



AGENDA

BOARD OF TRUSTEES

Trisha Estabrooks
Board Chair


Nathan Ip
Board Vice-Chair

Sherry Adams
Michelle Draper
Shelagh Dunn
Ken Gibson
Michael Janz
Bridget Stirling

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

Via Zoom
Tuesday, June 8, 2021
2:00 p.m.

Board Meeting #17

- A. O Canada 
Recognition of National Indigenous Peoples Day
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Minutes:
 - 1. DRAFT – Board Meeting #16 – May 25, 2021
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, June 7, 2021, to register under this item.)
- H. Reports:
 - 2. Report 24 of the Caucus Committee (From the meeting held May 11, 2021) (Information)
 - 3. Student Senate Work Plan Update (Information)
 - 4. Locally Developed Courses (Recommendation)
 - 5. Rescindment of GIBD.BP Integrated School Library Learning Commons (Recommendation)
 - 6. Approval of the 2021-2022 Budget (Recommendation)
 - 7. Three-Year Education Plan (2021-2024) (Recommendation)
 - 8. COVID-19 Impact on the Division from April 28 to May 25, 2021 (Information)
 - 9. School Safety Coach (Information)

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

MINUTE BOOK**Board Meeting #16**

Minutes of the Board Meeting of the Board of Trustees of Edmonton School Division of the Province of Alberta held via Zoom on Tuesday, May 25, 2021, 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
Karen Mills

Kathy Muhlethaler
Kent Pharis
Nancy Petersen
Darrel Robertson

Carrie Rosa
Liz Yule

Board Chair: Trisha Estabrooks

Recording Secretary: Shirley Juneau

The Board Chair called the meeting to order with recognition that we are on Treaty 6 Territory, a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge all the many First Nations, Métis and Inuit whose footsteps have marked these lands for centuries.

A. Roll Call: (2:00 p.m.)

The Superintendent advised that all Trustees were present.

B. Approval of the Agenda

MOVED BY Trustee Adams:

**“That the agenda for the May 25, 2021, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

C. Communications from the Board Chair

The Board Chair shared that later this week, students at Edmonton Public Schools will return to in-person learning. This decision was made by the province and the Division appreciated the announcement prior to the long weekend. The Board Chair shared her concern that the Division will continue to see COVID-19 cases in its schools and knows that staff and students will continue to have to isolate when there is a positive case. She explained there is a trickle-down effect to

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every COVID-19 case in Division schools and said behind every case is a family impacted by COVID-19. She really hopes this isn't a continuation of the COVID coaster.

The Board Chair expressed that she and her colleagues continue to have many questions about in-school transmission data and the province's reluctance to share this data by school division. She advised that the decision to return to in-person classes was made by the government and the Division would like to know the metrics they considered to make this decision to ensure that students and staff are as safe as possible while attending in-person classes.

The Board Chair thanked everyone who participated in the four listening circles hosted by the Division. She explained that these meetings were set up to hear from students, staff, parents and community members on their lived experiences of racism. The Board Chair confirmed that the stories she heard were a reminder of how much work the Division has to do and how important it is to continue to acknowledge that racism exists in the Division.

The Board Chair shared that the Division will get the chance to showcase and celebrate Dr. Anne Anderson School in the Heritage Valley area of the city. She advised that this school will create space for approximately 2,000 high school students in Edmonton's southwest. On behalf of the Division, the Board Chair thanked the City of Edmonton for partnering with the Division to help create community and recreational spaces in the school. She said that while the Division celebrates the opening of this school in September 2021, it must also be noted that the infrastructure needs of a growing school division such as Edmonton Public Schools continue. The Board Chair stated it was disappointing that in the most recent provincial budget that no new schools were announced for Edmonton Public Schools.

The Board Chair congratulated and thanked everyone who participated and helped organize this year's Night of Music. She said although very different from previous years, this year's event was also a celebration of the amazing musical talents of students in the Division from their homes.

D. Communications from the Superintendent of Schools

The Superintendent thanked the students, staff, community partners and families who shared their experiences with our Trustees and senior administration in listening circles last week. The Superintendent also thanked partners at the Africa Centre, Multicultural Health Brokers Cooperative and the Somali Cultural Canadian Society of Edmonton for helping the Division to plan and facilitate the sessions. He said their expertise and input were invaluable. The Superintendent shared his appreciation and thanks to Division staff who helped plan and run sessions. He acknowledged that a lot of time and thought went into the circles. The Superintendent remarked that this is such important work and that he is glad that the Division is working with community to make Edmonton Public Schools an anti-racist organization.

The Superintendent advised that many Edmonton Public School students will return to in-person learning on Thursday, May 27, 2021. He thanked them for their flexibility and patience during the

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move to online learning. The Superintendent said that as students head into the last month of the school year, the Division will continue to do everything we can to keep everyone safe and healthy.

E. Minutes

1. Board Meeting #15 – May 11, 2021

MOVED BY Vice-Chair Ip:

**“That the minutes of Board Meeting #15 held May 11, 2021, be approved as printed.”
(UNANIMOUSLY CARRIED)**

F. Comments from the Public and Staff Group Representatives

There was one registered speaker who addressed the Board of Trustees about inclusive Edmonton Public Schools holidays.

G. Reports

2. 2021-2022 Non-Resident Fees and 2022-2023 International Student Fees

MOVED BY Trustee Janz:

**“1. That the proposed 2021-2022 Non-Alberta Resident Fees and Special Needs Non-Resident fees be approved .”
(UNANIMOUSLY CARRIED)**

**“2. That the proposed 2022-2023 International Student Tuition fee of \$12,500 and an International Student Application fee of \$250 be approved.”
(UNANIMOUSLY CARRIED)**

3. Board Policy GGAJ.BP Early Years

MOVED BY Trustee Stirling:

**“1. That Board Policy GGAJ.BP Early Years be read for the second time.”
(UNANIMOUSLY CARRIED)**

**“2. That Board Policy GGAJ.BP Early Years be read for the third and final time.”
(UNANIMOUSLY CARRIED)**

4. Approval of the 2021-2022 Budget

MOVED BY Trustee Gibson:

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"1. That the 2021-2022 Budget comprised of \$1.184 billion in revenue and \$25 million in access to accumulated operating surplus funds, for a total budget of \$1.209 billion be approved."

MOVED BY Trustee Ip that the motion be amended:

"1. That the Board allocate up to \$1 million dollars within operating surplus funds for mental health supports and programs for the 2021-2022 school year. Additionally, he requests that administration report back on the use of the funds."

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

OPPOSED: Trustee Gibson

(CARRIED)

A revised 2021-2022 Budget report will be brought to the June 11, 2021, Board meeting for deliberation.

5. Recommendations on Voting in Advance of the ASBA Spring General Meeting

MOVED BY Vice-Chair Ip:

That the following recommendations be approved as the voting direction for the Edmonton Public School Board at the ASBA 2021 SGM:

"1. Approve the proposed ASBA 2021-2022 Budget."

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

OPPOSED: Trustee Janz

(CARRIED)

**"2. Approve the three omnibus amendments and amendment to Bylaw 10 as presented."
(UNANIMOUSLY CARRIED)**

"3. Approve the proposed policy position."

(UNANIMOUSLY CARRIED)

Trustee Gibson was not present for this vote.

"4. Approve the emergent position statement from Edmonton Public Schools and Evergreen Catholic School Division."

(UNANIMOUSLY CARRIED)

Trustee Gibson was not present for this vote.

6. Motion regarding the City of Edmonton's Corporate Climate Leaders Program

MOVED BY Trustee Draper:

"That Board of Trustees confirm the Division's application to the City of Edmonton's Corporate Climate Leaders Program."

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7. Motion re Reporting on the Use of Seclusion and Restraint

MOVED BY Trustee Dunn:

“That data on the use of seclusion and restraint, including seclusion rooms that are being decommissioned, are reported to the Board annually, along with work on systemic changes so that these practices are no longer needed or used.”

(UNANIMOUSLY CARRIED)

Trustee Dunn requested that this item be referred to the Board’s Policy Review Committee to include in the reporting requirements for the policy on inclusive education.

8. Motion re: Criteria to Shift to Online Learning and Metrics Used to Return to In-person Classes

MOVED BY Trustee Stirling:

“That the Board write a letter to the Minister of Education and the Minister of Health requesting clarification on the criteria necessary to request a shift to online learning and the metrics used to determine when it is safe for students to return to in-person classes.”

(UNANIMOUSLY CARRIED)

9. Information on the Joint Use Agreement July-August and Summer Programming (Response to Request for Information #081)

Information was provided in response to Request for Information #081.

H. Other Committee, Board Representative and Trustee Reports

Trustee Janz reported that he has received requests from constituents that Edmonton Public Schools rename the King Edward School. He advised that he will be hosting a virtual meeting with constituents on Thursday, May 27, 2021, at 7 p.m.

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

Trustee Ip stated that at the April 13, 2021, Board meeting he gave notice that he would be moving that the Board of Trustees establish a mental health initiative fund with an allocation of \$5 million dollars each year beginning in the 2021-2022 school year, over three years to support the expansion of mental health supports, wellness initiatives and or partnerships in Division schools.

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After reflecting on the Division's financial situation and wanting to ensure it has the flexibility to respond to emergent challenges, Trustee Ip withdraw the motion.

K. **Next Board Meeting: Tuesday, June 8, 2021, at 2:00 p.m.**

L. **Adjournment: 5:45 p.m.**

The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director of Board and
Superintendent Relations



DATE: June 8, 2021

TO: Board of Trustees

FROM: Trustee Nathan Ip, Caucus Committee Chair

SUBJECT: Report #24 of the Caucus Committee (From the meeting held May 11, 2021)

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

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

ISSUE

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

The following recommendation was approved at the May 11, 2021, Caucus Committee meeting:

Recommendation for proceeding with Division retirement acknowledgement in 2021

1. *That the Board of Trustees does not purchase an extra gift for all 2020 and 2021 retirees (approximately 400 individuals total) who would normally have been invited to a retirement banquet.*

All retirees could be mailed a printed commemorative program with an accompanying thank you letter or card from the Board of Trustees and Superintendent. We could also create a video message from the Board/Superintendent to share with retirees.

All retirees who indicated they wanted to be recognized would also receive an email explaining the banquet is not happening this year and that they can expect a program and letter/card sent to their home (in addition to their usual retirement gift selection).

BACKGROUND

Each year, all retirees indicate to Human Resources if they want to be acknowledged in the retirement program. Those who choose to be acknowledged are invited to the retirement banquet. Some retirees choose not to be acknowledged. All retirees, regardless of acknowledgement choice, are invited to select a retirement gift through an online program. Gifts are sent to retirees' homes by Rembrandt Awards.

In response to continued provincial gathering restrictions due to COVID-19, Edmonton Public Schools is unable to host the Division Retirement Banquet again this year. Last year's banquet also had to be cancelled due to COVID-19 and last year's retirees were to be invited to this year's banquet. The Board requested options to potentially replace the banquet celebration.

KM:sj

DATE: June 8, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Student Senate Work Plan Update

ORIGINATOR: Karen Mills, Director, Board and Superintendent Relations

RESOURCE

STAFF/STUDENTS: Rachel Foley, Sean Jones, Nancy Petersen, Student Senators

REFERENCE: [November 3, 2020, Board Report: Student Senate 2020-2021 Work Plan](#)

ISSUE

The Student Senate is presenting to the Board of Trustees a final update of their work in support of their 2020-2021 Work Plan.

BACKGROUND

At the November 3, 2020, public Board meeting, Student Senate brought forward a report to the Board introducing their Student Trustees and executive. For their 2020-2021 work plan, the Student Senate established that their key focus would be on amplifying the voices of Black, Indigenous and People of Colour (BIPOC) students.

The Student Senate provided a second update on February 9, 2021. They shared that they had selected three projects, each supported by a committee: a magazine, a podcast, and workshop and club materials. As the projects progressed, the workshop and clubs group divided into two separate groups.

CURRENT SITUATION

Club Resources: The club resources group collaborated with students and staff across the Division to develop a set of 10 comprehensive resource packs. The goal of these resource documents is to amplify the voices of BIPOC students by acting as a guide for social justice clubs in schools and as a general educational resource page for students to use. Each pack contains a variety of curated resources: book listings, lessons, podcasts, scholarship notices, and opportunities. They also feature amazing students and staff who have made positive contributions to the BIPOC community. All 10 bundles are posted on the Student Senate website for students and staff to access.

The process of creating these resource packs was long and at times challenging, but ultimately very rewarding. Our group began by identifying the types of resources that would best amplify the voices of BIPOC students but would also be convenient for quick classroom use and online learning. After deciding on these categories, we began the long process of actually gathering our resources and filling out our list. One of the main categories we were hoping to include in our project was interviews with students and staff from across the Division who had positively impacted the BIPOC community. To accomplish this, we began by creating a nomination form that could be used by any student or staff member in the

Division to nominate their peers to be featured in our project. After a few days, we began receiving nominations and soon had a large list of nominees, both students and teachers, from a wide range of schools. We then reached out to these nominees with interview questions that prompted them to share their contributions to the community as well as to share advice on how others could have a positive impact on the BIPOC community. It was really rewarding to have the opportunity to read the nominees' stories and to know that we were not only amplifying these individuals' voices, but hopefully inspiring others to make their voices heard and to contribute to the BIPOC community. After months of gathering resources and collaborating with individuals across the Division, we were finally able to put all of our resources together into 10 bundles and create a finished project that we can be proud of.

Magazine: The magazine group created *Our Authentic Voices*, an online zine for BIPOC students to share their art, poetry, stories and, overall, voices. We relied on students in the Division to send in their responses which in some ways worked for us and in others was our biggest obstacle. On one hand, it seemed to be the only way to collect a diverse range of voices and works; however, getting students to send in responses was a challenge. Despite working as hard as we could to advertise and create opportunities for students to send submissions to us, we had a hard time getting material. This was definitely something we overlooked in terms of how much content we would get based on how this year has affected everyone; we can't expect that anyone was ready to load more on their plate than they already had. When we realized we weren't going to get a large influx of works sent in, we had to be resilient and create our own content in the form of recommendation lists of BIPOC artists.

It's been rewarding having the opportunity to see, read and reflect on the brilliant creations of the artists. On top of that, being able to create a space for students to share their art is always so fulfilling; it can be difficult as a young artist to find somewhere to show your work or to find people to hear your voice, it feels amazing to have been a part of making an opportunity for that.

Podcasts: The podcast group planned and recorded several episodes of *Senate Speaks*, a series that features interviews with a diverse group of individuals, from current Edmonton Public Schools students, to authors, academics and advocates. To achieve this, we coordinated our efforts and each of us volunteered in roles such as research and writing, guest relations, technical coordination and hosting. We asked for input from our fellow Senators, as well as classmates, friends and family to find individuals with interesting stories to share and experiences in different fields. We quickly learned that finding a recording time that worked with everyone's schedules was a challenge, but we settled on evening time slots that worked well. Technically, we had to find a recording solution that was remotely accessible to students, staff and our guests and ended up recording Google Meet sessions and then importing these into WeVideo for editing and final production. It was fascinating having the opportunity to speak with such a diverse group of individuals and we appreciate their willingness to contribute their knowledge and expertise. We found that, as we got going, the process that we've developed for producing the podcast should be relatively easy for next year's Senate to pick up, should they wish to continue adding to the *Senate Speaks* podcast series.

Workshops: After working for approximately five months to develop two anti-racism workshops, the materials for both were released onto the Student Senate website on April 18, 2021. The group wanted the workshops to be easily used by anyone, so we designed many supporting materials as well as the main slideshow. Each workshop includes an instruction sheet, script, slideshow, a completion pamphlet and certificate and feedback form. Both workshops aim to raise awareness about the prevalence of racism. The *Responding to Racism* workshop focuses on allyship and responding to racism as an individual and a school. The *Addressing Racial Prejudice* workshop focuses more on the representation

of the Black, Indigenous, and People of Colour (BIPOC) community and its effects. The overall purpose of these workshops is to help teach a generation of students about the effects of racism and how to take a stand against it so that we can hope for a future without racism.

Prior to the workshops' release, a run-through of each was completed by two W.P. Wagner teachers who volunteered to pilot the workshops with their class.

For the workshops, we arranged for videos from four guest speakers, each recognized for their contributions to the BIPOC community. Each of these videos is closed captioned to ensure that it is accessible and that students can still understand the video if the sound fails, particularly in online settings.

With the possibility of next year's Student Senators continuing this work, we have created two feedback forms, one for teachers and one for students. This feedback will help future students improve the existing workshop. Additionally, the *Responding to Racism* workshop includes a pre-workshop questionnaire to help students reflect on their experiences with racism to provide a more in-depth and engaging workshop experience. We expect more classes to participate in the workshops towards the end of June, after exams.

Other opportunities: In addition to working on their projects, Student Senators had the opportunity to participate in the following activities:

- Sharing happenings at their schools or information about other projects they were involved in that may be of interest to their fellow Student Senators. At meetings, Student Senators shared about a student wellness club being formed, EPSB's Career Day, the Division's Equity Advisory Committee, the City of Edmonton Youth Council, and a U of A EDI (Equity, Diversity and Inclusion) in STEM (Science, Technology, Engineering, Mathematics) panel.
- Sitting on the Superintendent's Equity Advisory Committee; two Student Senators participated in this work and the committee provided the Superintendent with a recommendation report supporting the development of a model to collect race-based data.
- Contributing to the Early Years and the Anti-racism and Equity policy reviews via the online surveys.
- Discussing the proposed Strategic Evaluation Framework being developed by the Board. The conversation, facilitated by Trustee Draper, focused on the potential measures for evaluating student success.

KEY POINTS

- The Student Senate chose Amplifying the voices of Black, Indigenous and People of Colour (BIPOC) Students as their theme for the year.
- The Student Senate held nine formal meetings and students also committed time outside of regular meetings to further work on their projects.
- To amplify student voices, the students created 10 club resource packets, an e-zine, six podcasts (with a seventh planned) and two workshops. All materials are available to Division staff and students through the [Student Senate website](#).

RF:SJ:KM:NP:SS:km

DATE: June 8, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Locally Developed Courses

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent

RESOURCE STAFF: Marnie Beaudoin, Laurie Houston, Bob Morter, Ann Parker

REFERENCE: [Guide to Education: ECS to Grade 12, 2020–2021](#)
[GA.BP - Student Programs of Study](#)
[GAA.BP - Delivery of Student Programs of Study](#)
[GK.BP - Student Assessment, Achievement and Growth](#)
[GKB.AR - Standards for Evaluation](#)

ISSUE

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

BACKGROUND

The *Guide to Education: ECS to Grade 12, 2020-2021* (p. 66) states that:

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

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

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

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

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

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

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

RELATED FACTS

- The Division-developed LDC in this report was reviewed and revised collaboratively with Division teachers, school administrators and central staff.
- Other school authorities in Alberta request to acquire LDCs from Edmonton Public Schools.
- Edmonton Public Schools acquires LDCs from other school authorities in the province.

RECOMMENDATION

That the following LDCs be approved for use in Edmonton Public Schools until August 31, 2025:

- **Design Thinking for Innovation 15-25-35 (3 and 5)**
- **Expanded Core Curriculum for Students with Visual Impairment 15-25 (3 and 5)**
- **Extended Essay 35 (3)**
- **Film and Media Art 15-25-35 (3 and 5)**
- **Forensic Studies 25-35 (3)**
- **Instrumental Jazz 15-25-35 (3 and 5)**
- **Leadership, Character and Social Responsibility 15-25-35 (3 and 5)**
- **Musical Theatre Performance 15-25-35 (5)**

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

- **Orientation & Mobility 15-25 (3)**
- **Unified English Braille Code 15 (5)**

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

- **Aboriginal Studies 7-8-9**

OPTIONS

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

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

CONSIDERATIONS and ANALYSIS

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

NEXT STEPS

Upon approval of this recommendation, the Administration will make these LDCs available for the 2021–2022 school year.

ATTACHMENTS and APPENDICES

ATTACHMENT I Summaries of Locally Developed Courses Submitted for Approval on June 8, 2021

ATTACHMENT II Enrolment Data for Locally Developed Courses Expiring in 2021

LH:lb

Summaries of Locally Developed Courses Submitted for Approval on June 8, 2021

Aboriginal Studies 7-8-9

Aboriginal Studies 7-8-9 is a course sequence developed by the Calgary Board of Education and adapted by Edmonton Public Schools. It is currently being delivered at two Division schools and had an enrolment of 233 students, as of April 7, 2021.

Aboriginal Studies 7-8-9 is a course sequence that provides students with opportunities to expand their understanding of First Nations, Métis and Inuit peoples of Canada, their history and their relationship with Canada. This course sequence provides students with opportunities to learn skills they need to engage in meaningful and respectful conversations with First Nations, Métis and Inuit perspectives and experiences. Aboriginal Studies 7-8-9 is currently being revised and updated. In order to ensure that schools have continued access to this course sequence, a one-year approval of this current version is being requested.

Design Thinking for Innovation 15-25-35

Design Thinking for Innovation 15-25-35 is a 3- and 5-credit course sequence developed by the Calgary Board of Education. It is currently being delivered at two Division schools and had an enrolment of 20 students as of April 7, 2021. As there is a gradual return to in-person learning, it is anticipated that the enrolment in this course sequence will return to that of previous years.

Design Thinking for Innovation 15-25-35 provides opportunities for students to engage in longer term, increasingly complex, personally relevant, design innovation and invention projects that require a significant investment in time to design, prototype, iterate and refine. The nature of the course is to apply design thinking methodologies, mindsets and processes to explorations into innovation and invention. Learning outcomes in Design Thinking for Innovation 15-25-35 focus on design thinking, creative development and increasing a student's creative capacity over time.

Expanded Core Curriculum for Students with Visual Impairment 15-25

Expanded Core Curriculum for Students with Visual Impairment 15-25 is a 3- and 5-credit course sequence developed by the Calgary Board of Education. This course has not previously been offered in Edmonton Public Schools.

The Expanded Core Curriculum is comprised of the disability-specific skills that individuals who are blind or visually impaired will need to acquire in order to participate fully in the educational environment and in the world beyond high school. This course sequence, Expanded Core Curriculum for Students with Visual Impairment 15-25, provides students with opportunities for intensive training in the area of assistive technology. Instruction in vision-specific assistive technology skills is personalized to each student's level of functional vision and abilities.

Extended Essay (IB) 35

Extended Essay (IB) 35 is a 3-credit course developed by the St. Albert School Division. It is currently being delivered at five Division schools and had an enrolment of 86 students as of April 7, 2021.

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

Film and Media Art 15-25-35

Film and Media Art 15-25-35 is a 3- and 5-credit course sequence developed by the Calgary Board of Education. It is currently being delivered at seven Division schools and had an enrolment of 312 students as of April 7, 2021.

Film and Media Art 15-25-35 is intended to provide learning experiences where students investigate, explore and create film and media art from an artistic perspective. Students in this course sequence will engage in deepening their knowledge of film through the authentic exploration of the medium. In Film and Media Art 15-25-35, students will explore contemporary and historical art forms and create art that integrates narrative, technical and artistic elements.

Forensic Studies 25-35

Forensic Studies 25-35 is a 3-credit course sequence developed by Edmonton Public Schools. It is currently being delivered at fourteen Division schools and had an enrolment of 316 students as of April 7, 2021.

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

Instrumental Jazz 15-25-35

Instrumental Jazz 15-25-35 is a 3- and 5-credit course sequence developed by the Calgary Board of Education. It is currently being delivered at three Division schools and had an enrolment of 47 students as of April 7, 2021. As there is a gradual return to in-person learning, it is anticipated that the enrolment in this course sequence will return to that of previous years.

Instrumental Jazz 15-25-35 is designed as an extension to the Instrumental Music 10-20-30 Program of Studies. In this course sequence, students will develop their understanding of complex harmonic structures, chord progressions, rhythmic patterns, stylistic interpretation and the innovative world of improvisation. Instrumental Jazz 15-25-35 offers students the opportunity to refine their musicianship through creative collaboration, personal practice, rehearsal and performance.

Leadership, Character and Social Responsibility 15-25-35

Leadership, Character and Social Responsibility 15-25-35 is a 3- and 5-credit course sequence developed by the Golden Hills School Division. It is currently being delivered at twelve Division schools and had an enrolment of 1,155 students as of April 7, 2021.

Leadership, Character and Social Responsibility 15-25-35 provides students with opportunities to explore leadership and develop leadership skills and abilities, while making a difference in their school and community. This course sequence provides students with guided opportunities to learn and grow as leaders and to develop a stronger sense of their social responsibility. Leadership, Character and Social Responsibility 15-25-35 focuses on the development of key values, attitudes, and ethics for leadership and for responsible, global citizenship in the future.

Musical Theatre Performance 15-25-35

Musical Theatre Performance 15-25-35 is a 5-credit course sequence developed by the Calgary Board of Education. It is replacing Musical Theatre 15-25-35, which is currently being delivered at eight Division schools and had an enrolment of 172 students as of April 7, 2021.

Musical Theatre Performance 15-25-35 provides an interactive environment of integrated study in dance, drama, technical theatre and vocal music for students who seek the challenge of working through the creative process to performance. Students in this course sequence examine the historical, cultural and social aspects of the musical theatre genre. Musical Theatre Performance 15-25-35 fosters the development of creative and collaborative competencies through active participation in rehearsal, performance, reflection and discussion.

Orientation & Mobility 15-25

Orientation & Mobility 15-25 is a 3-credit course sequence developed by the Calgary Board of Education. This course has not previously been offered in Edmonton Public Schools.

The Expanded Core Curriculum is comprised of the disability-specific skills that individuals who are blind or visually impaired will need to acquire in order to participate fully in the educational environment and in the world beyond high school. This course sequence is an opportunity for students to access intensive training focusing on orientation and mobility, which includes how to travel safely and independently within their environment. Instruction in orientation and mobility skills is personalized to the student's level of functional vision and abilities.

Unified English Braille Code 15

Unified English Braille Code 15 is a 5-credit course sequence developed by the Calgary Board of Education. This course has not previously been offered in Edmonton Public Schools.

The Expanded Core Curriculum is comprised of the disability-specific skills that individuals who are blind or visually impaired will need to acquire in order to participate fully in the educational environment and in the world beyond high school. The Unified English Braille Code 15 course is an opportunity for students to access intensive training in the area of the Expanded Core Curriculum, compensatory academic skills. In this course, students will read literary and technical material in UEB code, produce braille using a variety of low- and high-tech devices and use braille-related assistive technologies.

ABORIGINAL STUDIES 7-8-9

Locally Developed Course Series

This course sequence is currently being offered in Edmonton Public Schools. It is being recommended for a one-year extension, to August 31, 2022.

Acknowledgements

Edmonton Public Schools acknowledges Calgary Board of Education as the originator of this locally developed course series.

Edmonton Public Schools also acknowledges the contributions of teachers, school administrators and central staff in the adaptation of this locally developed course series to meet the needs of students in Edmonton Public Schools.

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Introduction

Locally developed courses provide students with learning opportunities that complement, but do not duplicate, provincially authorized programs. These courses enable school authorities to be innovative and responsive to the local needs of students. Locally developed courses are developed and implemented according to provincial and District requirements, including those identified in:

- *Guide to Education: ECS to Grade 12*
- *Ministerial Order on Student Learning* (#001/2013)
- GA.BP - Student Programs of Study
- GAA.BP - Delivery of Student Programs

This document provides the required course content for the delivery of this course series. Additional support information for teachers, including possible teaching and learning activities and resources, is available to District staff through the Curriculum and Resource Support website: <https://portal-staffroom.epsb.ca/component/content/article/4489>.

The primary purpose of assessment is to improve student learning and provide valid and reliable information to students and parents/guardians about student progress related to Alberta programs of study and locally developed courses of study. Student achievement and growth related to all locally developed courses is to be assessed, evaluated and reported in accordance with the following provincial and District requirements:

- *School Act*
- *Guide to Education*
- *Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta* (Ministerial Order #016/97)
- GK.BP - Student Assessment, Achievement and Growth, and
- GKB.AR - Standards for Evaluation

Rationale

First Nations, Métis and Inuit peoples are an integral part of our Canadian identity and throughout Canada's history, have helped shape this land into the country we know today. Aboriginal Studies 7-8-9 course series is intended for First Nations, Métis and Inuit and non-First Nations, Métis and Inuit students. This course series provides an opportunity for all students to expand their understanding of First Nations, Métis and Inuit peoples of Canada, their history and their relationship with Canada. Aboriginal Studies 7-8-9 provides students with opportunities to increase their awareness, appreciation and understanding of the rich and long-lasting history, culture and continued contributions of First Nations, Métis and Inuit peoples in Canada. This course series is important for First Nations, Métis and Inuit students as it may contribute to building students' sense of pride in their cultural identity. This will increase student engagement and enhance students' self-esteem.

The Aboriginal Studies 7-8-9 course series extends beyond the Alberta Social Studies curriculum. It addresses the need to create positive and safe learning spaces that engage learners in meaningful dialogue that honor the stories and lived experience of Canada's First Nations, Métis and Inuit peoples.

Although the context of the course is based on Canadian experience, students may choose to explore other connections from abroad to help them think beyond the borders of Canada and appreciate other countries with indigenous populations. The course will enrich students' experience by providing additional opportunities to appreciate and understand First Nations, Métis and Inuit peoples of Canada.

This course series supports Edmonton Public Schools District Priorities 1 and 2:

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.

Philosophy

The *Ministerial Order on Student Learning* (#001/2013) states that “the fundamental goal of education in Alberta is to inspire all students to achieve success and fulfilment, and reach their full potential by developing the competencies of Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit, who contribute to a strong and prosperous economy and society”. The Aboriginal Studies 7-8-9 course series supports many elements of this ministerial order through the establishment of outcomes that foster critical thinking, discovery through inquiry, reflection, and exploration.

Students who know and understand the history of Canada from varied perspectives will have a greater understanding of current events in Canada. They will learn how these events impact them as individuals and collectively as participating members of society. Students will learn to understand and appreciate the contributions and histories of Canada's First Nations, Métis and Inuit peoples, while developing social awareness, critical thought and empathy for the historical and contemporary realities of First Nations, Métis and Inuit peoples. This course series provides opportunities for students to explore historical events and their impact on First Nations, Métis and Inuit peoples and communities. As their understanding develops, students will challenge common stereotypes about First Nations, Métis and Inuit people and engage in dialogue that creates opportunities to question the status quo.

Within the context of this locally developed course, students and educators expand their dialogue and understanding of indigenous cultures of Canada beyond what is observable on the surface level to consider with greater value what is not observed. Demonstrating a healthy respect for, and curiosity about diverse ways of being, knowing and relating with self and others is foundational to this course series. Additionally, it is important to note when exploring Canada's indigenous practices and customs that these are cultures that are not static, but are adaptable and adapting, and are continually in transition.

In Aboriginal Studies 7-8-9, students will be provided with opportunities to reflect on and explore the course content. Students will be challenged to grow emotionally, intellectually, physically and socially and to apply new understandings of First Nations, Métis and Inuit perspectives to their learning.

General Outcomes

The aim of the Aboriginal Studies 7-8-9 course series is articulated through three general outcomes. These three general outcomes serve as the foundation of the Aboriginal Studies 7-8-9 course series and identify what students are expected to know and be able to do upon completion of the course series. The general outcomes are interrelated and interdependent.

General Outcome 1

Students will understand the diversity of First Nations, Métis and Inuit cultures, languages and communities.

General Outcome 2

Students will understand and appreciate the diversity of First Nations, Métis and Inuit perspectives.

General Outcome 3

Students will understand and appreciate the historical and contemporary contributions of First Nations, Métis and Inuit peoples.

Specific Outcomes

Each general outcome is elaborated with a set of specific outcomes. Achievement of the specific outcomes enables students to develop and demonstrate the three general outcomes. Each specific outcome is to be addressed.

Specific outcomes are developmentally appropriate, building upon and making connections to prior learning throughout the Aboriginal Studies 7-8-9 course series. Depending on the learning context and developmental needs of students, specific outcomes may be delivered individually, in an integrated manner or as groups of outcomes.

General Outcome 1

Students will understand the diversity of First Nations, Métis and Inuit cultures, languages and communities.

Grade 7**Grade 8****Grade 9**

Students will:

- | | | |
|--|--|--|
| 1.1 identify First Nations, Métis and Inuit language families across Canada in the past and present | 1.1 examine First Nations, Métis and Inuit language families across Canada in the past and present | 1.1 explore First Nations, Métis and Inuit language families across Canada in the past and present |
| 1.2 explore diversity in Alberta's First Nations, Métis and Inuit peoples and communities | 1.2 compare First Nations, Métis and Inuit cultures of the various regions of Canada | 1.2 identify other indigenous peoples in the world with distinct languages and cultures |
| 1.3 examine First Nations, Métis and Inuit communities before European contact | 1.3 examine the impact of European contact on First Nations, Métis and Inuit peoples and communities | 1.3 explore the role of First Nations, Métis and Inuit peoples and communities within contemporary Canadian society |
| 1.4 recognize the importance of the role of Elders in First Nations, Métis and Inuit communities | 1.4 explain the importance of the role of Elders, protocols and practices in First Nations, Métis and Inuit communities | 1.4 analyze and explain the importance of the role of Elders, protocols and practices in First Nations, Métis and Inuit communities |
| 1.5 explain the tradition of First Nations, Métis and Inuit oral storytelling | 1.5 examine types of traditional oral stories (creation stories) | 1.5 reflect on and compare traditional First Nations, Métis and Inuit stories with their own personal stories and experiences |
| 1.6 identify the struggles faced by First Nations, Métis and Inuit peoples in maintaining their languages and cultures | 1.6 examine the struggles faced by First Nations, Métis and Inuit peoples in maintaining their languages and cultures and compare these struggles to those of indigenous peoples outside of Canada | 1.6 analyze the struggles faced by First Nations, Métis and Inuit peoples in maintaining their languages and cultures and language revitalization strategies |

General Outcome 2

Students will understand and appreciate the diversity of First Nations, Métis and Inuit perspectives.

Grade 7**Grade 8****Grade 9**

Students will:

- | | | |
|--|---|---|
| 2.1 recognize First Nations, Métis and Inuit peoples' values, practices and protocols connected to the land | 2.1 explore First Nations, Métis and Inuit peoples' values, practices and protocols connected to the land | 2.1 examine First Nations, Métis and Inuit peoples' values, practices and protocols connected to the land |
| 2.2 explore the background of values clashing with European thinking at first contact | 2.2 explain the impact of European contact on the way of life of the First Nations, Métis and Inuit peoples | 2.2 illustrate how the way of life of First Nations, Métis and Inuit peoples was and continues to be impacted by contemporary and historical events |
| 2.3 examine how the Treaties have impacted relationships between indigenous and non-indigenous peoples in the past and present | 2.3 examine how the Indian Act has impacted relationships between indigenous and non-indigenous peoples in the past and present | 2.3 analyze how the Residential School System has impacted relationships between indigenous and non-indigenous peoples in the past and present |

General Outcome 3

Students will understand and appreciate the historical and contemporary contributions of First Nations, Métis and Inuit peoples.

Grade 7**Grade 8****Grade 9**

Students will:

- | | | |
|--|--|--|
| 3.1 recognize the significance of oral tradition in First Nations, Métis and Inuit cultures | 3.1 explore the significance of oral tradition in First Nations, Métis and Inuit cultures | 3.1 analyze the significance of oral tradition in First Nations, Métis and Inuit cultures |
| 3.2 relate the concept of oral histories to their own experiences | 3.2 relate the concept of oral histories to their own experiences | 3.2 compare First Nations, Métis and Inuit oral histories to their own experiences |
| 3.3 identify the roles of artists traditionally in First Nations, Métis and Inuit communities to that of artists today | 3.3 compare the roles of artists traditionally in First Nations, Métis and Inuit communities and compare them to artists today | 3.3 analyze the roles of artists traditionally in First Nations, Métis and Inuit communities and compare them to artists today |
| 3.4 identify the contribution of First Nations, Métis and Inuit heroes/leaders in the past and present | 3.4 explain the contributions of First Nations, Métis and Inuit peoples of yesterday and heroes/leaders of today | 3.4 analyze contributions of First Nations, Métis and Inuit peoples of yesterday and heroes/leaders of today |

Edmonton Public Schools is helping to shape the future in every one of our classrooms. We're focused on ensuring each student learns to their full potential and develops the ability, passion and imagination to pursue their dreams and contribute to their community.



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LOCALLY DEVELOPED COURSE OUTLINE

DesignThinking for Innovation (2021
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DesignThinking for Innovation (2021

Submitted By:

The Calgary School Division

Submitted On:

Apr. 7, 2021

This course sequence was developed by the Calgary School Division and is being considered for acquisition by Edmonton Public Schools.

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2021	08/31/2025	Developed	Authorization	G10
15-5	125.00	09/01/2021	08/31/2025	Developed	Authorization	G10
25-3	62.50	09/01/2021	08/31/2025	Developed	Authorization	G10
25-5	125.00	09/01/2021	08/31/2025	Developed	Authorization	G10
35-3	62.50	09/01/2021	08/31/2025	Developed	Authorization	G10
35-5	125.00	09/01/2021	08/31/2025	Developed	Authorization	G10

Course Description

The Design Thinking for Innovation 15-25-35 course provides an opportunity for students to engage in longer term, increasingly complex, personally relevant, design, innovation and invention projects that require a significant investment in time to design, prototype, iterate, and refine. Projects are interdisciplinary in nature and therefore must also incorporate the skills, knowledge, tools and technology from a minimum of two distinct discipline areas. The nature of the course is to apply design thinking methodologies, mindsets, and processes to explorations into innovation and invention. As such, the use of current and emerging technologies for rapid design and prototyping is an important element of the course. Many of the needed technical skills will be directly connected to a variety of interdisciplinary areas. Students would be required to work with one or more educators/mentors/experts and/or community members to develop the scope of the project. Expectations for the project, the final deliverables and the project assessment structure would be co-developed with the student.

Design Thinking for Innovation 15-25-35 requires students to take up complex challenges requiring solutions that are iterative and time consuming. The process-driven and interdisciplinary nature of this course will encourage students to connect and integrate learning from other subject areas. It is essential that sufficient time be given to develop the disposition of innovation and the necessary technical knowledge required for project development. The minimum amount of time required for this type of deep and iterative innovation process would be 62.5 hours, equalling 3 credits. This time commitment would be an additional expectation where the project is connected to content or outcomes with other courses.

Design Thinking for Innovation 15-25-35 is a flexible course that would allow for students in all three course levels to be integrated in the same block. This flexible grouping would provide increased constructivist learning opportunities as more mature creative producers could serve as mentors, collaborators, and “experts” for less experienced students. This integrated structure would also provide a great deal of inspiration for students as they see others working on high level innovation projects.

Course Prerequisites

15 | None

25 | Design Thinking 15 OR demonstrate disciplinary knowledge and creative capacity

35 | Design Thinking 25 OR demonstrate disciplinary knowledge and creative capacity

Sequence Introduction (formerly: Philosophy)

The world is changing at an incredible rate. This change provides new and constant opportunities and challenges for education. The world today demands people who are creative and innovative design thinkers, and design doers who have a high level of creative capacity in order to take on real world problems for real world audiences. (Kelly, 2016) More than ever people are creating their own career pathways through innovative start-ups and the use of crowd source funding to finance their entrepreneurial endeavours.

There is a growing understanding that a great amount of thinking, learning, problem solving, and creativity are developed when people are deeply engaged in the process of making things. Thinking with your hands (designing, building, and making) greatly enhances many skills and competencies needed in today's world and improves deep understanding and mastery learning. Design thinking has a close connection to the maker movement and there would be many maker elements in the Design Thinking for Innovation 15-25-35 course. The maker movement and maker education help connect learning from the head, to the heart, hands and feet, through design thinking, invention and innovation. Sheninger (2016) states that the maker movement,

represents a global community of inventors, designers, engineers, artists, programmers, hackers, tinkerers, crafts people, and do-it-yourselfers. These types of people see innovation and learning as a single element driven by curiosity. As they create and make things, they constantly think about how it can be done differently the next time. The design cycle is about trying something again and again until it works, and then, once it works, making it better. (p. 77)

Design thinking can help students develop new ways of viewing the world around them and help foster a disposition for innovation. Design thinkers use empathy and perceive adversity as an opportunity for better design. Combining design thinking mindsets with tools and technology for making can provide rich opportunities for exploration. More traditional methods of making can be used in combination with more modern technologies to provide students opportunities to approach and solve problems in ways never conceived of before. Pair these tools with access to the internet, and students have limitless potential to explore and learn things that could greatly enhance their school experience

Student Need (formerly: Rationale)

The interdisciplinary learning offered by Design Thinking for Innovation 15-25-35 is a unique opportunity for students to bring together their interests and learning from across subject areas to solve problems in authentic and practical ways. Today's students must become tomorrow's innovators, able to solve problems and find solutions to unique circumstances. Design Thinking for Innovation builds upon the learning of students across subject areas to prepare them for this future.

To solve complex problems students need to learn more than foundational discipline skills and the ways which they can be applied to generate original solutions. Most high school courses focus on the unique knowledge and skills of a discipline, where Design Thinking for Innovation 15-25-35 is structured to bring together that knowledge in constructive ways. This teaches, in a manner unique for each student, how the knowledge they have gained in a variety of subjects is interconnected and relevant to solving the challenges of our world. The Design Thinking for Innovation 15-25-35 course not only brings together the content from across subjects but prepares students with the necessary creative problem-solving skills to identify and design solutions to authentic and complex problems.

A special aspect of the Design Thinking for Innovation 15-25-35 course is the time allotted to students for the engagement and exploration of innovative solutions to increasingly complex challenges. This supports students in becoming self-investigative, collaborative, comfortable with ambiguity and solution focused.

Scope and Sequence (formerly: Learner Outcomes)

Learner outcomes focus on design thinking, creative development and increasing a student's creative capacity over time. Sawyer (2012) articulates two definitions of creativity, that encompass the creative development of the individual, and the creation of ideas and products that impact a group in society. Simultaneously learning the process of design thinking and the stages of creative development help the student to develop and recognize his or her own creative potential and the tools and processes that maximize that potential.

Kelly (2016) has identified eight strands that are woven together in creative development. These eight strands include: collaborative development, research/investigative development, self-investigative development, generative development, experimentation development, discipline complexity development, critical/analytical thinking development, and sustained creative development.

Students will develop and demonstrate increasing levels of complexity in each area over time. Instructional strategies will be student-centered and focused on individual student growth and development. The outcomes in this course focus on developing competencies and learner dispositions (habits of mind), in combination with specific technical skills and content knowledge. Authentic technical skills will be developed within the context of the larger scale design challenges and project work that students engage in over the length of the course. This course structure aligns closely with the Ministerial Order on Student Learning and will directly support the three pillars of fostering engaged learners, ethical citizens and entrepreneurial spirit.

At the 10 level, concepts are introduced, and some foundational technical skills will be developed. Students will have opportunities to apply those skills into teacher generated or co-generated projects. At the 20 level, students will show a practical understanding and knowledge of the concepts through longer term co-generated or student-generated projects. At the 30 level, students are expected to show a complex understanding and highly autonomous application of the concepts through longer term, student-generated or co-generated projects that demonstrate a higher level of interdisciplinary complexity. All projects involve a level of collaboration with an educator/mentor to ensure that the

appropriate level of relevance and complexity is achieved for each level.

Guiding Questions (formerly: General Outcomes)

- 1 How might the understanding and application of design thinking processes and methodologies be used to develop potential solutions to design challenges?**
- 2 How might communication and collaboration skills foster improved design challenge solutions?**
- 3 How might students use divergent idea generation skills to broaden potential design challenge solutions?**
- 4 In what ways might research and investigation skills support improved potential design challenge solutions?**
- 5 How might students use experimentation and prototyping skills to test and refine potential design challenge solutions?**
- 6 How might students use creative, critical and analytical thinking skills to develop potential solutions to design challenges?**
- 7 In what ways might students develop discipline specific knowledge and skills required to pursue potential design challenge solutions?**

Learning Outcomes (formerly: Specific Outcomes)

1 How might the understanding and application of design thinking processes and methodologies be used to develop potential solutions to design challenges?	15-3 15-5 25-3 25-5 35-3 35-5
1.1 Identify the steps and demonstrate empathy in the design thinking process	X X
1.2 Engage in supported use and application of design thinking steps throughout introductory level design project development	X
1.3 Engage and apply design thinking methodologies and mindsets throughout development of a co-generated, intermediate level design project, of personal relevance	X X
1.4 Demonstrate and apply highly autonomous and effective uses of design thinking methodologies and mindsets to foster highly innovative project development for advanced level design projects that have potential for applicable socio-cultural relevance	X X
1.5 Maintain a consistent level of creative focus throughout introductory-level design project development	X X
1.6 Engage meaningfully in the work to seek successful resolution of introductory level design project challenges	X
1.7 Demonstrate a growing level of sustained creative focus in the context of longer-term intermediate level design project development	X X
1.8 Maintain optimism and focus when facing intermediate level challenges requiring multiple iterations and refinement	X
1.9 Independently and consistently demonstrate a high level of personal engagement and creative focus throughout long term advance level design project development	X X
1.10 Maintain optimism and focus when dealing with complex challenges, multiple iteration production, and detailed design refinements	X

2 How might communication and collaboration skills foster improved design challenge solutions?	15-3 15-5 25-3 25-5 35-3 35-5
2.1 Describe cooperation and collaboration, identify similarities and differences between the two	X X
2.2 Demonstrate and apply supported collaboration skills in teacher-initiated groups and introductory level design projects	X
2.3 Demonstrate and apply intermediate collaboration skills that foster increased project potential through idea sharing and brainstorming in co-initiated groups and intermediate level design projects	X X
2.4 Demonstrate and apply highly complex collaboration skills in student-initiated groups and advanced level design projects	X X
2.5 Independently seek opportunities for idea amplification and further project development through collaboration with other high-level thinkers, experts and/or mentors	X

3 How might students use divergent idea generation skills to broaden potential design challenge solutions?	15-3 15-5 25-3 25-5 35-3 35-5
3.1 Identify and demonstrate various methods used for idea generation	X X
3.2 Demonstrate supported use of one or more idea generation techniques to develop potential solutions to introductory level design projects	X
3.3 Select and implement one or more idea generation techniques to develop multiple potential solutions to co-generated, intermediate level design projects	X X
3.4 Independently identify, select, and utilize effective idea generation techniques to produce multiple potentially viable solutions to advanced level design projects	X X

4 In what ways might research and investigation skills support improved potential design challenge solutions?	15-3 15-5 25-3 25-5 35-3 35-5
4.1 Identify a variety of potential research methods, tools, sources, and mindsets that could be applied to support introductory design project development	X

4.2 Implement the use of one or more teacher approved research methods and resources to deepen knowledge, relative to current project work	X X
4.3 Use a variety of research methods to deepen knowledge and supply new stimuli needed for intermediate design project development and refinement	X
4.4 Utilize teacher support in resource evaluation	X X
4.5 Independently explore, evaluate, and use a variety of effective research methods, techniques, and resources to supply stimuli and information required to tackle complex problems, produce original ideas and innovative potential solutions to advanced level design projects	X X

5 How might students use experimentation and prototyping skills to test and refine potential design challenge solutions?	15-3 15-5 25-3 25-5 35-3 35-5
5.1 Apply the steps in the design process and/or design thinking methods to create one or more prototypes to address introductory level design projects	X X
5.2 Identify the strengths and weaknesses of prototype design and suggest potential improvements	X
5.3 Utilize the steps in the design process and/or design thinking methods to develop multiple and increasingly complex prototypes for intermediate design projects	X X
5.4 Co-analyze prototypes to inform next steps in project development and refinement	X
5.5 Autonomously and effectively utilize design thinking methodologies and mindsets to develop a range of simple through to complex prototypes for advanced level design projects	X
5.6 Use and carefully analyze prototypes to inform product development, refinement and evaluate project success relative to initial design challenge requirements and constraints	X X

6 How might students use creative, critical and analytical thinking skills to develop potential solutions to design challenges?	15-3 15-5 25-3 25-5 35-3 35-5
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6.1 Identify the interconnectedness of creative, critical and analytical thinking skills	X X
6.2 Use critical, creative, and collaborative thinking in isolation or under teacher direction to analyze resources and justify thinking	X
6.3 Use one or more types of thinking skills to evaluate ideas and information sources to determine relevance for problem resolution and project development	X
6.4 Justifies thinking and reasoning when asked to defend choices	X X
6.5 Independently and skillfully select and apply needed types of thinking skills to conceptualize, evaluate and synthesize ideas	X X
6.6 Demonstrate highly developed reasoning skills for complex comparative analysis to further potential for problem resolution	X

7 In what ways might students develop discipline specific knowledge and skills required to pursue potential design challenge solutions?	15-3 15-5 25-3 25-5 35-3 35-5
7.1 Develop introductory and foundational technical skills, understanding and safe practices of needed tools and equipment	X
7.2 Further develop teacher/co-initiated foundational skills and safety practices to increase personal technical capacity in need areas	X X
7.3 Express interest and begin to develop basic skills in other technical areas of interest	X X
7.4 Apply and further develop introduced technical skills required to successfully engage in increasingly complex project work	X X
7.5 Identify areas requiring growth and development and seek training in areas of identified needs	X
7.6 Demonstrate consistently safe practices regarding tools and equipment use	X X

7.7 Independently assess and evaluate personal technical skill level relative to required skills needed for advanced level design challenges	X	X
7.8 Independently seek, evaluate, and access a variety of sources for further training in needed areas to further develop and refine advanced level design challenges		X
7.9 Independently apply safe practices to the use and skill development of all tools and equipment	X	X

LOCALLY DEVELOPED COURSE OUTLINE

Expanded Core Curriculum for Stud

Expanded Core Curriculum for Stud

Expanded Core Curriculum for Stud

Submitted By:

The Calgary School Division

Submitted On:

Apr. 12, 2021

This course was developed by the Calgary School Division and is being considered for acquisition by Edmonton Public Schools.

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2021	08/31/2025	Developed	Authorization	G10
15-5	125.00	09/01/2021	08/31/2025	Developed	Authorization	G10
25-3	62.50	09/01/2021	08/31/2025	Developed	Authorization	G10

Course Description

“This ECC-VI Technology course is intended to provide students with visual impairments with the skills they need to independently support their learning using assistive technologies and gain access to the curriculum. The modules provide learning outcomes, curriculum organizers, instructional resources, and assessments for qualified teachers of students with visual impairments to teach assistive technology to students with visual impairments. Students with low vision will be able to use assistive hardware and software to enlarge print and images using screen magnification software, video magnification, and mobile devices. Students who are blind will be able to complete their schoolwork using braille reading and writing technologies.

This will include screen reading software with a refreshable braille display, braille note-taking devices, and mainstream mobile technologies.”

“Students will have a medical diagnosis that meets the special education code for vision loss.”

“The certificated teacher should be a qualified teacher of students with visual Impairments.”

This course is acquired through Provincial Resource Centre for the Visually Impaired (PRCVI) and detailed course information is only available through PRCVI.

Additional general information on course content can be found at:

Retrieved from:

<https://www.prcvi.org/media/1567/baa-course-assistive-technology-11-revised-september-2019.pdf>

Course Prerequisites

15 | None

25 | Level 15

Sequence Introduction (formerly: Philosophy)

Students who are blind or visually impaired in Alberta are provided comprehensive programming guidance through the Essential components of educational programming for students who are Blind or Visually impaired. These components are contained in the Standards for Special education and therefore mandated by Alberta Education.

These components include: the presence of a learning team, having meaningful parent and family involvement, disability specific skills (Expanded Core Curriculum), assessment, Individualized program plan, access to programs and services, accessibility of alternate format materials, assistive technology, programming options, planning for transition.

Incorporating the teaching of these skills into a student's program will help to expand the concept of core curriculum. With disability-specific skills, they can be expected to achieve learning outcomes consistent with their peers.

As per PRCVI ECC-VI

The Expanded Core Curriculum is comprised of the “disability specific” skills that individuals who are blind or visually impaired will need to master in order to have success in the educational environment and in the world beyond. For students who are sighted, many of these skills are learned incidentally through the use of their vision, however this is often not the case for students who are visually impaired. This situation therefore presents a need for the deliberate and systematic instruction of these particular skills.

Without vision, students cannot access information beyond those things that they can touch or hear. Without this information, students are unable to organize their environment or develop concepts that are important in understanding connections in their world. Students who are blind or visually impaired need to access information through direct experiences and hands-on, tactile exploration facilitated by qualified professionals who can address these unique needs.

Areas of the Expanded Core curriculum include the following: Compensatory or Functional Academic Skills, Orientation & Mobility, Independent Living Skills, Career and Life Management skills, Assistive Technology, Visual Efficiency Skills, Social Interactions, Self-Determination, and Recreation & Leisure Skills.

Student Need (formerly: Rationale)

This course is an opportunity for students to access intensive training options, in the area of assistive technology of the Expanded Core Curriculum. Students who are blind or visually impaired have diverse needs even if they have some degree of vision loss. The degree of vision loss and when vision loss started to occur is one of several aspects for consideration in program planning and assessment.

Visual impairment and blindness are low-incidence disabilities and a student with a visual impairment may be the only student with this disability in his or her school or community. Intervention for this student population is based on what they can access, incorporate and respond to sensory information. Students need time to practice and master the outcomes that are part of this course. The degree of mastery of assistive technology is personalized to their abilities and level of functional vision.

As per PRCVI ECC-VI

The main focus for technology instruction should be student independence. Instructors should ensure that students can demonstrate all technology skills without assistance. In order to be self-sufficient after graduating from high school, the student must acquire skills for independent technology use, problem solving, and life-long learning.

Technology should never be taught for its own sake. Instead, technology should be seen as a tool to accomplish curriculum and real life tasks. Specifically, instruction on screen readers should focus on access to mainstream software applications.

The responsible and ethical use of technology is also an important component of instruction. This includes respecting copyright, registering and updating software. Students with visual impairments who use technology need to learn proper care and maintenance of their own equipment.

Each outcome/module compliments aspects of the high school curriculum by addressing the specific additional challenges the blind or visually impaired student faces. The instruction in “regular courses”, for example a computing course, is not enough to meet the learning needs of most visually impaired students because instruction is based on students’ accessibility to instructional software and mainstream technology. Skill acquisition requires direct, sequential instruction by qualified teachers of students with visual impairments in order to be effective.”

Scope and Sequence (formerly: Learner Outcomes)

A student who has a visual impairment will identify as one of the following:

- a) Low Vision - A student with low vision will use print and assistive technology (optical, non-optical and magnification devices) to access information
- b) Braille User – a student who uses braille as their medium to access information.
- c) Dual User – a student who uses large print materials and braille to access information

The medium in which students’ access materials is determined by a teacher of students with visual impairments, along with a medical diagnosis that meets the special education code for vision loss.

Guiding Questions (formerly: General Outcomes)

- 1 Video Magnification (Low Vision)**
- 2 Operating System Modifications (Low Vision, Braille User, Dual User)**
- 3 Screen Magnification (Low Vision, Braille User {elective}, Dual User)**
- 4 Optical Character Recognition (Low Vision, Braille User, Dual User)**
- 5 Electronic Text and eBooks (Low Vision, Braille User, Dual User)**
- 6 Mobile Devices (Low Vision, Braille User, Dual User)**
- 7 Braille Notetakers (Level 1) (Braille User, Dual User)**
- 8 Advanced Braille Notetakers (Level 2) (Braille User, Dual User)**
- 9 Screen Reader with Braille Display (Level 2) (Braille User, Dual User)**
- 10 Screen Reader with Braille Display (Level 2) (Braille User, Dual User)**
- 11 Screen Reader with Braille Display (Level 3) (Braille User, Dual User)**

Learning Outcomes (formerly: Specific Outcomes)

1 Video Magnification (Low Vision)	15-3 15-5 25-3
1.1 Controls and Ergonomics – become familiar with controls of video magnifier device, and customize to preferred setting	X
1.2 Scanning and Locating – operate the XY platform of video magnifier device, and positioning document at a distance	X
1.3 Using with Computers – use the magnifier to assist in writing and drawing, and connect to computer or mobile device	X
1.4 Care and maintenance – demonstrate appropriate security, care and maintenance of equipment	X

2 Operating System Modifications (Low Vision, Braille User, Dual User)	15-3 15-5 25-3
2.1 Operating System Magnification – understand, locate and run included screen magnification software on computer and shortcut keys	X X
2.2 Operating System Appearance – customization of fonts, and other built in accessibility features	X X
2.3 Keyboard Commands – learn basic keyboard commands to enable discovery of new commands as student's use applications and the operating system	X X
2.4 Auditory Enhancements – learn to use built in auditory tools	X X
2.5 Application Appearance – learn to customize applications they use frequently	X X

3 Screen Magnification (Low Vision, Braille User {elective}, Dual User)	15-3 15-5 25-3
3.1 Magnification and Views – adjust magnification settings for specific tasks	X X

3.2 Screen Enhancements – custom colour, mouse cursor and font enhancements	X X
3.3 Keyboard Shortcuts- use keyboard commands to quickly access features	X X
3.4 Speech Options – explore speech options	X X
3.5 Custom Configuration Files – learn how to use configuration files to customize software	X X

4 Optical Character Recognition (Low Vision, Braille User, Dual User)	15-3 15-5 25-3
4.1 Scanning Documents – acquire document image through camera or scanner device	X X
4.2 Saving and Transferring Documents – saving recognized files in a variety of formats and transfer documents to other devices	X X
4.3 Adjusting Scanning and Recognition Settings – become familiar with the program or app setting and adjust to personal preferences	X X

5 Electronic Text and eBooks(Low Vision, Braille User, Dual User)	15-3 15-5 25-3
5.1 Search Techniques- find books for leisure and academic reading	X X
5.2 Downloading Electronic Files – learn to download and save files on reading devices	X X
5.3 Document and eBook Navigation – navigate books in an efficient manner	X X

6 Mobile Devices(Low Vision, Braille User, Dual User)	15-3 15-5 25-3
6.1 Adjusting Accessibility Settings – turn on accessibility settings and customize to personal preferences	X X
6.2 Basic Gestures – learn to use gestures needed on their device with accessibility features students use	X X
6.3 Advanced Gestures – learn additional gestures used for navigation, copying and pasting text.	X X

6.4 Pairing with Keyboards and Braille Devices – pair different keyboards or braille displays for navigation	X X
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7 Braille Notetakers (Level 1) (Braille User, Dual User)	15-3 15-5 25-3
7.1 Orientation to the Braille Notetaker – learn the use of the controls of braille notetaking device in order to access features and functions	X X
7.2 General Function – will learn to adjust the speech and braille settings to personal preference	X X
7.3 Introduction to Menus – explore and navigate through the main menu, options and learn to interact with them.	X X
7.4 Basic Word Processing – use keys to word process in documents on braille notetaker	X X

8 Advanced Braille Notetakers (Level 2) (Braille User, Dual User)	15-3 15-5 25-3
8.1 Intermediate Word Processing – learn to organize and edit documents using different menu options	X
8.2 Mathematics – perform basic math operations using calculator feature	X
8.3 Printing and Embossing Documents – connect device to other printers, embosser and computer	X
8.4 Transferring Files – open read and save electronic material	X

9 Screen Reader with Braille Display (Level 2) (Braille User, Dual User)	15-3 15-5 25-3
9.1 Basic Operating system navigation – explores ways to navigate the operation systems with screen reading software	X
9.2 Basic program navigation – learn features consistent across most applications	X
9.3 Basic Word process – create, open, save and print word files	X
9.4 Basic screen reading – practice basic reading commands	X

9.5 Basic file and folder management – manage files and folders	X
9.6 Basic help features – use screen reader commands, and the help menus	X

10 Screen Reader with Braille Display (Level 2) (Braille User, Dual User)	15-3 15-5 25-3
10.1 Intermediate navigation skills – develop computer skills for launching programs by hotkeys and rearranging files and folders	X
10.2 Intermediate word processing – learn addition functions such as tables, spell check and begin formatting	X
10.3 Other Programs – use the help program for screen reader to explore and orient to unfamiliar programs	X
10.4 Basic Internet skills – develop internet skills around safety, emails and web browsers	X

11 Screen Reader with Braille Display (Level 3) (Braille User, Dual User)	15-3 15-5 25-3
11.1 Advanced Operating System – explore advanced Windows and Mac features as well as troubleshooting skills	X
11.2 Productivity Software – learn keyboard commands for specific presentation software and create a presentation	X
11.3 Connection to Internet – learn to set up an internet connection and customize internet experience with screen reader	X
11.4 Advance Screen Reader – use screen reader to label graphics and understand the concept of scripts and how to install specific scripts	X

LOCALLY DEVELOPED COURSE OUTLINE

Extended Essay (2021)35-3

Submitted By:

The St. Albert School Division

Submitted On:

May. 20, 2021

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
35-3	62.50	09/01/2021	08/31/2025	Developed	Authorization	G12

Course Description

The Extended Essay is a significant project that involves a 4000-word, in-depth study in a specific subject. The subject is not restricted to one of the students' examination International Baccalaureate subjects.

Course Prerequisites

Prerequisite: English Language Arts 20-1 or 20-2

Sequence Introduction (formerly: Philosophy)

Students will benefit from involvement in the process and culminating paper in the following ways:

- by thinking critically and making discoveries on a topic of their choice;
- by developing skills in research;
- by investigating, organizing and communicating their work;
- by achieving their goals through hard work, perseverance and discipline;
- by preparing for university expectations and requirements; and
- by participating in a collaborative process with advisor and/or peers.

Student Need (formerly: Rationale)

The Extended Essay is a required component for awarding the International Baccalaureate (IB) Diploma, along with the Theory of Knowledge (TOK) and Creativity, Action and Service (CAS) component. This approach aims to provide students with an opportunity to explore some subjects in greater depth and study others more broadly, but is a deliberate compromise between the early specialization preferred in some national systems and the breadth found in others.

Scope and Sequence (formerly: Learner Outcomes)

Guiding Questions (formerly: General Outcomes)

- 1 Students will complete an extended essay project.**

Learning Outcomes (formerly: Specific Outcomes)

1 Students will complete an extended essay project.	35-3
1.1 Plan and pursue a research project with intellectual initiative and insight.	X
1.2 Formulate a precise research question.	X
1.3 Gather and interpret material from sources appropriate to the research question.	X
1.4 Structure a reasoned argument in response to the research question on the basis of the material gathered.	X
1.5 Present their Extended Essay in a format appropriate to the subject.	X
1.6 Acknowledge sources in one of the established academic ways.	X
1.7 Use the terminology and language appropriate to the topic with skill and understanding.	X
1.8 Apply analytical and evaluative skills appropriate to the subject, with an understanding of the implications and context of their research.	X

LOCALLY DEVELOPED COURSE OUTLINE

Film and Media Art (2021)15-3

Film and Media Art (2021)15-5

Film and Media Art (2021)25-3

Film and Media Art (2021)25-5

Film and Media Art (2021)35-3

Film and Media Art (2021)35-5

Submitted By:

The Calgary School Division

Submitted On:

Apr. 12, 2021

This course sequence was developed by the Calgary School Division and is being considered for acquisition by Edmonton Public Schools.

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2021	08/31/2025	Developed	Authorization	G10
15-5	125.00	09/01/2021	08/31/2025	Developed	Authorization	G10
25-3	62.50	09/01/2021	08/31/2025	Developed	Authorization	G10
25-5	125.00	09/01/2021	08/31/2025	Developed	Authorization	G10
35-3	62.50	09/01/2021	08/31/2025	Developed	Authorization	G10
35-5	125.00	09/01/2021	08/31/2025	Developed	Authorization	G10

Course Description

Film and Media Art is the exploration of film and media art as an artistic form of expression. This course may be paired with Career and Technology Studies, Drama as well as English Language Arts to provide innovative and unique ways for students to engage in the study of this art form as well as the technological and literary aspects of the medium. The literary and storytelling aspects of film cross over with Language Arts and the technological skills fall within CTS, while Film and Media Art, as a course, is the artistic link that examines the medium as a form of expression.

This course provides an open and active structure for the learning and invites students, with the support of a collaborative community, to engage with ideas, colleagues and audiences through film and media art. To achieve the learning outcomes, students will respond to the guiding questions through creative practice.

Personalized learning occurs through a studio environment in which students engage in deep disciplinary ways of knowing and doing in order to better understand themselves as artists and refine their practice. Flexibility in choice and design allows teachers and students to create avenues of study that meet the personalized needs of each student.

Course Prerequisites

15 | None

25 | Film and Media Art 15

35 | Film and Media Art 25

Sequence Introduction (formerly: Philosophy)

Film and Media Art are highly visible in contemporary culture. The purpose of Film and Media Art is to provide learning experiences where students investigate, explore and create film and media art from an artistic perspective. Students will engage in deepening their knowledge of film through the authentic exploration of the medium. Film and Media Art creates the environment through which students engage and explore contemporary and historical art forms, and create art that integrates narrative, technical and artistic elements. Through authentic learning experiences, students will expand their responsibility to be positive contributors to the quality and richness of Alberta's culture, communities, and society.

The overarching purpose of the Fine Arts is to promote the competencies of creativity and innovation with the aim of living a creative life. Through an artistic lens, students' way of living in the world is fostered through competency-based learning and the cultivation of an adaptive, curious, open, and exploratory approach to life. The personalized, participatory approach fosters an impulse to try, to build, to create, to experiment, to take risks and to be part of something bigger than ourselves.

The means by which students in Fine Arts courses seek to lead a creative life is through engaging in art making and encounters with art and artists in a studio environment. Through active art making and interactions with art and artists, concepts and authentic artistic practice are linked, new connections are made, and skills are developed.

Engaging in art making means undertaking active, creative work that provides the opportunity to express oneself, one's ideas and understandings. In the context of Film and Media Art, art making includes a range of activities which could include film making, filming scenes, experimenting with cameras, storyboarding, story writing, and critiquing. Encounters with art and artists means the thoughtful interaction with work of artists in the field for the purposes of inspiration, analysis, and exploration. Engaging in art making and encounters with art and artists are not mutually exclusive, and typically occur in conjunction with one another.

Within the studio environment of Fine Arts courses, teachers are also students, mentors

and members of an artistic community. They stay abreast of research, issues, events, emerging trends in the field, and guide meaningful learning progressions. Through their creative practice, students develop mastery of tools and techniques, engage with meaningful topics, and develop increasing sophistication and sensitivity in noticing all while working alongside other artists.

Student Need (formerly: Rationale)

Film and Media Art offers the opportunity to engage with the artistic aspects of the film medium. Media art is a significant contemporary and historical art form, and the Film and Media Art course creates an environment in which students engage with the medium. Film can encompass narrative, technical and artistic elements; therefore, this course is designed as the artistic bridge to connect the literary elements within Language Arts and the technological elements within Career and Technology studies.

The structure of this course is meant to foster the central purpose of living a creative life. The Arts are living fields of knowledge that invite a lifetime's study. By nature, artistic study is active, creative and dynamic. Artistic experiences are fluid and responsive to the individual but also provide concrete opportunities to synthesize understandings and find new meanings. By learning within a studio environment, students engage in authentic artistic practice, creation alongside other artists, and become members of an artistic community.

Scope and Sequence (formerly: Learner Outcomes)

The outcomes in Film and Media Art are structured to respond to the call of living a creative life and the development of technical competency as well as creative capacity through engagement in the authentic creative practice of filmmakers and media artists. The essence of creative practice is active, open, process-based learning. The Film and Media Art course requires students to be more than passive viewers or consumers of film and media arts. Students must actively engage in studio practice with film and media arts. This can be accomplished through a wide variety of roles required to create a film: director, writer, concept artist, editor, director of photography, designer, and critic, just to list a few. Because of the wide range of roles involved in creating films and the flexible structure of the learning outcomes, schools have the ability to tailor this course to respond to student interests, school resources and teacher expertise.

Building towards students developing authentic creative practice in film and media arts, the specific outcomes for this course include guiding questions for investigation by students. The action-based outcomes are supported by a continuum of learning that describes what students can do at each grade level in relation to the general outcomes. Using the continuum of learning, teachers will design unique learning opportunities and expectations that respond to students as individuals and the learning context.

Each guiding question can be applied to either a 3 Credit (62.5 hours) or 5 Credit (125) program. What will differentiate these two options from each other is not the learning outcomes, but rather the complexity of task design along the continuum of learning. Teachers will need to consider the following framework when designing opportunities and program expectations:

Guiding Question

1. How might students evaluate and create films and other forms of media arts experiences for the purposes of building technical proficiency, a sense of personal identity as an artist, expression and/or understanding disciplinary theory?

- 3 Credit – 62.5 hours
 - o Create short format film and media arts experiences.
 - o Demonstrate the skills of research, planning and production separately without creation

and production.

- 5 Credit – 125 hours

- o Create medium and long format film and media arts experiences that connect multiple elements of research, planning and production.

2. How might students respond to and investigate a wide range of films and media arts?

- 3 Credit – 62.5 hours

- o Study films and media arts experiences from more than one time period, country, style or genre.

- o Study of film will focus on short films and excerpts from feature films.

- 5 Credit – 125 hours

- o Study films and media arts experiences from more than one time period, country, style or genre.

- o Study of film will focus on short films and full-length feature films.

3. How might students collaborate with creative teams to learn the roles, language, techniques, and culture of the film industry and media arts discipline?

- 3 Credit – 62.5 hours

- o Collaborate on research, planning and creation of short format film and media arts projects in small creative teams.

- o Engage in at least 2 filmmaking roles leading up to preparation for a multi-stage production.

- 5 Credit – 125 hours

- o Collaborate on research, planning and creation of medium and long format film and media arts projects in large creative teams

- o Engage in at least 3 filmmaking roles during a multi-stage production

Guiding Questions (formerly: General Outcomes)

1 How can students evaluate and create films and other forms of media arts experiences for the purposes of building technical proficiency, a sense of personal identity as an artist, expression and/or understanding disciplinary theory?

2 How might students respond to and investigate a wide range of films and media arts?

3 How can students collaborate with creative teams to learn the roles, language, techniques, and culture of the film industry and media arts discipline?

Learning Outcomes (formerly: Specific Outcomes)

1 How can students evaluate and create films and other forms of media arts experiences for the purposes of building technical proficiency, a sense of personal identity as an artist, expression and/or understanding disciplinary theory?	15-3 15-5 25-3 25-5 35-3 35-5
1.1 Evaluate methods filmmakers use to shape films and audience experience with the formal elements of mise-en-scene, cinematography, editing and sound	X X
1.2 Propose and test methods to adapt the formal elements of mise-en-scene, cinematography, editing and sound to alter the creative intent or audience experience for existing films	X X
1.3 Design and create films and media arts experiences considering the formal elements of the medium and their creative impact	X X
1.4 Demonstrate the film planning elements of breaking down a script, storyboarding, scouting locations, casting actors	X X
1.5 Articulate creative intent and apply the film planning elements of adapting a story to script, breaking down a script, storyboarding, scouting locations, casting actors	X X
1.6 Articulate creative intent and apply the film planning elements to multiple forms of film and media arts	X X
1.7 Test and evaluate technological tools used to create films and media arts experiences	X X
1.8 Design film and media arts experiences to take advantage of the unique characteristics of technological tools	X X
1.9 Design and apply specific technical methods to the making of films and media arts experience based on creative intent	X X
2 How might students respond to and investigate a wide range of films and media arts?	15-3 15-5 25-3 25-5 35-3 35-5

2.1 Describe, analyse and critique films for technical, creative and performance elements	X X
2.2 Identify and analyse connections between films and filmmakers of different time periods, regions and genres	X X
2.3 Interpret the influences and expressions of a unique artistic perspective	X X

3 How can students collaborate with creative teams to learn the roles, language, techniques, and culture of the film industry and media arts discipline?	15-3 15-5 25-3 25-5 35-3 35-5
3.1 Identify the creative and technical roles involved in film making	X X
3.2 Demonstrate a range of creative and technical roles required for the planning and creation of films and media art	X X
3.3 Apply knowledge of film making roles to guide development of creative projects	X X
3.4 Identify and explore potential occupational pathways connected to the media and film industries of Alberta	X X

FORENSIC STUDIES 25-35

Locally Developed Course Sequence

March 2021

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INTRODUCTION TO LOCALLY DEVELOPED COURSES

Locally developed courses (LDCs) provide students with learning opportunities that complement, but do not duplicate provincially authorized programs. These courses enable school authorities to be innovative and responsive to the local needs of students. Locally developed courses are developed and implemented according to provincial and Division requirements, including those identified in:

- *Guide to Education: ECS to Grade 12*
- GA.BP Student Programs of Study
- GAA.BP Delivery of Student Programs

This document provides the required course content for the delivery of this course sequence. Additional support information is available to staff of Edmonton Public Schools through the [Division Intranet](#) by searching for “locally developed courses.”

ASSESSMENT OF LOCALLY DEVELOPED COURSES

The primary purpose of assessment is to improve student learning and provide valid and reliable information to students and parents/guardians about student progress related to Alberta programs of study and locally developed courses of study. Student achievement and growth related to all locally developed courses is to be assessed, evaluated and reported in accordance with the following provincial and Division requirements:

- *Education Act*
- *Guide to Education: ECS to Grade 12*
- *Teaching Quality Standard*
- GK.BP Student Assessment, Achievement and Growth
- GKB.AR Standards for Evaluation

FORENSIC STUDIES 25-35

Sequence Introduction

In Forensic Studies 25-35, students use reasoned approaches to the analysis of forensic evidence and the examination of the ethical considerations surrounding the collection and application of forensic evidence. This course sequence supports the development of a variety of competencies. In particular, through the investigation of forensic case studies, students develop science process skills and other key competencies such as critical thinking and managing information. Forensic Studies 25-35 also fosters hands-on problem solving, discovery through inquiry and collaboration. Forensic Studies 25-35 draws on a student's existing curricular knowledge and challenges them to look at problems in a new way, thereby creating unique pathways of thought. Through the study of forensics, students will recognize the importance of having both an open mind and the intellectual flexibility to change their opinions and positions when necessitated by evidence.

Student Need

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

Curriculum Architecture

Essential Understandings

Essential understandings describe two or more big concepts that are essential to the subject area and have an important relationship. The essential understandings provide the context for the guiding questions and learning outcomes. In an LDC sequence that has multiple levels, the essential understandings span the levels.

Guiding Questions

Guiding questions are thought-provoking questions that are derived from the essential understandings. The guiding questions describe the unifying concepts embedded within the learning outcomes and contextualize that knowledge for deeper understanding. They are unique for each level.

Learning Outcomes

Learning outcomes describe what students are expected to know, understand and be able to do upon completion of the course. Learning outcomes are developmentally appropriate, building upon and making connections to prior learning throughout the course sequence. Depending on the learning context and developmental needs of students, learning outcomes may be dealt with individually, in an integrated manner, or as groups of outcomes.

FORENSIC STUDIES 25-35				
	25		35	
Essential Understanding 1	Applying logical thought and creativity enables us to achieve outcomes, solve problems and develop analytical thinking skills.			
Guiding Question 1	How can techniques and processes be used to examine forensic evidence at crime scenes?		How can techniques and processes be effectively applied to forensic evidence at crime scenes?	
Learning Outcomes	1.1	Students examine techniques and processes used to secure, document and preserve a variety of crime scenes.	1.1	Students apply techniques and processes used to secure, document and preserve a variety of crime scenes.
	1.2	Students classify and describe a variety of types of forensic evidence found at a variety of crime scenes.	1.2	Students evaluate a variety of types of forensic evidence found at a variety of crime scenes.
	1.3	Students examine techniques and processes used to locate and collect forensic evidence found at a variety of crime scenes.	1.3	Students apply techniques and processes used to locate and collect forensic evidence found at a variety of crime scenes.
Guiding Question 2	How can forensic evidence be analyzed?		How can analytical techniques be effectively applied to forensic evidence?	
Learning Outcomes	2.1	Students examine a variety of techniques used to analyze different types of forensic evidence.	2.1	Students apply a variety of analysis techniques to forensic evidence.
	2.2	Students explain the sequence of steps involved in the analysis of different types of forensic evidence.	2.2	Students describe testable inferences (hypotheses) about a crime by applying a variety of forensic analysis techniques.
	2.3	Students infer the strengths and limitations of a variety of analytical methods used to process forensic evidence.	2.3	Students compare the effectiveness of a variety of analytical methods used to process forensic evidence.

FORENSIC STUDIES 25-35

	25		35	
Essential Understanding 2	Exploring connections strengthens our understandings of relationships to help us make meaning of the world.			
Guiding Question 3	How do forensic experts from a variety of fields contribute to a criminal investigation?		How can forensic experts from a variety of fields collaborate to effectively impact a criminal investigation?	
Learning Outcomes	3.1	Students examine the roles and responsibilities of a variety of forensic experts in a criminal investigation.	3.1	Students relate the effectiveness of the collaboration between forensic experts to the impact on a criminal investigation.
Guiding Question 4	How can forensic evidence be used in legal proceedings?		How can forensic evidence be used to determine outcomes in legal cases?	
Learning Outcomes	4.1	Students examine the role of forensic evidence in legal proceedings.	4.1	Students evaluate how effectively forensic evidence is used in legal proceedings.
	4.2	Students examine cases where forensic evidence informed a legal decision.	4.2	Students explain the role of forensic evidence in solving active cases and cold cases and in overturning wrongful convictions.
Guiding Question 5	How can ethical considerations exist in the field of forensics?		Why is it important to consider a variety of perspectives on ethical issues in the field of forensics?	
Learning Outcomes	5.1	Students describe ethical considerations in the analysis of forensic evidence.	5.1	Students discuss ethical considerations in the analysis of forensic evidence.
	5.2	Students examine the ethical considerations of biometrics and other criminal profiling techniques.	5.2	Students discuss a variety of perspectives regarding the ethics of using biometrics and other criminal profiling techniques.
Guiding Question 6	How can individuals influence a field of study?		How can a field of study evolve over time?	
Learning Outcomes	6.1	Students examine the historical contributions of pioneers in the field of forensic science.	6.1	Students explain the evolution of the field of forensic science.
Guiding Question 7	What career opportunities are available in the field of		How can I expand my knowledge of career opportunities in	

	forensics?		the field of forensics?	
Learning Outcomes	7.1	Students examine a variety of careers in the field of forensics.	7.1	Students research a career of their choice in the field of forensics.

LOCALLY DEVELOPED COURSE OUTLINE

Instrumental Jazz (2021)15-3

Instrumental Jazz (2021)15-5

Instrumental Jazz (2021)25-3

Instrumental Jazz (2021)25-5

Instrumental Jazz (2021)35-3

Instrumental Jazz (2021)35-5

Submitted By:

The Calgary School Division

Submitted On:

Apr. 13, 2021

This course sequence was developed by the Calgary School Division and is being considered for acquisition by Edmonton Public Schools.

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2021	08/31/2025	Developed	Authorization	G10
15-5	125.00	09/01/2021	08/31/2025	Developed	Authorization	G10
25-3	62.50	09/01/2021	08/31/2025	Developed	Authorization	G10
25-5	125.00	09/01/2021	08/31/2025	Developed	Authorization	G10
35-3	62.50	09/01/2021	08/31/2025	Developed	Authorization	G10
35-5	125.00	09/01/2021	08/31/2025	Developed	Authorization	G10

Course Description

Instrumental Jazz 15-25-35 is the study of a uniquely North American art form and offers students the opportunity to study the jazz idiom both as a subject in its own right, and as an integral part of the Fine Arts program. Instrumental Jazz 15-25-35 is process driven and is designed as an extension to the Instrumental Music 10-20-30 program, allowing for a deepening of musical skills and new understandings in a performance environment. By working collaboratively in an ensemble setting, students learn to communicate effectively to build understanding, advance learning goals and foster an increased individual contribution within a musical community. Through the practice, performance and critical listening of jazz repertoire, students experience the many historical periods and styles presented by master musicians, composers and arrangers.

Instrumental Jazz 15-25-35 requires a facility with engineered acoustics appropriate for amplified music performance and space to accommodate the ensemble and their equipment. Additionally, acoustically acceptable practise rooms for individualized/small group practice and sectionals are required. Equipment required includes an appropriate instrument standard.

This course has the following health and safety requirement:

There are physical health risks (hearing) related to teaching and learning within the music classroom. Musicians can mitigate this risk by wearing musician's hearing plugs. Music educators should follow complete routine audiometric testing in accordance with OH&S and Board policies.

Course Prerequisites

15: Instrumental Music 10 / None

25: Instrumental Music 20 AND Instrumental Jazz 15

35: Instrumental Music 30 AND Instrumental Jazz 25

Sequence Introduction (formerly: Philosophy)

Jazz is unique musical expression that is recognized as an art form worthy of specific study. Emerging from the roots of jazz are a variety contemporary musical styles that have synthesized into a recognized genre that includes improvising and ensemble playing. The jazz tradition of improvising is, in essence, composing spontaneously, and requires a complete knowledge of historical performance practice, tonal harmony, jazz theory and form, rhythmic and melodic figures, articulation and tone. Ensemble playing requires the same understanding while learning to read and perform other's compositions. Through this musical form students are asked to demonstrate not only technical skill, but creativity in expressing original ideas.

Student Need (formerly: Rationale)

Instrumental Jazz 15-25-35 offers students the opportunity to refine musicianship through skill development, creativity, personal practice, rehearsal and performance. In high school, the Instrumental Jazz 15-25-35 program is a specific discipline and plays an integral part of the Music programs offered to students.

This course is process-driven and gives students the opportunity to focus their learning by exploring and experiencing skills necessary to understand and communicate musically, culminating with performance opportunities. Students will experience the many historical periods and styles characterized by master musicians, composers, and arrangers. This genre is extremely demanding in that it creates opportunities for students to work independently and collaboratively as critical thinkers, performers, and artists. The ensemble and improvisational nature of Instrumental Jazz 15-25-35 fosters creative collaboration, problem-solving and individual responsibility.

Scope and Sequence (formerly: Learner Outcomes)

Instrumental Jazz 15-25-35 provides specific opportunities for the exploration of the unique qualities and skills of jazz musicians. In Instrumental Jazz 15-25-35 students will develop an understanding of, apply, and creatively adapt the aural history of jazz music that has been passed down since its inception in the early 20th Century. Students develop understanding related to complex harmonic structures, chord progressions, rhythmic patterns, stylistic interpretation, and the innovative world of improvisation. Skills sets introduced in the Instrumental Music 10-20-30 courses provide the basis of understanding that in this course will be applied to the unique genre of Jazz.

The learning outcomes of Instrumental Jazz 15-25-35 are intended to be achieved through performance, reflection, and discussion

Guiding Questions (formerly: General Outcomes)

- 1 How can students demonstrate musical skills through rehearsal and performance of diverse stylistic and musical elements unique to jazz?**
- 2 How can students demonstrate creativity and self-expression through musical improvisation?**
- 3 How can students critically reflect upon and respond to the performance of jazz music?**

Learning Outcomes (formerly: Specific Outcomes)

1 How can students demonstrate musical skills through rehearsal and performance of diverse stylistic and musical elements unique to jazz?	15-3 15-5 25-3 25-5 35-3 35-5
1.1 Identify the theoretical underpinnings, forms, and playing roles within the jazz idiom.	X X
1.2 Explain the theoretical underpinnings, forms, and playing roles within the jazz idiom.	X X
1.3 Analyze the theoretical underpinnings, forms, and playing roles within the jazz idiom.	X X
1.4 Demonstrate basic musical techniques specific to jazz styles.	X X X
1.5 Model intermediate musical techniques specific to jazz styles.	X X
1.6 Refine musical techniques specific to jazz styles.	X
1.7 Describe the unique variables associated with live performance including audience, hall, environment.	X
1.8 Recognize and respond to the unique variables associated with live performance including audience, hall, environment.	X X
1.9 Respond appropriately to the unique variables associated with live performance including audience, hall, environment.	X X
1.10 Model and explain an appropriate response to the unique variables associated with live performance including audience, hall, environment.	X

2 How can students demonstrate creativity and self-expression through musical improvisation?	15-3 15-5 25-3 25-5 35-3 35-5
2.1 Utilizing beginner aural discrimination skills, identify, and demonstrate responses and adjustments within the ensemble.	X X

2.2 Utilizing intermediate aural discrimination skills, identify, and demonstrate responses and adjustments within the ensemble.	X X
2.3 Utilizing advanced aural discrimination skills, identify, and demonstrate responses and adjustments within the ensemble.	X X
2.4 Identify and demonstrate standard chord progressions, such as the 12 bar Blues form, ii-V-I, and chord/scales specific to jazz improvisation.	X X
2.5 Identify and demonstrate intermediate chord progressions, such as Rhythm Changes, and chord/scales specific to jazz improvisation.	X X
2.6 Identify and demonstrate advanced chord progressions and chord/scales specific to jazz improvisation.	X X
2.7 Apply original vocabulary inspired by jazz masters.	X X X
2.8 Create original vocabulary inspired by jazz masters.	X X
2.9 Create and refine original vocabulary inspired by jazz masters.	X

3 How can students critically reflect upon and respond to the performance of jazz music?	15-3 15-5 25-3 25-5 35-3 35-5
3.1 Listen to and respond to the performance of jazz music, including the jazz masters.	X X
3.2 Listen to, and explain examine a jazz performance, including the jazz masters.	X X
3.3 Listen to and analyze a jazz performance, including the jazz masters, utilizing appropriate jazz terminology.	X X
3.4 Critique a jazz performance and articulate a musical response.	X
3.5 Develop articulations/syllables, such as “doodle-lah” and “dat” to explain the unique language of jazz masters.	X X
3.6 Analyze the unique language of jazz masters through play-back/along.	X X
3.7 Critique the unique language of jazz through discussion of the style and recordings of Jazz masters.	X X
3.8 Demonstrate understanding of jazz elements by transcribing jazz performances.	X X X

LOCALLY DEVELOPED COURSE OUTLINE

Leadership, Character ... (2021)15-3

Leadership, Character ... (2021)15-5

Leadership, Character ... (2021)25-3

Leadership, Character ... (2021)25-5

Leadership, Character ... (2021)35-3

Leadership, Character ... (2021)35-5

Submitted By:

The Golden Hills School Division

Submitted On:

Apr. 26, 2021

This course sequence was developed by the Golden Hills School Division and is being considered for acquisition by Edmonton Public Schools.

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2021	08/31/2025	Developed	Authorization	G10
15-5	125.00	09/01/2021	08/31/2025	Developed	Authorization	G10
25-3	62.50	09/01/2021	08/31/2025	Developed	Authorization	G10
25-5	125.00	09/01/2021	08/31/2025	Developed	Authorization	G10
35-3	62.50	09/01/2021	08/31/2025	Developed	Authorization	G10
35-5	125.00	09/01/2021	08/31/2025	Developed	Authorization	G10

Course Description

The emphasis of the course is leadership, character development and social responsibility in local and global contexts. The students will demonstrate their understanding of the critical values and attitudes needed to become a leader. There are many types of leaders in today's global society. There are positive and negative leadership styles and students will develop an understanding of these, and when they are appropriate and beneficial to use. Students will actively engage in the delivery and scope of this class by leading various in-class and out of class activities, events, and projects. This engagement will empower students to take a leadership role and apply what they have learned throughout their exploration of leadership. Through this involvement, students will also define their leadership style; including their personal interests, passions, and an understanding of their social responsibilities.

Course Prerequisites

The 15-level course is a prerequisite for the 25-level course, and the 25-level course is the prerequisite for the 35-level course.

Sequence Introduction (formerly: Philosophy)

This leadership course is designed to develop essential leadership knowledge and skills with a focus on the development of character. The course endeavours to develop key values, attitudes, and ethics for leadership and for responsible, global citizenship in the future. The focus of this course is on developing an engaged thinker, ethical citizen, and morally responsible and social individual. Students are able to demonstrate leadership in their own pursuits and show how leaders emerge from a variety of settings. A push for action, change, and impact in a local or global community is a key component.

Student Need (formerly: Rationale)

Leadership, Character ... (2021) 15, 25, and 35 is designed to provide students with an opportunity to develop leadership skills and abilities. Most importantly, students will grow and develop as individuals while making a difference in their local and global community. Students need guided opportunities to learn and grow as leaders and to develop a stronger sense of their social responsibilities.

The classroom environment created is safe, caring, and welcoming. This will in turn nurture a collaborative space, allowing students to grow from taking risks towards developing their own personal leadership style. This approach is unique because students are allowed to pursue individual goals through a variety of diverse experiences. Students will take steps outside of their comfort zone to grow into a global leader.

Within local and global communities, leadership is demonstrated through a variety of connections and practical experiences. Leadership students identify needs based on personal interests and then develop strategies to meet those needs; they dedicate their time to leadership initiatives, which allows them to pursue their passions. Leadership extends the student's sense of community, opens their eyes to their potential, and provides opportunities for them to share their successes. Students begin to see how they can shape events rather than be shaped by them.

Desired competencies for our students include collaboration, critical thinking, problem solving, managing information, creativity and innovation, cultural and global citizenship, communication, and personal growth and well-being. This course provides multiple opportunities for students to meaningfully develop these competencies, which will be assets as they continue as citizens of a globalized world.

One advantage of these courses is the opportunity for local autonomy. Teachers are able to individualize learning experiences for students. The sequence of 15-25-35 offers continuity and opportunities for building leadership competencies year to year. Students are able to develop leadership, social responsibility, and character through intentional scaffolded outcomes. There is a focus on personal leadership in a variety of settings rather than on governance, regulations, and procedures.

The second advantage of these courses is to raise importance on cultural awareness/sensitivity, local and global citizenship, and ethics. Students are able to take action on local and global issues that will provide a unique lens and opportunity for student growth, which is not covered to the same extent by other courses.

Scope and Sequence (formerly: Learner Outcomes)

Empower students to understand leadership characteristics in a local and global context, and develop a sense of active social responsibility.

This Essential Understanding spans the three course levels - 15, 25, 35.

Guiding Questions (formerly: General Outcomes)

- 1 understand leadership characteristics in a local and global context, and develop a sense of active social responsibility. This Essential Understanding spans the three course levels - 15, 25, 35. Guiding Questions 1. How can leadership skills and characteristics be developed?**
- 2 2. How can I develop skills to effectively communicate with others?**
- 3 3. How can social responsibility influence leadership?**
- 4 4. How can I develop personal growth and well being?**
- 5 5. How can I work individually and/or in a group to achieve a common goal?**

Learning Outcomes (formerly: Specific Outcomes)

1 understand leadership characteristics in a local and global context, and develop a sense of active social responsibility. This Essential Understanding spans the three course levels - 15, 25, 35. Guiding Questions 1. How can leadership skills and characteristics be developed?	15-3 15-5 25-3 25-5 35-3 35-5
1.1 Explore what characterizes safe, and developmentally appropriate activities.	X
1.2 Identify what characterizes safe, and developmentally appropriate activities.	X
1.3 Examine what characterizes safe, and developmentally appropriate activities.	X
1.4 Demonstrate an understanding of what characterizes safe, and developmentally appropriate activities.	X
1.5 Demonstrate safe, and developmentally appropriate activities.	X
1.6 Model and demonstrate safe, and developmentally appropriate activities	X
1.7 Demonstrate an understanding of the diversity of leadership, including leadership styles and cultures.	
1.8 Demonstrate an understanding of the diversity of leadership, including leadership styles and cultures, in a variety of situations.	X
1.9 Explore qualities and responsibilities of effective leadership and leaders.	
1.10 Explore and identify qualities and responsibilities of effective leadership and leaders.	X
1.11 Develop a self-growth strategy that includes the development of managing information and time.	
1.12 Develop and manage a self-growth strategy that includes the development of managing information and time.	X

1.13 Demonstrate an ability to make effective leadership decisions.	
1.14 Demonstrate an ability to make multiple effective leadership decisions, in a variety of situations.	X
1.15 Demonstrate an understanding of the meaning and importance of collaboration.	
1.16 Demonstrate an understanding of the meaning and importance of collaboration, in a variety of situations.	X
1.17 Demonstrate an understanding of the skills associated with effective group management.	
1.18 Demonstrate an understanding of the skills associated with effective group management, in a variety of situations.	X
1.19 Explore the impacts of volunteering on a community, in a local and/or global context.	X
1.20 Demonstrate an understanding of the impact of volunteering on a community, in a local and/or global context.	X
1.21 Explore the importance of resiliency through a collaborative environment.	X
1.22 Identify the importance of resiliency through a collaborative environment.	X
1.23 Demonstrate familiarity with a variety of leadership styles and techniques.	X
1.24 Demonstrate a sound understanding of a variety of leadership styles and techniques.	X
1.25 Explore ethics in leadership and the ability to make ethical decisions.	X
1.26 Examine ethics in leadership and the ability to make ethical decisions.	X
1.27 Demonstrate an understanding of ethics in leadership and the ability to make ethical decisions.	X
1.28 Analyze ethics in leadership and the ability to make ethical decisions.	X
1.29 Demonstrate an understanding of the value of public relations and societal pressure.	X
1.30 Demonstrate an understanding of positive and negative value of public relations and societal pressure.	X

1.31 Demonstrate an understanding of how public relations and societal pressure can influence people, events, and activities.	X
1.32 Demonstrate a strong understanding of how public relations and societal pressure can influence people, events, and activities.	X
1.33 Explore conflict resolution strategies.	X
1.34 Demonstrate conflict resolution strategies.	X
1.35 Demonstrate conflict resolution strategies, in a variety of situations.	X
1.36 Demonstrate appropriate conflict resolution strategies, in a variety of situations.	X
1.37 Explore reliability and responsibility as a group member.	X
1.38 Identify reliability and responsibility as a group member.	X
1.39 Demonstrate reliability and responsibility as a group member.	X
1.40 Demonstrate reliability and responsibility as a group member, in a variety of situations.	X
1.41 Conduct and reflect on leadership activities.	X
1.42 Plan, conduct and reflect on a variety of leadership activities.	X
1.43 Plan, conduct, reflect, and act on leadership activities.	X
1.44 Plan, conduct, reflect, and act on a variety of leadership activities.	X
1.45 Build an effective leadership team.	X
1.46 Build and work together as an effective leadership team.	X
1.47 Explore team dynamics.	X
1.48 Explore and understand team dynamics.	X
1.49 Explore and identify a personal leadership philosophy.	X
1.50 Explore and develop a personal leadership philosophy.	X

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2 2. How can I develop skills to effectively communicate with others?	15-3 15-5 25-3 25-5 35-3 35-5
2.1 Demonstrate adequate communication skills.	X
2.2 Demonstrate adequate communication skills, in a variety of situations.	X
2.3 Demonstrate strong communication skills.	X
2.4 Demonstrate strong communication skills in a variety of situations.	X
2.5 Demonstrate effective communication skills.	X
2.6 Demonstrate effective communication skills, in a variety of situations.	X
2.7 Utilize technology to communicate.	X
2.8 Utilize technology to enhance communication.	X
2.9 Utilize technology to communicate, in a variety of situations.	X
2.10 Utilize technology to enhance communication, in a variety of situations.	X
2.11 Utilize technology to effectively communicate.	X
2.12 Utilize technology to effectively communicate, in a variety of situations.	X
2.13 Explore the role of social media and how to effectively use social media to achieve a goal.	X
2.14 Identify the role of social media and how to effectively use social media to achieve a goal.	X
2.15 Examine the role of social media and how to effectively use social media to achieve a goal.	X
2.16 Understand the role of social media and how to effectively use social media to achieve a goal.	X
2.17 Analyze the role of social media and how to effectively use social media to achieve a goal.	X
2.18 Evaluate the role of social media and how to effectively use social media to achieve a goal.	X
2.19 Discuss a variety of tools to advertise and market ideas, events, and causes.	X

2.20 Explore a variety of tools to advertise and market ideas, events, and causes.	X
2.21 Examine a variety of tools to advertise and market ideas, events, and causes.	X
2.22 Use a variety of tools to advertise and market ideas, events, and causes.	X
2.23 Analyze a variety of tools to advertise and market ideas, events, and causes.	X
2.24 Evaluate a variety of tools to advertise and market ideas, events, and causes.	X
2.25 Recognize effective communication strategies, using case study analysis.	X
2.26 Recognize effective communication strategies, using multiple case study analysis.	X
2.27 Analyze effective communication strategies using case studies.	X
2.28 Analyze effective communication strategies using multiple case studies.	X
2.29 Demonstrate effective communication skills during stressful and challenging circumstances that demonstrate respect, confidence, initiative, courage and trust.	X
2.30 Utilize effective communication skills during stressful and challenging circumstances that demonstrate respect, confidence, initiative, courage and trust.	X

3 3. How can social responsibility influence leadership?	15-3 15-5 25-3 25-5 35-3 35-5
3.1 Explore a self growth strategy with a focus on self-discipline and effective habits of leadership.	X
3.2 Describe a self growth strategy with a focus on self-discipline and effective habits of leadership.	X
3.3 Use a self growth strategy with a focus on self-discipline and effective habits of leadership.	X
3.4 Manage a self growth strategy with a focus on self-discipline and effective habits of leadership.	X

3.5 Evaluate a self growth strategy with a focus on self-discipline and effective habits of leadership.	X
3.6 Design, use, and reflect on a self growth strategy with a focus on self-discipline and effective habits of leadership.	X
3.7 Explore cultural awareness and sensitivity in a variety of situations.	X
3.8 Examine cultural awareness and sensitivity in a variety of situations.	X
3.9 Demonstrate an understanding of cultural awareness and sensitivity in a variety of situations.	X
3.10 Demonstrate a strong understanding of cultural awareness and sensitivity in a variety of situations.	X
3.11 Demonstrate appropriate cultural awareness and sensitivity in a variety of situations.	X
3.12 Demonstrate cultural awareness and sensitivity in a variety of situations.	X
3.13 Explore socially responsible leadership and influence others to act accordingly.	X
3.14 Examine socially responsible leadership and influence others to act accordingly.	X
3.15 Demonstrate socially responsible leadership and influence others to act accordingly.	X
3.16 Model and demonstrate socially responsible leadership and influence others to act accordingly.	X
3.17 Explore the impact of attitudes and values on leadership.	X
3.18 Examine the impact of attitudes and values on leadership.	X
3.19 Understand the impact of attitudes and values on leadership.	X
3.20 Assess the impact of attitudes and values on leadership.	X
3.21 Explore the role of ethics and integrity in leadership.	X
3.22 Examine the role of ethics and integrity in leadership.	X

3.23 Understand the role of ethics and integrity in leadership.	X
3.24 Assess the role of ethics and integrity in leadership.	X
3.25 Explore a variety of social responsibilities in local and global communities.	X
3.26 Examine a variety of social responsibilities in local and global communities.	X
3.27 Understand a variety of social responsibilities in local and global communities.	X
3.28 Evaluate a variety of social responsibilities in local and global communities.	X

4 4. How can I develop personal growth and well being?	15-3 15-5 25-3 25-5 35-3 35-5
4.1 Explore how positive habits and actions impact perception.	X
4.2 Identify how positive habits and actions impact perception.	X
4.3 Understand how positive habits and actions impact perception.	X
4.4 Examine how positive habits and actions impact perception.	X
4.5 Analyze how positive habits and actions impact perception.	X
4.6 Evaluate how positive habits and actions impact perception.	X
4.7 Explore the importance of goal-setting and prioritizing and apply to practical situations.	X
4.8 Identify the importance of goal-setting and prioritizing and apply to practical situations.	X
4.9 Understand the importance of goal-setting and prioritizing and apply to practical situations.	X
4.10 Examine the importance of goal-setting and prioritizing and apply to practical situations.	X
4.11 Analyze the importance of goal-setting and prioritizing and apply to practical situations.	X

4.12 Evaluate the importance of goal-setting and prioritizing and apply to practical situations.	X
4.13 Explore the importance of initiative and effective habits in accomplishing goals.	X
4.14 Identify the importance of initiative and effective habits in accomplishing goals.	X
4.15 Examine the importance of initiative and effective habits in accomplishing goals.	X
4.16 Understand the importance of initiative and effective habits in accomplishing goals.	X
4.17 Analyze the importance of initiative and effective habits in accomplishing goals.	X
4.18 Examine the importance of initiative and effective habits in accomplishing goals.	X
4.19 Explore essential decision-making and problem-solving skills.	X
4.20 Identify essential decision-making and problem-solving skills.	X
4.21 Examine essential decision-making and problem-solving skills.	X
4.22 Understand essential decision-making and problem-solving skills.	X
4.23 Develop essential decision-making and problem-solving skills.	X
4.24 Demonstrate essential decision-making and problem-solving skills.	X
4.25 Explore how charisma, enthusiasm, and confidence impacts leadership.	X
4.26 Recognize how charisma, enthusiasm, and confidence impacts leadership.	X
4.27 Examine how charisma, enthusiasm, and confidence impacts leadership.	X
4.28 Evaluate how charisma, enthusiasm, and confidence impacts leadership.	X

5 5. How can I work individually and/or in a group to achieve a common goal?	15-3 15-5 25-3 25-5 35-3 35-5
5.1 Explore relationships with others to complete a leadership project.	X
5.2 Explore relationships with others to complete leadership projects.	X
5.3 Build key relationships with others to complete a leadership project.	X
5.4 Build key relationships with others to complete leadership projects.	X
5.5 Strengthen key relationships with others to complete a leadership project.	X
5.6 Strengthen key relationships with others to complete leadership projects.	X
5.7 Plan a personal vision for a leadership project.	X
5.8 Develop a personal vision in a leadership project.	X
5.9 Create and execute a personal vision in a leadership project.	X
5.10 Apply a personal vision to a leadership project.	X
5.11 Explore the ability to motivate others and instill passion.	X
5.12 Understand the ability to motivate others and instill passion.	X
5.13 Demonstrate the ability to motivate others and instill passion.	X
5.14 Demonstrate the ability to motivate others and instill passion, in a variety of situations.	X
5.15 Examine knowledge and skills to learn more about their own leadership style and how to lead a larger, more structural group.	X
5.16 Identify knowledge and skills to learn more about their own leadership style and how to lead a larger, more structural group.	X
5.17 Use knowledge and skills to learn more about their own leadership style and how to lead a larger, more structural group.	X

5.18 Apply knowledge and skills to learn more about their own leadership style and how to lead a larger, more structural group.	X
5.19 Conduct pre-event, event and post event analysis.	X
5.20 Plan, conduct, and reflect, pre-event, event and post event analysis.	X

LOCALLY DEVELOPED COURSE OUTLINE

Musical Theatre Performance (2021

Musical Theatre Performance (2021

Musical Theatre Performance (2021

Submitted By:

The Calgary School Division

Submitted On:

Apr. 13, 2021

This course sequence was developed by the Calgary School Division and is being considered for acquisition by Edmonton Public Schools.

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	09/01/2021	08/31/2025	Developed	Authorization	G10
25-5	125.00	09/01/2021	08/31/2025	Developed	Authorization	G10
35-5	125.00	09/01/2021	08/31/2025	Developed	Authorization	G10

Course Description

Musical Theatre 15-25-35 provides an interactive environment of integrated study in dance, drama, technical theatre and vocal music for students who seek the challenge of working through the creative process to performance.

There are facility and equipment requirements for this course including:

- ☐ Ceiling grid
- ☐ Wiring for use of stage lighting and portable dimmer board
- ☐ Light and sound booth and equipment
- ☐ Access to construction and art spaces
- ☐ Access to beauty culture and make-up spaces
- ☐ Risers/Rostra
- ☐ Wing and backstage areas
- ☐ Stage
- ☐ Main drape, scrim, legs and traveller
- ☐ Industry standard lighting system equipment
- ☐ Industry standard sound system equipment

Course Prerequisites

15: Drama 10 / None

25: Drama 20 / Musical Theatre 15

35: Drama 30 / Musical Theatre 25

Sequence Introduction (formerly: Philosophy)

Engagement in Musical Theatre 15-25-35 fosters the development of creative and collaborative capacities.

These opportunities are accomplished throughout the Musical Theatre 15-25-35 community through teamwork, collaboration and communication. The Musical Theatre 15-25-35 program aims to provide an interactive environment of integrated study in dance/movement, drama and music for students who seek the challenge of working through the creative process to performance. The competencies in these disciplines are developed as students participate in rehearsal, performance, and critical viewing.

Student Need (formerly: Rationale)

The collaborative nature of Musical Theatre 15-25-35 fosters creative collaboration, leadership, communication, problem-solving, self-expression, and individual responsibility. The Musical Theatre 15-25-35 course involves students in creative collaboration with an emphasis on student strengths and learning needs. Innovation is found through collaborative experiences in dance/movement, drama, and music. Students are encouraged to develop awareness of themselves as performers as they take creative risks and confidently enter authentic theatre experiences as performers and audience members. Students also learn to understand the historical, cultural, and social aspects of the musical theatre genre. Through participation in the theatre, students build confidence in their interactions with others while embracing the diverse abilities of their peers. Healthy collaborative relationships within a theatre community foster the ability for students to set and reach collective goals and build resiliency.

Scope and Sequence (formerly: Learner Outcomes)

Musical Theatre 15-25-35 fosters the development of creative and collaborative competencies through active participation in the movement, dramatic, and musical aspects of theatre. The essential understandings focus on how the elements of these disciplines are related to communication and expression. The focus of each course is performance-based with outcomes that promote increased demonstration of fundamental skills, awareness, and interaction.

The learning outcomes of Musical Theatre 15-25-35 are intended to be achieved through rehearsal, performance, reflection, and discussion.

Guiding Questions (formerly: General Outcomes)

- 1 How can students develop and integrate the performance skills of dance, movement, drama, and music to effectively tell story?**
- 2 How can students demonstrate collaboration in the development of musical theatre performance?**
- 3 How can students critically reflect upon and respond to performance of musical theatre?**

Learning Outcomes (formerly: Specific Outcomes)

1 How can students develop and integrate the performance skills of dance, movement, drama, and music to effectively tell story?	15-5 25-5 35-5
1.1 Develop introductory projection, articulation, and vocal techniques of the voice for the stage.	X
1.2 Model projection, articulation, and vocal techniques of the voice for the stage.	X
1.3 Refine projection, articulation, and vocal techniques of the voice for the stage.	X
1.4 Develop introductory vocal expression and interpretation through the performance of solo and/or ensemble repertoire.	X
1.5 Demonstrate vocal expression and interpretation through the performance of solo and/or ensemble repertoire.	X
1.6 Refine vocal expression and interpretation through the performance of solo and/or ensemble repertoire.	X
1.7 Develop basic dance steps and choreography.	X
1.8 Model dance steps and choreography.	X
1.9 Refine dance steps and choreography with a focus on precision.	X
1.10 Develop introductory characterization through gesture, posture, and movement.	X
1.11 Demonstrate characterization through gesture, posture, and movement.	X
1.12 Refine characterization through gesture, posture, and movement.	X
1.13 Develop introductory musical theatre skills to demonstrate stage presence in performance.	X
1.14 Integrate musical theatre skills to demonstrate stage presence in performance.	X

1.15 Integrate musical theatre skills to model confident stage presence in performance.	X
1.16 Interpret script through introductory character, scene, and song analysis.	X
1.17 Demonstrate expression through character, scene, and song analysis.	X
1.18 Refine expression through character, scene, and song analysis.	X
1.19 Communicate character and story through the integration of introductory musical theatre skills.	X
1.20 Communicate character and story through the integration of musical theatre skills.	X
1.21 Sustain character and story, including interactions and relationships between characters, through the integration of musical theatre skills.	X

2 How can students demonstrate collaboration in the development of musical theatre performance?	15-5 25-5 35-5
2.1 Develop vocal and physical warm-up exercises.	X
2.2 Demonstrate vocal and physical warm-up exercises.	X
2.3 Lead vocal and physical warm-up exercises.	X
2.4 Develop positive interpersonal skills to demonstrate respect for self and others during rehearsal and performance.	X
2.5 Model positive interpersonal skills to demonstrate respect for self and others during rehearsal and performance.	X X
2.6 Prepare for and participate in auditions through scene, excerpt, and monologue study.	X X X
2.7 Memorize required lines, music, and choreography	X X X
2.8 Respond to stage direction and cues.	X X X
2.9 Lead or assist in the lead of casting, directing and/or choreographing a musical theatre production.	X
2.10 Develop an awareness of the historical context of the production.	X
2.11 Integrate knowledge of the historical context of the production through collaborative decision making.	X

2.12 Research the historical context of the production and lead creative and collaborative rehearsal and performance decisions.	X
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3 How can students critically reflect upon and respond to performance of musical theatre?	15-5 25-5 35-5
3.1 Accept and offer constructive criticism within the musical theatre performance ensemble.	X
3.2 Model respectful acceptance and provision of constructive criticism within the musical theatre performance ensemble.	X X
3.3 View, listen to, and/or attend Musical Theatre performances.	X X X
3.4 Critically analyze and critique a musical theatre performance using appropriate language unique to drama, dance, music, and movement.	X
3.5 Demonstrate a refined ability to critically analyze and critique a performance using appropriate language unique to drama, dance, music, and movement.	X
3.6 Critically analyze a performance through complex and nuanced language unique to drama, dance, music, and movement.	X
3.7 Research and examine post-secondary, community, and/or professional career opportunities in the performing arts.	X

LOCALLY DEVELOPED COURSE OUTLINE

Orientation & Mobility (2019)15-3

Orientation & Mobility (2019)25-3

Submitted By:

The Calgary School Division

Submitted On:

Feb. 28, 2019

This course was developed by the Calgary School Division and is being considered for acquisition by Edmonton Public Schools.

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2019	08/31/2023	Developed	Authorization	G11
25-3	62.50	09/01/2019	08/31/2023	Developed	Authorization	G11

Course Description

Expanded Core Curriculum: Orientation & Mobility has been developed to support and encourage the student who is blind or visually impaired to achieve the highest level of independent travel that is individually possible. The development of these skills allows the student to fully participate in the life of the school and the community. The ability to use these skills affects access to educational opportunities and improves quality of life.

Teaching Orientation & Mobility requires specially trained instructors who are aware of the dangers, responsibilities, and techniques involved. Only qualified Orientation & Mobility instructors are able to teach the course.

The materials required for the student to achieve the learning outcomes for O & M may include the following: cane (mobility or identification), adaptive mobility device, GPS technology, low vision devices (monoculars, magnifiers), tactile maps, tactile graphics kit, Bus pass, and Student access to a cell phone

Course Prerequisites

Orientation and Mobility 15: no prerequisite

Orientation and Mobility 25: prerequisite is Orientation and Mobility 15

Sequence Introduction (formerly: Philosophy)

Students who are blind or visually impaired in Alberta are provided comprehensive programming through the Essential Components of Educational Programming for Students who are Blind or Visually Impaired. These components are contained in the Standards for Special education and therefore mandated by Alberta Education.

These components include: the presence of a school learning team, having meaningful parent and family involvement, disability specific skills (Expanded Core Curriculum) assessment, Individualized Program Plan, access to programs and services, accessibility of alternate format materials, assistive technology, programming options, planning for transition.

Incorporating the teaching of these skills into a student's program will help to expand the concept of core curriculum. With disability-specific skills they can be expected to achieve learning outcomes consistent with their peers

Student Need (formerly: Rationale)

This course is an opportunity for students to access intensive training options, in the area of Orientation & Mobility (O &M) of the Expanded Core Curriculum. Students who are Blind or Visually Impaired have diverse needs even if they have some degree of vision loss. The degree of vision loss and when vision loss started to occur is one of several aspects for consideration in program planning and assessment.

The Expanded Core Curriculum is comprised of 9 areas:

- .
compensatory or functional academic skills, including communication modes
- .
orientation and mobility
- .
social interaction skills
- .
independent living skills
- .
recreation and leisure skills
- .
career education
- .
use of assistive technology
- .
sensory efficiency skills
- .
self-determination

Orientation and mobility are specialized skills that are essential for individuals who are blind or visually impaired. O & M has frequently been described as “knowing where you are, knowing where you want to go, and knowing how to get there.” O & M is the ability to move safely, efficiently, and gracefully through

all environmental conditions and situations with as much independence as possible. O & M training encourages students with visual impairments to develop essential skills, build confidence in their ability to travel within their schools and other environments, and take responsibility for their decisions. This course has been developed to give students who are blind or visually impaired the recognition for skills that need to be learned as part of the expanded core curriculum.

Visual impairment and blindness are low-incidence disabilities and a student with a visual impairment may be the only student with this disability in his or her school or community. Intervention for this student population is based on what they can access, incorporate and respond to sensory information. Students need time to practice and master the outcomes that are part of this course. The degree of mastery of Orientation & Mobility skills are personalized to their abilities and level of functional vision.

This course has been developed to give students who are blind or visually impaired, the recognition for skills that need to be learned as part of the expanded core curriculum. Many of these students have received ongoing direct instruction in O & M throughout their years in school. This course will provide the intensive instruction to further develop their O & M skills as they near graduation.

Scope and Sequence (formerly: Learner Outcomes)

Orientation and Mobility is an area of instruction focusing on students' ability to know where they are in relation to their environment and to travel safely, efficiently, purposefully and independently throughout this environment. Good orientation and mobility skills are highly correlated with the degree of independence achieved by students later in life.

Developing body awareness, directionality, spatial awareness and practical knowledge associated with the characteristics of a given environment increases the probability that students will be actively involved in age-appropriate activities with peers.

Students' ability to interpret visual information is affected by many variables (e.g., the type and severity of vision loss, cognitive ability, experiential knowledge and environmental factors, such as lighting). However, with comprehensive, systematic training and practice, most students can learn to use their remaining vision and sensory skills more effectively and efficiently.

Guiding Questions (formerly: General Outcomes)

- 1 Through the process of sensory integration, how do we establish and maintain position, locate objects, establish and confirm landmarks, and recognize safety cues?**
- 2 How can we use map reading to integrate comprehension of spatial relationships and concepts to promote independent travel?**
- 3 Travel Techniques - How can we promote the development of motor skills, acquisition of basic concepts and awareness of the travel setting?**
- 4 Communication, Personal Safety, and Advocacy - How do we effectively communicate in order to self-advocate for fundamental conditions required to reach one's destination safely?**

Learning Outcomes (formerly: Specific Outcomes)

1 Through the process of sensory integration, how do we establish and maintain position, locate objects, establish and confirm landmarks, and recognize safety cues?	15-3 25-3
1.1 Use functional vision skills to: visually identify dangers in unfamiliar environments; use vision to "read" business area traffic; use visual memory for orientation; maximize use of residual vision when traveling	X
1.2 Demonstrate proficient use of vision to establish and maintain orientation and safety when traveling in complex environments to understand the features and use of low vision devices	X X
1.3 Use auditory skills: use sound cues and echo location for orientation; use sound to "read" vehicle flow and traffic control systems at intersections	X
1.4 Demonstrate proficient use of hearing to establish and maintain orientation and safety when traveling in complex environments: use sound to "read" traffic flow at high speed and heavy volume intersections; understand the characteristics of electronic travel devices in providing or enhancing auditory information	X X
1.5 Use touch for orientation in unfamiliar settings: discriminate more complex tactile information; understand the impact of clothing on masking tactile cues	X
1.6 Understand the use of alternate travel devices and be aware of changes in tactile sensitivity due to weather and environmental conditions	X X

2 How can we use map reading to integrate comprehension of spatial relationships and concepts to promote independent travel?	15-3 25-3
2.1 Orient to a more complex environment by: locating specific destination by address; interpreting more complex maps	

2.2 Use tactile, auditory and visual maps in unfamiliar settings by orienting to unfamiliar settings and proceed to a predetermined destination	
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3 Travel Techniques - How can we promote the development of motor skills, acquisition of basic concepts and awareness of the travel setting?	15-3 25-3
3.1 Use and instruct correct sighted guide technique: use basic cane techniques proficiently; travel safely and independently in unfamiliar indoor environments	X
3.2 Apply the use of all cane techniques	X X
3.3 Independently travel safely in residential neighbourhoods safely and independently cross residential streets	X
3.4 Plan and execute routes to unfamiliar commercial areas: with supervision, travel safely in business areas; with supervision, safely cross streets in business and commercial areas travel safely in adverse weather conditions in familiar environments	X X
3.5 Use advanced travel techniques with supervision such as crossing multi-lane streets with high volume traffic: travel a familiar route safely at night; with supervision, use public transportation	X X
3.6 Independently use public transportation	X X
3.7 Independently travel to a stated destination from a drop-off starting point	X X

4 Communication, Personal Safety, and Advocacy - How do we effectively communicate in order to self-advocate for fundamental conditions required to reach one's destination safely?	15-3 25-3
4.1 Independently demonstrate appropriate social interactions with the public	X X
4.2 Developing and communicating personal safety principles	X
4.3 Independently demonstrate the rules of safe travel in unfamiliar environments	X X

4.4 Communicate with the public regarding the use of dog guides or low vision devices	X
4.5 Advocate on behalf of persons with visual impairments	X X

LOCALLY DEVELOPED COURSE OUTLINE

Unified English Braille Code (2019)¹

Submitted By:

The Calgary School Division

Submitted On:

Feb. 26, 2019

This course was developed by the Calgary School Division and is being considered for acquisition by Edmonton Public Schools.

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	09/01/2019	08/31/2023	Developed	Authorization	G10

Course Description

The Expanded Core Curriculum: Unified English Braille Code 15 course encourages students to develop competencies in braille reading and writing. Students will connect with literacy materials in an accessible format in order to develop their knowledge of braille. As they explore curriculum themes, develop projects and research topics of personal interest, students will apply their knowledge of brail to other curricular areas. The Expanded Core Curriculum: Unified English Braille Code 15 course will provide students with the opportunities to learn the tools, technology and related skills for reading and writing braille at a high level of proficiency.

The Expanded Core Curriculum: Unified English Braille Code 15 course requires a qualified teacher of students with visual impairments who is proficient in braille and associated assistive technologies. Specialized equipment required for the delivery of this course includes: a manual Perkins braillewriter; braille paper; slate and stylus; handheld braille labellers; BrailleNote takers; Refreshable Braille Display; and a computer .

Course Prerequisites

Unified English Braille Code 15: no prerequisites

Sequence Introduction (formerly: Philosophy)

The purpose of the Expanded Core Curriculum: Unified English Braille Code 15 course is to provide students with the opportunity to learn braille and apply it in other curricular areas as they explore curriculum themes, develop projects, and research topics of personal interest. Students will have the opportunity to learn the tools, technology, and related skills for reading and writing braille at a high level of proficiency.

For a learner to acquire the Unified English Braille code at the high school level, it is likely that the student has experienced a significant change to their sensory profile that now requires non-visual access to learning materials. Learning the Unified English Braille code does not happen in isolation from the socioemotional implications that vision loss can have for people. This course emphasizes a grounded approach to learning braille by examining how braille is represented in our society and provides learners with the information and perspective needed to speak to their families and peers with confidence about the importance of braille.

Student Need (formerly: Rationale)

The Expanded Core Curriculum: Unified English Braille Code 15 course is an opportunity for students to access intensive training options, in the area of Compensatory academic skills, specifically the UEB (Unified English Braille) code of the Expanded Core Curriculum. The Expanded Core Curriculum (ECC) is the body of knowledge and skills that are needed by students with visual impairments due to their unique disability-specific needs. Students with visual impairments need the expanded core curriculum in addition to the core academic curriculum of general education.

The Expanded Core Curriculum is comprised of 9 areas:

- compensatory or functional academic skills, including communication modes
- orientation and mobility
- social interaction skills
- independent living skills
- recreation and leisure skills
- career education
- use of assistive technology
- sensory efficiency skills
- self-determination

Compensatory academic skills refer to the use of strategies, techniques, and adapted materials that students with visual impairments need to access curriculum in the classroom. These include the specific reading and writing methods of braille, regular print, regular print with optical devices, large print, and voice output technology.

Students who are blind or visually impaired may use one or more of these literacy media

depending on the demands of a specific task or situation. Compensatory skill areas also include listening and speaking, study and organization, concept development and spatial understanding.

Students who are blind or visually impaired have diverse needs even if they have some degree of vision loss. The degree of vision loss and when vision loss started to occur is one of several aspects for consideration in program planning and assessment.

Visual impairment and blindness are low-incidence disabilities and a student with a visual impairment may be the only student with this disability in his or her school or community. Intervention for this student population is based on what they can access, incorporate and respond to sensory information. Students need time to practice and master the outcomes that are part of this course

Scope and Sequence (formerly: Learner Outcomes)

This course will allow students to read literary and technical material in Unified English Braille (UEB) code, produce braille using a variety of low- and high-tech devices, use braille-related assistive technologies and reflect on their learning. This course will allow students a tactile reading medium to access the curriculum.

Upon successful completion of all three levels of the Expanded Core Curriculum: Unified English Braille Code 15 course, students will demonstrate:

1. Proficiency with UEB code and expand their use of UEB code beyond academic tasks;
2. Proficiency with technology for braille reading and writing to access and analyze information in the home, school, community, and workplace.

Guiding Questions (formerly: General Outcomes)

- 1 UEB - How can students acquire the Unified English Braille code and expand their use beyond academic tasks**
- 2 Braille Technology - How is technology for braille reading and writing used to access and analyze information in the home, school, community and workplace?**

Learning Outcomes (formerly: Specific Outcomes)

1 UEB - How can students acquire the Unified English Braille code and expand their use beyond academic tasks	15-5
1.1 Demonstrate proficiency in using UEB braille signs / notation and usage rules	X
1.2 Demonstrate proficiency in the UEB alphabet, contractions, short form words and code rules through a systematic program to promote literacy in braille	X
1.3 Demonstrate proficiency in basic formatting rules and guidelines	X
1.4 Create tactile images, diagrams and graphs with guided practice	X

2 Braille Technology - How is technology for braille reading and writing used to access and analyze information in the home, school, community and workplace?	15-5
2.1 Demonstrate proficiency in the use of manual braille devices, such as: ? manual Perkins braillewriter ? the slate and stylus ? handheld braille labellers	X
2.2 Explore adapted learning tools, such as the braille ruler, models with braille labels	X
2.3 Demonstrate proficiency with digital file access/production with refreshable braille display	X

Enrolment Data for Locally Developed Courses Expiring in 2021

Locally Developed Course/Course Sequence Name	Enrolments 2017-2021 as of April 7, 2021				Schools offering in 2020-2021 as of April 7, 2021
	17-18	18-19	19-20	20-21	
Aboriginal Studies 7-8-9	92	154	11	233	amiskwaciy Academy Bessie Nichols
Design Thinking for Innovation 15-25-35 (3 and 5)	N/A	54	84	20	Argyll Centre Queen Elizabeth
Extended Essay (IB) 35 (3)	114	131	166	86	Harry Ainlay Lillian Osborne McNally Old Scona Ross Sheppard
Film and Media Art 15-25-35 (3 and 5)	367	336	309	312	Jasper Place L. S. at Circle Square Lillian Osborne McNally Millwoods Christian Ross Sheppard Victoria
Forensic Studies 25-35 (3)	n/a	704	430	316	Argyll Centre Braemar Eastglen Harry Ainlay Hospital Campuses L. S. at Circle Square L. S. at Londonderry L. S. on Whyte Lillian Osborne McNally Ross Sheppard Strathcona Vimy Ridge Academy W.P. Wagner
Instrumental Jazz 15-25-35 (3 and 5)	264	264	259	47	Lillian Osborne M.E. LaZerte Victoria
Leadership, Character and Social Responsibility 15-25-35 (3 and 5)	945	1,423	1,898	1,155	amiskwaciy Academy Argyll Centre

					J. Percy Page Jasper Place L. S. at Circle Square M.E. LaZerte McNally Millwoods Christian Queen Elizabeth Ross Sheppard Strathcona Victoria
Musical Theatre 15-25-35 (5)	373	337	340	172	Eastglen J. Percy Page Lillian Osborne M.E. LaZerte Old Scona Ross Sheppard Strathcona Victoria

DATE: June 8, 2021

TO: Board of Trustees

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

SUBJECT: Rescindment of Board Policy GIBD.BP Integrated School Library Learning Commons

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE STAFF: Kelsey Duebel, Rachel Foley, Nancy Petersen

REFERENCE: Trustees' Handbook Section 6.1 – Board Committee Protocols
[Board Policy CH.BP – Framework for Policy Development and Review](#)

ISSUE

The Policy Review Committee is recommending that Board Policy GIBD.BP Integrated School Library Learning Commons be rescinded.

BACKGROUND

In 2011, after undergoing a public online survey, Board Policy HIBD.BP School Learning Resource Centres was revised and renamed as Board Policy GIBD.BP Integrated School Library Learning Commons to support the shift from libraries to integrated learning commons.

At the time, the concept of a learning commons was a shift in thinking from a library as a physical space that is a repository of books, to an inclusive, flexible, learner-centred, physical and/or virtual space for collaboration, inquiry, imagination and play to expand and deepen learning. The policy reflected the emerging and ongoing need for students and staff to have access to quality digital and print resources and information that could be accessed by anyone, at any time, in any place.

RELATED FACTS

- Learning commons are now common practice for schools within the Edmonton Public School Board.
- Direction on Learning Commons continues to exist provincially in the Guide to Education which states that school authorities “must ensure that students have access to a learning commons. A learning commons is an inclusive, flexible, learner-centred, physical and/or virtual space for collaboration, inquiry, imagination and play to expand and deepen learning”.
- Alberta Education also provides a detailed [list of expectations](#) on what that learning commons should include. This provincial guidance provides a fulsome and detailed direction and considerations for delivery and operations of learning commons beyond that of the current Board policy.
- An environmental scan of the other metro boards showed that no other metro board in Alberta have a policy specific to Learning Commons.

RECOMMENDATION

That Board Policy GIBD.BP Integrated School Library Learning Commons be rescinded.

OPTIONS

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

1. Support the recommendation to rescind Board Policy GIBD.BP Integrated School Library Learning Commons.
2. Request changes to the current policy and ask that it come back to a future Board meeting.

CONSIDERATIONS and ANALYSIS

Board Policy GIBD.BP Integrated School Library Learning Commons is up for review. Learning commons are now common practice within Edmonton Public Schools and policy direction on transitioning from libraries to learning commons is no longer required. Board level policy on learning commons is not required by Alberta Education and the current Board Policy GIBD.BP Integrated School Library Learning Commons does not provide any additional guidance, direction or expectations beyond what is provided by Alberta Education.

In the Policy Review Committee's work plan, the intended timeline to have this policy work completed is the 2020-2021 school year. Approval to rescind this policy on June 8, 2021, will achieve this timeline.

NEXT STEPS

Upon approval of the recommendation, Board Policy GIBD.BP Integrated School Library Learning Commons will be removed from the Division's policies and will be archived.

ATTACHMENTS and APPENDICES

ATTACHMENT I Board Policy GIBD.BP Integrated School Library Learning Commons

BS:rf

CODE: GIBD.BP**EFFECTIVE DATE:** (28-01-2020)**TOPIC:** Integrated School Library Learning Commons**ISSUE DATE:** (29-01-2020)**REVIEW YEAR:** (2018)**POLICY**

The Board believes literacy for all learners encompasses a broad set of skills and competencies, integrated across the Kindergarten to Grade 12 Programs of Study and supported through the development of library learning commons.

The Board encourages the utilization and ongoing development of a library learning commons where information can be accessed by anyone, at any time, in any place and where information can be encountered and discussed through collaborative inquiry. In a learning commons there should be seamless, equitable access to a wide variety of quality digital and print resources for student and staff research and enjoyment.

Provisions should be made to allow for the coordination to develop the library learning commons approach. These can include, but not be limited to, the engagement of internal staff such as teacher librarians or library technicians or external partnerships with community municipal library facilities or post-secondary institutions.

REFERENCES

Alberta Education's *Guide to Education* ECS to Grade 12 - page 69

Inspiring Action on Education (Government of Alberta 2010) - pages 9-11

DATE: June 8, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Approval of the 2021-2022 Budget

ORIGINATOR: Todd Burnstad, Chief Financial Officer

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

REFERENCE: [Funding Manual for School Authorities 2021/22 School Year](#)
[Motion re Free Access to Free Menstrual Products in Edmonton Public Schools](#)
[Transportation Fees for 2021-2022](#)
[2021-2022 Distribution of Funds](#)

ISSUE

At the May 25, 2021 public Board meeting, the Division's 2021-2022 budget was approved as amended. The budget documents have now been updated to include the amendment. Board approval is now required for the budget report template (Attachment IX) before being submitted to the Province.

Provincial Budget

On Thursday, February 25, 2021, the Province released a high-level budget for the 2021-2022 year. The budget indicated that education funding for K-12 would be maintained at the 2020-2021 level.

Specific details, including individual school division funding profiles as well as the funding manual, were made available on March 31, 2021.

2021-2022 Budget and Revenue highlights

The Province introduced a new funding model that came into effect for the 2020-2021 school year. The new model consists of 15 major grants of which the Division qualifies for all, with the exception of the rural small school grant.

Integral with the new funding framework, all grants are either fully or partially calculated using the Weighted Moving Average (WMA) methodology. This captures the number of funded students across three school years and does not allocate funding per individual student.

In 2020-2021, due to the COVID-19 pandemic, many school divisions, including Edmonton Public Schools, found themselves with a lower actual September 30, 2020, enrolment compared to the projected enrolment figure used to calculate the WMA. There are no in-year enrolment funding adjustments, so when the projected enrolment differs from the actual count, the difference flows through the following year's WMA calculation. It was announced as part of the 2021-2022 budget that the Province would provide over \$130 million to school divisions across the province to offset any decrease in funding resulting from the lower than expected enrolment in 2020. The individual grants will

still be calculated using the adjusted WMA; however, instead of showing a decrease in each grant compared to the prior year, the total impact will be reflected as a negative lump sum amount offset by a stand-alone one-time Provincial COVID Mitigation Support grant. Highlights of the other grants are as follows:

- The specialized learning supports (SLS) grant is a services and support grant replacing previous supporting grants such as Inclusive Education, Regional Collaborative Service Delivery (RCSD), Equity of Opportunity, and year three of Program Unit Funding (PUF). As part of the budget announcement, the government had shared that an additional \$40 million for the province will be made available under this grant.
- PUF continues to be funded to support Pre-Kindergarten children with severe disabilities and delays, between the ages of 2 years 8 months to 4 years 8 months, for a maximum of two years preceding Kindergarten.
- The English Language Learners (ELL) and Refugee grant continues to be funded at the same rates as 2020-2021. Students qualify for either ELL or Refugee funding, whichever is the higher amount, for a maximum of five years.
- The First Nations, Métis, and Inuit (FNMI) grant is comprised of three components: a truth and reconciliation component, a student self-identification WMA enrolment component, and a school and community demographic component.
- The Operations and Maintenance (O&M) grant is provided to school divisions to address their responsibility for operation, maintenance, safety and security of all school buildings, including costs relating to the provision of this program. The grant has two components: a WMA enrolment factor and a school space enrolment component.
- The transportation grant will be held constant at the 2020-2021 grant rate.
- The Nutrition and SuperNet grants have remained unchanged from the prior year.
- The System Administration Grant is a targeted grant to cover governance (Board of Trustees) and school authority central administration costs. The amount is fixed over the next three school years beginning in 2020-2021 and cannot exceed 3.2 per cent of the total Division budget. Amounts can be transferred from the system administration grant to other grants, but school authorities may not spend funds from other grants on system administration. Furthermore, if a school division's audited financial statements indicate that the grant amount was exceeded, Alberta Education will deduct the excess from the school division's funding in the following school year.

2021-2022 Proposed Allocation Highlights

The Division allocates resources to schools and central cost centres in a variety of ways. Because provincial funding is no longer based on per student grants, the Division can no longer provide allocations based on individual student rates.

With the introduction of the new funding framework last spring, the Division did not have the opportunity to revise the budget allocation model with lump sum 2020-2021 allocations being put in place as a bridging mechanism for the year. Since then, the Division formed a principal and central leader committee to review and revise our allocation model for roll out with the 2021-2022 budget. Alignment with the Division's values and priorities was a critical requirement of the proposed allocations, while operating within the realities of the new funding framework. Highlights of the proposed allocations include:

School Base Allocation – every school needs a principal, administrative assistant and a head custodian. A fixed allocation will be provided to every school to cover the unit costs of these roles.

First Nations, Métis and Inuit Completion Coaches - The use of First Nations, Métis and Inuit Senior High Completion Coaches continues to grow and now includes Eastglen, Queen Elizabeth and Jasper Place.

High Social Vulnerability Allocation (HSV) - This allocation was identified as a high priority for the Division and although the components used to calculate the allocation remain unchanged from the prior year, the total amount of funds being allocated has been increased from \$4 million to \$6 million.

Equity Fund – The equity fund continues to be allocated as it creates flexibility and provides access to funds as needed. This allocation will be even more important in the upcoming school year with the roll out of a new budget allocation model in order to address any unforeseen gaps that may occur. Although the total amount of the equity fund allocation has not changed, by increasing the High Social Vulnerability Allocation as well as accessing operating surplus funds for the High Social Vulnerability Achievement initiative, it will free up funds that were previously used for high socially vulnerable supports.

Weighted Enrolment Allocation (WEA) and Division One Targeted Allocation – The weighted enrolment allocation is provided to all schools based on their proportion of the Division's weighted enrolment. For 2021-2022, the Board of Trustees has identified early learning in both literacy and numeracy as a high priority; therefore, \$40 million has been directed to Kindergarten to Grade 3 students as a Division One targeted allocation. These students typically make up approximately 30 per cent of the enrolment and as a result of this targeted allocation they will actually receive a total of approximately 37 percent of the weighted enrolment allocation. Additional details on the WEA were provided on Attachment VII of the [April 13, 2021, 2021-2022 Distribution of Funds report](#).

Student Mental Health - The mental health of students continues to be recognized by the Board of Trustees as a high priority. Allocations to Strategic Division Supports have been increased to allow for a continued emphasis on student mental health and resiliency. These supports are in addition to the Division's existing [Mental Health Framework](#) that was introduced in late 2018.

Our Specialized Learning Supports (SLS) department also provides mental health supports through a cross disciplinary approach. Specialized Learning Supports has the following mental health supports available:

- nine mental health consultants - one on each school-linked team
- additional staff who have the accreditation and clinical skills to provide assistance, group therapy and facilitate access to external support. This includes psychologists, educational behavior consultants, mental health nurse, occupational therapists, social workers and school family liaison staff

In partnership with Alberta Health Services (AHS), the following supports are also available:

- six mental health therapists
- twelve wellness coaches

These contracted positions with AHS are reviewed annually.

Planned Use of Operating Reserves and Capital Reserve Plan

Introduced in 2020, school boards are required to obtain ministerial approval before spending reserve funds. A detailed accumulated reserve plan is required and any planned access to operating reserve funds needs to be submitted in conjunction with the budget documents. The Division's proposed use of surplus funds for 2021-2022 totals just over \$26 million and is detailed on Attachment VII. The Division's Capital Reserve Plan is detailed on Attachment VIII.

- The COVID-19 pandemic is expected to continue into the 2021-2022 school year. Our goal is to maximize the efficiency of dollars allocated in this budget and we will work with the provincial government on additional resources and supports that may be required. To ensure the best learning environments for students and staff, we are forecasting to use \$8 million for additional staff, including online teachers, as well as resources for continued use of PPE, testing and additional cleaning and sanitizing supplies.
- Online resource development is anticipated to continue and will require additional resources.
- The Division is committed to dismantling systemic racism and will use surplus funds to support this initiative.
- As provincial education funding is frozen and is based on projected enrolment that flows through the WMA, a fall budget update is no longer required. However, a budget enrolment adjustment is being proposed that would be provided to schools to adjust for differences between their projected enrolment and their actual fall enrolment.
- High social vulnerability achievement pilot – The Division is initiating a pilot focused on an evidence- and research-based approach to supporting academic growth and achievement in schools serving our most socially vulnerable communities. The pilot will be focused around early intervention, high quality literacy and numeracy instruction, social-emotional well-being, school nutrition and critical enrichment programming.
- At the [April 27, 2021 public Board meeting](#), a motion was passed for Administration to provide free menstrual products in Division schools. In order to accommodate this initiative, an initial investment will be required to outfit washrooms with a dispensing mechanism. For the first year of this initiative, the cost of providing the products will be covered through access to surplus funds. Following the first year, the cost of these products will be covered through the individual school budgets (consistent with the provision of toilet paper). The Division will look for opportunities like partnerships or bulk purchase orders that may reduce the total cost of this initiative in order to maximize the amount of education dollars that can be directed towards instruction.
- At the May 25, 2021, public Board meeting, a motion was passed to allocate \$1 million of operating surplus funds for mental health supports and programs for the 2021-2022 school year. These funds are being contemplated to hire additional staff such as wellness coaches and/or social workers through our Specialized Learning Supports department. The additional temporary staff will provide mental health supports across all three tiers of the pyramid of intervention including universal, targeted, and specialized supports for schools, students and families. These resources will support the provision of professional learning opportunities for staff and provide additional resources for families.

RELATED FACTS

- Total revenue for the Division is estimated at approximately \$1.184 billion (Attachment I). This reflects some updates to revenue based on updated information and input from school and central cost centers including:
 - Lower student transportation fees than those budgeted for in 2020-2021. [The April 27, 2021, Transportation Fees board report](#) indicates lower student transportation fee revenue in 2021-

2022. The lower revenue is the result of operational efficiencies gained such as: shared transportation routes; new yellow bus contracts that minimize the impact of fluctuating fuel prices; shared arrangements with Edmonton Catholic Schools, and working with schools to implement minor changes to bell times to allow more schools to share buses. These operational efficiencies combined with changes to Student Transportation fees over the past year, have eliminated the gap between Student Transportation's funding and costs.

- A decrease in Adult Education fees which is mainly the result of many courses not being suitable for an online delivery model.
- The Alberta Teachers Retirement fund (ATRF) rate decreasing to 10.87 per cent from 11.29 per cent reported last spring. This is a flow through transaction with an offsetting equal expense.
- Overall, revenue resources budgeted directly by schools and central departments have decreased from prior year largely due to the ongoing uncertainty of the COVID-19 pandemic.
- Decreases in revenue from prior year are partially offset by an increase in the amortization of capital allocations and expended deferred capital revenue.
- Out of the total Government of Alberta revenue, six per cent or approximately \$66 million is provided through grants that are not anticipated to continue into future years including the COVID Mitigation grant and Bridge funding.
- Consistent with prior years, almost 75 per cent of the total Division funds will continue to be allocated directly to support students in the classroom, with the remaining balance covering fixed and committed costs like utilities, insurance and software licenses as well as administrative costs required for Division operations. This is the same percentage that was allocated for classrooms in 2020-2021, even though fixed and committed costs have increased.
- As detailed on Attachment II, the Division's total student enrolment projection is 106,048. This number includes home schooled and blended students (students that attend school part-time and are home-schooled part-time) as well as international and other non-resident students that are not part of the WMA. The student enrolment projection is made under the assumption that there will be a "near-normal" return to in-person learning in the fall.
- Excluding home education and international students while factoring in ECS at 0.5, total projected enrolment for 2021-2022 is 101,071. Compared to the actual September 30, 2020 enrolment of 98,404, this is an increase of 2,700 students (or 2.7 per cent).
- Grant funding is calculated on our WMA funded enrolment of 99,867, factoring in ECS students at 0.5 as well as factoring in enrolment from the two previous years.
- Grants such as Institutional Services and PUF will continue to be offset by an equal allocation.
- Division staff unit costs have been maintained at the same level for the last five years, which has provided stability for our schools and central cost centres. This was possible as the individual gaps between actual salaries and unit costs between the different staff groups offset one another upon consolidation. However, benefits such as Canada Pension Plan (CPP), Workers Compensation, and the Alberta School Extended Benefits Plan (ASEBP) have now or are anticipated to increase to the point that all unit costs need to be adjusted. The updated unit costs have been included in the 2021-2022 budget planning system and have resulted in decreased spending power for both schools (an average of 1.5 per cent) and central (an average of 3.2 per cent) as a result of the increase in compensation-related costs. In total, we anticipate the increase in unit costs to increase our total salaries and benefit budget by 1.8 per cent or just under \$15 million.
- Staffing full-time equivalents (FTE) for 2021-2022 are projected at 9,011 FTE which is 4.6 per cent lower than actual staffing FTE's in the current year. This is a direct result of hiring additional FTE's with the one-time federal Safe Return to Class COVID relief funds of \$38.5 million received in 2020-2021. Further details on staffing can be found on Attachment VI.

RECOMMENDATION

1. That the budget report for the year ending August 31, 2022 (Attachment IX), be approved.

NEXT STEPS

- If approved, the 2021-2022 budget report will be submitted to the Province on June 9, 2021 (Note: The Province has extended the due date to June 18, 2021 from May 31, 2021).
- Once approved, the 2021-2022 Budget will be posted on the Division's public website.

ATTACHMENTS and APPENDICES

ATTACHMENT I	2021-2022 Revenue Budget
ATTACHMENT II	2021-2022 Enrolment Projections using WMA
ATTACHMENT III	2021-2022 Budget - Total Allocations
ATTACHMENT IV	2021-2022 Budget – School Allocations
ATTACHMENT V	2021-2022 Budget - Other Allocations
ATTACHMENT VI	2021-2022 Budget – Staff Full-time Equivalent
ATTACHMENT VII	2021-2022 Accumulated Operating Surplus Plan
ATTACHMENT VIII	2021-2022 Capital Reserve Plan
ATTACHMENT IX	2021-2022 Alberta Education Budget Report

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**Edmonton Public Schools
2021-2022 Revenue Budget**

	2021-2022 Revenue Budget	2021-2022 DOF Budget	Variance Budget vs DOF \$	Variance Budget vs DOF %	NOTES
BASE INSTRUCTION GRANTS					
Kindergarten	\$ 25,136,800	\$ 25,136,800	\$ -	-	1,2
Grades 1 to 9	429,528,300	429,528,300	-	-	1
SUBTOTAL KINDERGARTEN TO GRADE 9	454,665,100	454,665,100	-	-	
High School Subtotal	162,121,800	161,602,100	519,700	0.3%	1,3
SUBTOTAL BASE INSTRUCTION GRANTS	616,786,900	616,267,200	519,700	0.1%	
SERVICES AND SUPPORT GRANTS					
* Specialized Learning Support (SLS)	77,213,900	77,213,900	-	-	1,4
* SLS - Kindergarten Severe	10,785,200	10,785,200	-	-	1,5
* Moderate Language Delay Grant (Pre-K & SLS-K)	2,892,000	2,892,000	-	-	6
* ECS Pre-Kindergarten Program Unit Funding (PUF)	9,798,800	9,798,800	-	-	1,7
English as a Second Language (ESL)	18,552,800	18,552,800	-	-	1,8
Refugee	14,202,900	14,202,900	-	-	1,8
First Nations, Métis and Inuit	12,857,600	12,857,600	-	-	1,9
Institutional and Specialized Education Programs	8,775,100	8,775,100	-	-	10
SUBTOTAL SERVICES AND SUPPORT GRANTS	155,078,300	155,078,300	-	-	
SCHOOL GRANTS					
* Operations and Maintenance (O&M)	90,359,700	90,359,700	-	-	1,11
Transportation	30,941,600	30,941,600	-	-	12
SuperNet	2,344,000	2,344,000	-	-	
SUBTOTAL SCHOOL GRANTS	123,645,300	123,645,300	-	-	
COMMUNITY GRANTS					
Geographic	1,500,000	1,500,000	-	-	
Socioeconomic Status (SES)	14,848,000	14,848,000	-	-	
Nutrition	1,300,000	1,300,000	-	-	13
SUBTOTAL COMMUNITY GRANTS	17,648,000	17,648,000	-	-	
JURISDICTION GRANTS					
System Administration	38,007,200	38,007,200	-	-	14
SUBTOTAL JURISDICTION GRANTS	38,007,200	38,007,200	-	-	
SUBTOTAL PROVINCIAL OPERATIONAL REVENUE	951,165,700	950,646,000	519,700	0.1%	
* INFRASTRUCTURE MAINTENANCE RENEWAL (IMR)	13,712,300	13,601,700	110,600	0.8%	15
* 2020-2021 FUNDING ADJUSTMENT	(16,074,700)	(16,074,700)	-	-	16
* COVID MITIGATION FUNDING	16,074,700	16,074,700	-	-	16
BRIDGE FUNDING	49,913,500	50,543,800	(630,300)	-1.2%	17
TOTAL PROVINCIAL OPERATIONAL REVENUE	1,014,791,500	1,014,791,500	-	-	
CAPITAL					
Amortization of Capital Allocations and Expended Deferred					
Capital Revenue	48,255,400	43,040,000	5,215,400	12.1%	18
SUBTOTAL CAPITAL	48,255,400	43,040,000	5,215,400	12.1%	
TOTAL PROVINCIAL OPERATIONAL AND CAPITAL REVENUE	1,063,046,900	1,057,831,500	5,215,400	0.5%	
OTHER PROVINCIAL REVENUES					
Educational Programs Cost Recovery and Conditional Grants	1,898,500	1,660,300	238,200	14.3%	19
Secondments - Provincial	3,023,200	3,469,800	(446,600)	-12.9%	20
Alberta Teachers' Retirement Fund (ATRF)	53,377,200	56,137,700	(2,760,500)	-4.9%	21
SUBTOTAL OTHER PROVINCIAL REVENUES	58,298,900	61,267,800	(2,968,900)	-4.8%	
OTHER PROVINCIAL GRANTS	2,565,100	2,452,900	112,200	4.6%	22
OTHER ALBERTA SCHOOL AUTHORITIES	700,000	534,900	165,100	30.9%	23
FEDERAL FRENCH FUNDING	790,000	790,000	-	-	
TOTAL GOVERNMENT OF ALBERTA REVENUE	1,125,400,900	1,122,877,100	2,523,800	0.2%	

**Edmonton Public Schools
2021-2022 Revenue Budget**

	2021-2022 Revenue Budget	2021-2022 DOF Budget	Variance Budget vs DOF \$	Variance Budget vs DOF %	NOTES
FEDERAL GOVERNMENT AND FIRST NATIONS FEES	1,999,600	1,935,200	64,400	3.3%	
School Fees - School Generated Funds	13,949,700	13,949,700	-	-	
Transportation Fees	10,089,400	14,336,400	(4,247,000)	-29.6%	24
Lunch Program Fees	4,567,000	4,505,500	61,500	1.4%	
Metro Continuing Education Fees	1,021,800	1,158,000	(136,200)	-11.8%	25
Music Instrument & Other Material Fees	146,900	269,900	(123,000)	-45.6%	26
SUBTOTAL FEES	29,774,800	34,219,500	(4,444,700)	-13.0%	
OTHER SALES AND SERVICES					
Gain on Sale of Capital Assets	1,040,200	-	1,040,200	100.0%	27
International Student Tuition	1,612,700	1,606,700	6,000	0.4%	28
Sales and Services - Schools and Central DUs	4,243,100	5,030,400	(787,300)	-15.7%	29
Other Sales and Services - School Generated Funds	4,344,700	4,344,700	-	-	
Secondments - Other Entities	1,070,600	512,500	558,100	108.9%	30
Adult Education	765,700	2,160,700	(1,395,000)	-64.6%	31
SUBTOTAL SALES AND SERVICES	13,077,000	13,655,000	(578,000)	-4.2%	
INVESTMENT INCOME	900,000	501,800	398,200	79.4%	32
GIFTS AND DONATIONS					
EPSB Gifts and Donations	6,499,200	6,554,500	(55,300)	-0.8%	
EPSB Foundation Support	342,000	300,000	42,000	14.0%	33
SUBTOTAL GIFTS AND DONATIONS	6,841,200	6,854,500	(13,300)	-0.2%	
FUNDRAISING - SCHOOL GENERATED FUNDS (SGF)	2,197,700	2,197,700	-	-	
RENTAL OF FACILITIES	4,188,600	4,229,900	(41,300)	-1.0%	
TOTAL REVENUE	\$ 1,184,379,800	\$ 1,186,470,700	\$ (2,090,900)	-0.2%	

* Indicates a new or revised grant compared to the 2020-2021 budget

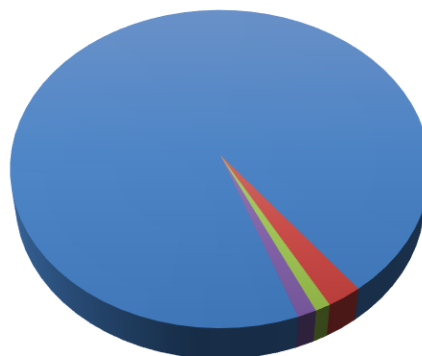
Edmonton Public Schools - Revenue & Expense Analysis

2021-2022 Projected Budget

Revenue by source

(all dollar amounts are expressed in thousands)

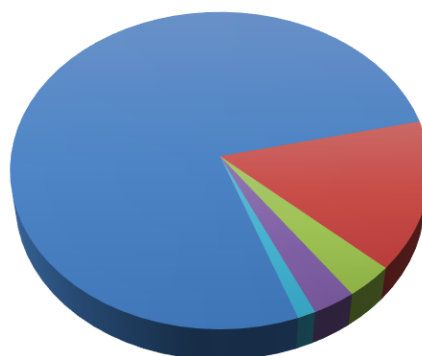
	2021-2022	
	\$	%
Government of Alberta	1,125,401	95.0%
Fees	29,775	2.5%
Sales and Services	13,077	1.1%
Other	16,127	1.4%
	1,184,380	100.0%



Expenses by program

(all dollar amounts are expressed in thousands)

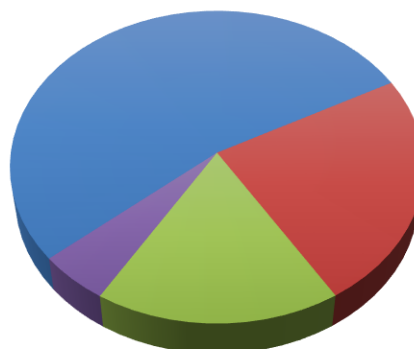
	2021-2022	
	\$	%
ECS - Grade 12 Instruction	930,334	76.9%
Plant Operations and Maintenance	184,519	15.3%
Transportation	41,473	3.4%
Board and System Administration	37,257	3.1%
External Services	15,807	1.3%
	1,209,390	100.0%



Expenses by object

(all dollar amounts are expressed in thousands)

	2021-2022	
	\$	%
Certificated salaries, wages and benefits expense	644,727	53.3%
Non-certificated salaries, wages and benefits expense	289,338	23.9%
Services, contracts and supplies expense	213,320	17.6%
Amortization & other expenses	62,005	5.2%
	1,209,390	100.0%



Notes to supplement the 2021-2022 Revenue Budget

Unless otherwise noted, variance explanations have been provided for amounts where the 2021-2022 Revenue Budget differs from the 2021-2022 Distribution of Funds report (DOF) by more than five per cent.

1. **Impact of the Weighted Moving Average (WMA)**

Introduced in 2020-2021, all grants are either fully or partially funded based on the WMA enrolment methodology, unless otherwise indicated. The WMA captures the number of funded students across three school years and does not allocate funding for specific students, nor are there any in-year adjustments. If the projected enrolment count is different from the actual enrolment count on September 30, this will be accounted for in the subsequent year.

As a result of the COVID-19 pandemic, lower actual enrolment on September 30, 2020, compared to the amount originally projected will impact the individual grant funding calculations. However, the Province has indicated that the negative impact on the WMA will be offset by a one-time COVID-19 Mitigation Grant. Further details on the estimated 2021-2022 WMA are included in Attachment II.

2. **Kindergarten**

For 2020-2021, the Division had anticipated a reduction in enrolment as the age of entry for Kindergarten was moved from 4 years 6 months to 4 years 8 months. This, combined with the pandemic, resulted in almost 1,300 fewer children than projected. The 2021-2022 enrolment projection of 8,370 is an increase of approximately 14 per cent, or 1,003, over the current year.

3. **High School Funding**

The WMA base funding rate for high school continues to be 10 per cent higher than the Grade 1 to 9 base funding rate to account for the increase in high school programming. The 2021-2022 enrolment projection for senior high of 24,872 is an increase of approximately 3 per cent over the current year.

Credit Enrolment Units (CEUs) are no longer the basis for high school funding with the exception of summer school which is based on the last three years of completed credits. For example, under the current model, summer school funding in 2021-2022 will be based on the last three years (2019-2020, 2018-2019, 2017-2018) to a maximum of 10 CEU's per student. As per the 2021-2022 Funding Manual, the current year is not included in the average calculation for summer school.

The variance from the Distribution of Funds report (DOF) is due to the projected number of home-schooled students being higher than previously projected. Funding for home-schooled students is based on the actual September 30 enrolment, not the WMA.

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

This grant is intended to provide a continuum of supports and services to children and students in an inclusive learning environment. The Province has reallocated a portion of the grant to support SLS Kindergarten Severe programming. Funding rates for this grant have been adjusted as follows:

Grant – WMA methodology	Total Provincial Allocation 2021-2022	Total Provincial Allocation 2020-2021	Edmonton School Division Allocation 2021-2022	Edmonton School Division Allocation 2020-2021
Multi- Disciplinary Support	\$386 per student	\$425 per student	\$46 million	\$53 million
Student Wellness	\$32 million	\$40 million	\$6 million	\$7.2 million
Jurisdiction Composition	\$97 million	\$110 million	\$25 million	\$28 million

5. SLS - Kindergarten Severe

Reallocated from the SLS grant and funded on the WMA, this new grant is provided for children with severe disabilities or severe language delay who require supports beyond what is offered in a regular Kindergarten program. To qualify for this grant, children must be a minimum of 4 years 8 months as of August 31 and less than 6 years of age as of September 1 and also have not yet accessed three years of ECS programming.

6. Moderate Language Delay (Pre-Kindergarten and SLS-Kindergarten)

Pre-Kindergarten: This new grant is provided to school authorities for children with a moderate language delay who require supports. To qualify, children must be a minimum of 2 years 8 months as of August 31 and less than 4 years 8 months of age as of September 1 who have been assessed and diagnosed with a moderate language delay. The September 30 enrolment of the current school year will be used to allocate funding for this grant and not the WMA.

SLS-Kindergarten: This new grant is provided to school authorities for children with a moderate language delay who require additional supports beyond that offered in a regular Kindergarten program. Children that are a minimum of 4 years 8 months as of August 31 and less than 6 years of age as of September 1 who have been assessed and diagnosed with a moderate language delay and have not accessed three years of ECS programming qualify for this grant. The September 30 enrolment of the current school year will be used to allocate funding for this grant and not the WMA.

7. ECS Pre-Kindergarten Program Unit Funding (PUF)

The ECS PUF grant is allocated using the WMA enrolment of children, who are a minimum of 2 years 8 months and less than 4 years 8 month of age as of August 31, who have been assessed and diagnosed with a severe disability or severe language delay. This funding continues to be allocated for a maximum of two years preceding Kindergarten. The minimum number of hours required for funding has been adjusted depending on the child's age.

8. English as a Second Language (ESL) and Refugee

Beginning in 2020-2021, students can only qualify for one of these grants, whichever is the higher amount. Students continue to qualify for refugee or ESL grants for a maximum of five years. Enrolment in 2021-2022 is estimated to be lower than the current year.

9. First Nation, Métis and Inuit (FNMI)

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

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

10. Institutional Programs (EPI) and Specialized Education Programs (SEP)

EPI and SEP funding is based on a three-year average of 2019-2021 actual costs. Beginning 2020-2021, this amount is being held constant for three years and as such there is no change for the 2021-2022 budget.

11. Operations and Maintenance (O&M)

The O&M grant is provided to school divisions to address their responsibility for operation, maintenance, safety and security of all school buildings, including costs relating to the provision of this program. The grant has two components: a WMA enrolment factor and a school space enrolment component. There is a slight decrease in the estimate due to the WMA enrolment factor. Funding rates for components of this grant have been adjusted by the Province as follows:

Grant – WMA methodology	Provincial Rate 2021-2022	Provincial Rate 2020-2021
Student Allocation – Regular Program	\$213 per student	\$218 per student
Student Allocation – Alternate Program	\$639 per student	\$654 per student
School Space Area Allocation- Utilized space area	\$62 per square metre	\$65 per square metre
School Spare Area Allocation – Under-utilized space area	\$42 per square metre	\$46 per square metre

12. Transportation

The transportation grant is being held constant at the 2020-2021 rate. A new transportation funding model is currently being developed but will not be ready for implementation in 2021-2022.

13. Nutrition

Funding for this grant continues with a flat allocation of \$1.2 million plus a \$100,000 SES allocation.

14. System Administration

The System Administration grant is targeted and is intended to cover governance (including Board of Trustees) and a school division's central administration costs and will be fixed for the next two years. Amounts can be transferred from the System Administration grant to other grants, but school divisions may not spend funds from other grants on system administration.

15. Infrastructure Maintenance and Renewal (IMR)

Funding for this grant is no longer subject to the minimum 30 per cent capitalization requirement. The operating portion of this grant has been retained and a further \$15 million is included in the Capital Maintenance and Renewal grant (CMR).

16. COVID Mitigation Funding

It was announced as part of the 2021-2022 budget that the Province would provide over \$130 million to school divisions to offset any funding that would have been removed due to lower than expected enrolment in 2020-2021. Our share of this funding is \$16 million.

17. Bridge Funding

Administration's current understanding is that if a school division's total funding, based on the new WMA enrolment funding, is less than its 2020-2021 funding, a bridging amount will be allocated in order to bring a school division to a minimum of its 2020-2021 provincial funding. In future years, as enrolment grows, we anticipate the bridge funding will be reduced.

18. Amortization of Capital Allocations and Expended Deferred Capital Revenue

Buildings and other government-funded capital items are amortized over their useful life and an equal amount is recognized as revenue from the Province each year. This variance in this line item is primarily the result of the opening of new schools in 2021-2022 and the completion of large-scale modernizations. The increase can also be attributed to other smaller projects such as modular programs and furniture and equipment first time set-ups. Capital additions that are funded through the Division's operating or capital reserve are included in the fiscal and debt allocation and are not included in this amount.

19. Education Programs Cost Recovery and Conditional Grants

This line item includes revenue from ongoing contracts between the Division and Alberta Health Services (AHS) to provide supports to Alberta School for the Deaf, CASA (downtown) as part of Hospital School Campuses with pre-Kindergarten students and the Highwood Adult Program. This variance is largely the

result of the Teacher Recruitment and Retention (TRR) strategy grant which is intended to support minority French-language schools and French immersion programs. The TRR project will support the development of French as a second language and French immersion teaching, learning materials and videos. The grant has an end date of June 30, 2022.

20. Secondments - Provincial

While there are six new secondment contracts with Alberta Education for 2021-2022, this is offset by the number of staff members who are choosing not to renew their contract and will be returning to the Division.

21. Alberta Teachers Retirement Fund (ATRF)

This amount represents a flow-through of teacher retirement benefits paid by the Province on behalf of our teachers. The revenue is offset by an equal expense.

22. Other Provincial Grants

Other Provincial grants includes grants such as Specialized Therapy Education and Play Program (STEPP) and the Specialized Support Program (SSP) at Waverley and Scott Robertson Schools. These grants are not part of the funding framework and are intended to provide additional funds for students with severe special needs. In 2020-2021, due to the COVID-19 pandemic, there has been lower enrolment in these programs and this trend is expected to continue in 2021-2022.

Also included in this line item is the MHCB (mental health capacity building) contract with AHS used to fund six wellness coaches and one program coordinator. The 2021-2022 year will be year two of three for this contract.

23. Other Alberta School Authorities

This amount includes ECS visiting Kindergarten students supported by third party providers, as well as sponsorship agreements with other school authorities. The budget amount projected reflects a return to a near normal school year.

24. Transportation Fees

The variance is due to lower fee revenue being projected as a result of lower ridership and a flow through of efficiencies. Although more riders are expected for 2021-2022, transportation does not expect a full return to pre-pandemic levels.

25. Metro Continuing Education (MEC) Fees

MEC has taken a very conservative approach for 2021-2022 fee revenues as they are anticipating a continued reduction in fees for at least the first half of the year due to of the ongoing COVID-19 pandemic.

26. Music Instrument & Other Material Fees

These budget amounts are flow-through amounts, whereby the revenue amount is offset by an equal expense and are entered directly by schools. While there is an expectation that schools will see an increase in fees for the 2021-2022 school year when compared to the 2020-2021 school year, there will still be the option to enrol online for the first half of the year. As such, schools have budgeted conservatively for these types of fees.

27. Gain on Sale of Capital Assets

This line item is the projected sale of land through the "The First Place Program" which is a City of Edmonton program that partners with banks and builders to develop vacant surplus school building sites into town homes. The Board approved several sites as surplus and received Ministerial approval in 2007.

28. International Student Tuition

As a result of the current COVID-19 pandemic and revised Administrative Regulation HC.AR Student Accommodation, we are predicting that the number of international students in Division schools will be much lower than prior years. In addition to the tuition fee, the revenue also includes an application fee amount per student. The volume of applications for International students are higher than projected in the DOF, in anticipation of an increased demand for September 2022.

29. Sales and Services – Schools and Central DUs

Includes revenues such as cafeteria sales, Bennett Centre sales, school store sales, print shop sales, etc., which are entered directly by individual schools and central departments. The revenue has been projected conservatively due to the ongoing uncertainty of the COVID-19 pandemic.

30. Secondments – Other Entities

Other entities revenue includes: City of Edmonton, CUPE, University of Alberta, Edmonton Oilers, and the ATA. The positive variance is due to new secondment contracts and also the result of increased benefit overheads billed to the outside entities.

31. Adult Education

In 2020-2021, many adult courses delivered by MCE had to be cancelled as they were unable to be delivered in an online platform. Due to the ongoing uncertainty of the COVID-19 pandemic, this trend is expected to continue in 2021-2022.

32. Investment Income

For budget 2020-2021, investment income was estimated conservatively as interest rates were falling and there was uncertainty where cash levels would land due to additional spending in response to the COVID-19 pandemic. However, as we move into the 2021-2022 school year, interest rates seem to have stabilized and there is more certainty around the Division's cash flow.

33. EPSB Foundation

Funding received for the Foundation is based on estimated donations for full-day Kindergarten and fluctuates annually.

Edmonton Public Schools
2021-2022 Enrolment Projections using the Weighted Moving Average (WMA)

	<u>2021-2022</u>		<u>2020-2021</u>		<u>2019-2020</u>		Projected <u>2021-2022</u>
	Projected		Frozen (actual)		Frozen (actual)		WMA Funded Enrolment
<u>Student Enrolment</u>	100%	50%	100%	30%	100%	20%	
Funded Students:							
Early Childhood Services (ECS)	8,370	4,185	7,367	2,210	9,477	1,895	8,291
Grades 1 -9 students:							
Subtotal Grades 1 -9 students	71,720	35,860	70,173	21,052	69,603	13,921	70,833
Senior High:							
Years 1-3	22,547	11,274	21,674	6,502	21,648	4,330	22,105
Year 4	1,719	860	1,885	566	2,149	430	1,855
Year 5+	606	303	653	196	681	136	635
Subtotal Senior High	24,872	12,436	24,212	7,264	24,478	4,896	24,595
Online > 35 credits Years 1-3	56	28	70	21	32	6	55
Online > 35 credits Year 4	16	8	17	5	21	4	17
Online > 35 credits Year 5	10	5	33	10	17	3	18
	82	41	120	36	70	14	90
Online Students < 35	212	106	215	65	162	32	203
Subtotal Funded Students	105,256	52,628	102,087	30,626	103,790	20,758	104,012
Total WMA Funded (ECS at .5 FTE)	101,071	50,536	98,404	29,521	99,052	19,810	99,867
Other Students (not included in WMA)							

Home Education	600	615	261
Blended (shared responsibility)	66	64	73
	666	679	334
Total Funded Students	105,922	102,766	104,124
Other Students (non-funded)			
International Students/non-resident	126	230	470
TOTAL STUDENTS	106,048	102,996	104,594

Base instruction grants are allocated using the three-year Weighted Moving Average (WMA) enrolment of school divisions. Funding provided through the base instruction component does not allocate funding per student or schools. Rather, WMA enrolment is used to allocate funding for the Early Childhood Services (ECS)-Grade 12 instructional activities of the entire school division. The projected enrolment count used in the calculation of the WMA will be compared against the September 30th count. However, there are no in-year enrolment adjustments under the WMA funding model. When projected counts differ from actual counts, the difference in the counts will be adjusted in the subsequent school year. The three-year WMA enrolment is calculated as follows:

School Year	Weighted Factor	Enrolment count (FTE)
2019-2020	20%	Actual
2020-2021	30%	Actual
2021-2022	50%	Projection
2020-2021	Adjust +/-	Actual

**Edmonton Public Schools
2021-2022 Budget
Total Allocations**

		2021-2022 Budget	2021-2022 Distribution of Funds (DOF)		Variance Budget vs DOF \$	Variance Budget vs DOF %	NOTES
REVENUE	*			*			
Operating Revenue		\$ 1,184,379,800	\$ 1,186,470,700		\$ (2,090,900)	-0.2%	
Operating Reserve Funds Requested ^A		26,050,000	22,550,000		3,500,000	15.5%	A
Total Operating Revenue		\$ 1,210,429,800	\$ 1,209,020,700		\$ 1,409,100	0.1%	
SCHOOL ALLOCATIONS							
Direct School Allocations		\$ 793,869,988	\$ 790,682,958		\$ 3,187,030	0.4%	1
Indirect School Allocations		65,709,445	64,418,008		1,291,437	2.0%	2
		\$ 859,579,433	\$ 855,100,966		\$ 4,478,467	0.5%	
School Generated Funds/External Revenues		34,615,936	35,283,313		(667,377)	-1.9%	3
SUBTOTAL SCHOOL ALLOCATIONS	73.9%	\$ 894,195,369	\$ 890,384,279	73.6%	\$ 3,811,090	0.4%	
OTHER ALLOCATIONS							
Metro Continuing Education		\$ 9,475,972	\$ 11,122,955		\$ (1,646,983)	-14.8%	4
External Revenue Allocations - Central		10,801,271	10,219,326		581,945	5.7%	5
Division Level Fixed Costs	3.8%	46,172,025	46,172,025	3.8%	-	-	6
Division Level Committed Costs	7.9%	95,392,863	100,335,468	8.3%	(4,942,605)	-4.9%	7
		\$ 161,842,131	\$ 167,849,774		\$ (6,007,643)	-3.6%	
System Administration	3.1%	\$ 38,007,200	\$ 38,007,200	3.1%	\$ -	-	8
SUBTOTAL OTHER ALLOCATIONS		\$ 199,849,331	\$ 205,856,974		\$ (6,007,643)	-2.9%	
SUPPORTED CAPITAL AND IMR		\$ 61,967,700	\$ 56,641,747		\$ 5,325,953	9.4%	9
ALBERTA TEACHERS' RETIREMENT FUND (ATRF)		53,377,200	56,137,700		(2,760,500)	-4.9%	10
GAIN ON SALE OF CAPITAL ASSETS		1,040,200	-		1,040,200	100.0%	11
TOTAL BUDGET ALLOCATIONS		\$ 1,210,429,800	\$ 1,209,020,700		\$ 1,409,100	0.1%	

* The amount as a percentage of the total allocations.

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

Note: Some of the 2021-2022 Distribution of Funds figures have been reclassified to conform to the comparable 2021-2022 Budget presentation.

Notes to supplement the 2021-2022 Budget – Total Allocations

Unless otherwise noted, variance explanations have been provided for amounts where the 2021-2022 Budget amounts differs from the 2021-2022 Distribution of Funds by more than five per cent.

1. **Direct School Allocations**

As communicated by the current provincial government, funding for education will remain frozen for the next three years at approximately \$8.223 billion with a new funding and assurance framework developed beginning in 2020-2021. The educational funding received from the Province is no longer based on individual student rates; therefore, the Division is no longer using individual rates as the basis for school allocations. The largest portion of funding allocated to schools is based on a school's proportion of the Division's projected weighted enrolment. A holdback amount of \$5 million has also been included in this line item to account for changes in enrolment at September 30.

2. **Indirect School Allocations**

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

3. **School Generated Funds/External Revenues**

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

4. **Metro Continuing Education**

Summer school funding is based on the last three years of completed credits. For example, under the current model, summer school funding in 2021-2022, will be based on the last three years (2019-2020, 2018-2019, 2017-2018), to a maximum of 10 CEU's per student. As per the 2021-2022 Funding Manual, the current year is not included in the average calculation for summer school. The variance is the result of MEC taking a very conservative approach for the 2021-2022 fee revenues as they are anticipating a continued reduction in fees due to the ongoing COVID-19 pandemic.

5. **External Revenue Allocations – Central**

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

6. **Division Level Fixed Costs**

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

7. **Division Level Committed Costs**

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

8. **System Administration**

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

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

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

10. **Alberta Teachers' Retirement Fund (ATRF)**

This amount represents a flow-through of teacher retirement benefits paid by the Province on behalf of our teachers and matches the revenue received. The decrease is in alignment with the rate decreasing to 10.87 per cent from 11.29 per cent, reported last spring.

11. Gain on Sale of Capital Assets

This line item is the projected sale of land through the “The First Place Program” which is a City of Edmonton program that partners with banks and builders to develop vacant surplus school building sites into town homes. The Board approved several sites as surplus and received Ministerial approval in 2007.

**Edmonton Public Schools
2021-2022 Budget Allocations
Direct School Allocations**

	2021-2022 Budget Allocations	2021-2022 Distribution of Funds (DOF)	Variance Budget vs DOF \$	Variance Budget vs DOF %	NOTES
SCHOOL ALLOCATIONS					
Base Allocation	\$ 58,828,277	\$ 58,828,277	\$ -	-	1
Community Use of Schools	243,023	244,825	(1,802)	-0.7%	2
Special Education Supplemental Allocation	5,000,000	5,000,000	-	-	3
Division One Targeted Allocation	40,000,000	40,000,000	-	-	4
Educational Programs in an Institution/Specialized Education Program	10,301,790	10,301,790	-	-	5
September Actual Enrolment vs Projected Enrolment Relief*	5,000,000	5,000,000	-	-	6,19
First Nations, Metis and Inuit	10,260,512	10,260,512	-	-	7
High Social Vulnerability	6,000,000	6,000,000	-	-	8
Alternate Allocations	16,091,779	16,091,779	-	-	9
Operations and Maintenance	16,045,210	16,045,210	-	-	10
Program Unit Funding	11,217,981	11,217,981	-	-	11
Moderate Language Delay (Pre-K & SLS-K)	2,892,000	2,892,000	-	-	12
SLS - Kindergarten (severe)	10,785,200	10,785,200	-	-	13
Weighted Enrolment Allocation	566,876,868	567,188,036	(311,168)	-0.05%	14
Subtotal School Allocations	\$ 759,542,640	\$ 759,855,610	\$ (312,970)	-0.04%	
OTHER SUPPLEMENTAL SCHOOL ALLOCATIONS					
amiskwacy Rent and Maintenance	\$ 1,408,026	1,408,026	-	-	15
Equity Fund	7,800,000	7,800,000	-	-	
Facility Use Payments - Christian Schools	1,346,792	1,346,792	-	-	16
Specialized Services Programs	981,530	981,530	-	-	17
Transportation for Awasis/amiskwacy	441,000	441,000	-	-	7
Program Enhancement Allocations:					
CAT-4 Allocation	1,300,000	1,300,000	-	-	18
Additional Mental Health Supports - 2021-2022*	1,000,000	-	1,000,000	100.0%	19
COVID-19 - Continuing Pandemic Relief*	8,050,000	8,050,000	-	-	19
Online Resource Development*	2,000,000	2,000,000	-	-	19
High Social Vulnerability Achievement Pilot*	6,500,000	6,500,000	-	-	19
Menstrual Product Initiative*	2,500,000	-	2,500,000	100.0%	19
Special Project - (Race Based Data/Systemic Racism)*	1,000,000	1,000,000	-	-	19
Subtotal Other Supplemental School Allocations	\$ 34,327,348	\$ 30,827,348	\$ 3,500,000	11.4%	
TOTAL DIRECT SCHOOL ALLOCATIONS	\$ 793,869,988	\$ 790,682,958	\$ 3,187,030	0.4%	

* These proposed allocations are being funded through access to a portion of our accumulated operating surplus, subject to Ministerial approval. Additional details have been included on Attachment VII.

Note: Some of the 2021-2022 Distribution of Funds figures have been reclassified to conform to the comparable 2021-2022 Budget presentation.

Notes to supplement the 2021-2022 Budget Allocations – Direct School Allocations

Unless otherwise noted, variance explanations have been provided for amounts where the 2021-2022 Budget differs from the 2021-2022 Distribution of Funds by more than five per cent.

1. **Base Allocation**

A fixed base allocation will be provided to every school to cover the unit cost of a principal, an administrative assistant and a head custodian.

2. **Community Use of Schools**

This allocation is to accommodate public use of schools and is intended to cover the costs associated with after-hours use, including custodial costs. It is calculated based on information from the previous school year. During the 2020-2021 school year, these activities were suspended due to COVID-19; therefore, this allocation has been calculated using the actual number of hours of use in 2019-2020. Schools that are no longer operational in the 2021-2022 school year have been removed.

3. **Special Education Supplemental Allocation**

This allocation replaces the Guaranteed Enrolment allocations and is given as a supplement to the Weighted Enrolment Allocation. A total of \$3 million is allocated to students who have been identified as requiring specialized learning supports. The remaining \$2 million is allocated to Division Centre Programs to offset related operational costs that are not covered through other allocations.

4. **Division One Targeted Allocation**

The Board of Trustees has identified early learning in both literacy and numeracy as a high priority. This allocation provides support to Kindergarten to Grade 3 students and offsets the elimination of the Alberta Small Class Size grant.

5. **Educational Programs in an Institution/Specialized Education Program**

This allocation is based on the projected number of students who reside in an institution or who temporarily attend educational programs in shelters, hospitals, or other facilities. This allocation is a flow-through where the exact amount of provincial funding received is allocated directed to the programs. Refer to Attachment I for more information on this funding amount.

6. **September Actual Enrolment vs Projected Enrolment Relief**

This proposed allocation will be in the form of a budget amendment that will occur in the fall based on fluctuations in a school's actual September 30 weighted enrolment versus their projected enrolment. This allocation is being funded through the request to access a portion of our accumulated operating surplus funds.

7. **First Nations, Métis and Inuit (FNMI)**

This per-student allocation is based on the number of students who self-identify. Prior year September 30 actual enrolment data is used to calculate the amount of the allocation. The transportation portion of the allocation provides transportation for junior high students attending amiskwaciy Academy and elementary students attending the Awasis program.

8. **High Social Vulnerability**

The High Social Vulnerability allocation is intended to provide assistance to 60 of our schools with the most significant percentage of students deemed as being socially vulnerable. Mobility, median income and lone parent families comprise the data used to calculate the schools' high social vulnerability ranking and the allocation. This allocation was identified as a high priority by the Board of Trustees and has been increased from \$4 million to \$6 million.

9. Alternate Allocations

Some schools/programs are very specialized and receive their budget allocations differently than the other schools in the Division. This allocation represents the resources provided to Alberta School for the Deaf, Argyll Centre, Aspen, Braemar, the CASA Day Program, and the Outreach programs.

10. Operations and Maintenance (O&M)

Schools receive a portion of the O&M funding based on a student-driven calculation using the normalized enrolment at each school as well as the school's total square footage. Schools that are larger than 100,000 square feet receive an additional allocation based on square footage (building plus portables). Schools also receive some O&M dollars through their base allocation. Further information on the O&M grant is included on Attachment I.

11. Program Unit Funding

This allocation is provided to Pre-Kindergarten programs for each child with a severe disability or severe language delay who requires additional support and is a flow-through where 100 per cent of the funding received is allocated directly to the sites.

12. Moderate Language Delay Grant (Pre-K & SLS K)

A targeted allocation to match the new provincial grant being provided to jurisdictions for children with moderate language delays who require additional supports beyond that offered in a regular Kindergarten program.

13. Specialized Learning Support – Kindergarten (Severe)

A targeted allocation to match the new provincial grant being provided to school jurisdictions for children with severe disabilities or severe language delays who require additional supports beyond that offered in a regular Kindergarten program.

14. Weighted Enrolment Allocation

This allocation is provided to all schools based on their proportion of the Division's weighted enrolment. Because the Board of Trustees has identified early learning in both literacy and numeracy as a high priority, \$40 million of this allocation has been targeted to Kindergarten to Grade 3 students through the Division One Targeted Allocation. While division one students typically make up approximately 30 per cent of our enrolment, they receive approximately 37 per cent the Weighted Enrolment Allocation when combined with the Division One Targeted Allocation.

15. amiskwaciy Rent and Maintenance

This allocation covers the lease and maintenance at the amiskwaciy Academy. The increase in the allocation is an estimate of operating costs and the base rent increase being levied for the final five years of the lease.

16. Facility Use Payments – Christian Schools

This allocation reflects the annual payments made to Christian Societies for the ongoing repair, maintenance and operation of their facilities. This is a requirement as outlined in their respective lease agreements with the Division.

17. Specialized Services Programs

This allocation is used to support children diagnosed with Autism Spectrum Disorder at Waverly Pre-Kindergarten Program and Scott Robertson Pre-Kindergarten Program and is directly aligned to the revenue received from Family Support for Children with Disabilities (FSCD).

18. CAT-4 Allocation

The Canadian Achievement Test (CAT)-4 allocation is intended to cover the costs associated with an assessment tool used for students in Grades 2 through 9 to identify where students are in respect to literacy and numeracy learning and identify for teachers those students who are starting the year off achieving below grade level. By administering the test again in the spring, schools will be able to monitor individual student growth within the same year.

19. Planned Use of Surplus

The following items are included in the planned use of surplus dollars and are further detailed on Attachment VII:

- September actual enrolment vs projected enrolment relief
- 2021-2022 Additional Mental Health Supports
- COVID-19 continuing pandemic relief
- Online resource development, continuation of work started in the current year
- Special Project – (Race Based Data/Systemic Racism) – Intended for working toward dismantling systemic racism and racial discrimination in Edmonton Public Schools
- High Social Vulnerability Achievement Pilot - To support academic growth and achievement in schools serving our most socially vulnerable communities
- Menstrual Product Initiative – A Division initiative to provide free menstrual products for our students

**Edmonton Public Schools
2021-2022 Budget Allocations
Other Allocations**

	2021-2022 Budget Allocations	2021-2022 Distribution of Funds (DOF)	Variance Budget vs DOF \$	Variance Budget vs DOF %	NOTES
DIVISION LEVEL FIXED COSTS					
Fiscal and Debt Services	\$ 13,705,225	\$ 13,705,225	\$ -	-	1
Utilities	22,250,000	22,250,000	-	-	
Insurance	7,500,000	7,500,000	-	-	
High Speed Networking	2,716,800	2,716,800	-	-	
	\$ 46,172,025	\$ 46,172,025	\$ -	0.0%	
DIVISION LEVEL COMMITTED COSTS					
Student Transportation	\$ 41,382,122	\$ 45,614,205	\$ (4,232,083)	-9.3%	2
Operations and Maintenance	19,892,225	19,892,225	-	-	
Human Resources Supply Services	13,944,975	13,944,975	-	-	
Core Technology Enterprise Management	5,760,266	5,760,266	-	-	
* Language and Cultural Support	3,245,818	3,245,818	-	-	3
Enterprise Systems	4,634,275	4,634,275	-	-	
Professional Improvement Leaves	1,200,000	1,200,000	-	-	
* Board of Trustees	1,664,999	1,664,999	-	-	4
Central Building Maintenance	425,000	425,000	-	-	
Staff Development	786,879	786,879	-	-	
* Partnership Commitments	1,763,058	1,763,058	-	-	
Infrastructure Parking Allocation	405,000	405,000	-	-	
Audit	136,946	136,946	-	-	
Division Feedback Survey	142,400	142,400	-	-	
Division Awards	8,900	8,900	-	-	
	\$ 95,392,863	\$ 99,624,946	\$ (4,232,083)	-4.2%	
INDIRECT SCHOOL ALLOCATIONS AND SYSTEM EXTERNAL REVENUE ALLOCATIONS METRO CONTINUING EDUCATION (MCE)					
	\$ 10,801,271	\$ 10,219,326	\$ 581,945	5.7%	
	9,475,972	11,122,955	(1,646,983)	-14.8%	
	\$ 20,277,243	\$ 21,342,281	\$ (1,065,038)	-5.0%	
CENTRAL DECISION UNITS					
** Office of the Superintendent	\$ 6,619,365	\$ 6,619,365	\$ -	-	5
** Corporate Services	19,214,658	18,883,743	330,915	1.8%	6
** Operations and Learning Supports	38,741,980	38,491,980	250,000	0.6%	7
Specialized Learning Supports	29,783,690	29,783,690	-	-	
International Programs	1,049,310	1,049,310	-	-	
Curriculum and Resource Support	7,438,780	7,438,780	-	-	
Student Information	868,862	868,862	-	-	
	\$ 103,716,645	\$ 103,135,730	\$ 580,915	0.6%	
CLASSIFIED AS:					
INDIRECT SCHOOL ALLOCATIONS	\$ 65,709,445	\$ 65,128,530	\$ 580,915	0.9%	
SYSTEM ADMINISTRATION	38,007,200	38,007,200	-	-	
	\$ 103,716,645	\$ 103,135,730	\$ 580,915	0.6%	

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

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

Note: Some of the 2021-2022 Distribution of Funds figures have been reclassified to conform to the comparable 2021-2022 Budget presentation.

Edmonton Public Schools
2021-2022 Budget Allocations
Detailed Breakdown - Division Level Committed Costs

	2021-2022 Budget Allocations	2021-2022 Distribution of Funds (DOF)	Variance Budget vs DOF \$	Variance Budget vs DOF %	NOTES
LANGUAGE AND CULTURAL SUPPORT					
First Nations, Métis, and Inuit (FNMI) Education	\$ 1,263,795	\$ 1,263,795	\$ -	-	
Languages Centre at Woodcroft	1,236,663	1,236,663	-	-	
FNMI Senior High Completion Coaches	745,360	745,360	-	-	
	\$ 3,245,818	\$ 3,245,818	\$ -	-	3
BOARD OF TRUSTEES					
ASBA Membership	\$ 217,000	\$ 217,000	\$ -	-	
Board of Trustees	1,315,499	1,315,499	-	-	
Board Initiative Fund	45,000	45,000	-	-	
PSBAA Membership	70,000	70,000	-	-	
Trustee Transition Allowance	12,500	12,500	-	-	
Youth Engagement Model	5,000	5,000	-	-	
	\$ 1,664,999	\$ 1,664,999	\$ -	-	4
PARTNERSHIP COMMITMENTS					
Partnership for Kids (All in for Youth)	\$ 182,000	\$ 182,000	\$ -	-	
Confucius Institute	218,047	218,047	-	-	
Cappies	20,000	20,000	-	-	
Community University Partnerships	12,500	12,500	-	-	
Careers: The Next Generation	10,000	10,000	-	-	
United Way	5,511	5,511	-	-	
Corporate Challenge	5,000	5,000	-	-	
Welcome to Kindergarten	10,000	10,000	-	-	
Nutrition Grant	1,300,000	1,300,000	-	-	
	\$ 1,763,058	\$ 1,763,058	\$ -	-	

**Edmonton Public Schools
2021-2022 Budget Allocations
Detailed Breakdown - Central Decision Units**

	2021-2022 Budget Allocations	2021-2022 Distribution of Funds (DOF)	Variance Budget vs DOF \$	Variance Budget vs DOF %	NOTES
OFFICE OF SUPERINTENDENT					
Office of the Superintendent of Schools	\$ 530,056	\$ 530,056	\$ -	-	5
Board Office and Strategic Division Supports	1,740,518	1,740,518	-	-	
Division Support Services	2,001,659	2,001,659	-	-	
General Counsel	585,093	585,093	-	-	
School Leadership Groups	1,762,039	1,762,039	-	-	
	\$ 6,619,365	\$ 6,619,365	\$ -	-	
CORPORATE SERVICES					
Edmonton Public Schools Foundation	\$ 350,205	350,205	-	-	6
Financial Services	6,523,150	6,523,150	-	-	
Human Resources	11,680,502	11,349,587	330,915	2.9%	
Information Security	660,801	660,801	-	-	
	\$ 19,214,658	\$ 18,883,743	\$ 330,915	1.8%	
OPERATIONS AND LEARNING SERVICES					
Communications	\$ 2,707,717	\$ 2,707,717	\$ -	-	7
District Records and FOIP Management	1,039,952	1,039,952	-	-	
Integrated Infrastructure Services	8,761,783	8,761,783	-	-	
Distribution Centre	2,091,664	1,841,664	250,000	13.6%	
Programming and Student Accommodation	4,200,000	4,200,000	-	-	
Division Technology	19,940,864	19,940,864	-	-	7
	\$ 38,741,980	\$ 38,491,980	\$ 250,000	0.6%	

Note: Some of the 2021-2022 Distribution of Funds figures have been reclassified to conform to the comparable 2021-2022 Budget presentation.'

Notes to supplement the 2021-2022 Budget Allocations – Other Allocations

Unless otherwise noted, variance explanations have been provided for amounts where the 2021-2022 Budget differs from the 2021-2022 Distribution of Funds by more than five per cent.

1. **Fiscal and Debt Services**

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

2. **Student Transportation**

This amount represents funding received from the provincial government as well as transportation fees collected at schools. The variance is due to lower fee revenue being projected as a result of lower ridership. Although more riders are expected for 2021-2022, transportation does not expect a full return to the pre-pandemic levels. The projected revenue from schools has decreased due to the uncertainty of children attending in person due to COVID-19.

3. **Language and Cultural Support**

First Nations, Metis and Inuit - these allocations are directly linked to the funding we receive from the provincial government and are allocated to schools based on the number of self-identified students. A portion of this funding is redirected from senior high schools to Curriculum and Learning Supports for First Nations, Metis and Inuit Senior High Completion Coaches. Schools include Eastglen, Jasper Place and Queen Elizabeth. This coaching model reflects the research of the following critical areas of the *OECD Promising Practices in Supporting Success for Indigenous Students*:

- Provision of tailored support in needed areas, in addition to regular classroom instruction.
- Enlisting the active involvement of families in helping their children learn.
- Regular monitoring of each child's progress and timely actions taken in response to this information.

Language Centres at Woodcroft - this allocation is directly linked to the funding received from French Federal Funding.

4. **Board of Trustees**

The allocations directed to the Board of Trustees are detailed in the Trustees' Handbook. This document explains the policies, principles, protocols, and practices related to Board Governance and Operations at Edmonton Public Schools (Trustees' Handbook, p. 6).

5. **Office of the Superintendent**

Strategic Division Supports - Some of the work of Strategic Division Supports is associated with students' well-being and mental health. Specifically, the Resiliency Project with Dr. Michael Unger from the Resilience Research Centre at Dalhousie University will continue.

Resiliency Project with Dr. Unger

The Division is taking intentional steps to gain a better understanding of how students are doing. These steps will include building upon our relationship with Dr. Michael Ungar from the Resilience Research Centre at Dalhousie University. The work with Dr. Ungar includes the following Initiatives:

- **Student Resiliency Profile:** To help the Division have a better indicator of student well-being and strength, a youth resilience survey for Grade 4 to 12 students will be administered Division-wide in October 2021; the data from this survey will support our work around student well-being at the Division, school and individual student levels.
- **Professional Learning:** PL with Dr. Ungar for school leaders and Division staff on the topic of resilience.

- **Teaching Resources:** The Division is working with Dr. Ungar's team around the development of teaching resources for teachers to use with students to foster the development of resilience.
- **Parent Sessions:** Virtual sessions with Dr. Ungar for parents and caregivers.

6. Corporate Services

Human Resources – Supply Services will receive a one-time additional allocation of \$331,000 for the unit costs of staff who had received working notices in the spring of 2020 where the notice period extends into 2021-2022. This will be used to offset the actual cost being charged to the schools where the staff are assigned. This was not factored into the Distribution of Funds report.

7. Operations and Learning Supports

Distribution Centre – The Distribution Centre provides supplies to Division schools, departments and external customers; the variance is the result of \$250,000 being erroneously omitted in the Distribution of Funds report.

Programming and Student Accommodation - this allocation is intended to help establish Division centre programs and alternative programs. Resources are used to renovate or outfit facilities that can be used to house programs. Some resources are also used to purchase the needed resources. In the past, this allocation was held back and provided to Integrated Infrastructure Services during the school year by way of amendment from Budget and Funding. The Programming and Student Accommodation department will now receive the allocation to manage as new Division centre programs and alternative programs are approved.

Division Technology - this allocation is for the enterprise management of technology and the technology evergreening initiative. Enterprise print, display systems, staff workstations, Chromebooks, additional core network technologies and technology support are areas that are supported through this allocation.

Edmonton Public Schools
2021-2022 Projected Staff Full Time Equivalents (FTE)

Staffing Group	2021-2022 Spring Budget	Total FTEs %	2020-2021 *Actuals Spring 2021	Total FTEs %	Variance FTE	Variance %	NOTES
Schools							
Teaching FTE	5,056	63%	5,363	64%	(307)	-6%	1
Educational Assistants FTE	1,459	18%	1,443	17%	16	1%	
Other Support Staff FTE	566	7%	651	8%	(85)	-13%	1
Custodial FTE	663	8%	650	8%	13	2%	2
Exempt FTE	294	4%	291	3%	3	1%	3
Total Schools FTE	8,038	100%	8,398	100%	(360)	-4%	
Central Services							
Teaching FTE	174	18%	227	22%	(53)	-23%	1
Educational Assistants (mentors) FTE	2	0%	2	0%	-	-	
Other Support Staff FTE	140	15%	141	14%	(1)	-1%	
Custodial FTE	69	7%	62	6%	7	11%	2
Maintenance FTE	232	25%	269	26%	(37)	-14%	4
Exempt FTE	326	35%	318	31%	8	3%	3
Total Central Services FTE	943	100%	1,019	100%	(76)	-7%	
Metro Continuing Education							
Teaching FTE	9	30%	6	24%	3	50%	
Support FTE	11	37%	10	40%	1	10%	
Custodial FTE	-	-	-	-	-	-	
Exempt FTE	10	33%	9	36%	1	11%	
Total Metro Cont. Ed. FTE	30	100%	25	100%	5	20%	5
Total FTE's	9,011		9,442		(431)	-5%	
Total by Group							
Teaching FTE	5,239	58%	5,596	59%	(357)	-6%	
Educational Assistants FTE	1,461	16%	1,445	15%	16	1%	
Other Support Staff FTE	717	8%	802	8%	(85)	-11%	
Custodial FTE	732	8%	712	8%	20	3%	
Maintenance FTE	232	3%	269	3%	(37)	-14%	
Exempt FTE	630	7%	618	7%	12	2%	
Total FTE's	9,011	100%	9,442	100%	(431)	-5%	

* Actual staffing counts for 2020-2021 were as at May 12, 2021

Notes to supplement the 2021-2022 Projected Staff Full Time Equivalents (FTE)

Unless otherwise noted, variance explanations have been provided for amounts where the 2021-2022 Budget differs from the 2020-2021 Spring Actual Staffing FTE's as at May 12, 2021.

1. Teaching and Support FTE Reductions

Staffing was higher in the current year than the original 2020-2021 budget submission as a result of hiring additional staff with the one-time Safe Return to Class federal COVID relief funds of \$38.5 million.

2. Custodial FTE Increase

Due to the ongoing COVID-19 Pandemic, increased cleaning of schools and central offices is expected to continue in the fall.

3. Exempt FTE Increase

The increase in 2021-2022 exempt FTE's are due to the expansion of staffing support for the High School Completion Program and other exempt positions such as a Senior Accountant, Cyber Security Consultants, Graphic Artist, Grant Writer, Security Specialist, etc.

Part of the increase is also the result of the Division's holdback account for funds that were not allocated to schools and central departments as part of the budget process. These include funds for estimated staffing for special initiatives such as the Race-Based Data and Systemic Racism initiative.

4. Maintenance FTE Reductions

Maintenance current actual staffing FTE's are higher than the 2021-2022 projected FTE's due to unanticipated one-time CMR funding that was received in the summer of 2020.

5. Metro Continuing Education Staffing FTE Increase

Metro's current staffing FTE's are reduced due to 3.0 FTE's that are on leave at this time and were not filled in the current year. These staff are expected to return to work and the vacant positions are expected to be filled in 2021-2022.

**Edmonton Public Schools
Accumulated Operating Surplus Plan
2021-2022**

ATTACHMENT VII

	Amount	Total Amount
Accumulated operating surplus as at September 1, 2020		\$ 45,330,106
Less: School Generated Funds (SGF)		<u>(1,349,005)</u>
Accumulated operating surplus at September 1, 2020 (excluding SGF)	3.7%	\$ 43,981,101
Projected Operating surplus/(deficit) for the year ending August 31, 2021		10,288,784
Net impact of capital items (reclassification entry required at year end 2020-2021)		(1,335,928)
Proposed - Transfer to Capital Reserves (Long Term Leasing Strategy)		<u>(15,000,000)</u>
Projected accumulated operating surplus at September 1, 2021 (excluding SGF*)	3.2%	<u>\$ 37,933,957</u>

2021-2022 Planned Use of Surplus Funds:

Surplus funds requested to be released for 2021-2022:

All Estimates:

1 Online resource development	\$ 2,000,000	
2 COVID-19 - continuing pandemic relief	8,050,000	
3 Special Project - (Race-Based Data/Systemic Racism)	1,000,000	
4 September Actual Enrolment vs Projected Enrolment Relief	5,000,000	
5 High Social Vulnerability Achievement Pilot	6,500,000	
6 Menstrual Products Initiative:		
Year 1 - Menstrual product distribution - infrastructure requirements	1,000,000	
Year 1 - Purchase of menstrual products (partial year)	1,500,000	
7 2021-2022 Additional Mental Health Supports	<u>1,000,000</u>	
Total surplus funds requested to be released for 2021-2022	<u>\$ 26,050,000</u>	(26,050,000)
Estimated operating surplus 2021-2022 (0.4% of total budget)		4,836,083
Net impact of capital items (reclassification entry required at year end)		600,000
Projected accumulated operating surplus as at August 31, 2022 (excluding SGF*)	1.4%	<u>\$ 17,320,040</u>

* SGF balances will be updated at the fiscal year-end of 2020-2021 and 2021-2022 respectively.

Notes to supplement the 2021-2022 Accumulated Operating Surplus Plan

1. On-line resource development

Beginning in March 2020, in response to the COVID-19 pandemic and direction from the Province to suspend in-person learning, the Division transitioned to an online delivery model for teaching and learning. Throughout 2020-2021, the Division created online instructional videos, and accompanying plans and resources for subjects across various grade levels. This work is anticipated to continue into 2021-2022.

2. COVID-19 - continuing pandemic relief

As the COVID-19 pandemic is expected to continue into the 2021-2022 school year, additional funds will continue to be required for online teachers and other related staffing and supply supports.

Teachers identified assessments as one of the challenges related to teaching in an online learning environment. A software program called SmarterMarks is already being used successfully by some schools and the plan is to purchase a Division site license in order to provide equity of access.

Estimated costs:

Online teachers, Division Support Services	5,000,000	
PPE, cleaning supplies, testing and sanitizing supplies	3,000,000	
SmarterMarks - software for online assessments	50,000	
		<hr/>
		\$ 8,050,000

3. Development of Race Based Data

This allocation is intended to support the collection of race-based data, which is a necessary step in working to dismantle systemic racism and racial discrimination in Edmonton Public Schools.

The plan to support this work is still being developed and with the requested funds, the Division will be able to consider the following:

- the hiring of a psychometrician to support the development of a model to collect student race-based data
- professional learning around anti-racism and equity
- host stakeholder engagement sessions
- contract external expertise to support specific areas or initiatives of the Division's Anti-Racism and Equity Action Plan.

4. September Actual Enrolment vs Projected Enrolment relief

With the implementation of the new funding framework and the weighted moving average, funding is provided to school Divisions based on historical enrolment as well as projected enrolment for the upcoming school year. To match this methodology, school budgets are completed in April with allocations being calculated using the individual school's projected enrolment. Surplus funds are required to support schools where there is a gap between their projected enrolment and the actual number and composition of students that result in the school needing to acquire additional supports.

5. High Social Vulnerability Achievement Pilot

The Division is initiating a pilot focused on an evidence- and research-based approach to supporting academic growth and achievement in schools serving our most socially vulnerable communities. The pilot will be focused around early intervention, high quality literacy and numeracy instruction, social-emotional well-being, school nutrition and critical enrichment programming.

6. Menstrual Products Initiative

The Division recognizes that menstrual products are a basic need and will be providing these essential products in our washrooms free of charge. In order to accommodate this, an initial investment will be required to outfit each washroom with a dispensing mechanism. For the first year of this initiative, the cost of providing the products will be covered through access to surplus funds. Following the first year, the cost of these products will be covered through the individual school budgets, consistent with the provision of toilet paper. The Division will look for opportunities like partnerships or bulk purchase orders that may reduce the total cost of this initiative in order to maximize the amount of education dollars that can be directed towards instruction.

7. 2021-2022 Additional Mental Health Supports

At the May 25, 2021, public Board meeting, a motion was passed to allocate \$1 million of operating surplus funds for mental health supports and programs for the 2021-2022 school year. These funds are being contemplated to hire additional staff such as wellness coaches and/or social workers through our Specialized Learning Supports department. The additional temporary staff will provide mental health supports across all three tiers of the pyramid of intervention including universal, targeted, and specialized supports for schools, students and families. These resources will support the provision of professional learning opportunities for staff and provide additional resources for families.

**Edmonton Public Schools
Capital Reserve Plan
2021-2022**

ATTACHMENT VIII

	Approved	Proposed	Forecast
Forecasted accumulated capital reserve balance at August 31, 2021	\$ 27,171,304		<u>\$ 27,171,304</u>
Proposed - Transfer from Operating Surplus (Long-Term Leasing Strategy)		\$ 15,000,000	<u>15,000,000</u>
Forecasted accumulated capital reserve balance at September 1, 2021			<u>\$ 42,171,304</u>
 Previously approved projects, remaining costs carried forward to 2021-2022			
1 Growth Accommodation (2020-2021 Portables carry forward)	(3,800,000)		(3,800,000)
2 Growth Accommodation (2021-2022)	(2,000,000)		(2,000,000)
 Proposed use of capital reserves in 2021-2022			
3 Solar Strategy - Net cost (after applying grant matching incentive)		(3,000,000)	(3,000,000)
4 Funds anticipated from First Place Program and Land Sale		1,040,230	1,040,230
Forecasted accumulated capital reserve balance at August 31, 2022			<u>\$ 34,411,534</u>
 Proposed use of capital reserves, September 2022 and onwards:			
2 Growth Accommodation (2022-2024)	(16,800,000)		(16,800,000)
4 Funds anticipated from First Place Program and Land Sale		1,496,560	1,496,560
5 Proposed - Long-Term Leasing Strategy (2023-2026)		(15,000,000)	(15,000,000)
Forecasted accumulated capital reserve balance (uncommitted)	<u>\$ 4,571,304</u>	<u>\$ (463,210)</u>	<u>\$ 4,108,094</u>

Notes to supplement the 2021-2022 Capital Reserve Plan

1. **Growth Accommodation (2020-2021 Portables carry forward)**

Due to a delay in funding announcements for the Alberta Infrastructure Modular Program these previously approved portable costs will be transferred into the following fiscal year.

2. **Growth Accommodation (2021-2024)**

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

3. **Solar Strategy**

This is the net drawdown of capital reserve funds which will be matched by an equal contribution from the government towards installation of solar panels. The maximum amount of the matching grant is \$3 Million.

4. **The First Place Program**

This is a City of Edmonton program that partners with banks and builders to develop vacant surplus school building sites into town homes. The Board approved several sites as surplus and received Ministerial approval in 2007.

5. **Long-Term Leasing Strategy**

The Division has entered into various agreements to meet the unique needs of our students. For example, in one of our sites, with a central downtown location, we are able to partner with local businesses to provide hands-on training as well as being able to provide students with access to post-secondary and government partnerships to support their career plans. Unfortunately, the cost of these annual lease payments continues to increase, thereby, decreasing the amount of funds otherwise available to direct towards instruction. In advance of the end of current lease agreements, the Division is looking at different options including renovating existing Division space or potentially purchasing a suitable facility.

	A	B	C	D	E	F	G	H	I
1	School Jurisdiction Code:								3020
3	TABLE OF CONTENTS								
5									Page
6	BUDGETED STATEMENT OF OPERATIONS & ALLOCATION OF EXPENSES (BY OBJECT)								3
7	BUDGETED SCHEDULE OF PROGRAM OPERATIONS								4
8	BUDGETED SCHEDULE OF FEE REVENUE								5
9	PROJECTED STATEMENT OF CHANGES IN ACCUMULATED OPERATING SURPLUS								6
10	SCHEDULE OF USES FOR ACCUMULATED SURPLUSES AND RESERVES								7
11	BUDGETED SCHEDULE OF ACCUMULATED SURPLUS FROM OPERATIONS								8
12	PROJECTED STUDENT STATISTICS								9
13	PROJECTED STAFFING STATISTICS								10
15	Color coded cells:								
16	blue cells: require the input of data/descriptors wherever applicable.				grey cells: data not applicable - protected				
17					white cells: within text boxes REQUIRE the input of points and data.				
18	green cells: populated based on information previously submitted				yellow cells: to be completed when yellow only.				
19									
20	HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2021/2022 BUDGET REPORT								
21	The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into								
22	consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year								
23	Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will								
24	support the jurisdiction's plans.								
25	<u>Budget Highlights, Plans & Assumptions:</u>								
26	<u>Revenue Budget and Allocations to Schools and Central Decision Units:</u>								
27	>Total revenue for the Division is budgeted at approximately \$1.184 billion.								
28	>Total projected student enrolment has increased to 106,048 students.								
29	>Division staff unit costs have been maintained at the same level for the last five years which has provided stability for our schools and central cost centres. However,								
30	benefits such as Canadian Pension Plan (CPP), Workers Compensation, and the Alberta School Extended Benefits Plan (ASEBP) have now or are anticipated to increase to the								
31	point that all unit costs need to be adjusted. The updated unit costs have resulted in decreased spending power for both schools (an average of 1.5 per cent) and central (an								
32	average of 3.2 per cent) as a result of the increase in compensation-related costs. In total, we anticipate the increase in unit costs to increase our total salaries and benefit								
33	budget by 1.8 per cent or just under \$15 million.								
34	>System Administration expenses are projected at \$37.3 million which is 3.08 per cent of the Division's total 2021-2022 expenses.								
35	>Consistent with prior years, almost 75 per cent of the total Division funds will continue to be allocated directly to support students in the classroom, with the remaining								
36	balance covering fixed and committed costs like utilities, insurance and software licenses as well as administrative costs required for Division operations. This is the same								
37	percentage that was allocated for classrooms in 2020-2021, even though fixed and committed costs have increased.								
38	>A decrease in Adult Education fees which is mainly the result of many courses not being suitable for an online delivery model.								
39	>The Division's proposed use of surplus funds for 2021-2022, totals just over \$26 million prior to factoring in the sale of land.								
40	>Projected accumulated operating surplus at August 31, 2022 is \$17 million prior to factoring in the sale of land.								
41	>Further detailed information on the Divisions proposed use of surplus funds is contained in the Board approved recommendation report.								
42	<u>Significant Business and Financial Risks:</u>								
43	<u>Accumulated Operating Surplus (AOS) Plan:</u>								
44	>Based on the Audited Financial Statements for the Year Ended August 31, 2020, the Division's total accumulated operating surplus was \$44 million, net of School Generated								
45	Funds (SGF). Due to the COVID pandemic and receiving of \$38.5 million in "Safe Return to Schools" federal dollars, an analysis of actual 2020-2021 revenues and expenses for								
46	the current year ending August 31, 2021, projects an operating surplus of \$10 million, as opposed to the \$8.2million deficit reported in the 2020-2021 spring budget.								
47	>The Division is projecting an ending accumulated operating surplus balance of \$38 million, net of transferring \$15 million to capital reserves. This represents approximately								
48	3.2 per cent of the annual operating budget at August 31, 2021.								
49	>With the provincial education budget being frozen and the WMA model not keeping up to our enrolment growth, having an operating surplus is a sound financial practice								
50	that will help to shield students and schools from unforeseen events.								
51	>Out of the total Government of Alberta revenue, six per cent or approximately \$66 million is provided through grants that are not anticipated to continue into future years								
52	including the COVID Mitigation grant and Bridge funding.								
53	<u>COVID-19</u>								
54	>The 2021-2022 budget was completed assuming that the COVID-19 pandemic will continue into the 2021-2022 school year. Our goal is to maximize the efficiency of dollars								
55	allocated in this budget and we will work with the provincial government on additional resources and supports that may be required.								
56	>To ensure the best learning environments for students and staff, we are forecasting to use \$8 million of the \$25 million of access to accumulated operating surplus for								
57	additional staff, including online teachers as well as resources for continued use of PPE, testing and additional cleaning and sanitizing supplies.								
58	>Board approved motion to allocate upto \$1 million from AOS for 2021-2022 additional mental health supports and programs.								
59	>The safety of students and staff continues to remain one of our highest priorities.								
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BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31

	Approved Budget 2021/2022	Approved Budget 2020/2021	Actual Audited 2019/2020
REVENUES			
Government of Alberta	\$ 1,125,511,300	\$1,122,344,400	\$1,090,215,986
Federal Government and First Nations	\$ 1,999,600	\$1,935,200	\$2,418,509
Out of province authorities	\$ -	\$0	\$0
Alberta Municipalities-special tax levies	\$ -	\$0	\$0
Property taxes	\$ -	\$0	\$0
Fees	\$ 29,774,800	\$34,219,500	\$19,593,298
Sales of services and products	\$ 11,005,900	\$15,150,900	\$16,893,299
Investment income	\$ 900,000	\$501,800	\$1,943,915
Gifts and donations	\$ 6,841,200	\$6,854,700	\$6,864,992
Rental of facilities	\$ 4,038,500	\$4,044,900	\$3,180,920
Fundraising	\$ 2,197,700	\$2,197,700	\$1,412,898
Gains on disposal of capital assets	\$ 1,040,200	\$0	\$4,417,397
Other revenue	\$ 1,070,600	\$512,500	\$0
TOTAL REVENUES	\$1,184,379,800	\$1,187,761,600	\$1,146,941,214
EXPENSES			
Instruction - Pre K	\$ 9,798,800	\$9,677,400	
Instruction - K to Grade 12	\$ 920,534,700	\$915,904,874	\$889,861,978
Operations & maintenance	\$ 184,519,300	\$171,980,439	\$162,564,420
Transportation	\$ 41,472,800	\$46,104,615	\$37,623,642
System Administration	\$ 37,257,200	\$34,703,472	\$38,585,787
External Services	\$ 15,806,800	\$17,590,800	\$19,637,286
TOTAL EXPENSES	\$1,209,389,600	\$1,195,961,600	\$1,148,273,113
ANNUAL SURPLUS (DEFICIT)	(\$25,009,800)	(\$8,200,000)	(\$1,331,899)

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

INPUT PRE-K EXPENS

	Approved Budget 2021/2022	Approved Budget 2020/2021	Actual Audited 2019/2020
EXPENSES			
Certificated salaries	\$ 514,031,100	\$520,508,191	\$530,889,600
Certificated benefits	\$ 130,696,200	\$126,155,840	\$121,549,495
Non-certificated salaries and wages	\$ 222,570,900	\$209,318,501	\$218,700,982
Non-certificated benefits	\$ 66,767,200	\$55,285,509	\$58,216,971
Services, contracts, and supplies	\$ 213,319,500	\$229,675,537	\$162,361,291
Capital and debt services			
Amortization of capital assets			
Supported	\$ 48,255,400	\$43,040,000	\$43,526,706
Unsupported	\$ 12,966,100	\$11,231,225	\$12,166,797
Interest on capital debt			
Supported	\$ -	\$0	\$0
Unsupported	\$ 303,200	\$324,297	\$344,729
Other interest and finance charges	\$ 480,000	\$422,500	\$516,542
Losses on disposal of capital assets	\$ -	\$0	\$0
Other expenses	\$ -	\$0	\$0
TOTAL EXPENSES	\$1,209,389,600	\$1,195,961,600	\$1,148,273,113

BUDGETED SCHEDULE OF PROGRAM OPERATIONS
for the Year Ending August 31

REVENUES	Approved Budget 2021/2022									Actual Audited 2019/20
	Instruction				Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
	Pre K	Third Year K- Severe	Moderate Language Delay (Code 48)	K - Grade 12						
(1) Alberta Education	\$ 9,798,800	\$ 10,785,200	\$ 2,892,000	\$ 874,036,900	\$ 111,892,800	\$ 30,941,600	\$ 38,007,200	\$ 3,143,200	\$ 1,081,497,700	\$ 1,044,860,678
(2) Alberta Infrastructure	\$ -	\$ -	\$ -	\$ -	\$ 40,274,900	\$ -	\$ -	\$ -	\$ 40,274,900	\$ 39,265,176
(3) Other - Government of Alberta	\$ -	\$ -	\$ -	\$ 1,881,100	\$ 50,000	\$ -	\$ -	\$ 781,400	\$ 2,712,500	\$ 4,733,039
(4) Federal Government and First Nations	\$ -	\$ -	\$ -	\$ 710,000	\$ -	\$ -	\$ -	\$ 1,289,600	\$ 1,999,600	\$ 2,418,509
(5) Other Alberta school authorities	\$ -	\$ -	\$ -	\$ 876,200	\$ 150,000	\$ -	\$ -	\$ -	\$ 1,026,200	\$ 1,357,093
(6) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(7) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(9) Fees	\$ -	\$ -	\$ -	\$ 19,685,400	\$ -	\$ 10,089,400	\$ -	\$ -	\$ 29,774,800	\$ 19,593,298
(10) Sales of services and products	\$ -	\$ -	\$ -	\$ 2,215,700	\$ 159,700	\$ -	\$ -	\$ 8,630,500	\$ 11,005,900	\$ 16,893,299
(11) Investment income	\$ -	\$ -	\$ -	\$ -	\$ 900,000	\$ -	\$ -	\$ -	\$ 900,000	\$ 1,943,915
(12) Gifts and donations	\$ -	\$ -	\$ -	\$ 6,838,200	\$ -	\$ -	\$ -	\$ 3,000	\$ 6,841,200	\$ 6,864,992
(13) Rental of facilities	\$ -	\$ -	\$ -	\$ -	\$ 3,150,000	\$ -	\$ -	\$ 888,500	\$ 4,038,500	\$ 3,180,920
(14) Fundraising	\$ -	\$ -	\$ -	\$ 2,197,700	\$ -	\$ -	\$ -	\$ -	\$ 2,197,700	\$ 1,412,898
(15) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ 1,040,200	\$ -	\$ -	\$ -	\$ 1,040,200	\$ 4,417,397
(16) Other revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,070,600	\$ 1,070,600	\$ -
(17) TOTAL REVENUES	\$ 9,798,800	\$ 10,785,200	\$ 2,892,000	\$ 908,441,200	\$ 157,617,600	\$ 41,031,000	\$ 38,007,200	\$ 15,806,800	\$ 1,184,379,800	\$ 1,146,941,214
EXPENSES										
(18) Certificated salaries	\$ 845,400			\$ 506,289,400			\$ 2,938,900	\$ 3,957,400	\$ 514,031,100	\$ 530,889,600
(19) Certificated benefits	\$ 125,400			\$ 128,563,300			\$ 999,000	\$ 1,008,500	\$ 130,696,200	\$ 121,549,495
(20) Non-certificated salaries and wages	\$ 6,393,300	\$ 8,370,800	\$ 2,244,600	\$ 119,335,900	\$ 62,404,600	\$ 1,270,200	\$ 18,957,700	\$ 3,593,800	\$ 222,570,900	\$ 218,700,982
(21) Non-certificated benefits	\$ 1,890,200	\$ 2,414,400	\$ 647,400	\$ 35,497,500	\$ 20,010,400	\$ 389,600	\$ 4,996,100	\$ 921,600	\$ 66,767,200	\$ 58,216,971
(22) SUB - TOTAL	\$ 9,254,300	\$ 10,785,200	\$ 2,892,000	\$ 789,686,100	\$ 82,415,000	\$ 1,659,800	\$ 27,891,700	\$ 9,481,300	\$ 934,065,400	\$ 929,357,048
(23) Services, contracts and supplies	\$ 544,500			\$ 107,266,400	\$ 52,676,200	\$ 39,812,800	\$ 7,145,300	\$ 5,874,300	\$ 213,319,500	\$ 162,361,291
(24) Amortization of supported tangible capital assets					\$ 48,255,400				\$ 48,255,400	\$ 43,526,706
(25) Amortization of unsupported tangible capital assets				\$ 9,815,000	\$ 869,500	\$ 200	\$ 1,830,200	\$ 451,200	\$ 12,966,100	\$ 12,166,797
(26) Supported interest on capital debt									\$ -	\$ -
(27) Unsupported interest on capital debt					\$ 303,200				\$ 303,200	\$ 344,729
(28) Other interest and finance charges				\$ 90,000			\$ 390,000		\$ 480,000	\$ 516,542
(29) Losses on disposal of tangible capital assets									\$ -	\$ -
(30) Other expense									\$ -	\$ -
(31) TOTAL EXPENSES	\$ 9,798,800	\$ 10,785,200	\$ 2,892,000	\$ 906,857,500	\$ 184,519,300	\$ 41,472,800	\$ 37,257,200	\$ 15,806,800	\$ 1,209,389,600	\$ 1,148,273,113
(32) OPERATING SURPLUS (DEFICIT)	\$ -	\$ -	\$ -	\$ 1,583,700	\$ (26,901,700)	\$ (441,800)	\$ 750,000	\$ -	\$ (25,009,800)	\$ (1,331,899)

BUDGETED SCHEDULE OF FEE REVENUE
for the Year Ending August 31

	Approved Budget 2021/2022	Approved Budget 2020/2021	Actual 2019/2020
FEES			
TRANSPORTATION	\$10,089,400	\$14,336,400	\$6,227,563
BASIC INSTRUCTION SUPPLIES (Instructional supplies, & materials)	\$0	\$0	\$0
LUNCHROOM SUPERVISION & NOON HOUR ACTIVITY FEES	\$4,567,000	\$4,505,500	\$2,923,563
FEES TO ENHANCE BASIC INSTRUCTION			
Technology user fees	\$0	\$0	\$0
Alternative program fees	\$212,300	\$209,200	\$140,026
Fees for optional courses	\$3,436,000	\$3,562,000	\$1,878,310
ECS enhanced program fees	\$0	\$0	\$0
ACTIVITY FEES	\$6,877,200	\$6,877,200	\$5,604,190
Other fees to enhance education Metro (Non-Adult)	\$1,021,800	\$1,158,000	\$449,619
NON-CURRICULAR FEES			
Extra-curricular fees	\$2,789,900	\$2,790,000	\$2,107,599
Non-curricular goods and services	\$781,200	\$781,200	\$380,513
NON-CURRICULAR TRAVEL	\$0	\$0	\$0
OTHER FEES (Describe here)	\$0	\$0	\$0
TOTAL FEES	\$29,774,800	\$34,219,500	\$19,711,383

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

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products" (rather than fee revenue). Note that this schedule should include only amounts collected from parents and so it may not agree with the Statement of Operations.	Approved Budget 2021/2022	Approved Budget 2020/2021	Actual 2019/2020
Cafeteria sales, hot lunch, milk programs	\$1,012,500	\$1,012,500	\$1,232,066
Special events	\$1,166,800	\$1,166,800	\$525,970
Sales or rentals of other supplies/services	\$1,248,500	\$1,248,500	\$1,093,984
International and out of province student revenue	\$1,612,700	\$3,825,000	\$6,009,041
Adult education revenue	\$765,740	\$2,160,700	\$0
Preschool	\$0	\$0	\$0
Child care & before and after school care	\$0	\$0	\$0
Lost item replacement fees	\$0	\$0	\$0
Other (describe) Library fines, book donations	\$0	\$0	\$147,608
Other (describe) Other (Describe)	\$0	\$0	\$0
Other (describe) Other (Describe)	\$0	\$0	\$0
Other (describe) 0	\$0	\$0	
Other (describe) 0	\$0	\$0	
TOTAL	\$5,806,240	\$9,413,500	\$9,008,669

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

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	ACCUMULATED OPERATING SURPLUS (2+3+4+7)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	ACCUMULATED SURPLUS FROM OPERATIONS (5+6)	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
						OPERATING RESERVES	CAPITAL RESERVES
Actual balances per AFS at August 31, 2020	\$195,027,185	\$113,560,953	\$0	\$45,330,106	\$0	\$45,330,106	\$36,136,126
2020/2021 Estimated impact to AOS for:							
Prior period adjustment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated surplus(deficit)	\$10,288,784			\$10,288,784	\$10,288,784		
Estimated board funded capital asset additions		\$21,203,305		(\$10,572,227)	(\$10,572,227)	\$0	(\$10,631,078)
Estimated disposal of unsupported tangible capital assets	\$0	\$0		(\$1,666,256)	(\$1,666,256)		\$1,666,256
Estimated amortization of capital assets (expense)		(\$56,187,872)		\$56,187,872	\$56,187,872		
Estimated capital revenue recognized - Alberta Education		\$7,448,944		(\$7,448,944)	(\$7,448,944)		
Estimated capital revenue recognized - Alberta Infrastructure		\$37,161,988		(\$37,161,988)	(\$37,161,988)		
Estimated capital revenue recognized - Other GOA		\$0		\$0	\$0		
Estimated capital revenue recognized - Other sources		\$0		\$0	\$0		
Estimated changes in Endowments	\$0		\$0	\$0	\$0		
Estimated unsupported debt principal repayment		\$674,385		(\$674,385)	(\$674,385)		
Estimated reserve transfers (net)				(\$15,000,000)	(\$8,952,856)	(\$6,047,144)	\$15,000,000
Estimated assumptions/transfers of operations - capital lease ad	\$0	\$0	\$0	\$0			
Estimated Balances for August 31, 2021	\$205,315,969	\$123,861,703	\$0	\$39,282,962	\$0	\$39,282,962	\$42,171,304
2021/22 Budget projections for:							
Budgeted surplus(deficit)	(\$25,009,800)			(\$25,009,800)	(\$25,009,800)		
Projected board funded capital asset additions		\$17,630,741		(\$10,630,741)	(\$10,630,741)	\$0	(\$7,000,000)
Budgeted disposal of unsupported tangible capital assets	\$0	\$0		(\$1,040,200)	(\$1,040,200)		\$1,040,200
Budgeted amortization of capital assets (expense)		(\$61,221,500)		\$61,221,500	\$61,221,500		
Budgeted capital revenue recognized - Alberta Education		\$7,820,800		(\$7,820,800)	(\$7,820,800)		
Budgeted capital revenue recognized - Alberta Infrastructure		\$40,274,900		(\$40,274,900)	(\$40,274,900)		
Budgeted capital revenue recognized - Other GOA		\$0		\$0	\$0		
Budgeted capital revenue recognized - Other sources		\$159,700		(\$159,700)	(\$159,700)		
Budgeted changes in Endowments	\$0		\$0	\$0	\$0		
Budgeted unsupported debt principal repayment		\$695,159		(\$695,159)	(\$695,159)		
Projected reserve transfers (net)				\$0	\$24,409,800	(\$24,409,800)	\$0
Projected assumptions/transfers of operations - capital lease ad	\$0	\$0	\$0	\$0	\$0		\$0
Projected Balances for August 31, 2022	\$180,306,169	\$129,221,503	\$0	\$14,873,162	\$0	\$14,873,162	\$36,211,504

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

		Unrestricted Surplus Usage			Operating Reserves Usage					
		Year Ended			Year Ended			Year Ended		
		31-Aug-2022	31-Aug-2023	30-Aug-2024	31-Aug-2022	31-Aug-2023	30-Aug-2024	31-Aug-2022	31-Aug-2023	30-Aug-2024
Projected opening balance		\$0	\$0	\$0	\$39,282,962	\$14,873,162	\$14,873,162	\$42,171,304	\$36,211,504	\$32,211,504
Projected excess of revenues over expenses (surplus only)	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0						
Budgeted disposal of unsupported tangible capital assets	Sale of Land	(\$1,040,200)	\$0	\$0		\$0	\$0	\$1,040,200	\$0	\$0
Budgeted amortization of capital assets (expense)	Explanation - add'l space on AOS3 / AOS4	\$61,221,500	\$0	\$0		\$0	\$0			
Budgeted capital revenue recognized	Explanation - add'l space on AOS3 / AOS4	(\$48,255,400)	\$0	\$0		\$0	\$0			
Budgeted changes in Endowments	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Budgeted unsupported debt principal repayment	Explanation - add'l space on AOS3 / AOS4	(\$695,159)	\$0	\$0		\$0	\$0			
Projected reserves transfers (net)		\$24,409,800	\$0	\$0	(\$24,409,800)	\$0	\$0	\$0	\$0	\$0
Projected assumptions/transfers of operations		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Increase in (use of) school generated funds	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0		\$0	\$0
New school start-up costs	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Decentralized school reserves	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-recurring certificated remuneration	Grid creep, net salary increases	\$0	\$0	\$0		\$0	\$0			
Non-recurring non-certificated remuneration	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Non-recurring contracts, supplies & services	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Professional development, training & support	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Transportation Expenses	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Operations & maintenance	Increased insurance costs - unsupported	\$0	\$0	\$0		\$0	\$0			
English language learners	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
System Administration	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
OH&S / wellness programs	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
B & S administration organization / reorganization	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Debt repayment	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
POM expenses	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-salary related programming costs (explain)	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - School building & land	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Technology	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Vehicle & transportation	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Administration building	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - POM building & equipment	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Other (explain)	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Capital costs - School land & building	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modernization	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modular & additions	Growth Accomodation	(\$4,835,000)	\$0	\$0		\$0	\$0	(\$4,000,000)	(\$4,000,000)	(\$4,000,000)
Capital costs - School building partnership projects	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Capital costs - Technology	Technology asset renewal	(\$3,100,000)	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Capital costs - Vehicle & transportation	Explanation - add'l space on AOS3 / AOS4	(\$40,000)	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Capital costs - Administration building	Elevator	(\$500,000)	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Capital costs - POM building & equipment	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Capital Costs - Furniture & Equipment	Explanation - add'l space on AOS3 / AOS4	(\$2,155,741)	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Capital costs - Other	Solar	\$0	\$0	\$0	\$0	\$0	\$0	(\$3,000,000)	\$0	\$0
Building leases	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Online Resource Development, Special Projects (Race Based Data, High Social Vulne	Explanation - add'l space on AOS3 / AOS4	(\$11,959,800)	\$0	\$0		\$0	\$0		\$0	\$0
COVID19 Continued Pandemic Relief	Explanation - add'l space on AOS3 / AOS4	(\$8,050,000)	\$0	\$0		\$0	\$0		\$0	\$0
September Actual Enrolment vs Projected Enrolment Relief	Explanation - add'l space on AOS3 / AOS4	(\$5,000,000)	\$0	\$0		\$0	\$0		\$0	\$0
	Explanation - add'l space on AOS3 / AOS4		\$0	\$0		\$0	\$0		\$0	\$0
Estimated closing balance for operating contingency		\$0	\$0	\$0	\$14,873,162	\$14,873,162	\$14,873,162	\$36,211,504	\$32,211,504	\$28,211,504

Total surplus as a percentage of 2020 Expenses	4.22%	3.89%	3.56%
ASO as a percentage of 2020 Expenses	1.23%	1.23%	1.23%

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

	Amount	Detailed explanation to the Minister for the purpose of using ASO
Estimated Operating Surplus (Deficit) Aug. 31, 2022	\$ (25,009,800)	
PLEASE ALLOCATE IN BLUE CELLS BELOW	(25,009,800)	
Estimated Operating Deficit Due to:		
Online Resource Development	\$2,000,000	Beginning in March 2020, in response to the COVID-19 pandemic and direction from the Province to suspend in-person learning, the Division transitioned to an online delivery model for teaching and learning. Throughout 2020-2021, the Division created online instructional videos, and accompanying plans and resources for subjects across various grade levels. This work is anticipated to continue into 2021-2022.
COVID-19 Continued Pandemic Relief; 2021-2022 Additional Mental Health Supports	\$9,050,000	As the COVID-19 pandemic is expected to continue into the 2021-2022 school year, additional funds will continue to be required for online teachers and other related staffing and supply supports. Also included is \$1M for 21/22 mental health supports.
Special Project - Race Based Data/Systemic Racism	\$1,000,000	This allocation is intended to support the collection of race-based data, which is a necessary step in working to dismantle systemic racism and racial discrimination in Edmonton Public Schools.
September Actual Enrolment vs Projected Enrolment Relief	\$5,000,000	With the implementation of the new funding framework and the weighted moving average, funding is provided to school Divisions based on historical enrolment as well as projected enrolment for the upcoming school year. To match this methodology, school budgets are completed in April with allocations being calculated using the individual school's projected enrolment.
High Social Vulnerability Achievement Pilot	\$6,500,000	The Division is initiating a pilot focused on an evidence and research-based approach to supporting academic growth and achievement in schools serving our most socially vulnerable communities. The pilot will be focused around early intervention, high quality literacy and numeracy instruction, social-emotional well-being, school nutrition and critical thinking.
Provision of Menstrual Products	\$2,500,000	The Division recognizes that menstrual products are a basic need and will be providing these essential products in our washrooms free of charge. In order to accommodate this, an initial investment will be required to outfit each washroom with a dispensing mechanism. For the first year of this initiative, the cost of providing the products will be covered through access to surplus funds. Following the first year, the cost of these products will be covered through the individual school budgets.
Transfer of Land Sales Revenue to Capital Reserve	(\$1,040,200)	Sale of Land is restricted to the Capital Reserve but must flow through as revenue through Operations. It should have a net zero effect on the Operating Reserve.
Subtotal, access of operating reserves to cover operating deficit	25,009,800	
Projected board funded Tangible Capital Assets additions using both unrestricted surplus and operating reserves	10,630,741	
Budgeted disposal of unsupported Tangible capital Assets	1,040,200	
Budgeted amortization of board funded Tangible Capital Assets	(12,966,100)	
Budgeted unsupported debt principal repayment	695,159	
Projected net transfer to (from) Capital Reserves	-	
Total projected amount to access ASO in 2021/22	\$ 24,409,800	

Total amount approved by the Minister

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

	Budgeted 2021/2022 (Note 2)	Actual 2020/2021	Actual 2019/2020	Notes
Kindergarten, and Grades 1 to 12				
Eligible Funded Students:				
Kindergarten	7,730	6,776	8,433	Head count
Kindergarten program hours	475	475	475	Minimum: 475 hours
Kindergarten FTE's Enrolled	3,865	3,388	4,217	0.5 times Head Count
Grades 1 to 9	71,720	71,118	69,604	Head count
Grades 10 to 12 - 1st, 2nd & 3rd year	22,815	21,903	21,659	Head count
Grades 10 to 12 - 4th year	1,735	1,849	2,159	Head count
Grades 10 to 12 - 4th year FTE	868	925	1,080	0.5 times Head Count
Grades 10 to 12 - 5th year	616	599	682	Head count
Grades 10 to 12 - 5th year FTE	154	150	171	0.25 times Head Count
Total FTE	99,422	97,483	96,730	K- Grade 12 students eligible for base instruction funding from Alberta Education.
Percentage Change and VA for change > 3% or < -3%	2.0%	0.8%		
Other Students:				
Total	126	403	1,090	Note 3
Total Net Enrolled Students	99,548	97,886	97,820	
Home Ed Students	666	401	334	Note 4
Total Enrolled Students, Kindergarten, and Grades 1-12	100,214	98,287	98,154	
Percentage Change	2.0%	0.1%		
Of the Eligible Funded Students:				
Students with Severe Disabilities	3,613	3,919	3,963	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	7,422	6,139	6,145	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
Students with Third Year K-Severe	865	753	992	FTE of students with third year kindergarten disabilities as reported by the board via PASI.
Students with Moderate Language Delay (Code 48)	683	-	-	FTE of students with moderate language code 48 delay disabilities as reported by the board via PASI.
Pre - Kindergarten (Pre - K)				
Eligible Funded Children	640	606	1,044	Children between the age of 2 years 8 months and 4 years 8 months.
Other Children	-	-	-	Children between the age of 2 years 8 months and 4 years 8 months.
Total Enrolled Children - Pre - K	640	606	1,044	
Program Hours	445	445	475	Minimum: 400 Hours
FTE Ratio	0.556	0.556	0.594	Actual hours divided by 800
FTE's Enrolled, Pre - K	356	337	620	
Percentage Change and VA for change > 3% or < -3%	5.6%	-45.6%		
Of the Eligible Funded Children:				
Students with Severe Disabilities (PUF)	600	574	1,044	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	40	32	-	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
NOTES:				
1) Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.				
2) Budgeted enrolment is to be based on best information available at time of the 2021/2022 budget report preparation.				
3) Other K to Grade 12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or AANDC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.				
4) Because they are funded separately, Home Education students are not included with total net enrolled students.				

PROJECTED STAFFING STATISTICS
FULL TIME EQUIVALENT (FTE) PERSONNEL

	Budget 2021/22		Actual 2020/21		Actual 2019/20		Notes		
	Total	Union Staff	Total	Union Staff	Total	Union Staff			
CERTIFICATED STAFF									
School Based	5,065	5,065	5,149	5,149	5,254	5,254	Teacher certification required for performing functions at the school level.		
Non-School Based	174	174	243	243	163	163	Teacher certification required for performing functions at the system/central office level.		
Total Certificated Staff FTE	5,239.0	5,239.0	5,392.4	5,392.4	5,417.6	5,417.0	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.		
Percentage Change and VA for change > 3% or < -3%	-2.8%		-0.5%		-3.3%				
If an average standard cost is used, please disclose rate:	102,832		102,791		102,791				
Student F.T.E. per certificated Staff	19.19631609		18.3		18.2				
Certificated Staffing Change due to:									
Enrolment Change			If negative change impact, the small class size initiative is to include any/all teachers retained.						
Other Factors	(153)	(153)	Descriptor (required): See below						
Total Change	(153.4)	(153.4)	Year-over-year change in Certificated FTE Year-over-year change in Certificated FTE						
Breakdown, where total change is Negative:									
Continuous contracts terminated	-	-	FTEs						
Non-permanent contracts not being renewed	(100)	(100)	FTEs						
Other (retirement, attrition, etc.)	(53)	(53)	Descriptor (required): Both line items are estimates.						
Total Negative Change in Certificated FTEs	(153.4)	(153.4)	Breakdown required where year-over-year Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.						
Please note that the information in the section below only includes Certificated Number of Teachers (not FTEs):									
Certificated Number of Teachers									
Permanent - Full time	4,786	4,786	4,751	4,751	4,757				
Permanent - Part time	300	300	300	300	232				
Probationary - Full time	27	27	34	23	280				
Probationary - Part time	18	18	23	23	83				
Temporary - Full time	321	321	410	413	380				
Temporary - Part time	85	85	108	105	148				
NON-CERTIFICATED STAFF									
Instructional - Education Assistants	1,461	1,461	1,251	1,251	1,687	1,687	Personnel support students as part of a multidisciplinary team with teachers and other support personnel to provide meaningful instruction		
Instructional - Other non-certificated instruction	881	577	727	555	630	520	Personnel providing instruction support for schools under 'instruction' program areas other than EAs		
Operations & Maintenance	964	964	946	946	902	902	Personnel providing support to maintain school facilities		
Transportation - Bus Drivers Employed	-	-	-	-	-	-	Bus drivers employed, but not contracted		
Transportation - Other Staff	16	7	14	6	17	-	Other personnel providing direct support to the transportation of students to and from school other than bus drivers employed		
Other	450	133	575	131	529	136	Personnel in System Admin. and External service areas.		
Total Non-Certificated Staff FTE	3,772.0	3,142.0	3,513.6	2,889.3	3,765.1	3,245.7	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.		
Percentage Change	7.4%		-6.7%		0.2%				
Explanation of Changes to Non-Certificated Staff:									
Additional Information									
Are non-certificated staff subject to a collective agreement? <table border="1"><tr><td>Some</td><td></td></tr></table>								Some	
Some									
Please provide terms of contract for 2020/21 and future years for non-certificated staff subject to a collective agreement along with the number of qualifying staff FTE's.									
Support Staff Union (including EA's and Administrative Assistants) - CUPE Local 3550. Collective agreement from Sept 1, 2017 to Aug 31, 2020. 2,177.83 FTE									
Custodial Union - CUPE Local 474. Collective agreement from Sept 1, 2017 to Aug 31, 2020. 731.93 FTE									
Maintenance Staff Union - CUPE Local 784. Collective agreement from Sept 1, 2017 to Aug 31, 2020. 232.00 FTE									

DATE: June 8, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Three-Year Education Plan (2021-2024)

ORIGINATOR: Nancy Petersen, Managing Director, Strategic Division Supports

RESOURCE

STAFF: Angela Anderson, Laurie Barnstable, Marnie Beaudoin, Cheryl Belyea, Todd Burnstad, Laurie Caines, Letitia Carter, Maureen Crawford, Laurie Elkow, Jan Favel, Leanne Fedor, Rachel Foley, Aryn Ford, Terri Gosine, Joanne Harle, Dean Hess, John Hrdlicka, Lyndi Karbonik, Trish Kolotyluk, Terry Korte, Roland Labbe, Amanda Lau, Owen Livermore, Jason Ludwar, Dean Michailides, Karen Mills, Coreen Moccia, Leanne Moncrieff, Mike Morison, Bob Morter, Ann Parker, Christine Pichlyk, Hector Pothier, Madonna Proulx, Natalie Prytuluk, Carrie Rosa, Jean Stiles, Soleil Surette, Darryl Sutherland, Tammy Tchir, Christopher Wright, Corene Zmurchik

REFERENCE: [Funding Manual for School Authorities 2021/22 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 direction. The 3YEP and AERR have historically been combined as one document; however, are now presented as two separate documents in alignment with new Alberta Education assurance requirements.

The 2021-2022 school year will likely see a return to normalcy as COVID-19 vaccination becomes more widespread. Edmonton Public Schools' is planning for a return to pre-pandemic activity, while acknowledging that this return will be gradual. 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 targeted strategies in support of the Strategic Plan and has been developed in response to the Annual Education Results Review (AERR), data and stakeholder engagement.

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 direction and demonstrate assurance.
- The development of the 3YEP is informed by data, engagement and the Division's Strategic Plan.
- The Division will report on progress achieved towards the strategies identified in this plan in the fall of 2022.

RECOMMENDATION

That the Edmonton Public Schools' Three-Year Education Plan (2021-2024) be approved.

CONSIDERATIONS and ANALYSIS

- The 3YEP is to be submitted to Alberta Education by June 11, 2021.

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 (2021-2024)

NP:rf



Three-Year Education Plan

2021–2024

3020 The Edmonton School Division
Submitted to Alberta Education
June 2021

INTRODUCTION

Edmonton Public Schools' 2021-2024 Three-Year Education Plan (3YEP) presents the Division's plan to advance its strategic priorities and those of the Alberta Education 2021-2024 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 2021-2024 Business Plan, which are brought to life through the shared leadership and responsibility of the Board of Trustees and central and school leadership.

The 2021-2022 school year will likely see a return to normalcy as COVID-19 vaccination becomes more widespread. Edmonton Public Schools' is planning for a return to pre-pandemic activity, while acknowledging that this return will be gradual. 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 targeted 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.

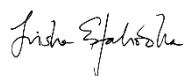
Evidence-based decision-making is central to the Division's assurance model, where data is used to reflect on what has been accomplished and to help inform actions and the use of resources going forward. While COVID-19 continues to impact some data gathering used to support and inform our work, including 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 2021 was prepared under the direction of the Board of Trustees in accordance with their 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 2021-2024 on xx, 2021.



Trisha Estabrooks

ENGAGEMENT

Engaging with our stakeholders – staff, parents, students and community members – serves as a meaningful way in which everyone can have 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. The Division relies on recognized standards for public participation practice, such as the International Association for Public Participation (IAP2) Spectrum for Public Participation. It provides a framework for increasing levels of public engagement depending on the purpose of stakeholder participation and degree of impact a decision or initiative may have on stakeholders.

Engagement at the Division occurs through multiple avenues and informs a variety of priorities. Stakeholders are able to provide 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 March 2021, a COVID-19 version of the DFS was launched. The Division reached out to stakeholders and invited their feedback on how the year was progressing in the context of the pandemic and the COVID-19 Re-Entry Strategy.
- **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.
- **Anti-Racism and Equity Advisory Committee:** This committee, which is composed of educational stakeholders, provides feedback on anti-racism and equity work within EPSB.
- **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 topics and programming areas. These discussions use data to support the conversation and gather

stakeholder feedback around such areas as school boundaries, mature community enrolment challenges and enrolment challenges.

- **Listening Circles:** The Division invites individuals to participate in conversations and leadership staff have the role of active listening. Understanding of the lived experience of students, staff and families will help the Division's work in support of anti-racism and equity.
- **SCOPE:** The Superintendent annually establishes a group of leaders from schools and central to come together and discuss key topic areas in support of the Division's strategic direction. These discussions provide feedback around emerging opportunities, Division processes and targeted initiatives in support of student achievement.

STRATEGIES

The key initiatives in the 2021-2024 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 2021-2024 Business Plan along with ongoing engagement with students, families, staff and other stakeholders.

Resource allocation for key initiatives

The Division strategically allocates human and financial resources to support key initiatives. Resources can include additional staffing time, funding and training opportunities. In 2021-2022, allocations in support of key initiatives include:

- Additional resources for literacy and numeracy from Kindergarten to Grade 3.
- An increase in the annual allocation for high socially vulnerable schools and the identification of surplus funding for the High Social Vulnerability Achievement project.
- A targeted allocation of resources for anti-racism and equity initiatives.
- An increase in the allocation to allow for a continued emphasis on student mental health and resiliency.

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

- Explore the opportunity for additional screening tools in Kindergarten that support programming and indications of readiness for Grade 1.
- Strengthen partnerships with external Early Childhood Service providers and community childcare.

Measures

Alberta Education Accountability Pillar

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

Local Measures

- Division Feedback Survey

Literacy and Numeracy

- In response to the disruption of learning due to the pandemic, ensure focused and intentional efforts are in place to assess student learning in the areas of literacy and numeracy to inform programming and interventions across all three tiers of the pyramid of intervention.
- Introduce a standardized test (i.e., the Canadian Achievement Test, Fourth Edition (CAT-4)) to track and monitor reading and mathematics growth at both the school and Division levels for Grades 2-9 students.
- Introduce an evidence-based initiative focused on literacy and numeracy learning for schools serving students impacted by high social vulnerability.

High School Completion

- Implement a plan to support all students in Grades 10-12 to monitor or track their progress towards high school completion.
- Through Career Pathways, explore paths of high school completion that prepare students for the 2030 work environment.

Safe and Caring Learning Environments

- Prioritize the safety and well-being of staff and students throughout the school year, with an intentional focus on the area of mental health.
 - Expand the Dr. Michael Ungar pilot to include all schools in the Division.
 - Introduce the role of a School Safety Coach as an option for junior high and high schools to support a safe school community.
- Support student and family transitions back to in-person learning.

Specialized Supports

- Prioritize mental health and family supports across the Division, including universal, targeted and specialized supports.

Community Partnerships (Supports/Connections)

- Strategically seek additional support for Division initiatives through such efforts as partnerships or seeking grant funding.

- Highest Level of Achievement-Writing
- Division-wide Focus on Reading
- Early Years Evaluation-Teacher Assessment
- Enrolment Patterns
- Stakeholder Voice: Families, Students, Staff
- CAT-4
- Resiliency Survey

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

Outcome: The achievement gap between results of self-identified First Nations, Métis and Inuit 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:

Measures

- Alberta Education Accountability Pillar

High Quality Teaching and Learning (OECD priority area)

- Continue to evaluate and review the High School Completion Coach model through the lens of student growth and progress towards high school completion.
 - Expand the work to one additional high school for September 2021.

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

- Work with community members and agencies to explore how best to engage and support students and families.

Regular Monitoring (OECD priority area)

- Continue to examine variables within student achievement data to better understand which students are experiencing success and those students who require additional supports.
- Work with students and families to support regular school attendance after the disruptions caused by the pandemic.

- Student Attendance, Course Completion, Graduation rates
- Division Feedback Survey
- Stakeholder Voice: Families, Students, Staff

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 ensure that quality professional learning is available to staff in multiple ways and times to promote participation and support accessibility.
- Continue to build the capacity of educational staff through professional learning opportunities specifically focused on the online learning environment.

Measures

- Alberta Education Accountability Pillar
- Division Feedback Survey
- Professional learning surveys

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.

Measures

Anti-Racism, Equity and Transparency

- Implement the Division's Anti-racism and Equity Action Plan to support anti-racism within the Division.
 - Establish an Anti-racism and Equity Steering Committee to provide oversight and monitoring of the action plan.
 - Establish a working group to advance the development of a model to collect race-based data.
 - Establish a working group to advance the development of anti-racism and equity support for schools.
 - Establish a working group to support the review of Division Human Resource practices and processes.

Ongoing Engagement and Communication with Educational Stakeholders

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

Ongoing Engaged and Effective Governance

- Support and onboard the new elected Board of Trustees relevant to their role and responsibilities.
- Engage the incoming Board around the cycle of assurance, including the development of a new Strategic Plan.

- Alberta Education Accountability Pillar
- Division Feedback Survey
- Stakeholder Voice: Families, Students, Staff

IMPLEMENTATION PLAN

The key strategies in the 2021-2024 Three Year Education Plan are informed by the Division's Strategic Direction, the 2019-2020 AERR, Alberta Education's 2021-2024 Business Plan and ongoing feedback from engagement with educational stakeholders. The 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.

In 2021-2022, key areas of work at the Division will include:

- Addressing anti-racism and equity within the Division informed by feedback from community listening circles and the Anti-racism and Equity Advisory Committee.
- A focus on student and staff well-being and resiliency in response to the disruptions caused by COVID-19, including intentional reconnecting with students and families at the start of the 2021-2022 school year. Work will be informed by the COVID-19 pandemic Division Feedback Survey and through the expansion of the resiliency survey pilot to all schools in the Division.
- Supporting student growth and achievement in the areas of literacy and numeracy. This work will be informed by student achievement data, such as the CAT-4 and teacher professional judgement.
- Continuing to be intentional in our responsibility to close the achievement gap for First Nations, Métis and Inuit students. This work will continue to reflect evidence-based practices, such as the OECD Promising Practices in Supporting Success for Indigenous Students and intentionally working with families.

In support of this work, the Board of Trustees has allocated resources to assist in addressing these key areas.

While there is the expectation of a return to normal in the 2021-2022 school year, COVID-19 will continue to have an impact related to disruptions in 2020-2021. Some data gathering used to support and inform our work and the planning and reporting cycle continues to be affected. In response, the Division continues to explore alternative data sources where needed to inform evidence-based decision-making.

As the Division moves forward post-pandemic, schools, catchments and central units' implementation plans will continue to be innovative and flexible to evolve and shift in response to local level data and engagement as we work to support students achieving a life of dignity and fulfillment.

BUDGET AND FACILITIES

Edmonton Public School Board's 2021-2022 recommended [Distribution of Funds](#) and [2021-2022 Budget](#) can be accessed from epsb.ca. The Three-Year Capital Plan and Ten-Year Facilities Plan can be found [at this link](#) on epsb.ca.

DATE: June 8, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: COVID-19 Impact on the Division from April 28 to May 25, 2021

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE STAFF: Laurie Barnstable, Anna Batchelor, Megan Normandeau, Carrie Rosa

REFERENCE: January 12, 2021 Caucus Committee meeting

ISSUE

The Board of Trustees are receiving ongoing verbal and written updates on the Division's efforts to support students and staff and mitigate transmission during the COVID-19 pandemic. Trustees have asked that information be shared regularly at public Board meetings.

BACKGROUND

Information reports about the impact of COVID-19 on the Division were presented at the November 24, February 9, March 9, April 13 and May 11 Board meetings. Every weekday, updates on the number of COVID-19 cases in schools are provided to Trustees via a transmittal memo, to students and families via a [page](#) on the Division website, and to the media via a direct report. Each week, the Superintendent emails an update to all staff.

Division schools continue to do everything they can to mitigate risk by following safety guidelines outlined in the Government of Alberta's school re-entry plan and our Division's Re-entry Strategy. This includes: screening for illness, handwashing and sanitizing, physical distancing where possible, enhanced cleaning standards, strict illness protocols, personal protective equipment (PPE), masks and cohorts.

CURRENT SITUATION

There continues to be incidences of COVID-19 cases in our schools. From April 28 to May 25, 2021:

- We received notice that 225 individuals in the Division tested positive for COVID-19
- 92 out of 215 schools had COVID-19 cases
- 3,420 students were recommended or required to quarantine
- 558 staff were recommended or required to quarantine

Province-wide temporary shift to at-home learning

On May 4, 2021, the [province announced](#) new COVID-19 health restrictions, including a temporary shift to online learning for Kindergarten to Grade 12 starting Friday, May 7. At that time, the province indicated that students would return to in-person learning on May 25. As May 25 was a teachers' day in lieu for the Division and May 26 was a non-operational day, Edmonton Public Schools' students were expected to return to in-person learning on Thursday, May 27.

On Wednesday, May 19, the provincial government confirmed that all students in the province from Kindergarten to Grade 12 would return to in-person learning on Tuesday, May 25 (Thursday, May 27 for our Division). The exceptions to this announcement were students who were already learning online for the remainder of the school year and the region of Wood Buffalo, who remained learning online for another week.

COVID-19 vaccinations for school staff

Vaccine appointments opened to Alberta teachers and school support staff on May 4, 2021, after the [provincial announcement](#) on May 3. The Division continues to encourage all staff who are eligible to book their COVID-19 vaccination.

CR:pd

DATE: June 8, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: School Safety Coach

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent of Operations and Learning Services

RESOURCE STAFF: Jennifer Allen, Kim Backs, Sue Bell, Brad Burns, Aryn Ford, Darren Fox, John Holmes, John Hrdlicka, Wolf Kolb, Camille Loken, David Morris, Bryan Radmanovich, Christina Jones, Sheri Long, Kris Simpson, Rick Stanley, Darryl Sutherland, Tammy Tchir, Hans Van Ginhoven, Lisa Wright

REFERENCE: N/A

ISSUE

The School Resource Officer (SRO) program has been a part of Edmonton Public Schools since 1979 and was suspended in the fall of 2020 while an evaluation of the program was to be conducted. This year, Edmonton Police Services (EPS) initiated the community-based Youth Enhanced Deployment model as an alternative to the school resource officer model. Ongoing feedback from school principals this year indicates that there is a desire to explore a school-based position that has a consistent presence with high visibility in the school and relationship building with community.

BACKGROUND

In September 2020, a new program to replace the School Resource Officers in schools for the 2020-2021 school year was introduced. This new program, the Youth Enhanced Deployment model (YED), was developed last summer in a collaborative effort between staff from Edmonton Public Schools and Edmonton Police Services.

Through the new YED model, police officers would not be assigned directly to specific schools in the Division. Instead, officers trained to work with youth were assigned across two geographic areas of the city (north and south) and, subject to availability, would be identified to respond to calls in schools and the community that involved school-aged youth.

The Superintendent has met with principals throughout the year to gather their feedback on YED and their work to support safety and well-being in their schools. Despite the intent of YED to support school safety, the ongoing review of the model has demonstrated there is an opportunity and the desire to find additional ways to support a safe and positive learning environment.

In 2017, Toronto Public School Board suspended their School Resource Program. In the absence of school resource officers, they explored an alternate school-based staffing position to support school safety. Through this work, they created the position of a school safety monitor. The school safety monitor is a visible person in the school facility, known to all staff and students, who provides a safety-focused presence in the school by walking the hallways and school grounds, watching for intruders and

resolving conflicts between students. In Toronto, the role of the school safety monitor is filled by people who have a coaching or mentoring role with youth, with many school safety monitors being people who grew up in the community where the school is located.

CURRENT SITUATION

A series of meetings were held between Senior administration and school principals during the 2020-21 school year related to school safety. Feedback from these meetings demonstrated the importance of a new school-based role that supports safety and well-being in the school community. This role would include the following:

- Working closely with school administration in the provision of a welcoming, caring, respectful and safe learning environment and working with students around behaviour and conduct expectations within the school community.
- Building relationships with students of the school and youth from the surrounding community.
- Identifying potential situations of conflict and proactively working to mitigate these situations.
- Supporting students relative to wellness checks and safety plans.

Based on this work, principals worked with senior administration to co-create a position description for the role of a school safety coach within the Division. The position description was submitted to Human Resources and has been classified as an Exempt Non-Management Grade 3.

Principals now have the option, should they choose, to initiate the process to hire a school safety coach who can help meet the needs of the school community with an emphasis on trauma informed practices, restorative practices and relationship building. Central DUs will continue the work to provide support to schools.

KEY POINTS

- All schools interested in hiring a school safety coach will have this position advertised simultaneously from June 4-11 in PeopleSoft Careers and on the Division's website.
- Applicant listings will be available for school leaders Monday, June 14.
- Target effective date for these positions is mid-August to allow time for onboarding and orientation.
- The salary of school safety coaches will come out of individual school budgets choosing to include this position in their staffing plan for the 2021-22 school year.

KM:dr