a course sequence developed by Edmonton Public Schools. It is currently being delivered at five Division schools and had an enrolment of 118 students as of March 5, 2020.

Creative Writing 7-8-9 provides opportunities for students to refine their creative writing skills and abilities beyond those developed through the English Language Arts (7-9) Program of Studies. This course sequence encourages students to see creative writing as a unique way of thinking and as a means of constructing and conveying meaning. Creative Writing 7-8-9 provides students with opportunities to make connections between their own writing, the writing of others and the broader world around them.

Extended Essay (IB) 25-35

Extended Essay (IB) 25-35 is a 3-credit course sequence developed by the St. Albert School Division. It is currently being delivered at seven Division schools and had an enrolment of 170 students as of March 5, 2020.

Extended Essay (IB) 35 provides an opportunity for students to undertake research in a specific International Baccalaureate subject. Through engagement in a systematic process of research appropriate to the subject area, students will enhance their research and communication skills. For students pursuing the International Baccalaureate (IB) Diploma, the Extended Essay is a required component.

Forensic Science Studies 35

Forensic Science Studies 35 is a 5-credit course developed by the Pembina Hills School Division. It is currently being delivered at two Division schools and had an enrolment of 14 students as of March 5, 2020.

Forensic Science Studies 35 offers students an opportunity to explore and further understand how basic scientific concepts apply specifically to the unique field of forensic science. These scientific principles are then applied and authenticated through the examination of realistic scenarios and engagement in concrete learning activities. This course supports online and outreach programs throughout Alberta.

Forensic Studies 25-35

Forensic Studies 25-35 is a 3-credit course sequence developed by Edmonton Public Schools. It is currently being delivered at 13 Division schools and had an enrolment of 438 students as of March 5, 2020.

Forensic Studies 25-35 is an inquiry-based course sequence intended to be accessible to both science-minded and creative thinking students who would like to apply scientific principles in real world settings. This course sequence presents students with an opportunity to take a course that is of interest to them, while also developing a realistic understanding of forensics evidence-gathering techniques, the ethical complexities which confront experts using forensics evidence, and the rigour of the discipline of forensics.

Instrumental Jazz 15-25-35

Instrumental Jazz 15-25-35 is a 3- and 5-credit course sequence developed by the Calgary Board of Education. It is currently being delivered at 11 Division schools and had an enrolment of 262 students as of March 5, 2020.

Instrumental Jazz 15-25-35 is designed as an extension of the Instrumental Music 10-20-30 Program of Studies. This course sequence enables students to deepen their knowledge and appreciation of instrumental jazz and hone their musical skills through study and performance. Instrumental Jazz 15-25-35 offers students the opportunity to study the jazz idiom as a subject in its own right, in a small ensemble setting.

Islamic Studies 15-25-35

Islamic Studies 15-25-35 is a 5-credit course newly developed by Edmonton Public Schools.

Islamic Studies 15-25-35 is a locally developed course sequence designed for both non-Muslim and Muslim students. The primary goal of Islamic Studies 15-25-35 is to provide students with knowledge about the history and basic teachings of Islam and the customs of the Prophet Muhammad based on the Qur'an. Islamic Studies 15-25-35 is designed to meet the required 20 per cent course content addressing a comparative study of other major world religions.

Judaic Studies Kindergarten to Grade 9

Judaic Studies Kindergarten to Grade 9 is a course sequence developed by Edmonton Public Schools. It is currently being delivered at one Division school and had an enrolment of 120 students as of March 5, 2020.

Judaic Studies Kindergarten to Grade 9 is a course sequence that plays a prominent role in Hebrew Bilingual alternative programming in Edmonton Public Schools. This course sequence emphasizes integration of knowledge and appreciation for Jewish values, traditions, Hebrew language, and the Land of Israel. Judaic Studies Kindergarten to Grade 9 is designed to meet the required 20 per cent course content addressing a comparative study of other major world religions.

Leadership, Character and Social Responsibility 15-25-35

Leadership, Character and Social Responsibility 15-25-35 is a 3- and 5-credit course sequence developed by the Golden Hills School Division. It is currently being delivered at 11 Division schools and had an enrolment of 2,066 students as of March 5, 2020.

Leadership, Character and Social Responsibility 15-25-35 provides students with opportunities to explore leadership, develop leadership skills and abilities, and to grow and develop as individuals while making a difference in their school and community. Leadership, Character and Social Responsibility 15-25-35 focuses on the development of key values, attitudes, and ethics for leadership and for responsible citizenship in the future.

Musical Theatre 15-25-35

Musical Theatre 15-25-35 is a 5-credit course sequence developed by the Calgary Board of Education. It is currently being delivered at nine Division schools and had an enrolment of 336 students as of March 5, 2020.

Musical Theatre 15-25-35 provides students with opportunities to study musical theatre and is intended for students who seek the challenge of working through the creative process to performance. Students in Musical Theatre 15-25-35 examine the historical, cultural and social aspects of the musical theatre genre. This course sequence assists in preparing students for post-secondary experiences and life-long theatre experiences, both amateur and professional, in the role of performer as well as in the enjoyment of being an audience member.

Vocal Jazz 15-25-35

Vocal Jazz 15-25-35 is a 3- and 5-credit course sequence developed by the Calgary Board of Education. It is currently being delivered at four Division schools and had an enrolment of 100 students as of March 5, 2020.

Vocal Jazz 15-25-35 provides opportunities for students to explore the human voice and experience the skills necessary to understand and communicate musically, culminating with performance opportunities. This course sequence provides opportunities for students to refine musicianship through skill development, creativity, personal practice, rehearsal and performance. In Vocal Jazz 15-25-35, students study the jazz idiom as a subject in its own right, in a small ensemble setting.

Workplace Essential Skills 25-35

Workplace Essential Skills 25-35 is a 3- and 5-credit course sequence developed by Edmonton Public Schools. It is currently being delivered at four Division schools and had an enrolment of 174 students as of March 5, 2020.

Workplace Essential Skills 25-35 provides students with opportunities to develop workplace skills that are essential as they prepare to enter the world of work and/or technical training. In this course sequence, students are encouraged to reflect on their individual strengths and workplace readiness. Through an examination of various workplace texts and contexts, students in Workplace Essential Skills 25-35 have opportunities to develop critical thinking, problem solving, literacy and numeracy skills.

Enrolment Data for Locally Developed Courses Expiring in 2020

Locally Developed Course/Course Sequence Name	Enrolments 2016-2020 as of March 5, 2020				Schools offering in 2019-2020 as of March 5, 2020
	16-17	17-18	18-19	19-20	
Aboriginal Studies 7-8-9	71	92	154	17	Spruce Avenue
Band 15-25-35 (3 and 5)	169	205	144	73	Lillian Osborne McNally W.P. Wagner
Bible Studies Grade 1 to Grade 9	1,931	1,980	2,003	2,043	Edmonton Christian NE Edmonton Christian West Meadowlark Christian Millwoods Christian
Biology (AP) 35 (3)	93	94	101	100	J. Percy Page Jasper Place Queen Elizabeth W.P. Wagner
Creative Writing 7-8-9	32	137	104	118	Academy at King Edward Highlands Kenilworth Laurier Heights S. Bruce Smith
Extended Essay (IB) 25-35 (3)	145	126	131	170	Harry Ainlay Lillian Osborne M.E. LaZerte McNally Old Scona Ross Sheppard Victoria
Forensic Science Studies 35 (5)	299	375	32	14	Braemar Harry Ainlay
Forensic Studies 25-35 (3)	n/a	n/a	704	438	Argyll Centre Braemar Eastglen Harry Ainlay Hospital Campuses Learning Store Londonderry Learning Store on Whyte Learning Store West Edmonton

					Lillian Osborne McNally Millwoods Christian Queen Elizabeth Ross Sheppard
Instrumental Jazz 15-25-35 (3 and 5)	333	310	264	262	Harry Ainlay Jasper Place Lillian Osborne M.E. LaZerte McNally Old Scona Queen Elizabeth Ross Sheppard Strathcona Victoria W.P. Wagner
Judaic Studies Kindergarten to Grade 9	103	106	118	120	Talmud Torah
Leadership, Character and Social Responsibility 15-25-35 (3 and 5)	485	1,328	1,422	2,066	amiskwaciy Academy Argyll Centre J. Percy Page Lillian Osborne M.E. LaZerte McNally Millwoods Christian Queen Elizabeth Ross Sheppard Strathcona Victoria
Musical Theatre 15-25-35 (5)	379	422	337	336	Eastglen J. Percy Page Lillian Osborne M.E. LaZerte Millwoods Christian Old Scona Ross Sheppard Strathcona Victoria
Vocal Jazz 15-25-35 (3 and 5)	50	74	105	100	Harry Ainlay Jasper Place Old Scona Victoria

Workplace Essential Skills 25-35 (3 and 5)	345	375	270	174	Learning Store at Blue Quill Learning Store at Londonderry Learning Store on Whyte Transitions at the Y
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DATE: June 9, 2020

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Approval of the 2020-2021 Budget

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE STAFF: Ariff Asaria, Jeremy Higginbotham, Robert Mah, Jennifer Price, Madonna Proulx, Amanda Wong

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

ISSUE

At the May 26, 2020, Caucus meeting, the 2020-2021 proposed budget was presented to the Board of Trustees for information and discussion.

BACKGROUND

Provincial Funding

Since elected, the provincial government has consistently communicated that funding for education would be frozen for the next three years at approximately \$8.2 billion with a new funding and assurance framework being developed in the 2020-2021 school year. The new framework, where possible, would support the recommendations of the Blue Ribbon panel as well as those of the Auditor General. As such, the 2020-2021 provincial budget was tabled on February 27, 2020, and the new *Funding Manual for School Authorities 2020/21 School Year* was later released.

Significant funding changes compared to prior year

- Program Unit Funding (PUF) is provided for eligible children with a severe disability or language delay and who require additional supports beyond a regular program. PUF will continue to exist for children aged 2.8 to 4.8 years old for a maximum of two years proceeding Kindergarten. The maximum funding per eligible child accessing full-day programming will remain the same; however, the funding for half-day programs that we have typically provided has been substantially reduced. In addition, under the new model, funding for children in Kindergarten will be included under the new Specialized Learning Supports (SLS) grant. Further information on changes to PUF and the related impact on the Division was detailed in [information report #068](#) presented at public Board on April 28, 2020.
- The province has indicated that, beginning in 2020-2021, Regional Collaborative Service Delivery (RCSD) funding will no longer be allocated to banker boards but rather proportionate funding will be allocated directly to school divisions through the SLS grant. In the past, a banker board would receive the funds directly on behalf of several school divisions. Shared expenses would be paid from these funds, prior to any balance being transferred to the individual school divisions. For 2020-2021, the Division has budgeted to receive approximately \$11.5 million in RCSD funding. Although this appears to be an increase in funding compared to prior year, it is just a shift in how the Division receives these funds.

2020-2021 Funding Manual highlights

As referenced in the funding manual, the streamlining of grants is intended to reduce red tape and increase local school division flexibility.

- The new provincial funding model consists of 15 major grants. With the exception of rural small schools, the Division qualifies for all remaining grants (Attachment I).
- Unless otherwise indicated, all grants are either fully or partially calculated using the new Weighted Moving Average (WMA) enrolment approach introduced by the province. This model captures the number of funded students across three school years and does not allocate funding per individual student.
- The new WMA is intended to:
 - Enable school divisions to plan and budget with confidence rather than waiting for student counts to be established after the school year has already started.
 - Maintain the overall funding envelope established in Budget 2019 until 2023.

Base Instruction Grants:

- Base funding rates for Kindergarten to Grade 9 have been reduced by approximately nine per cent from the previous year.
- Credit Enrolment Units (CEUs) are no longer the basis for high school funding, with the exception of summer school. The WMA base funding rate for high school is 10 per cent higher than grades 1 to 9.
- Beginning in the 2020-2021 school year, Summer School funding is based on the last three years' average CEU counts, to a maximum of ten CEUs per student; at a reduced rate of approximately 25 per cent less than the current year. For the summer of 2021, the 2016-2017, 2017-2018 and 2018-2019 school years will be used to calculate the three-year average.
- New for 2020-2021, Outreach programs are not required to be located in an approved off-site facility. As well, the Province has moved funding from a per-site allocation to a per-school division allocation. The Division currently has five outreach sites, all located in leased spaces.

Services and Supports Grants:

- The Specialized Learning Supports Grant (SLS) is intended to support Kindergarten through to Grade 12 students' learning needs within an inclusive learning environment. The grant is made up of three allocations: multi-disciplinary team support, jurisdiction composition support, and mental health program support.
- Funding for the Regional Collaborative Service Delivery (RCSD) Grant has been repurposed and supports for students are now included in the SLS grant.
- The Program Unit Funding (PUF) Grant will continue to be allocated to support pre-Kindergarten (pre-K) children, with severe disabilities or severe 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.
- Education Programs in an Institution and Specialized Education Programs:
 - Funding continues to be provided for education programs for resident students of the government, who reside in an institution or approved facility.
 - New for 2020-2021, Hospital Schools are now designated as Special Education Programs. This is defined as programs for students temporarily attending programs in women's emergency shelters, hospitals and facilities.
 - Although the two programs are defined separately, they continue to be funded and reported under one grant.

- Funding for both programs is provided based on the last three school years' net actual average cost (2017-2018, 2018-2019 and 2019-2020 school years) of the program or the 2019-2020 school year's budgeted allocation, whichever is higher. The higher allocation will be held constant for the next three years.
- Refugee funding is now a stand-alone grant. Like other grants, it is also funded using the WMA enrolment approach and students qualify for a maximum of five years.
- English Language Learners (ELL) continue to be funded. However, under the new funding model, students can only qualify for either ELL or Refugee funding, whichever is the higher amount, for a maximum of five years.
- The First Nations, Métis and Inuit (FNMI) funding is now comprised of three components: truth and reconciliation, student self-identification, and a school and community demographic.

School-Based Grants:

- The Operations and Maintenance (OM) Grant is a targeted and audited grant which is provided to ensure safe and well-maintained schools for students. It is calculated using a new formula that includes WMA enrolment funding as well as considerations for utilized and under-utilized spaces. Amounts can be transferred into OM from other grants; however, school authorities may not reallocate targeted OM funding to cover other expenses.
- Transportation funding in 2020-2021 will be held constant based on allocations provided under the 2019-2020 model plus five per cent.
- SuperNet service funding continues and remains unchanged from prior years.

Community-Based Grants:

- The Socio-Economic Status (SES) Grant continues to be funded and is based on the Division's SES index and WMA. The SES index is determined by Alberta Education using indicators from the 2016 Statistics Canada Census.
- The Geographic Grant provides additional funding to school jurisdictions to address their unique geographic challenges including rurality, sparsity, distance, area and location; and enhance equity and fairness of educational opportunities for students.
- The Nutrition grant remains relatively unchanged from the prior year at \$1.3 million.

System Administration Grant:

- The System Administration Grant is a targeted grant intended to cover governance (Board of Trustees) and school authority central administration costs. The amount is fixed over the next three school years. Amounts can be transferred from the System Administration grant to other grants, but school authorities may not spend funds from other grants on system administration.

RELATED FACTS

Revenue Budget and Allocations to Schools and Central Decision Units:

- Total revenue for the Division is budgeted at approximately \$1.19 billion. This is an increase of less than one per cent from the 2020-2021 Distribution of Funds (DOF) report or approximately \$5.6 million (Attachment I).
- Total projected student enrolment has increased from 107,028 to 107,140 students; this is an increase of 112 students or 0.1 per cent.
- When compared to fall 2019, projected total student enrolment has increased from 104,718 to 107,140, an increase of 2,422 students or enrolment growth of 2.31 per cent.
- Under the new WMA model, we are projecting that provincial funding will be based on 104,936

students (Attachment II).

- Due to the uncertainty around the impact of the COVID-19 pandemic on international travel, a conservative enrolment projection of 200 for international students was made for the DOF report. Since that time our International Student Programs unit has provided the following information:
 - Total projected enrolment is 415 international students of which 384 would be attending for a full year and 32 for one semester. Approximately 171 of these students are currently enrolled in our schools and are planning to return for another year.
 - In a time of limited international travel, the projected enrolment number has been increased to 300 in order to align with school projections. If actual enrolment exceeds the projection, the additional tuition will be used to provide a corresponding allocation to the receiving schools.
- Grants such as Institutional Services and Program Unit Funding (PUF) are offset by an equal allocation.
- For the 2019-2020 school year, Student Transportation had originally predicted a funding gap of approximately \$2.4 million, which was covered as part of the Division's spring approved Accumulated Operating Surplus (AOS) plan.
 1. In the fall, the Province announced the Act to Reduce Schools Fee Grant would be discontinued. As such, the Division approved an additional \$5.3 million from the AOS, bringing the total subsidization allocation to \$7.7 million.
 2. As continued subsidization of the transportation service is not sustainable, the top-up allocation to Student Transportation was removed in the Distribution of Funds (DOF) report.
 3. While Student Transportation has found some operational efficiencies, a gap between costs, fees, and provincial funding continues to exist. As such, the budget now includes additional revenue as a result of the transportation fee increases that were approved at the April 28, 2020, Board meeting (Attachments I and V).
- The initial starting point for the direct school allocations for the 2020-2021 budget was based on the 2019-2020 fall revised allocations, with reductions. The reductions were based on the following three components.
 - weighted enrolment reduction – based on composition of students requiring specialized supports.
 - equity reduction – based on social vulnerability data.
 - enrolment reduction – based on total student enrolment at individual schools.

School reductions ranged from 4 per cent to 8 per cent with an overall initial reduction average of 5.3 per cent. Offsetting these reductions was an adjustment to factor in any increases in weighted enrolment (between September 2019 and projected for September 2020), an adjustment for special needs Kindergarten programming and an adjustment for programs that were established after September 2019.
- Central base allocations have been reduced on average by 11 per cent from the 2019-2020 fall allocations. This reduction exceeds the average percentage reduction applied to schools, reflecting the Division's priority of maximizing dollars for classrooms (Attachment V).
- As a result of changes to the provincial funding framework for Program Unit Funding (PUF), Edmonton Public Schools has had to make significant changes to the Division's Pre-Kindergarten (pre-K) model.
 - Pre-K will be only be offered in six hub schools as opposed to the ten hub schools that offered programming in 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.

- In the current year, and under the current funding model for PUF, the Division is serving approximately 1,040 pre-K children. In 2020-2021, under the new funding model, we are projecting to serve approximately 600 pre-K children.
- The Division continues to look for efficiencies and has created a shift in some allocations in order to take advantage of bulk purchasing and maximize project planning to ensure more dollars go directly to classrooms.
 - This model eliminates the need for schools to budget and pay for costs associated with items like student devices (Chromebooks), classroom display systems, and the ongoing technology support costs.
 - The costs associated with maintaining the physical structure of the school building have been transferred to Infrastructure to manage centrally so scheduling of work can be coordinated to maximize the amount of work that can be done throughout the Division.

Accumulated Operating Surplus (AOS) Plan (Attachment VII):

- Based on the Audited Financial Statements for the Year Ended August 31, 2019, the Division's total accumulated operating surplus was \$49.9 million, net of School Generated Funds (SGF). An analysis of actual 2019-2020 revenues and expenses for the current year ending August 31, 2020, projects an operating deficit of approximately \$24.7 million, as opposed to the \$56.4 million deficit reported in the 2019-2020 fall budget.
- The Division is projecting an ending accumulated operating surplus balance of \$26.9 million (representing approximately 2.3 per cent of the annual operating budget) at August 31, 2020.
- The Division is requesting to access a total of \$8.2 million of our operating surplus during the 2020-2021 school year. Details have been provided in Attachment VII. If approved, the Division's accumulated operating surplus balance at the end of 2020-2021 is projected to be \$20.3 million or 1.7 per cent of the 2020-2021 operational budget.
- With the provincial education budget being frozen and the WMA model not keeping up to our enrolment growth, having an operating surplus is a sound financial practice that will help to shield students and schools from unforeseen events.

Capital Reserve Plan (Attachment VIII):

- The majority of the capital reserve funds required for 2020-2021 have been previously approved and are detailed in Attachment VIII.
- New for 2020-2021 is the proposed addition of \$4.2 million capital costs required to address ongoing growth accommodation needs.

Bill 5 – Fiscal Measures and Taxation Act, 2020:

- Effective for 2020-2021, recently approved Bill 5 requires school boards to obtain ministerial approval before spending reserve funds. School boards will be notified of approval in early June.
- The *Alberta Education Guidelines for the Preparation of the School Jurisdiction Budget* references that detailed completion of the accumulated reserve plan is mandatory. The guidelines further reference that balances at the end of each year should represent either amounts intended for spending in a future year or a contingency fund for emergent situations.

RECOMMENDATION

- 1. That the 2020-2021 Budget of \$1,195,961,600 be approved.**
- 2. That the budget report for the year ending August 31, 2021, be approved.**

CONSIDERATIONS and ANALYSIS**COVID-19**

The COVID-19 pandemic resulted in a quick shift to online learning in March 2020. As the Division makes plans for re-entry in September 2020, many questions have been raised about how we will begin learning in the fall. Of course, our Division will follow the direction of the Chief Medical Officer of Health regarding measures that we can take to keep our students and staff safe and healthy. The health and well-being of our students and staff remains our top priority.

Our Division is examining three scenarios for September:

- Normal school operations are able to resume
- Schools are partially re-opened, with some level of restrictions
- Teacher-directed at-home learning continues

Each of these scenarios has resource implications that are challenging to capture in our budget report. There are resources included in the recommended budget that are targeted to supports that will help regardless of which scenario we implement in September. We do, however, anticipate additional resource needs to keep our learning environments safe for all students and staff.

Our goal will be to maximize the efficiency of dollars allocated in this budget and we will work with the provincial government on additional resources and supports that will be required. We do have an accumulated surplus in operations that we will be prepared to draw on to ensure that our learning environments are safe for our students and staff.

NEXT STEPS

- The final approved budget will be submitted to the Province on June 10, 2020.
- As provincial education funding is frozen, a fall budget update will not be required. However, budget enrolment adjustments will be provided to for schools that experience material changes in actual enrolment verses projected enrolment.
- Due to the timing of the introduction of the new funding framework, the Division did not have the opportunity to revise the budget allocation model used to direct these funds to schools and central departments. The 2020-2021 allocations were put in place as a bridging mechanism in this transition year. The Division will be forming principal and central leader committees to review and revise our allocation model for roll out with the 2021-2022 budget. When revising our allocation model, the Division will need to prioritize the essential elements of student programming and support given the realities of the new funding framework.

ATTACHMENTS and APPENDICES

ATTACHMENT I	2020-2021 Revenue Budget
ATTACHMENT II	2020-2021 Student Enrolment
ATTACHMENT III	2020-2021 Budget – Total Allocations
ATTACHMENT IV	2020-2021 Budget – Direct School Allocations
ATTACHMENT V	2020-2021 Budget – Other Allocations
ATTACHMENT VI	2020-2021 Budget – Staff Full-time Equivalent
ATTACHMENT VII	2020-2021 Accumulated Operating Surplus Plan
ATTACHMENT VIII	2020-2021 Capital Reserve Plan
ATTACHMENT IX	2020-2021 Alberta Education Budget Report

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**Edmonton Public Schools
2020-2021 Revenue Budget**

	2020-2021 Revenue Budget	2020-2021 Distribution of Funds (DOF)	2019-2020 Fall Revised Budget	Variance Budget vs DOF \$	Variance Budget vs DOF %	NOTES
BASE INSTRUCTION GRANTS						1
Kindergarten	\$ 26,460,600	\$ 27,652,700	\$ 31,802,500	\$ (1,192,100)	-4.3%	
Grades 1 to 9	429,457,300	426,880,700	466,203,600	2,576,600	0.6%	
	455,917,900	454,533,400	498,006,100	1,384,500	0.3%	2
High School Subtotal	161,908,900	162,100,300	171,978,600	(191,400)	-0.1%	2,3
SUBTOTAL BASE INSTRUCTION GRANTS	617,826,800	616,633,700	669,984,700	1,193,100	0.2%	2
SERVICES AND SUPPORT GRANTS						1
Specialized Learning Support	88,148,400	88,294,000	-	(145,600)	-0.2%	2,4
Program Unit Funding (PUF)	9,677,400	9,433,500	39,247,400	243,900	2.6%	2,5
English as a Second Language (ESL)	19,671,200	19,596,000	22,035,800	75,200	0.4%	2,6
Refugee	14,147,100	14,916,000	13,813,900	(768,900)	-5.2%	2,6
First Nations, Métis and Inuit (FNMI student)	11,083,300	10,864,800	10,716,600	218,500	2.0%	2,7
First Nations, Métis and Inuit (FNMI other)	2,475,400	2,629,500	-	(154,100)	-5.9%	7
Institutional Programs	8,775,100	8,086,000	9,949,900	689,100	8.5%	8
Other Discontinued Grants	-	-	95,445,700	-	-	9
SUBTOTAL SERVICES AND SUPPORT GRANTS	153,977,900	153,819,800	191,209,300	158,100	0.1%	
SCHOOL GRANTS						1
Operations and Maintenance (OM)	93,711,300	90,121,000	75,978,800	3,590,300	4.0%	2,10
Transportation	30,941,600	30,951,100	29,545,400	(9,500)	0.0%	11
SuperNet	2,344,000	2,294,000	2,294,000	50,000	2.2%	
SUBTOTAL SCHOOL GRANTS	126,996,900	123,366,100	107,818,200	3,630,800	2.9%	
COMMUNITY GRANTS						1
Geographic	1,500,000	-	-	1,500,000	100.0%	12
Socioeconomic Status (SES)	14,735,000	14,759,000	11,973,300	(24,000)	-0.2%	
Nutrition	1,300,000	1,300,000	1,206,100	-	-	
SUBTOTAL COMMUNITY GRANTS	17,535,000	16,059,000	13,179,400	1,476,000	9.2%	
JURISDICTION GRANTS						1
System Administration	38,007,000	38,007,000	-	-	-	2,13
SUBTOTAL JURISDICTION GRANTS	38,007,000	38,007,000	-	-	-	
SUBTOTAL PROVINCIAL OPERATIONAL REVENUE	954,343,600	947,885,600	982,191,600	6,458,000	0.7%	
BRIDGE FUNDING	47,040,400	51,521,400	-	(4,481,000)	-8.7%	14
TOTAL PROVINCIAL OPERATIONAL REVENUE	1,001,384,000	999,407,000	982,191,600	1,977,000	0.2%	
CAPITAL AND IMR FUNDING						
Infrastructure Maintenance Renewal (IMR)	12,660,000	11,770,000	11,770,000	890,000	7.6%	15
Amortization of Capital Allocations and Expended						
Deferred Capital Revenue	43,040,000	41,736,300	41,736,300	1,303,700	3.1%	16
SUBTOTAL CAPITAL AND IMR FUNDING	55,700,000	53,506,300	53,506,300	2,193,700	4.1%	
TOTAL PROVINCIAL OPERATIONAL AND CAPITAL REVENUE	1,057,084,000	1,052,913,300	1,035,697,900	4,170,700	0.4%	
OTHER PROVINCIAL REVENUES						
Educational Programs Cost Recovery and Conditional Grants	1,660,300	1,935,700	1,935,700	(275,400)	-14.2%	17
Secondments - Provincial	3,469,800	2,768,400	2,768,400	701,400	25.3%	18
Alberta Teachers' Retirement Fund (ATRF)	56,137,700	59,115,000	59,115,000	(2,977,300)	-5.0%	19
SUBTOTAL OTHER PROVINCIAL REVENUES	61,267,800	63,819,100	63,819,100	(2,551,300)	-4.0%	
OTHER PROVINCIAL GRANTS	2,452,900	3,042,200	2,989,300	(589,300)	-19.4%	20
OTHER ALBERTA SCHOOL AUTHORITIES	534,900	671,100	942,200	(136,200)	-20.3%	21
FEDERAL FRENCH FUNDING	609,900	609,900	609,900	-	-	22
TOTAL GOVERNMENT OF ALBERTA REVENUE	1,121,949,500	1,121,055,600	1,104,058,400	893,900	0.1%	

**Edmonton Public Schools
2020-2021 Revenue Budget**

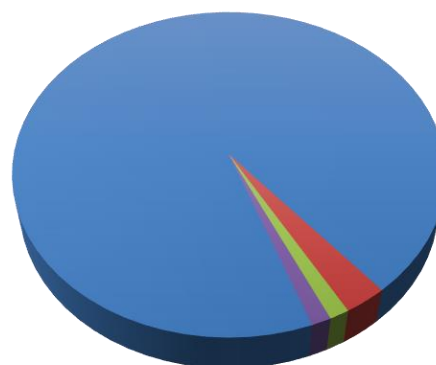
	2020-2021 Revenue Budget	2020-2021 Distribution of Funds (DOF)	2019-2020 Fall Revised Budget	Variance Budget vs DOF \$	Variance Budget vs DOF %	NOTES
FEDERAL GOVERNMENT AND FIRST NATIONS FEES	1,935,200	2,566,500	2,363,100	(631,300)	-24.6%	23
School Fees - School Generated Funds	13,949,700	13,949,700	13,949,700	-	-	
Transportation Fees	14,336,400	8,802,500	8,802,500	5,533,900	62.9%	24
Lunch Program Fees	4,505,500	4,862,200	4,862,200	(356,700)	-7.3%	25
Metro Continuing Education Fees	1,158,000	885,900	885,900	272,100	30.7%	26
Music Instrument & Other Material Fees	269,900	309,600	309,600	(39,700)	-12.8%	25
SUBTOTAL FEES	34,219,500	28,809,900	28,809,900	5,409,600	18.8%	
OTHER SALES AND SERVICES						
International Student Tuition	3,825,000	2,550,000	6,273,000	1,275,000	50.0%	27
Sales and Services - Schools and Central DUs	5,030,400	5,171,800	5,068,900	(141,400)	-2.7%	
Other Sales and Services - School Generated Funds	4,344,700	4,344,700	4,344,700	-	-	
Secondments - Other Entities	512,500	1,213,900	1,213,900	(701,400)	-57.8%	18
Adult Education	2,160,700	2,048,600	2,048,600	112,100	5.5%	26
SUBTOTAL SALES AND SERVICES	15,873,300	15,329,000	18,949,100	544,300	3.6%	
INVESTMENT INCOME	501,800	401,800	2,401,800	100,000	24.9%	28
GIFTS AND DONATIONS						
EPSB Gifts and Donations	6,554,700	7,245,800	7,245,800	(691,100)	-9.5%	29
EPSB Foundation Support	300,000	400,100	400,100	(100,100)	-25.0%	29
SUBTOTAL GIFTS AND DONATIONS	6,854,700	7,645,900	7,645,900	(791,200)	-10.3%	
FUNDRAISING - SCHOOL GENERATED FUNDS (SGF)	2,197,700	2,197,700	2,197,700	-	-	
RENTAL OF FACILITIES	4,229,900	4,220,400	4,220,400	9,500	0.2%	
TOTAL REVENUE	\$ 1,187,761,600	\$ 1,182,226,800	\$ 1,170,646,300	\$ 5,534,800	0.5%	

Edmonton Public Schools - Revenue & Expense Analysis 2020-2021 Budget

Revenue by source

(all dollar amounts are expressed in thousands)

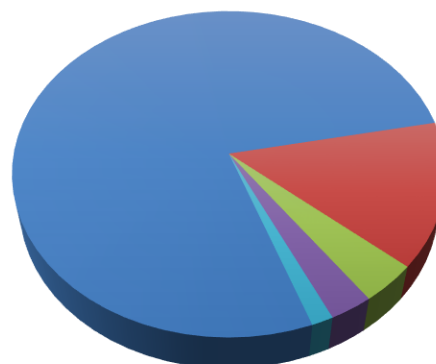
	2020-2021	
	\$	%
Government of Alberta	1,121,950	94.5%
Fees	34,220	2.9%
Sales and Services	15,873	1.3%
Other	15,719	1.3%
	1,187,762	100.0%



Expenses by program

(all dollar amounts are expressed in thousands)

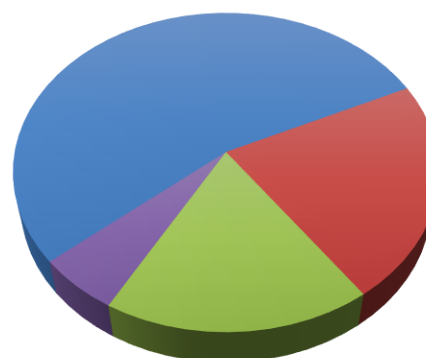
	2020-2021	
	\$	%
ECS - Grade 12 Instruction	925,582	77.4%
Operations and Maintenance	171,980	14.3%
Transportation	46,105	3.9%
System Administration	34,703	2.9%
External Services	17,591	1.5%
	1,195,962	100.0%



Expenses by object

(all dollar amounts are expressed in thousands)

	2020-2021	
	\$	%
Certificated salaries, wages and benefits expense	646,664	54.1%
Non-certificated salaries, wages and benefits expense	264,604	22.1%
Services, contracts and supplies expense	217,015	18.1%
Amortization & other expenses	67,678	5.7%
	1,195,962	100.0%



Notes to the 2020-2021 Revenue Budget

Unless otherwise noted, variance explanations have been provided for amounts where the 2020-2021 Revenue Budget differs from the 2020-2021 Distribution of Funds (DOF) by more than five per cent.

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

1. New Provincial Funding Model

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

2. Weighted Moving Average (WMA)

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

3. High School Funding

Credit Enrolment Units (CEUs) are no longer the basis for high school funding with the exception of summer school. The WMA base funding rate for high school is 10 per cent higher than the Grade 1 to 9 base funding rate. Summer School funding is provided based on the last three years' average CEU counts (i.e., 2016-2017, 2017-2018 and 2018-2019 school years) to a maximum of ten CEUs per student; and at a reduced rate (approximately 25 per cent less than the current year).

4. Specialized Learning Supports (SLS)

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

5. Program Unit Funding (PUF)

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

The following summarizes the ways PUF funding has been reduced:

- moving from a three-year to a two-year model (PUF funding for Kindergarten programming has been discontinued; however, the province has indicated that supports for specialized services are now in the Specialized Learning Supports grant).
- moving to the WMA enrolment model.
- elimination of FOPS for funding purposes.

Under the current PUF model, the Division is serving approximately 1,040 PUF children. Under the new model, we are projecting the number of PUF children served being reduced to approximately 600.

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

Under the previous funding model, students could qualify for both ESL and Refugee funding; however, under the new funding model students can only qualify for one of these grants, whichever is the higher amount. The total funding for both grants for 2020-2021 is approximately \$2 million lower than the amount received in 2019-2020 because of the change in funding along with the impact of the WMA model. Students continue to qualify for refugee or ESL grants for a maximum of five years. The variances from the DOF report are due to revised enrolment projections for both grants.

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

Under the new funding model, there are three components to the FNMI grant. The largest component is similar to prior years where the funding is based on the number of students that self-identify (\$11 million). New for 2020-2021 are additional funds (\$2.5 million) received under a support for school and community demographic and support for truth and reconciliation.

8. Institutional Programs (EPI)

Under the previous funding framework, EPI funding was based on net program actual costs. Under the new model, funding is based on a three-year average of prior years' actual costs or the 2019-2020 budgeted allocation, whichever is higher.

9. Other Discontinued Grants

The funding framework has significantly changed making it near impossible to compare all individual grants being received for 2020-2021 compared to the grants we have received in 2019-2020. For comparison purposes where we could provide a direct comparison we have and for the grants that could not be linked or only partially linked, they have been included in this line item for 2019-2020.

10. Operations and Maintenance (OM)

The OM grant is targeted funding to ensure safe and well-maintained schools for students. It is allocated to school divisions using a new formula that includes the WMA enrolment funding as well as consideration for utilized and under-utilized space. The previous plant operations and maintenance (POM) grant only factored in enrolment and not space utilization. Amounts can be transferred into OM from other grants, but school divisions cannot reallocate targeted OM funding to cover other expenses.

11. Transportation

For 2020-2021, the total transportation grant will be held constant at the 2019-2020 funding level plus five per cent. A new transportation funding model is currently being developed but will not be ready for implementation in 2020-2021.

12. Geographic (Community Grant)

The Geographic grant is intended to provide school divisions with the ability to better address their geographic locations contexts and enhance equity and fairness of educational opportunities. For 2020-2021, the Division will receive a block grant amount of \$1.5 million.

13. System Administration

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

14. Bridge Funding

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

15. Infrastructure Maintenance Renewal (IMR)

The Division has historically capitalized an average of 60 per cent of IMR spending in the past, (exceeding the Alberta Education requirement of 30 per cent). Total estimated IMR funding for 2020-2021 is \$29.98 million. Of this balance, the Division is estimating IMR expense of \$12.66 million with the remainder to be capitalized or deferred.

16. Amortization of Capital Allocations and Expended Deferred Capital Revenue

Buildings and other government funded capital items are amortized over their useful life and an equal amount is recognized as revenue from the province each year. Capital additions that are funded through the Division's operating or capital reserve are included in the fiscal and debt allocation and are not included in this amount.

17. Education Programs Cost Recovery

This includes ongoing contracts between the Division and Alberta Health Services (AHS) to provide supports to Alberta School for the Deaf; CASA (downtown) with Hospital School Campuses for pre-Kindergarten students; and the Highwood Adult Program. The decrease in revenues reflects a reduction in the number of classrooms and staffing at CASA (downtown) for the 2020-2021 school year.

18. Secondments – Provincial and Other Entities

While secondments with the provincial government are projected to increase, secondments with other outside organizations have not been renewed and are expected to decrease in 2020-2021.

19. Alberta Teacher Retirement Fund

This amount represents a flow-through of teacher retirement benefits paid by the Province on behalf of our teachers and matches the revenue from the Province. The decrease is in alignment with a projected decrease in certificated staff for 2020-2021 (Attachment VI).

20. Other Provincial Grants

This grant revenue is comprised of the Way In grant at TD Baker, AHS grants at Waverley and Scott Robertson schools and an advanced education grant at Metro Continuing Education. The decrease is due to the uncertainty of miscellaneous grants being discontinued. To be conservative, grant revenue is typically not budgeted until confirmation of grant approval has been received.

21. Other Alberta School Authorities

This amount represents projected revenue from other school divisions for their sponsored students. Also included are visiting Early Childhood Services (ECS) children from organizations such as Getting Ready for Inclusion Today (GRIT). The reduction in revenues reflects uncertainty around the number contracts with these operators and the number of visiting ECS children that the Division will service.

22. French Federal Funding (OLEP)

The 2020-2021 Official Languages in Education Protocol (OLEP) funding was budgeted for at the prior year amount. Subsequent to completing the budget, the Division received notification that \$880,000 of additional funding had been confirmed.

23. Federal Government and First Nations Fees

The variance is due to the Jordan's Principal grant being discontinued for metro divisions in 2020-2021. In 2019-2020, four Division schools accessed this grant with funding ranging from \$20,000 to \$50,000 per student. The Language Instruction for Newcomers to Canada (LINC) grant at Metro Continuing Education is also projecting a reduction in funding in 2020-2021.

24. Transportation

For the 2019-2020 school year, Student Transportation had originally predicted a funding gap of approximately \$2.4 million which was covered as part of the Division's spring approved Accumulated Operating Surplus (AOS) plan.

- In the fall, the Province announced the Act to Reduce Schools Fee Grant would be discontinued. As such, the Division approved an additional \$5.3 million from the AOS, bringing the total subsidization allocation to \$7.7 million.
- As continued subsidization of the transportation service is not sustainable, the top-up allocation to Student Transportation was removed in the Distribution of Funds (DOF) report.
- While Student Transportation has found some operational efficiencies, a gap between costs, fees, and provincial funding continues to exist. As such, the budget now includes additional revenue as a result of the transportation fee increases that were approved at the April 28, 2020, Board meeting.

25. Lunchroom Fees and Music Instrument Fees and Other Material Fees

These budget amounts are flow through amounts, whereby the revenue amount is offset by an equal expense and are entered directly by schools.

26. Metro Continuing Education (MCE) and Adult Education Fees

The variance is due to an increase in the program fee MCE charges each registration for academic high school credit cases. The fee covers the cost of the unique programming that goes with summer school and academic evening classes and acts as a commitment fee for students.

27. International Students

Due to the uncertainty around the impact of the COVID-19 pandemic on international travel, a conservative projection of 200, for international student enrolment numbers, was made for the DOF report. Since that time, our International Student Programs unit has provided the following information:

- Total projected enrolment is 415 international students, of which 384 would be attending for a full year and 32 for one semester. Approximately 171 of these students are currently enrolled in our schools and are planning to return for another year.
- In a time of limited international travel, the projected enrolment number has been increased to 300 in order to align with school projections. If actual enrolment exceeds the projection, the additional tuition will be used to provide a corresponding allocation to the receiving schools

28. Investment Income

The Division's GIC investment is projected to be drawn down less than anticipated in the DOF report.

29. Gifts and Donations

- The Division gifts and donations are amounts entered directly by schools and central departments. They have decreased as a result of the economic downturn.
- Due to COVID-19, the Foundation has had to cancel all donor meetings and major fundraising events. Cancellation of these events, along with the economic downturn, has resulted in less donations projected in 2020-2021.
- The hope is to resume donation conversations and major fundraising events in 2020-2021; however, this is dependent on the direction of the Chief Medical Officer of Alberta. While online events are currently underway, they will likely not raise as much money in donations as the prior year.

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

<u>STUDENT ENROLMENT BY DIVISION</u>	<u>2020-2021</u>		<u>2019-2020</u>		<u>2018-2019</u>		<u>2020-2021</u>
	Spring Projections 100%	Spring Projections 50%	Funded Headcount 100%	Funded Headcount 30%	Funded Headcount 100%	Funded Headcount 20%	Total WMA Funded Enrolment
FUNDED STUDENTS							
Early Childhood Services (ECS)	8,138	4,069	9,477	2,843	9,075	1,815	8,727
GRADES 1 -12 FUNDED STUDENTS:							
Elementary - Division I	24,923	12,462	24,043	7,213	23,677	4,735	24,410
Elementary - Division II	24,325	12,163	23,411	7,023	22,799	4,560	23,746
Junior High	23,694	11,847	22,150	6,645	20,867	4,173	22,665
SENIOR HIGH:							
Years 1-3	22,122	11,061	21,112	6,334	20,529	4,106	21,500
Year 4	1,901	951	2,159	648	2,264	453	2,051
Year 5	701	351	682	205	708	142	697
Outreach	547	274	547	164	487	97	535
SUBTOTAL SENIOR HIGH	25,271	12,636	24,500	7,350	23,988	4,798	24,783
SUBTOTAL - ENROLMENT GRADES K-12	106,351	53,176	103,581	31,074	100,406	20,081	104,331
SUBTOTAL OTHER FUNDED STUDENTS	489	245	637	191	527	105	605
TOTAL FUNDED STUDENTS	106,840	53,420	104,218	31,265	100,933	20,187	104,936
Other (International)	300	-	500	-	500	-	300
TOTAL STUDENT ENROLMENT	107,140	53,420	104,718	31,265	101,433	20,187	105,236

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

Percentage	2.52%
Change in funded enrolment	2,622

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

Percentage	2.31%
Change in funded enrolment	2,422

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

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

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

****Estimates**

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

*****Projection for enrolment counts**

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

**Edmonton Public Schools
2020-2021 Budget
Total Allocations**

		2020-2021 Budget	2020-2021 Distribution of Funds (DOF)		Variance Budget vs DOF \$	Variance Budget vs DOF %	Notes
REVENUE	*			*			
Operating Revenue		\$ 1,187,761,600	\$ 1,182,226,800		\$ 5,534,800	0.5%	
Operating Reserve Funds Required ^A		8,200,000	-		8,200,000	100.0%	
Total Operating Revenue Required		\$ 1,195,961,600	\$ 1,182,226,800		\$ 13,734,800	1.2%	
SCHOOL ALLOCATIONS							
Direct School Allocations		\$ 807,107,669	\$ 795,768,159		\$ 11,339,510	1.4%	1
Indirect School Allocations		35,995,333	37,675,291		(1,679,958)	-4.5%	2
		843,103,002	833,443,450		9,659,552	1.2%	
School Generated Funds/External Revenues		35,283,313	37,060,472		(1,777,159)	-4.8%	3
SUBTOTAL SCHOOL ALLOCATIONS	73.4%	878,386,315	870,503,922	73.6%	7,882,393	0.9%	
OTHER ALLOCATIONS							
Metro Continuing Education		\$ 11,417,804	\$ 11,178,349		239,455	2.1%	4
External Revenue Allocations - Central		10,219,389	11,207,456		(988,067)	-8.8%	5
Division Level Fixed Costs	3.8%	45,002,815	43,848,961	3.7%	1,153,854	2.6%	6
Division Level Committed Costs	8.5%	101,090,577	94,859,812	8.0%	6,230,765	6.6%	7
		167,730,585	161,094,578		6,636,007	4.1%	
System Administration	3.2%	38,007,000	38,007,000	3.2%	-	-	8
SUBTOTAL OTHER ALLOCATIONS		205,737,585	199,101,578		6,636,007	3.3%	
SUPPORTED CAPITAL AND IMR		55,700,000	53,506,300		2,193,700	4.1%	9
ALBERTA TEACHERS' RETIREMENT FUND (ATRF)		56,137,700	59,115,000		(2,977,300)	-5.0%	10
TOTAL BUDGET ALLOCATIONS		\$ 1,195,961,600	\$ 1,182,226,800		\$ 13,734,800	1.2%	

A Additional details around the District's planned use of accumulated operating reserve is included on Attachment VII.

* The amount as a percentage of the total allocations.

Note: Some of the Distribution of Fund budget figures have been reclassified to conform to the comparable 2020-2021 budget presentation.

Notes to the 2020-2021 Budget - Total Allocations

Unless otherwise noted, variance explanations have been provided for amounts where the 2020-2021 Budget differs from the 2020-2021 Distribution of Funds (DOF) by more than five per cent.

1. Direct School Allocations

The initial starting point for the direct school allocations for the 2020-2021 budget was based on the 2019-2020 fall revised allocations, with reductions. The reductions were based on the following three components.

- weighted enrolment reduction – based on composition of students requiring specialized supports.
- equity reduction – based on social vulnerability data.
- enrolment reduction – based on total student enrolment at individual schools.

School reductions ranged from 4 percent to 8 percent with an overall initial reduction average of 5.3 percent. Offsetting these reductions, was an adjustment to factor in any increases in weighted enrolment (between September 2019 and projected for September 2020), an adjustment for special needs kindergarten programming and an adjustment for programs that were established after September 2019. Additional details are included on Attachment IV)

2. Indirect School Allocations

Indirect school allocations are provided to central departments that directly support the classroom. Examples include departments such as Research and Innovation, Curriculum, and Inclusive Learning.

3. School Generated Funds/External Revenues

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

4. Metro Continuing Education (MCE)

Summer School funding is provided based on the last three years' average CEU counts (2016-2017, 2017-2018 and 2018-2019 school years) to a maximum of ten CEUs per student; and at a reduced rate (approximately 25 per cent less than the current year).

5. External Revenue Allocations – Central

This allocation is a flow-through amount, whereby there is a direct revenue amount related to the allocation.

6. Division Level Fixed Costs

This line represents an allocation for a variety of costs at the Division level to limit their impact to school budgets (additional details are included on Attachment V).

7. Division Level Committed Costs

This includes a variety of Division level committed costs which are further detailed on Attachment V.

8. System Administration

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

9. Supported Capital and Infrastructure and Maintenance Renewal (IMR)

Buildings and other government funded capital items are amortized over their useful life and an equal amount is recognized as revenue from the province each year. Capital additions that are funded through the Division's operating or capital reserve are included in the Fiscal and Debt allocation and are not included in this amount.

The Division has capitalized an average of 60 percent of IMR spending in the past, which exceeds the Alberta Education policy to capitalize a minimum of 30 percent. The amount reported in the DOF report has been increased to reflect estimated expenditures.

Notes to the 2020-2021 Budget - Total Allocations

10. Alberta Teachers' Retirement Fund (ATRF)

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

**Edmonton Public Schools
2020-2021 Budget
Direct School Allocations**

	2020-2021 Budget	2020-2021 Distribution of Funds (DOF)	Variance Budget vs DOF \$	Variance Budget vs DOF %	Notes
SCHOOL ALLOCATIONS	\$ 774,395,265	\$ 771,255,755	\$ 3,139,510	0.4%	1
OTHER SUPPLEMENTAL SCHOOL ALLOCATIONS					
Transportation for Awasis/amiskwaciy	441,000	441,000	-	-	
Program Enhancement Allocations:					
Establishment Facilities	2,000,000	2,000,000	-	-	2
Establishment Program	100,000	100,000	-	-	2
Online Resource Development*	4,000,000	-	4,000,000	100.0%	2
New School Start-Up Allocation*	4,200,000	-	4,200,000	100.0%	2
Equity Fund	7,800,000	7,800,000	-	-	3
Regional Collaborative Service Delivery (RCSD)	11,543,602	11,543,602	-	-	4
Facility Use Payments - Christian Schools	1,346,792	1,346,792	-	-	
amiskwaciy Base Rent	1,281,010	1,281,010	-	-	
	32,712,404	24,512,404	8,200,000	33.5%	
TOTAL DIRECT SCHOOL ALLOCATIONS	\$ 807,107,669	\$ 795,768,159	11,339,510	1.4%	

* Additional information on the Online Resource Development and New School Start-Up allocations is provided on Attachment VII.

Note: Some of the Distribution of Fund budget figures have been reclassified to conform to the comparable 2020-2021 budget presentation.

Notes to the 2020-2021 Budget

Direct School Allocations

Unless otherwise noted, variance explanations have been provided for amounts where the 2020-2021 Budget differs from the 2020-2021 Distribution of Funds (DOF) by more than five per cent.

1. **School Allocations**

The 2020-2021 school budget allocations were based on the 2019-2020 Fall Revised Budget school allocations. Our final total budgeting revenue was higher than the amount reflected in the DOF, allowing increases to school allocations.

2. **Program Enhancement Allocations**

Establishment Facilities Allocation:

This allocation provides financial support to physically accommodate students in schools identified for new alternative and special education programs. The annual amount varies depending on the number of new alternative and special education programs and any prior approved/deferred amounts.

Establishment Program Allocation:

This allocation provides financial support for start-up costs associated with the implementation of new programs. The annual amount of the allocation is \$100,000 which is then added to any prior approved/deferred amounts.

Online Resource Development:

In response to COVID-19, the province and the Division moved to distance and online delivery of teaching and learning in March 2020. While the Division is working on plans for what curriculum delivery may look like for the 2020-2021 school year, it is anticipated that online delivery will be required. To create online instructional videos, and accompanying plans and resources for subjects across the grade levels, the Division plans to use \$4 million of its reserves, allocated as follows: \$3.5 million towards salaries and \$500,000 towards purchasing necessary supplies, services and equipment (SES).

New School Start-Up Allocation:

As per the capital plan presented to the Board of Trustees on February 25, 2020, five new, modernized, or replacement schools are scheduled to open September 2021. Prior to the opening year, the Division typically provides an allocation intended to cover start-up costs not covered by the Province such as furniture and equipment as well as the principal assignment for the year. Further detailed information is provided in Attachment VII.

3. **Equity Fund**

This allocation totals \$7.8 million. The Equity Fund was established by the Board of Trustees in 2014-2015 to enhance opportunities for all schools in the Division and to support the Division's Cornerstone Values: Collaboration, Accountability, Integrity, and Equity.

The Equity Fund allocation is distributed to school leadership groups supervised by the Assistant Superintendents. The percentage allocated to School Leadership Groups was determined through the Superintendent's meetings with the District Support Team and the Superintendent's Community of Practice (SCOPE). Within each School Leadership Group catchment, allocations are determined in consultation with the Assistant Superintendent and based on criteria established by the Leadership Group. Priority is given to projects impacting literacy, numeracy, and mental health.

4. **Regional Collaborative Service Delivery (RCSD)**

For 2020-2021, the RCSD funding will no longer be allocated to banker boards but rather the proportionate funding will be allocated directly to school divisions through the Specialized Learning Supports grant (SLS). In the past, a banker board would receive the funds directly on behalf of several school divisions. Shared expenses would be paid from these funds prior to any balance being transferred to the individual divisions to cover their related RCSD expenses. A new Division allocation of approximately \$11.5 million has been provided to continue support for this program.

**Edmonton Public Schools
2020-2021 Budget
Other Allocations**

	2020-2021 Budget	2020-2021 Distribution of Funds (DOF)	Variance Budget vs DOF \$	Variance Budget vs DOF %	Notes
DIVISION LEVEL FIXED COSTS					
Fiscal and Debt Services	\$ 13,881,330	\$ 13,265,476	\$ 615,854	4.6%	1
Utilities	21,750,000	21,750,000	-	-	
Insurance	6,654,685	6,116,685	538,000	8.8%	2
High Speed Networking	2,716,800	2,716,800	-	-	
	\$ 45,002,815	\$ 43,848,961	\$ 1,153,854	13.4%	
DIVISION LEVEL COMMITTED COSTS					
Student Transportation	45,614,142	40,071,796	5,542,346	13.8%	3
School Plant Operations & Maintenance	19,272,192	19,172,192	100,000	0.5%	
Human Resources Supply Services	13,944,975	13,927,332	17,643	0.1%	
Core Technology Enterprise Management	5,760,266	4,782,266	978,000	20.5%	4
* Language and Cultural Support	4,920,131	4,948,885	(28,754)	-0.6%	*
Enterprise Systems	4,580,275	4,580,275	-	-	
Professional Improvement Leaves	1,640,000	1,640,000	-	-	
* Board of Trustees	1,634,849	1,777,519	(142,670)	-8.0%	5
Central Building Maintenance	650,000	890,000	(240,000)	-27.0%	6
Staff Development	650,000	650,000	-	-	
* Partnership Commitments	1,730,501	1,708,501	22,000	1.3%	*
Infrastructure Parking Allocation	405,000	405,000	-	-	
Audit	136,946	136,946	-	-	
Division Feedback Survey	142,400	142,400	-	-	
Division Awards	8,900	26,700	(17,800)	-66.7%	7
	\$ 101,090,577	\$ 94,859,812	\$ 6,230,765	6.6%	

	2020-2021 Budget	2020-2021 Distribution of Funds (DOF)	Variance Budget vs DOF \$	Variance Budget vs DOF %	
INDIRECT SCHOOL ALLOCATIONS AND SYSTEM ADMINISTRATION					
CENTRAL DECISION UNITS					
** Office of the Superintendent	\$ 6,227,427	\$ 6,541,067	\$ (313,640)	-4.8%	**
** Corporate Services	32,235,446	32,953,825	(718,379)	-2.2%	**
** Finance and Infrastructure	18,065,799	18,512,522	(446,723)	-2.4%	**
Inclusive Learning	8,282,012	8,375,068	(93,056)	-1.1%	
International Programs	1,049,310	1,061,100	(11,790)	-1.1%	
Curriculum and Resource Support	6,104,199	6,172,786	(68,587)	-1.1%	
Research and Innovation for Student Learning	1,169,278	1,187,299	(18,021)	-1.5%	
Student Information	868,862	878,624	(9,762)	-1.1%	
	\$ 74,002,333	\$ 75,682,291	\$ (1,679,958)	-2.2%	
CLASSIFIED AS:					
INDIRECT SCHOOL ALLOCATIONS	\$ 35,995,333	\$ 37,675,291	\$ (1,679,958)	-4.5%	8
SYSTEM ADMINISTRATION	38,007,000	38,007,000	-	-	8
	\$ 74,002,333	\$ 75,682,291	\$ (1,679,958)	-2.2%	

* See Attachment V^A - for a detailed breakdown of this line item.

** See Attachment V^B - for a detailed breakdown of this line item.

Note: Some of the Distribution of Fund budget figures have been reclassified to conform to the comparable 2020-2021 budget presentation.

Edmonton Public Schools
2020-2021 Budget
Detailed Breakdown - Division Level Committed Costs

	2020-2021 Budget	2020-2021 Distribution of Funds	Variance Budget vs DOF \$	Variance Budget vs DOF %
LANGUAGE AND CULTURAL SUPPORT				
First Nations, Métis, and Inuit (FNMI) Education	\$ 1,457,605	\$ 1,457,605	\$ -	-
Diversity Education	2,112,379	2,136,114	(23,735)	-1.1%
Languages Centre at Woodcroft	1,056,553	1,061,572	(5,019)	-0.5%
Transfer of FNMI Allocation	293,594	293,594	-	-
	\$ 4,920,131	\$ 4,948,885	\$ (28,754)	-0.6%
BOARD OF TRUSTEES				
ASBA Membership	\$ 210,000	\$ 210,000	\$ -	-
Board of Trustees	1,285,349	1,371,829	(86,480)	-6.3%
Board Initiative Fund	2,000	40,050	(38,050)	-95.0%
PSBAA Membership	120,000	120,000	-	-
Trustee Transition Allowance	12,500	12,500	-	-
Youth Engagement Model	5,000	23,140	(18,140)	-78.4%
	\$ 1,634,849	\$ 1,777,519	\$ (142,670)	-8.0%
PARTNERSHIP COMMITMENTS				
Partnership for Kids (All in for Youth)	\$ 182,000	\$ 172,800	\$ 9,200	5.3%
Confucius Institute - program coordinator	185,490	184,941	549	0.3%
Cappies	20,000	18,000	2,000	11.1%
Community University Partnerships	12,500	11,250	1,250	11.1%
Careers: The Next Generation	10,000	9,000	1,000	11.1%
United Way	5,511	3,600	1,911	53.1%
Corporate Challenge	5,000	4,500	500	11.1%
Welcome to Kindergarten	10,000	9,000	1,000	11.1%
Nutrition Grant	1,300,000	1,300,000	-	-
	\$ 1,730,501	\$ 1,713,091	\$ 17,410	1.0%

Edmonton Public Schools
2020-2021 Budget
Detailed Breakdown - Central Decision Units

	2020-2021 Budget	2020-2021 Distribution of Funds (DOF)	Variance Budget vs DOF \$	Variance Budget vs DOF %
OFFICE OF SUPERINTENDENT				
Office of the Superintendent of Schools	\$ 530,056	\$ 536,012	\$ (5,956)	-1.1%
Board Office and Strategic District Supports	1,487,132	1,498,959	(11,827)	-0.8%
District Support Services	1,863,107	1,884,041	(20,934)	-1.1%
General Counsel	585,093	591,667	(6,574)	-1.1%
School Leadership Groups	1,762,039	2,030,388	(268,349)	-13.2%
	\$ 6,227,427	\$ 6,541,067	\$ (313,640)	-4.8%
CORPORATE SERVICES				
Communications	\$ 2,603,124	\$ 3,141,301	\$ (538,177)	-17.1%
District Information Security	397,121	401,583	(4,462)	-1.1%
District Records and FOIP Management	660,632	668,055	(7,423)	-1.1%
District Technology	17,325,388	17,325,388	-	-
Edmonton Public Schools Foundation	350,205	371,749	(21,544)	-5.8%
Human Resources	10,898,976	11,045,749	(146,773)	-1.3%
	\$ 32,235,446	\$ 32,953,825	\$ (718,379)	-2.2%
FINANCE AND INFRASTRUCTURE				
Facilities Services & Building Operations	\$ 2,814,012	\$ 2,865,482	\$ (51,470)	-1.8%
Budget Holdback - Central	944,985	1,097,778	(152,793)	-13.9%
Distribution Centre	1,841,664	1,841,664	-	-
Financial Services	6,347,105	6,418,421	(71,316)	-1.1%
Planning & Property Management	6,118,033	6,289,177	(171,144)	-2.7%
	\$ 18,065,799	\$ 18,512,522	\$ (446,723)	-2.4%

Note: Some of the Distribution of Fund budget figures have been reclassified to conform to the comparable 2020-2021 budget presentation.

Notes to the 2020-2021 Budget

Other Allocations

Unless otherwise noted, variance explanations have been provided for amounts where the 2020-2021 Budget differs from the 2020-2021 Distribution of Funds (DOF) by more than five per cent.

1. **Fiscal and Debt Services**

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

2. **Insurance**

The insurance industry has experienced a significant hardening, resulting in higher premiums than previously anticipated. The total insurance premiums are anticipated to increase by \$538,000 from the fall of 2019. Our underwriters will be monitoring our claims for the next two to three years, and with good risk management practices in place, premiums should begin to decline in 2021-2022.

3. **Student Transportation**

While Student Transportation has found some operational efficiencies, a gap between costs, and provincial funding continues to exist. As such, 2020-2021 fee increases were approved at the April 28, 2020, Board meeting.

4. **Core Technology Enterprise Management**

In 2017-2018, the management and ever-greening of core technology infrastructure was shifted from a school responsibility to an enterprise management model. Core technology infrastructure such as servers, switches, Wi-Fi access and internet service are now managed and supported at the Division level. This has resulted in significant savings and equity across Division schools. Building upon this model, an additional \$978,000 has been allocated, in order to move all school-to-pay costs for bandwidth requirements to an enterprise approach.

5. **Board of Trustees**

To maximize allocations to schools, the Board of Trustees found efficiencies to reduce their budget allocations (for non-fixed or committed items) by approximately \$143,000 from those that were previously reported in the DOF report. Further details are can be found in Attachment V^A.

6. **Central Building Maintenance**

Realignment in Central Building Maintenance has resulted in cost savings for the department.

7. **Division Awards**

Realignment of some central cost centres has resulted in efficiencies that allows the Division Awards allocation to be reduced.

8. **Indirect School Allocations and System Administration**

Central departments can oversee work that directly supports the classroom (classified as Indirect School Allocations) as well as expenses that are classified as system administration.

Edmonton Public Schools
2020-2021 Budget
Staff - Full Time Equivalents (FTEs)

STAFFING GROUPS	2020-2021 Budget* (BUD)	Total FTEs %	2019-2020 Actual ** (ACT)	Total FTEs %	Variance BUD vs ACT #	Variance BUD vs ACT %
SCHOOLS						
Teaching FTE	5,068.2	67%	5,244.5	65%	(176.28)	-3.36%
Support FTE	1,697.4	23%	2,085.4	26%	(388.03)	-18.61%
Custodial FTE	640.2	8%	630.8	8%	9.37	1.48%
Exempt FTE	132.8	2%	132.8	2%	(0.03)	-0.02%
TOTAL SCHOOLS FTEs	7,538.6	100%	8,093.6	100%	(554.98)	-6.86%
CENTRAL SERVICES						
Teaching FTE	163.3	16%	163.3	16%	(0.01)	0.00%
Support FTE	133.0	13%	150.4	14%	(17.41)	-11.57%
Custodial FTE	65.5	7%	64.8	6%	0.75	1.16%
Maintenance FTE	195.0	19%	206.0	20%	(11.00)	-5.34%
Exempt FTE	445.1	44%	467.8	44%	(22.71)	-4.85%
TOTAL CENTRAL SERVICES FTEs	1,001.9	100%	1,052.3	100%	(50.37)	-4.79%
METRO CONTINUING EDUCATION						
Teaching FTE	8.0	26%	9.8	26%	(1.74)	-17.90%
Support FTE	13.3	43%	14.3	39%	(1.03)	-7.19%
Custodial FTE	-	0%	0.7	2%	(0.69)	-100.00%
Exempt FTE	9.3	30%	12.1	33%	(2.83)	-23.39%
TOTAL METRO CONTINUING EDUCATIONS FTEs	30.6	100%	36.9	100%	(6.30)	-17.07%
TOTAL BY GROUP						
Teaching FTE	5,239.5	61%	5,417.6	59%	(178.03)	-3.29%
Support FTE	1,843.7	22%	2,250.2	25%	(406.47)	-18.06%
Custodial FTE	705.7	8%	696.2	8%	9.43	1.35%
Maintenance FTE	195.0	2%	206.0	2%	(11.00)	-5.34%
Exempt FTE	587.2	7%	612.7	7%	(25.57)	-4.17%
TOTAL FTEs	8,571.1	100%	9,182.7	100%	(611.65)	-6.66%

* All staffing numbers are entered directly by schools and central decision units.

** The 2019-2020 FTE counts are as at February 1st (mid-year). As per Alberta Education guidelines Secondments are excluded from the count.

**Edmonton Public Schools
Accumulated Operating Surplus Plan
2020-2021**

ATTACHMENT VII

	Amount	Total Amount
Accumulated operating surplus as at September 1, 2019		\$ 51,420,404
Less: School Generated Funds (SGF)		(1,427,323)
Accumulated operating surplus at September 1, 2019 (excluding SGF)		\$ 49,993,081
Projected Operating deficit for the year ending August 31, 2020 (at May 2020)		(24,656,861)
Net impact of capital items (reclassification entry required at year end 2019-2020)		1,606,992
Projected accumulated operating surplus at September 1, 2020 (excluding SGF*)		\$ 26,943,212

2020-2021 Planned Use of Surplus Funds:

Surplus funds requested to be released for 2020-2021:

A Online resource development	\$ 4,000,000	
B New Schools Start-Up allocation	4,200,000	
	<u>8,200,000</u>	
Total surplus funds requested to be released for 2020-2021	\$ 8,200,000	(8,200,000)
Net impact of capital items (reclassification entry required at year end)		1,600,000
Projected accumulated operating surplus balance as at August 31, 2021 (excluding SGF*) **		\$ 20,343,212

* SGF balances will be updated at the fiscal year-end of 2019-2020 and 2020-2021 respectively.

** Balances at the end of each year represent either amounts intended for spending in a future year or is a contingency fund for emergent situations that may arise in future years.

NOTE:

The COVID-19 pandemic resulted in a quick shift to online learning in March 2020. As the Division makes plans for re-entry in September 2020, many questions have been raised about how we will begin learning in the fall. Our Division is examining three scenarios for September:

- . Normal school operations are able to resume
- . Schools are partiall re-opened, with some level of restrictions
- . Teacher-directed at-home learning continues

Our goal will be to maximize the efficiency of dollars allocated in this budget and we will work with the provincial government on additional resources and supports that may be required. To ensure our learning environments are safe for students and staff, we are prepared to access additonal operating surplus funds if required.

**Notes to the 2020-2021 Budget
Accumulated Operating Surplus**

A. Online resource development

In response to COVID-19, the Province and Division moved to distance and online delivery of teaching and learning in March 2020. While the Division is working on plans for what curriculum delivery will look like for the 2020-2021 school year, it is anticipated that online delivery may be required. To create online instructional videos, and accompanying plans and resources for subjects across the grade levels, the Division plans to use \$4 million of its reserves, allocated as follows: \$3.5 million towards salaries and \$500,000 towards purchasing necessary supplies, services and equipment (SES).

B. New Schools Start-up Allocation

As per the capital plan presented to the Board of Trustees on February 25, 2020, the following new modernized, or replacement schools are scheduled to open September 2021. Prior to the opening year, the Division typically provides an allocation intended to cover start-up costs not covered by the Province such as furniture and equipment as well as the principal assignment for the year.

Aleda Patterson School (K-3)	Replacement	\$ 600,000
Alex Janvier School (4-9)	Replacement	600,000
* Dr. Anne Anderson School (10-12)	New	1,650,000
Garth Worthington School (K-9)	New	750,000
Highlands School	Modernization	600,000
		<hr/>
		\$ 4,200,000

* New schools start-up allocation is typically \$750,000 while replacement and modernizations are slightly less at \$600,000. As the capacity of the new high school is approximately 2.2 times greater than a typical K-9 school, the allocation was calculated to reflect the larger school capacity. As well, the new high school is expected to open at capacity and depending on the Career and Technology Studies (CTS) strands the school chooses to offer, furniture and equipment will be more expensive than a typical K-9 school.

**Edmonton Public Schools
Capital Reserve Plan**

ATTACHMENT VIII

	2020-2021	Amount	Total Amount
Forecasted accumulated capital reserve balance at September 1, 2020			\$ 39,866,785
Previously approved projects, remaining costs:			
1	Westlawn Cluster replacement school - in partnership with Alberta Education	\$ 12,825,497	
2	Purchase of Portables - balance remaining from 2019-2020	390,000	
3	Balance remaining on approved projects from prior years	600,000	(13,815,497)
Capital reserve balance, unallocated			\$ 26,051,288
Proposed use of capital reserves in 2020-2021:			
4	Growth Accomodation (K-HS)		(4,200,000)
5	Funds anticipated from the First Place Program		1,644,029
Forecasted accumulated capital reserve balance at August 31, 2021			\$ 23,495,317
Proposed use of capital reserves, September 2021 & onwards:			
4	Growth Accomodation (K-HS)		(18,800,000)
Forecasted accumulated capital reserve balance (uncommitted)			\$ 4,695,317

**Notes to the 2020-2021 Budget
Capital Reserve Plan**

1. Westlawn Cluster replacement school

Construction on the Alex Janvier School has begun and will continue into the 2020-2021 year with the expected opening date of September 2021. This project is in partnership with Alberta Education where the Division has committed a total of \$15 million.

2. Purchase of Portables (2019-2020)

Due to the timing and nature of construction, site work and invoicing timelines resulted in a need to carry forward approved funds into the current year. Historically, 70 per cent of project costs are spent during the budgeted year with 30 per cent being carried forward to the following year.

3. Balance remaining on approved projects from prior year

The total from 2019-2020 includes growth accommodation (\$150,000) and Special Needs Division Centre Program Establishments (\$450,000).

4. Growth Accommodation (2020-2023)

The Province released a Capital, Maintenance and Renewal grant in May 2020, which resulted in additional funding for growth accommodation projects. This funding will reduce our draw on Capital reserves for 2020-2021.

While some relief in K-9 schools will be provided through portables, work will still likely be required in schools to accommodate growth. Work in high school spaces will also be required to accommodate growth for the next several years.

5. First Place Program

First Place Program is a City of Edmonton program which teams with banks and builders to develop vacant surplus school building sites into town homes. Caernarvon and Casselman surplus school sites are being transferred to the City of Edmonton for an anticipated payment of \$1.6 million. The Board approved these sites as surplus and received Ministerial approval in 2007.

School Jurisdiction Code: 3020

BUDGET REPORT FOR THE YEAR ENDING AUGUST 31, 2021

[Education Act, Sections 139(2)(b) and 244]

3020 The Edmonton School Division**Legal Name of School Jurisdiction**

One Kingsway NW Edmonton AB T5H 4G9; 780-429-8063; todd.burnstad@epsb.ca

Contact Address, Telephone & Email Address**BOARD CHAIR**TRISHA ESTABROOKS

Name

Signature**SUPERINTENDENT**DARREL ROBERTSON

Name

Signature**SECRETARY TREASURER or TREASURER**TODD BURNSTAD

Name

Signature

**Certified as an accurate summary of the year's budget as approved by the Board
of Trustees at its meeting held on**

June 9, 2020

Date

c.c. Alberta Education
c/o Jianan Wang, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
Phone: (780) 427-3855
E-MAIL: EDC.FRA@gov.ab.ca

	A	B	C	D	E	F	G	H	I
1									School Jurisdiction Code: 3020
2									
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6									BUDGETED STATEMENT OF OPERATIONS & ALLOCATION OF EXPENSES (BY OBJECT) 3
7									BUDGETED SCHEDULE OF PROGRAM OPERATIONS 4
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12									PROJECTED STUDENT STATISTICS 9
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14									
15									Color coded cells:
16									blue cells: require the input of data/descriptors wherever applicable.
17									grey cells: data not applicable - protected
18									white cells: within text boxes REQUIRE the input of points and data.
19									green cells: populated based on information previously submitted
20									yellow cells: to be completed when yellow only.
21									
22									HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2020/2021 BUDGET REPORT
23									The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into
24									consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year
25									Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will
26									support the jurisdiction's plans.
27									Budget Highlights, Plans & Assumptions:
28									<u>Revenue Budget and Allocations to Schools and Central Decision Units:</u>
29									>Total revenue for the Division is budgeted at approximately \$1.19 billion. This is an increase of less than one per cent from the 2020-2021 Distribution of Funds (DOF) report or
30									approximately \$5.6 million.
31									>Total projected student enrolment has increased from 107,028 to 107,140 students; this is an increase of 112 students or 0.1 per cent (funded and unfunded).
32									>When compared to fall 2019, projected total student enrolment has increased from 104,718 to 107,140, an increase of 2,422 students or enrolment growth of 2.31 per cent.
33									>Grants such as Institutional Services and Program Unit Funding (PUF) are offset by an equal allocation.
34									>For the 2019-2020 school year, Student Transportation had originally predicted a funding gap of approximately \$2.4 million, which was covered as part of the Division's spring
35									approved Accumulated Operating Surplus (AOS) plan. In the fall, the Province announced the Act to Reduce Schools Fee Grant would be discontinued. As such, the Division approved
36									an additional \$5.3 million from the AOS, bringing the total subsidization allocation to \$7.7 million. As continued subsidization of the transportation service is not sustainable, the top-
37									up allocation to Student Transportation was removed in the Distribution of Funds (DOF) report. While Student Transportation has found some operational efficiencies, a gap between
38									costs, fees, and provincial funding continues to exist. As such, the budget now includes additional revenue as a result of the transportation fee increases that were approved at the
39									April 28, 2020, Board meeting.
40									>School reductions ranged from 4 percent to 8 percent with an overall initial reduction average of 5.3 percent.
41									>Central base allocations have been reduced on average by 11 per cent from the 2019-2020 fall allocations. This reduction exceeds the average percentage reduction applied to
42									schools, reflecting the Division's priority of maximizing dollars for classrooms.
43									>As a result of changes to the provincial funding framework for Program Unit Funding (PUF), Edmonton Public Schools has had to make significant changes to the Division's Pre-
44									Kindergarten (pre-K) model.
45									>Pre-K will be only be offered in six hub schools as opposed to the ten hub schools that offered programming the current year. However, we will be keeping the four schools that are
46									discontinuing pre-K programming on reserve should we need more space to accommodate children.
47									>The current 22 pre-K satellite locations are being suspended as of September 2020.
48									>In the current year, and under the current funding model for PUF, the Division is serving approximately 1,040 pre-K children. In 2020-2021, under the new funding model, we are
49									projecting to serve approximately 600 pre-K children.
50									>Due to the uncertainty around the impact of the COVID-19 pandemic on international travel, a conservative enrolment projection of 200 for international students was made for the
51									DOF report. Since that time our International Student Programs unit has provided the following information:
52									>Total projected enrolment is 415 international students of which 384 would be attending for a full year and 32 for one semester. Approximately 171 of these students are
53									currently enrolled in our schools and are planning to return for another year.
54									>In a time of limited international travel, the projected enrolment number has been increased to 300 in order to align with school projections. If actual enrolment exceeds the
55									projection, the additional tuition will be used to provide a corresponding allocation to the receiving schools.
56									Significant Business and Financial Risks:
57									<u>Accumulated Operating Surplus (AOS) Plan:</u>
58									>Based on the Audited Financial Statements for the Year Ended August 31, 2019, the Division's total accumulated operating surplus was \$49.9 million, net of School Generated Funds
59									(SGF). An analysis of actual 2019-2020 revenues and expenses for the current year ending August 31, 2020, projects an operating deficit of approximately \$24.7 million, as opposed
60									to the \$56.4 million deficit reported in the 2019-2020 fall budget.
61									>The Division is projecting an ending accumulated operating surplus balance of \$26.9 million (representing approximately 2.3 per cent of the annual operating budget) at August 31,
62									2020.
63									>The Division is requesting to access a total of \$8.2 million of our operating surplus during the 2020-2021 school year (prior to calculating in capital).
64									>With the provincial education budget being frozen and the WMA model not keeping up to our enrolment growth, having an operating surplus is a sound financial practice that will
65									help to shield students and schools from unforeseen events.
66									COVID-19
67									>The 2020-2021 budget was completed assuming normal operations for the entire school year. The budget does not include any COVID-19 related costs being incurred by the
									Division, including providing any personal protective equipment for staff and/or students.
									>The safety of students and staff remains one of our highest priorities.
									>The Division is currently considering three different scenarios in terms of what re-entry might look like for the 2020-2021 school year. At this point in time, it is very difficult to
									estimate what additional costs may be required to support re-entry and what additional funding may be provided by the Province to assist with this.
									>The Division will have operating surplus at the end of the current school year, and will be submitting a request to access \$4 million to develop online resources. If additional funds
									are required during the school year to address any COVID related requirements, the Division will work with the Province to request access to additional operating surplus funds as
									required.

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31

	Approved Budget 2020/2021	Fall Budget Update 2019/2020	Actual Audited 2018/2019
REVENUES			
Government of Alberta	\$ 1,122,344,400	\$1,104,058,400	\$1,126,694,519
Federal Government and First Nations	\$ 1,935,200	\$2,363,100	\$2,312,333
Out of province authorities	\$ -	\$0	\$0
Alberta Municipalities-special tax levies	\$ -	\$0	\$0
Property taxes	\$ -	\$0	\$0
Fees	\$ 34,219,500	\$28,809,900	\$27,672,898
Other sales and services	\$ 15,150,900	\$18,949,100	\$18,998,188
Investment income	\$ 501,800	\$2,401,800	\$4,039,184
Gifts and donations	\$ 6,854,700	\$7,645,900	\$8,958,771
Rental of facilities	\$ 4,044,900	\$4,220,400	\$4,471,451
Fundraising	\$ 2,197,700	\$2,197,700	\$2,197,661
Gains on disposal of capital assets	\$ -	\$0	\$0
Other revenue	\$ 512,500	\$0	\$0
TOTAL REVENUES	\$1,187,761,600	\$1,170,646,300	\$1,195,345,005
EXPENSES			
Instruction - Pre K	\$ 9,677,400	\$ -	\$ -
Instruction - K to Grade 12	\$ 915,904,874	\$957,736,342	\$923,072,317
Operations & maintenance	\$ 171,980,439	\$160,096,484	\$177,994,002
Transportation	\$ 46,104,615	\$47,695,777	\$44,215,625
System Administration	\$ 34,703,472	\$42,032,097	\$41,090,034
External Services	\$ 17,590,800	\$19,541,306	\$20,204,875
TOTAL EXPENSES	\$1,195,961,600	\$1,227,102,006	\$1,206,576,853
ANNUAL SURPLUS (DEFICIT)	(\$8,200,000)	(\$56,455,706)	(\$11,231,848)

BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)
for the Year Ending August 31

	Approved Budget 2020/2021	Fall Budget Update 2019/2020	Actual Audited 2018/2019
EXPENSES			
Certificated salaries	\$ 520,508,191	\$548,499,997	\$531,368,770
Certificated benefits	\$ 126,155,840	\$132,940,177	\$118,922,299
Non-certificated salaries and wages	\$ 209,318,501	\$229,807,712	\$239,242,476
Non-certificated benefits	\$ 55,285,509	\$60,794,871	\$62,099,871
Services, contracts, and supplies	\$ 217,015,474	\$201,150,624	\$200,349,525
Capital and debt services			
Amortization of capital assets			
Supported	\$ 43,040,000	\$41,736,289	\$42,363,941
Unsupported	\$ 11,231,225	\$11,370,107	\$11,192,919
Interest on capital debt			
Supported	\$ 12,660,063	\$0	\$0
Unsupported	\$ 324,297	\$344,729	\$364,551
Other interest and finance charges	\$ 422,500	\$457,500	\$672,501
Losses on disposal of capital assets	\$ -	\$0	\$0
Other expenses	\$ -	\$0	\$0
TOTAL EXPENSES	\$1,195,961,600	\$1,227,102,006	\$1,206,576,853

**BUDGETED SCHEDULE OF PROGRAM OPERATIONS
for the Year Ending August 31**

REVENUES	Approved Budget 2020/2021								Actual Audited 2018/19
	Instruction			Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
	Pre K - PUF	Pre - K non PUF	K - Grade 12						
(1) Alberta Education	\$ 9,677,400	\$ -	\$ 885,794,300	\$ 113,921,300	\$ 30,941,600	\$ 38,007,000	\$ 3,679,700	\$ 1,082,021,300	\$ 1,083,552,757
(2) Alberta Infrastructure	\$ -	\$ -	\$ -	\$ 35,540,000	\$ -	\$ -	\$ -	\$ 35,540,000	\$ 37,671,599
(3) Other - Government of Alberta	\$ -	\$ -	\$ 2,977,200	\$ -	\$ -	\$ -	\$ 909,800	\$ 3,887,000	\$ 3,262,774
(4) Federal Government and First Nations	\$ -	\$ -	\$ 663,300	\$ -	\$ -	\$ -	\$ 1,271,900	\$ 1,935,200	\$ 2,312,333
(5) Other Alberta school authorities	\$ -	\$ -	\$ 711,100	\$ 185,000	\$ -	\$ -	\$ -	\$ 896,100	\$ 2,207,389
(6) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(7) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(9) Fees	\$ -	\$ -	\$ 19,883,100	\$ -	\$ 14,336,400	\$ -	\$ -	\$ 34,219,500	\$ 27,672,898
(10) Other sales and services	\$ -	\$ -	\$ 4,725,200	\$ -	\$ -	\$ -	\$ 10,425,700	\$ 15,150,900	\$ 18,998,188
(11) Investment income	\$ -	\$ -	\$ -	\$ 501,800	\$ -	\$ -	\$ -	\$ 501,800	\$ 4,039,184
(12) Gifts and donations	\$ -	\$ -	\$ 6,846,700	\$ -	\$ -	\$ -	\$ 8,000	\$ 6,854,700	\$ 8,958,771
(13) Rental of facilities	\$ -	\$ -	\$ -	\$ 3,261,700	\$ -	\$ -	\$ 783,200	\$ 4,044,900	\$ 4,471,451
(14) Fundraising	\$ -	\$ -	\$ 2,197,700	\$ -	\$ -	\$ -	\$ -	\$ 2,197,700	\$ 2,197,661
(15) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(16) Other revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 512,500	\$ 512,500	\$ -
(17) TOTAL REVENUES	\$ 9,677,400	\$ -	\$ 923,798,600	\$ 153,409,800	\$ 45,278,000	\$ 38,007,000	\$ 17,590,800	\$ 1,187,761,600	\$ 1,195,345,005
EXPENSES									
(18) Certificated salaries	\$ 790,814	\$ -	\$ 512,721,878	\$ -	\$ -	\$ 2,990,261	\$ 4,005,238	\$ 520,508,191	\$ 531,368,770
(19) Certificated benefits	\$ 105,890	\$ -	\$ 124,188,153	\$ -	\$ -	\$ 898,095	\$ 963,702	\$ 126,155,840	\$ 118,922,299
(20) Non-certificated salaries and wages	\$ 6,417,082	\$ -	\$ 123,942,224	\$ 55,781,334	\$ 1,262,097	\$ 18,182,399	\$ 3,733,365	\$ 209,318,501	\$ 239,242,476
(21) Non-certificated benefits	\$ 1,757,883	\$ -	\$ 33,297,557	\$ 14,725,748	\$ 317,421	\$ 4,407,615	\$ 779,285	\$ 55,285,509	\$ 62,099,871
(22) SUB - TOTAL	\$ 9,071,669	\$ -	\$ 794,149,812	\$ 70,507,082	\$ 1,579,518	\$ 26,478,370	\$ 9,481,590	\$ 911,268,041	\$ 951,633,416
(23) Services, contracts and supplies	\$ 605,731	\$ -	\$ 116,076,151	\$ 41,038,495	\$ 44,525,097	\$ 6,660,790	\$ 8,109,210	\$ 217,015,474	\$ 200,349,525
(24) Amortization of supported tangible capital assets	\$ -	\$ -	\$ -	\$ 43,040,000	\$ -	\$ -	\$ -	\$ 43,040,000	\$ 42,363,941
(25) Amortization of unsupported tangible capital assets	\$ -	\$ -	\$ 5,586,411	\$ 4,410,502	\$ -	\$ 1,234,312	\$ -	\$ 11,231,225	\$ 11,192,919
(26) Supported interest on capital debt	\$ -	\$ -	\$ -	\$ 12,660,063	\$ -	\$ -	\$ -	\$ 12,660,063	\$ -
(27) Unsupported interest on capital debt	\$ -	\$ -	\$ -	\$ 324,297	\$ -	\$ -	\$ -	\$ 324,297	\$ 364,551
(28) Other interest and finance charges	\$ -	\$ -	\$ 92,500	\$ -	\$ -	\$ 330,000	\$ -	\$ 422,500	\$ 672,501
(29) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(30) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(31) TOTAL EXPENSES	\$ 9,677,400	\$ -	\$ 915,904,874	\$ 171,980,439	\$ 46,104,615	\$ 34,703,472	\$ 17,590,800	\$ 1,195,961,600	\$ 1,206,576,853
(32) OPERATING SURPLUS (DEFICIT)	\$ -	\$ -	\$ 7,893,726	\$ (18,570,639)	\$ (826,615)	\$ 3,303,528	\$ -	\$ (8,200,000)	\$ (11,231,848)

BUDGETED SCHEDULE OF FEE REVENUE
for the Year Ending August 31

	Approved Budget 2020/2021	Fall Budget Update 2019/2020	Actual 2018/2019
FEES			
TRANSPORTATION	\$14,336,400	\$8,802,500	\$7,672,694
BASIC INSTRUCTION SUPPLIES (Instructional supplies, & materials)	\$0	\$0	\$0
LUNCHROOM SUPERVISION & NOON HOUR ACTIVITY FEES	\$4,505,500	\$4,862,200	\$4,570,702
FEES TO ENHANCE BASIC INSTRUCTION			
Technology user fees	\$0	\$0	\$0
Alternative program fees	\$209,200	\$111,500	\$111,840
Fees for optional courses	\$3,562,000	\$2,973,600	\$2,664,011
ECS enhanced program fees	\$0	\$0	\$0
ACTIVITY FEES	\$6,877,200	\$7,962,250	\$7,962,246
Other fees to enhance education Metro continuing education	\$1,158,000	\$885,900	\$873,264
NON-CURRICULAR FEES			
Extra-curricular fees	\$2,790,000	\$2,552,550	\$2,552,548
Non-curricular goods and services	\$781,200	\$659,400	\$1,265,593
NON-CURRICULAR TRAVEL	\$0	\$0	\$0
OTHER FEES	\$0	\$0	\$0
TOTAL FEES	\$34,219,500	\$28,809,900	\$27,672,898

PLEASE DO NOT USE "SCHOOL GENERATED FUNDS" AS A CATEGORY

Please disclose amounts paid by parents of students that are recorded as "Other sales and services" (rather than fee revenue). Note that this schedule should include only amounts collected from parents and so it may not agree with the Statement of Operations.	Approved Budget 2020/2021	Fall Budget Update 2019/2020	Actual 2018/2019
Cafeteria sales, hot lunch, milk programs	\$1,012,500	\$1,012,500	\$1,012,543
Special events	\$1,166,800	\$1,166,800	\$1,166,779
Sales or rentals of other supplies/services	\$1,248,500	\$1,248,500	\$1,248,469
International and out of province student revenue	\$3,825,000	\$6,273,000	\$6,338,486
Adult education revenue	\$2,160,700	\$2,048,600	\$0
Preschool	\$0	\$0	\$0
Child care & before and after school care	\$0	\$0	\$0
Lost item replacement fees	\$0	\$0	\$0
Other (describe) Library fines, book donations	\$0	\$167,300	\$167,317
Other (describe) Other (Describe)	\$0	\$0	\$0
Other (describe) Other (Describe)	\$0	\$0	\$0
Other (describe) 0	\$0	\$0	
Other (describe) 0	\$0	\$0	
TOTAL	\$9,413,500	\$11,916,700	\$9,933,594

PROJECTED SCHEDULE OF CHANGES IN ACCUMULATED OPERATING SURPLUS (SUMMARY)
for the Year Ending August 31

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	ACCUMULATED OPERATING SURPLUS (2+3+4+7)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	ACCUMULATED SURPLUS FROM OPERATIONS (5+6)	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
						OPERATING RESERVES	CAPITAL RESERVES
Actual balances per AFS at August 31, 2019	\$196,359,084	\$102,691,828	\$0	\$51,420,404	\$0	\$51,420,404	\$42,246,852
2019/2020 Estimated impact to AOS for:							
Prior period adjustment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated surplus(deficit)	(\$26,084,184)			(\$26,084,184)	(\$26,084,184)		
Estimated board funded capital asset additions		\$15,768,357		(\$8,970,000)	\$0	(\$8,970,000)	(\$6,798,357)
Estimated disposal of unsupported tangible capital assets	\$4,418,290	\$0		\$0	\$0		\$4,418,290
Estimated amortization of capital assets (expense)		(\$52,677,256)		\$52,677,256	\$52,677,256		
Estimated capital revenue recognized - Alberta Education		\$7,677,962		(\$7,677,962)	(\$7,677,962)		
Estimated capital revenue recognized - Alberta Infrastructure		\$33,768,069		(\$33,768,069)	(\$33,768,069)		
Estimated capital revenue recognized - Other GOA		\$0		\$0	\$0		
Estimated capital revenue recognized - Other sources		\$0		\$0	\$0		
Estimated changes in Endowments	\$0		\$0	\$0	\$0		
Estimated unsupported debt principal repayment		\$654,233		(\$654,233)	(\$654,233)		
Estimated reserve transfers (net)				\$0	\$15,507,192	(\$15,507,192)	\$0
Estimated assumptions/transfers of operations (explain)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Balances for August 31, 2020	\$174,693,190	\$107,883,193	\$0	\$26,943,212	\$0	\$26,943,212	\$39,866,785
2020/21 Budget projections for:							
Budgeted surplus(deficit)	(\$8,200,000)			(\$8,200,000)	(\$8,200,000)		
Projected board funded capital asset additions		\$26,972,337		(\$8,956,840)	\$0	(\$8,956,840)	(\$18,015,497)
Budgeted disposal of unsupported tangible capital assets	\$1,644,029	\$0		\$0	\$0		\$1,644,029
Budgeted amortization of capital assets (expense)		(\$54,271,225)		\$54,271,225	\$54,271,225		
Budgeted capital revenue recognized - Alberta Education		\$7,500,000		(\$7,500,000)	(\$7,500,000)		
Budgeted capital revenue recognized - Alberta Infrastructure		\$35,540,000		(\$35,540,000)	(\$35,540,000)		
Budgeted capital revenue recognized - Other GOA		\$0		\$0	\$0		
Budgeted capital revenue recognized - Other sources		\$0		\$0	\$0		
Budgeted changes in Endowments	\$0		\$0	\$0	\$0		
Budgeted unsupported debt principal repayment		\$674,385		(\$674,385)	(\$674,385)		
Projected reserve transfers (net)				\$0	(\$2,356,840)	\$2,356,840	\$0
Projected assumptions/transfers of operations (explain)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Projected Balances for August 31, 2021	\$168,137,219	\$124,298,690	\$0	\$20,343,212	\$0	\$20,343,212	\$23,495,317

SCHEDULE OF USES FOR ACCUMULATED SURPLUSES AND RESERVES
for the Year Ending August 31

		Unrestricted Surplus Usage			Operating Reserves Usage					
		Year Ended			Year Ended			Year Ended		
		31-Aug-2021	31-Aug-2022	31-Aug-2023	31-Aug-2021	31-Aug-2022	31-Aug-2023	31-Aug-2021	31-Aug-2022	31-Aug-2023
Projected opening balance		\$0	\$0	\$0	\$26,943,212	\$20,343,212	\$18,343,212	\$39,866,785	\$23,495,317	\$15,745,317
Projected excess of revenues over expenses (surplus only)	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0						
Budgeted disposal of unsupported tangible capital assets	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0	\$1,644,029	\$0	\$0
Budgeted amortization of capital assets (expense)	Explanation - add'l space on AOS3 / AOS4	\$54,271,225	\$0	\$0		\$0	\$0			
Budgeted capital revenue recognized	Explanation - add'l space on AOS3 / AOS4	(\$43,040,000)	\$0	\$0		\$0	\$0			
Budgeted changes in Endowments	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Budgeted unsupported debt principal repayment	Explanation - add'l space on AOS3 / AOS4	(\$674,385)	\$0	\$0		\$0	\$0			
Projected reserves transfers (net)	Explanation - add'l space on AOS3 / AOS4	(\$2,356,840)	\$0	\$0	\$2,356,840	\$0	\$0	\$0	\$0	\$0
Projected assumptions/transfers of operations	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Increase in (use of) school generated funds	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0		\$0	\$0
New school start-up costs	Explanation - add'l space on AOS3 / AOS4	(\$4,200,000)	\$0	\$0		\$0	\$0		\$0	\$0
Decentralized school reserves	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-recurring certificated remuneration	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Non-recurring non-certificated remuneration	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Non-recurring contracts, supplies & services	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Professional development, training & support	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Transportation Expenses	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Operations & maintenance	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
English language learners	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
System Administration	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
OH&S / wellness programs	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
B & S administration organization / reorganization	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Debt repayment	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
POM expenses	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-salary related programming costs (explain)	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - School building & land	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Technology	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Vehicle & transportation	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Administration building	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - POM building & equipment	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Other (explain)	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Capital costs - School land & building	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0	(\$1,600,000)	(\$1,000,000)	(\$1,000,000)	\$0	\$0	\$0
Capital costs - School modernization	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modular & additions	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0	(\$1,456,840)	\$0	\$0	(\$5,190,000)	(\$7,750,000)	(\$8,500,000)
Capital costs - School building partnership projects	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0	\$0	\$0	\$0	(\$12,825,497)	\$0	\$0
Capital costs - Technology	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0	(\$2,800,000)	\$0	\$0	\$0	\$0	\$0
Capital costs - Vehicle & transportation	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0	(\$100,000)	\$0	\$0	\$0	\$0	\$0
Capital costs - Administration building	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - POM building & equipment	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital Costs - Furniture & Equipment	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0	(\$3,000,000)	(\$1,000,000)	(\$1,000,000)	\$0	\$0	\$0
Capital costs - Other	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Building leases	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0		\$0	\$0
On-line Resource Development	Explanation - add'l space on AOS3 / AOS4	(\$4,000,000)	\$0	\$0		\$0	\$0		\$0	\$0
Other 2 - please use this row only if no other row is appropriate	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 3 - please use this row only if no other row is appropriate	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 4 - please use this row only if no other row is appropriate	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Estimated closing balance for operating contingency		\$0	\$0	\$0	\$20,343,212	\$18,343,212	\$16,343,212	\$23,495,317	\$15,745,317	\$7,245,317

Total surplus as a percentage of 2020 Expenses	3.67%	2.85%	1.97%
ASO as a percentage of 2020 Expenses	1.70%	1.53%	1.37%

PROJECTED SCHEDULE OF ACCUMULATED SURPLUS FROM OPERATIONS (ASO)
for the Year Ending August 31

	Amount	Detailed explanation to the Minister for the purpose of using ASO
Estimated Operating Surplus (Deficit) Aug. 31, 2021	\$ (8,200,000)	
PLEASE ALLOCATE IN BLUE CELLS BELOW	(8,200,000)	
Estimated Operating Deficit Due to:		
On-line Resource development	\$4,000,000	In response to COVID-19, the province and Division moved to distance and online delivery of teaching and learning in March 2020. While the Division is working on plans for what curriculum delivery will look like for the 2020-2021 school year, it is anticipated that online delivery will be required. To create online instructional videos, and accompanying plans and resources for subjects across the grade levels, the Division plans to use \$4 million of its reserves allocated as follows: \$2.5
New Schools Start-Up allocation	\$4,200,000	Five modernized, new or replacement schools are scheduled to open in September 2021. The Division typically provides an allocations to cover start-up costs not covered by the Province such as principal assignment for the year.
Description 3 (fill only your board projected an operating deficit)		
Description 4 (fill only your board projected an operating deficit)		
Description 5 (fill only your board projected an operating deficit)		
Description 6 (fill only your board projected an operating deficit)		
Description 7 (fill only your board projected an operating deficit)		
Subtotal, access of operating reserves to cover operating deficit	8,200,000	
Projected board funded Tangible Capital Assets additions using both unrestricted surplus and operating reserves	8,956,840	
Budgeted disposal of unsupported Tangible capital Assets	-	
Budgeted amortization of board funded Tangible Capital Assets	(11,231,225)	
Budgeted unsupported debt principal repayment	674,385	
Projected net transfer to (from) Capital Reserves	-	
Total projected amount to access ASO in 2020/21	\$ 6,600,000	

Total amount approved by the Minister

**PROJECTED STUDENT STATISTICS
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS**

	Budgeted 2020/2021 (Note 2)	Actual 2019/2020	Actual 2018/2019	Notes
Kindergarten, and Grades 1 to 12				
Eligible Funded Students:				
Kindergarten	7,538	8,433	7,984	Head count
Kindergarten program hours	475	475	475	Minimum: 475 hours
Kindergarten FTE's Enrolled	3,769	4,217	3,992	0.5 times Head Count
Grades 1 to 9	72,942	69,604	67,327	Head count
Grades 10 to 12 - 1st, 2nd & 3rd year	22,669	21,659	21,016	Head count
Grades 10 to 12 - 4th year	1,901	2,159	2,264	Head count
Grades 10 to 12 - 4th year FTE	951	1,080	1,132	0.5 times Head Count
Grades 10 to 12 - 5th year	701	682	708	Head count
Grades 10 to 12 - 5th year FTE	175	171	177	0.25 times Head Count
Total FTE	100,506	96,730	93,644	K- Grade 12 students eligible for base instruction funding from Alberta Education.
Percentage Change	3.9%	3.3%		
Other Students:				
Total	921	1,090	1,062	Note 3
Total Net Enrolled Students				
	101,427	97,820	94,706	
Home Ed Students				
	334	334	300	Note 4
Total Enrolled Students, Kindergarten, and Grades 1-12				
	101,761	98,154	95,006	
Percentage Change	3.7%	3.3%		
Of the Eligible Funded Students:				
Students with Severe Disabilities	3,517	3,963	2,869	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	6,918	6,145	5,435	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
Pre - Kindergarten (Pre - K)				
Eligible Funded Children				
	600	1,044	1,091	Children between the age of 2 years 8 months and 4 years 8 months.
Other Children				
	-	-	-	Children between the age of 2 years 8 months and 4 years 8 months.
Total Enrolled Children - Pre - K				
	600	1,044	1,091	
Program Hours				
	445	475	475	Minimum: 400 Hours
FTE Ratio				
	0.556	0.594	0.594	Actual hours divided by 800
FTE's Enrolled, Pre - K				
	334	620	648	
Percentage Change	-46.2%	-4.3%		
Of the Eligible Funded Children:				
Students with Severe Disabilities (PUF)	600	1,044	1,091	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities		-	-	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
NOTES:				
1) Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.				
2) Budgeted enrolment is to be based on best information available at time of the 2020/2021 budget report preparation.				
3) Other K to Grade 12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or AANDC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.				
4) Because they are funded separately, Home Education students are not included with total net enrolled students.				

**PROJECTED STAFFING STATISTICS
FULL TIME EQUIVALENT (FTE) PERSONNEL**

	Budgeted 2020/2021	Actual 2019/2020	Actual 2018/2019	Notes
CERTIFICATED STAFF				
School Based	5,076.2	5,254.3	5,168.8	Teacher certification required for performing functions at the school level.
Non-School Based	163.3	163.3	216.0	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	5,239.5	5,417.6	5,384.8	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage change from prior period	-3.3%	0.6%	-2.8%	
If an average standard cost is used, please disclose rate:	\$ 102,791	\$ 102,791	\$ 102,791	
Student F.T.E. per certificated Staff	19.5	18.2	17.8	
	-	-		
Enrolment Change		32.8		
Other Factors	(178.1)	-	Descriptor (required): see below	
Total Change	(178.1)	32.8	Year-over-year change in Certificated FTE	
Breakdown, where total change is Negative:				
Continuous contracts terminated	-	-	FTEs	
Non-permanent contracts not being renewed	(125.0)	-	FTEs	
Other (retirement, attrition, etc.)	(53.1)	-	Descriptor (required): Retirement estimate, contracts not being renewed also an estimate	
Total Negative Change in Certificated FTEs	(178.1)	-	Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.	
Please note that the information in the section below only includes Certificated Number of Teachers (not FTEs):				
Certificated Number of Teachers				
Permanent - Full time	4,755.0	4,757.0	4,548.0	
Permanent - Part time	234.00	232.0	217.0	
Probationary - Full time	141.00	280.0	353.0	
Probationary - Part time	42.00	83.0	107.0	
Temporary - Full time	192.00	380.0	425.0	
Temporary - Part time	75.00	148.0	183.0	
NON-CERTIFICATED STAFF				
Instructional - Education Assistants	1,258.10	1,687.4	1,698.2	Personnel support students as part of a multidisciplinary team with teachers and other other support
Instructional - Other non-certificated instruction	705.3	629.5	852.4	Personnel providing instruction support for schools under 'Instruction' program areas other than EAs
Operations & Maintenance	900.7	902.2	994.4	Personnel providing support to maintain school facilities
Transportation - Bus Drivers Employed	-	-	-	Bus drivers employed, but not contracted
Transportation - Other Staff	16.8	16.5	17.3	Other personnel providing direct support to the transportation of students to and from school other tha
Other	450.7	529.5	466.4	Personnel in System Admin. and External service areas.
Total Non-Certificated Staff FTE	3,331.6	3,765.1	4,028.7	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	-11.5%	-6.5%	-17.3%	
Explanation of Changes:				
Reductions in staffing are due to retirements and/or abolishments as a result of changes in provincial funding levels.				
Additional Information				
Are non-certificated staff subject to a collective agreement? Some of them				
Please provide terms of contract for 2020/21 and future years for non-certificated staff subject to a collective agreement along with the number of qualifying staff FTE's.				
Custodial Union: CUPE Local 474, Collective agreement from Sept 1, 2017 to Aug 31, 2020: 705.7 FTE				
Support Staff Union (including EA's and Administrative Assistants): CUPE Local 3550, Collective agreement from Sept 1, 2017 to Aug 31, 2020: 1,843.7 FTE				
Maintenance Staff Union: CUPE Local 784, Collective agreement from Sept 1, 2017 to Aug 31, 2020: 195.0 FTE				

DATE: June 9, 2020

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: 2021-2022 School Year Calendar

ORIGINATOR: Dr. Lorne Parker, Assistant Superintendent, Infrastructure

RESOURCE STAFF: Vicki de Haan, Bob Morter

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

ISSUE

At the May 26, 2020, Board meeting, the Board of Trustees referred the proposed school year calendar back to Administration with direction to draft a second option containing a full week of no instruction for students in the week of May that includes Victoria Day.

BACKGROUND

The School Year Calendar is designed with a number of considerations, many of which are included in Administrative Regulation GCA.AR – The School Year Calendar. This regulation includes requirements such as the stipulation that winter recess be two weeks long and include December 24 and January 2 and that spring recess take place at a prescribed time.

Other considerations for the calendar include Diploma Exam dates, Provincial Achievement Test dates and Advanced Placement and International Baccalaureate exam dates. Additionally, the calendar is designed to balance the length of first and second semesters and to align with the terms and conditions of the pilot program on the school year calendar within the Alberta Teachers' Association collective agreement.

At the February 25, 2020, Board meeting, the Board of Trustees approved the recommendation to revise the previously approved 2020-21 school year calendar from 183 to 178 instructional days, increase the number of professional development days and create greater clustering of days in which students are not in school. This is in alignment with the feedback received from parents in an open access opinion poll conducted in the winter of 2020. These decisions are retained in the draft 2021-22 calendar design.

The decision to revise the calendar was made to reduce operational costs for the Division and to achieve a number of identified non-financial opportunities. Recognizing that this revision to the calendar has implications to the community the Division serves, Trustees requested that further feedback be solicited from students, parents and staff after the new calendar has been implemented to understand the impact of this change on stakeholders. Further information regarding the collection of feedback is outlined in the Next Steps section of this report.

Two proposed versions of the 2021-2022 School Year Calendar are attached as Attachment I and II.

RELATED FACTS

Key points of the two draft 2021-22 School Year Calendars include:

- A start date for students of Thursday, September 2, 2021, prior to the Labour Day long weekend
- An end date for students of Tuesday, June 28, 2022, aligning with the draft Alberta Education Diploma Exam schedule
- Balanced first and second semesters
- A November break of four days for students composed of Remembrance Day, one day in lieu for reporting, one Board approved non-instructional day and one professional development day
- Eight professional development days
- A clustering of days when students are not in school, the preferred approach indicated by family and staff in the open-access opinion poll administered from January 31 to February 10, 2020
 - Additionally, the calendar provides for regular breaks in support of student and staff health and well-being, which was one of the top three factors identified by both families and staff as the contributing factor to their selection

In addition, to determine the impact of the revised 2020-21 school year calendar on the various stakeholders, including families, students, staff and community, a plan has been developed to measure the degree to which the revised calendar achieves the intended outcomes.

RECOMMENDATION

That Attachment I - 2021-22 Division Calendar be approved.

OPTIONS

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

1. Approve Attachment I – 2021-22 Division Calendar.
2. Approve Attachment II – 2021-22 Division Calendar.
3. Refer the proposed 2021-22 Division Calendar back to Administration with feedback to inform a revised calendar that would be brought back to a future Board meeting.

CONSIDERATIONS and ANALYSIS

The proposed calendars maintain the 178 instructional days present in the 2020-21 school year calendar. Building the calendars around the same number of days results in a greater consistency of school hours of operation from year to year, allowing schools for the most part to retain existing timetables for students and staff. This in turn assists parents with creating consistency of drop off and pick up times. Finally, efficiency is created in Student Transportation with routing and timing of buses.

Analysis of the two draft 2021-22 School Year Calendars include:

- Identical structure to the first semester, September to January;
- The proposed calendars vary on the structure of the second semester, February to June;
 - Attachment I, presented initially on May 26, 2020, is comprised of a May break from Friday, May 20 to Wednesday, May 25, with PD days on February 22 and May 2;
 - Attachment II, presented for the first time on June 9, is comprised of a May break from Monday, May 23 to Friday May 27, with PD days on May 2 and May 27.

- Attachment II provides for a full week for students to be out of class, while staff would have a PD Day on May 27.

NEXT STEPS

Following the approval of the calendar it will be published on the Division website.

Additionally, in the 2020-21 school year, Administration will begin the evaluation of the revised 2020-21 school year calendar. The evaluation plan will span over two years to allow for a midpoint assessment in April of 2021, and a final report to be provided for April of 2022 summarizing the impact of the calendar over a full year of implementation and part of a second year.

The plan intends to measure the degree to which the revised calendar achieves the following outcomes:

1. Reduce operational costs for the Division
2. Enhance the following non-financial opportunities:
 - Positive impact on student wellness
 - Positive impact on staff wellness
 - Increased access to Professional Development
 - Increased staff collaboration opportunities
 - The opportunity for co-sponsored events with community partners during the non-school days

In addition, as this modification to the calendar has implications to the community the Division serves, questions about the calendar will be added to the Division's annual Feedback Survey in March of 2021 and again in March of 2022. Feedback from the following stakeholders will be collected:

- Parents
- Students
- Staff
- Community Partners

ATTACHMENTS and APPENDICES

ATTACHMENT I	Draft 2021-22 School Year Calendar
ATTACHMENT II	Draft 2021-22 School Year Calendar
APPENDIX I	May 26, 2020 Board Report – 2021-22 School Year Calendar

BM:cp

2021-22 Division Calendar *DRAFT*

epsb.ca

AUGUST • 2021

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SEPTEMBER • 2021

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OCTOBER • 2021

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DECEMBER • 2021

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MARCH • 2022

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MAY • 2022

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JUNE • 2022

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JULY • 2022

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APPROVED HOLIDAYS

Labour Day	September 6
Thanksgiving	October 11
Remembrance Day	November 11
Winter Break	December 20–31
Christmas Day	December 25
Boxing Day	December 26
New Year's Day	January 1
Family Day	February 21
Teachers' Convention	March 3–4
Spring Break	March 28–April 1
Good Friday	April 15
Easter Monday	April 18
Victoria Day	May 23

First Operational Day (No Students)	August 31
First Day of Classes	September 2
Last Day of Classes	June 28
Last Operational Day	June 29

LEGEND

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



EDMONTON PUBLIC SCHOOLS

2021–22 Division Calendar *DRAFT*

epsb.ca

AUGUST • 2021

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SEPTEMBER • 2021

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OCTOBER • 2021

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NOVEMBER • 2021

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DECEMBER • 2021

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FEBRUARY • 2022

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MARCH • 2022

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APRIL • 2022

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MAY • 2022

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JUNE • 2022

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JULY • 2022

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LEGEND

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

DATE: June 9, 2020

TO: Board of Trustees

FROM: Trustee Shelagh Dunn

SUBJECT: Motion re: Request for information from the Ministry of Education – Program Unit Funding (PUF)

REFERENCE: [Trustees' Handbook – Section 5.2.2. – Notices of Motion](#)

ISSUE

At the April 28, 2020, public Board meeting, Trustees received a [report](#) requested by Trustee Draper detailing changes to Program Unit Funding (PUF) and the impact on our Division. This report outlined changes in funding received by Edmonton Public Schools, and plans for significant changes to Pre-Kindergarten programming as a result. While Trustees now know how Division programs will be impacted, we do not know if there are any provincial plans to address potential gaps in early intervention as a result of changes to PUF.

BACKGROUND

Researchers and policy-makers have stressed that the timing of early intervention can be crucial for children who need extra supports, as evidence-based early interventions can significantly improve life outcomes for children (Shonkoff, 2010). In addition to providing individual and societal benefits, quality early intervention is also cost-effective over the long term and offers a high return on investment (Heckman, 2008), as later interventions are often less effective because they occur after the optimal 'developmental window' (OECD, 2017).

Program Unit Funding through the Ministry of Education in Alberta has historically allowed public school boards and private Early Childhood Services (ECS) operators to offer evidence-based early intervention through a combination of centre-based and family-oriented programming. The co-ordination and funding of these programs through a central ministry is important to the success of the program, as the OECD (2017) has noted that having centre-based and family integrated early childhood education under a designated ministry improves the quality of early intervention.

As a result of recent changes to the funding formula for PUF, Edmonton Public Schools has seen a dramatic reduction in Program Unit Funding, receiving 75 per cent less funding for 2020-2021 than we received for 2019-2020. One of the changes to the funding formula has meant that children in Kindergarten no longer qualify for PUF. Although Kindergarten students may have access to services funded through the new SLS grant, it is not clear that the same amount of funding has been redirected to this grant.

In addition, changes to Pre-Kindergarten funding have meant a significant reduction in the number of children our Division can serve before they enter the school system. 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 440 children in the coming year who are in a critical developmental window and who will not receive early intervention through Edmonton Public Schools.

The report also details that as a result of the loss in funding, Edmonton Public Schools will need to end the current innovative hub-and-spoke model for provision of early childhood services, resulting in the closure of 22 Pre-Kindergarten satellite locations, an important means of accessing supports for families in or near the communities in which they live.

In addition, funding for family-oriented programming (FOPS) has been removed, which has resulted in the suspension of early intervention programming supports for families, an evidence-based method for providing early supports to children during critical developmental periods.

Our Division has had to quickly respond to dramatic changes in Program Unit Funding and make changes to the provision of Pre-Kindergarten programming. Yet there remain significant concerns about what the loss of these Pre-Kindergarten services for many children in Edmonton will mean when these children enter the school system in Kindergarten or Grade 1, and questions about the level of funding for intervention in Kindergarten. Best practice research predicts that we will have missed a critical developmental window for the provision of early intervention, and that providing these services in Kindergarten or Grade 1 will become less effective and more costly.

Therefore, in order to make wise budgetary decisions, we need more information from the provincial government regarding plans for early intervention in the province. We need to know how many children to expect in Kindergarten or Grade 1 who will not have received early intervention as a result of the changes to PUF. We need to know if there is a plan to fund and deliver early intervention for children who will no longer be able to access PUF programming, either through a new program in the Ministry of Education or another Ministry. If there is no plan for a new delivery model, we need to know if the provincial government will provide additional funding for the more costly interventions and supports which will be required when these children enter our school system.

KEY POINTS

- Next year, 440 fewer Pre-K children will be able to access early intervention through EPSB PUF Pre-Kindergarten programs.
- Those in Pre-K PUF programs will no longer have access to family-oriented programming.
- Research supports centre-based and family-oriented programming which is co-ordinated and funded through a central ministry.
- Waiting to provide intervention once children enter school misses a critical developmental window, is less effective, and costs more for the system, both in terms of the financial impact of service provision and in social costs such as literacy levels and high school completion.
- Boards need more information about provincial plans for early intervention in order to make sound budgetary decisions.

RECOMMENDATION

That the Edmonton Public School Board request more information from the Ministry of Education about plans for early intervention in Alberta, given reductions to Program Unit Funding (PUF), including:

- **Potential changes to the number of children able to access early intervention.**
- **Provincial plans for the provision of early intervention for children who will no longer be able to access early intervention through PUF programs.**



- Plans to address the type and level of intervention needed for students who cannot access early intervention as they enter the school system, in order to maintain long-term student achievement and well-being.

OPTIONS

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

NEXT STEPS

Upon approval of this recommendation, the Board Chair would write to the Minister of Education asking about plans for early intervention in Alberta as outlined in the recommendation, given reductions to Program Unit Funding (PUF).

References:

Heckman, J. J. (2008). The case for investing in disadvantaged young children. In First Focus (Ed.), *Big ideas for children: Investing in our nation's future* (pp. 49-58). Washington, DC: First Focus

OECD (2017), *Starting Strong 2017: Key OECD Indicators on Early Childhood Education and Care*, Starting Strong, OECD Publishing, Paris, <https://doi.org/10.1787/9789264276116-en>.

Shonkoff, J. P. (2010). Building a New Biodevelopmental Framework to Guide the Future of Early Childhood Policy. *Child Development*, 81, 357-367.

SD:km

DATE: June 9, 2020

TO: Board of Trustees

FROM: Trustee Michelle Draper

SUBJECT: Motion re: Edmonton Public Schools Survey Design

REFERENCE: [Trustees' Handbook – Section 5.2.2. – Notices of Motion](#)

ISSUE

Given that the Edmonton Public Schools Division regularly engages in surveys with stakeholders to collect information that helps to inform decision-making, I propose the recommendation within be approved for the development of any future survey design.

BACKGROUND

A crucial part of good research design is making sure the questionnaire design addresses the needs of the inquiry, provides useful information and engages the intended population. The pre-test phase is arguably the most critical part of the survey process. Pre-testing a questionnaire means testing out the survey with a small sample of the intended population to assess if questions make sense, check for flow, and assess timing etc., and then making changes to the tool based on feedback received.

Malone (2018)¹ identifies three purposes to pre-testing a survey questionnaire:

1. Identifying technical issues in completing the questionnaire.
2. Checking whether the questions and answers are clear, and follow a logical structure.
3. Noting the time needed for completion (which is often longer than expected).

Generally, completing surveys should take between 5-10 minutes to encourage more respondents and to prevent survey fatigue. Questions should use simple and direct language to be easily understood by respondents. It is especially important to consider the education level of the survey population when thinking about how easy it will be for respondents to interpret and answer a question.²

There exists several well established and widely used measures of readability (see Patalay, P., Hayes, D., & Wolpert, M., 2018). Readability experts often advise the scores be interpreted in a more general way. For example,³:

- Material written at the fourth-to-sixth grade level is considered easy to read.
- Seventh-to-ninth grade materials are considered to be of average difficulty.
- Anything written at a 10th grade level or above is considered difficult.
- Text intended for readership by the general public should aim for a grade level of no more than 8⁴.

1 Patalay, P., Hayes, D., & Wolpert, M. (2018). Assessing the readability of the self-reported Strengths and Difficulties Questionnaire. *BJPsych open*, 4(2), 55–57. <https://doi.org/10.1192/bjo.2017.13>

2 <https://www.pewresearch.org/methods/u-s-survey-research/questionnaire-design/>

3 <https://www.ahrq.gov/talkingquality/resources/writing/tip6.html>

4 <https://readable.com/blog/the-flesch-reading-ease-and-flesch-kincaid-grade-level/>

RELATED FACTS

- Our Division undertakes several surveys per year to engage stakeholders (including students, staff, parents and caregivers and community members) and collects information to inform decision-making.
- **Over 25 per cent of our population are English Language Learners** and a high language level in Division surveys may be excluding some respondents.
- As a Division that prides itself on being evidence based, consistently using strong survey design will help ensure valid surveys that are inclusive of the stakeholder population. Adhering to the recommendation would also help ensure that as a Division we are modelling good survey design practices.

RECOMMENDATION

That the Division pre-tests each survey tool, including assessing each questionnaire for its readability level and reports this internally as part of every future survey design.

OPTIONS

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

NEXT STEPS

Upon approval of this recommendation, the Division will adhere to it in the development of future surveys.

MD:km

DATE: June 9, 2020

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Impact of Funding to Private and Charter Schools
(Response to Request for Information #66)

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE STAFF: Drew Horn, Jennifer Price

REFERENCE: [March 10, 2020, Board of Trustees Meeting Minutes](#)
[Funding Manual for School Authorities 2020/21 School Year](#)

ISSUE

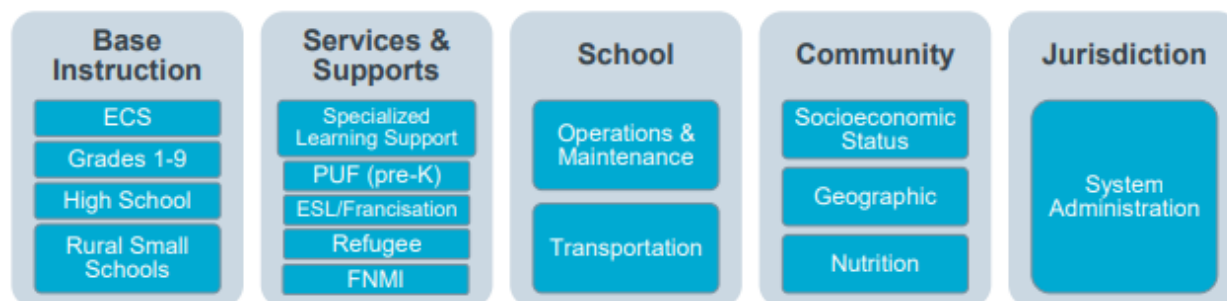
At the March 10, 2020, Board Meeting, Trustee Michael Janz requested Administration provide information on the following:

1. What the impacts were to funding for private and charter schools in the 2020 Budget.
2. To provide an explanation of the changes to education property taxes in the 2020 budget.

BACKGROUND

A new funding assurance model was released in early 2020, which saw significant changes to the provincial funding model to school jurisdictions, charter schools and accredited private schools.

- The new provincial funding model consists of 15 major grants.



- The majority of the grants are either fully or partially calculated using the new Weighted Moving Average (WMA) enrolment approach introduced by the province. This model captures the number of funded students across three school years and does not allocate funding per individual student.

CURRENT SITUATION

Generally speaking, charter schools fall under the same funding model as school jurisdictions. However, the amount of funding per grant is different.

The following information outlines the difference in funding between charter schools and school jurisdictions and changes between the 2019-2020 school year to the upcoming 2020-2021 school year.

Specialized Learning Service Grant (SLS)

This is a new grant for the 2020-2021 school year. The SLS Grant is comprised of three components as shown in the following table:

SLS Grant Components	School Jurisdiction Rates	Charter School Rates
1. Multi-Disciplinary Team (MDT) Allocation	Base Allocation (\$5,000 x WMA FTE Enrollment) + \$425 x WMA FTE Enrolment	Base Allocation (\$2,500 x WMA FTE Enrollment) + \$212.50 x WMA FTE Enrolment
2. Jurisdiction Composition Allocation	Jurisdiction Composition Factor (%) X Total Provincial Allocation (\$110M)	Jurisdiction Composition Factor (%) X Total Provincial Allocation (\$110M)
3. Mental Health Program Allocation	Base Allocation (\$5,000 x WMA FTE Enrollment) + Proportional Share of Provincial Enrolment (\$40M)	Base Allocation (\$2,500 x WMA FTE Enrollment) + Proportional Share of Provincial Enrolment (\$40M)

Charter Schools, however, have the option to be funded under the new SLS Grant or remain under the prior year's Severe Disabilities grant. The codes and categories are outlined in the [Special Education Coding Criteria, 2020/21](#).

Coding	2019-2020 (per FTE)	2020-2021 (per WMA FTE)	Difference
Mild/Moderate	\$2,486.76	\$2,486.76	\$0.00
Severe	\$16,465.00	\$16,465.00	\$0.00

While the rate has not changed from 2019-2020, the WMA is used to calculate the funding rather than per-student as used in previous years. School jurisdictions do not have an equivalent grant.

Operations and Maintenance Grant:

	2019-2020 Funding Rates (per student)	2020-2021 Funding Rates (WMA FTE)
School Jurisdictions	\$795.30 for ECS-6 \$751.18 for Grades 7-9; and \$755.38 for Grades 10-12.	\$218.00 per WMA FTE + \$65.00 per sq.ft Utilized Space (≥85%) + \$46.00 per sq.ft Underutilized Space (<85%)
Charter Schools	\$795.30 for ECS-6 \$751.18 for Grades 7-9; and \$755.38 for Grades 10-12.	\$750.00 per FTE

System Administration Grant:

For 2020-2021, changes have been made to the amount school jurisdictions and charter schools can spend on system and administration expenses. The new funding rate is dependent on the WMA.

	2019-2020	2020-2021
School Jurisdictions and Charter Schools	Sliding scale between 3.6% and 5.4% - depending on enrolment	< 2,000 WMA FTE = 4.95% 2000 > 6000 = sliding scale between 3.15% and 4.95% > 6,000 WMA FTE = 3.15% of operating expenses

Changes to Private Schools

Attachment I shows the difference in funding between private schools and school jurisdictions, whereas Attachment II shows the difference in funding between 2020-2021 and 2019-2020 for private schools.

Severe Disabilities Grant for Accredited Funded Private Schools:

Accredited funded private schools and charter schools use the severe disabilities categories and codes outlined in the special education coding criteria and receive funding for approved students.

Coding	2019-2020 (per FTE)	2020-2021 (per WMA FTE)	Difference
Mild/Moderate	\$2,486.76	\$2,486.76	\$0.00
Severe	\$16,465.00	\$16,465.00	\$0.00

While the rate has not changed from 2019-2020, the WMA is now used starting in 2020-2021. School jurisdictions do not have an equivalent grant.

A Designated Special Education Private Schools (DSEPS) is an accredited funded private school that has been given special approval and funding by the Minister, where the sole purpose of the school is to serve students who are identified with a mild, moderate or severe disability.

Coding	DSEPS Base Funding	Services and Supports Grant	Total Funding
Mild/Moderate	\$11,639.00	\$2,486.76	\$14,125.76
Severe	\$7,537.59	\$16,465.00	\$24,002.59

Early Literacy Grant:

This grant, providing funding for Grade 1 and 2 students, was removed for the 2020-2021 school year. School jurisdictions do not have an equivalent grant for comparison.

	2019-2020 Funding Rates (per student)	2020-2021 Funding Rates (WMA FTE)
School Jurisdictions	N/A	N/A
Private Schools	\$159.63	\$0.00

Community Supports Grant:

This grant is intended to fund a “community’s socio-economic context [that] poses unique challenges to the operation of schools and the delivery of educational services.” For comparison purposes, the Social-Economic Status (SES) grant for school jurisdictions was used.

	2019-2020 Funding Rates (per student)	2020-2021 Funding Rates (WMA FTE)
School Jurisdictions	Incidence Rate (0.00 to 1.00; EPSB’s is 0.256) x FTE Enrolment x Rate of \$471.24 per FTE	Total Provincial SES Allocation (\$99.2M) x Jurisdiction's SES-Index-Weighted Share (EPSB’s share is 14.85%)
Private Schools	N/A	\$8,750.00 + WMA x Rate (\$150.00 for DSEPS, \$75.00 for all other)

System Administration Grant:

In 2020-2021 there were changes to the amount school authorities could spend on system and administration expenses.

	2019-2020	2020-2021
School Jurisdictions and Charter Schools	sliding scale between 3.6% and 5.4% depending on enrolment	<p>< 2,000 WMA FTE = 4.95%</p> <p>2000 > 6000 = sliding scale between 3.15% and 4.95%</p> <p>> 6,000 WMA FTE = 3.15% of operating expenses</p>
Private Schools	Sliding scale between 3.6% and 5.4% depending on enrolment	<p>Lesser of: 4.95% of operating expenses <u>or</u> \$400,000</p>

Education Property Taxes – Budget 2020

When the 2020-2021 budget was originally introduced, education property taxes included an increase of 3.4 per cent, as a reflection of Alberta's population growth and inflation. However, in light of the COVID-19 pandemic, the province has reversed this measure and gone back to rates similar to the 2019-2020 budget.

For further reference, see Attachment III *Educational Property Tax: Fact Sheet (2020 Revised)*, provided by the Government of Alberta.

While the rates have not changed significantly, the property values assessments being used are now the 2018 property values, whereas the 2019-2020 Budget used the 2017 property values. The observed 3.52 per cent increase (\$87.4 million) on the total Alberta education property tax requisition report (Attachment IV) is a result of the property assessment value increases.

Total Alberta Education Property Tax Requisition			
2019	2020	Difference (\$)	%
\$2,481,660,349	\$2,569,061,682	\$87,401,333	3.52%

Highlighted in Attachment IV are values for the City of Edmonton on page 1 and the provincial total on page 7.

ATTACHMENTS and APPENDICES

ATTACHMENT I	2020/21 School Jurisdictions vs Private School Funding Rates
ATTACHMENT II	Private School Funding Rates 2019-2020 vs. 2020-2021
ATTACHMENT III	Alberta Educational Property Tax: Fact Sheet (2020 Revised)
ATTACHMENT IV	Alberta Educational Property Tax Requisition Summary 2019 vs. 2020

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2020-2021 Fund Rates
School Jurisdiction vs. Private Schools

Attachment I

Grants Names	2020-2021 School Jurisdictions	2020-2021 Private Schools	Difference
Base Instruction Grants			
ECS	\$ 3,032.00	\$ 3,032.00	\$ -
Grade 1-9	\$ 6,064.00	\$ 4,244.80	\$ (1,819.20)
High School			\$ -
Year 1-3	\$ 6,670.40	\$ 4,669.28	\$ (2,001.12)
Year 4	\$ 3,335.20	\$ 2,334.64	\$ (1,000.56)
Year 5+	\$ 1,667.60	\$ 1,167.32	\$ (500.28)
Summer School (per completed credit)	\$ 143.00	\$ 100.10	\$ (42.90)
Home Education	\$ 1,700.00	\$ 1,700.00	\$ -
Outreach (per jurisdiction)	\$ 100,000.00	n/a	\$ (100,000.00)
Distance Education			
Grade 10-12 - Online (>= 30 Credits)			
Year 1-3	\$ 6,670.40	\$ 4,669.28	\$ (2,001.12)
Year 4	\$ 3,335.20	\$ 2,334.64	\$ (1,000.56)
Year 5+	\$ 1,667.60	\$ 1,167.32	\$ (500.28)
Grade 10-12 - Online (< 30 Credits)	\$ 1,000.00	\$ 700.00	\$ (300.00)
Distance Education (non-primary registration)			
1-100 Students	\$ 50,000.00	\$ 35,000.00	\$ (15,000.00)
101-250 Students	\$ 175,000.00	\$ 122,500.00	\$ (52,500.00)
251-500 Students	\$ 375,000.00	\$ 262,500.00	\$ (112,500.00)
500+ Students	\$ 500,000.00	\$ 350,000.00	\$ (150,000.00)
Rural Small School			
Group 1 (<35 Students)	\$25,000 + Base Instruction Funding per WMA FTE	n/a	
Group 2 (=>35<55)	\$ 450,000	n/a	\$ 450,000.00
Group 3 (=>55<75)	\$ 620,000	n/a	\$ 620,000.00
Group 4 (=>75<95)	\$ 750,000	n/a	\$ 750,000.00
Group 5 (=>95<115)	\$ 860,000	n/a	\$ 860,000.00
Group 6 (=>115<135)	\$ 940,000	n/a	\$ 940,000.00
Group 7 (=>135<155)	\$ 1,000,000	n/a	\$ 1,000,000.00
Base Instruction Funding for Designated Special			
Students with a mild or moderate disability	\$ -	\$ 11,639.00	\$ 11,639.00
Students with severe disabilities in DSEPS (not including severe disabilities funding)	\$ -	\$ 7,537.59	\$ 7,537.59
Services and Supports Grants			
Severe Disabilities Funding (per eligible funded student)	n/a	\$ 16,465.00	
Mild/Moderate Disabilities/Delay, Gifted and Talented (WMA Rate)	n/a	\$ 2,486.76	
Specialized Learning and Support			
Base Allocation	per formula	n/a	
WMA Student Rate	\$ 425.00	n/a	
Jurisdiction Composition Allocation	per formula	n/a	
Mental Health Program	per formula	n/a	
Education Programming in an Institution	3 Year Average net costs of approved programs	3 Year Average net costs of approved programs	

Grants Names	2020-2021 School Jurisdictions	2020-2021 Private Schools	Difference
PUF			
Code (41-46)			
Half Day (Minimum of 400 hours)	\$ 15,000.00	\$ 15,000.00	\$ -
Full Day (Minimum of 800 hours)	\$ 25,000.00	\$ 25,000.00	\$ -
Code (47)			\$ -
Half Day (Minimum of 400 hours)	\$ 10,000.00	\$ 10,000.00	\$ -
Full Day (Minimum of 800 hours)	\$ 17,000.00	\$ 17,000.00	\$ -
ESL/Francisation (WMA Rates)	\$ 1,200.00	\$ 840.00	\$ (360.00)
Refugee (WMA Rates)	\$ 5,500.00		\$ (5,500.00)
FNMI			
Truth and Reconciliation Support	per formula	n/a	
FNMI Student Support Self-Identified (WMA Rate)	\$ 1,200.00	\$ 840.00	\$ (360.00)
FNMI Student Support (Census Adjustment)	per formula	n/a	
School Grants			
Operations and Maintenance		\$ 525.00	\$ 525.00
WMA Student Allocation (WMA Rate)	\$ 218.00	n/a	\$ 218.00
Utilized Area (per square meter)	\$ 65.00	n/a	\$ 65.00
Underutilized Area (per square meter)	\$ 46.00	n/a	\$ 46.00
Charter Schools (WMA Rate)	\$ 750.00	n/a	\$ 750.00
Transportation	2019/20 School Year Allocation x 1.05	2019/20 School Year Allocation	5%
Super Net Services (max per month per approved site)	\$ 800.00	\$ 560.00	\$ (240.00)
Community Grants			
Socio-Economic Status	Provincial total SES \$ x School Jurisdictions SES Index-Weighted Share	n/a	
Geographic	per formula	n/a	
Nutrition			
WMA Category (Non-Metro Authorities)			
More than 5,000	\$ 150,000.00	n/a	\$ 150,000.00
2,501 to 5,000	\$ 100,000.00	n/a	\$ 100,000.00
1,001 to 2,500	\$ 50,000.00	n/a	\$ 50,000.00
1,000 or less	\$ 10,000.00	n/a	\$ 10,000.00
WMA Category (Metro Authorities)			
More than 75,000	\$ 1,200,000.00	n/a	\$ 1,200,000.00
75,000 or less	\$ 550,000.00	n/a	\$ 550,000.00
SES Category (Non-Metro Authorities)			
Five (lowest SES)	\$ 200,000.00	n/a	\$ 200,000.00
Four	\$ 125,000.00	n/a	\$ 125,000.00
Three	\$ 100,000.00	n/a	\$ 100,000.00
Two	\$ 50,000.00	n/a	\$ 50,000.00
SES Category (Metro Authorities)			
Two to Five	\$ 100,000.00	n/a	\$ 100,000.00
Base Funding	n/a	\$ 8,750.00	\$ (8,750.00)
DSEPS Schools (WMA Rate)	n/a	\$ 150.00	\$ (150.00)
Other Private Schools (WMA Rate)	n/a	\$ 75.00	\$ (75.00)

Grants Names	2020-2021 School Jurisdictions	2020-2021 Private Schools	Difference
Jurisdiction Grant			
System Administration	<ul style="list-style-type: none"> - <2,000 WMA FTE = 4.95% ->6,000 WMA FTE = 3.15% - 2000>6000 = sliding scale between 3.15% and 4.95% 	4.95% of p/y operational funding (max of \$400,000)	

Private Schools
2019-2020 vs 2020-2021 Funding Rates

Attachment II

Grant Names	2019-2020 Private Schools	2020-2021 Private Schools	Difference
Base Instruction Grants			
ECS	\$ 3,339.90	\$ 3,032.00	\$ (307.90)
Grade 1-9	\$ 4,675.86	\$ 4,244.80	\$ (431.06)
High School			
Year 1-3 (WMA Rate)	n/a	\$ 4,669.28	\$ 4,669.28
Year 4 (WMA Rate)	n/a	\$ 2,334.64	\$ 2,334.64
Year 5+ (WMA Rate)	n/a	\$ 1,167.32	\$ 1,167.32
Per CEU			
Tier 1	\$ 133.59	n/a	\$ (133.59)
Tier 4	\$ 80.16	n/a	\$ (80.16)
Tier 5	\$ 175.00	n/a	\$ (175.00)
Summer School (per completed credit)	\$ 143.00	\$ 100.10	\$ (42.90)
Home Education	\$ 1,670.81	\$ 1,700.00	\$ 29.19
Outreach (per jurisdiction)	\$ 100,000.00	n/a	\$ (100,000.00)
Distance Education			
Grade 10-12 - Online (>= 30 Credits)			
Year 1-3	n/a	\$ 4,669.28	\$ 4,669.28
Year 4	n/a	\$ 2,334.64	\$ 2,334.64
Year 5+	n/a	\$ 1,167.32	\$ 1,167.32
Grade 10-12 - Online (< 30 Credits)	n/a	\$ 700.00	\$ 700.00
Distance Education (non-primary registration)			
1-100 Students	n/a	\$ 35,000.00	\$ 35,000.00
101-250 Students	n/a	\$ 122,500.00	\$ 122,500.00
251-500 Students	n/a	\$ 262,500.00	\$ 262,500.00
500+ Students	n/a	\$ 350,000.00	\$ 350,000.00
Rural Small Schools	n/a	n/a	\$ -
Base Instruction Funding for Designated Special Education Private Schools (DSEPS)			
Students with a mild or moderate disability	\$ 11,639.00	\$ 11,639.00	\$ -
Students with severe disabilities in DSEPS (not including severe disabilities funding)	\$ 7,537.59	\$ 7,537.59	\$ -
Early Literacy (Grade 1 & 2)	\$ 159.63	\$ -	\$ (159.63)
Services and Supports Grants			
Severe Disabilities Funding (per eligible funded student)	\$ 16,465.00	\$ 16,465.00	\$ -
Mild/Moderate Disabilities/Delay, Gifted and Talented (WMA Rate)	\$ 2,486.76	\$ 2,486.76	\$ -
Education Programming in an Institution	Net costs of approved programs	3 Year Average net costs of approved programs	
PUF			
Code (41-46)			
Half Day (Minimum of 400 hours)	\$ 25,051.20	\$ 15,000.00	\$ (10,051.20)
Full Day (Minimum of 800 hours)	\$ 25,051.20	\$ 25,000.00	\$ (51.20)
Code (47)			
Half Day (Minimum of 400 hours)	\$ 25,051.20	\$ 10,000.00	\$ (15,051.20)
Full Day (Minimum of 800 hours)	\$ 25,051.20	\$ 17,000.00	\$ (8,051.20)
ESL/Francisation (WMA Rates)	\$ 824.67	\$ 840.00	\$ 15.33
Refugee (WMA Rates)	\$ 5,500.00	\$ -	\$ (5,500.00)

Grant Names	2019-2020 Private Schools	2020-2021 Private Schools	Difference
FNMI			
Truth and Reconciliation Support	\$ -	per formula	\$ -
FNMI Student Support Self-Identified	\$ 824.67	\$ 840.00	\$ 15.33
FNMI Student Support (Census Adjustment)	\$ -	per formula	\$ -
School Grants			
Operations and Maintenance			
ECS	\$ 397.66	\$ 262.50	\$ (135.16)
Grade 1-6	\$ 556.71	\$ 525.00	\$ (31.71)
Grade 7-9	\$ 525.83	\$ 525.00	\$ (0.83)
Grade 10-12	\$ 528.77	\$ 525.00	\$ (3.77)
Transportation	2019/20 School Year Allocation	2019/20 School Year Allocation	0%
Super Net Services (max per month per approved site)	\$ 560.00	\$ 560.00	\$ -
Community Grants			
Base Funding	n/a	\$ 8,750.00	
DSEPS Schools (WMA Rate)	n/a	\$ 150.00	
Other Private Schools (WMA Rate)	n/a	\$ 75.00	
Jurisdiction Grant			
System Administration	sliding scale between 3.6% and 5.4% depending on enrolment	4.95% of p/y operational funding (max of \$400,000)	

Education Property Tax

Fact Sheet

Highlights of the 2020/21 provincial education property tax

In Budget 2020/21, the province planned to grow the annual education property tax based on population growth and inflation. This planned increase has been cancelled due to the impact of the COVID-19 crisis. Instead, in 2020/21 the province will levy about \$2.5 billion, the same amount of revenue as was collected in 2019/20.

Education property taxes provide a stable source of revenue and equitable funding that supports education from kindergarten to Grade 12. This year, education property tax funds about 30 per cent of the consolidated education operating cost, including teachers' salaries, textbooks and classroom resources. Education property tax is not used to fund government operations, capital costs like school construction or renovation, or teachers' pensions.

Under the provincial funding model, all education property taxes are pooled by Alberta Education through the Alberta School Foundation Fund and distributed to public and separate school boards on an equal per-student basis.

How education property tax is calculated for municipalities

All municipalities collect an equitable share of the provincial education property tax in proportion to their total taxable property assessments, which are equalized across the province. The equalization process ensures owners of properties of similar value and type across the province pay similar amounts of education property taxes. For more details on this process, refer to the [Guide to Equalized Assessment](#) on the Alberta Government website.

The provincial equalized assessment base used to determine education property taxes this year reflects 2018 property values.

In 2020, the education property tax will be calculated at a rate of \$2.55 per \$1,000 of the total residential/farmland equalized assessment value. The non-residential rate will be set at \$3.75 per \$1,000 of equalized assessment value.

Property owners may see a change to their education tax bill if their assessments change in relation to the provincial average. Individual properties are taxed based on the local education property tax rate set by the municipality's 2020 tax bylaw applied to the taxable assessment value determined by the municipality.

How much Calgary and Edmonton will contribute to education property tax

Based on this formula, Calgary taxpayers will contribute \$772.0 million in education property tax in 2020. It is projected that Calgary's two school boards will receive about \$1.69 billion in provincial funding for the 2020/21 school year.

Edmonton taxpayers will contribute \$496.1 million in education property tax in 2020. It is projected that Edmonton's two school boards will receive about \$1.47 billion in provincial funding for the 2020/21 school year.

Why property owners are asked to declare their faith

The Canadian Constitution guarantees Roman Catholic citizens' minority rights to a separate education system. In communities with separate school jurisdictions, property owners can declare they are of the Roman Catholic faith so their education property tax dollars can be directed to those separate school jurisdictions.

Why people without children pay education property taxes

Alberta's education system supports the development of a skilled workforce, contributes to growth in the economy, and supports the social well-being of individuals and the province as a whole. These benefits reach all Albertans, regardless of their age, marital status, or whether they have children.

Questions about financial assistance for seniors or the Seniors Property Tax Deferral program can be directed to the **Alberta Supports Contact Centre at 1-877-644-9992 (in Edmonton - 780-644-9992).**

Alberta Educational Property Tax Requisition Summary 2019 vs 2020

Attachment IV

Municipality	Residential / Farm Land Requisition			Non-Residential Requisition			Total Education Requisition		
	2019	2020	% Change	2019	2020	% Change	2019	2020	% Change
City									
City of Airdrie	\$24,048,777	\$25,804,786	7%	\$6,458,466	\$6,756,736	5%	\$30,507,243	\$32,561,523	7%
City of Beaumont	\$6,947,900	\$7,388,378	6%	\$717,485	\$813,346	13%	\$7,665,385	\$8,201,724	7%
City of Brooks	\$2,715,581	\$2,796,540	3%	\$1,265,995	\$1,304,093	3%	\$3,981,576	\$4,100,634	3%
City of Calgary	\$551,655,967	\$571,837,301	4%	\$244,035,996	\$227,261,042	-7%	\$795,691,963	\$799,098,343	0%
City of Camrose	\$5,485,094	\$5,637,970	3%	\$2,307,381	\$2,410,510	4%	\$7,792,475	\$8,048,479	3%
City of Chestermere	\$8,904,174	\$9,289,410	4%	\$648,468	\$785,545	21%	\$9,552,643	\$10,074,955	5%
City of Cold Lake	\$4,576,871	\$4,362,934	-5%	\$2,252,027	\$2,338,362	4%	\$6,828,899	\$6,701,296	-2%
City of Edmonton	\$330,194,132	\$347,226,600	5%	\$158,341,739	\$166,269,811	5%	\$488,535,871	\$513,496,411	5%
City of Fort Saskatchewan	\$9,138,860	\$9,564,463	5%	\$4,758,586	\$4,925,488	4%	\$13,897,446	\$14,489,951	4%
City of Grande Prairie	\$17,200,355	\$18,232,723	6%	\$11,457,995	\$12,234,097	7%	\$28,658,350	\$30,466,820	6%
City of Lacombe	\$3,963,060	\$3,996,866	1%	\$1,183,809	\$1,211,205	2%	\$5,146,869	\$5,208,071	1%
City of Leduc	\$10,235,715	\$10,661,599	4%	\$7,804,360	\$8,248,429	6%	\$18,040,074	\$18,910,029	5%
City of Lethbridge	\$26,715,992	\$28,221,407	6%	\$10,125,253	\$10,737,538	6%	\$36,841,245	\$38,958,945	6%
City of Lloydminster	\$5,793,924	\$5,801,525	0%	\$3,560,735	\$3,678,809	3%	\$9,354,659	\$9,480,334	1%
City of Medicine Hat	\$17,485,706	\$18,603,470	6%	\$5,949,475	\$6,715,551	13%	\$23,435,180	\$25,319,021	8%
City of Red Deer	\$30,564,547	\$30,745,869	1%	\$14,604,129	\$15,447,223	6%	\$45,168,676	\$46,193,092	2%
City of Spruce Grove	\$12,409,502	\$12,983,659	5%	\$3,927,389	\$4,205,415	7%	\$16,336,891	\$17,189,074	5%
City of St. Albert	\$27,131,006	\$28,110,943	4%	\$6,496,729	\$7,497,926	15%	\$33,627,735	\$35,608,868	6%
City of Wetaskiwin	\$2,730,897	\$2,746,175	1%	\$1,247,819	\$1,327,149	6%	\$3,978,716	\$4,073,324	2%
Specialized Municipality									
Lac La Biche County	\$3,168,046	\$3,250,536	3%	\$6,582,149	\$6,847,358	4%	\$9,750,195	\$10,097,894	4%
Mackenzie County	\$2,363,718	\$2,547,785	8%	\$4,031,578	\$4,206,109	4%	\$6,395,295	\$6,753,895	6%
Municipality of Crowsnest Pass	\$2,098,974	\$2,147,342	2%	\$516,778	\$556,344	8%	\$2,615,752	\$2,703,686	3%
Municipality of Jasper	\$2,220,893	\$2,320,420	4%	\$2,237,603	\$2,467,019	10%	\$4,458,497	\$4,787,439	7%
Regional Municipality of Wood Buffalo	\$30,831,036	\$28,848,766	-6%	\$44,430,748	\$46,664,206	5%	\$75,261,784	\$75,512,971	0%
Strathcona County	\$44,551,019	\$46,440,566	4%	\$22,896,237	\$23,889,058	4%	\$67,447,256	\$70,329,624	4%
Municipal District									
Athabasca County	\$2,567,858	\$2,681,064	4%	\$2,763,220	\$2,875,210	4%	\$5,331,077	\$5,556,274	4%
Beaver County	\$1,911,205	\$1,984,487	4%	\$1,535,121	\$1,524,835	-1%	\$3,446,326	\$3,509,322	2%
Big Lakes County	\$1,428,731	\$1,504,675	5%	\$3,469,040	\$3,719,380	7%	\$4,897,771	\$5,224,054	7%
Birch Hills County	\$280,204	\$300,012	7%	\$537,236	\$562,655	5%	\$817,440	\$862,667	6%
Brazeau County	\$2,535,669	\$2,591,584	2%	\$7,018,366	\$7,483,380	7%	\$9,554,034	\$10,074,964	5%
Camrose County¹	\$3,404,953	\$3,578,990	5%	\$2,030,671	\$2,057,259	1%	\$5,435,624	\$5,636,249	4%
Cardston County	\$1,315,341	\$1,399,076	6%	\$296,107	\$330,709	12%	\$1,611,448	\$1,729,785	7%
Clear Hills County	\$459,428	\$475,479	3%	\$2,481,026	\$2,693,196	9%	\$2,940,454	\$3,168,675	8%
Clearwater County	\$4,883,439	\$4,956,097	1%	\$13,594,395	\$13,431,698	-1%	\$18,477,834	\$18,387,795	0%
County of Barrhead No. 18	\$1,880,097	\$1,979,609	5%	\$667,962	\$670,025	0%	\$2,548,059	\$2,649,634	4%
County of Forty Mile No. 8	\$1,108,291	\$1,234,124	11%	\$1,117,931	\$1,155,280	3%	\$2,226,223	\$2,389,404	7%
County of Grande Prairie No. 1	\$10,020,874	\$10,649,740	6%	\$12,825,281	\$13,813,642	8%	\$22,846,155	\$24,463,382	7%
County of Minburn No. 27	\$996,889	\$1,061,781	7%	\$1,311,408	\$1,383,617	6%	\$2,308,297	\$2,445,398	6%
County of Newell	\$2,431,316	\$2,476,882	2%	\$10,144,771	\$10,699,616	5%	\$12,576,087	\$13,176,497	5%
County of Northern Lights	\$1,055,998	\$1,107,858	5%	\$2,277,341	\$2,362,435	4%	\$3,333,340	\$3,470,293	4%
Municipality									
County of Paintearth No. 18	\$521,705	\$561,163	8%	\$1,566,873	\$1,661,902	6%	\$2,088,578	\$2,223,065	6%
County of St. Paul No. 19	\$2,625,159	\$2,477,553	-6%	\$1,899,458	\$1,985,848	5%	\$4,524,617	\$4,463,401	-1%
County of Stettler No. 6²	\$2,002,292	\$2,044,827	2%	\$2,149,700	\$2,246,368	4%	\$4,151,992	\$4,291,195	3%
County of Two Hills No. 21	\$1,024,041	\$1,086,436	6%	\$769,189	\$742,437	-3%	\$1,793,229	\$1,828,873	2%
County of Vermilion River	\$3,134,878	\$3,242,547	3%	\$4,052,970	\$4,267,420	5%	\$7,187,848	\$7,509,966	4%
County of Warner No. 5	\$1,068,985	\$1,158,246	8%	\$774,591	\$843,766	9%	\$1,843,576	\$2,002,012	9%
County of Wetaskiwin No. 10	\$5,166,661	\$5,331,091	3%	\$2,503,154	\$2,594,977	4%	\$7,669,815	\$7,926,068	3%
Cypress County	\$3,685,993	\$3,863,516	5%	\$10,047,945	\$11,183,861	11%	\$13,733,937	\$15,047,377	10%
Flagstaff County	\$1,306,410	\$1,291,526	-1%	\$2,550,522	\$2,627,637	3%	\$3,856,932	\$3,919,162	2%
Foothills County	\$17,774,397	\$18,475,525	4%	\$3,530,199	\$3,757,850	6%	\$21,304,596	\$22,233,375	4%
Kneehill County	\$1,572,752	\$1,666,819	6%	\$3,754,223	\$4,201,790	12%	\$5,326,974	\$5,868,609	10%
Lac Ste. Anne County	\$4,072,189	\$4,334,697	6%	\$1,172,092	\$1,242,206	6%	\$5,244,281	\$5,576,903	6%
Lacombe County	\$4,883,554	\$5,208,007	7%	\$7,094,330	\$7,206,649	2%	\$11,977,883	\$12,414,656	4%

Municipality	Residential / Farm Land Requisition			Non-Residential Requisition			Total Education Requisition		
	2019	2020	% Change	2019	2020	% Change	2019	2020	% Change
Lamont County	\$1,415,141	\$1,489,455	5%	\$2,017,078	\$2,105,963	4%	\$3,432,219	\$3,595,418	5%
Leduc County	\$7,305,059	\$7,414,429	1%	\$17,850,021	\$18,876,982	6%	\$25,155,080	\$26,291,411	5%
Lethbridge County	\$2,992,624	\$3,175,965	6%	\$2,250,094	\$2,401,050	7%	\$5,242,718	\$5,577,014	6%
Mountain View County	\$6,361,611	\$6,607,126	4%	\$5,869,064	\$6,174,773	5%	\$12,230,675	\$12,781,899	5%
Municipal District of Acadia No. 34	\$163,925	\$180,037	10%	\$76,810	\$69,797	-9%	\$240,735	\$249,833	4%
Municipal District of Bighorn No. 8	\$1,269,111	\$1,444,711	14%	\$1,143,708	\$1,280,884	12%	\$2,412,818	\$2,725,595	13%
Municipal District of Bonnyville No. 87	\$5,168,975	\$4,941,237	-4%	\$7,920,050	\$8,320,227	5%	\$13,089,025	\$13,261,464	1%
Municipal District of Fairview No. 136	\$437,301	\$461,271	5%	\$437,748	\$452,862	3%	\$875,049	\$914,132	4%
Municipal District of Greenview No. 16	\$2,602,074	\$2,743,369	5%	\$22,735,557	\$25,700,803	13%	\$25,337,631	\$28,444,172	12%
Municipal District of Lesser Slave River No. 124	\$1,371,794	\$1,432,013	4%	\$2,456,327	\$2,515,358	2%	\$3,828,120	\$3,947,371	3%
Municipal District of Opportunity No. 17	\$705,007	\$758,104	8%	\$7,863,752	\$8,234,018	5%	\$8,568,759	\$8,992,121	5%
Municipal District of Peace No. 135	\$437,630	\$462,075	6%	\$397,157	\$408,601	3%	\$834,787	\$870,676	4%
Municipal District of Pincher Creek No. 9	\$1,535,698	\$1,663,221	8%	\$1,179,375	\$1,230,576	4%	\$2,715,073	\$2,893,797	7%
Municipal District of Provost No. 52	\$712,090	\$746,984	5%	\$4,167,625	\$4,380,546	5%	\$4,879,715	\$5,127,530	5%
Municipal District of Ranchland No. 66	\$56,506	\$61,696	9%	\$519,333	\$549,980	6%	\$575,839	\$611,676	6%
Municipal District of Smoky River No. 130	\$585,514	\$618,376	6%	\$898,389	\$856,085	-5%	\$1,483,903	\$1,474,461	-1%
Municipal District of Spirit River No. 133	\$193,826	\$201,584	4%	\$431,445	\$441,044	2%	\$625,270	\$642,628	3%
Municipal District of Taber	\$2,050,227	\$2,174,988	6%	\$3,215,087	\$3,306,553	3%	\$5,265,314	\$5,481,541	4%
Municipal District of Wainwright No. 61	\$1,598,252	\$1,722,911	8%	\$4,347,096	\$4,641,151	7%	\$5,945,348	\$6,364,062	7%
Municipal District of Willow Creek No. 26 ^a	\$1,936,360	\$2,092,273	8%	\$1,399,916	\$1,476,565	5%	\$3,336,277	\$3,568,838	7%
Northern Sunrise County	\$616,130	\$604,384	-2%	\$4,837,705	\$5,065,165	5%	\$5,453,834	\$5,669,549	4%
Parkland County	\$16,250,358	\$16,986,139	5%	\$9,422,883	\$10,398,164	10%	\$25,673,241	\$27,384,302	7%
Ponoka County	\$4,084,698	\$4,345,371	6%	\$3,723,909	\$3,830,254	3%	\$7,808,607	\$8,175,625	5%
Red Deer County	\$9,598,338	\$10,007,557	4%	\$8,948,488	\$9,276,864	4%	\$18,546,826	\$19,284,422	4%
Rocky View County	\$33,178,915	\$35,304,008	6%	\$15,717,339	\$17,236,721	10%	\$48,896,254	\$52,540,728	7%
Saddle Hills County	\$425,656	\$460,365	8%	\$5,453,526	\$6,098,997	12%	\$5,879,182	\$6,559,361	12%
Smoky Lake County	\$889,866	\$932,238	5%	\$1,035,497	\$1,096,567	6%	\$1,925,363	\$2,028,805	5%
Starland County	\$532,160	\$562,797	6%	\$1,555,733	\$1,642,444	6%	\$2,087,894	\$2,205,240	6%
Sturgeon County	\$10,003,698	\$10,381,158	4%	\$7,193,364	\$7,582,709	5%	\$17,197,062	\$17,963,868	4%
Thorhild County	\$1,069,810	\$1,106,440	3%	\$1,356,329	\$1,436,438	6%	\$2,426,139	\$2,542,877	5%
Vulcan County	\$1,710,941	\$1,838,093	7%	\$1,729,941	\$1,829,794	6%	\$3,440,882	\$3,667,887	7%
Westlock County	\$2,190,246	\$2,297,100	5%	\$610,387	\$617,336	1%	\$2,800,633	\$2,914,436	4%
Municipality									
Wheatland County	\$3,537,279	\$3,710,964	5%	\$6,870,370	\$7,231,659	5%	\$10,407,649	\$10,942,623	5%
Woodlands County	\$1,893,681	\$1,865,988	-1%	\$3,514,413	\$3,625,842	3%	\$5,408,095	\$5,491,830	2%
Yellowhead County	\$3,810,175	\$3,867,630	2%	\$19,235,642	\$20,742,704	8%	\$23,045,816	\$24,610,334	7%
Town									
Granum ^a	\$75,410			\$8,157			\$83,567		
Town of Athabasca	\$719,340	\$717,847	0%	\$378,793	\$386,765	2%	\$1,098,132	\$1,104,612	1%
Town of Banff	\$4,107,095	\$4,958,132	21%	\$4,313,565	\$4,836,510	12%	\$8,420,661	\$9,794,642	16%
Town of Barrhead	\$1,004,260	\$1,034,974	3%	\$456,416	\$496,640	9%	\$1,460,676	\$1,531,614	5%
Town of Bashaw	\$155,150	\$164,989	6%	\$56,871	\$60,390	6%	\$212,021	\$225,379	6%
Town of Bassano	\$222,599	\$230,323	3%	\$104,643	\$109,166	4%	\$327,243	\$339,489	4%
Town of Beaverlodge	\$560,767	\$585,841	4%	\$255,942	\$276,495	8%	\$816,708	\$862,336	6%
Town of Bentley	\$235,041	\$242,567	3%	\$51,598	\$54,997	7%	\$286,639	\$297,564	4%
Town of Black Diamond	\$911,443	\$926,172	2%	\$150,463	\$159,521	6%	\$1,061,905	\$1,085,693	2%
Town of Blackfalds	\$3,110,037	\$3,093,866	-1%	\$538,294	\$594,361	10%	\$3,648,331	\$3,688,228	1%
Town of Bon Accord	\$375,137	\$382,749	2%	\$22,494	\$23,350	4%	\$397,631	\$406,099	2%
Town of Bonnyville	\$1,649,964	\$1,584,601	-4%	\$1,489,805	\$1,472,127	-1%	\$3,139,770	\$3,056,728	-3%
Town of Bow Island	\$315,445	\$338,724	7%	\$150,705	\$170,100	13%	\$466,150	\$508,824	9%
Town of Bowden	\$246,766	\$252,572	2%	\$40,696	\$44,003	8%	\$287,462	\$296,574	3%
Town of Bruderheim	\$361,382	\$356,349	-1%	\$60,573	\$64,177	6%	\$421,955	\$420,526	0%
Town of Calmar	\$573,560	\$595,146	4%	\$151,375	\$172,225	14%	\$724,935	\$767,371	6%
Town of Canmore	\$15,036,862	\$17,092,185	14%	\$3,635,197	\$4,195,757	15%	\$18,672,060	\$21,287,942	14%
Town of Cardston	\$744,398	\$777,997	5%	\$152,434	\$163,634	7%	\$896,832	\$941,630	5%
Town of Carstairs	\$1,406,901	\$1,506,131	7%	\$243,743	\$252,623	4%	\$1,650,644	\$1,758,754	7%
Town of Castor	\$158,381	\$166,681	5%	\$52,215	\$53,408	2%	\$210,596	\$220,089	5%
Town of Claresholm	\$878,775	\$917,361	4%	\$269,702	\$303,686	13%	\$1,148,477	\$1,221,047	6%
Town of Coaldale	\$2,173,240	\$2,337,883	8%	\$373,461	\$453,134	21%	\$2,546,701	\$2,791,017	10%

Municipality	Residential / Farm Land Requisition			Non-Residential Requisition			Total Education Requisition		
	2019	2020	% Change	2019	2020	% Change	2019	2020	% Change
Town of Coalhurst	\$633,078	\$667,180	5%	\$45,679	\$48,100	5%	\$678,758	\$715,279	5%
Town of Cochrane	\$12,549,619	\$13,393,415	7%	\$2,203,501	\$2,366,922	7%	\$14,753,121	\$15,760,338	7%
Town of Coronation	\$135,369	\$143,802	6%	\$83,413	\$84,740	2%	\$218,782	\$228,542	4%
Town of Crossfield	\$1,089,265	\$1,149,081	5%	\$619,535	\$688,833	11%	\$1,708,800	\$1,837,914	8%
Town of Daysland	\$196,068	\$172,843	-12%	\$29,029	\$25,630	-12%	\$225,097	\$198,474	-12%
Town of Devon	\$1,998,768	\$2,070,140	4%	\$420,176	\$454,166	8%	\$2,418,945	\$2,524,306	4%
Town of Didsbury	\$1,345,022	\$1,341,854	0%	\$258,355	\$268,976	4%	\$1,603,377	\$1,610,830	0%
Town of Drayton Valley	\$1,978,941	\$1,961,183	-1%	\$1,857,170	\$1,933,089	4%	\$3,836,111	\$3,894,272	2%
Town of Drumheller	\$1,793,930	\$1,858,941	4%	\$922,524	\$912,004	-1%	\$2,716,453	\$2,770,945	2%
Town of Eckville	\$242,068	\$245,972	2%	\$75,030	\$76,725	2%	\$317,098	\$322,698	2%
Town of Edson	\$2,309,024	\$2,383,489	3%	\$1,482,124	\$1,551,931	5%	\$3,791,148	\$3,935,420	4%
Town of Elk Point	\$332,779	\$321,278	-3%	\$192,278	\$200,084	4%	\$525,057	\$521,362	-1%
Town of Fairview	\$587,629	\$597,300	2%	\$269,860	\$252,913	-6%	\$857,490	\$850,213	-1%
Town of Falher	\$141,574	\$151,871	7%	\$117,866	\$122,732	4%	\$259,441	\$274,603	6%
Town of Fort Macleod	\$657,668	\$684,140	4%	\$341,747	\$375,888	10%	\$999,416	\$1,060,028	6%
Town of Fox Creek	\$540,089	\$524,759	-3%	\$591,538	\$628,845	6%	\$1,131,628	\$1,153,604	2%
Town of Gibbons	\$908,543	\$916,037	1%	\$103,656	\$108,079	4%	\$1,012,199	\$1,024,116	1%
Town of Grimshaw	\$568,397	\$544,343	-4%	\$197,946	\$186,281	-6%	\$766,343	\$730,624	-5%
Municipality	Residential / Farm Land Requisition			Non-Residential Requisition			Total Education Requisition		
	2019	2020	% Change	2019	2020	% Change	2019	2020	% Change
Town of Hanna	\$475,572	\$465,927	-2%	\$198,880	\$222,783	12%	\$674,452	\$688,711	2%
Town of Hardisty	\$187,518	\$194,248	4%	\$110,103	\$116,044	5%	\$297,621	\$310,292	4%
Town of High Level	\$583,430	\$601,944	3%	\$602,110	\$624,932	4%	\$1,185,539	\$1,226,876	3%
Town of High Prairie	\$435,297	\$454,133	4%	\$375,718	\$405,595	8%	\$811,015	\$859,728	6%
Town of High River	\$4,382,013	\$4,530,254	3%	\$1,311,396	\$1,381,506	5%	\$5,693,410	\$5,911,760	4%
Town of Hinton	\$2,830,788	\$3,035,837	7%	\$1,515,402	\$1,700,551	12%	\$4,346,190	\$4,736,388	9%
Town of Innisfail	\$2,187,696	\$2,223,433	2%	\$832,980	\$888,314	7%	\$3,020,675	\$3,111,747	3%
Town of Irricana	\$325,094	\$330,259	2%	\$25,692	\$27,007	5%	\$350,786	\$357,267	2%
Town of Killam	\$191,650	\$194,354	1%	\$86,900	\$93,537	8%	\$278,550	\$287,891	3%
Town of Lamont	\$381,312	\$382,186	0%	\$111,251	\$116,265	5%	\$492,563	\$498,450	1%
Town of Legal	\$313,326	\$322,092	3%	\$31,645	\$34,228	8%	\$344,971	\$356,320	3%
Town of Magrath	\$487,821	\$523,542	7%	\$45,213	\$49,108	9%	\$533,034	\$572,649	7%
Town of Manning	\$217,153	\$229,977	6%	\$121,297	\$122,580	1%	\$338,450	\$352,557	4%
Town of Mayerthorpe	\$214,345	\$213,092	-1%	\$91,818	\$91,924	0%	\$306,163	\$305,016	0%
Town of McLennan	\$82,764	\$86,546	5%	\$38,723	\$38,879	0%	\$121,487	\$125,426	3%
Town of Milk River	\$145,121	\$153,973	6%	\$43,931	\$42,018	-4%	\$189,052	\$195,991	4%
Town of Millet	\$510,588	\$517,643	1%	\$93,847	\$106,157	13%	\$604,435	\$623,800	3%
Town of Morinville	\$3,005,634	\$3,036,834	1%	\$594,248	\$715,100	20%	\$3,599,882	\$3,751,935	4%
Town of Mundare	\$219,194	\$228,961	4%	\$41,735	\$46,574	12%	\$260,929	\$275,534	6%
Town of Nanton	\$666,177	\$635,005	-5%	\$190,812	\$187,741	-2%	\$856,989	\$822,747	-4%
Town of Nobleford	\$268,289	\$292,804	9%	\$98,820	\$114,803	16%	\$367,108	\$407,606	11%
Town of Okotoks	\$11,579,785	\$12,078,510	4%	\$2,642,105	\$2,827,723	7%	\$14,221,891	\$14,906,233	5%
Town of Olds	\$2,883,444	\$2,978,090	3%	\$1,155,161	\$1,281,134	11%	\$4,038,605	\$4,259,224	5%
Town of Onoway	\$200,940	\$211,785	5%	\$128,880	\$136,812	6%	\$329,820	\$348,597	6%
Town of Oyen	\$169,787	\$172,947	2%	\$62,845	\$77,070	23%	\$232,633	\$250,017	7%
Town of Peace River	\$1,750,104	\$1,796,303	3%	\$1,091,948	\$1,143,013	5%	\$2,842,052	\$2,939,316	3%
Town of Penhold	\$974,999	\$937,027	-4%	\$106,429	\$115,605	9%	\$1,081,428	\$1,052,632	-3%
Town of Picture Butte	\$377,902	\$396,623	5%	\$115,040	\$119,085	4%	\$492,942	\$515,709	5%
Town of Pincher Creek	\$820,612	\$905,491	10%	\$402,281	\$439,258	9%	\$1,222,893	\$1,344,749	10%
Town of Ponoka	\$1,756,059	\$1,727,674	-2%	\$644,747	\$708,915	10%	\$2,400,806	\$2,436,589	1%
Town of Provost	\$415,006	\$417,061	0%	\$271,295	\$277,918	2%	\$686,301	\$694,979	1%
Town of Rainbow Lake	\$120,482	\$104,942	-13%	\$116,337	\$110,418	-5%	\$236,819	\$215,360	-9%
Town of Raymond	\$761,873	\$843,616	11%	\$69,094	\$78,613	14%	\$830,967	\$922,229	11%
Town of Redcliff	\$1,311,618	\$1,377,326	5%	\$760,777	\$775,768	2%	\$2,072,395	\$2,153,094	4%
Town of Redwater	\$549,761	\$557,224	1%	\$343,907	\$379,993	10%	\$893,669	\$937,217	5%
Town of Rimbey	\$599,591	\$604,534	1%	\$302,798	\$321,349	6%	\$902,389	\$925,883	3%
Town of Rocky Mountain House	\$1,830,671	\$1,834,455	0%	\$903,506	\$923,821	2%	\$2,734,177	\$2,758,275	1%
Town of Sedgewick	\$184,197	\$189,652	3%	\$65,677	\$70,849	8%	\$249,875	\$260,500	4%
Town of Sexsmith	\$643,693	\$669,186	4%	\$235,087	\$243,051	3%	\$878,780	\$912,238	4%
Town of Slave Lake	\$1,711,246	\$1,653,060	-3%	\$967,833	\$943,345	-3%	\$2,679,079	\$2,596,405	-3%
Town of Smoky Lake	\$189,247	\$190,343	1%	\$75,869	\$78,591	4%	\$265,116	\$268,934	1%

Municipality	Residential / Farm Land Requisition			Non-Residential Requisition			Total Education Requisition		
	2019	2020	% Change	2019	2020	% Change	2019	2020	% Change
Town of Spirit River	\$174,777	\$182,892	5%	\$72,868	\$75,631	4%	\$247,645	\$258,523	4%
Town of St. Paul	\$1,368,518	\$1,365,618	0%	\$681,571	\$684,288	0%	\$2,050,089	\$2,049,905	0%
Town of Stavelly	\$131,484	\$133,972	2%	\$22,970	\$28,817	25%	\$154,454	\$162,790	5%
Town of Stettler	\$1,414,274	\$1,443,212	2%	\$900,709	\$965,433	7%	\$2,314,984	\$2,408,645	4%
Municipality									
Town of Stony Plain	\$5,857,306	\$6,002,651	2%	\$1,587,006	\$1,742,056	10%	\$7,444,313	\$7,744,707	4%
Town of Strathmore	\$4,265,716	\$4,440,486	4%	\$1,245,869	\$1,290,483	4%	\$5,511,584	\$5,730,970	4%
Town of Sundre	\$743,240	\$790,106	6%	\$288,336	\$321,178	11%	\$1,031,576	\$1,111,284	8%
Town of Swan Hills	\$211,880	\$190,436	-10%	\$144,224	\$142,330	-1%	\$356,103	\$332,767	-7%
Town of Sylvan Lake	\$5,496,776	\$5,707,269	4%	\$1,159,483	\$1,302,599	12%	\$6,656,259	\$7,009,868	5%
Town of Taber	\$1,827,427	\$1,857,508	2%	\$889,940	\$926,099	4%	\$2,717,367	\$2,783,608	2%
Town of Thorsby	\$195,922	\$198,542	1%	\$76,211	\$76,197	0%	\$272,133	\$274,740	1%
Town of Three Hills	\$650,849	\$697,978	7%	\$205,511	\$232,472	13%	\$856,360	\$930,450	9%
Town of Tofield	\$509,712	\$514,625	1%	\$202,735	\$209,872	4%	\$712,447	\$724,497	2%
Town of Trochu	\$190,663	\$190,514	0%	\$61,136	\$62,297	2%	\$251,799	\$252,810	0%
Town of Turner Valley	\$939,513	\$975,678	4%	\$111,379	\$117,705	6%	\$1,050,891	\$1,093,383	4%
Town of Two Hills	\$182,007	\$181,198	0%	\$54,292	\$52,309	-4%	\$236,299	\$233,507	-1%
Town of Valleyview	\$351,251	\$351,901	0%	\$312,906	\$322,369	3%	\$664,156	\$674,270	2%
Town of Vauxhall	\$171,538	\$179,765	5%	\$57,249	\$65,025	14%	\$228,787	\$244,790	7%
Town of Vegreville	\$1,379,076	\$1,445,782	5%	\$730,215	\$784,499	7%	\$2,109,291	\$2,230,281	6%
Town of Vermilion	\$1,081,948	\$1,116,203	3%	\$616,057	\$638,435	4%	\$1,698,005	\$1,754,637	3%
Town of Viking	\$194,901	\$199,071	2%	\$80,620	\$82,188	2%	\$275,521	\$281,259	2%
Town of Vulcan	\$439,815	\$452,441	3%	\$144,588	\$149,100	3%	\$584,403	\$601,542	3%
Town of Wainwright	\$1,539,088	\$1,632,876	6%	\$846,475	\$891,101	5%	\$2,385,563	\$2,523,976	6%
Town of Wembley	\$383,848	\$387,797	1%	\$129,013	\$154,652	20%	\$512,861	\$542,449	6%
Town of Westlock	\$1,145,364	\$1,099,157	-4%	\$691,646	\$681,887	-1%	\$1,837,010	\$1,781,044	-3%
Town of Whitecourt	\$2,840,552	\$2,851,140	0%	\$2,638,951	\$2,580,524	-2%	\$5,479,503	\$5,431,665	-1%
Village									
Alberta Beach	\$432,618	\$436,121	1%	\$43,310	\$43,579	1%	\$475,928	\$479,699	1%
Village of Acme	\$131,551	\$133,516	1%	\$29,708	\$35,494	19%	\$161,258	\$169,009	5%
Village of Alix	\$163,280	\$157,783	-3%	\$56,299	\$60,295	7%	\$219,579	\$218,078	-1%
Village of Alliance	\$15,693	\$13,804	-12%	\$10,722	\$9,889	-8%	\$26,414	\$23,693	-10%
Village of Amisk	\$31,349	\$32,354	3%	\$3,359	\$3,475	3%	\$34,707	\$35,829	3%
Village of Andrew	\$80,457	\$83,620	4%	\$19,491	\$21,041	8%	\$99,947	\$104,661	5%
Village of Arrowwood	\$31,747	\$31,283	-1%	\$12,712	\$11,891	-6%	\$44,459	\$43,174	-3%
Village of Barnwell	\$194,797	\$222,812	14%	\$13,676	\$15,616	14%	\$208,472	\$238,428	14%
Village of Barons	\$39,123	\$42,969	10%	\$9,782	\$12,270	25%	\$48,905	\$55,239	13%
Village of Bawlf	\$78,141	\$80,017	2%	\$11,587	\$12,235	6%	\$89,727	\$92,252	3%
Village of Beiseker	\$188,107	\$188,638	0%	\$101,565	\$106,670	5%	\$289,672	\$295,309	2%
Village of Berwyn	\$81,138	\$82,636	2%	\$11,487	\$9,940	-13%	\$92,626	\$92,576	0%
Village of Big Valley	\$55,257	\$58,289	5%	\$15,435	\$15,677	2%	\$70,692	\$73,966	5%
Village of Bitter Lake	\$50,142	\$54,735	9%	\$7,247	\$7,561	4%	\$57,389	\$62,296	9%
Village of Boyle	\$177,623	\$174,041	-2%	\$97,276	\$98,883	2%	\$274,899	\$272,924	-1%
Village of Breton	\$117,754	\$119,674	2%	\$46,742	\$48,683	4%	\$164,496	\$168,356	2%
Village of Carbon	\$95,032	\$98,309	3%	\$9,871	\$9,911	0%	\$104,904	\$108,220	3%
Village of Carmangay	\$41,519	\$46,673	12%	\$9,055	\$8,722	-4%	\$50,574	\$55,395	10%
Village of Caroline	\$71,476	\$75,095	5%	\$31,888	\$32,685	2%	\$103,365	\$107,780	4%
Village of Cereal	\$10,124	\$9,909	-2%	\$3,208	\$3,390	6%	\$13,332	\$13,299	0%
Village of Champion	\$49,110	\$53,511	9%	\$6,780	\$8,009	18%	\$55,891	\$61,521	10%
Municipality									
Village of Chauvin	\$43,194	\$44,067	2%	\$22,631	\$22,345	-1%	\$65,825	\$66,411	1%
Village of Chipman	\$53,967	\$56,984	6%	\$16,306	\$17,366	7%	\$70,274	\$74,351	6%
Village of Clive	\$183,083	\$195,779	7%	\$11,800	\$12,198	3%	\$194,884	\$207,977	7%
Village of Clyde	\$81,349	\$82,395	1%	\$7,176	\$8,065	12%	\$88,525	\$90,460	2%
Village of Consort	\$106,103	\$111,069	5%	\$64,063	\$66,392	4%	\$170,166	\$177,461	4%
Village of Coutts	\$36,833	\$35,607	-3%	\$32,774	\$35,234	8%	\$69,607	\$70,841	2%
Village of Cowley	\$37,835	\$40,807	8%	\$11,875	\$12,335	4%	\$49,710	\$53,142	7%

Municipality	Residential / Farm Land Requisition			Non-Residential Requisition			Total Education Requisition		
	2019	2020	% Change	2019	2020	% Change	2019	2020	% Change
Summer Village									
Summer Village of Argentia Beach	\$193,383	\$203,349	5%	\$2,171	\$2,450	13%	\$195,554	\$205,799	5%
Summer Village of Betula Beach	\$55,506	\$58,409	5%	\$180	\$191	6%	\$55,687	\$58,601	5%
Summer Village of Birch Cove	\$31,498	\$34,119	8%	\$188	\$204	9%	\$31,686	\$34,323	8%
Summer Village of Birchcliff	\$443,658	\$464,746	5%	\$6,591	\$7,127	8%	\$450,249	\$471,872	5%
Summer Village of Bondiss	\$140,054	\$148,738	6%	\$2,481	\$2,619	6%	\$142,535	\$151,357	6%
Summer Village of Bonnyville Beach	\$81,902	\$77,308	-6%	\$603	\$629	4%	\$82,505	\$77,937	-6%
Summer Village of Burnstick Lake	\$61,654	\$57,278	-7%	\$119	\$125	5%	\$61,773	\$57,403	-7%
Summer Village of Castle Island	\$31,868	\$33,636	6%	\$56	\$62	10%	\$31,924	\$33,698	6%
Summer Village of Crystal Springs	\$173,374	\$191,627	11%	\$1,088	\$1,179	8%	\$174,462	\$192,806	11%
Summer Village of Ghost Lake	\$127,704	\$121,969	-4%	\$231	\$225	-3%	\$127,935	\$122,194	-4%
Summer Village of Golden Days	\$281,397	\$291,239	3%	\$2,829	\$3,064	8%	\$284,225	\$294,303	4%
Summer Village of Grandview	\$208,521	\$220,101	6%	\$953	\$1,022	7%	\$209,474	\$221,123	6%
Summer Village of Gull Lake	\$223,210	\$242,880	9%	\$4,209	\$4,385	4%	\$227,419	\$247,265	9%
Summer Village of Half Moon Bay	\$101,064	\$109,346	8%	\$140	\$155	10%	\$101,204	\$109,501	8%
Summer Village of Horseshoe Bay	\$41,060	\$42,500	4%	\$625	\$650	4%	\$41,684	\$43,151	4%
Summer Village of Island Lake	\$236,336	\$261,848	11%	\$2,329	\$2,424	4%	\$238,664	\$264,271	11%
Summer Village of Island Lake South	\$55,289	\$58,712	6%	\$366	\$382	4%	\$55,655	\$59,094	6%
Summer Village of Itaska Beach	\$84,531	\$90,727	7%	\$449	\$480	7%	\$84,981	\$91,206	7%
Summer Village of Jarvis Bay	\$427,217	\$453,516	6%	\$1,292	\$1,305	1%	\$428,509	\$454,822	6%
Summer Village of Kapasiwin	\$75,767	\$76,777	1%	\$265	\$282	7%	\$76,031	\$77,059	1%
Summer Village of Lakeview	\$39,497	\$42,131	7%	\$219	\$221	0%	\$39,717	\$42,352	7%
Summer Village of Larkspur	\$87,086	\$83,185	-4%	\$193	\$191	-1%	\$87,279	\$83,376	-4%
Summer Village of Ma-Me-O Beach	\$218,981	\$233,073	6%	\$7,386	\$8,187	11%	\$226,367	\$241,261	7%
Municipality									
Summer Village of Mewatha Beach	\$136,779	\$135,799	-1%	\$769	\$806	5%	\$137,548	\$136,605	-1%
Summer Village of Nakamun Park	\$86,198	\$87,971	2%	\$448	\$513	15%	\$86,646	\$88,483	2%
Summer Village of Norqenwold	\$512,302	\$539,557	5%	\$1,898	\$2,002	5%	\$514,200	\$541,558	5%
Summer Village of Norris Beach	\$81,075	\$85,464	5%	\$595	\$639	7%	\$81,670	\$86,103	5%
Summer Village of Parkland Beach	\$184,703	\$197,683	7%	\$8,022	\$8,960	12%	\$192,725	\$206,643	7%
Summer Village of Pelican Narrows	\$162,102	\$153,213	-5%	\$1,436	\$1,062	-26%	\$163,538	\$154,275	-6%
Summer Village of Point Alison	\$55,157	\$60,089	9%	\$251	\$271	8%	\$55,408	\$60,360	9%
Summer Village of Poplar Bay	\$218,336	\$236,117	8%	\$1,390	\$1,498	8%	\$219,726	\$237,615	8%
Summer Village of Rochon Sands	\$151,826	\$162,484	7%	\$1,432	\$1,556	9%	\$153,258	\$164,039	7%
Summer Village of Ross Haven	\$149,808	\$147,321	-2%	\$1,731	\$1,839	6%	\$151,538	\$149,160	-2%
Summer Village of Sandy Beach	\$97,691	\$100,138	3%	\$2,212	\$2,296	4%	\$99,903	\$102,434	3%
Summer Village of Seba Beach	\$396,981	\$440,897	11%	\$14,224	\$15,344	8%	\$411,205	\$456,240	11%
Summer Village of Silver Beach	\$176,195	\$197,663	12%	\$683	\$756	11%	\$176,878	\$198,420	12%
Summer Village of Silver Sands	\$138,559	\$142,172	3%	\$3,904	\$3,996	2%	\$142,463	\$146,168	3%
Summer Village of South Baptiste	\$48,565	\$46,487	-4%	\$2,318	\$2,444	5%	\$50,883	\$48,931	-4%
Summer Village of South View	\$46,272	\$46,104	0%	\$441	\$497	13%	\$46,713	\$46,602	0%
Summer Village of Sunbreaker Cove	\$331,238	\$341,739	3%	\$550	\$584	6%	\$331,788	\$342,323	3%
Summer Village of Sundance Beach	\$126,941	\$137,109	8%	\$288	\$293	2%	\$127,230	\$137,402	8%
Summer Village of Sunrise Beach	\$58,554	\$63,473	8%	\$474	\$521	10%	\$59,028	\$63,994	8%
Summer Village of Sunset Beach	\$74,127	\$79,754	8%	\$518	\$553	7%	\$74,646	\$80,307	8%
Summer Village of Sunset Point	\$162,228	\$166,677	3%	\$651	\$679	4%	\$162,879	\$167,356	3%
Summer Village of Val Quentin	\$120,772	\$123,915	3%	\$584	\$624	7%	\$121,357	\$124,539	3%
Summer Village of Waiparous	\$79,327	\$78,572	-1%	\$157	\$143	-9%	\$79,485	\$78,715	-1%
Summer Village of West Baptiste	\$78,536	\$82,872	6%	\$441	\$470	7%	\$78,977	\$83,342	6%
Summer Village of West Cove	\$138,002	\$140,649	2%	\$705	\$757	7%	\$138,707	\$141,406	2%
Summer Village of Whispering Hills	\$111,819	\$115,942	4%	\$928	\$1,029	11%	\$112,747	\$116,972	4%
Summer Village of White Sands	\$269,295	\$297,000	10%	\$1,674	\$1,792	7%	\$270,969	\$298,793	10%
Summer Village of Yellowstone	\$87,588	\$89,725	2%	\$559	\$595	6%	\$88,147	\$90,320	2%
Municipality									
Improvement District									
Improvement District No. 04 (Waterton)	\$274,025	\$317,871	16%	\$183,236	\$193,943	6%	\$457,261	\$511,814	12%
Improvement District No. 09 (Banff)	\$289,423	\$323,926	12%	\$2,663,438	\$2,974,230	12%	\$2,952,861	\$3,298,156	12%

Municipality	Residential / Farm Land Requisition			Non-Residential Requisition			Total Education Requisition		
	2019	2020	% Change	2019	2020	% Change	2019	2020	% Change
Improvement District No. 12 (Jasper National Park)	\$13,706	\$14,550	6%	\$174,763	\$187,507	7%	\$188,469	\$202,057	7%
Improvement District No. 13 (Elk Island)	\$957	\$998	4%	\$21,274	\$22,613	6%	\$22,230	\$23,611	6%
Improvement District No. 24 (Wood Buffalo)	\$6,612	\$6,709	1%	\$4,857	\$4,776	-2%	\$11,469	\$11,485	0%
Improvement District No. 349	\$0	\$0	0%	\$4,185,524	\$4,322,042	3%	\$4,185,524	\$4,322,042	3%
Kananaskis Improvement District	\$162,065	\$169,036	4%	\$363,477	\$396,412	9%	\$525,542	\$565,448	8%
Special Area									
Special Areas Board	\$1,478,182	\$1,543,668	4%	\$10,224,457	\$10,935,749	7%	\$11,702,639	\$12,479,417	7%
Townsite									
Townsite of Redwood Meadows Administration Society	\$452,926	\$456,644	1%	\$0	\$0	0%	\$452,926	\$456,644	1%

Total Alberta Education Property Tax Requisition			
2019	2020	Difference (\$)	%
\$2,481,660,349	\$2,569,061,682	\$87,401,333	3.52%

Municipality Dissolutions

¹Village of Ferintosh (municipal code 0109) dissolved into Camrose County (municipal code 0049) (effective January 1, 2020)

²Village of Gadsby (municipal code 0121) dissolved into the County of Stettler No. 6 (municipal code 0299) (effective February 1, 2020)

³Town of Granum (municipal code 0135) dissolved into the Municipal District of Willow Creek No. 26 (municipal code 0353) (effective February 1, 2020)