



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, May 26, 2020
2:00 p.m.

Board Meeting #15

- A. Roll Call
- B. Approval of the Agenda
- C. Communications from the Board Chair
- D. Communications from the Superintendent of Schools
- E. Minutes:
 - 1. DRAFT – Board Meeting #15 – April 28, 2020
- F. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, May 25, 2020, to register under this item.)
- G. Reports:
 - 2. Report #13 of the Caucus Committee (from the meeting held November 5, 2019) (Information)
 - 3. Report #16 of the Caucus Committee (from the meeting held May 12, 2020) (Information)
 - 4. Strategic Plan Update – First Nations, Métis, and Inuit Student Progress (Information)
 - 5. 2020-2021 Non-Resident Fees and 2021-2022 International Student Fees (Recommendation)
 - 6. 2021-2022 School Year Calendar (Recommendation)
 - 7. Recommendation on Voting in Advance of the ASBA Spring General Meeting (Recommendation)
 - 8. Extreme Cold Temperatures and Impacts on Infrastructure (Information – Response to Request for Information #060)
 - 9. Division Carbon Footprint and Student Readiness for Climate Change (Information- Response to Request for Information #061)
- H. Other Committee, Board Representative and Trustee Reports

- I. Trustee and Board Requests for Information**
- J. Notice of Motion**
- K. Meeting Dates**
- L. Adjournment**

MINUTE BOOK**Board Meeting #15**

Minutes of the Board Meeting of the Board of Trustees of Edmonton School Division of the Province of Alberta held via Zoom on Tuesday, April 28, 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
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 April 28, 2020, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

C. Communications from the Board Chair

The Board Chair congratulated Superintendent Darrel Robertson for winning the College of Alberta School Superintendents EXL Award for Excellence in School System Leadership. She explained that this award is given to superintendents who show excellent leadership ability and who have enhanced the profession of school system administration over the course of their career.

MINUTE BOOK

The Board Chair thanked those in the community and partners of the Division who have stepped up and helped out others, including many students, during this pandemic. She remarked that last week was National Volunteer Week and said that though we have thousands of volunteers in Division schools who help out with school councils, lunch programs and reading to kids, right now there are countless numbers of volunteers who are also contributing time and money to support students that require extra support at this time.

The Board Chair also thanked parents. She said that parents have many responsibilities at this time and deserve the Division's support and encouragement as many navigate daily challenges of working from home and supporting their children's learning. The Board Chair commented that others are navigating the difficult situation of job loss and the uncertainty of when this pandemic will end. She shared that she has the utmost respect for parents, who are all trying to their best for their children at this time.

The Board Chair advised that April 28th is the National Day of Mourning for workers injured or killed at the workplace. She explained that in recognition of the men and women of our Province and of the Division who are part of the statistics, the Edmonton Public School Board on April 27, 1998, proclaimed every April 28th as an annual 'Day of Mourning' in recognition of workers killed, injured or disabled on the job.

D. Communications from the Superintendent of Schools

The Superintendent reported that the pre-enrolment process has now been completed with 93 percent of the Division's students enrolled. He thanked families and students for utilizing this process and shared that it has been greatly appreciated. The Superintendent thanked schools for their reminders and follow up with parents and students. He encouraged families and students to contact their principals with any questions they may have.

The Superintendent welcomed 12 new principals to the Division. He explained that new principals are confirmed based on the results of a two-year evaluation period, a recommendation by the Assistant Superintendents and a decision by the Superintendent.

The Superintendent announced the following principals who have been confirmed, effective September 1, 2020:

- Geetha Ball, Centennial
- Alison Barber, Lauderdale
- Diane Brown, Clara Tyner
- Jon Paul Cooper, Garneau
- Barbara Davis, Waverley
- Mary Ann Dobson, Mount Royal
- Trina Empson, Delwood
- Sandra Marianicz, Talmud Torah
- Bryan Out, Kirkness

MINUTE BOOK

- Scott Poon, Fraser
- Christine Simmons, Delton
- Sheri Tchir, Abbott

E. Minutes

1. Board Meeting #14 – April 14, 2020

MOVED BY Trustee Janz:

**“That the minutes of Board Meeting 14 held April 14, 2020, be approved as printed.”
(UNANIMOUSLY CARRIED)**

F. Comments from the Public and Staff Group Representatives

There were no submissions from registered speakers for this item.

G. Reports

2. Report #14 of the Caucus Committee (From the meeting held April 7, 2020)

Information was received regarding actions taken at the April 7, 2020, Caucus Committee meeting.

3. Report #15 of the Caucus Committee (From the meeting held April 14, 2020)

Information was received regarding actions taken at the April 14, 2020, Caucus Committee meeting.

4. First, Second, Third and Final Reading of HG.BP Student Behaviour Conduct

MOVED BY Trustee Stirling:

**“1. That Board Policy HG.BP Student Behaviour and Conduct be considered for the first, second, third and final time at this meeting.”
(UNANIMOUSLY CARRIED)**

**“2. That Board Policy HG.BP Student Behaviour and Conduct be considered for the first time.”
(UNANIMOUSLY CARRIED)**

**“3. That Board Policy HG.BP Student Behaviour and Conduct be considered for the second time.”
(UNANIMOUSLY CARRIED)**

MINUTE BOOK

**“4. That Board Policy HG.BP Student Behaviour and Conduct be considered for the third and final time and approved.”
(UNANIMOUSLY CARRIED)**

5. Transportation Fees and Services for 2020-21

MOVED BY Trustee:

**“That the 2020-2021 Proposed Student Transportation Fee Schedule be approved for implementation effective August 2020.”
(UNANIMOUSLY CARRIED)**

There was a short break in the meeting.

6. Impact of the Weighted Moving Average Funding Model
(Response to Request for Information #064)

Administration provided a detailed explanation of the impact of the Weighted Moving Average (WMA) for Edmonton Public Schools and highlighted the following:

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

The Trustees will be sharing and providing clarification regarding the implications of the WMA funding model with constituents in their Wards and advocating for “real time” per pupil funding.

Trustee Janz requested that the Board Chair advise the Alberta School Boards Association (ASBA) that the WMA funding model is a detriment to Metro School Boards. He suggested that a varied funding formula be considered based on the size of jurisdictions, due to unintended consequences that are materializing from the current WMA formula.

Trustee Draper requested that the *Impact of the Weighted Moving Average Funding Model* report be sent to the Minister of Education, Adriana LaGrange.

Trustee Adams requested that key messages be prepared for Trustees for future discussions with their constituents.

7. Changes to Program Unit Funding (PUF)
(Response to Request for Information #068)

The Trustees and Administration had an in-depth discussion regarding the impacts due to changes made by the provincial government to Program Unit Funding (PUF). Key points that were discussed were:

MINUTE BOOK

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

Trustee Draper requested that the *Changes to Program Unit Funding (PUF)* report be sent to the Minister of Education, Adriana LaGrange, and the Minister of Children's Services, Rebecca Schulz.

8. Edmonton Public Schools Nutrition Response to COVID-19
(Response to Request for Information #069)

Information was provided regarding supports that are in place to help the Division's most vulnerable families address food security issues and how these supports are being communicated.

The Board Chair left the meeting at this point. Vice-Chair Dunn chaired the remainder of the meeting.

9. Edmonton Public Schools Action re COVID-19 Pandemic
(Response to Request for Information #070)

An update was provided to the Board of Trustees on how the Division is responding to the COVID-19 pandemic, including what actions have already been taken and what further actions are planned to support all students in their learning.

H. Other Committee, Board Representative and Trustee Reports

Trustee Ip reported that the annual Ready for Life fundraising breakfast had to be cancelled due to COVID-19. He explained that the Foundation has pivoted the event to a Reading for Life virtual event that will be happening on Friday, May 1, 2020.

Trustee Ip shared that people could participate by staying at home, reading a book, and reflecting on literacy and learning. He encouraged participants to register for the event so that the Foundation can acknowledge them and said that the Edmonton Public Schools Foundation invites those who are in a position to do so to please consider donating to help children.

I. Trustee and Board Requests for Information

MINUTE BOOK

Trustee Gibson asked what the Division's plan is to collect lessons learned from current online delivery of education in the event there is a second shut-down due to COVID-19 in late 2020 or in 2021.

- J. **Notices of Motion** - None
- K. **Next Board Meeting: Tuesday, May 12, 2020, at 2:00 p.m.**
- L. **Adjournment: 5:10 p.m.**

The Vice-Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: May 26, 2020

TO: Board of Trustees

FROM: Trustee Shelagh Dunn, Caucus Committee Chair

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

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

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

ISSUE

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

The following recommendation was approved at the November 5, 2019, Caucus Committee meeting.

1. *That authorization for the Superintendent to proceed with the utilization of up to \$7,000,000 of Capital Reserve funds to acquire and install additional modular classrooms not funded by the province be approved.*

BACKGROUND

The Division received approval for 10 of 17 new modular classrooms, requested through the provincial 2019–2020 Modular Classroom Program. Given the timelines to procure, install, and prepare units for occupancy, administration proactively requested up to \$7,000,000 of Capital Reserve to procure, install, and prepare unfunded modular units.

The Division received approval from Alberta Education on March 9, 2020, to proceed with using capital reserves to purchase and install the modular classrooms not funded through the provincial program.

KM:sj

DATE: May 26, 2020

TO: Board of Trustees

FROM: Trustee Shelagh Dunn, Caucus Committee Chair

SUBJECT: Report #16 of the Caucus Committee (from the meeting held May 12, 2020)

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

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

ISSUE

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

The following recommendations were approved at the May 12, 2020, Caucus Committee meeting:

BACKGROUND

The Board has ratified the agreement with ATA Local 37.

1. *That the Agreed to Items and the Mediator's Recommendation for Terms of Settlement with Edmonton Public Teachers' Local 37 be approved.*

BACKGROUND

In the past, Trustees have been asked to complete an online survey in which they evaluate and provide a rating for eleven key performance areas using a five-point scale, with the selections ranging from strongly disagree to strongly agree. Trustee feedback indicated that, given the low number of participants (nine), the five-point rating scale implied a level of granularity that was not statistically significant and was more cumbersome than required for the purpose of the evaluation. Subsequent discussion of options by the Governance and Evaluation Committee resulted in the proposal to revise the survey instrument response choice from a five-point scale to a two-item option:

1. Board performing satisfactorily
2. Board growth required

The Governance and Evaluation Committee also recommended that the 2019-2020 survey be conducted during the first two weeks of June.

1. *That the timeline for the 2019-2020 Board Self-Evaluation be approved.*
2. *That the revised Board Self-Evaluation Instrument be approved.*

KM:sj

DATE: May 26, 2020

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Plan Update: First Nations, Métis and Inuit

ORIGINATOR: Nancy Petersen, Managing Director, Strategic District Supports

RESOURCE STAFF: Clarice Anderson, Carolyn Baker, Marnie Beaudoin, Husna Foda, Bob Morter, Ann Parker, 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 First Nations, Métis and Inuit education and the progress of students who self-identify as First Nations, Métis or Inuit.

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 First Nations, Métis and Inuit students and is in direct response to Priority 1 of the 2018-2022 District Strategic Plan, Priority 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

KEY POINTS

This Strategic Plan Update report is taking a deeper look at the achievement data for the Division's self-identified First Nations, Métis and Inuit student cohort and explores in more detail two areas of our intentional work in support of First Nations, Métis and Inuit Education aligned against the findings of the 2017 OECD report.

ATTACHMENTS and APPENDICES

ATTACHMENT I Strategic Plan Update: First Nations, Métis and Inuit

NP:mh

Strategic Plan Update:

First Nations, Métis and Inuit

May 26, 2020

epsb.ca

INTRODUCTION

This Strategic Plan Update Report provides the Board of Trustees with an update on the Division's efforts in support of First Nations, Métis and Inuit education and the academic progress of students who self-identify as First Nations, Métis or Inuit. Priority 1 of the 2019-2022 District Strategic Plan calls for the Division to foster growth and success for every student by supporting their journey from early learning through high school completion and beyond. In alignment with the provincial Business Plan for Education Outcome 2: *Alberta's education system supports First Nations, Métis and Inuit students' success*, Division Priority 1 includes work to address the systemic gaps in education for self-identified First Nations, Métis and Inuit students.

This report takes a deeper look at the achievement data for the Division's self-identified First Nations, Métis and Inuit student cohort and explores in more detail areas of our intentional work in support of First Nations, Métis and Inuit education. This work is in alignment with the findings of the 2017 OECD report, *Promising Practices in Supporting Success for Indigenous Students*. The OECD report identifies six areas of policies and practices critical to improving achievement for Indigenous students: *high quality teaching, leadership in schools, enlisting the active engagement of families, high quality early learning, regular monitoring and provision of tailored support*.

These six areas were introduced in the [February 20, 2018, Strategic Plan Update Report: First Nations, Métis and Inuit Students](#), and further explored in the [May 14, 2019, Strategic Plan Update Report: First Nations, Métis and Inuit Students](#). With this third report, we take a closer look at Division data profiling student achievement and two key initiatives that reflect alignment with the OECD research. These key initiatives are: the *Exploring Early Learning & Family Engagement: A Professional Learning Partnership Between Enoch Cree Nation and Edmonton Public School* project; and the First Nations, Métis and Inuit student high school completion coach model.

WHAT THE DATA TELLS

DEMOGRAPHIC INFORMATION

In Edmonton Public Schools, the First Nations, Métis and Inuit student population continues to grow. In 2018, there were 9,026 self-identified First Nations, Métis and Inuit students enrolled across Division schools, representing 8.9 per cent of the Division's overall student population. In 2019, there were 9,420 self-identified First Nations, Métis and Inuit students enrolled in our schools. This builds on a five-year enrolment growth for self-identified First Nations, Métis and Inuit students of 14.5 per cent, slightly outpacing the Division's total student enrolment growth of 13.5 per cent.

THE IMPORTANCE OF STAFF CONFIDENCE

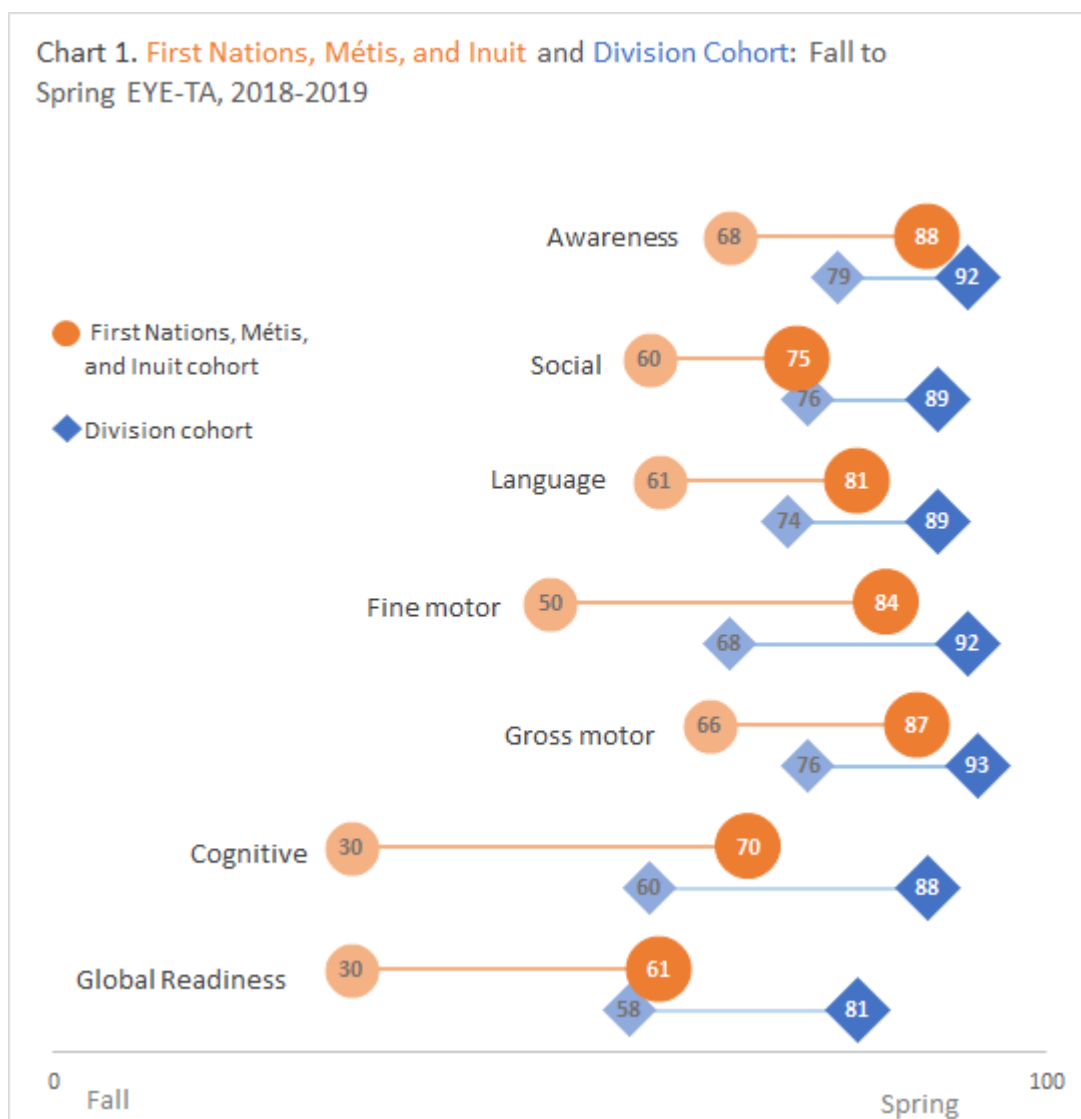
The OECD research signals the role of school leadership and high-quality teaching as critical in relationship to student success. This research connects well with competency area five of both the [Teacher Quality Standard \(TQS\) Applying Foundational Knowledge about First Nations, Métis and Inuit](#) and the [Leadership Quality Standard \(LQS\) Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit](#). Division staff have made deliberate and intentional efforts to build their skills and knowledge in respect to competency five and there is evidence of the positive impact of these efforts through the District Feedback Survey. Since 2017, staff have expressed an increasing confidence in their ability to program for and support the learning of First Nations, Métis and Inuit students:

Table 1.	District Feedback Survey (DFS): Staff					
	2017		2018		2019	
	N	%	N	%	N	%
I have the knowledge and skills to program for/support students who are First Nations, Métis or Inuit.	4,338	71.7	4,357	73	4,627	75.5

As worded, the District Feedback survey question measures the concept of teacher confidence or efficacy. This is both relevant and important when looking at student achievement through the work of John Hattie ([Hattie Ranking: 252 Influences and Effect Sizes Related to Student Achievement](#)). In Hattie's research around what are the greatest influences on student achievement, collective teacher efficacy is the single greatest factor or influence in support of student achievement.

EARLY YEARS EVALUATION TEACHER ASSESSMENT (EYE-TA)

The EYE-TA data covers six areas of development critical to the social, emotional, physical and cognitive growth of a child and provides an overall assessment of global readiness for learning in Grade 1; this developmental assessment tool is administered to all Kindergarten children in the fall and spring of each school year. As presented in the [May 14, 2019, Strategic Plan Update Report](#), while many children in our self-identified First Nations, Métis and Inuit cohort of children arrive less ready for Kindergarten in all areas when assessed in the fall, they make significant gains across each of the areas when assessed again in the spring (see Chart 1 below). The 2018-2019 EYE-TA results reflect the historical growth pattern of self-identified First Nations, Métis and Inuit children compared to the overall Division cohort of children.



These results reinforce the importance of the OECD's prioritizing of high-quality early learning. The OECD research identifies that the impact of early learning programming influences student success far beyond Kindergarten, with positive outcomes throughout school and into adulthood in the areas of educational achievement, employment and earnings and health and social outcomes.

READING INTERVENTIONS

Leveled Literacy Intervention (LLI) and Middle Years Intervention (MYLI) are reading interventions as part of a continuum of support for literacy learning. The Division tracks the results from these key literacy interventions for various cohort groups, including self-identified First Nations, Métis and Inuit students. The provision of these literacy supports depends upon a variety of factors, including the individual needs of the student, and therefore there is not a set number of weeks that students may participate in LLI or MYLI. The data in the tables below have been normalized to reflect a 16-week time frame to allow for an overall comparison of student growth. They represent the combined data from 2014-2015 through 2018-2019, which reflects average growth in reading measured in months, for the Division's cohort of First Nations, Métis and Inuit students and all Division students participating in MYLI and LLI. For both cohorts, the data demonstrates the positive impact of these interventions.

Table 2.	Combined LLI results from 2014-15 to 2018-19	
	First Nations, Métis and Inuit Students	All participating students
Initial reading level	Average reading growth in months after 16 weeks (1/2 year)	Average reading growth in months after 16 weeks (1/2 year)
Grade 1	5.1 (n=267)	5.7 (n=2637)
Grade 2	11.3 (n=62)	10.7 (n=723)
Grade 3	11.6 (n=26)	12.2 (n=272)
Grade 4 and above	14.5 (n=17)	11.6 (n=151)

Table 3.	Combined MYLI results from 2014-15 to 2018-19	
	First Nations, Métis and Inuit Students	All participating students
Initial reading level	Average reading growth in months after 16 weeks (1/2 year)	Average reading growth in months after 16 weeks (1/2 year)
Grade 1	5.1 (n=13)	6.2 (n=88)
Grade 2	11.4 (n=20)	11.3 (n=159)
Grade 3	11.6 (n=14)	11.3 (n=106)
Grade 4 and above	12.7 (n=24)	12.4 (n=112)

PROVINCIAL ACHIEVEMENT TESTS (PAT)

In the [May 14, 2019, Strategic Plan Update Report](#), the Division took a deeper look at the 2017-2018 PAT results for self-identified First Nations, Métis and Inuit students. This work revealed that the results for students who had been consistently registered as an Edmonton Public Schools' student for their entire school learning experience significantly exceeded the results of students who were in their first year of attending a Division school. The impact of educational stability is further reinforced in the 2018-2019 PAT results, as demonstrated in the chart for Grade 9 Language Arts results¹.

Chart 2 below illustrates Grade 9 English Language Arts PAT data from the past four years. These results serve as an exemplar that demonstrates a pattern of achievement connected to long term participation in learning at a Division school, first reported in the May 14, 2019, report. We continue to see this pattern reflected across PAT exams for

¹ Limited to results only for those who wrote the PATs and who did not receive specialized support.

both Grades 6 and 9, generally across all subject areas (see charts 4-10 and tables 5-11, Appendices). For the purpose of this analysis:

- Results for the Division's entire cohort of self-identified First Nations, Métis and Inuit students (orange diamond).
- Results for self-identified First Nations, Métis and Inuit students in their first year with the Division (green circle).
- Results for self-identified First Nations, Métis and Inuit students who had been consistently registered as an Edmonton Public Schools' student for their entire school experience to date (either six or nine years accordingly) (blue box).
- Results for the overall Division at Grades 6 and 9 (gray triangle).

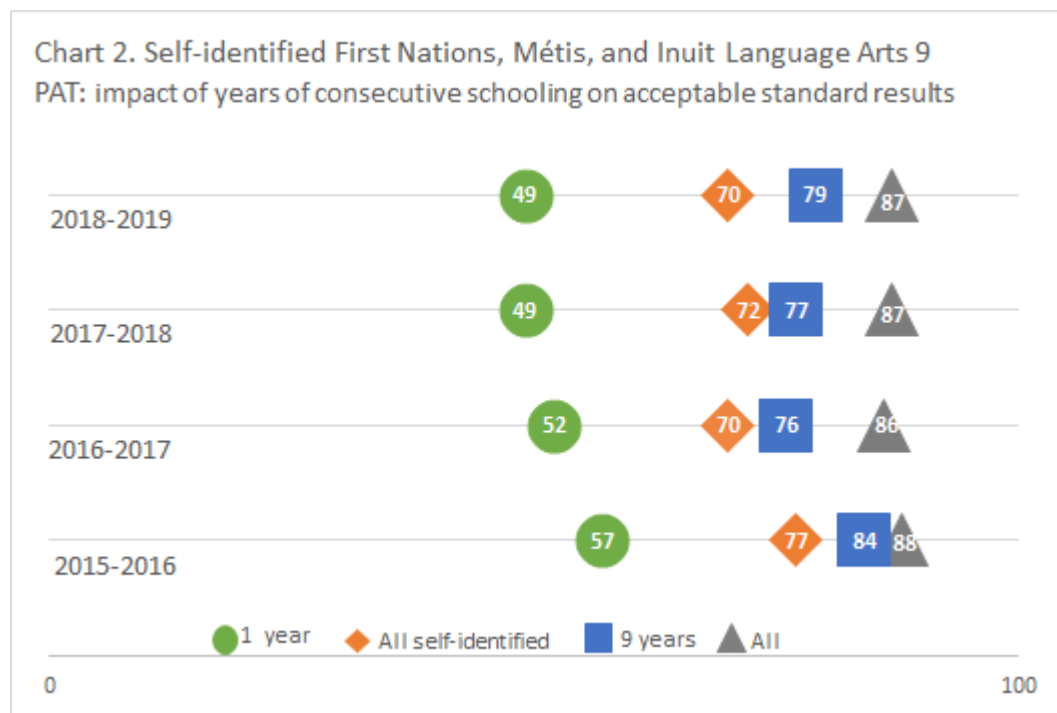


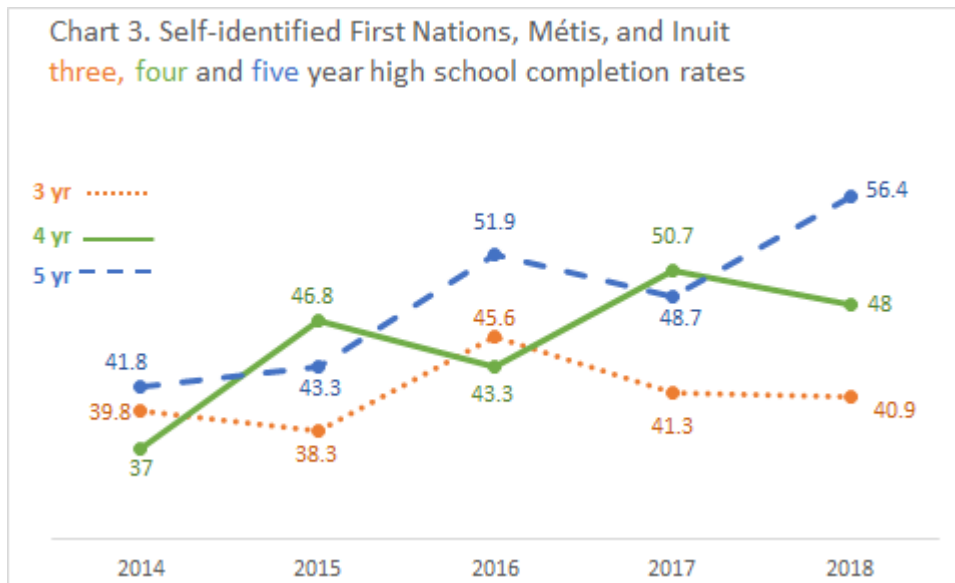
Table 4.	Language Arts 9 PAT N sizes			
	1 year	All self-identified	9 years	All EPSB
2018-2019	35	377	202	5,609
2017-2018	47	363	181	5,433
2016-2017	44	361	179	5,196
2015-2016	30	297	168	5,080

DIPLOMA EXAMS

When looking at multi-year data pertinent to the completion of Grade 12, there are several indicators of steady progress and improvement:

- The five-year trend for three-four-and five-year rates of high school completion for self-identified First Nations, Métis and Inuit students shows a pattern of growth, as all three rates of completion have improved since 2014-2015, particularly for the four- and five-year rates (Chart 3, below).
- The self-identified First Nations, Métis and Inuit students challenging diploma exams continue to experience success at both the acceptable standard and the standard of excellence (see Appendix, Table 12).

- The percentage of Grade 12 self-identified First Nation, Métis and Inuit students eligible for a Rutherford Scholarship grew for the fourth straight year, increasing from 34.9 per cent in 2016-2017 to 36.2 per cent in 2017-2018 (see Appendix, Table 14).



There are opportunities for a deeper look into some of our results, with certain areas demonstrating a decline in comparison with previous years' results:

- The percentage of self-identified First Nation, Métis and Inuit students challenging four or more diplomas exams decreased from 21.6 per cent in 2016-2017 to 18.9 per cent in 2017-2018 (see Appendix, Table 15).
- The four- and six-year transition rates to post-secondary for 2017-2018 dipped slightly compared to 2016-2017, but remained higher than the three prior years (see Appendix, Table 16).
- The dropout rate for self-identified First Nation, Métis and Inuit students increased in 2017-2018, going from 4.7 to 6.9 per cent (see Appendix, Chart 11), but is still below the five-year high of 8.5 per cent.

While Division results indicate that there is still work to be done to support self-identified First Nation, Métis and Inuit students to remain engaged in their schooling longer, there is also cause for celebration, as many self-identified First Nation, Métis and Inuit students are achieving greater academic success. Overall, the Division's achievement gap is slowly improving, and this ongoing success reflects the collaborative efforts and commitment of school staff, catchments, central units, students, families, Elders, Knowledge Keepers and members of the community.

EARLY LEARNING AND FAMILY ENGAGEMENT

As emphasized by the OECD report, the provision of high-quality early childhood education that is responsive to the needs of children and their families can significantly lift students' achievement in later schooling and life. A key Division initiative established in 2018-2019 to support early childhood education for First Nations, Métis and Inuit students is the *Exploring Early Learning & Family Engagement: A Professional Learning Partnership Between Enoch Cree Nation and Edmonton Public School project*.

YEAR ONE: ESTABLISHING COLLABORATIVE RELATIONSHIPS

During the first year of the project, supported through the Alberta Education Innovation in First Nations Education Grant, 48 staff from Edmonton Public Schools and the Kitaskinaw Education Authority participated in four collaborative professional learning days where they explored early learning programming and child engagement through both western and traditional Cree approaches. Participants from both jurisdictions established relationships and began to collaboratively develop strategies through the lens of both traditional, Indigenous child development and Western play-based learning pedagogy.

YEAR TWO: DEEPENING PROFESSIONAL LEARNING

The intention of year two of the project is to deepen participants' shared understanding of key concepts introduced in year one through continued exploration of traditional Cree child-rearing practices and play-based learning.

In November 2019, participants had the opportunity to learn from Elders and Knowledge Keepers during a two-day professional learning session. Through traditional teachings and processes of making, learning in relational ways was modeled for all educators, deepening relationships between the jurisdictions and building their capacity to engage in a culturally responsive pedagogy. The professional learning session focused on:

- Teachings focused on child development from a Cree perspective.
- Stories and their role in culturally responsive learning environments.
- Oral storytelling and symbolic play through doll making and tipi teachings.
- Connecting through personal relationships.

In February 2020, educators from both jurisdictions were partnered to engage in an intervisitation opportunity, where they had the opportunity to observe each other in their respective classroom settings and model practices inspired by traditional teachings. As part of this collaborative work, the educators were asked to share a learning story or experience of a lesson they attempted with their students.

FEEDBACK FROM PARTICIPANTS

As part of the data collection for the project, participants were asked to complete a survey. The survey elicited feedback from participants around how they were using what they had learned and moments in the classroom that surprised them, made them wonder and/or feel proud. The voices of the educators comes through in this feedback, providing insight into the success of strategies and ideas acquired and implemented to support early childhood education, including:

- *"I started off my year last year by shaking hands with each student as they enter the class. We sing a thankful song before we eat snack + lunch."*
- *"One of the strategies/ teachings I shared / continue to share is the celebration for firsts and greeting the day."*
- *"My group/class discussed and made our own journey sticks."*

Through the survey, participating educators also shared notable teaching moments, including:

- *"My K class leading our parents in a round dance."*
- *"Students would often request the Cree syllabic song throughout the day, especially first thing in the morning or at the end of the day as a closing activity."*
- *"The students can be heard humming, singing the syllables song during their free play."*

HIGH SCHOOL COMPLETION COACH MODEL

The Division is committed to supporting First Nations, Métis and Inuit students throughout their K to 12 school journey - a journey that begins with early childhood education and continues through to high school completion. To support students entering into high school, the Division looked at research and other models to inform the development of a high school completion coach model.

By mid-October 2019, two high school completion coaches were assigned to Queen Elizabeth School to support First Nations, Métis and Inuit students. Queen Elizabeth School was selected after consideration to the number of self-identified First Nations, Métis and Inuit students enrolled at the school as well as the school's three-year high school completion rate for First Nations, Métis and Inuit students. The model is premised around a completion coach working intentionally with up to 70 students and helping them to focus on their path to school completion and a life of dignity and fulfillment. This initiative seeks to respond to the following system-level priorities identified in the OECD report:

- Enlisting the active involvement of families.
- Providing tailored support for Indigenous students.

- Regular monitoring of each child's progress and timely response to this information.

THE FIRST NATIONS, MÉTIS AND INUIT HIGH SCHOOL COMPLETION COACH MODEL

Within the model, the high school completion coaches work one-on-one with First Nations, Métis and Inuit students to provide guidance, mentorship and support towards high school completion. The role of the high school completion coach is rooted in the development of positive relationships, and the effectiveness of the program is reflected through its focus on relationships and mentoring, transitions, culture, career planning, academics and parental engagement. In developing this model, the Division looked closely at the OECD research, as well as other initiatives that experienced success supporting First Nation, Métis and Inuit students on their path to school completion.

At this time the work of the two high school completion coaches at Queen Elizabeth School has been focused around the approximately 140 self-identified First Nations, Métis and Inuit students enrolled at the school for the 2019-2020 school year. The work with students officially started in late October and continues during this transition to online/distance learning, though the nature of this work has shifted due to the circumstances of COVID-19. This work has been centered around:

- Connecting with the self-identified First Nations, Métis and Inuit students and helping them see themselves as members of the school community through cultural experiences and relationships.
- Exploring life beyond high school and goal setting with each student.
- Monitoring assignment completion and working with students and teaching staff to support academic success.
- During COVID-19 remaining connected with youth and families with a focus on well-being and mental health; through Google classroom, continuing to engage with cultural sessions, tutoring and supporting online learning.

PROVISION OF INDIVIDUALIZED SUPPORTS AND MONITORING STUDENT PROGRESS

The OECD report concludes that providing tailored, individualized support for Indigenous students can produce material benefits for learners, teachers and families. This goal is reflected in a core function of the high school completion coaches, who provide support that is designed to positively impact student success. Strategies used by high school completion coaches to provide individualized support include:

- Meeting with students regularly to discuss their participation, engagement and well-being in respect to learning.
- Providing individual or peer group academic tutoring.
- Connecting students to existing wrap-around supports within the school.
- Monitoring grades and work completion in PowerSchool.
- Maintaining regular contact with and seeking feedback from the students' teachers.
- Mentoring students to acquire time and work management skills.
- Supporting students' transition into post-secondary and the world of work through:
 - Meeting individually with students to discuss post-secondary counseling and co-develop individual career planning.
 - Facilitating field trips to post-secondary campuses.
 - Hosting in-school sessions with post-secondary recruiters and Indigenous student centre representatives.
- Mentoring students to develop their interpersonal skills, including how to engage positively with their teachers and peers.
- Providing a welcoming, safe and culturally responsive space in the school where students are encouraged to gather and participate in activities.
- Encouraging a sense of belonging through the exploration of Indigenous culture and identity, such as smudging, creative arts and visits with Knowledge Keepers.
- Holding after-school programs that provide volunteer and leadership opportunities.
- Providing transition support to Grade 10 for Grade 9 feeder school students, including connecting them with a peer high school student mentor (this component of the model may be difficult this year due to COVID-19).

ENGAGEMENT WITH FAMILIES

The high school completion coach model is designed to support parental engagement with the public education system. As indicated in the OECD research, when bridges are built and mutually respectful relationships formed between the school and families, students will benefit in respect to their overall well-being, participation and engagement in learning and ultimately their school achievement. To proactively build collaborative relationships with families, the high school completion coaches:

- Regularly engage families through emails, letters, phone calls and monthly newsletters.
- Hold family nights designed to build relationships with parents/guardians in a personal, informal and relaxed environment. These family nights are also meant to support parents/guardians in feeling welcomed into the school and give them a safe space to meet and gather.
- Meet with new students and their families at registration to provide a welcome package and to orient the student to the school.
- Include culturally responsive practices in meetings with parents/guardians.

The process to collect and analyze data relevant to the success of each student in the program is a shared responsibility between the graduation coach and school staff. This data is used to collaboratively identify specific intervention strategies that should be continued, modified or discontinued. This work reflects intentional and strategic efforts to support the success for our First Nations, Métis and Inuit students throughout their learning journey.

PRELIMINARY DATA

The high school completion coach model at Queen Elizabeth School is in early stages with the coaches having had approximately 15 weeks of school based, face to face time to develop relationships and engage students prior to the March 17 shift to online learning due to COVID-19. This time also fell across two separate semesters.

In these initial weeks of this work, the high school completion coaches have noted that overall the Grade 10 students are most engaged in the various activities offered by the coaches. These activities include flex block sessions, leadership opportunities and student lunch and learn sessions, that have seen significant interest and involvement from the Grade 10 cohort of students who have made up 90 per cent of the students engaging in these activities.

Early data for semester one is surfacing evidence of the positive impact of the model. With a review of preliminary attendance, student retention and credit completion data indicating the following:

- Overall student class attendance improved by 26 per cent from the start of the first semester through to the end of the first semester, with the greatest positive improvement being seen within the Grade 10 cohort.
- Student retention (drop out) data comparing the first semester of 2018 to the first semester of 2019 did not identify a significant difference for students in Grades 10 or 12, with approximately 89 per cent retention for both years at both grade levels.
 - However, this year's Grade 11 cohort had a retention rate of 90 per cent, which reflects an increase of 5.4 per cent compared to the 2018 Grade 11 cohort, whose retention rate was 84.6 per cent.
- A review of course completion data comparing semester one from 2018 to the first semester of 2019, indicates the following percentages of courses completed for each grade level cohort:

	2018	2019	Difference
Grade 10 cohort	66.7 per cent	69.2 per cent	+2.5 per cent
Grade 11 cohort	65.9 per cent	61.3 per cent	- 4.6 per cent
Grade 12 cohort	67.4 per cent	74.9 per cent	+7.5 per cent

BUILDING STAFF CAPACITY

The Division continues to offer high quality professional learning to build foundational knowledge and increase staff confidence regarding knowledge of First Nations, Métis and Inuit cultures, worldviews, histories and current realities. The following data reflects the commitment of Division staff to participate in these professional learning opportunities:

- 293 teachers and principals attended two First Nations, Métis and Inuit Lead Teacher days.
- 63 staff members participated in three Early Years sessions.
- Over 180 staff members participated in 13 professional learning sessions with a focus on the success of First Nations, Métis and Inuit students, ranging from curriculum support to land-based activities.
- 90 staff members participated in seven leadership sessions.
- 255 staff members participated in 10 sessions of *Sharing our Journey: Growing your foundational knowledge of First Nations, Métis and Inuit*.

Literacy and numeracy remain critical areas of focus and importance for teacher professional learning, with particular attention to assessment and interventions to identify and program for students not yet achieving at grade level. Detailed summaries of work in support of both these areas were provided to the Board through the following strategic plan update reports: February 11, 2020, [Literacy](#) and March 10, 2020, [Numeracy](#).

BOARD POLICY

[Board Policy HAA.BP First Nations, Métis and Inuit Education](#) was presented for its third and final reading on June 11, 2019. To help inform the revision of this policy, the Board of Trustees conducted extensive community engagement, including in-person conversation groups, as well as online surveys with parents, students, staff, Elders, Knowledge Keepers and community members. The voice and guidance of stakeholders informed a significant revision to the policy; with the final document affirming the Board's commitment to the ongoing process of truth and reconciliation and to strengthening the well-being, learning and academic achievement of First Nations, Métis and Inuit children and youth.

NEXT STEPS

The 2020-2021 school year will represent the final year of the three-year grant project *Early Learning & Family Engagement: A Professional Learning Partnership Between Enoch Cree Nation and Edmonton Public School* project. The third year will focus on family engagement and the collaborative development of culturally responsive early years teaching and learning resources to carry forward the collective learnings and accomplishments. The planning for next year's goals will take place in the coming weeks.

The First Nations, Métis and Inuit high school completion coach model will continue at Queen Elizabeth School and expand to Eastglen School for the 2020-2021 school year. Based on the number of self-identified First, Nations, Métis and Inuit students currently enrolled, three high school completion coaches will be assigned to the school.

The Division recognizes there is important work to be done to support our First Nations, Métis and Inuit students throughout their learning journey. Using the OECD report as a research-based guide, we continue to strive to close the achievement gap for First Nations, Métis and Inuit students through intentional efforts at school, catchment, and central levels and by implementing a range of evidence-based practices demonstrated to improve the educational experiences of Indigenous students.

APPENDICES

PROVINCIAL ACHIEVEMENT TESTS

Chart 4. Self-identified First Nations, Métis, and Inuit Math 9 PAT:
impact of years of consecutive schooling on acceptable standard results



Table 5.	Math 9 PAT N sizes			
	1 year	All self-identified	9 years	All EPSB
2018-2019	37	360	191	5,403
2017-2018	50	365	181	5,294
2016-2017	46	359	175	5,017
2015-2016	30	285	160	4,909

Chart 5. EPSB self-identified First Nations, Métis, and Inuit Science 9 PAT:
impact of years of consecutive schooling on acceptable standard results

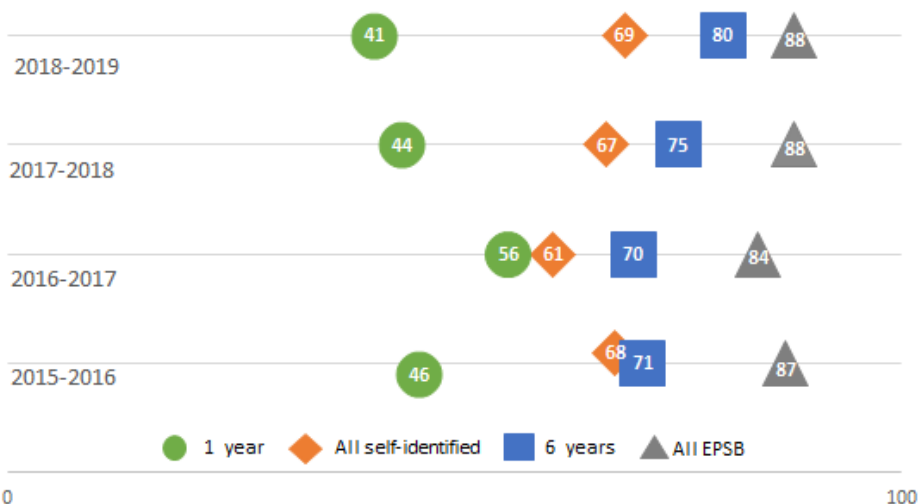


Table 6	Science 9 PAT N sizes			
	1 year	All self-identified	9 years	All EPSB
2018-2019	37	378	197	5,443
2017-2018	46	361	180	5,279
2016-2017	39	356	179	5,018
2015-2016	33	301	164	4,951

Chart 6. Self-identified First Nations, Métis, and Inuit Social Studies 9 PAT:
impact of years of consecutive schooling on acceptable standard results

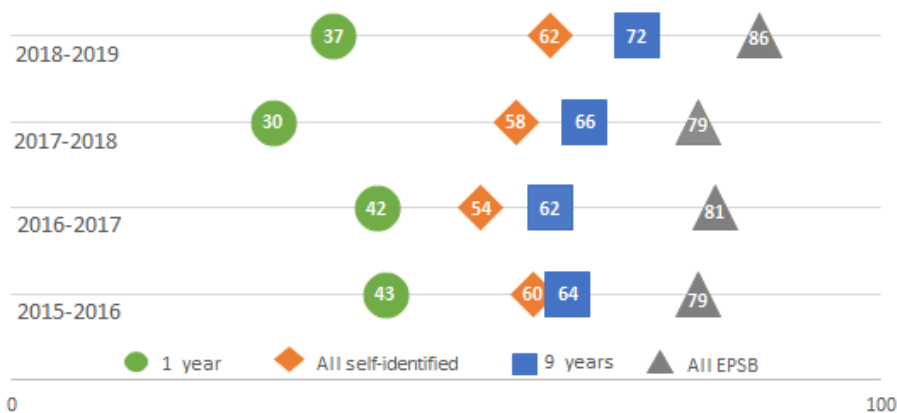


Table 7.	Social Studies 9 PAT N sizes			
	1 year	All self-identified	9 years	All EPSB
2018-2019	38	385	198	5,483
2017-2018	50	369	184	5,293
2016-2017	48	377	182	5,052
2015-2016	30	285	158	4,892

Chart 7. Self-identified First Nations, Métis, and Inuit Language Arts 6 PAT: impact of years of consecutive schooling on acceptable standard results

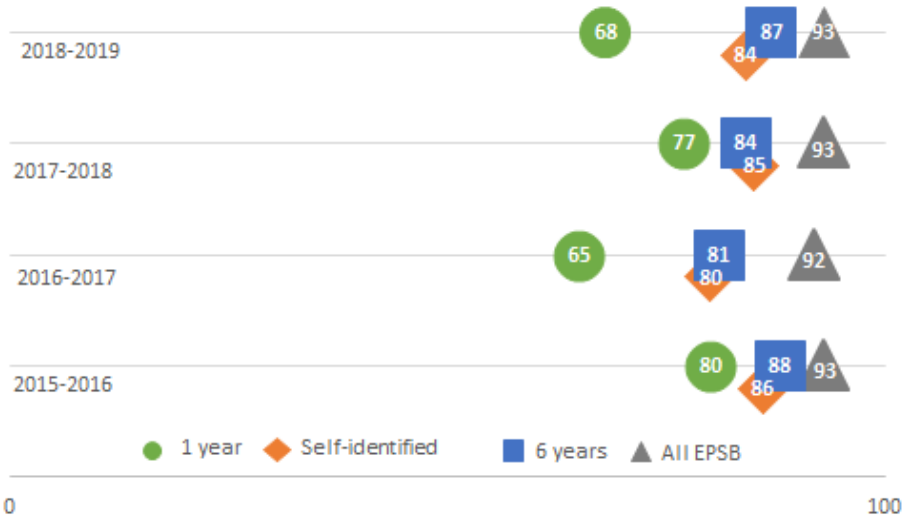


Table 8.	Language Arts 6 PAT N sizes			
	1 year	All self-identified	6 years	All EPSB
2018-2019	72	492	289	6,766
2017-2018	60	448	267	6,050
2016-2017	49	416	251	5,585
2015-2016	51	398	242	5,453

Chart 8. Self-identified First Nations, Métis, and Inuit Math 6 PAT: impact of years of consecutive schooling on acceptable standard results

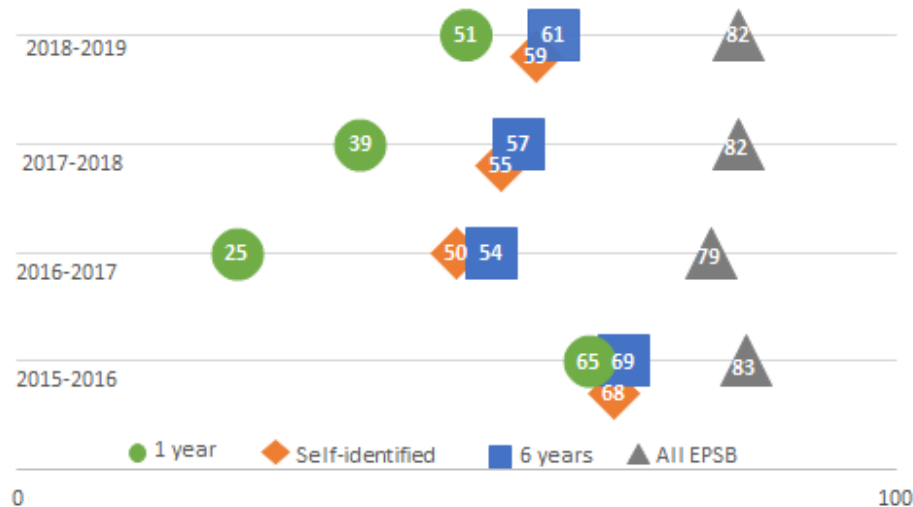


Table 9.	Math 6 PAT N sizes			
	1 year	All self-identified	6 years	All EPSB
2018-2019	75	480	274	6,564
2017-2018	59	440	258	5,798
2016-2017	51	404	237	5,329
2015-2016	48	389	233	5,256

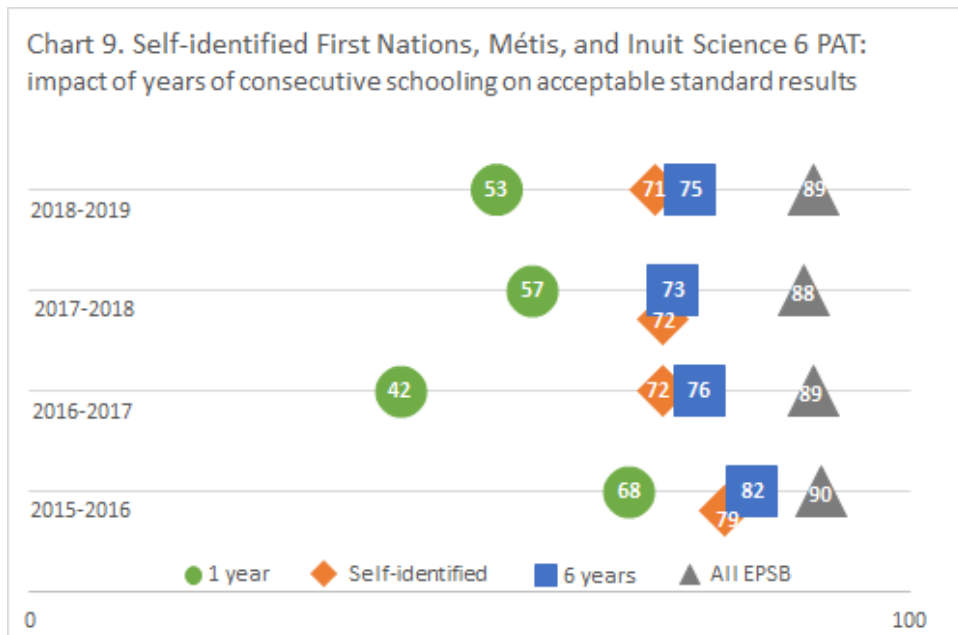


Table 10.	Science 6 PAT N sizes			
	1 year	All self-identified	6 years	All EPSB
2018-2019	76	486	276	6,559
2017-2018	56	437	259	5,790
2016-2017	43	389	232	5,293
2015-2016	50	392	234	5,268

Chart 10. Self-identified First Nations, Métis, and Inuit Social Studies 6 PAT:
impact of years of consecutive schooling on acceptable standard results

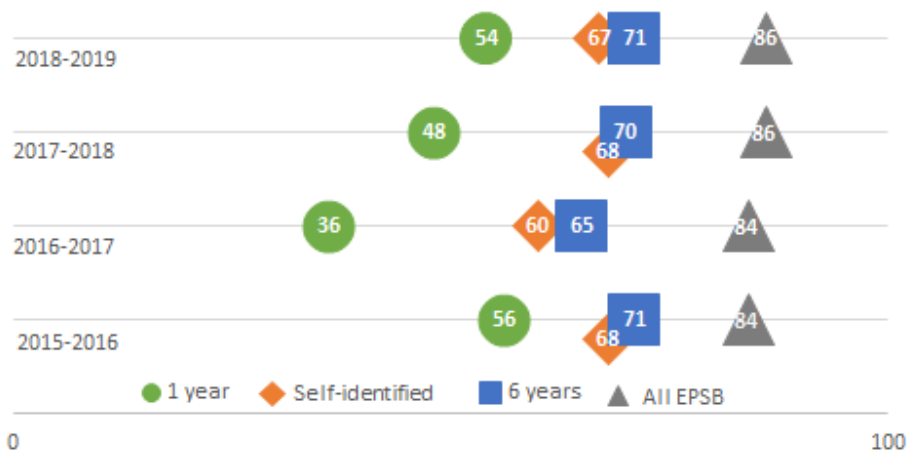


Table 11.	Social Studies 6 PAT N sizes			
	1 year	All self-identified	6 years	All EPSB
2018-2019	74	476	272	6,289
2017-2018	58	436	256	5,791
2016-2017	47	398	237	5,315
2015-2016	48	391	234	5,254

DIPLOMA EXAMS

Table 12.	Diploma exam results				
	2015	2016	2017	2018	2019
Acceptable Standard	74.2	77.6	76.4	81.3	80.8
Standard of Excellence	10.8	10.5	11.2	12.8	14.8

Chart 11. Self-identified First Nations, Métis, and Inuit drop out rates: 5 year trend

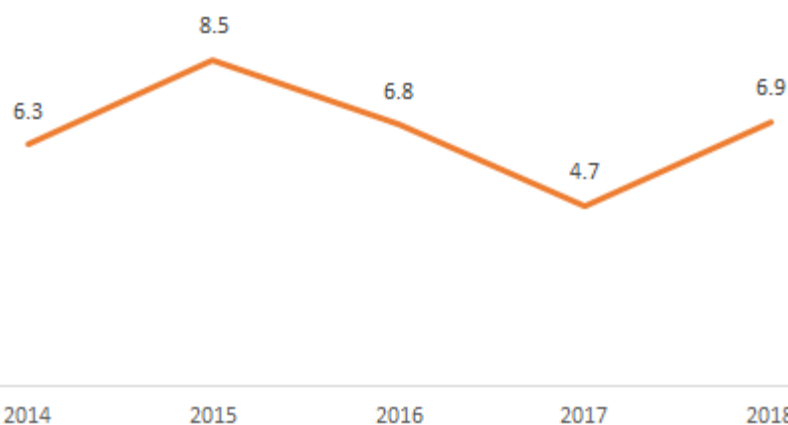


Table 13.	Drop out rates				
	2014	2015	2016	2017	2018
N size	2,282	2,409	2,430	2,387	2,422

Table 14.	Rutherford scholarship eligibility				
	2014	2015	2016	2017	2018
Per cent eligible	N/A	32.7	31.8	34.9	36.2
Grade 12 n=	N/A	877	902	911	950

Table 15.	Participation rate				
	2014	2015	2016	2017	2018
n=	572	560	587	633	607
0 exams	42	47.8	40.4	42.8	42.8
1+ exams	58	52.2	59.6	57.2	57.2
2+	50.9	45.7	53	51.2	50.6
3+	29.7	27.3	29.7	30.8	29.3
4+	20.2	20.3	20.5	21.6	18.9
5+	11.5	9.3	9.1	11	8.8
6+	4	2.4	1.8	1.6	2.7

Table 16.	Transition Rates				
	2014	2015	2016	2017	2018
4 yr rate	10.4	12.4	10.8	14.9	14.4
n=	541	564	557	560	614
6 yr rate	26.6	26.3	23.9	29.7	28.6
n=	468	480	529	552	536

DATE: May 26, 2020

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: 2020-2021 Non-Resident Fees and 2021-2022 International Student Fees

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE

STAFF: Ann Calverley, Cheryl Chui, Jennifer Price, Madonna Proulx

REFERENCE: [Education Act](#)

ISSUE

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

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

BACKGROUND

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

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

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

International Student Program Fees

Through the International Student Program, the Division has a 25-year history of offering full-time, academic programming to international students from a variety of countries. This school year, 52 Division schools served 489 international students from 37 countries. The program generated revenues of approximately \$5.9 million, 63 per cent of which went directly to schools in support of teacher retention, education programs, and a range of learning resources. The remaining 37 per cent was retained centrally to support program costs with remaining funds included in the general Division budget.

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

RELATED FACTS

- Sponsored special needs and other non-resident students are excluded in the weighted moving average (WMA) calculation for provincial funding.
- Changes to the new provincial funding framework have been considered in determining the Special Needs Non-Resident Fees.
- Provincial funding is claimed by the school division where the student resides. Sponsorship agreements are the mechanism to transfer funds from the resident school division to Edmonton Public Schools when Edmonton Public Schools has been requested to provide programming for the non-resident student.
- Non-Alberta Resident Fees and Special Needs Fees are reviewed annually, based on the costs of programming and in context with changes to student funding rates.
- The last increase proposed for International Student Fees was approved on May 22, 2018 for the 2019-2020 school year.
- Proposed International Student Fees are requested two years in advance to ensure sufficient time to communicate the fee schedule to families and partners. As well, the advanced notice is required to respect that families must be afforded adequate time to plan and budget.
- International Student Fees continue to be allocated in a manner that maximizes revenues to schools but at the same time ensures sufficient financial resources to administer the program.

RECOMMENDATION

1. That the proposed 2020-2021 Non-Alberta Residents Fees and Special Needs Non-Residents fees be approved (Attachment I).
2. That the proposed 2021-2022 International Student Tuition fee of \$12,500 and an International Student Application fee of \$250 be approved (Attachment I).

CONSIDERATIONS and ANALYSIS

Non-Resident Fees are proposed to remain unchanged for the 2020-2021 school year.

International Student Fees are proposed to remain unchanged for the 2021-2022 school year.

NEXT STEPS

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

ATTACHMENTS and APPENDICES

ATTACHMENT I 2020-2021 Proposed Non-Alberta Resident and Special Needs Non-Resident Fees
 2021-2022 Proposed International Student Tuition and Application Fees

TB:ja

Edmonton Public Schools

2020-2021 Proposed Non-Alberta Resident and Special Needs Non-Resident Fees**2021-2022 Proposed International Students Tuition and Application Fees**

FEE DESCRIPTION		2020-2021 Proposed Fees	2019-2020 Approved Fees	Variance \$	Variance %
NON-ALBERTA RESIDENT FEE *					
	Non-ELL Fee	\$7,230	\$7,230	\$0	-
	ELL Fee	\$8,408	\$8,408	\$0	-
SPECIAL NEEDS NON-RESIDENT FEE *					
LEVEL					
5	Refugee	\$13,395	\$13,395	\$0	-
	Mild/Moderate including: Communication Disability, Gifted & Talented Extensions, Learning Disability, Literacy, Mild Intellectual Disability, Moderate Autism Spectrum Disorder, Moderate				
6	Emotional/Behavioral Disability, Moderate Hearing Disability, Moderate Intellectual Disability, Moderate Multiple Disability, Moderate Physical/Medical Disability, Moderate Visual Disability	\$14,947	\$14,947	\$0	-
	Blindness, Deafness, Severe Cognitive, Emotional/Behavioral, Multiple, Physical or				
7	Medical Disability, or Pervasive Developmental Disorder	\$25,960	\$25,960	\$0	-
	Blindness, Deafness, Severe Cognitive, Multiple, Physical or Medical Disability, or				
8	Pervasive Developmental Disorder	\$36,333	\$36,333	\$0	-

* Additional fees may be added to cover costs such as additional educational assistant time and transportation costs

	2021-2022 Proposed Fees	2020-2021 Approved Fees	Variance \$	Variance %
INTERNATIONAL STUDENT PROGRAM FEE	\$12,500	\$12,500	\$0	-
INTERNATIONAL STUDENT APPLICATION FEE	\$250	\$250	\$0	-

DATE: May 26, 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: Sonia Boctor, Vicki de Haan, Bob Morter

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

ISSUE

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

BACKGROUND

The School Year Calendar is designed with a number of considerations, many of which are included in *Administrative Regulation GCA.AR – The School Year Calendar*. This regulation includes requirements such as the 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.

RELATED FACTS

Key points of the draft 2021-22 School Year Calendar 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 the attached 2021-22 Division Calendar be approved.

OPTIONS

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

1. Approve the attached 2021-22 school year calendar.
2. Provide feedback to inform a revised calendar that would be brought back to a future Board meeting.

CONSIDERATIONS and ANALYSIS

The attached calendar was developed in alignment with a number of Division Board policies and administrative regulations, most notably GCA.BP and GCA.AR. In addition, the calendar is aligned with the current Letter of Understanding - "Pilot Project on Revised School Year Calendar" - between the Division and the local of the Alberta Teachers' Association.

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

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

BM:cp

2021–22 Division Calendar *DRAFT*

epsb.ca

AUGUST • 2021

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER • 2021

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER • 2021

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER • 2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER • 2021

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY • 2022

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY • 2022

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH • 2022

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL • 2022

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY • 2022

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE • 2022

S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

JULY • 2022

S	M	T	W	T	F	S
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

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

D20 April 29, 2020

DATE: May 26, 2020

TO: Board of Trustees

FROM: Trustee Sherry Adams, ASBA Issues and Resolutions Committee
Trustee Shelagh Dunn, Vice-Chair
Trustee Trisha Estabrooks, ASBA Issues and Resolutions Committee
Trustee Michael Janz, ASBA Issues and Resolutions Committee

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

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

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

ISSUE

Each year, the Alberta School Boards Association (ASBA) holds general meetings in the fall and spring. Annually, prior to the ASBA Spring General Meeting SGM, the ASBA Issues and Resolution Committee brings forward a recommendation with regard to disposition of motions and the vote on the proposed budget.

BACKGROUND

Due to restrictions in the ASBA Bylaws, the association cannot cancel or postpone the SGM beyond August 31, 2020. The ASBA Spring General Meeting will be held virtually on June 1, 2020, due to COVID-19 and restrictions on large gatherings. There will be no registration fee for this meeting.

RELATED FACTS

- ASBA's Bylaws do not address virtual meetings and, under normal circumstances, the Board of Directors would not be calling a General Meeting by electronic means. However, given these unprecedented times the Board of Directors sees no other viable option and is convinced the Association's interests are best served by proceeding with a virtual SGM. In doing so, the Board is relying on its authority to determine the "location" of the General Meeting; however, the first order of business at the SGM will be a motion calling on the assembly to ratify the Board's decision to proceed by electronic means.
- Given that the meeting will be held online, the agenda has been significantly streamlined. The primary intent of the upcoming Spring General Meeting will be to set the budget for the coming year.

RECOMMENDATION

That Edmonton Public Schools trustees attending the ASBA Spring General Meeting support the proposed ASBA 2020-2021 budget.

CONSIDERATIONS and ANALYSIS

ASBA is presenting a budget with a proposed three per cent decrease in membership fees in 2020-2021. This three per cent decrease in membership fees will not result in a deficit, due to efficiencies found and process improvements over the last year and a half. It will also reflect no changes to the base event registration fees and fee-for-service rates. In addition, a motion has been passed that if ASBA ends the

fiscal year with a surplus, the surplus will be used to decrease the event registration fees for the following year. This resulted in a 50 per cent reduction in registration fees for ASBA's 2019 Fall General Meeting.

Operating revenue in the proposed 2020-2021 budget totals approximately \$4.3 million, sourced through membership, service, event registration, grant and other revenue.

The ASBA budget proposes that \$100,000 be set aside for advocacy initiatives. ASBA is committed to continuing to support the First Nations, Métis and Inuit initiatives as they did over this past year. This budget also accounts for 10 Advocacy Committee meetings.

The proposed budget includes offering professional development to ASBA zones at no cost. It also includes funds set aside to continue to host Board chairs meetings. These meetings support further collaboration and professional development among ASBA members. ASBA continues to update The Learning Centre (TLC) and has set aside \$50,000 for the development of new content.

OPTIONS

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

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

NEXT STEPS

Edmonton Public Schools Board of Trustee delegates to the ASBA SGM will vote according to the direction set forth through this motion.

ATTACHMENTS and APPENDICES

ATTACHMENT I Excerpt from the ASBA Budget & Bylaws Bulletin 2020

TE:km

ASBA Proposed Budget 2020/2021

For presentation to Members

Budget Discussion and Analysis

Introduction

ASBA is pleased to present the 2020/2021 proposed annual budget. This budget demonstrates that ASBA continues to be a thought leader and a leading voice for education in Alberta, specifically the one voice representing the diverse and unique needs of our members. It also recognizes the fiscal and complex reality that our members are facing. We want to reassure our members that we are ready to face these challenges together.

This budget was based on ASBA's recently developed 2020-2023 draft Strategic Plan. ASBA's Board of Directors has reviewed and provided feedback on the draft Strategic Plan, with ASBA seeking members input throughout development, starting in the fall of 2019 up until April 6, 2020. The ASBA Board of Directors will approve the draft Strategic Plan during their April 9, 2020, meeting.

Our budget is broken down into three focused areas:

- Membership and Event Fees
- Advocacy
- Professional Development

Our first area of focus is Membership and Event Fees. This budget proposes a **3% decrease to membership fees** in 2020/2021. ASBA will continue to offer the same level of exceptional education services and advocacy measures while decreasing membership fees. This 3% decrease in membership fees will not incur a deficit. This is due to finding efficiencies and improving processes over the last year and a half. It will also reflect no changes to the base event registration fees and fee-for-service rates. In addition, a motion has been passed that if ASBA ends the fiscal year with a surplus, the surplus will be used to decrease the event registration fees for the following year. This resulted in a 50% reduction in registration fees for ASBA's 2019 Fall General Meeting.

Our second area of focus is Advocacy. This budget proposes \$100,000 dollars specifically set aside for advocacy initiatives. We will continue to support our First Nations, Metis, and Inuit initiatives as we have this past year. This budget also accounts for 10 Advocacy committee meetings.

Our third area of focus is Professional Development. This budget includes offering professional development to ASBA zones at no cost. It also includes funds set aside to continue to host Board chairs meetings. These meetings are vital to support further collaboration and professional development among our members. We continue to update The Learning Centre (TLC) and have set aside \$50,000 dollars for the development of new content. This platform will continue to be provided to trustees at no cost.

As mentioned earlier, the presented budget will not incur a deficit. The information that follows focuses on key elements of the budget which have the most significant impact on revenue and expenditures and provides additional context and information. Financial statements which provide figures of the 2020/2021 proposed budget, the 2019/2020 budget, and 2018/19 actuals are supplied as schedules to this discussion.

The discussion and analysis which follows is ordered to match the financials included in the [Proposed Budget 2020/2021 Summary](#) and [Schedules 1-6](#)

Revenue

Operating revenue in the proposed 2020/2021 budget totals approximately \$4.3 million dollars, and comes in the form of:

- Membership
- Service
- Event Registration
- Grant and Other revenue

[Schedule 1](#) notes the figures associated with operating revenue.

Membership Revenue

Membership revenue in the proposed 2020/2021 budget totals approximately \$3 million dollars.

The proposed budget includes a 3% DECREASE in membership fees. ASBA understands the current fiscal challenges facing our members and want to provide support through a reduction of membership fees. Due to the efficiencies and processes set up by ASBA, this reduction can be provided without incurring a deficit or affecting the high-quality work of ASBA.

Service Revenue

Service revenue in the proposed 2020/2021 budget totals \$500,000 dollars and is generated through fee-for-service work.

ASBA will continue to offer services to school boards in education and communications, on a fee-for-service basis. School boards using these services are not charged for travel, or for other expenses such as photocopying, materials and other disbursements. Rates for these services were not increased in this budget.

The fee-for-service revenue is up slightly in this new budget. ASBA is mindful that school boards may be reducing their spending on consulting services due to their fiscal realities. ASBA's rates remain below market value, especially considering the specialized expertise and experience of ASBA staff and consultants.

Event Registration Revenue

Registration revenue in the proposed 2020/2021 budget totals \$570,475 dollars.

The proposed budget anticipates continued professional development at the Fall and Spring General Meetings. The slight decrease in registration revenue is a result of estimated lower attendance at general meetings due to the new fiscal reality.

ASBA ended the 2018/19 fiscal year with an operating surplus. The Board of Directors decided to use this surplus to provide a 50% discount for members at ASBA events in 2019/2020. Given that this reduction was well-received by members, this process will continue. ASBA is committed to not increase its reserves through operating surpluses. This is another example of ASBA supporting our members through reduced costs along with the proposed 3% reduction in membership fees.

Grant and Other Revenue

Grants and other revenue in the proposed 2019/2020 budget total \$178,595 dollars and represent the current year portion of grants and sponsorships; interest income; revenue provided by ASEBP and miscellaneous revenue.

Grants and sponsorships

Grant and sponsorship revenue included in this budget is decreased from what was budgeted in 2019/2020. The reason for the decrease is ASBA had several outstanding grants that were all recognized as revenue during the 2018/2019 fiscal year. Currently, there are no significant grants that ASBA has applied for.

ASBA leadership is focused on building strategic partnerships and are looking at the development of a complete sponsorship program and marketing initiative. We believe that through this process we will increase revenue, enabling us to provide enhanced services for our members.

Investment Income

Interest income in the proposed budget totals \$100,000 dollars and has been calculated at the expected rates of return for the period and principal balances. ASBA has been very strategic with investments and cash management. By allowing a larger principal balance to remain in our investments, we have seen a larger return.

ASEBP Revenue

The proposed budget includes \$38,095 dollars provided by the Alberta School Employee Benefits Plan (ASEBP) to ASBA, as a party to the Deed of Trust, to support administration and other activities.

Expenditures

Operating expenditures in the proposed 2020/2021 budget total approximately \$4.25 million dollars, and come in the form of:

- Association Operations & Member Services
- Governance
- General Meetings/Trustee Education
- Lease/CAM/Property Taxes
- Depreciation

[Schedules 1-5](#) note various figures associated with operating expenditures.

Associations Operations & Member Services

Association operations & member services (AO&MS) expenditures in the proposed budget total approximately \$3.2 million dollars, distributed into categories of staffing and contracted services, and other AO&MS expenditures.

[Schedule 2](#) provides the figures associated with Association operations and member services expenditures.

Staffing & Contracted Services

Staffing costs in the proposed 2020/2021 budget total \$2,269,107 dollars which is made up of salaries and benefits, and memberships if required. This is slightly less than the 2019/2020 budgeted staffing costs of \$2,306,957 dollars due to the change in our staff from the time the previous budget was created. This is consistent with our message that we can reduce membership fees without decreasing our staff numbers.

ASBA is staffed to enable the successful support, services, and advocacy measures for our members while ensuring resources are used as effectively and efficiently as possible. Staff were reorganized during 2018/2019 to ensure they were being used to their maximum potential.

Our staffing cost is budgeted to decrease by 1% or \$29,000 dollars. In addition to the ASBA staff complement, the Association contracts some services to fulfill core business functions. The cost of contracted services has decreased in the 2020/21 budget. The main reason for this is that TLC will no longer require significant contracted services. We brought several contracted services in house, such as our bookkeeping, which led to further savings. We also consistently review our contracts to ensure we receive the best rates

The contracted services include an additional \$100,000 dollars specifically set aside for advocacy initiatives. We know that in 2020/2021 advocacy for our members continues to be a high priority; ASBA plans on bringing forward even more initiatives in the upcoming year.

Other AO&MS Expenditures

Additional expense categories which fall under Association operations and member services include travel; administration – services and supplies; memberships and subscriptions; insurance; meeting supplies and catering; and miscellaneous expenditures, which total \$167,500 dollars in the proposed budget.

This is a decrease from the prior year mainly caused by new processes, which limit these expenses. ASBA also found efficiencies within our organization's operations.

[Schedule 2](#) provides figures associated with Association operations and member services expenditures.

Governance

Governance expenditures included in this budget total \$307,455 dollars, and include Board of Director and Trustee remuneration, training and conferences; contracted services; travel; the Association's membership in the Canadian School Boards Association; insurance; meeting supplies & catering; and miscellaneous.

The decrease of \$54,000 dollars is mainly due to efficiencies with travel and virtual conferencing, and contracted services.

In the proposed budget:

- The per diem rate remains at \$168/day;
- The annual honorarium for the President and Vice-President remains unchanged as follows:
 - President: \$18,816
 - Vice-President: \$12,544
- Travel rates for the Board remains the same;
- Reduced travel costs based on an expected increase in Video Conference (VC) meetings.

Current per diem rates were last increased 1% in 2016. ASBA has reviewed what individual school boards pay as per diem to their trustees and government per diem rates. ASBA's per diem rate is significantly below the average. While we are not proposing a change to our per diems or honorariums for 2020-2021, we recognize it is something that will have to be revisited in the upcoming year.

[Schedule 3](#) provides figures associated with governance expenditures.

General Meetings & Trustee Education

Direct expenses associated with ASBA's General Meetings and trustee education offerings total \$385,000 dollars in this budget. These expenditures are covered by registration revenue, however the total cost, which includes allocation of staff time and overhead costs, is not directly charged to the events.

The proposed budget for general meetings and trustee education presents a slight decrease as we received better rates moving ASBA's Fall General Meeting to a new location starting in Fall of 2020.

We also ask for our members to be flexible with our events in the upcoming year given the recent COVID-19 outbreak.

[Schedule 4](#) provides figures associated with general meetings & trustee education offerings expenditures.

Lease/CAM/Property Taxes

Lease and common area maintenance, property tax expenditures included in the proposed budget total \$308,278 dollars, which includes \$54,607 dollars in rental recovery from partners (ASCA, CASS and ASBOA) who share the Association's office space.

The decrease in rental recovery is due to our partners needing less space than expected. ASBA required more space than originally planned. Also, the amount is increased from 2019/2020 as parking rates for

tenants of the building were increased. The Association is obligated by a leasing contract for the current office space at current lease rates until 2028.

[Schedule 5](#) provides figures associated with lease/common area maintenance (CAM)/ property tax expenditures.

Depreciation

Depreciation included in the proposed budget totals \$60,000 dollars and reflects the expensing over a period of years of the cost of capital assets based on the estimated useful life of the assets.

Reserves

As a not-for-profit corporation incorporated under the *Alberta School Boards Association Act*, the Association maintains several reserves as required by policy and as recommended by the Association's external auditors. ASBA has made it a priority to not increase our reserves past the level they are currently at. This has led to our member initiative where we are supplementing our event registration fees for members through surpluses from prior years such that our reserves do not increase.

Governance Policy 7, as summarized below, notes the following with respect to reserve funds:

7.14. Budget Development – Association Reserve Funds

7.14.1. Early each year, the Board of Directors approves budget assumptions upon which budget options are prepared. The Board then determines which budget option will be presented to the membership.

7.14.2. Regarding the Association's reserve funds, the Board of Directors has approved the following:

7.14.2.1. Operating Reserve – the Association will keep a reasonable and adequate operating reserve to fund the monthly business operations of the Association. The operating reserve will be made up of three months operating expenditures.

7.14.2.2. Initiative and Sustainability Reserve – any balance over the three months operating expenditures will be moved to the Initiatives and sustainability reserve, which may be used for special initiatives, for research and development of new business opportunities that will help and support school board work. The sustainability fund can be funded up to a maximum of \$2.0 million.

7.14.2.3. Any funds over the maximum approved funding of the operating and sustainability fund will be transferred to the Investment reserve.

7.14.2.4. Investment Reserve – as part of the budgeting process, may be used to for new investment opportunities that may earn the organization a return, capital asset replacements, or to subsidize the cost of annual rental payments in years of a deficit.

7.14.2.5. Capital Asset Reserve – the reserve will be used to hold the current value of capital assets owned by the organization

Additional detail regarding the Association's reserves is provided in [Schedule 6](#).

Proposed Budget 2020/2021 Summary, Schedules & Appendices

Proposed Budget 2020/2021 Summary

	2020/2021 Budget	2019/2020 Budget	2018/2019 Actual	Percentage Change
Revenue				
Membership	\$ 3,016,159	\$ 3,109,442	\$ 3,109,442	-3%
Service	500,000	471,175	420,725	6%
Event Registration (FGM/SGM/Other)	570,475	600,500	593,688	-5%
Grant and Other Revenue	178,595	293,150	359,794	-39%
Total Operating Revenue (Schedule 1)	\$ 4,265,229	\$ 4,474,267	\$ 4,483,649	
Expenditures				
Association Operations & Member Services (Schedule 2)	\$ 3,188,607	\$ 3,490,321	\$ 2,818,805	-9%
Governance (Schedule 3)	307,455	361,067	273,261	-15%
General Meetings/Trustee Education (Schedule 4)	385,000	410,000	405,346	-6%
Lease/CAM/Property Taxes (Schedule 5)	308,278	258,258	412,191	19%
Depreciation	60,000	57,077	49,164	5%
Total Operating Expenditures (Schedule 1)	\$ 4,249,340	\$ 4,576,723	\$ 3,958,766	-7%
Total Budget Surplus (Deficit)	\$ 15,889	\$ (102,457)	\$ 524,883	
Transfer from Reserves (If required)		102,457	-	
Total Budget Surplus (Deficit) after Transfer	\$ 15,889	\$ 0	\$ 524,883	
* Schedules 1 - 6 following include analysis over significant variance in 2020/2021 budget compared to 2019/2020				

Schedule 1 – Revenues & Expenditures

	2020/2021 Budget	2019/2020 Budget	2018/2019 Actual	Percentage Change
Revenue				
Membership Fees	\$ 3,016,159	\$ 3,109,442	\$ 3,109,442	-3%
Fee For Service	500,000	471,175	420,725	6%
Event Registration (FGM/SGM/Other)	570,475	600,500	593,688	-5%
Grant/Other Revenue				
Grants and Sponsorships	35,000	192,172	198,018	-82% Note 1
Interest Income	100,000	62,882	113,764	59%
ASEBP	38,095	38,095	38,095	0%
Miscellaneous	5,500	-	9,917	
Total Revenue	\$ 4,265,229	\$ 4,474,267	\$ 4,483,649	-1%
Expenditures				
Staffing Costs	\$ 2,269,107	\$ 2,306,957	\$ 1,998,958	-2%
Contracted Services	787,500	877,000	725,884	-10% Note 2
B of D's and Trustees - Remuneration, Training, Conferences	142,860	148,534	118,940	-4%
Travel (FFS, Contractor, Staff, BofD's, Trustees)	111,000	269,623	86,637	-59% Note 3
Memberships and Subscriptions	75,075	90,296	65,532	-17%
Administration-Services and Supplies	67,000	117,393	55,271	-43% Note 4
Insurance	27,000	19,437	28,325	39%
Meeting Supplies and Catering	12,500	14,847	12,070	-16%
General Meeting and Trustee Education	385,000	410,000	405,346	-6%
Lease/CAM/Prop Taxes	308,278	258,258	412,191	19% Note 5
Miscellaneous	4,020	7,300	450	-45%
Depreciation	60,000	57,077	49,164	5%
Total Expenditures	\$ 4,249,340	\$ 4,576,723	\$ 3,958,766	-7%
Total Budget Surplus (Deficit)	\$ 15,889	\$ (102,457)	\$ 524,883	
Transfer from Reserves		\$ 102,457	\$ -	
Total Budget Surplus (Deficit) after Transfer	\$ 15,889	\$ 0	\$ 524,883	

* Variances from the previous budget over 10% and a minimum \$50,000 variance have been analyzed further. See notes below:

Note 1 - Decrease caused by outstanding grants being recognized in 2018/2019 year end

Note 2 - Decrease caused by contracted services transferred internal (Example: bookkeeping) and successful RFPs

Note 3 - Decrease caused by new travel processes set in place that and less travel due to VC

Note 4 - Decrease caused by new processes and controls surrounding ordering and reduced subscriptions

Note 5 - Increase caused by parking price increase and less lease space used by partners than expected

Schedule 2 – Association Operations & Member Services

	2020/2021 Budget	2019/2020 Budget	2018/2019 Actual	Percentage Change
Expenditures				
Staffing Costs				
Salaries and Benefits	\$ 2,240,107	\$ 2,269,107	\$ 1,961,880	-1%
Staff Training and Development	22,500	31,850	32,630	-29%
Professional Association Memberships	6,500	6,000	4,448	8%
Contracted Services	752,000	866,100	683,412	-13% Note 1
Travel (FFS, Contractor, Staff)	36,000	118,609	23,918	-70% Note 2
Administration - Services and Supplies	66,500	117,393	55,271	-43% Note 3
Memberships and Subscriptions	42,000	57,221	34,068	-27%
Insurance	20,000	12,540	22,728	
Meeting Supplies and Catering	-	5,250	-	-100%
Election Materials	-	-	-	
Miscellaneous	3,000	6,250	450	-52%
Total Expenditures	\$ 3,188,607	\$ 3,490,321	\$ 2,818,805	

* Variances from the previous budget over 10% and a minimum \$35,000 variance have been analyzed further. See notes below:

Note 1 - Decrease caused by contracted services transferred internal (Example: bookkeeping) and successful RFPs

Note 2 - Decrease caused by new travel processes set in place that and less travel due to VC

Note 3 - Decrease caused by new processes and controls surrounding ordering and reduced subscriptions

Schedule 3 – Governance

	2020/2021 Budget	2019/2020 Budget	2018/2019 Actual	Percentage Change
Expenditures				
B of D's and Trustees - Remuneration, Training, Conferences				
Per Diems	97,500	98,879	75,180	-1%
Honoraria - President	18,816	18,816	18,816	0%
Honoraria - Vice President	12,544	12,544	12,544	0%
Board Development/Conferences	14,000	18,295	12,400	-23%
Contracted Services	35,500	48,750	42,472	-27% Note 1
Travel	75,000	113,164	62,719	-34% Note 2
CSBA Membership	33,075	33,075	31,464	0%
Insurance	7,000	6,897	5,597	1%
Meeting Supplies and Catering	12,500	9,597	12,070	30%
Supplies and Materials	500	-	-	100%
Miscellaneous	1,020	1,050	-	-3%
Total Expenditures	\$ 307,455	\$ 361,067	\$ 273,261	

* Variances from the previous budget over 10% and a minimum \$5,000 variance have been analyzed further. See notes below:

Note 1 - Decrease caused by less expected Board Contracted services now that ASBA executive team is in place

Note 2 - Decrease caused by new travel processes set in place and more VC meetings

Schedule 4 – General Meetings & Trustee Education

	2020/2021 Budget	2019/2020 Budget	2018/2019 Actual	Percentage Change
Expenditures				
Fall General Meeting	\$ 175,000	\$ 200,000	\$ 160,058	-13% Note 1
Spring General Meeting	125,000	150,000	116,661	-17% Note 2
Other Meetings	85,000	60,000	128,627	42% Note 3
Total Expenditures	\$ 385,000	\$ 410,000	\$ 405,346	

Note 1 - Decrease due to expected change in costs with new hosting location and expected lower attendance

Note 2 - Decrease to reflect updated costs with new hotel owner and expected lower attendance

Note 3 - Increase to reflect cause of cost of Youth Summit which is ran at a cost recovery

Schedule 5 – Lease/CAM/Property Taxes

	2020/2021 Budget	2019/2020 Budget	2018/2019 Actual	Percentage Change
Expenditures				
Lease/CAM/Property Taxes	\$ 362,885	\$ 339,360	\$ 477,619	7% Note 1
Rental Recovery	(54,607)	(81,102)	(65,428)	-33% Note 2
Total Expenditures	\$ 308,278	\$ 258,258	\$ 412,191	

Note 1 - Increase caused by increase in parking rate in September 2019

Note 2 - Decrease caused by finalized lease space used by our partners being less than expectations in 2019/2020

Schedule 6 – Reserves

	Operating Reserve	Initiatives and Sustainability Reserve	Investment Reserve	Capital Asset Reserve
Estimated Reserve Balance	\$ 1,500,000 Note 1	\$ 2,000,000 Note 2	\$ 1,726,022 Note 3	\$ 86,000 Note 4

Note 1 - Operating Reserve to hold 3 months of operating expenditures estimated to be \$1.5 Million

Note 2 - Initiative and Sustainability Reserve to be used for special initiatives for members, funded up to a maximum of \$2 Million

Note 3 - Investment Reserve to be used for new investment opportunities, capital asset investments, and to subsidize annual rent if required

Note 4 - Capital Asset Reserve to hold current value of capital assets

Budget Appendix A – Membership Fees

Jurisdiction	Total Students	2019 - 2020 Current Membership Fee	2020 - 2021 Proposed Membership Fee
Aspen View Public School Division # 78	2,756	\$24,805.40	\$23,804.48
Battle River Regional Division #31	5,957	\$42,107.64	\$40,012.58
Black Gold Regional Division #18	12,242	\$68,857.63	\$67,415.95
Buffalo Trail PS Regional Division #28	3,973	\$32,359.41	\$31,129.87
Calgary RCSSD #1	57,917	\$158,737.02	\$153,709.85
Calgary Board of Education	125,566	\$251,027.27	\$244,140.99
Canadian Rockies R. D. #12	2,177	\$21,458.16	\$20,322.25
Chinook's Edge School Division #73	11,093	\$65,209.90	\$62,891.05
Christ the Redeemer Catholic S.R.D. #3	9,705	\$60,255.42	\$56,708.58
Clearview School Division #71	2,386	\$22,240.81	\$21,578.79
East Central Alberta CSSRD #16	2,363	\$22,394.55	\$21,445.12
E. Central Francophone Ed. Region #3	891	\$15,015.24	\$12,589.15
Edmonton Catholic Separate School District #7	44,170	\$134,558.61	\$131,439.59
Edmonton School District #7	105,430	\$222,208.84	\$217,225.53
Elk Island Catholic Separate RD #41	7,980	\$50,416.35	\$49,022.27
Elk Island Public Schools R. D. #14	17,485	\$80,681.29	\$77,929.49
Evergreen CSRD #2	4,316	\$33,645.20	\$32,700.55
Foothills School Division #38	8,104	\$51,052.25	\$49,577.02
Fort McMurray RCSSD #32	6,694	\$43,826.68	\$43,294.30
Fort McMurray Public School District #2833	6,349	\$41,653.42	\$41,757.03
Fort Vermilion School Division #52	3,745	\$29,606.15	\$29,759.70
Golden Hills School Division #75	7,296	\$47,145.97	\$45,974.48
Grande Prairie RCSSD #28	5,581	\$38,858.23	\$38,334.95
Grande Prairie Public School District #2357	8,301	\$52,184.31	\$50,452.59
Grande Yellowhead Public School Division #77	4,608	\$35,028.82	\$33,997.20
Grasslands Regional Division #6	3,820	\$30,919.89	\$30,207.51
Greater N. Central Francophone Ed. Region #2	3,796	\$28,795.54	\$30,060.47
Greater St. Albert RCSSD	5,711	\$40,744.98	\$38,916.44
High Prairie School Division #48	3,114	\$27,349.03	\$25,963.33
Holy Family Catholic Regional Division #37	2,067	\$20,305.14	\$19,660.56
Holy Spirit RCSRD #4	5,128	\$37,418.71	\$36,316.46
Horizon School Division #67	3,501	\$29,508.31	\$28,289.28
Lakeland RCSSD #150	2,591	\$23,296.00	\$22,815.29
Lethbridge School District #51	11,801	\$67,194.49	\$66,045.78
Living Waters CRD #42	1,984	\$20,291.17	\$19,165.96
Livingstone Range School Div. #68	3,666	\$29,899.64	\$29,278.47

Lloydminster Public S. D. #99	2,959	\$25,895.53	\$25,027.61
Lloydminster RCSSD #89	1,700	\$22,639.13	\$17,454.92
Medicine Hat Catholic Board of Education	2,653	\$23,386.84	\$23,189.58
Medicine Hat School District #76	7,414	\$48,403.81	\$46,502.50
Northern Gateway Regional Division #10	5,026	\$36,622.08	\$35,861.97
Northern Lights School Division #69	6,090	\$42,554.87	\$40,600.75
Northland School Division #61	1,987	\$19,760.08	\$19,179.33
Northwest Francophone Ed. Region #1	488	\$9,809.20	\$9,989.17
Palliser Regional Division #26	8,670	\$53,309.37	\$52,096.80
Parkland School Division #70	11,622	\$66,300.03	\$65,250.42
Peace River School Division #10	3,068	\$26,433.60	\$25,682.62
Peace Wapiti School Division #76	6,096	\$42,254.39	\$40,627.48
Pembina Hills Regional Division #7	6,680	\$47,250.79	\$43,227.46
Prairie Land Regional Division #25	1,378	\$15,755.97	\$15,516.63
Prairie Rose School Division #8	3,342	\$28,578.91	\$27,333.50
Red Deer Catholic Regional Division #39	10,378	\$61,478.32	\$59,709.59
Red Deer Public Schools	11,195	\$65,433.52	\$63,345.55
Rocky View School Division #41	25,659	\$96,257.50	\$94,324.73
Southern Francophone Education Region #4	3,703	\$29,012.17	\$29,505.72
St. Albert Public School District	8,933	\$53,959.25	\$53,266.45
St. Paul Education Regional Division #1	3,873	\$31,325.19	\$30,528.33
St. Thomas Aquinas RCSR #38	4,450	\$33,882.79	\$33,295.41
Sturgeon School Division #24	5,312	\$38,613.65	\$37,138.56
Westwind School Division #74	4,589	\$35,000.87	\$33,917.00
Wetaskiwin Regional Division #11	3,892	\$32,065.91	\$30,641.96
Wild Rose School Division #66	4,724	\$36,090.99	\$34,518.53
Wolf Creek School Division #72	7,812	\$49,647.67	\$48,273.69
Yellowknife Education District #1	2,149	\$20,654.54	\$20,155.15
Yellowknife Catholic Schools	1,469	\$16,007.54	\$16,064.70
Totals	681,574	\$3,109,442.00	\$3,016,159.00

Budget Appendix B – Membership Fee Formula

Each member board shall pay a basic fee (BF) in the amount of \$6,727.50 plus a fee on a per student basis (PSF) to the Association. The fee shall be calculated as follows:

$$\text{Member Board Fee} = \text{Fee on a Per Student Basis} + \text{Basic Fee}$$

The fee on a per student basis (PSF) is calculated by using the aggregate total of weighted enrollments (WE) of all member boards as the denominator in the formula. Once the PSF has been calculated, it is applied to the weighted enrollment figures on a board by board basis to arrive at the per student component of the annual membership fee. The basic fee is added in to arrive at the total Member Board Fee (MBF).

Membership Fee Calculations

1. Calculate weighted enrollment (WE) for each member board.

$$\text{WE} = [(C1 \times S1) + (C2 \times S2) + (C3 \times S3) + (C4 \times S4) + (C5 \times S5)]$$

2. Add together the WEs of each member board to arrive at the aggregate weighted enrollment (AGWE).

$$\text{AGWE} = \text{WE1} + \text{WE2} + \text{WE3} \dots \text{WEn}$$

3. Use the AGWE as the denominator in the following formula to arrive at the Per Student Fee (PSF).

$$\text{PSF} = \frac{\text{MAF} - (\text{MB} \times \text{BF})}{\text{AGWE}}$$

4. The PSF is then applied to the following formula to determine the Member Board Fee on an individual basis.

$$\text{MBF} = (\text{PSF} \times \text{WE}) + \text{BF}$$

Membership Fee Formula Abbreviations

BF	Basic Fee (\$6,727.50)
PSF	Per Student Fee
MB	Number of Member Boards
MAF	Total Membership Annual Fees (Budget line item)
MBF	Individual Member Board Fee
WE	Weighted Enrolment
AGWE	Aggregate Total of Weighted Enrolments (all member boards)
C1	Per student weight (1.0000) for the first 750 students
C2	Per student weight (.9000) for 751 to 4,000 students
C3	Per student weight (.6666) for 4,001 to 12,000 students
C4	Per student weight (.3000) for 12,001 to 50,000 students
C5	Per student weight (.2000) for any students in excess of 50,000
S1	Number of students in first category (to 750)
S2	Number of students in second category (751 – 4,000)

- S3 Number of students in third category (4,001 – 12,000)
- S4 Number of students in fourth category (12,001 – 50,000)
- S5 Number of students in fifth category (in excess of 50,000)

DATE: May 26, 2020

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

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

ORIGINATOR: Dr. Lorne Parker, Assistant Superintendent

**RESOURCE
STAFF:** Noel Badry, Geoff Holmes, Jeff McIntyre, Coreen Moccia, Christopher Wright

REFERENCE: n/a

ISSUE

At the January 28, 2020, Public Board Meeting, Administration was asked to respond to the following:

How the extreme cold weather in the past few weeks affected Edmonton Public Schools. In particular ... the impact on Infrastructure and challenges with Transportation. How were these challenges addressed?

BACKGROUNDInfrastructure Maintenance

Extreme cold weather conditions can have negative impacts on the operation of our building systems. The potential for water line breaks increases during extreme cold weather and occurs for a variety of reasons such as: freeze up, mechanical system failure, deterioration of insulation and the possibility of structural shifting. Water line breaks during periods of extreme cold temperature are more difficult to repair and usually take longer. During the January extreme cold weather period, Infrastructure Maintenance responded to 11 related emergencies.

Student Transportation

All Edmonton School Division contracted bus carriers have cold weather protocols they follow as soon as overnight temperatures dip below approximately minus 10 degrees. These protocols include plugging in busses and reminders to drivers about proper cold start procedures. In addition, during extreme cold events, carrier maintenance staff working at the bus yards will start and run the busses during the night and early morning to ensure the busses are ready for drivers when they arrive.

In February 2019, there was a lengthy period of extreme cold over several weeks. In response to the challenges faced during this time, Student Transportation created and implemented a new late bus notification system through SchoolZone. Student Transportation staff continue to refine and update notifications in response to parental and staff feedback about the system.

CURRENT SITUATIONInfrastructure Maintenance

Staff from Infrastructure Maintenance implemented the following strategies to mitigate possible building operation issues during the January 2020 extreme cold temperatures:

- Fan systems were adjusted to run 24/7 to ensure circulation of warm air throughout the buildings.
- Boiler systems ran at maximum temperature to reduce the risk of freezing pipes.
- Infrastructure Maintenance staff were on call and available to respond 24/7 in the event of an emergency.
- All schools are equipped with a low temperature alarm that alerts security personnel to contact Maintenance staff for repairs.
- To minimize damage to flooring, Division carpet cleaning staff were on call and available 24/7.
- Where building cold air leaks were found, corrective actions were implemented to prevent similar incidents from occurring in the future.
- All custodial staff were notified to continually monitor and identify areas of concern to have those needs addressed before situations occurred.

Student Transportation

The City of Edmonton experienced eight days of extreme cold weather from January 13 to 20, 2020. In response to this, carriers implemented their cold weather procedures which included having staff on site 24 hours a day starting and running buses to ensure they were operational. In spite of these measures, extremely cold weather is hard on vehicles and during this week our carriers experienced many equipment failures. These failures were mitigated somewhat by units being brought in from surrounding areas where busing had been cancelled for the week.

Student Transportation implemented the following to help mitigate operational issues and to increase communication to schools and parents:

- Student Transportation staff kept in contact with carriers evenings and weekends to monitor potential issues and receive information about anticipated delays.
- Staff capacity was diverted to working with our carriers to help manage issues and answer incoming calls which increased by over 70 per cent compared to the prior week.
- Staff made proactive calls to schools to keep them informed about route issues. The number of late bus notifications sent to parents as a result of delayed routes increased by 184 per cent.

These measures helped keep the GPS error rate during this week to a two per cent increase overall. Many of the errors could be attributed to equipment that was borrowed from other jurisdictions that was unable to access the Division's SchoolZone GPS system.

KEY POINTSInfrastructure Maintenance

- Fan systems ran 24/7 to ensure circulation of warm air throughout the buildings.
- Boiler systems ran at maximum temperatures.
- Staff were on call and available to respond 24/7 in the event of an emergency.
- All schools are equipped with a low temperature alarm.
- Division carpet cleaning staff were on call and available 24/7.
- When building cold air leaks were found, corrective actions were implemented.

Student Transportation

- All Student Transportation contract carriers have cold start protocols.
- Student Transportation implemented a new late bus notification system in March 2019, which continues to be refined and improved.
- Throughout the extreme cold during the week of January 13 to 20, 2020, contract carriers and Student Transportation reallocated staff capacity to increase communication to parents and schools about late buses. During this period:
 - Student Transportation inbound call volumes increased by over 70 per cent
 - The number of late buses increased, resulting in a 184 per cent increase in the number of notifications made to parents.
 - The GPS error rate to parents was limited to approximately two per cent.

ATTACHMENTS and APPENDICES

n/a

GH/CM:kk



DATE: May 26, 2020

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Division Carbon Footprint and Student Readiness for Climate Change
(Response to Request for Information #061)

ORIGINATOR: Dr. Lorne Parker, Assistant Superintendent

**RESOURCE
STAFF:** Maegan Lukian, Coreen Moccia, Christopher Wright

ISSUE

The following information was requested by Trustee Dunn:

What knowledge, skills and attitudes will students need in a world impacted by climate change? What is Edmonton Public School's current carbon footprint?

BACKGROUND

Edmonton Public Schools understands the importance of preparing students for climate change through curriculum delivery. Detailed information on how climate change is included in the Alberta curriculum was presented to Board on January 28, 2020 (Attachment I). The Division is committed to environmental stewardship through continual improvement and modeling best practices of sustainability.

A carbon footprint is a way of quantifying the amount of greenhouse gas (GHG) emissions for which an individual, organization, or event is responsible. Appropriate carbon accounting is of growing importance in most sectors of society and increasingly, organizations have recognized the need to monitor and calculate their carbon footprint so they can adopt strategies to manage and reduce it.

Reporting has increased in importance as both local and national governments focus on carbon accounting, transparency and sustainability efficiencies to counter the impacts of climate change. The Division recognizes that monitoring emissions and minimizing environmental impacts will act to enhance operational efficiency.

CURRENT SITUATIONStudent Readiness for Climate Change:

There are a range of views as to what specific knowledge, skills and attitudes will be required for students to live in a world impacted by climate change. Some key organizations and Division administration have identified that the development of broad, key competencies in students will best prepare them for the future.

The Organisation for Economic Co-operation and Development (OECD) indicates that competencies such as “critical thinking, problem solving, and the ability to find individual solutions to emerging issues are also important. And increasingly, individuals need skills to effectively manage change and uncertainty in a fast-paced modern world. This includes both cognitive and metacognitive skills as well as socio-emotional skills, such as empathy and the capacity to collaborate with others (OECD ,2017b)” ([Trends Shaping Education 2017 Spotlight OECD, 2017, p.9](#)).

Similarly, the United Nations Educational, Scientific and Cultural Organization (UNESCO), in their document, *Climate change education for sustainable development: the UNESCO climate change initiative*, states that, “Simply introducing new content about climate change science, causes, consequences and solutions will not be an adequate response to climate change. New values, creative thinking and problem solving-skills need to be instilled at all school levels through teaching and learning methodologies that are participatory, experimental, critical and open-ended” ([Climate Change Education for Sustainable Development, 2010, p.14](#)).

It is understood that increasing knowledge of the causes and impacts of climate change can lead to responsible daily decisions on behalf of communities and individuals. In Article 6 of the United Nations Framework Convention on Climate Change, the 197 parties commit to “the development and implementation of educational and public awareness programmes on climate change and its effects”, on national and international levels ([United Nations Framework Convention on Climate Change, 1992, p.10](#)).

In Alberta, the competencies identified in the current Ministerial Order on Student Learning (#001/2013) may be key to preparing students in a world impacted by climate change. These competencies are:

- critical thinking
- problem solving
- managing information
- creativity and innovation
- communication
- collaboration
- cultural and global citizenship
- personal growth and well-being

Administration believes that a focus on the development of these competencies in Kindergarten to Grade 12 will further support the development of the knowledge, skills and attitudes students will need in a world impacted by climate change. Additionally, the Division will be examining the new provincial curriculum as it becomes available to identify related key knowledge, skills and attitudes to provide additional supports to teachers as needed in this area.

Division Carbon Footprint:

The Edmonton Public Schools EnviroMatters Office has been working with a sustainability consulting firm to monitor the Division’s carbon footprint in accordance with internationally accepted WRI Greenhouse Gas Protocol and ISO 14064. In 2015, the Division conducted a benchmark sustainability report using data from 2011 to 2014 to help determine the value of Division-wide carbon footprint reporting. Subsequently, in 2017, the Division began annual carbon footprint reporting. The most recent 2018 report is Edmonton Public Schools’ second year undertaking the Instep Carbon and



Sustainability Monitoring Program, with 2017 registered as the base year under the GHG protocols and ISO 14064 Standard.

Scopes being measured include:

- Scope 1 emissions are direct emissions that occur in sources directly under Division control, including natural gas, company vehicles and refrigeration and cooling.
- Scope 2 emissions refer only to those indirect emissions that are produced through the generation of electricity purchased by the Division.
- Scope 3 emissions refer to all other indirect emissions that may be outside the Division footprint boundary, including distributed energy, landfill waste, air travel, land transport, student bus transport and third-party freight.

There are many other environmental impacts that are not included in GHG emission calculations, yet still have environmental impacts that are included in the annual carbon footprint reporting. This includes water use, recycling, composting, paper and publications.

Edmonton Public Schools' 2019 carbon footprint is still being calculated. Based on the 2018 report, the Division's current carbon footprint is approximately 128,132 tonnes of CO₂e produced from identified emission sources and records an increase of seven per cent when compared against the 119,334 tonnes of CO₂e generated in the base year of 2017.

Total CO₂e emissions increased in 2018 mainly due to increases recorded in natural gas and consumed electricity. Consumed electricity (59,754 tonnes of CO₂e) was the most significant source of emissions, contributing 47 per cent of all Division greenhouse gases to the annual profile. This was closely followed by natural gas which contributed 52,579 tonnes of CO₂e or 41 per cent of the total profile. These building-associated energy emissions continue to dominate the profile, and make up 88 per cent of the total tonnes of CO₂e emissions generated for the 2018 period. Other significant contributors were student bus transportation which contributed 10,966 tonnes of CO₂e (or 9 per cent) and emissions from energy distribution losses (2,926 tonnes of CO₂e) which contributed two per cent. All other areas individually contributed less than one per cent of the total emissions profile.

By establishing the base year in 2017, Edmonton Public Schools can now monitor improvements in subsequent years in accordance with internationally accepted parameters. Likely contributors to the increase in emissions from 2017 to 2018 were increased gas consumption due to a colder winter (i.e., more Heating Degree Days) and the addition of 11 new schools to the Division during that period. Once the 2019 report is finalized, this will help the Division better understand this increase and its annual emissions behavior. Transitioning from monitoring the Division carbon footprint to setting achievable emissions reductions targets requires stable and predictable funding for climate resilience initiatives.

With 213 schools and over 104,000 students, the Division generates significant quantities of CO₂e emissions over a 12-month period, especially in consumed electricity, natural gas, student transportation and landfill waste. Fortunately, awareness and understanding of climate impacts are steadily growing, especially among youth. This presents Edmonton Public Schools with an opportunity to create continuing environmental monitoring and reporting programs that encompass environmental education aspects throughout the organization.

KEY POINTS

- Competencies that may be key to preparing students in a world impacted by climate change include critical thinking, problem solving, managing information, creativity and innovation, communication, collaboration, cultural and global citizenship and personal growth and well-being.
- A focus on the development of these competencies in K-12 will further support the development of the knowledge, skills and attitudes students will need in a world impacted by climate change.
- Based on the 2018 report, the Division's current carbon footprint is approximately 128,132 tonnes of CO₂e produced from identified emission sources.
- Building-associated energy emissions make up 88 per cent of the total tonnes of CO₂e emissions generated for the 2018 period.
- Transitioning from monitoring the Division carbon footprint to setting achievable emissions reductions targets requires stable and predictable funding for climate resilience initiatives.

ATTACHMENTS and APPENDICES

ATTACHMENT I Response to Request for Information #055

ML:kk

Response to Request for Information Report

DATE: January 28, 2020

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: District Climate Readiness
(Response to Request for Information #055)

ORIGINATOR: Dr. Lorne Parker, Assistant Superintendent

**RESOURCE
STAFF:** Darryl Kaminski, Maegan Lukian, Coreen Moccia, Christopher Wright

REFERENCE: Curriculum Connections to Climate Change (Attachment I)

ISSUE

The following information was requested by Trustee Stirling: *In light of the City of Edmonton's declaration of a state of climate emergency, I ask that administration prepare a report on the District's climate readiness and carbon emissions reduction efforts, including policy, people, plans and Infrastructure, and what is being done to mitigate risk from climate-related extreme weather events such as wildfire smoke, heat events, storms or other incidents. Additionally, please include information on how climate change is included in the Alberta curriculum.*

BACKGROUND

In June 2019, following on a motion by Prime Minister Trudeau, the House of Commons [voted to declare](#) a national climate emergency. In August 2019, the City of Edmonton [declared](#) a climate emergency, reaffirming the City's commitment to being a climate resilient city as laid out in Edmonton's strategic plan. Edmonton joins other major Canadian cities, including Vancouver, Ottawa, Montreal and Halifax in declaring climate emergencies at the municipal level.

Beginning in 2016, the City of Edmonton and various stakeholders worked together to develop the [Climate Resilient Edmonton: Adaptation Strategy and Action Plan](#), which was presented to the Executive Committee of City Council in November 2018.

CURRENT SITUATION

Climate readiness and carbon emissions reduction efforts:

Regarding policy, Edmonton Public Schools recognizes the importance of sustainable learning environments and is committed to making environmentally

conscious decisions. The EnviroMatters Office, created in the fall of 2008, is an initiative of the Infrastructure department and the centre of the Division's environmental initiative. In 2010, the

Division developed an Environmental Policy ([EO.BP – Environment](#)) to guide and support environmental initiatives across the Division and recognize that the pursuit of teaching and learning impacts the environment. In the spring of 2018, the Division released its first formal [Energy and Environment Strategy](#) which outlines current environmental initiatives and serves as a framework to help monitor and determine next steps in the Division's environmental sustainability efforts.

Edmonton Public Schools has an Environmental Coordinator and Energy Coordinator who works out of the EnviroMatters Office to recommend, organize and manage sustainable initiatives across the Division, and the Project Management Office team oversees solar installations and energy efficient upgrades to existing buildings. Individuals within the Infrastructure team are certified Environmental Professionals and LEED Accredited Professionals and the Division also has partnerships with expert consultants on matters of carbon reporting, utility procurement, energy performance and green building design.

The Division also established an Environmental Advisory Committee and Green Cleaning Committee to allow representatives from various departments to discuss environmental concerns and provide advice on existing and proposed sustainable program development.

In regard to plans and strategic planning, the Division EnviroMatters Office has been working with a sustainable consulting firm since 2015 to monitor the Division's carbon footprint in accordance with internationally accepted WRI Greenhouse Gas Protocol and ISO 14064. The information gathered through monitoring can assist Division staff to make informed decisions regarding retrofitting, renovations and strategic planning for energy, waste, and water reductions. Next steps could include Division climate change vulnerability assessments to accurately determine climate readiness and set targets for improvement.

The Infrastructure department recently conducted a feasibility study and developed a comprehensive solar strategy to expand rooftop solar module installations across the Division, in an effort to reduce costs and emissions tied to electricity use. Upon completion of Phase I, Edmonton Public Schools will be home to three new solar arrays - one visible from the Centre for Education, another the first in Canada to achieve Net Zero (Electrically) and third, the largest K-12 installation in Western Canada. Renewable and alternative energy sources are an important strategy for reducing emissions. By 2022, including both Division and school-led initiatives, Edmonton Public Schools will have solar on 16 schools, eventually generating an approximate 3,000 megawatt-hours per year.

One of the climate resilience goals of the City of Edmonton is to ensure Edmonton communities, businesses and institutions are aware, connected and prepared for climate change. The City of

Edmonton is planning to develop and implement an institution climate change readiness program to help support institutions prepare for climate change. The EnviroMatters Office is investigating how Edmonton Public Schools may work with the City of Edmonton to support this initiative and expand Division climate resilience planning.

Additionally, the Government of Canada has introduced the [Climate Action Incentive Fund](#) (CAIF). CAIF is a new Environment and Climate Change Canada program, funded from the proceeds of the federal carbon pollution pricing system. Programming will be available where provinces have not committed to their own carbon pollution pricing systems, and one of the funding streams will be used to support projects that decrease energy usage, save money and reduce carbon pollution for municipalities, universities, schools and hospitals in these jurisdictions. The federal government implemented the federal price on carbon pollution in Alberta on January 1, 2020, and Edmonton Public Schools Infrastructure department will investigate any funds made available to the Division through CAIF.

In terms of Infrastructure, Edmonton Public Schools follows the Leadership in Energy and Environmental Design (LEED) Silver standard for building new Division schools, and looks to external consultants and best practice models for environmental program development and for upgrades to existing schools.

The Division has eight LEED Silver and seven LEED Gold certified schools and 10 newly opened schools that are currently awaiting certification. Soraya Hafez, Thelma Chalifoux and Dr. Anne Anderson schools, currently under construction, are also being built to achieve a minimum LEED Silver certification.

An energy performance contract with Ameresco Canada was completed for 30 school buildings, resulting in significant and important infrastructure upgrades while reducing energy and water consumption. This project exceeded the forecasted electricity savings of over 4.5 million kWh of electricity per year by 41 per cent. A similar two-phase Infrastructure Optimization Project is also underway for 37 school buildings and is 97 per cent complete. The Infrastructure Optimization Project applies successful strategies, ideas and proven components in the energy performance contract. In addition to this work, there are ongoing infrastructure improvements including upgrades to HVAC, Building Automation, and LED lighting systems that are also optimized for energy efficiency and reduced maintenance costs.

A significant component of Edmonton Public Schools' Infrastructure Strategy must address the Division's rapidly aging facilities and deferred maintenance deficit. Rationalizing space in mature communities where fewer students live, yet where extra utility and operating costs are incurred, is a key consideration. It is critical that energy consumption be reduced to improve operating efficiency and reduce operating costs, while also reducing greenhouse gas emissions and our carbon footprint.



Multiple strategies can be deployed to achieve this, including:

- School consolidation/replacement in mature communities resulting from mature community engagement, to deliver modern and efficient facilities.
- Replacement or modernization of existing single schools where programs or student populations are stable.
- Evergreening of a large inventory of dated and inefficient portables and relocatable classrooms.
- Retrofitting heating and ventilation (HVAC) systems with more modern and efficient systems.
- Retrofitting building exteriors with more effective insulating windows, walls, doors and roofs.

A final strategy is to deliver needed schools and student capacity closest to where students live, predominantly in areas with the highest growth and where new development is focused. The further students reside from the school they attend, the greater student transportation distances contribute to greenhouse gas emissions and our carbon footprint. With a rising school utilization rate across the Division, it is challenging to right-size, modernize, and consolidate and replace older infrastructure effectively without space for students in newer areas of the Division.

Our Division strives to deliver high quality, 21st Century learning environments, ensuring our buildings are environmentally sustainable and efficient. Inherently, there will need to be a concerted and coordinated effort to upgrade and replace existing facilities and deliver new schools and student spaces in developing areas. This cannot be balanced and achieved without stable and predictable funding. An annual funding rate of two to three per cent of the replacement cost of the Division school buildings has been proposed as a method that would achieve the delivery of new space, the modernization and replacement of existing space and the provision of portables and relocatable classrooms within 10 years. Stable, predictable funding is necessary for long-term carbon emissions reduction and climate resilience planning.

Mitigating risk from climate related extreme weather events:

To address the risk of increased heavy rainfall events and urban flooding, Edmonton Public Schools Infrastructure department has been working with EPCOR Drainage Services on compiling information on flooding risks for Division school properties. EPCOR will be developing individual location fact sheets to share with the Division for mitigation planning. These fact sheets will include degree of flood risk and additional information such as planned construction in the area, dry ponds for the locations and potentially water and electrical consumption assessments.

Previous chronic water infiltration during heavy rain events at a number of Division high schools led Infrastructure to conduct a study to identify the reasons for water infiltration. Nearly all corrective measures identified in the study have been addressed and a Division incident response team has been developed to mobilize in the event of an emergency, such as flooding, to contain the situation and eliminate further loss. In the course of regular yearly inspections, Infrastructure

Maintenance also works to remove debris around roof drains and assess schools with inadequate grading during storms and heavy rains to mitigate flood risk.

To further prevent flood damage from heavy rainfall events and aid in water conservation, Infrastructure Maintenance is currently piloting a leak and flood detection system within the maintenance facility and select pilot schools throughout the Division. The system works to provide early detection of major water floods and also minor toilet and tap leaks through wireless devices that sense moisture, gather sensor data, measure water meter flow and report back. Water consumption and alert history are stored for review in an online dashboard which can assist with future flood mitigation planning.

Infrastructure Maintenance has also been installing portable air conditioning units in Division portable and modular structures, to mitigate the risk of overheating for Division staff and students during high-heat events. During wildfire smoke events, if notified by the school that they are having air quality issues, Infrastructure Maintenance will remotely turn off all ventilation units until the event

has cleared. Indoor environment and air quality is addressed by using improved air exchangers in new mechanical upgrades, efficient heating systems and controls and scheduled filter cleaning.

Additionally, Edmonton Public Schools has Occupational Health and Safety procedures and guidelines in place to help Division staff mitigate risk from climate-related extreme weather events. Resources include:

- Indoor Environmental Quality Guidelines outlining recommended cleanup procedures to minimize damage to infrastructure after sewer backup, floods and water leaks.
- Health and Safety Guidelines outlining important tips and precautions to be taken by staff during high heat and cold weather events.
- Outdoor Air Quality Risk Self-Assessment Guidelines and Air Quality Index reference for staff to use in response to reduced air quality due to forest fire events.

Climate change in the Alberta curriculum:

Detailed information on how climate change is included in the Alberta curriculum is outlined in the attached reference document, Curriculum Connections to Climate Change (Attachment I), prepared by the Division Curriculum and Resource Support department. Curricular connections to climate change are found in Grades 4-12 Science (including Senior High Biology, Chemistry and Physics) and K-12 Social Studies, as well as in Grades 5-9 through the Career and Technology Foundations curriculum.

KEY POINTS

- In 2019, the Federal Government declared a national climate emergency, followed by the City of Edmonton declaration of a municipal climate emergency.
- Edmonton Public Schools understands the importance of risk mitigation and has taken important steps toward climate readiness and understanding the Division's carbon footprint to support work around emissions reductions.
- To further plan and prepare, the Division could consider conducting a climate change vulnerability assessment to accurately determine climate readiness and set targets for improvement.
- Stable, predictable funding is necessary for long-term carbon emissions reduction and climate resilience planning.
- Curricular connections to climate change are found in Grades 4-12 Science and K-12 Social Studies, as well as in Grades 5-9 through the Career and Technology Foundations curriculum.

ATTACHMENTS and APPENDICES

ATTACHMENT I Curriculum Connections to Climate Change

ML:kk

Curriculum Connections to Climate Change

Background:

The following is a summary of curricular connections to the concept of climate change. Each curricular connection describes foundational knowledge that builds towards an understanding of climate change. The connections listed here may not always seem obvious or explicit. For example, learning about chemical changes in Grade 9 is foundational knowledge because understanding how combustion of hydrocarbons leads to the production of carbon dioxide is essential to understand how human actions can lead to increases in carbon dioxide emissions.

Curricular Connections by Subject

Area: Science:

Grade 4 Science

Light and Shadows

- Identify sources of light, describe the interaction of light with different materials, and infer the pathway of a light beam.

Waste in Our World

- Recognize that human actions can affect climate, and identify human actions that have been linked to the greenhouse effect.

Grade 5 Science

Wetlands

- Identify individual and group actions that can be taken to preserve and enhance wetland habitats.

Grade 6 Science

Trees and Forests

- Identify human actions that enhance or threaten the existence of forests.

Grade 7 Science

Stewardship (Attitude outcome)

Students will be encouraged to: Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment

Interactions and Ecosystems (Social and Environmental Emphasis)

- Identify examples of human impacts on ecosystems, and investigate and analyze the link between these impacts and the human wants and needs that give rise to them (e.g., identify impacts of the use of plants and animals as sources of food, fibre and other materials; identify potential impacts of waste products on environments)
- Analyze personal and public decisions that involve consideration of environmental impacts, and identify needs for scientific knowledge that can inform those decisions

- Identify intended and unintended consequences of human activities within local and global environments (e.g., changes resulting from habitat loss, pest control or from introduction of new species; changes leading to species extinction)
- Analyze a local environmental issue or problem based on evidence from a variety of sources, and identify possible actions and consequences (e.g., analyze a local issue on the control of the beaver population in a nearby wetland, and identify possible consequences)

Plants for Food and Fibre (Science and Technology Emphasis)

- Investigate and identify intended and unintended consequences of environmental management practices (e.g., identify problems arising from monocultural land use in agricultural and forestry practices, such as susceptibility to insect infestation or loss of diversity)
- Identify the effects of different practices on the sustainability of agriculture and environmental resources (e.g., identify positive and negative effects of using chemical fertilizers and pesticides and of using organic farming practices)

Heat and Temperature (Social and Environmental Emphasis)

- Describe the nature of thermal energy and its effects on different forms of matter, using informal observations, experimental evidence and models.
- Apply an understanding of heat and temperature in interpreting natural phenomena and technological devices.
- Analyze issues related to the selection and use of thermal technologies, and explain decisions in terms of advantages and disadvantages for sustainability.
- Identify positive and negative consequences of energy use, and describe examples of energy conservation in their home or community.

Grade 8 Science

Stewardship (Attitude outcome)

Students will be encouraged to: Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment

Light and Optical Systems (Nature of Science Emphasis)

- Investigate how light is reflected, transmitted and absorbed by different materials; and describe differences in the optical properties of various materials (e.g., compare light absorption of different materials; identify materials that transmit light; distinguish between clear and translucent materials; identify materials that will reflect a beam of light as a coherent beam)
- Measure and predict angles of reflection

- Investigate, measure and describe the refraction of light through different materials (e.g., measure differences in light refraction through pure water, salt water and different oils)

Fresh and Saltwater Systems (Social and Environmental Emphasis)

- Identify evidence of glacial action, and analyze factors affecting the growth and attrition of glaciers and polar icecaps (e.g., identify factors that affect the size of polar ice sheets and the Columbia Icefield)

Grade 9 Science

Stewardship (Attitude outcome)

Students will be encouraged to: Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment

Biological Diversity (Social and Environmental Emphasis)

- Describe ongoing changes in biological diversity through extinction and extirpation of native species, and investigate the role of environmental factors in causing these changes

Matter and Chemical Change (Nature of Science Emphasis)

- Observe and describe patterns of chemical change, by: – observing heat generated or absorbed in chemical reactions, and identifying examples of exothermic and endothermic reactions

Environmental Chemistry (Social and Environmental Emphasis)

- Investigate and describe, in general terms, the role of different substances in the environment in supporting or harming humans and other living things
- Identify processes for measuring the quantity of different substances in the environment and for monitoring air and water quality
- Analyze and evaluate mechanisms affecting the distribution of potentially harmful substances within an environment

Electrical Principles and Technologies (Science and Technology Emphasis)

- Describe and discuss the societal and environmental implications of the use of electrical energy.
- Identify concerns regarding conservation of energy resources, and evaluate means for improving the sustainability of energy use.

Science 10

Stewardship

-Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment

Energy Flow in Technological Systems (Science and Technology Emphasis)

- Analyze and illustrate how technologies based on thermodynamic principles were developed before the laws of thermodynamics were formulated.
- Explain and apply concepts used in theoretical and practical measures of energy in mechanical systems.
- Analyze data and apply mathematical and conceptual models to develop and assess possible solutions.

Energy Flow in Global Systems (Social and Environmental Emphasis)

- Describe how the relationships among input solar energy, output terrestrial energy and energy flow within the biosphere affect the lives of humans and other species.
- identify the potential effects of climate change on environmentally sensitive biomes

Science 20

Stewardship

-Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment

Chemical Changes

- illustrate how technological problems often require multiple solutions that involve different designs, materials and processes and that have both intended and unintended consequences

Changes in Living Systems

- describe the potential impact of habitat destruction on an ecosystem
- explain that society and technology have both intended and unintended consequences for humans and the environment

Science 30

Stewardship

-Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment

Energy and the Environment

- Explain the need for balancing the growth in global energy demands with maintaining a viable biosphere.
- Describe the sun as Earth's main source of energy and explain the functioning of some conventional and alternative technologies that convert solar, nuclear, tidal and other energy sources into usable forms.

- explain that decisions regarding the application of scientific and technological development involve a variety of perspectives, including social, cultural, environmental, ethical and economic considerations

Chemistry and the Environment

- identify organic compounds commonly considered to be environmental pollutants
- list the sources of, and analyze the hazards posed by, halogenated hydrocarbons and benzene derivatives
- identify and explain how human activities and natural events contribute to the production of photochemical smog, the depletion of the ozone layer and increased concentrations of organic compounds in the environment;
- explain how science and technology have both intended and unintended consequences for humans and the environment

Biology 20

Mutual Respect (attitude outcome)

- research carefully and discuss openly ethical dilemmas associated with the applications of science and technology
- explore personal perspectives, attitudes and beliefs toward scientific and technological advancements

Stewardship (attitude outcome) Students will be encouraged to:

demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment; e.g.,

- assume part of the collective responsibility for the impact of humans on the environment
- participate in civic activities related to the preservation and judicious use of the environment and its resources
- encourage their peers or members of their community to participate in a project related to sustainability
- consider all perspectives when addressing issues, weighing scientific, technological and ecological factors
- discuss both the positive and negative effects on human beings and society of environmental changes caused by nature and by humans
- participate in the social and political systems that influence environmental policy in their community
- promote actions that are not injurious to the environment
- make personal decisions based on a feeling of responsibility toward less privileged parts of the global community and toward future generations
- be critical-minded regarding the short- and long-term consequences of sustainability

Unit A: Energy and Matter Exchange in the Biosphere

- explain that the process of scientific investigation includes analyzing evidence and providing explanations based upon scientific theories and concepts
 - evaluate the evidence for the influence of ice and snow on the trapping of solar energy (albedo effect) and hypothesize on the consequences of fluctuations for biological systems
- explain that science and technology have both intended and unintended consequences for humans and the environment
 - discuss the influence of human activities on the biogeochemical cycling of phosphorus, sulfur, iron and nitrogen: – feedlot operations – composting – fertilizer applications – waste and sewage disposal – vehicle and refinery emissions – acid deposition – persistent organic pollutants
 - describe how human activities can have a disrupting influence on the balance in the biosphere of photosynthetic and cellular respiratory activities: – fossil fuel combustion – depletion of stratospheric ozone – forest destruction.
- formulate questions about observed relationships and plan investigations of questions, ideas, problems and issues
 - hypothesize how alterations in the carbon cycle, resulting from the burning of fossil fuels, might affect other cycling phenomena;
- describe the geologic evidence (stromatolites) and scientific explanations for change in atmospheric composition, with respect to oxygen and carbon dioxide, from anoxic conditions to the present, and describe the significance to current biosphere equilibrium.
- work collaboratively in addressing problems and apply the skills and conventions of science in communicating information and ideas and in assessing results
 - work cooperatively as a group to investigate, synthesize and present information on the effects of changes to stratospheric ozone levels on society, agriculture, plants and animals

Biology 30:

Mutual Respect (attitude outcome)

- research carefully and discuss openly ethical dilemmas associated with the applications of science and technology
- explore personal perspectives, attitudes and beliefs toward scientific and technological advancements

Stewardship (attitude outcome) Students will be encouraged to:

demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment; e.g.,

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- be critical-minded regarding the short- and long-term consequences of sustainability

Chemistry 20

Unit D: Quantitative Relationships in Chemical Changes

-explain how the appropriateness, risks and benefits of technologies need to be assessed for each potential application from a variety of perspectives, including sustainability

- assess the significance of specific by-products from industrial, commercial and household chemical reactions
- analyze the use of technologies, such as smokestacks and catalytic converters, to reduce emissions that are harmful to the environment, such as SO₂(g) and greenhouse

Chemistry 30

Thermochemical Changes

Students will determine and interpret energy changes in chemical reactions

-explain that the goal of technology is to provide solutions to practical problems

- provide examples of personal reliance on the chemical potential energy of matter, such as the use of fossil fuels
- identify ways to use energy more efficiently
- identify and explain the selection of different fuels used by communities in urban, rural and remote areas, and compare that selection to the fuels used by the early inhabitants of a particular area of Alberta

-explain that technological problems often require multiple solutions that involve different designs, materials and processes and that have both intended and unintended consequences

- explain the applications of fossil fuels, with examples from industries in Alberta
- evaluate the impact of the combustion of various energy sources, including fossil fuels and biomass, on personal health and the environment and describe the technologies used by early peoples to mitigate the harmful effects of combustion.

- explain that the goal of technology is to provide solutions to practical problems
- explain how catalysts, such as catalytic converters on automobiles, reduce air pollution resulting from the burning of fuels
- explain that the products of technology are devices, systems and processes that meet given needs; however, these products cannot solve all problems
- evaluate the economic and environmental impacts of different fuels by relating carbon dioxide emissions and the heat content of a fuel.

Unit C: Chemical Changes of Organic Compounds

Students will explore organic compound as a common form of matter:

- describe, in general terms, the physical, chemical and technological processes (fractional distillation and solvent extraction) used to separate organic compounds from natural mixtures or solutions; e.g., petroleum refining, bitumen recovery.

Students will describe chemical reactions of organic compounds

- relate the reactions described above to major reactions that produce thermal energy and economically important compounds from fossil fuels.
- explain how science and technology have both intended and unintended consequences for humans and the environment

Science 14

Unit B: Understanding Energy Transfer Technologies (Science and Technology Emphasis)

- explain the need to encourage and support the development of machines that are efficient and rely upon renewable energy sources

Unit D: Investigating Matter and Energy in the Environment (Social and Environmental Emphasis)

- trace the development of a technological application that has altered an ecosystem

Science 24

Unit A: Applications of Matter and Chemical Change (Science and Technology Emphasis)

- Define, operationally, endothermic and exothermic reactions
- Investigate and describe simple chemical processes occurring in everyday life
- Investigate and describe greenhouse gases and air pollution resulting from combustion reactions
- Investigate and describe technologies used to reduce emissions that cause acid deposition

Unit B: Understanding Common Energy Conversions Systems (Science and Technology Emphasis)

- Investigate and describe evidence of energy transformations in the home and everyday contexts
- Describe electrical power generation in terms of converting thermal/hydro/wind/solar/nuclear energy into electricity
- Devise a plan for making more efficient use of household energy conversion devices
- Students will investigate and describe the energy conversions associated with change in chemical and biological systems
 - investigate and describe common chemical reactions that produce or absorb energy
 - outline, in general terms, the formation of the following fossil fuels: oil, coal and natural gas
- Analyze and describe the impact of fossil fuel based technologies and their importance in meeting human needs
 - explain the importance of the fossil fuel industry in Alberta in meeting energy requirements
 - compare present fossil fuel consumption by industry, homes and automobiles with projected consumption in the future
 - describe the sources of fossil fuels; and describe, in general terms, the extraction and refining processes used to provide people with fossil fuels
 - assess the impact of fossil fuel based technologies on the environment
 - describe the importance of combustion reactions to a modern industrial society, and describe the implications of depleting fossil fuel reserves

Unit C: Disease Defence and Human Health (Social and Environmental Emphasis)

- trace, from a historical perspective, the connection between diseases and contaminated drinking water, air pollution and personal hygiene
- analyze the impact of public health initiatives and maintaining high standards of personal hygiene in fostering healthier societies and individuals

Physics 30

Electromagnetic Radiation

- Explain the nature and behaviour of EMR, using the wave model.
- Describe, quantitatively, the phenomena of reflection and refraction, including total internal reflection

Career and Technology Foundations (CTF)

- In Grades 5 to 9, the [Career and Technology Foundations \(CTF\)](#) curriculum provides flexible ways for students to pursue areas of interest, including

environmental and sustainable development programming. CTF enables students to plan, explore and create solutions for relevant and meaningful challenges.

Career and Technology Studies (CTS)

COURSE ENS2130: RENEWABLE & NONRENEWABLE ENERGY RESOURCES

- Level: Intermediate
- Prerequisite: ENS1110: Natural Resources
- Description: Students examine current and potential renewable and non-renewable energy production, the contributions of each to sustainable energy development, and the effects of these forms of energy production on the environment.

Social Studies

General values and attitudes K-12 (front matter)

- appreciate and respect how multiple perspectives, including Aboriginal and Francophone, shape Canada's political, socioeconomic, linguistic and cultural realities
- demonstrate a global consciousness with respect to humanity and world issues
- demonstrate a consciousness for the limits of the natural environment, stewardship for the land and an understanding of the principles of sustainability

General Knowledge and Understanding K-12 (front matter)

- understand their rights and responsibilities in order to make informed decisions and participate fully in society
- understand the unique nature of Canada and its land, history, complexities and current issues
- understand how knowledge of the history of Alberta, of Canada and of the world, contributes to a better comprehension of contemporary realities
- understand historic and contemporary issues, including controversial issues, from multiple perspectives
- understand the diversity of Aboriginal traditions, values and attitudes
- understand how political and economic distribution of power affects individuals, communities and nations
- understand the role of social, political, economic and legal institutions as they relate to individual and collective well-being and a sustainable society
- understand how opportunities and responsibilities change in an increasingly interdependent world
- understand that humans exist in a dynamic relationship with the natural environment.

ISSUES-FOCUSED APPROACH TO TEACHING SOCIAL STUDIES (front matter)

The program of studies is designed to promote metacognition through critical reflection, questioning, decision making and consideration of multiple perspectives on issues. Through this process, students will strive to understand and explain the world in the present and to determine what kind of world they want in the future.

- Current Affairs
 - Social studies fosters the development of citizens who are informed and engaged in current affairs.
 - Investigating current affairs from multiple perspectives motivates students to engage in meaningful dialogue on relevant historical and contemporary issues, helping them to make informed and reasoned decisions on local, provincial, national and global issues.
- Controversial Issues
 - Studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic society.
 - Such study provides opportunities to develop the ability to think clearly, to reason logically, to open- mindedly and respectfully examine different points of view and to make sound judgments.

Grade 1 Social Studies

My World: Home, School and Community

- Students will determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:
 - How does caring for the natural environment contribute to the well-being of our community?

Grade 2 Social Studies

Canada's Dynamic Communities

- Students will appreciate the physical and human geography of the communities studied.
 - demonstrate care and concern for the environment
- Students will investigate the physical geography of an Inuit, an Acadian, and a prairie community in Canada by exploring and reflecting the following questions for inquiry:
 - What are the main differences in climate among these communities?
- Students will investigate the economic characteristics of communities in Canada by exploring and reflecting upon the following questions for inquiry:
 - ○ What kinds of natural resources exist in the communities (e.g., fishing, agriculture, and mining)?
 - What impact does industry have on the communities

A Community in the Past

- Students will examine how the community being studied has changed, by exploring and reflecting upon the following questions for inquiry:
 - In what ways has our community changed over time?
 - How have the people who live in the community contributed to change in the community?

Grade 3 Social Studies

Global Citizenship

- Students will examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:
 - In what ways do the people in the communities depend on, adapt to and change the environment in which they live and work?
 - In what ways do the communities show concern for their natural environment?
- Students will explore the concept of global citizenship by reflecting upon the following questions for inquiry:
 - What are some environmental concerns that Canada and communities around the world share?

Grade 4 Social Studies

Alberta: A Sense of the Land

- Students will examine, critically, the physical geography of Alberta by exploring and reflecting upon the following questions and issues:
 - What are the factors that determine climate in the diverse regions of Alberta (e.g., latitude, mountains)?
 - What are the significant natural resources in Alberta, and where are they located (e.g., mineral deposits, coal, natural gas and oil, forests)?
- Students will analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues:
 - How are natural resources used by Albertans (i.e., agriculture, oil and natural gas, forests, coal)?
 - How do Albertans deal with competing demands on land use (e.g., conservation, solar and wind power, recreation, agriculture, oil exploration, forestry)?

Alberta: Celebrations and Challenges

- Students will appreciate the factors contributing to quality of life in Alberta.
- Students assess, critically, the challenges and opportunities that Alberta has faced in its growth and development by exploring and reflecting upon the following questions and issues:

- In what ways have occupations and commerce been affected by geography, climate and natural resources in Alberta (i.e., forestry, agriculture, aviation, seasonal activities, tourism)?

Grade 5 Social Studies

Physical Geography of Canada

- Students value Canada's physical geography and natural environment.
- Students will examine, critically, the physical geography of Canada by exploring and reflecting upon the following questions and issues:
 - How do landforms, bodies of water and natural resources affect the quality of life in Canada?
 - What are the factors that determine climate in the diverse geographical regions of Canada (e.g., latitude, water, mountains)?
- Students will analyze how people in Canada interact with the environment by exploring and reflecting upon the following questions and issues.:
 - In what ways do natural resources and the physical geography of a region determine the establishment of communities?
 - How are natural resources used, exchanged and conserved in Canada?

Grade 9 Social Studies

Issues for Canadians: Economic Systems in Canada and the United States

- Students will assess, critically, the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon the following questions and issues:
 - How does individual consumer behaviour impact quality of life (e.g., environmental issues)?
- Students will assess, critically, the interrelationship between political decisions and economic systems by exploring and reflecting upon the following questions and issues:
 - How do government decisions on environmental issues impact quality of life (i.e., preservation, exploitation and trade of natural resources)?

Social Studies 10-1

Related Issue 3

- Students will recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization.
- Students will explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development).

- Students will evaluate actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation).
- Students will analyze multiple perspectives on sustainability and prosperity in a globalizing world.

Related Issue 4

- Students will accept political, social and environmental responsibilities associated with global citizenship.
- Students will analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues).

Social Studies 10-2

Related Issue 3

- Students will recognize and appreciate multiple perspectives that exist with respect to the relationships among economics, politics, the environment and globalization.
- Students will recognize and appreciate impacts of globalization on the interdependent relationships among the economy, people and the environment.
- Students will explore multiple perspectives on relationships among people, the land and globalization (spirituality, stewardship, sustainability, resource development).
- Students will analyze the impact of actions and policies associated with globalization on the environment (land and resource use, resource development agreements, environmental legislation).
- Students will examine multiple perspectives on sustainability and prosperity in a globalizing world.

Related Issue 4

- Students will accept political, social and environmental responsibilities associated with global citizenship.

Social Studies 20-1

Related Issue 3

- Students will analyze impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights).

Social Studies 20-2

Related Issue 3

- Students will analyze impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights).

Social Studies 30-1

Related Issue 1

- Students will explore factors that may influence individual and collective beliefs and values (culture, language, media, relationship to land, environment, gender, religion, spirituality, ideology).
- Students will explore themes of ideologies (nation, class, relationship to land, environment, religion, progressivism).

Related Issue 2

- Students will analyze the extent to which modern liberalism is challenged by alternative thought (Aboriginal collective thought, environmentalism, religious perspectives, neo-conservatism, postmodernism, extremism).

Related Issue 3

- Students will evaluate the extent to which the principles of liberalism are viable in the context of contemporary issues (environment concerns, resource use and development, debt and poverty, racism, pandemics, terrorism, censorship, illiberalism).

Social Studies 30-2

Related Issue 1

- Students will explore factors that may influence individual and collective beliefs and values (culture, language, media, relationship to land, environment, gender, religion, spirituality, ideology).
- Students will identify themes of ideologies (nation, class, relationship to land, environment, religion).

Related Issue 2

- Students will examine the extent to which modern liberalism is challenged by alternative thought (Aboriginal collective thought, environmentalism, religious perspectives, extremism).

Related Issue 3

- Students will evaluate the extent to which the values of liberalism are viable in the context of contemporary issues (environment concerns, resource use and development, debt and poverty, racism, pandemics, terrorism, censorship).