



AGENDA

BOARD OF TRUSTEES

Trisha Estabrooks
Board Chair

Shelagh Dunn
Board Vice-Chair

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

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

Via Zoom
Tuesday, December 8, 2020
2:00 p.m.

Board Meeting #07

- 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 #06 – November 24, 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, December 7, 2020, to speak under this item.)
- G. Reports:
 - 2. Report #20 of the Caucus Committee (From the meeting held November 3, 2020) (Information)
 - 3. Amendment to the 2020-21 School Year Calendar (Recommendation)
 - 4. Funds for the 2021-2022 Professional Improvement Program – Teacher Certificated Staff (Recommendation)
 - 5. Funds for the 2021-2022 Exempt Staff Professional Improvement Program (Recommendation)
 - 6. Motion re: Request to Premier Kenney (Recommendation)
 - 7. Three-Year Education Plan (2020-2023) (Recommendation)
 - 8. COVID-19 Update on Division Costs (Information – Response to Request for Information #081)
 - 9. Impact of Changes to the Regional Collaborative Service Delivery (Information – Response to Request for Information #084)
- 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 #06**

Minutes of the Board Meeting of the Board of Trustees of Edmonton School Division of the Province of Alberta held via Zoom on Tuesday, November 24, 2020, at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Shelagh Dunn
Michelle Draper

Trisha Estabrooks
Ken Gibson
Nathan Ip

Michael Janz
Bridget Stirling

Officials

Angela Anderson
Todd Burnstad
Grace Cooke
Ron MacNeil

Karen Mills
Leona Morrison
Kathy Muhlethaler
Kent Pharis

Nancy Petersen
Darrel Robertson
Carrie Rosa

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 Janz:

"That the agenda for the November 24, 2020, Board meeting be approved as amended."

(UNANIMOUSLY CARRIED)

C. Communications from the Board Chair

The Board Chair shared that the White Ribbon Campaign has been running for 18 years, and was founded by a group of men in Canada who felt that they had to raise awareness and work towards prevention of violence against women. She explained that the wearing of the white ribbon is a tradition that stands for never taking part in, condoning or staying silent about violence against

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women. Due to COVID-19, the distribution of 10,000 white ribbons usually undertaken by CUPE Local 474 (Custodial Staff) has been suspended for the 2020-2021 school year. The Board Chair advised that instead of distributing white ribbons, CUPE Local 474 will be making a sizable donation on behalf of Edmonton Public School Custodial workers to various organizations that support this work. The Board of Trustees endorsed this campaign in 1994 and urges schools and staff to recognize this initiative. The Board Chair thanked CUPE Local 474 for their donation, support and acknowledgement that violence against women is unacceptable.

The Board Chair said the increasing number of COVID-19 cases in the Division's schools can be directly correlated to what is happening in Edmonton. The Board Chair shared that since November 14 the Province has seen daily case numbers exceeding a thousand cases per day. She said that the Division feels this in its schools.

The Board Chair advised that staff in the Division are working extremely hard to keep students and each other safe. They are going above and beyond because of the heart they bring to the Division and their great care for the students and families the Division serves.

The Board Chair advised that she would be calling a recess during the meeting in order for the Board of Trustees and Administration to listen to Premier Kenney's press conference on next steps the province will be implementing due to increasing COVID-19 cases in Alberta. She advised that if there is an announcement about schools at 4:30 p.m. today, it will be the first time the Board of Trustees is being made aware of any changes.

The Board Chair shared that results review meetings are Trustee-led discussions and are part of the important work Trustees do in the interests of accountability and transparency to the public and the families they serve. She said that there are amazing stories of staff caring for each other and for students during these challenging times. She thanked everyone who has made time for these important conversations.

D. Communications from the Superintendent of Schools

The Superintendent gave a shout out to Division staff and students and said they are truly heroes in this pandemic. He shared that they are working very hard to keep safe and to keep learning going. The Superintendent shared that he is very proud of everyone.

The Superintendent expressed his appreciation of the Board of Trustees for the time they have invested in results reviews. He shared that the Division's schools are very proud to share their stories, challenges and opportunities with the Board annually. The Superintendent thanked the many parents that also participate in discussions about education.

E. Minutes

1. Board Meeting #05 – November 3, 2020

MINUTE BOOK**MOVED BY Trustee Ip:**

“That the minutes of Board Meeting #05 held November 3, 2020, be approved as printed.”

(UNANIMOUSLY CARRIED)

F. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

G. Reports

2. COVID-19 Impact on the Division during Quarter 1
Response to Request for Information #083

Information was provided regarding Request for Information #083.

3. 2019-2020 Audited Financial Statements

MOVED BY Vice-Chair Dunn:

“That the 2019-2020 audited financial statements, notes to the financial statements and unaudited schedules be approved.”

(UNANIMOUSLY CARRIED)

There was a short break in the meeting.

4. Annual Education Results Report (2019-2020)

MOVED BY Trustee Janz:

“That the Edmonton Public Schools’ Annual Education Results Report (2019-2020) be approved.

(UNANIMOUSLY CARRIED)

Trustee Adams requested that results from the Division’s partnership with the Kitaskinaw Education Authority (KEA) of Enoch Cree Nation be provided to the Trustees. The Superintendent advised that a fulsome report will be provided at a future Board meeting.

Trustee Gibson remarked that the Division has put significant resources and effort into early learning but noted the trend for Grade 1 reading at grade level declines every year from 2015 forward. Trustee Gibson referenced the Early Years Evaluation - Teacher Assessment (EYE-TA) data on pages 49-52 of the report and questioned whether there is an opportunity to make correlations of how well pre-Kindergarten students achieve in Kindergarten and Grade 1 by the various tiers as to readiness. Trustee Gibson asked that Administration provide information that would confirm

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that early intervention is actually preparing and demonstrating students are able to read at a Grade 1 level.

The Board Chair called a recess to allow time for Premier Kenney's announcement.

MOVED BY Vice-Chair Dunn:

"That Reports 2,3,4 and 5 be deferred to the December 8, 2020, Board meeting."

(UNANIMOUSLY CARRIED)

2. Report #20 of the Caucus Committee (From the meeting held November 3, 2020)
3. Amendment to the 2020-21 School Year Calendar
4. Funds for the 2021-2022 Professional Improvement Program – Teacher Certificated Staff
5. Funds for the 2021-2022 Exempt Staff Professional Improvement Program

H. Other Committee, Board Representative and Trustee Reports

There were no reports for this item.

I. Trustee and Board Requests for Information - None**J. Notices of Motion**

Trustee Janz served notice of motion that the Board of Trustees write a letter to Premier Kenney requesting:

- Immediate access to the federal contact tracer app, "COVID Alert".
- School board flexibility to determine local transition to online learning for schools.
- Specific public metrics when to return to in-person learning, such as a zero-contact tracing backlog and a threshold of community transmission.
- Sharing of data on suspected incidents of in-school transmission with school divisions to inform and adapt safety measures.

K. Next Board Meeting: Tuesday, December 8, 2020, at 2:00 p.m.**L. Adjournment: 5:45 p.m.**

The Board Chair adjourned the meeting.

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Trisha Estabrooks, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: December 8, 2020

TO: Board of Trustees

FROM: Trustee Shelagh Dunn, Caucus Committee Chair

SUBJECT: Report #20 of the Caucus Committee (From the meeting held November 3, 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 November 3, 2020, Caucus Committee meeting:

Advocacy Committee 2020-2021 Work Plan

1. *That the Board approve the Advocacy Committee 2020-2021 Work Plan.*

BACKGROUND

The Advocacy Committee is an ad hoc committee of the Board, affirmed at the June 23, 2020, organizational Board meeting. The Committee Terms of Reference were finalized at the October 21, 2020, Committee meeting.

This Advocacy Committee developed the proposed 2020-2021 work plan at their September 23 and October 21 meetings, informed the Board's annual August planning meeting.

Audit Committee External Member – Extension of Term

2. *That Christopher Sprysak's term as external audit committee member be extended for the period of December 1, 2020 to November 30, 2024, be approved.*

BACKGROUND

Mr. Sprysak was appointed as an external audit committee member on November 3, 2015, for a four year term. This term was extended from November 30, 2019 to November 30, 2020 in order to provide a two-year overlap period between our external audit committee members.

Publicly Posting Board Correspondence

3. *That all future letters sent by the Board Chair, Committees, and by the Board as a whole except those that would be protected under Caucus guidelines be posted to the Trustee section of epsb.ca two business days from the date of sending. Letters will be posted for the term of the Board plus one year.*

BACKGROUND

Accountability, a cornerstone value of our Division, and a commitment to transparency guide all Board endeavours. Sharing correspondence will enhance the Board's accountability and transparency by allowing any interested parties to see the Board's position and advocacy efforts on a wide array of subjects.

KM/sj

DATE: December 8, 2020

TO: Board of Trustees

FROM: Darrel Robertson

SUBJECT: Amendment to the 2020–21 School Year Calendar

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent

RESOURCE

STAFF: Bob Morter

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

ISSUE

An amendment to the 2020-21 School Year Calendar which was approved at the February 25, 2020, Board meeting, is being requested to accommodate the transition between learning quarters.

BACKGROUND

When the 2020-21 School Year Calendar was approved in February 2020, Edmonton Public Schools operated primarily on a semester system. Professional development days, particularly the one scheduled for February 1, were scheduled to support an even distribution through the year and transitions between semesters. The transition time supports staff in preparing to teach new classes and prepare for incoming students.

To enhance family choice in its Re-entry Strategy, Edmonton Public Schools shifted from semesters to organizing the school year into four instructional quarters (two-month periods of learning).

On the current 2020-21 School Year Calendar, the November break falls between the end of Quarter 1 and the beginning of Quarter 2 and a professional development day falls between the end of Quarter 2 and the beginning of Quarter 3. However, Quarter 3 ends on Tuesday, April 20 and the professional development day is scheduled for Monday, April 26. Therefore, Administration requests that the professional development day be rescheduled to Wednesday, April 21.

RELATED FACTS

- The 2020-21 School Year Calendar approved in February 2020 has a professional development day schedule for Monday, April 26.
- The quarter system, introduced in September 2020, has Quarter 3 ending on Tuesday, April 20, Quarter 4 beginning on Wednesday, April 21, and a professional development day scheduled for Monday, April 26.
- Changes to any previously approved school year calendar made necessary by information not available at the time the calendar was adopted require Board approval.

RECOMMENDATION

That the professional development day in the 2020-21 School Year Calendar be rescheduled from Monday, April 26 to Wednesday, April 21.

OPTIONS

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

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

CONSIDERATIONS and ANALYSIS

No changes to instructional time will occur as a result of rescheduling the professional development day.

NEXT STEPS

If approved, the amended 2020-21 School Year Calendar will be posted to the Division's website and the change will be shared with staff, students and families through all of the Division's communication channels.

KM:km

DATE: December 8, 2020

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Funds for 2021-2022 Professional Improvement Program - Teacher Certificated Staff

ORIGINATOR: Angela Anderson, Chief Human Resources Officer, Human Resources

RESOURCE STAFF: Trish Kolotyluk, Renée Thomson

REFERENCE: Teachers' Collective Agreement - September 1, 2016 to August 31, 2018, Clause 9

ISSUE

An allocation of funds from the 2021-2022 operating budget is requested to support the Professional Improvement Program – Teacher Certificated Staff, through which teachers would be able to access tuition and leave support for post-secondary coursework as per Clause 9 of the Teachers' Collective Agreement. An allocation of funds to support this program is an investment that will benefit our Division in several ways, including improving student achievement, building capacity in our teaching staff and sharing knowledge and expertise through our Division's model of professional learning. The request for a commitment of funds is made well in advance of the distribution of the funds to accommodate application and university admission processes.

BACKGROUND

Edmonton Public Schools recognizes that professional development for staff is a critical aspect in supporting successful outcomes for students, as well as for succession planning. The Professional Improvement Program – Teacher Certificated Staff is in support of Board Policy GE.BP - Organization for Instruction, which states that "effective teachers who have strong knowledge of pedagogy and subject content knowledge make a significant difference to student learning and achievement." The program is also in direct support of Division Priority 2, Goal 3, which states that throughout their careers, all staff members are to be "provided opportunities to enhance their professional capacity and leadership within a culture of collaboration." This program is grounded in our Division's cornerstone values of accountability, collaboration, equity and integrity.

Through this program, teachers have the opportunity to apply for tuition and leave support to undertake professional improvement activities that are aligned with Division Priorities and areas of need. A comparison of successful applicants by year (Attachment I), as well as a synopsis of funds and support granted over the past 10 years (Attachment II) are included in this report.

RELATED FACTS

- The Professional Improvement Program – Teacher Certificated Staff is guided by Clause 9 of the Teachers' Collective Agreement.
- Clause 9.2.2 outlines the conditions under which, upon application, leave for professional improvement may be granted to a teacher for a school year or portion of the year.

- Clause 9.2.7 specifies that tuition support for professional improvement may be granted, upon application, to a teacher on continuing contract and with two or more years of service with Edmonton Public Schools.
- Clause 9.2.8 states the maximum amount that may be allocated for the Professional Improvement Program – Teacher Certificated Staff is “3/4 of 1% of the annual grid costs, calculated as of the preceding November 30”.
- The Professional Improvement Program application process is rigorous. Assessment of applications is completed by a committee of Division leadership staff who consider the alignment of applicants’ proposed professional improvement plans with Division Priorities and identified programming needs. Additional considerations are the anticipated benefits to learners, the school and the Division, as well as connections to the applicants’ professional growth plans and career goals.
- Successful applicants agree to a return of service to Edmonton Public Schools of one year for tuition support and three years for a full-time leave with an allowance; part-time leaves are prorated accordingly.
- For the 2020-2021 Professional Improvement Program, support was granted primarily for courses and programs of study in the areas of leadership, counselling/mental health, curriculum, literacy, inclusion and mathematics.
- It has been an administrative practice to maintain a holdback of a portion of the allocation to address potential increases to leave allowance costs and tuition fees in the next academic year, as well as potential fluctuations in the exchange rate for tuition fees paid to international post-secondary institutions. The holdback for the 2020-2021 Professional Improvement Program was 2.9 per cent.
- In order to facilitate application, review and approval processes for the Professional Improvement Program – Teacher Certificated Staff, it is necessary that they be initiated a year in advance of the period of support (Attachment III).
- In addition to the support available through the Professional Improvement Program, tuition support for coursework related to core subject areas, second languages and selected priorities established by Edmonton Public Schools will continue to be available to teachers through the Teacher Development Program.
- The Teachers’ Collective Agreement also includes a commitment of Division funds to Edmonton Public Teachers Local 37 of the Alberta Teachers’ Association to administer and distribute funds in support of professional development activities or resources related to teachers’ individual professional growth plans. Edmonton Public Schools will provide \$875,000 in 2020-2021 and 2021-2022 to Local 37 in support of the Teacher Development Fund.
- Access to and support for professional development has been a significant bargaining issue in negotiations with the Alberta Teachers’ Association.
- Teachers are encouraged to access support through the provincial government’s bursary programs in the areas of mathematics and second language education, and to explore scholarship opportunities through their post-secondary institution and other community organizations.

RECOMMENDATION

That an allocation of \$1,200,000 from the 2021-2022 operating budget be approved for the Professional Improvement Program – Teacher Certificated Staff for the purpose of granting professional improvement leaves and tuition support to teachers for the 2021-2022 school year.

OPTIONS

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

1. The allocation of funds for 2021-2022 is decreased to \$1,200,000.
2. The allocation of funds for 2021-2022 remains at \$1,300,000

CONSIDERATIONS and ANALYSIS

The Professional Improvement Program is grounded in all four cornerstone values; however, the cornerstone value of collaboration is most evident in program participants' descriptions of how they are sharing their learning and experience with colleagues within their schools, catchments and communities of practice. Our culture of collaboration is also evident in how Professional Improvement Program participants are leveraging school and catchment professional development activities to build capacity and develop shared understandings. Those program participants who are consultants within the Division describe the ripple effect of learning that occurs when they share their knowledge, skills and experience with a broad audience across the Division through professional development sessions and targeted direct supports to schools. As well, staff in both informal and formal leadership roles explain how they are using their learning from post-secondary studies to inform how they guide and support staff and students in their schools.

Student achievement is positively impacted by teacher professional learning and the application of new skills and knowledge within classrooms and school communities. Our investment in teachers to complete in-depth post-secondary studies through the Professional Improvement Program results in benefits that extend beyond those individual teachers and their students. Professional Improvement Program participants go on to share their knowledge and expertise with colleagues through a wide range of professional learning opportunities, including sessions held on designated professional development days, communities of practice, collaboration with colleagues, coaching and mentoring and post-secondary coursework. Through this comprehensive model of professional learning, our Division is focused on working together to build capacity and to continuously improve. Overarching this is our shared responsibility to support our students to achieve to their fullest learning potential within an environment that supports their health and wellness.

The in-depth learning acquired from post-secondary studies is a key tenet of the Division's professional learning model. Focused study in university programs that are aligned with our Strategic Plan and areas of need results in significant benefits across the Division. A selection of reflective statements from staff who were supported through the Professional Improvement Program highlight this in Attachment IV. Several program participants explain that the integration of new strategies and perspectives, learned through their post-secondary studies, results in improved student academic success and wellness. Many participants reflect on the positive impact a deeper understanding of subject content and refinement of their teaching practices has had on their ability to meet the increasingly complex needs of students.

For the past several years, the number of teachers hired to the Division has increased to keep pace with our growing student enrolment. This resulted in a consistent increase in the number of applications for support through the Professional Improvement Program over several years. As a comparison, in 2014-2015, 70 certificated staff requested support through this program, while in 2019-2020, there were 144 requests for support. In 2020-2021, however, there was a shift in this upward trend with 110 applications for support received (Attachment I).

The number of teachers who request and receive support through this program is small relative to the total number of teachers in the Division. The chart below compares the total number of teachers over the past four years, the total number of Professional Improvement Program applicants and the number of applicants who were granted support. As we continue to build capacity by supporting a small number of teaching staff each year to participate in post-secondary studies aligned with our Division's Strategic Plan, those teachers, in turn, build capacity amongst their colleagues and work collaboratively towards the common goal of supporting the academic success and wellness of our students.

Comparison of Total Number of Teachers and Number of Successful Applicants

Year	Number of Teachers	Number of Applicants	Number of Successful Applicants	Percentage of Teachers Supported
2017-2018	5518	103	99	1.79%
2018-2019	5737	137	104	1.81%
2019-2020	5832	144	112	1.92%
2020-2021	5614	110	94	1.67%

Of the 110 requests for support through this program in 2020-2021, based on the relative strength of the applications, 42 applicants were granted the support they requested and were eligible to receive, 52 were granted partial support and 16 were not granted support.

Over the past decade, the gap between the maximum possible allocation and the approved allocation has widened. In 2011-2012, the approved allocation of \$1,200,000 was 41 per cent of the maximum possible allocation. The approved allocation of \$1,300,000 for 2020-2021 was 34 per cent of the maximum possible allocation (Attachment II).

The Professional Improvement Program – Teacher Certificated Staff is one of several ways that professional learning is supported for Division staff. The chart below outlines sources of support for professional learning.

Funds for Professional Learning	Details
School Budgets	Funds are allocated for staff professional learning within schools and catchments.
Decision Units	Several central decision units allocate funds for the delivery of targeted professional learning courses and sessions for Division staff. These include sessions offered through Instructional Supports, Technology and Information Management and Human Resources.
Division Programs: Teacher Development Program and Professional Improvement Program – Teacher Certificated Staff	Tuition support is available to teachers for post-secondary coursework related to core subjects and second languages, as well as for courses related to specific Division priorities through the Teacher Development Program. Tuition and leave support is available to teachers through the Professional Improvement Program for post-secondary coursework aligned with the Division's Strategic Plan.

Alberta Teachers' Association	Support is available to teachers through the Teacher Development Fund for a range of professional learning activities.
Bursaries and Scholarships	Bursaries and scholarships may be available through the ATA, government of Alberta, universities, businesses and other organizations.

We acknowledge the importance of supporting post-secondary professional learning for our teacher certificated staff. We also acknowledge that the economic situation anticipated for the 2021-2022 school year will continue to be challenging. Maintaining the allocation of funds for this program near the current level would continue to allow a number of teacher certificated staff to develop a deeper understanding of educational theories and practice, curricula and subject content that is aligned with Division initiatives and will ensure that we continue to build in-house expertise to support our Division's model of professional learning. In consideration of our challenging economic circumstances and decreased number of applications for the current school year, this recommendation is for a small reduction in the allocation of funds for this program.

NEXT STEPS

Upon approval of this recommendation, the program timeline will be followed (Attachment III).

ATTACHMENTS and APPENDICES

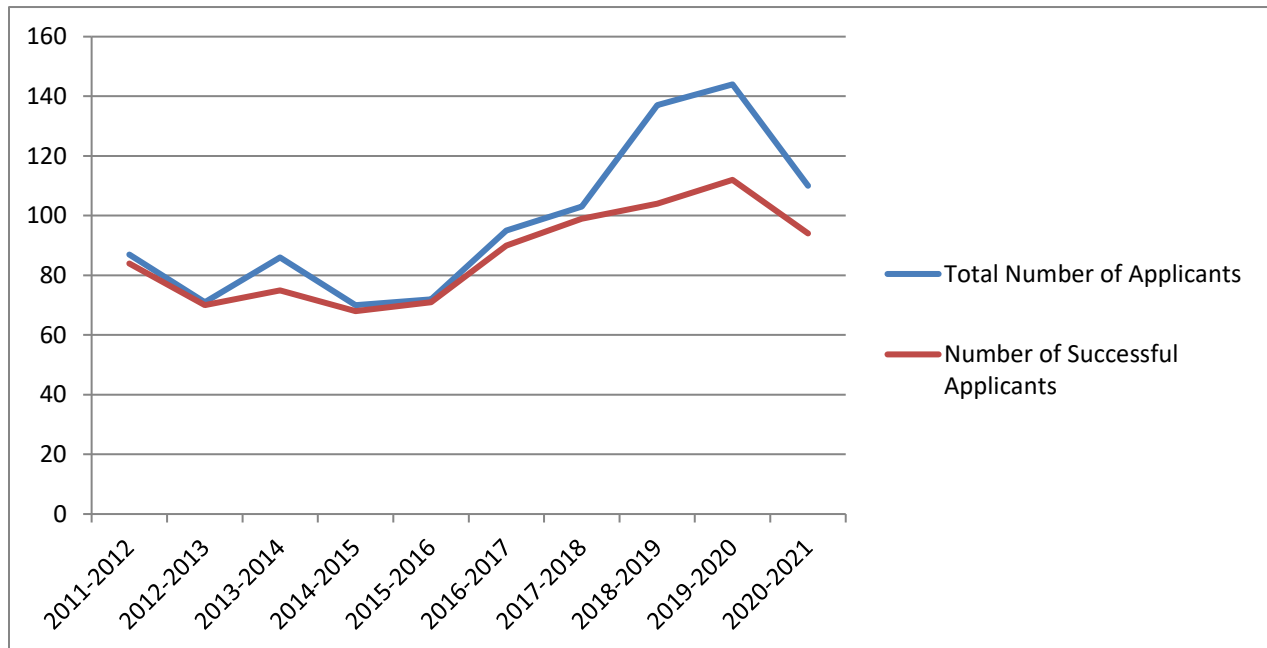
ATTACHMENT I	Comparison by Year: Total Number of Teacher Certificated Applicants and Number of Successful Applicants
ATTACHMENT II	Professional Improvement Program History
ATTACHMENT III	2021-2022 Professional Improvement Program Timeline
ATTACHMENT IV	Selection of Reflective Statements: Benefits of Program Participation
ATTACHMENT V	Comparison by Year: Number of Teachers and Number of Teacher Certificated Applicants

AA:sh

**PROFESSIONAL IMPROVEMENT PROGRAM
COMPARISON BY YEAR: TOTAL NUMBER OF TEACHER
CERTIFICATED APPLICANTS AND NUMBER OF
SUCCESSFUL APPLICANTS**

YEAR	TOTAL NUMBER OF APPLICANTS	NUMBER SUCCESSFUL
2011-2012	87	84
2012-2013	71	70
2013-2014	86	75
2014-2015	70	68
2015-2016	72	71
2016-2017	95	90
2017-2018	103	99
2018-2019	137	104
2019-2020	144	112
2020-2021	110	94

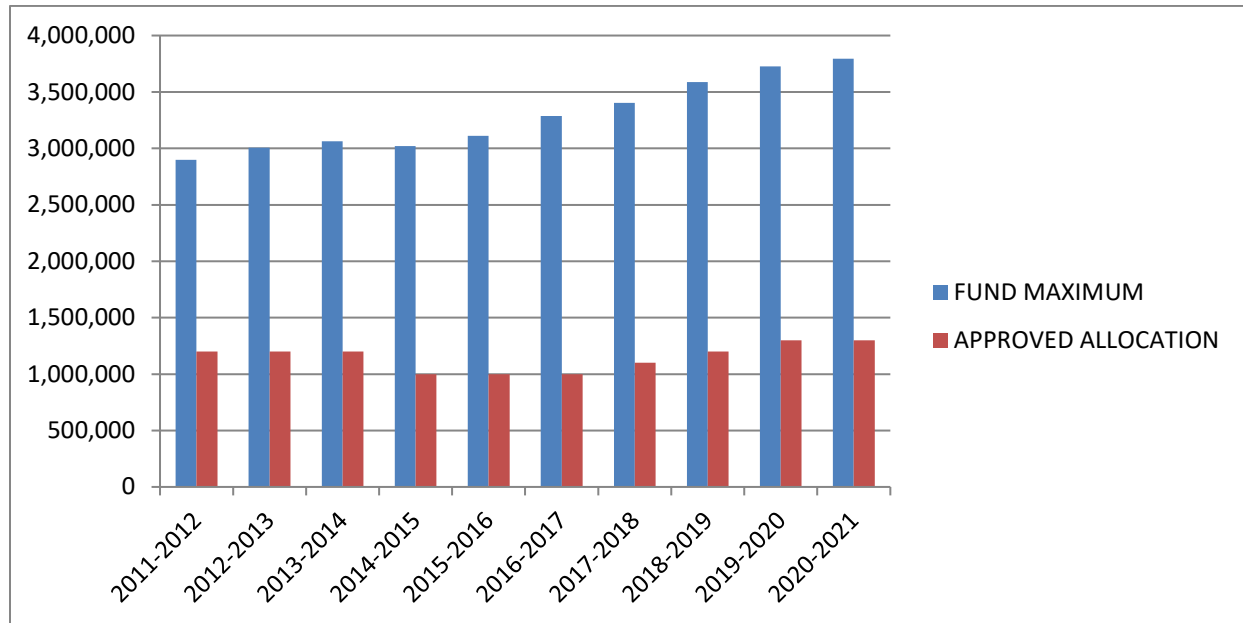
**COMPARISON BY YEAR: TOTAL NUMBER OF TEACHER CERTIFICATED APPLICANTS
AND NUMBER OF SUCCESSFUL APPLICANTS**



PROFESSIONAL IMPROVEMENT PROGRAM HISTORY

YEAR	FUND MAXIMUM AS PER CLAUSE 9.2.8	APPROVED ALLOCATION	% OF MAXIMUM	APPROVED TOTAL LEAVE FTE	ACTUAL \$ GRANTED FOR LEAVES	ACTUAL \$ GRANTED FOR TUITION	TOTAL ACTUAL \$ GRANTED FOR LEAVES & TUITION
2011-2012	2,899,830	1,200,000	41%	15.65	768,459	316,283	1,084,742
2012-2013	3,005,090	1,200,000	40%	12.48	785,786	296,530	1,082,316
2013-2014	3,062,822	1,200,000	39%	11.56	706,110	354,758	1,060,868
2014-2015	3,019,266	1,000,000	33%	7.20	517,762	367,680	885,442
2015-2016	3,111,487	1,000,000	32%	8.026	561,457	400,757	962,214
2016-2017	3,286,102	1,000,000	30%	9.40	577,248	371,809	949,057
2017-2018	3,402,751	1,100,000	32%	7.818	521,808	545,100	1,066,908
2018-2019	3,587,437	1,200,000	33%	8.09	589,115	581,762	1,170,877
2019-2020	3,725,511	1,300,000	35%	11.072	679,106	584,120	1,263,226
2020-2021	3,795,407	1,300,000	34%	8.478	621,109	641,150	1,262,259

COMPARISON BY YEAR: FUND MAXIMUM AND APPROVED ALLOCATION



2020-2021 PROFESSIONAL IMPROVEMENT PROGRAM TIMELINE

Activity	Date
Professional Improvement Program – Teacher Certificated Staff and application package communicated to Division teachers and made available online	October 30
Information meetings for interested staff (4:00 - 6:00 p.m. Google Meet)	November 17, 23
Obtain data to calculate maximums as per 9.2.8 of the Teachers' Collective Agreement	November 30
Due date for applications	January 8
Processing of applications <ul style="list-style-type: none"> • Receipt of applications confirmed • Background information compiled (previous leaves, degrees, grid placement, years of service, summary of request, projected costs) • Applications prepared for review by committee of leadership staff 	January 11 - 29
Review of applications <ul style="list-style-type: none"> • Application packages prepared for committee review • Committee workshop conducted • Review of applications completed 	January 11 - February 8 February 9 February 16
Compile background information and committee input	February 17 - March 2
Recommendation to the Superintendent	March 3
Approval of leaves and tuition support by the Superintendent	March 10
Communication of support granted <ul style="list-style-type: none"> • Letters and agreements sent to successful applicants • TM to Board • Division News announcement 	March 15 - 19 March 24 March 26

**Selection of Reflective Statements: Benefits of Program Participation
2019-2020 Professional Improvement Program – Teacher Certificated Staff**

Twyla Armagost, Acting for Assistant Principal

University of Alberta - Master of Education in Elementary Education with a specialization in Curriculum and Pedagogy - Early Learning Cohort

"I found this new learning to be very powerful and it has certainly increased my understanding of the intricacies involved in attempting to create truly inclusive schools, classrooms, and teaching practices...[I]t has provided me with specific insights that will strengthen my educational practice and skill set as a future leader with Edmonton Public Schools."

Andrea Gleddie, Teacher

University of Alberta - Master of Education in Secondary Education

"I've gained knowledge and understanding in school curriculum as well as how best to implement it into my classroom. I'm looking forward to connecting theory to practice and putting my learning into action...in Mathematics in particular."

Rebecca Ho, Teacher

City University of Seattle - Master of Arts in Counselling

"Studying the theoretical knowledge and skills has informed my teaching every day as I see the lessons I have learned in class in real life situations. In the short term I have been working on providing a trauma-informed classroom and using mediation techniques to help ground my students. In the long term, I can see my education allowing me to implement this knowledge on a school wide level, creating programs and structures that ensure a safe and positive wellness environment for all."

Marie Kleckner, Teacher

University of Alberta - Master of Education in Educational Studies

"I have learned a lot about First Nations, Metis, and Inuit education, deepening my understanding and appreciation for the complexities faced by marginalized populations in education. Overall, my understanding of the education system, leadership styles, and of current research has shifted my teaching practice, and my own leadership style within the school system. Although I am not in a formal leadership position, I am a leader within my school and amongst my colleagues. In the long term, I do see myself in a more formal leadership role. When this time comes, I know I will be a much different leader based on my experiences in the MES program."

Stéphanie La France, Teacher

University of Alberta - Master of Education in Secondary Education with a specialization in Mathematics

"Within the BEd programme, a student learns the immediately applicable and foundational knowledge and skills required for teaching; however, the masters programme provides a space for further growth in professional identity and the development or strengthening of teaching and learning philosophies which form the basis for quality education. It is the masters programme that enables deep (often ideological) reflection on what education could be; it empowers professionals to explore what they dream for a better education system. This is a vital step in the continued improvement and shifting of perspectives. I found this to be the case particularly in mathematics."

Kelcey Letersky, Teacher - Counsellor

University of Alberta - Master of Education in Educational Psychology with a specialization in School Counselling

I believe that I am capable of providing more effective, evidence-based support and interventions for students, teachers, and families than I was before I began the program. This means that individual students are better able to succeed in school and life, changing their lives for the better, as well as improving the school community as a whole. I also think that my training positions me to be a better support to staff in my school, not only in terms of providing strategies for helping students but also in providing personal, professional support and education. This, in turn, improves the quality of teaching in our school and the rest of the Division.

Andrea Lowe Davis, Teacher

University of Alberta - Master of Education in Educational Psychology with a specialization in School Counselling

"The MEd in School Counselling program has already and will continue to benefit my professional development, students, their families, colleagues, school, community and the District, as it fills a need in EPSB for mental health supports that is essential to student success."

Brett Ludwig, Teacher

University of Portland - Master of Education with a specialization in Educational Leadership

"I will absolutely be a better ESL teacher in the future as a result of my studies. By taking night classes, I am able to test out what I learned the next day in class. I've been able to develop lesson plans using best practices and backed by sound research. I have presented to my staff at the end of each course, what I learned, and how they can incorporate that into their subject areas. I've been able to further help the district, by meeting with ESL consultants and sharing my learning. I look forward to continuing to share what I learn in my second year with my staff, consultants and communities of practice. At the end of the day, I hope what I share will benefit ESL students across the district."

Melissa F. Maduro, Teacher

University of Portland - Master of Education with a specialization in Educational Leadership

"The courses I completed and activities I have been involved in have been invaluable in substantially increasing my knowledge about the multitude of intricacies involved in becoming a successful leader who can create a culture of efficacy and collaboration within a school, cohort, catchment and community."

Kylie Marshall, Teacher

Memorial University - Master of Education in Curriculum, Teaching and Learning Studies with a specialization in Language and Literacy Studies

"My understandings regarding lesson delivery, planning, and student success has changed greatly. Through critical inquiry, I have been exposed to theories and research that supports planning and administering lessons to teach early literacy to my students in a way that is applicable, differentiated and meaningful. I've gained a greater capacity to collaborate with my catchment group and support my colleagues to plan Tier II interventions and address specific needs to strive for equity for all our students. As I continue my studies, I believe the students in my classroom will develop stronger reading and writing skills. I will become better equipped to address, plan for, and assess the reading gaps within my classroom and successfully implement supports to promote equity for all students."

Kevin McBean, Teacher

University of Alberta - Master of Education in Secondary Education

"Much of what I learned has shaped my daily teaching practice - both in the pedagogical theories that underlie my approach to education as well as in practical activities that I have borrowed from my courses and adapted for use in my classroom. I know that I am a better teacher because of this. I have also been grateful for the encouragement I received from my colleagues to share what I have learned in formal presentations and informal conversations. I look forward to taking on more formal leadership roles and continuing to share."

Tess O'Shaughnessy, Teacher

Kent State University - Master of Music in Music Education

"Rather than guessing at what might work, I am trying research-proven techniques, and it is making a huge difference in my ability to reach the great variety of students that I teach."

Megan Paran, Consultant

University of Alberta - Master of Education in Elementary Education with a focus on early learning and Indigenous ways of being and knowing

"As I have continued to learn and engage in my own co-constructed curriculum-making alongside educators, children and families, I share my reflections and wonders with educators striving to shape their own practices. This has occurred across the landscapes of school places, instructional leadership opportunities, across Inclusive Learning teams, and allowed me to deepen my relationships, the competency I am most strongly connected to."

Elisha Pinter, Consultant

University of Alberta - Master of Education in Educational Studies

"My specific focus on spatial reasoning in mathematics has allowed me to embed my knowledge into numerous professional learning sessions and series for teachers within the Division. As well, sharing my learning journey with my colleagues has led to rich conversations, greater depth of exploration of our own mathematical understanding and critical analysis of the professional learning opportunities we currently offer. I believe the information and access to research I have gained and shared with colleagues will help to provide more targeted supports for teachers and administrators."

Karen Plant, Consultant - Technology

University of Portland - Master of Education with a specialization in Educational Leadership

"No one could have predicted the immense, worldwide uptake of technology for "emergency remote teaching." My masters course work greatly impacted my approach to leading the 6000 plus educators to online schooling. I took pride in the fact that my team looked to me to guide parts of our response because of my current coursework and research experience."

Alexis Renwick, Consultant - Education and Behaviour

University of Calgary - Master of Education in Interdisciplinary Studies with a specialization in Educating Children with Autism Spectrum Disorder

"Over the course of the year, I have learned new ways of programming to meet the educational needs of an autistic child, and am confident in passing on this learning to teachers who are looking for creative and new ways to meet the needs of their students. I have learned new ways of bringing parents and school teams together to support the short and long term goals of the individual child. I feel empowered to ask questions, invite collaboration, and to work with all ranges of stakeholders to

ensure success for each child, and to promote the amazing opportunities that neurodiversity has to offer.”

Jodie Schwartz, Teacher

University of Calgary - Master of Education in Interdisciplinary Studies with specializations in Collaborative Creativity and Design Thinking for Innovation

“I cannot begin to explain the benefits from this program for my work this year. Not only was it a help in my classrooms with creating opportunities for students to think their way through dilemmas and hypotheses, but it has given me, and therefore, my students the ability to pivot into this new world of covid learning. We have worked together to create opportunity within the constraints of online learning and to apply those constraints as simply a part of our new reality. We learned and grew together and I have a deep respect for the work my students were able to do.”

Jason Smith, Teacher

City University of Seattle - Master of Education in Educational Leadership

“What it all really comes down to is, how will this work help the students of EPSB succeed? I feel more prepared to lead groups of people, whether it be a class of students, a basketball team, the student services department, or a school. I'm confident that I will be able to help all of those that I lead to reach their potential and achieve success (in whatever way that looks like for them).”

Kim St. Amand, Department Head

University of Alberta - Master of Education in Educational Policy Studies with a specialization in Educational Administration and Leadership

“I have been able to build greater capacity in the areas of supporting staff and strengthening opportunities that promote student growth. The benefits gained through the Professional Improvement Program have grown beyond the initial investment towards my academic advancement as I have been able to, in turn, equip and build capacity in others.”

Quinton Stotz, Teacher

Concordia University - Montreal - Master of Arts in Applied Linguistics

“I feel that I have the theoretical foundation to assist my school and division in supporting, creating, and implementing language programs that embody the communities they serve. This knowledge is important given the diversity of language education at Edmonton Public Schools, which includes bilingual language education, ESL, French immersion, heritage language education, indigenous language education, and second language programs.”

DATE: December 8, 2020

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Funds for 2021-2022 Exempt Staff Professional Improvement Program

ORIGINATOR: Angela Anderson, Chief Human Resources Officer, Human Resources

RESOURCE STAFF: Trish Kolotyluk, Renée Thomson

ISSUE

An allocation of funds from the 2021-2022 operating budget is requested to support the Exempt Staff Professional Improvement Program, through which exempt staff would be able to access tuition and leave support for post-secondary coursework. An allocation of funds to support this program is an investment that benefits our Division and builds capacity in our staff. This request for a commitment of funds is made well in advance of the distribution of the funds to accommodate application and post-secondary admission processes.

BACKGROUND

Edmonton Public Schools recognizes that professional development for staff is a critical aspect in supporting successful outcomes for students, as well as for succession planning. The Exempt Staff Professional Improvement Program is in direct support of Division Priority 2, Goal 3, which states that throughout their careers, all staff members are to be “provided opportunities to enhance their professional capacity and leadership within a culture of collaboration.” This program is grounded in our Division’s cornerstone values of accountability, collaboration, equity and integrity.

Through this program, Division exempt staff have the opportunity to apply for tuition and leave support to participate in professional improvement activities that are aligned with the Division’s Priorities and areas of need. A comparison of successful applicants by year (Attachment I), as well as a synopsis of funds and support granted over the past few years (Attachment II) are included in this report.

RELATED FACTS

- The Exempt Staff Professional Improvement Program is aligned with the Division’s Strategic Plan and cornerstone values.
- The program ensures that exempt staff members across the Division have access to opportunities that would serve to enhance their professional capacity and allow them to stay current with industry standards and trends.
- Support for professional development assists in the attraction of exempt staff to the Division and in the retention of those employees.
- In order to facilitate application, review and approval processes for this program, it is necessary that they be initiated well in advance of the period of support (Attachment III).
- Exempt staff have the opportunity to apply for support in January for courses that take place between July 1, 2021, and August 31, 2022, or in September for courses that take place between December 1, 2021, and August 31, 2022, (Attachment III).

- The application process for this program is rigorous. Assessment of applications is completed by a committee of Division leadership staff who consider the alignment of applicants' proposed professional improvement plans with Division Priorities and identified needs. Additional considerations are the anticipated benefits to the Division, as well as connections to the applicants' professional growth plans and career goals.
- For the 2020-2021 Exempt Staff Professional Improvement Program, requests for support from exempt staff varied as greatly as their roles in the Division.
- It has been an administrative practice to maintain a holdback of a portion of the allocation to address potential increases to leave allowance costs and tuition fees in the next academic year, as well as potential fluctuations in the exchange rate for tuition fees paid to international post-secondary institutions.

RECOMMENDATION

That an allocation of \$140,000 from the 2021-2022 operating budget be approved for the Exempt Staff Professional Improvement Program for the purpose of granting professional improvement leaves and tuition support to exempt staff for the 2021-2022 school year.

OPTIONS

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

1. The allocation of funds for 2021-2022 is decreased to \$140,000.
2. The allocation of funds for 2021-2022 remains at \$150,000.

CONSIDERATIONS and ANALYSIS

Based on the number of applications we have received over the past few years, as well as the number of exempt staff in the Division, it is anticipated that maintaining the allocation of funds for this program near the current level would adequately cover the requests for support in 2021-2022. This school year, approximately 1.5 per cent of the just over 660 exempt staff working in the Division requested and were granted support through this program.

A selection of statements from staff members who were granted support through the Exempt Staff Professional Improvement Program has been included with this report (Attachment IV). Program participants reflected on the benefits of their professional learning and how it has been effectively integrated into their work responsibilities.

We acknowledge the importance of professional learning for exempt staff that continues to support skills and knowledge that benefit our students, schools and central decision units. In consideration of the challenging economic circumstances anticipated for the 2021-2022 school year, this recommendation is for a small reduction in the allocation of funds for this program.

NEXT STEPS

Upon approval of this recommendation, the program timelines for both the January and September application intakes will be implemented.

ATTACHMENTS and APPENDICES

- | | |
|---------------|------------------------------------------------------------------------------------|
| ATTACHMENT I | Comparison by Year: Total Number of Applicants and Number of Successful Applicants |
| ATTACHMENT II | Exempt Staff Professional Improvement Program History |

ATTACHMENT III 2021-2022 Exempt Staff Professional Improvement Program Timelines
ATTACHMENT IV Selection of Reflective Statements: Benefits of Program Participation

RT:sh

EXEMPT STAFF PROFESSIONAL IMPROVEMENT PROGRAM

COMPARISON BY YEAR: TOTAL NUMBER OF APPLICANTS AND NUMBER OF SUCCESSFUL APPLICANTS

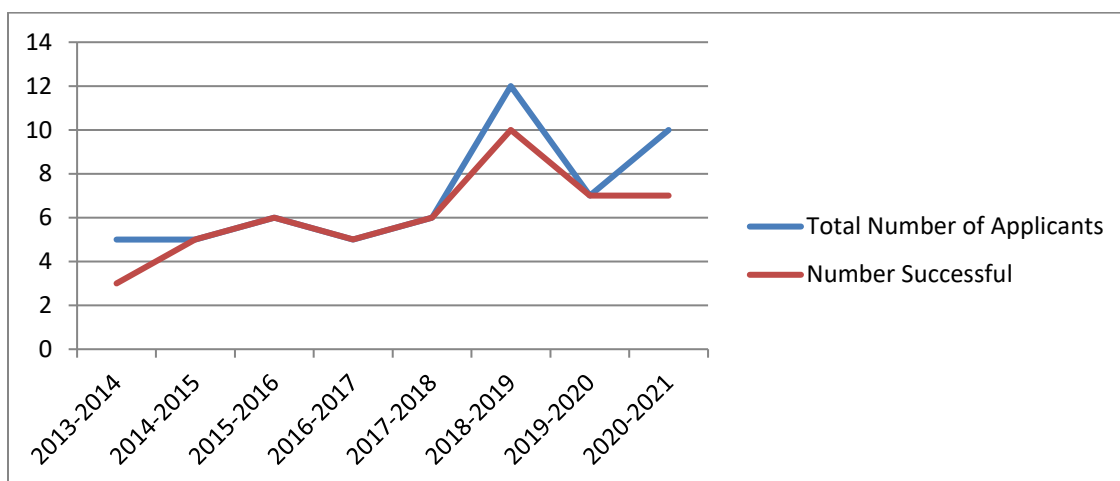
YEAR	TOTAL NUMBER OF APPLICANTS	NUMBER SUCCESSFUL
2013-2014 ¹	5	3
2014-2015 ¹	5	5
2015-2016 ¹	6	6
2016-2017 ²	5	5
2017-2018	6	6
2018-2019	12	10
2019-2020	7	7
2020-2021	10	7 ³

¹ Applications from exempt staff were assessed using processes outlined in the Teachers' Collective Agreement.

² The Exempt Staff Professional Improvement Program was established.

³ Three applications from the September intake are currently being reviewed.

COMPARISON BY YEAR: TOTAL NUMBER OF APPLICANTS AND NUMBER OF SUCCESSFUL APPLICANTS



EXEMPT STAFF PROFESSIONAL IMPROVEMENT PROGRAM HISTORY

YEAR	APPROVED ALLOCATION	APPROVED TOTAL LEAVE FTE	ACTUAL GRANTED FOR LEAVES	ACTUAL GRANTED FOR TUITION	TOTAL ACTUAL GRANTED FOR LEAVES & TUITION
2016-2017	\$150,000	1.467	\$106,861	\$35,585	\$142,446
2017-2018	\$150,000	0.644	\$47,129	\$39,304	\$86,433
2018-2019	\$150,000	0.600	\$47,147	\$52,902	\$100,049
2019-2020	\$150,000	0.440	\$32,699	\$37,730	\$70,429
2020-2021 ¹	\$150,000	1.000	\$67,572	\$30,450	\$98,022

¹ Three applications from the September intake are currently being reviewed.

2021-2022 PROFESSIONAL IMPROVEMENT PROGRAM TIMELINE

JANUARY 2020 APPLICATION INTAKE

(for courses that take place between July 1, 2021 and August 31, 2022)

Activity	Date
Exempt Professional Improvement Program information and application package are communicated to Division exempt staff and made available online	October 30
Information meeting for interested staff (4:00 - 6:00 p.m., Google Meet)	December 3
Due date for applications	January 8
Processing of applications	January 11 - 29
<ul style="list-style-type: none"> • Receipt of applications confirmed • Background information compiled (previous leaves, degrees, grid placement, years of service, summary of request, projected costs) • Applications prepared for review by committee of leadership staff 	
Review of applications	
<ul style="list-style-type: none"> • Application packages prepared for committee review • Committee workshop conducted • Review of applications completed 	January 11 – February 8 February 9 February 16
Compile background information with input from assessors	February 17 – March 2
Recommendation to the Superintendent	March 3
Approval of leaves and tuition support by the Superintendent	March 10
Communication of support granted	
<ul style="list-style-type: none"> • Letters and agreements sent to successful applicants • TM to Board • Division News announcement 	March 15 - 19 March 24 March 26

2021-2022 PROFESSIONAL IMPROVEMENT PROGRAM TIMELINE

SEPTEMBER 2021 APPLICATION INTAKE

(for courses that take place between December 1, 2021 and August 31, 2022)

Activity	Date
Due date for applications	September 17
Processing of applications	September 21-25
<ul style="list-style-type: none">• Receipt of applications confirmed• Background information compiled (previous leaves, degrees, grid placement, years of service, summary of request, projected costs)• Applications prepared for review by committee of leadership staff	
Review of applications	
<ul style="list-style-type: none">• Application packages prepared for committee review• Review of applications completed	September 20 - 24 October 4
Compile background information with input from assessors	September 28 - October 8
Recommendation to the Superintendent	October 15
Approval of leaves and tuition support by the Superintendent	October 22
Communication of support granted	
<ul style="list-style-type: none">• Letters and agreements sent to successful applicants• TM to Board• Division News announcement	October 25 - 29 November 3 November 5

**Selection of Reflective Statements: Benefits of Program Participation
2019-2020 Exempt Staff Professional Improvement Program**

Amie Mangan, Athletic Trainer

University of Alberta - Master of Arts in Kinesiology, Sport and Recreation

"New classes and projects opened my eyes to better ways to provide physical activity programs to all students and required me to think critically about how I am meeting the needs of those students who are more vulnerable. SPH 501: Social Determinants of Health forced me to examine how determinants such as socioeconomic status and race might be affecting the ability of students to lead healthier lives and participate in physical activity opportunities. This will impact how I create and run programs in the future to ensure that all students have access. In addition, KSR 530 Adapted Physical Activity allowed me to question how we can better support students participating in Adapted Physical Education programs."

Linda McFalls, Social Worker Consultant

University of Alberta - Doctor of Philosophy in Secondary Education with a focus on the interplay of social emotional development, trauma, mental health and neuroscience in educational settings

"I hope to contribute to educational leadership development by supporting the 'uncovering (and discovering) of their not yet known parts of self' and the competing and compelling implications in their relationships with students, staff, parents, community and organizational structures within and outside of Edmonton Public Schools."

DATE: December 8, 2020

TO: Board of Trustees

FROM: Trustee Michael Janz

SUBJECT: Motion re: Request to Premier Kenney

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

ISSUE

Notice of motion was served at the November 24, 2020, Board meeting.

BACKGROUND

Overall, we must work together to protect students, staff, and families and ensure we can keep schools open due to the vital role that they play, especially for the most vulnerable and youngest in our community. I acknowledge the difficulty of implementing wider community health measures, but these measures are critical in order to protect the ability of students to access education.

Contract Tracing

Contact tracing was supposed to be the backbone of safe re-entry, but sadly, it has collapsed under the weight of the caseloads. COVID cases are only climbing and in the majority of cases (75%+), the source of transmission remains unknown. Providing Albertans access to the functional COVID Alert app may be one more tool to help keep everyone safe and avoid a lockdown. [The app lets people report a COVID diagnosis in eight provinces and, if it's downloaded on your phone, also notifies you of possible exposure.](#)

I've been hearing from students, staff and families about the anxiety around delays in a notification, and the workload burdens for staff in terms of contact tracing are a significant source of added stress. The COVID Alert app could help reduce stress and strain, not only on our schools but our health care system in general. There have been major functionality and accuracy concerns ([as recently as November 15th, 2020](#)) with the Alberta-created app, that do not exist with the COVID Alert app.

Accessing the COVID Alert app is a zero dollar ask from the school board and would help us save staff time and costs. Even for those who don't believe that an app will benefit us, [it will cost Alberta nothing financially](#), and there is no downside to making the federal app available immediately. I have heard in many cases it was days until schools were notified by AHS and principals have to spend staff time making phone calls to all of the affected families. This is a significant additional workload in addition to supporting the teaching and learning in our schools during a very stressful pandemic.

Flexibility

Local autonomy and board flexibility would allow local school systems to make rapid decisions about changing between re-entry scenarios to keep students, staff, and family safer rather than waiting for multiple levels of decision making from the provincial government. Given the difficulties with contact tracing, we need all of the tools we can to respond.

Metrics

Students, staff and families deserve clear and transparent metrics to inform their decisions around when it is safe to return to in-person learning. Metrics provided through zero-backlog contact tracing and a defined threshold of community transmission and/or in-school transmission at which classes would move from in-person to distance learning would help provide clarity and support safety.

Data

Schools need to be able to adapt and respond using data to make decisions. The fact that data around suspected incidents of in-school transmission is not being shared with school divisions to inform and adapt safety measures is alarming. Moreover, it is perplexing why this information is being kept from the front-line workers best able to adapt and respond to the pandemic. Lacking full transparency on these cases, it is hard for us to take further proactive measures to respond.

RECOMMENDATION

In order to assist with contact tracing, reduce in-school transmission, keep schools open, and avoid another lockdown, the Board of Trustees write a letter to Premier Kenney requesting:

- **Immediate access to the federal contact tracer app, "COVID Alert".**
- **Board flexibility to determine local transition to online learning for schools.**
- **Specific public metrics when to return to in-person learning, such as a zero-contact tracing backlog and a threshold of community transmission.**
- **Sharing of data on suspected incidents of in-school transmission with school divisions to inform and adapt safety measures.**

OPTIONS

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

NEXT STEPS

Pending approval of the recommendation the Board Chair would send these requests on behalf of all Trustees to Premier Kenney.

MJ:km

DATE: December 8, 2020

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Three-Year Education Plan (2020-2023)

ORIGINATOR: Nancy Petersen, Managing Director, Strategic Division Supports

RESOURCE

STAFF: Angela Anderson, Clarice Anderson, Carolyn Baker, Marnie Beaudoin, Todd Burnstad, Patti Christensen, Grace Cooke, Maureen Crawford, Laurie Elkow, Jan Favel, Husna Foda, Rachel Foley, Terri Gosine, Lee Hodgkinson, Kim Holowatuk, Marlene Hornung, Trish Kolotyluk, Debbie Jackson, Sean Jones, Terry Korte, Willa Kung-Sutton, Roland Labbe, Amanda Lau, Terri Leedell, Valerie Leclair, Karen Linden, Owen Livermore, Cathy MacDonald, Ron MacNeil, Wendy Malanchen, Marilyn Manning, Karen Mills, Leona Morrison, Bob Morter, Kathy Muhlethaler, Ann Parker, Kent Pharis, Madonna Proulx, Natalie Prytuluk, Carrie Rosa, Andrea Sands, Adam Snider, Emmy Stuebing, Soleil Surette, Jennifer Thompson, Renee Thomson, Carol Van Kuppeveld, Christopher Wright, Amanda Wong, Liz Yule

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

ISSUE

Alberta Education requires school jurisdictions to submit an annually updated Three-Year Education Plan (3YEP).

BACKGROUND

School jurisdictions are required to annually report on their results and prepare three-year education plans guided by Alberta Education's Assurance Framework.

The 3YEP is legislatively required as per the *Education Act*, Section 67; *Fiscal Planning and Transparency Act*, Section 10; Alberta Regulation 94/2019, *Education Act*, School Councils Regulation; and Alberta Regulation 120/2008, *Government Organization Act*, Education Grants Regulation, Sections 2 and 7.

The 3YEP and Annual Education Results Review (AERR) serve as two of the annual planning, reporting and monitoring tools the Division uses to advance its Strategic Plan. The 3YEP and AERR have historically been combined as one document; however, moving forward, will be presented as two separate documents in alignment with new Alberta Education assurance requirements. Additionally, under the new assurance framework, the Division will be submitting its next 3YEP in May of 2021.

The 2020-2021 school year is unlike any other as the COVID-19 global pandemic continues to affect all aspects of daily living for our community. Within this context, the Division continues its work in support of student success. This document provides the Division's plan to advance its strategic priorities and those of the Alberta Education 2020-2023 Business Plan.

RELATED FACTS

- Each year the Division submits a Three-Year Education Plan (3YEP) to Alberta Education.
- The 3YEP serves as one of the planning, reporting and monitoring tools the Division uses to advance its Strategic Plan and demonstrate assurance.
- This year's plan is coming forward separate from the Annual Education Results Review, as per new Alberta Education assurance reporting requirements.

RECOMMENDATION

That the Edmonton Public Schools' Three-Year Education Plan (2020-2023) be approved.

CONSIDERATIONS and ANALYSIS

- The 3YEP will be submitted to Alberta Education by December 14, 2020.

NEXT STEPS

- The 3YEP will be posted on the Division website upon submission to Alberta Education.

ATTACHMENTS and APPENDICES

ATTACHMENT I Three-Year Education Plan (2020-2023)

NP:rf



Three Year Education Plan

2020–2023

3020 The Edmonton School Division
Submitted to Alberta Education
December 2020

INTRODUCTION

Edmonton Public Schools' 2020-2023 Three-Year Education Plan (3YEP) presents the Division's plan to advance its strategic priorities and those of the Alberta Education 2020-2023 Business Plan in support of success for every student. Foundational to the planning and reporting cycle are the Division's Vision, Mission, Values, Strategic Plan and the Alberta Education 2020-2023 Business Plan, which are brought to life through the shared leadership and responsibility of the Board of Trustees and central and school leadership.

The 2020-2021 school year is unlike any other as the COVID-19 global pandemic continues to affect all aspects of daily living for our community. Within this context, the Division continues to work to advance its priorities in support of high quality teaching and learning. This document provides an overview of the Division's intentional strategies developed in response to the Annual Education Results Review (AERR) and stakeholder engagement. These strategies build upon the work of past years and are intended to support improvement in student achievement and progress towards the goals of the Division's Strategic Plan.

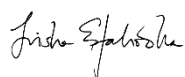
Evidence-based decision-making is central to the Division's assurance model, where data is used to reflect on what has been accomplished and to help inform actions and the use of resources going forward. While COVID-19 continues to impact some data gathering used to support and inform our work, including the planning and reporting cycle, the Division continues to explore alternative data sources, where needed, to continue to inform evidence-based decision-making and monitor for evidence of growth.

Engagement with stakeholders is another key action that informs our planning processes; for a more detailed look at engagement efforts across the Division refer to page two of this report.

Upon approval from the Board of Trustees, the Three-Year Education Plan will be submitted to Alberta Education and will be posted on the Division's website at epsb.ca/ourdistrict/results/aerr.

ACCOUNTABILITY STATEMENT

The Education Plan for the Edmonton School Division commencing September 2020 was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the Education Plan for 2020-2023 on (month and day), 2020.



Trisha Estabrooks
Board Chair

ENGAGEMENT

Engaging with our stakeholders – staff, parents, students and community members - serves as a meaningful way in which everyone can play a role in supporting student achievement and well-being. Both the Board of Trustees and Division administration value stakeholder engagement and hold themselves accountable by seeking input prior to taking action. Engagement at the Division occurs through multiple avenues and informs a variety of priorities. Stakeholders have provided feedback on a range of issues, concerns and topics; this work includes:

- **School Councils:** Schools engage with families through school councils which provide opportunities for dialogue around school operations, school plans and budget, as well as ongoing dialogue regarding student growth and achievement.
- **Local school activities:** Activities such as meet the principal drop-ins, morning coffees and family nights, allow families to share feedback informally.
- **Teacher Collaborative Conversations:** These conversations bring together staff from across the Division around a strategic topic. Feedback from the conversation helps to inform next steps in support of students. Examples of recent topics include: literacy, numeracy and seclusion rooms.
- **Division Feedback Survey (DFS):** Run every year for staff, students, family and community, this survey provides perspectives on how the Division is doing regarding the Strategic Plan. The DFS provides both system-wide and school-level results that are used to inform planning on both levels. In May 2020, instead of the DFS, the Division reached out to stakeholders and invited their feedback around a safe re-entry to schools in the fall. Over 74,000 responses were received, forming the basis of the Division's COVID-19 Re-Entry Strategy and this year's priority work.
- **Inclusive Education Parent and Community Advisory Committee:** Comprised of family, staff and community members, this committee provides ongoing feedback to help inform the delivery of inclusive education in the Division.
- **First Nations, Métis and Inuit External Advisory Council:** Comprised of members from the broader community and staff from the First Nations, Métis and Inuit Education Team, the council provides feedback to inform the development of Division resources and policies and supports ongoing dialogue between council members.
- **Multicultural Education Policy Review Advisory Committee:** This committee, comprised of parents, students, staff and community members, is helping to inform the ongoing review of Board Policy GGAB.BP Multicultural Education.
- **Equity Advisory Committee:** This committee, comprised of staff, families, students, Trustees and community has been established to help inform the development of a model to collect race-based data, as well as provide additional feedback to the Division regarding the issue of systemic racism.
- **Student Senate:** Student senators represent their fellow high school students to provide student voice to the Board of Trustees and administration.
- **Results Review and Catchment Conversations:** These conversations provide school and central leaders with the opportunity to reflect on their results and share and learn with each other. Through results reviews, Trustees are able to gather information, notice trends and bring back their observations to administration. These conversations inform future planning at the school and Division level.

- **Community Consultations:** The Division brings members of the community together around key infrastructure and programming decisions. These discussions use data to support the conversation and gather stakeholder feedback around such topics as school boundaries, mature community enrolment challenges or program placement.

STRATEGIES

The key strategies in the 2020-2023 Three-Year Education Plan reflect the strategies developed by schools, catchments and central units in support of student success. These are informed by the Division's Strategic Plan, the 2019-2020 AERR and Alberta Education's 2020-2023 Business Plan along with ongoing engagement with students, families and stakeholders.

Goal 1: EPSB's students are successful

Outcome: The growth and success of every student is supported throughout their journey from early learning to high school completion and beyond.

The Division walks alongside students on their Kindergarten to Grade 12 journey towards the goal of high school completion and a life of dignity and fulfillment through the following actions:

Early Learning

- Evaluate the new Early Learning program model under current Program Unit Funding (PUF) structure.

Literacy and Numeracy

- Using the Fountas & Pinnell Benchmark Assessment System (BAS) literacy assessment tool, assess student literacy levels to inform interventions and monitor for growth. BAS results will serve as a source of evidence to monitor literacy growth.
- Using the Math Intervention Programming Instrument (MIPI) as a source of evidence, identify gaps in learning for students to inform programming and interventions. Year-end teacher awarded marks will serve as an indicator of progress relative to students identified in the fall as requiring supports.
- Prioritize the ongoing development of teacher support packs in order to support continuity of learning for both in-person and online programming.
- Develop professional learning opportunities specifically for online learning, including sessions focused on literacy and numeracy instruction.

Measures

Alberta Education Accountability Pillar

- Provincial Achievement Tests
- Diploma exams
- Student, parent, teacher survey

Local Measures

- Division Feedback Survey
- Highest Level of Achievement-Writing
- Division-wide Focus on Reading
- Math Intervention Programming Instrument
- Teacher awarded marks
- Early Years Evaluation-

High School Completion

- Conduct a series of focus groups with online learners, families and staff to gain a deeper understanding of effective engagement and teaching strategies for the online learning environment.
- Examine trends in high school data to gain a stronger understanding of students who are achieving success and students at risk to not completing high school. Use the data to determine variables of success and potential barriers.
- Work with high school principals to develop a plan to support all students in Grades 10 to 12 to monitor or track their progress towards high school completion.

Safe and Caring Learning Environments

- Maintain an intentional focus on the safety and well-being of staff and students throughout the school year and the unique circumstances of a pandemic.

Specialized Supports

- Work with school leaders and staff from Specialized Learning Supports to evaluate the delivery of services under the current funding structure.

Community Partnerships

- Continue to work strategically with community partners around how they can remain connected with students and families in safe and meaningful ways during the pandemic.

Teacher
Assessment

- Enrolment patterns
- Stakeholder voice: families, students, staff

Goal 2: EPSB's First Nations, Métis and Inuit students are successful

Outcome: The achievement gap between First Nations, Métis and Inuit results and Division-wide results is closed

The Division is committed to closing the achievement gap and is taking focused, strategic steps towards this end through the following actions informed by key areas of the OECD's *Promising Practices in Supporting Success for Indigenous Students*.

High Quality Teaching and Learning (OECD priority area)

- Expand the High School Graduation Coach pilot to a second school; continue to evaluate and review the model through the lens of student growth and progress towards high school completion.

Engaging Families and Members of the Community (OECD priority area)

- Continue to be intentional in our efforts to build respectful, meaningful connections with families.

Measures

- Alberta Education Accountability Pillar
- Student attendance, course completion, graduation rates
- Stakeholder voice: families, students, staff

Regular Monitoring (OECD priority area)

- Examine variables within student achievement data to better understand which students are experiencing success and those students who require additional supports.
- Division high schools will monitor course completion data as an indicator towards high school completion.
- Look at attendance data as an indicator of a risk to school success. Use research-based strategies to work with families around removing barriers to school attendance.

Goal 3: EPSB has excellent teachers and school leaders

Outcome: EPSB provides welcoming, high quality learning and working environments.

By preparing staff with quality professional learning opportunities, leadership development, opportunities for collaboration and effective supports and services, the Division strives to provide high quality teaching and learning environments foundational to student success through the following actions:

High Quality Teaching and Learning

- Continue to provide quality professional learning through schools, catchments and central units that builds teacher capacity and positively impacts student success.
- Build capacity of teachers to be confident in programming and engaging with students in the online context.

Measures

- Alberta Education Accountability Pillar
- Division Feedback Survey
- Online teacher focus groups

Goal 4: EPSB is well governed and managed

Outcome: EPSB provides enhanced public education through communication, engagement and partnerships.

Edmonton School Division believes in public accountability and transparency, equitable practices, continuous improvement and striving for efficiencies.

Ongoing Engagement and Communication with Educational Stakeholders

- Continue to intentionally engage with stakeholders to inform the work of the Division, including advisory committees, focus groups and surveys.

Measures

- Alberta Education Accountability Pillar
- Division Feedback Survey

- Revise the Division Feedback Survey to reflect the unique circumstances of the 2020-2021 school year.
- Reimagine Division-hosted events or celebrations to reflect a COVID-19-safe way of doing.
- Schools will continue to engage with families around their planning and reporting cycle, including budget planning and results reviews.

- Stakeholder voice: families, students, staff

Ongoing Transparency and Accountability using an Evidence-Based Decision-Making Approach to Reporting and Actions

- Continue to provide the Board of Trustees with Strategic Plan Updates around key areas of the Division's plan. For the 2020-2021 school year, information will be provided around the following: Literacy; Numeracy; First Nations, Métis and Inuit student success; Evaluation of Division's COVID-19 Re-entry Strategy; Early Years and Mental Health.
- Implement the Alternative Program Distribution Framework 2020-2023 to ensure equitable access to programs of choice for families.
- Support the implementation of the new Growth Control Model, a responsive approach to student accommodation Division-wide. The intent of the approach is to provide long term sustainability, equitable access to high-quality learning environments and less potential for disruption for families.

Ongoing Engaged and Effective Governance

- Begin to explore the collection of race-based data as it may help to inform student success and take the next steps towards eradicating systemic racism within the Division.
- Evaluate the Division's Re-entry Strategy to inform preparation for the 2021-2022 school year.
- Support the work of the Division to ensure alignment with provincial direction.

IMPLEMENTATION PLAN

The key strategies in the 3YEP are implemented through school, catchment and central unit plans, which are reported on at results review as part of the planning and reporting cycle. These plans are focused on supporting student success and have been developed around the Division's Strategic Plan. For this year, plans also reflect the unique circumstances of the global pandemic.

Engagement with stakeholders remains a key means of gathering feedback and the Division is committed to continuing to seek the voice of parents, staff, students and community despite the social limitations of the pandemic.

Additionally, in 2020-2021 the work of the Division to action our priorities and support students towards achieving a life of dignity and fulfillment will occur within the framework of the Division's COVID-19 Re-entry Strategy as we work through the lens of our re-entry priorities of family choice, continuity of learning and safety.

BUDGET AND FACILITIES

Edmonton Public School Board's [2020-2021 Budget](#) can be accessed from [epsb.ca](#). The [Three-Year Capital Plan](#) and [Ten Year Facilities Plan](#) can also be found on [epsb.ca](#).

DATE: December 8, 2020

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: COVID-19 update on Division costs
(Response to Request for Information #081)

ORIGINATOR: Todd Burnstad, Chief Financial Officer

**RESOURCE
STAFF:** Amanda Wong, Andre Joseph

REFERENCE: [Request for Information #078 – September 22, 2020, Board Meeting](#)

ISSUE

At the October 6, 2020, public Board meeting, Trustee Janz requested that administration provide a rough estimate of what the Division has spent, what it is anticipating spending and what are other anticipated budget impacts from COVID-19 that may need to be considered for the 2020-2021 school year.

BACKGROUND

On August 25, 2020, the federal government announced \$2 billion dollars in funding to support schools across the country with re-entry during the global pandemic. Referred to as the *Safe Return to Class Fund*, Alberta's share is \$262.8 million, with \$37.4 million being directed to support the Division. Additional details around the distribution of the federal funds was outlined in RFI #078, which was presented at the September 22, 2020, Board meeting.

In addition, the Division has requested permission to access up to an additional \$28.2 million from our accumulated operating surplus, to cover possible additional costs not originally anticipated in the 2020-2021 budget.

COVID-19 additional costs are being tracked by the following categories:

- Additional learning supports (staffing requirements)
- Adaptation of learning spaces
- Testing
- Facility Alterations
- Personal protective equipment
- Cleaning supplies and sanitization
- Additional cleaning and custodial
- Transportation
- Remote learning supports
- Additional equity funds

CURRENT SITUATION

The total financial impact of COVID-19 and our re-entry strategy is difficult to estimate. This becomes even more difficult as shifts are required in response to changing restrictions like the recent provincial announcement on November 24, 2020, which requires Grades 7 to 12 students to move to online learning until January 11, 2021.

The federal funding is being provided in two equal installments; the first payment has already been received by the Division and the second payment will be made later in the school year. In order to receive the second part of the grant, school boards were required to submit a completed financial template to Alberta Education by November 30, 2020, showing how the funds have been spent to date, committed or anticipated to be incurred. This includes all eligible staffing/contracting that was put in place for the entire school year and any related committed facility upgrades.

The November 30 federal template has been included as Attachment I. Out of the total funding of \$37.4 million, as of October 31, 2020, the Division has spent or has committed eligible COVID-19 costs of \$30.9 million, and is anticipated to spend the remaining \$6.4 million during the current school year. This exceeds the 50 per cent threshold of \$18.7 million required in order to receive the second half of the funds.

Attachment II reflects the total estimated COVID-19 costs of \$68.3 million, and additional details around the federal funds that have already been incurred or committed to date and which have been included on the federal template (Attachment I). After applying the federal funds, the remaining balance of additional COVID-19 related costs of \$30.9 million will be covered through current year operations or through access to our operating surplus.

We will continue to monitor, update and track our COVID-19 related costs throughout the year.

ATTACHMENTS

ATTACHMENT I	Federal Funding for Alberta Safe Return to Class Fund Template
ATTACHMENT II	COVID-19 Forecasted Operating Costs Update

TB:ja

3020 The Edmonton School Division
Federal Funding for Alberta for a Safe Return to Class Fund

Allocation for:	
September 2020	\$ 18,676,525
January 2021	\$ 18,676,525
Total Allocation for Safe School Re-Entry	\$ 37,353,050

Expenditures allocated to the federal funding:	Operating	Capital	Total
<i>Additional Learning Supports (Staff and Substitute costs) [Note 1]</i>	\$ 29,000,000	\$ -	\$ 29,000,000
<i>Adaptation of Learning Spaces</i>	\$ 1,500,000	\$ -	\$ 1,500,000
<i>Testing (Temperature Checks/ Swab Test)</i>	\$ 500,000	\$ -	\$ 500,000
<i>Facility Alterations (Air Systems)/ Utility Costs</i>	\$ -	\$ -	\$ -
<i>Personal Protective Equipment (masks/ faceshields etc.)</i>	\$ 1,750,000	\$ -	\$ 1,750,000
<i>Cleaning Supplies & Sanitization</i>	\$ 1,528,050	\$ -	\$ 1,528,050
<i>Additional Cleaning & Custodial [Note 2]</i>	\$ 2,000,000	\$ -	\$ 2,000,000
<i>Health & Safety Training</i>	\$ -	\$ -	\$ -
<i>Online Learning and Teacher Training (PD/ Equipment)</i>	\$ -	\$ -	\$ -
<i>Supports for Special Needs Students (Staff & Equipment)</i>	\$ -	\$ -	\$ -
<i>Transportation (Cleaning and Routing) [Note 3]</i>	\$ -	\$ -	\$ -
<i>Remote Learning Support (Technology costs: equipment, licenses, etc.) [Note 4]</i>	\$ 1,075,000	\$ -	\$ 1,075,000
Total Expenditures	\$ 37,353,050	\$ -	\$ 37,353,050

Federal Funding Allocation Outstanding	\$ -
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Note 1:

Please include any expenditures relating to salaries or benefits under this category.

Note 2:

Under this category, please include expenditures relating to staff (including substitutes and custodians) which are needed for additional cleaning due to Covid-19.

Note 3:

This includes additional expenditures for transportation due to Covid-19. Examples: cleaning for buses, routing

Note 4:

Remote Learning Support (Technology costs: equipment, licenses, etc.): non-salary expenditures (primarily technology requirements) related to supporting remote working and online education.

COVID-19 Forecasted Operating Costs Update

COVID-19 Forecasted Operating Costs Update	Total	Breakdown of Federal Safe Return to Class Fund				Notes
	Estimated Costs 2020-21	Actual Costs*	Committed Costs**	Forecasted Costs***	Total	
		SEP-20 to OCT-20	NOV-20 to AUG-21	NOV-20 to AUG-21		
Additional Learning Supports (Staff and Substitute						
Additional certificated staff (temporary assignment to support quarterly model)		3,485,164	18,086,134		21,571,298	1
Additional supply staff (coverage of school staff's sick time)		481,884	-	1,500,000	1,981,884	2
Additional school support staff		79,427	196,475	321,285	597,187	1
Curriculum development (K-9 and high school online resources)		713,217	4,136,414		4,849,631	3
	\$39,890,000					\$29,000,000
Adaptation of Learning Spaces:						
Additional storage requirements		32,668	-	493,182	525,850	4
Rental and maintenance of portable sinks		-	163,650	750,000	913,650	5
Social distancing and safety marking products		10,500	-	50,000	60,500	6
	\$2,500,000					\$1,500,000
Testing (Temperature Checks/ Swab Test):						
Mobile testing		56,847	-	443,153	500,000	7
	\$1,250,000					\$500,000
Facility Alterations (Air Systems)/ Utility Costs:						
Increased utilization of ventilation systems		-	-		-	8
	\$3,000,000					\$0
Personal Protective Equipment (masks/ faceshields etc.)						
		214,277	-	1,535,723	1,750,000	6
	\$2,000,000					\$1,750,000
Cleaning Supplies & Sanitization:						
Additional disinfection systems		236,912	-	400,000	636,912	6
Additional sanitation and cleaning supplies		360,407	-	530,731	891,138	6
	\$2,750,000					\$1,528,050
Additional Cleaning & Custodial:						
Additional custodial staff		209,711	1,385,360	404,929	2,000,000	1
	\$5,510,000					\$2,000,000
Transportation (Cleaning and Routing)						
		-	-		-	9
	\$3,000,000					\$0
Remote Learning Support (Technology costs: equipment, licenses, etc.):						
Additional software licenses (assist with working remotely and online education)		344,280	-	11,701	355,981	10
Additional learning devices (to assist students and teachers with online education)		719,019	-		719,019	10
	\$2,350,000					\$1,075,000
Additional Equity Fund						
		-	-		-	11
	\$6,000,000					\$0
Subtotal - Forecasted additional costs	\$68,250,000	\$6,944,313	\$23,968,033	\$6,440,704	\$37,353,050	\$37,353,050
LESS: Federal Funding "Safe Return to Class Fund"	-\$37,353,050					
Potential balance to be covered through current year operations or through access to our operating surplus	\$30,896,950					

* Actual costs reflect expenses that have been received or incurred during the period.

** Committed costs reflect expenses that have been committed to for services or goods that will be received during the future period.

*** Forecasted costs reflect expenses that are anticipated to be received or incurred but where no commitment currently exists.

NOTES:**1 Staffing requirements (actual and committed costs)**

Actual cost reflects the comparison of actual payroll data from September 1 to October 31, 2020, against 2019 payroll data from the same period. The incremental change from the prior year was deemed to be the additional staffing costs incurred due to the COVID-19 impact. Committed costs represent the completion of the school year for staff currently in contract positions with the Division using October 2020 payroll to forecast costs to be incurred for the remainder of the year.

2 Additional supply staff (coverage of school staff's sick time)

Actual cost reflects the comparison of actual payroll data from September 1 to October 31, 2020, against 2019 payroll data from the same period. The incremental change from last year was deemed to be the best estimate of the cost for supply staff to cover certificate and non-certificated staff sick time at various schools.

3 Curriculum development (K-9 and high school online resources)

Actual costs includes actual payroll data from September 1 to October 31, 2020, for staff hired in Quarter One, as the majority of them are working on the K-9 curriculum development. Committed costs utilizes the October 2020 pay for the Quarter One staff to forecast the remainder of the year. Additionally, committed costs are also comprised of staff that will be starting in Quarter Two (mid-November), the majority of whom will be working on the high school curriculum.

4 Additional storage requirements

The charges reflect storage and moving costs to remove furniture to increase safety in regards to COVID-19 requirements. Actual costs reflect the amounts paid as of November 5, 2020.

5 Rental and maintenance of portable sinks

The charges reflect the current commitment to date (where a purchase order has been initiated) on the portable sinks initiative. Additional costs are anticipated for the remainder of the school year.

6 Personal and other protective supplies

The actual costs reported reflects charges incurred from September 1 to November 12, 2020, with respects to PPE, cleaning/sanitation supplies, and social distancing markers. In the prior year (2019-2020), approximately \$3.3 million dollars was spent specifically on the above mentioned protective supplies in preparation for 2020-2021.

7 Mobile testing

The charges are for providing mobile COVID-19 testing for any Division employee who has COVID-19 symptoms and are partially based on the number of tests performed. Costs reflect the amounts invoiced as of November 12, 2020.

8 Air ventilation systems

The Division has increased the amount of time ventilation equipment systems are running and increasing the frequency of filter changes (in order to meet the American Society of Heating, Refrigerating and Air-Conditioning Engineering (ASHRAE) standards).

9 Transportation

The Division is currently formalizing supplemental agreements with our transportation carriers with regards to additional cleaning requirements. At this time no items of this nature have been billed and the Division will not be invoiced until the agreements are finalized.

10 Technology requirements

The charges are related to the purchasing of Chromebooks, Google education licenses and other technology supports that are being used to support the needs of online teachers and students. Actual costs are reported as of October 31, 2020.

11 Additional Equity Fund

To date no significant costs have been incurred. It is likely the incremental costs as compared to prior years will be realized as the fiscal year presses on and COVID-19 further adversely impacts the opportunity for schools to deliver on priority projects/initiatives.

DATE: November 26, 2020

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Impact of Changes to the Regional Collaborative Service Delivery
(Response to Request for Information #084)

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent

**RESOURCE
STAFF:** Ann Parker, Natalie Prytuluk

REFERENCE: November 3, 2020 Board meeting (Trustee Dunn)

ISSUE

Trustee Dunn requested the following information regarding changes to funding and staffing in relation to Regional Collaborative Service Delivery (RCSD):

- **Impact of changes:** In addition to the 2019-2020 Regional Collaborative Service Delivery (RCSD) information provided to the Board on November 3, 2020, in RFI #079, provide further information regarding the Alberta Health Services (AHS) employees and staff paid through previous RCSD funding.
- **Use of funds:** Provide information on how the \$11,543,602 RCSD grant was utilized in 2019-2020 and how these funds are being utilized in 2020-2021. Provide information to indicate if all the positions previously provided through AHS are now provided through the SLS grant for 2020-2021.

BACKGROUND

At the November 3, 2020, public Board meeting, Trustee Dunn asked for further clarification to RFI #079 in regard to the \$11,543,602 RCSD grant for 2019-2020 and how this compares to the 2020-2021 allocation of funds. Specifically, Trustee Dunn requested information on the number of AHS employees compared to the number of Specialized Learning Supports (SLS) employees from 2019-2020 to 2020-2021 and if all of the previous AHS positions have been replaced.

CURRENT SITUATION**Impact of changes:**

In spring 2020, Alberta Education released their new funding framework and dissolved the previous RCSD cross-ministry partnership. The full portion of funds that had previously been allocated for use by Edmonton Public Schools under the Edmonton Regional Collaborative Delivery model have been accounted for and redirected to our Specialized Learning Supports (formerly Inclusive Learning) department for the 2020-2021 school year. This redirection of RCSD funds has ensured the continuance of school-linked specialized service teams and allowed for the contracting of some highly specialized positions from Alberta Health Services.

In addition, \$2.5 million of the \$11,503,642 RCSD funds that the Division received for the 2020-2021 school year will be directed to contracted services for external specialized assessment. The redirection

of RCSD funds to the Specialized Learning Support (SLS) grant has increased flexibility to allocate these funds to target supports where we need them to best serve students, families and schools.

Provide further information regarding the Alberta Health Services (AHS) employees and staff paid through previous RCSD funding.

For the 2019-2020 school year, the Division received a total of \$4,963,994 in RCSD funding. The staff in the following chart reflect Edmonton Public School employees funded through the Division RCSD budget and assigned to support the school-linked teams.

2019-2020 RCSD Budget			
Staff Full Time Equivalent (FTE)			
Exempt	30.1		
Support	1.4		
Teacher	10.5		
*Total FTE	42.0	Total Staffing Costs	\$4,664,788
		Supplies, Equipment and Services	\$299,206
		Total 2019-2020 RCSD funds	\$4,963,994

**Included in this chart are low incidence staff such as vision, deaf and hard of hearing, and physical therapy consultants. Approximately 33 per cent of services provided through these staff were dedicated to private/charter/Edmonton Catholic Schools as part of the RCSD framework.*

Provide information on how the \$11,543,602 RCSD grant was utilized in 2019-2020 and how these funds are being utilized in 2020-2021. Provide information to indicate if all the positions previously provided through AHS are now provided through the SLS grant for 2020-2021.

This year, the Division received an additional \$6,579,608 in RCSD funds for a total allocation of \$11,543,602 to support SLS. The following chart outlines the Fall Revised Budget for 2020-2021 specific to the RCSD funds received.

2020-2021 RCSD Budget			
Staff Full Time Equivalent (FTE)			
Exempt	59.3		
Support	5.3		
Teacher	12.5		
Total	77.1	Total Staffing Costs	\$8,407,571
		*Supplies, Equipment and Services	\$3,136,031
		Total 2020-20201 RCSD funds	\$11,543,602

The staff in the above chart are Division employees and provide services to Edmonton Public Schools.

*The Supplies, Equipment and Services (SES) allocation includes \$2.5 million dollars targeted for contracted specialized assessment services.

The following chart includes the AHS staff accessed by Edmonton Public through the RCSD model during 2019-2020 compared to 2020-2021 staff.

Rehabilitation and Low Incidence Services	2019-2020 EPSB Inclusive Learning staff	2019-2020 AHS staff	2020-2021 SLS staff
Speech-Language Pathology Consultant	35.4	11.4 (Allied Health)	46.6
Speech-Language Therapy Assistants (SLA)	18.9	8.04 (Allied Health)	18.9
Occupational Therapy Consultants (OT)	27.2	6.9 (includes team leads and clerical support for AHS)	28.2
Physical Therapy Consultants (PT)	5.4	0	4.4
Respiratory Therapists/ Nurse	0	0.6	0.4 (contracted)
Adapted Physical Education Consultant	3.2		3.2
Audiologists	2.8		2.8
Braillist and Braille Assistants	1.3		1.0
Deaf/Hard of Hearing consultants	3.5		3.5
Vision Consultants	3.0		3.0
Assistive Technology Consultants	3.0		3.0
Total	103.7	26.94	115.0
Psycho/Social, Mental Health Services	2019-2020 IL staff	2019-2020 AHS staff	2020-2021 SLS staff
Diversity/SOGI consultants	1.6	N/A	1.6
Comprehensive School Health Consultants	1.9	N/A	1.9
Education Behavior Specialists	10.5	N/A	10.5
Psychologists	16.1	0.4	23.6
Mental Health Therapist (AHS)	0	15	6.0 (contracted)

Mental Health Consultants	0	N/A	9.0
Clinical Social Workers	10.8	N/A	10.8
Mental Health Nurse	1.0	N/A	1.0
Child Development Workers /Mental Health Therapy Assistants	1.7	N/A	2.0
School Family Liaisons	8.8	N/A	8.8
Mental Health Transition Teacher	1.0	N/A	1.0
Total	53.4	15	76.2
Learning and Cultural Services	2019-2020 IL staff	2019-2020 AHS staff	2020-2021 SLS staff
Reading Specialists	11.8	N/A	10.8
ESL Consultant	9.0	N/A	9.0
Intercultural Consultants	6.8	N/A	6.8
Total	27.6	0	26.6

The 2019/2020 chart includes low incidence staff such as vision, deaf and hard of hearing, and physical therapy consultants. Approximately 33 per cent of services provided through these staff were dedicated to private/charter/Edmonton Catholic Schools as part of the RCSD framework

Prior to the 2020-2021 year, SLS had a partnership with Allied Health to access 11.4 FTE of Speech-Language Pathology support and 8.04 FTE of Speech-Language Therapy Assistant support as these staff were already working in schools to provide service. These staff were embedded into the school-linked teams. Due to Budget 2020 reductions to Alberta Health Services, Allied Health has re-configured their pediatric rehabilitation services and our Division no longer has access to these services in schools.

Staff from the SLS school-linked teams above are funded through four decision units that were formerly part of Inclusive Learning and are now part of Specialized Learning Supports (SLS):

- Early Years
- Inclusive Learning
- RCSD
- Diversity and Comprehensive School Health

While each of these decision units received a reduction in funding for the 2020-2021 school year, the redirection of additional RCSD funds to our Division in combination with funding from the new Specialized Learning Supports envelope, has allowed for the continuance of school-linked specialized service teams and the contracting of specialized mental health positions from Alberta Health Services. Nine school-linked specialized service teams are accessible to schools and provide direct service to Kindergarten to Grade 12 students across the Division

KEY POINTS

- The full portion of funds that had previously been allocated for use by Edmonton Public Schools under the Edmonton Regional Collaborative Delivery model (\$11,543,602) have been accounted for and redirected to our Specialized Learning Supports (formerly Inclusive Learning) department for the 2020-2021 school year.
- The redirection of additional RCSD funds to our school division, in combination with funding from the new Specialized Learning Supports envelope, has allowed for the continuance of school-linked specialized service teams and the contracting of some specialized mental health positions from Alberta Health Services.

AP:lb