



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

Via Zoom  
Tuesday, March 23, 2021  
2:00 p.m.

Board Meeting #12

- A. Roll Call
- B. Approval of the Agenda
- C. Communications from the Board Chair
- D. Communications from the Superintendent of Schools
- E. Minutes:
  - 1. DRAFT – Board Meeting #10 – March 9, 2021
- F. Comments from the Public and Staff Group Representatives  
*(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, March 22, 2021, to speak under this item.)*
- G. Reports:
  - 2. Process and Timeline for the 2021-2022 Budget, for the Fall Review of the 2020-2021 Results and Plans for 2021-2022 (Recommendation)
  - 3. Revised 2021-22 School Year Calendar (Recommendation)
  - 4. Motion re: Establishment of Independent Auditor (Recommendation)
  - 5. Strategic Plan Update: Literacy and Numeracy (Information)
  - 6. Class Size Reporting (Information)
  - 7. Program Unit Funding (PUF) (Information – Response to Request for Information #094)
- H. Other Committee, Board Representative and Trustee Reports
- I. Trustee and Board Requests for Information
- J. Notice of Motions
- K. Meeting Dates
- L. Adjournment

# AGENDA

**BOARD OF  
TRUSTEES**

**Trisha Estabrooks**  
Board Chair

**Shelagh Dunn**  
Board Vice-Chair

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

**MINUTE BOOK****Board Meeting #11**

Minutes of the Board Meeting of the Board of Trustees of Edmonton School Division of the Province of Alberta held via Zoom on Tuesday, March 9, 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  
Ron McNeil

Karen Mills  
Leona Morrison  
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 Adams:**

**“That the agenda for the March 9, 2021, Board meeting be approved as printed.”  
(UNANIMOUSLY CARRIED)**

Trustee Draper advised that she would be leaving the meeting at 4:00 p.m. and requested that the Board Chair put forward an RFI on her behalf under agenda Item J.

**C. Communications from the Board Chair**

The Board Chair advised that March 8, 2021, was International Women’s Day. She explained this day was created as an opportunity to recognize women around the world for their political, economic, and social achievements. The 2021 campaign theme is *Choose to Challenge*.

### **MINUTE BOOK**

The Board Chair said that we can all choose to challenge and call out gender bias and inequality and we can all choose to seek out and celebrate women's achievements. Collectively, we can all help create an inclusive world.

The Board Chair stated that the Alberta Teachers' Association Provincial Executive Council has proclaimed March 8 to 12 as Substitute Teachers' Appreciation Week for the 2020/21 school year. The role of the substitute teacher carries the same daily responsibilities of instruction, marking and supervision as that of regular classroom teachers. She explained that this year, many of the Division's substitute teachers have taken online teacher training and have been covering online as well as in-person classes. The Board Chair expressed that this has been a big help during a year that's like no other. On behalf of the Board of Trustees, she thanked substitute teachers for their role in maintaining continuity and excellence of the learning process for students in the Division.

The Board Chair advised that on February 25, the provincial government introduced their budget to Albertans and said the education budget is frozen. For a growing school division such as Edmonton Public Schools that means this is a budget that will not grow with the Division. She expressed that the Division is pleased that the government will not penalize Edmonton Public Schools for lower than anticipated enrolment and that we can keep the money allocated to us for this school year.

The Board Chair explained that the Board of Trustees remains concerned that funding for some of the Division's most vulnerable and earliest learners was not reinstated. She remarked that this is a short-sighted move by this government and will continue to impact students in Division classrooms. The Board Chair advised that there are a number of details yet to be released by the government about the education budget. The Division looks forward to budget part two, as well as learning about any capital projects that will be funded.

The Board Chair advised that on February 22 the Board of Trustees and the Administration met with Dr. Chris Sikora, the Edmonton Zone Medical Officer of Health. She thanked Dr. Sikora and his team from Alberta Health Services (AHS) for taking the time to meet. The Board Chair said that Dr. Sikora was invited by the Board of Trustees to answer questions about variants and whether the measures the Division currently has in place to mitigate the spread of COVID-19 are sufficient. Dr. Sikora assured the Division that its measures are effective in controlling the variant. The Board Chair said that the Division was advised it would be notified if a variant case is identified in any of its schools.

The Board Chair stated the Board appreciates that AHS continues to look at cases of in-school transmission and is learning from those cases when they occur. She remarked that next week marks the one-year anniversary since schools in Alberta were closed because of the COVID-19 virus. On behalf of the Board, she thanked staff in the Division who are continuing to work hard to mitigate the spread of the virus as much as possible. This has been a challenging year that has required flexibility, creativity and above all else compassion. The Board Chair thanked staff and administration for all that they've done since March of last year to guide the Division and support students, families and staff through this pandemic.

### **MINUTE BOOK**

The Board Chair thanked everyone who has taken the time to provide feedback on two Board policies now out for public engagement - the Anti-Racism and Equity policy as well as the Early Years policy. She expressed that these policies are important in guiding the work of the Board of Trustees and the Administration. The Board Chair advised that the Policy Review Committee will continue to accept feedback on these policies until March 19, 2021.

The Board Chair encouraged Edmontonians to submit names for two schools in the Division. She stated that the Division needs a name for a K-9 school under construction in the Keswick neighbourhood, as well as a new name for Dan Knott School. The Board Chair explained that renaming a school is a new process for Edmonton Public Schools and thanked community members as well as students for guiding the Board in this direction. She advised that naming suggestions will be accepted until March 12, 2021.

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

The Superintendent stated that pre-enrolment for the 2021-22 school year opened yesterday. He advised that the Division is offering both online and in-person options next year, with the goal to have a gradual return to in-person learning. Families can find information about the options on SchoolZone or the Division's website and social media channels. The Superintendent explained that parents of students currently enrolled at Edmonton Public Schools can pre-enrol on SchoolZone until 4 p.m. on April 15, 2021. He suggested that parents should talk to the principal at their child's current school should they have any questions.

The Superintendent said that families who are new to the Division should contact their preferred school to learn how to register as a new Edmonton Public Schools student before April 15, 2021.

The Superintendent reminded families that now is the time to choose if they would like to participate in online or in-person learning for Quarter 4.

#### **E. Minutes**

1. Board Meeting #10 – February 9, 2021

**MOVED BY Vice-Chair Dunn:**

**"That the minutes of Board Meeting #10 held February 9, 2021, be approved as printed."  
(UNANIMOUSLY CARRIED)**

#### **F. Recognition**

2. Edwin Parr Teacher Award

Mr. Peter Csiszar of the Alberta School for the Deaf was selected as the Division's honorary nominee for the 2021 Edwin Parr Award for Excellence in first year teaching.

**MINUTE BOOK****G. Comments from the Public and Staff Group Representatives**

There were no registered speakers for this item.

**H. Reports****3. Staff Group Budget Presentation re 2021-2022 Budget**

Mr. Jorge Illanes, President of CUPE LOCAL 3550 (Support Staff) presented the Local's brief.

**4. Report #23 of the Special Caucus Committee (From the meeting held February 23, 2021)**

Information was provided regarding actions taken at the February 23, 2021, Special Caucus Committee meeting.

**5. Motion re: Internet for All**

There was one registered speaker who shared their support for this item.

**MOVED BY Trustee Janz:**

**"1. That the Edmonton Public School Board affirm that internet access is essential to our students, staff, and families for participation not only in public education, but society, and should be accessible and affordable for all."**

**(UNANIMOUSLY CARRIED)**

The Board Chair asked how many families in the Division have required access to low cost internet. The Superintendent advised that this information would be provided in a Transmittal memorandum (TM).

**"2. That the Edmonton Public School Board request that provincial school board organizations such as the Alberta School Boards Association and the Public School Boards' Association of Alberta advocate to the federal, provincial and municipal governments on behalf of all Alberta school divisions for immediate initiatives to increase accessibility and quality and reduce costs of internet for students, staff, and families."**

**(UNANIMOUSLY CARRIED)**

There was a short break in the meeting.

**6. Three-Year Capital Plan 2022-2025**

**MINUTE BOOK**

**MOVED BY Trustee Draper:**

**“That the proposed capital priorities for modernization and new construction identified in the *Three-Year Capital Plan 2022-2025* be approved.”**

**IN FAVOUR: Trustees Adams, Dunn, Estabrooks, Gibson, Janz, and Stirling**

**OPPOSED: Trustee Ip**

**(CARRIED)**

**Trustee Draper was not present for the vote.**

Trustee Draper left the meeting at 4:00 p.m.

**MOVE BY Trustee Ip that the motion be amended:**

**“That the capital plan be amended to move Glenridding Heights K-6 from Priority 9 to Priority 5 in year one of the aggregated list.”**

**IN FAVOUR: Trustees Adams and Ip**

**OPPOSED: Trustees Dunn, Estabrooks, Gibson, Janz and Stirling**

**(DEFEATED)**

**Trustee Draper was not present for the vote.**

7. Information Update Regarding the *Ten-Year Facilities Plan 2020–2029*

The *Ten-Year Facilities Plan 2020–2029* was approved by the Board of Trustees on February 25, 2020. This report provided information on changes in context since The Plan was approved. If requested by the province, this report would be provided along with the *Ten-Year Facilities Plan 2020–2029*.

8. COVID-19 Impact on the Division from January 27 to February 23, 2021

The Board of Trustees received an update on the impact of COVID-19 on the Division from January 27 to February 23, 2021.

9. Bereavement

Vice-Chair Dunn reported on the passing of Mr. Hildefonso Interiano.

10. IMR and CMR Funding  
(Response to Request for Information #095)

Information was provided in response to request for information #095.

Trustee Janz requested that this report be referred to the Edmonton Public Schools ASBA Issue and Resolutions Committee for further discussion.

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

Trustee Gibson reported that he will not be a Trustee candidate in the 2021 municipal election. Trustee Gibson advised that he has scheduled a March 17, 2021, meeting with prospective candidates.

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

On behalf of the Trustee Draper, the Board Chair read the following:

As Trustee for Ward B, representing many great schools including the newly opened Soraya Hafez elementary school in the McConachie neighbourhood, I have watched many Committees invest countless hours into fundraising for park construction or renovations.

I am inspired by the work the Playground Parent Committee of Soraya Hafez school is beginning to undertake. I am concerned, however, with the lack of clarity on their eligibility for Neighbourhood Park Development Program Funding (NPDP). From what I understand, it may be the case that the Community League (in this case Horse Hill CL) is eligible for only one playground funding under this funding stream.

I understand the funding is substantial but may be restrictive to the number of schools funded under a specific timeline. Christ the King School, in the Edmonton Catholic School division, received funding for its playground a few years ago, which falls under the same Community League. Note, this is a large geographical community league which has many schools within its boundaries.

**Please confirm whether or not the Soraya Hafez School Playground Committee is eligible for Neighbourhood Park Development Program Funding (NPDP).**

**K. Notices of Motion**

Trustee Janz served notice of motion that in order to strengthen the independence and provide greater transparency and objectivity for the Edmonton Public School Division, I request the Administration to bring forward a report on costing and considerations of establishing an independent Division Auditor, reporting directly to the Board of Trustees.

**L. Next Board Meeting: Tuesday, March 23, 2021, at 2:00 p.m.****M. Adjournment: 5:30 p.m.**

The Board Chair adjourned the meeting.

**MINUTE BOOK**

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Trisha Estabrooks, Board Chair

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Karen Mills, Director of Board and  
Superintendent Relations



**DATE:** March 23, 2021

**TO:** Board of Trustees

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

**SUBJECT:** Process and Timeline for the 2021-2022 Budget and for the Fall Review of the 2020-2021 Results and the Plans for 2021-2022

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

**RESOURCE STAFF:** Jeremy Higginbotham, Madonna Proulx

**REFERENCE:** [Province of Alberta Education Act](#)

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### ISSUE

School divisions are required to prepare and submit a board-approved budget to the Minister of Education by May 31 of each year for the fiscal year beginning on the following September 1. As well, school board planning and results reporting must be completed no later than November 30. As such, to assist Division staff and the Board of Trustees with the planning process, Financial Services develops a process and timeline calendar for approval by the Board of Trustees.

### BACKGROUND

The 2021-2022 Budget is based on projected enrolment. There is no longer a fall budget update; however, budget adjustments may be made to reflect schools' actual September 30 enrolment.

The Board of Trustees approves the process and timeline for review of the previous year's results, as well as the review of the plans established for the current school year. Through discussions, they have an opportunity to learn about the results achieved by schools and central decision units and the implications those results may have on their 2021-2022 plans. They also gain an understanding of how schools and central departments will develop their plans in support of Division priorities.

Schools and central decision units will report on their results (Attachment II) achieved from the SMART (Specific, Measurable, Attainable, Relevant, Time-framed) goals that were established for 2020-2021. They will also identify the biggest challenges and improvement opportunities that will impact their 2021-2022 plans which details priority, high impact SMART goals for the upcoming school year (Attachment III).

### RELATED FACTS

- The 2021-2022 provincial budget remains frozen at \$8.22 billion and continues to use a weighted moving average funding model. As a fall budget process is no longer required, budget adjustments for schools based on the September 30 enrolment may be made.
- The Distribution of Funds report will be presented at the Caucus meeting on April 6, 2021, and at the April 13, 2021, Public Board meeting.
- School subcommittee meetings have been scheduled to take place November 17-23, 2021. During these meetings, Trustees, in collaboration with assistant superintendents, will facilitate a group dialogue. Proposed agendas for both school and central meetings are provided in Attachment IV.

- Attachment V identifies the proposed groupings (based on Trustee ward) for Trustee subcommittee reviews. This schedule will be updated in September to adjust for changes in school principalship.
- Central subcommittee meetings have been scheduled to take place November 22-23, 2021. There will be three central subcommittee meetings scheduled for a maximum of two and a half hours per session. The Superintendent will present his decision unit results review and plans as part of the Annual Education Results Review at public Board meeting on November 30, 2021 (subject to finalization of the 2021-2022 Board of Trustees calendar dates).
- As in previous years, the school decision units with first- and second-year principals will be reviewed by assistant superintendents. These meetings will be scheduled by the assistant superintendents prior to November 30, 2021.
- It is yet to be determined if the results review meetings will be held in person or online.

## RECOMMENDATION

1. **That the Process and Timeline for the 2021-2022 Budget as outlined in Attachment I, be approved.**
2. **That the Process and Timeline for Review of the 2020-2021 Results and the 2021-2022 Plans, as outlined in this report be approved.**

## NEXT STEPS

- If approved by the Board of Trustees, the 2021-2022 budget process and timeline will be communicated to principals and central decision unit leaders.
- Consistent with prior years, a draft budget report will be sent to Alberta Education on May 28, 2021, with the final report being submitted following Board approval.

## ATTACHMENTS and APPENDICES

ATTACHMENT I	Process and Timeline for the 2021-2022 Budget (Calendar)
ATTACHMENT II	2020-2021 Results Review - document template
ATTACHMENT III	2021-2022 Plans - document template
ATTACHMENT IV	Proposed Agendas
ATTACHMENT V	Draft School and Central Groups for review of 2020-2021 results and 2021-2022 plans – Trustees Subcommittee Review

MP:ja

## Spring Proposed 2021-2022 Budget Timeline

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
FEB		1 PD Day - No Students	2	3 DLM	4	5	6
	7	8	9 CAUCUS BOARD 2:00pm	10	11	12	13
	14	15 FAMILY DAY	16	17 SCOPE-Budget Allocation Generative Conversation (Budget Allocation Committee attending)	18	19	20
	21	22	23 BOARD 2:00pm	24	25 Teachers' Convention PROVINCIAL BUDGET ANNOUNCEMENT	26 Teachers' Convention	27
	28	1 Calculate Projected Division Revenue Budget	2 MST-Trustee Generative Budget Allocation Conversation	3	4	5	6
	7	8	9 CAUCUS BOARD 2:00pm	10	11	12 PD Day – No Students	13
MAR	14	15	16	17 Projected Enrolment open for Principal Input	18	19	20
	21	22	23 BOARD 2:00pm Process & Timeline Recommendation MARS #14636	24 Projected Enrolment Principal input file closed	25	26 Projected Enrolment File forwarded to Budget and Funding	27
	28	29 SPRING BREAK	30 SPRING BREAK	31 SPRING BREAK Division Funding Profile posted by Alberta Education	1 SPRING BREAK	2 SPRING BREAK GOOD FRIDAY	3
	4	5 EASTER MONDAY	6 NON-INSTRUCTIONAL DAY Proposed – Special Caucus Distribution of Funds Feedback Report (walk-in)	7	8	9	10
	11	12	13 CAUCUS BOARD 2:00PM 2021-2022 Distribution of Funds Recommendation MARS #14638	14 Budget Open (BPS)	15	16	17
	18	19	20	21	22	23 Budget DUE	24
APR	25	26 PD DAY – NO CLASSES	27 BOARD 2:00PM	28	29	30	1

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
MAY	2	3 HR/STAFFING IDFT(Support) -Prior to May 3	4	5	6	7	8
	9	10	11 CAUCUS BOARD 2:00PM	12 DLM	13	14 PD DAY--NO CLASSES	15
	16	17	18	19	20	21 HR/STAFFING IDFT(Certificated) - Prior to May 21	22
	23	24 VICTORIA DAY	25 SPECIAL CAUCUS Introduction of the Proposed 2021-2022 Budget MARS# 14643 BOARD 2:00PM	26 NON-INSTRUCTIONAL DAY	27	28 DRAFT Budget submitted to the Province	29
	30	31	1	2	3	4	5
JUN	6	7	8 BOARD 2:00PM Presented for 2021-2022 Budget MARS# 14649	9	10	11	12

### Fall 2021-2022 Timeline

OCT	3	4	5	6 Enrollment File to Budget & Funding	7	8 Results Review and Planning Opened	9
	10	11 THANKSGIVING	12	13	14	15 Possible Weighted Enrolment Amendment	16
	17	18 MUNICIPAL ELECTION	19	20	21 PD DAY – no students	22 PD DAY – no students	23
	24	25	26 BOARD 2:00PM	27	28 Results Review and Planning Due	29	30
NOV	31	1	2	3	4	5 Target Date to Distribute Results Review & Plans to Trustees & Asst. Superintendents	6
	7	8	9 BOARD 2:00PM	10 NON-INSTRUCTIONAL DAY	11 REMEMBRANCE DAY	12 TEACHER'S DAY IN LIEU	13
	14	15 PD DAY – no students PSBAA Nov 15-17	16 ASBA FGM Nov 15 & 16	17 School Results Review	18 School Results Review	19 School Results Review	20
	21	22 Central & School Results Review	23 Central Results Review	24	25	26 Audit Committee Presentation of Audited Financial Statements	27
	28	29	30 BOARD 2:00PM Audited Financial Statements presented to Board	Audited Financial Statements due to the Province			

**PROCESS AND TIMELINE FOR THE  
2021-2022 BUDGET (DETAIL)**

<b>Timeline</b>	<b>Process</b>
March 23, 2021	• Process and Timeline for 2021-2022 Budget is recommended to the Board of Trustees
April 6, 2021	• Distribution of Funds report is presented to Caucus
April 13, 2021	• Distribution of Funds is recommended to Board
April 14, 2021	• Schools and central departments receive allocations and budget requirements
April 23, 2021	• Schools and Central departments budgets are due
May 25, 2021	• Introduction of the budget to Caucus
June 8, 2021	• The 2021-2022 Budget is recommended to the Board of Trustees

**PROCESS AND TIMELINE FOR THE  
2021-2022 FALL RESULTS REVIEW AND PLANS (DETAIL)**

<b>Timeline</b>	<b>Process</b>
October 8, 2021	• Results Review & Planning open
October 28, 2021	• Results Review & Plans Due
November 5, 2021	• Target Date to distribute Results Review & Plans to Trustees and Assistant Superintendents
November 17 – 23, 2021	• School Results Reviews
November 22 – 23, 2021	• Central Results Reviews

**2020-2021 Results Review**
**School Name – DU #**
**Division Priorities 2018-2022**

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.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2020-2021 report on the results you achieved (with evidence, including referencing the school's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

**SMART Goal #1:** *goal will be imported from the 2020-2021 Budget*

**Results Achieved:**

**SMART Goal #2:** *goal will be imported from the 2020-2021 Budget*

**Results Achieved:**

**SMART Goal #3:** *goal will be imported from the 2020-2021 Budget*

**Results Achieved:**

**Challenges:**

**What were the biggest challenges encountered in 2020-2021?**

**Improvement Opportunities:**

**What are the opportunities for improvement from 2020-2021 that will inform your plan for 2021-2022?**

**2021-2022 Plans****School/Central Name: DU #****Division Priorities 2018-2022**

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.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-framed) goals have been established for the 2021-2022 school year (referencing the Division's Priority number that the goal supports). Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

**SMART Goal #1:****SMART Goal #2:****SMART Goal #3:**

**TRUSTEE SUBCOMMITTEE MEETINGS****AGENDA**

1. Welcome by the Trustee, and introductions by the Assistant Superintendent. (3 min.)
2. Introductions by Principals/Central DU executive of any staff, students, parents or community members in attendance. (4 min.)
3. Introductory remarks by the Chairperson (5 min.)
4. Group discussion facilitated by Chairperson and Assistant Superintendent. (2 hours.)
5. Break where appropriate. (10 min.)
6. Final remarks and closing of the meeting by the Chairperson. (5 min.)

**LUNCH**

- There will be a 1 to 1-½ hour break between the a.m. and p.m. sessions to allow time for lunch.





**SCHOOL/CENTRAL REVIEW 2020-2021 RESULTS  
AND 2021-2022 PLANS  
POTENTIAL SPEAKING NOTES FOR THE  
CHAIRPERSON, TRUSTEE SUBCOMMITTEE**

Suggested Trustee Welcome and Introductions

**We acknowledge 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.**

My name is ( ) and I am pleased to welcome each of you to the Trustee subcommittee review of the 2020-2021 results and the 2021-2022 plans. I am going to begin by calling upon the Assistant Superintendent to introduce each principal who will in turn introduce staff, students, parents as well as any community members who are with us today.

Suggested Trustee Opening Remarks

The Board of Trustees is elected to represent the public and is responsible and accountable to the public and to the provincial government for the expenditure of the Division's annual budget.

In collaboration with staff, students, parents and the general public, the Board established the Division's vision, mission and priorities. A Division plan was then developed to align with, and support these priorities.

As part of the accountability process, Trustees have the opportunity to review the results of schools from the previous year, and to learn about the plans for the current school year in support of the overall Division Priorities. This helps us formulate a better picture of what is happening not only in your school but in all schools across the Division. These meetings allow Trustees to hear about:

- Each school's biggest success/achievement from the goals that were set last year.
- If there were any challenges that were encountered.
- What the plans/goals are for the current school year.

I would now like to call upon the principal of each school to start the discussion by: (for example using the suggested common question #1 from below) highlighting a goal that was established last year in their school plan around Priority 1. If possible, please refer to any measure that supports your results.

**SCHOOLS – SUGGESTED FORMAT**

Please note: the purpose of this suggested format is to provide consistency among all the results review meetings taking place.

Environment

- More conversation-based rather than formal presentation-based.
- Safety/openness to sharing both successes and challenges.
- No additional documentation is required to be distributed at the meeting.

While Trustees can ask any questions/clarify any responses, suggested common questions are included below to help with consistency across the various meetings. These optional questions are shared with schools in advance to support them in being adequately prepared to respond.

Optional Suggested Common Questions:

1. Principals are asked to refer to the goal that they established last year in their school plan related to Priority 1.
  - Reflecting on any available data or other local measures, discuss your greatest success.
  - What strategies did you use to achieve this success?
  - What are some potential next steps?
  -
2. Principals are asked to refer to any of the goals established last year in their school plan.
  - Reflecting on any available data or any other local measures, what do the results indicate is your greatest opportunity for growth?
  - How does this opportunity for growth connect to the goals outlined in your 2021-2022 school plan?
  - What strategies will you use to achieve your goal?
  - What evidence will be used to demonstrate success in achieving this goal?
3. Part of our role as a Trustee is to determine if there are common areas of challenge across the Division and to advocate for potential solutions.

Covid-19:

- What have you learned about teaching and supporting students during a global pandemic?
- How have your experiences impacted learning? Mental health? Vulnerable students?
- What is something creative/innovative that your school has done to support students and families during Covid-19?
- What strategies did you use to achieve success?
- What do we need to prioritize in education as we look ahead to the future? What are some potential next steps?

Mental Health:

- What have you been seeing as needs in terms of student mental health?
- What have you been seeing as needs in terms of staff mental wellbeing?
- How has positive mental health been supported at your school?
- How can we, as Trustees, advocate to help the mental health needs at your school?

FNMI:

- How have the recommendations from the Organization for Economic Co-operation & Development (OECD) report impacted teaching and learning in your school?
- What cultural events or supports are in place at the school level to support success for our Indigenous students? Please discuss the impact of these events and supports.

School and Community Partners:

- How have Community Partnerships served to support the success of students in your school?

Related to other items:

- Discuss a challenge you encountered at your school during the 2020-2021 school year.
  - How was it handled? What did you learn?
  - Will this challenge impact the 2021-2022 school year?
  - After hearing from other schools today, are there any supports or strategies you could have used to address your challenge?
- 4. Other Attendees
  - If time allows, direct limited questions to parents/other parties in attendance; possibly tie back to a Division Feedback Survey question [e.g., how has the school provided you opportunities to be involved in (your child's) education?] Keep responses to a limited time to allow all parties in attendance an opportunity to contribute.

# School and Central Groups for Review of the 2020-2021 Results and 2021-2022 Plans

## Trustee Subcommittee Review

**Wednesday, November 17, 2021**

**9:00 TO 11:30 AM**

WARD A	WARD B	WARD C	WARD E
9:00 TO 11:30 AM	9:00 TO 11:30 AM	9:00 TO 11:30 AM	9:00 TO 11:30 AM
<b>TRUSTEE:</b> WARD A	<b>TRUSTEE:</b> WARD B	<b>TRUSTEE:</b> WARD C	<b>TRUSTEE:</b> WARD E
<b><u>ASSISTANT SUPERINTENDENT(S):</u></b> Kent Pharis	<b><u>ASSISTANT SUPERINTENDENT(S):</u></b> Liz Yule	<b><u>ASSISTANT SUPERINTENDENT(S):</u></b> Ron MacNeil	<b><u>ASSISTANT SUPERINTENDENT(S):</u></b> Leona Morrison
<b><u>SCHOOLS:</u></b> Dickinsfield Lago Lindo Lorelei Mee-Yah-Noh	<b><u>SCHOOLS:</u></b> Edmonton Christian NE Londonderry M.E. LaZerte Sifton* <small>*School is part of Ward B but reports to Kent Pharis' leadership group</small>	<b><u>SCHOOLS:</u></b> Britannia Dovercourt Edmonton Christian HS Edmonton Christian W	<b><u>SCHOOLS:</u></b> Hillcrest Jasper Place Meadowlark Christian Michael A. Kostek

**Wednesday, November 17, 2021**

**1:00 TO 3:30 PM**

WARD A	WARD C	WARD G	WARD I
1:00 TO 3:30 PM	1:00 TO 3:30 PM	1:00 TO 3:30 PM	1:00 TO 3:30 PM
<b>TRUSTEE:</b> WARD A	<b>TRUSTEE:</b> WARD C	<b>TRUSTEE:</b> WARD G	<b>TRUSTEE:</b> WARD I
<b><u>ASSISTANT SUPERINTENDENT(S):</u></b> Kent Pharis	<b><u>ASSISTANT SUPERINTENDENT(S):</u></b> Ron MacNeil	<b><u>ASSISTANT SUPERINTENDENT(S):</u></b> Leona Morrison	<b><u>ASSISTANT SUPERINTENDENT(S):</u></b> Liz Yule
<b><u>SCHOOLS:</u></b> Northmount Queen Elizabeth Rosslyn Scott Robertson	<b><u>SCHOOLS:</u></b> Mayfield Ross Sheppard Westminster Youngstown	<b><u>SCHOOLS:</u></b> Greenview Hillview Lee Ridge Millwoods Christian	<b><u>SCHOOLS:</u></b> Bisset Crawford Plains Kate Chegwin Pollard Meadows

**School and Central Groups for Review of the 2020-2021 Results and 2021-2022 Plans**  
**Trustee Subcommittee Review**

**Thursday, November 18, 2021**

**9:00 TO 11:30 AM**

WARD B	WARD C	WARD D	WARD F
9:00 TO 11:30 AM	9:00 TO 11:30 AM	9:00 TO 11:30 AM	9:00 TO 11:30 AM
<b>TRUSTEE:</b> WARD B	<b>TRUSTEE:</b> WARD C	<b>TRUSTEE:</b> WARD D	<b>TRUSTEE:</b> WARD F
<b><u>ASSISTANT SUPERINTENDENT(S):</u></b> Kent Pharis	<b><u>ASSISTANT SUPERINTENDENT(S):</u></b> Leona Morrison	<b><u>ASSISTANT SUPERINTENDENT(S):</u></b> Ron MacNeil	<b><u>ASSISTANT SUPERINTENDENT(S):</u></b> Liz Yule
<b><u>SCHOOLS:</u></b> Bannerman Belmont John D. Bracco Overlanders	<b><u>SCHOOLS:</u></b> Hospital School Campuses Micheal Phair Winterburn David Thomas King	<b><u>SCHOOLS:</u></b> Forest Heights Gold Bar Hardisty McNally	<b><u>SCHOOLS:</u></b> Allendale Avalon Belgravia Queen Alexandra

**Thursday, November 18, 2021**

**1:00 TO 3:30 PM**

WARD D	WARD F	WARD I
1:00 TO 3:30 PM	1:00 TO 3:30 PM	1:00 TO 3:30 PM
<b>TRUSTEE:</b> WARD D	<b>TRUSTEE:</b> WARD F	<b>TRUSTEE:</b> WARD I
<b><u>ASSISTANT SUPERINTENDENT(S):</u></b> Kent Pharis	<b><u>ASSISTANT SUPERINTENDENT(S):</u></b> Ron MacNeil	<b><u>ASSISTANT SUPERINTENDENT(S):</u></b> Liz Yule
<b><u>SCHOOLS:</u></b> Beacon Heights Eastglen Ivor Dent Highlands	<b><u>SCHOOLS:</u></b> Brookside Earl Buxton George H. Luck Riverbend	<b><u>SCHOOLS:</u></b> Bisset Crawford Plains Kate Chegwin Pollard Meadows

# School and Central Groups for Review of the 2020-2021 Results and 2021-2022 Plans

## Trustee Subcommittee Review

**Friday, November 19, 2021**

**9:00 TO 11:30 AM**

WARD A	WARD F	WARD G	WARD I
9:00 TO 11:30 AM	9:00 TO 11:30 AM	9:00 TO 11:30 AM	9:00 TO 11:30 AM
<b>TRUSTEE:</b> <b>WARD A</b>	<b>TRUSTEE:</b> <b>WARD F</b>	<b>TRUSTEE:</b> <b>WARD</b>	<b>TRUSTEE:</b> <b>WARD</b>
<b>ASSISTANT SUPERINTENDENT(S):</b> Ron MacNeil	<b>ASSISTANT SUPERINTENDENT(S):</b> Kent Pharis	<b>ASSISTANT SUPERINTENDENT(S):</b> Liz Yule	<b>ASSISTANT SUPERINTENDENT(S):</b> Leona Morrison
<b><u>SCHOOLS:</u></b> Athlone Hilwie Hamdon Institutional Services* Outreach Programs* *School is part of Ward A but reports to Leona Morrison's leadership group	<b><u>SCHOOLS:</u></b> Alberta School for the Deaf D.S. MacKenzie Duggan McKee	<b><u>SCHOOLS:</u></b> Millcreek Minchau Velma E. Baker Millwoods Christian* *School is part of Ward G but reports to Leona Morrison's leadership group	<b><u>SCHOOLS:</u></b> Dan Knott Kameyosek Shauna May Seneca Svend Hanson* *School is part of Ward G but reports to Liz Yule's leadership group

**Friday, November 19, 2021**

**1:00 TO 3:30 PM**

WARD G	WARD F	WARD I
1:00 TO 3:30 PM	1:00 TO 3:30 PM	1:00 TO 3:30 PM
<b>TRUSTEE:</b> <b>WARD G</b>	<b>TRUSTEE:</b> <b>WARD F</b>	<b>TRUSTEE:</b> <b>WARD I</b>
<b>ASSISTANT SUPERINTENDENT(S):</b> Ron MacNeil	<b>ASSISTANT SUPERINTENDENT(S):</b> Kent Pharis	<b>ASSISTANT SUPERINTENDENT(S):</b> Leona Morrison
<b><u>SCHOOLS:</u></b> A. Blair McPherson Julia Kiniski Ottewell Waverly	<b><u>SCHOOLS:</u></b> Richard Secord Sweet Grass Vernon Barford Westbrook	<b><u>SCHOOLS:</u></b> Ekota Meyonohk Weilos* *School is part of Ward I but reports to Liz Yule's leadership group

# School and Central Groups for Review of the 2020-2021 Results and 2021-2022 Plans

## Trustee Subcommittee Review

**Monday, November 22, 2021**

**9:00 TO 11:30 AM**

WARD H
9:00 TO 11:30 AM
<b><i>TRUSTEE:</i></b> <b>WARD A</b>
<b><i>ASSISTANT SUPERINTENDENT(S):</i></b> Kent Pharis
<b><i>SCHOOLS:</i></b> Dr. Lila Fahlman George P. Nicholson Johnny Bright Keehewin

CENTRAL RESULTS REVIEW
1:00 TO 3:30 PM
<b><i>TRUSTEES:</i></b>
<i>Darrel Robertson, Superintendent</i> <i>Kathy Muhlethaler, Assistant Superintendent, Operations and Learning Services</i>
<b><i>DECISION UNITS:</i></b> Communications Infrastructure Technology & Information Management

**School and Central Groups for Review of the 2020-2021 Results and 2021-2022 Plans**  
**Trustee Subcommittee Review**

**Tuesday, November 23, 2021**

**9:00 TO 11:30 AM**

CENTRAL RESULTS REVIEW
9:00 TO 11:30 AM
<b><i>TRUSTEES:</i></b>
<i>Darrel Robertson, Superintendent</i> <i>Todd Burnstad, Chief Financial Officer</i> <i>Grace Cooke, General Counsel</i> <i>Angela Anderson, Chief Human Resources Officer</i>
<b><u>DECISION UNITS:</u></b> Financial Services General Counsel - Division Support Services Human Resources

**Tuesday, November 23, 2021**

**1:00 TO 3:30 PM**

CENTRAL RESULTS REVIEW
1:00 TO 3:30 PM
<b><i>TRUSTEES:</i></b>
<i>Darrel Robertson, Superintendent</i> <i>Kathy Muhlethaler, Assistant Superintendent, Operations and Learning Services</i>  <i>Assistant Superintendents:</i> <i>Kent Pharis</i> <i>Leona Morrison</i> <i>Liz Yule</i> <i>Ron MacNeil</i>
<b><u>DECISION UNITS:</u></b> Instructional Supports - Specialized Learning Supports (SLS) - Curriculum Learning Supports Strategic Division Supports



**DATE:** March 23, 2021

**TO:** Board of Trustees

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

**SUBJECT:** Revised 2021–22 School Year Calendar

**ORIGINATOR:** Kathy Muhlethaler, Assistant Superintendent

**RESOURCE**

**STAFF:** Vicki de Haan, Terry Korte, Bob Morter

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

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## ISSUE

An amendment to the 2021-22 School Year Calendar, which was approved at the May 26, 2020 Board meeting, is being requested to accommodate the municipal election, parent choice and to better balance semesters and quarters.

## BACKGROUND

The Division calendar for 2021-22 was approved in May of 2020. Since that time, the Division has implemented family choice for students to select learning online or in-person, and high schools have adjusted to scheduling in both a quarter and semester-based system. The proposed changes to the calendar will facilitate both the processes involved in transitioning students between online learning and in-person learning and provide greater balance between quarter three and quarter four for high school programming.

## RELATED FACTS

Proposed changes represented in the draft revised 2021-22 School Year Calendar include:

- October 21 and 22 - Move the PD days to October 18 and 19. This will result in the municipal election occurring on a non-instructional day, reducing contact between the school community and voting public as many schools are scheduled to be polling stations
- February 4, 2022 - Move the PD day to January 31, 2022
  - Allows for semester one and two transition
- February 22, 2022 - Move the PD day to April 19, 2022
  - Lengthens Easter weekend for families and provides better balance between quarter three and quarter four

## RECOMMENDATION

1. That the attached revised 2021-22 Division Calendar be approved.
2. That presentation and approval of the 2022-23 Division Calendar be delayed until the fall of 2021.

## OPTIONS

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

1. Approve the attached revised 2021-22 School Year Calendar.
2. Approve the attached revised 2021-22 School Year Calendar with modifications

3. Approve the attached calendar with or without modifications and approve the deferral of the 2022-23 Division calendar until fall 2021
4. Approve the attached calendar with or without modifications and reject the deferral of the 2022-23 Division calendar until fall 2021

**CONSIDERATIONS and ANALYSIS**

A request has been received from the City of Edmonton to adjust our professional development days from October 21 and 22 to October 18 and 19. This would result in no classes on the date of the municipal election. During the period of uncertainty that exists relative to the pandemic, it may be in the interest of both parties to not have students in class that day, reducing the risk of incidental contacts between the public and members of the school community.

Two additional changes are recommended in the calendar. The first is to shift a professional development day from February 4 to January 31. This will provide time for Division staff to potentially transition back to in-person learning.

The final change to the calendar is to move the February 22 professional development day to April 19. This will add an instructional day to quarter three and remove one from quarter four, providing better balance between the quarters.

While typically the Division calendar is approved approximately 16 months before the year in question, a delay of the 2022-23 calendar would be prudent. Conversations with Alberta Education suggest that the diploma exam schedules for 2022-23 may see greater revision than normal when updated in August. By delaying the approval of the Division calendar to the fall, it will be possible to incorporate the most up-to-date information in the calendar and avoid the need to once again bring forth revisions to a published calendar. Regardless of any changes to the Diploma exam schedule, timing of the winter recess and spring recess will not be impacted and they will begin on December 20, 2021 and March 28, 2022 respectively. The timing of these recesses is identified in GC.AR - The School Year Calendar.

**NEXT STEPS**

If Recommendation 1 is approved, the revised 2021-22 Division Calendar will be posted to the Division's website and the change will be shared with staff, students and families through all of the Division's communication channels. If Recommendation 2 is approved, information will be posted on the Division's website to inform the public on when to expect the calendar. Information will also be posted on the dates of the winter and spring recess.

**ATTACHMENTS and APPENDICES**

ATTACHMENT I      Draft Revised 2021-22 School Year Calendar

BM:cp

# 2021–22 Division Calendar – DRAFT (March 4, 2021)

epsb.ca

## AUGUST • 2021

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

## SEPTEMBER • 2021

S	M	T	W	T	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

## OCTOBER • 2021

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24	25	26	27	28	29	30
31						

## NOVEMBER • 2021

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21	22	23	24	25	26	27
28	29	30				

## DECEMBER • 2021

S	M	T	W	T	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## JANUARY • 2022

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23	24	25	26	27	28	29
30	31					

## FEBRUARY • 2022

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

## MARCH • 2022

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## APRIL • 2022

S	M	T	W	T	F	S
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24	25	26	27	28	29	30

## MAY • 2022

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## JUNE • 2022

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

## JULY • 2022

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

## APPROVED HOLIDAYS

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

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

## LEGEND

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



EDMONTON PUBLIC SCHOOLS

D21 March 4, 2021

**DATE:** March 23, 2021

**TO:** Board of Trustees

**FROM:** Trustee Michael Janz

**SUBJECT:** Motion re: Establishment of an Independent Auditor

**REFERENCE:** [Trustees' Handbook – Section 5.2.2 – Notices of Motion](#)  
[CO.BP Fiscal Oversight and Accountability](#)

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**ISSUE**

Notice of motion was served at the March 9, 2021, Board meeting.

**BACKGROUND**

Good policy and governance transcend any individual elected official or administrator, but instead look to independent, transparent, and verifiable processes. Currently, there is a lack of an independent reporting mechanism to the Board of Trustees, aside from the annual audit, which is minimal in scope.

While I acknowledge that the Board of Trustees receives numerous reports and information from a variety of sources, very little of it is from an independent third party.

While we are fortunate to have the best Superintendent (who we have just renewed for another multi-year contract) and senior leadership team in Canada, we are facing unprecedented potential turnover in existing Trustees not seeking re-election. In the absence of institutional memory, independent reporting can serve as another “check and balance” to the community in our reporting and decision making.

In my experience as a Trustee, we are at a great point in our governance. However, we must be mindful of enhancements and look for sources of continuous improvement. The independence of a Division auditor could be of great utility, not only to the Trustees, but to the administration, especially when we are facing difficult choices. The ability to have independent, third party commentary, coordinated by an independent auditor could have been very helpful in the past. I can think of numerous previous and future examples where this could be an asset, including school closures, program placements, elimination, review of procurement processes, etc. Even if the consultant is a third party, the fact that it was selected by either the administration or the Board of Trustees has led to accusations of bias or interference in the experience.

Edmonton Public Schools embraces accountability as one of our cornerstone values. We have some of the most robust and transparent governance systems in Alberta, or Canada. We were the first to livestream our Board meetings (2010), and the first to appoint external members to our audit committee.

We already recognize the value in external review. We already pay an external auditor each year to review our audited financial statements at year end. While we have an internal auditor, they are directed internally to finance on specific functions, and they are a function of administration that reports to administration.

Enhanced public assurance and transparency are essential, especially in the tough economic times ahead for public education. The Edmonton Public School Board budget is over \$1.2 billion dollars, operates hundreds of buildings, programs, and has large contracts for technology, transportation, and major projects.

What is missing is the independent reporting structure from the administration to the Board of Trustees. Other orders of government have been able to establish external reviews and processes that function to provide review and accountability in a collaborative way to help remove and minimize the politics of these decisions.

The City of Edmonton has had an independent auditor since 1977. The City Auditor is appointed by City Council to provide internal audit services. The delegated powers, duties, and functions of this position are established under the [City Auditor Bylaw](#). In providing services to the corporation, the Office of the City Auditor performs the key roles of guardian and agent of change. There are a number of important initiatives that the auditor has performed to enhance compliance to policy. According to the city auditor in the 2019 Office of the City Auditor's Annual Report (attached as Appendix 1):

*"Since 2015, the office of the city auditor has issued 51 reports and made 161 recommendations for change. According to the auditor, this has led to strengthened controls, improved efficiency, and reduced waste. Recommendations also help the administration achieve better outcomes and value for public funding. These have included projects, hotline activity and investigations, recommendations, governance, human resources, and much more."*

#### **It is time to establish an independent Division auditor.**

Similar to the city auditor, the establishment of a Division auditor could review areas brought by Trustees or administration to review. This office would provide a different perspective, meeting independently and directly with the Board, funded by the Board, and making recommendations to the Board, administration, and the public at large, or other orders of government. An independent body could also assist with challenging change management decisions for a school Division, providing objective third-party feedback.

Assuming we agree with the need for independent audit, and recognize the value in objective review, the next step would be receiving a recommendation through administration, preferably from a governance consultant to make a recommendation to the Board of Trustees. In the short term, that individual could review with the Board and incorporate feedback from administration, staff, families, or other stakeholders an external audit plan. They could then subcontract as needed for reports required from the Board. Potentially, in the longer-term, such a body could also serve regional school boards such as the Toronto model to help enhance transparency and objectivity on an as needed basis.

#### **RELATED FACTS**

The role of the Division auditor could be modelled on the provincial auditor general (reporting to the Legislature), the Edmonton Municipal Auditor (reporting to City Council), or other independent governance bodies (The Toronto District School Board Regional Internal Audit Team) and build upon the steps already outlined in the Division's Board policy *CO.BP Fiscal Oversight and Accountability*. Options could range from one individual as a coordinator to the creation of an office for the region.

**RECOMMENDATION**

That, in order to provide greater transparency and objectivity for the Edmonton Public School Division, Administration bring forward a report on costing and considerations of establishing an independent Division auditor, who would report directly to the Board of Trustees.

**OPTIONS**

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

**NEXT STEPS**

Next steps could include the Board Chair requesting an independent report to identify potential paths forward.

MJ:km

**DATE:** March 23, 2021

**TO:** Board of Trustees

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

**SUBJECT:** Strategic Plan Update: Literacy and Numeracy

**ORIGINATOR:** Nancy Petersen, Managing Director, Strategic Division Supports

**RESOURCE**

**STAFF:** Marnie Beaudoin, Cathy Campbell, Patti Christensen, Husna Foda, Rachel Foley, Amanda Forster, Kim Gerke, Amanda Lau, Ron MacNeil, Leona Morrison, Bob Morter, Ann Parker, Kent Pharis, Elisha Pinter, Suzanne Prefontaine, Rita Sarrate, Soleil Surette, Tammy Thero-Soto, Marian Thompson, Joy Wicks, Jane Williams, Mark Wesner, Greg Wondga, Liz Yule

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**ISSUE**

The purpose of this Strategic Plan Update Report is to provide the Board of Trustees with an overview of the Division's comprehensive approach in support of literacy and numeracy. This approach is framed within a Plan-Act-Observe cycle, which is used in this report to discuss the Division's intentional efforts to support literacy and numeracy learning:

- Plan: Initiatives and professional learning (PL) in support of literacy and numeracy.
- Act: Division strategies, resources, and interventions targeted to literacy and numeracy.
- Observe: Five-year analysis of the Provincial and Division assessments.

**BACKGROUND**

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

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

**CURRENT SITUATION**

This Strategic Plan Update report highlights the importance of the Division's comprehensive approach to high quality teaching and learning in support of literacy and numeracy and the intentionality in its efforts to fulfill Priority 1, Goal 2 of the Strategic Plan, which states "more students [will] demonstrate growth and achieve learning outcomes, with a specific focus on literacy and numeracy".

**KEY POINTS**

This Strategic Plan Update Report provides the Board of Trustees with an overview of the Division's comprehensive approach in support of literacy and numeracy.

**ATTACHMENTS and APPENDICES**

ATTACHMENT I Strategic Plan Update: Literacy and Numeracy

NP:mh

# Strategic Plan Update:

## Literacy and Numeracy

March 23, 2021

[epsb.ca](http://epsb.ca)



## INTRODUCTION

Literacy is defined by Alberta Education as the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living, while numeracy is defined as the ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living. Both are foundational to successful living, learning and participation in today's society (Alberta Education, n.d.). Achievement in literacy and numeracy are key determinants of educational outcomes. Higher levels of achievement in Kindergarten to Grade 12 education are associated with greater school engagement, high school completion and more successful transitions to post-secondary education or the world of work (Rothman and McMillian, 2003). Furthermore, an OECD Report (2013) found that proficiency in literacy and numeracy are positively associated with an individual's economic and social well-being throughout life. Higher levels of proficiency are associated with higher employment and earnings, better health outcomes and higher civic engagement (OECD, 2013). Additional information about the importance of literacy and numeracy can be found in the February 11, 2020, [Strategic Plan Update: Literacy](#) and March 10, 2020, [Strategic Plan Update: Numeracy](#) respectively.

The Division recognizes the importance of literacy and numeracy and is intentional in its efforts to fulfill Priority 1, Goal 2 of the Strategic Plan, which states "more students [will] demonstrate growth and achieve learning outcomes, with a specific focus on literacy and numeracy". The purpose of this Strategic Plan Update Report is to provide the Board of Trustees with an overview of the Division's comprehensive approach used to support literacy and numeracy and the results of a multi-year look at key performance indicators related to literacy and numeracy.

## EDMONTON PUBLIC SCHOOL'S COMPREHENSIVE APPROACH

Student success and growth is a collective responsibility; this shared responsibility serves as the foundation to the Division's approach to support student literacy and numeracy. The Division's comprehensive approach is easily framed within a Plan-Act-Observe cycle. This cycle will be used as the framework to describe the Division's efforts in support of literacy and numeracy learning for this report. The following topics will be discussed at the different stages of the cycle:

- Plan: Initiatives and professional learning (PL) in support of literacy and numeracy.
- Act: Division strategies, resources and interventions targeted to literacy and numeracy.
- Observe: Five-year analysis of the Provincial and Division assessments.

### Plan

Over the past several years there have been several Division-wide initiatives developed intentionally to support capacity in the areas of literacy and numeracy teaching and learning. Two initiatives that will be highlighted in this report are the Division-wide Focus on Reading (DFR) and the Math Teacher Collaboration Committee (TCC).

The DFR was initiated in the 2015-2016 school year with the intention to further develop and implement practical and effective resources and instructional practices in the area of reading. Since its inception, principals, teachers and staff from central have worked collaboratively in support of a body of practice that reflects a valuing of teacher expertise and professional judgement, includes a strong element of individual and collective accountability and supports the building of teaching capacity for determining students' reading levels and supporting improved student reading through programming and intervention. As part of the DFR there are materials that help assess reading outcomes, inform planning and support working with students and families. The DFR has resources to support literacy learning for Kindergarten to Grade 12.

The Math TCC was hosted by the Superintendent in February 2018 to provide grassroots direction to inform the work of improving mathematical achievement Division-wide. Following the TCC, a committee comprised of 32 teachers and eight principals from across catchments and grade levels, as well as four Division teacher consultants was formed. Using teacher voice and recommendations from the Math TCC as a starting point, this committee helped to identify or create the following resources to support the teaching of mathematics across classrooms.

- **First Steps in Mathematics: an approach to teaching mathematics developed by Pearson Education:** a developmental framework that describes phases of thinking that students progress through as they learn key mathematical concepts. It supports teachers in monitoring and assessing students' mathematics learning and provides links to developmentally appropriate learning activities. The work of the Math TCC supported teachers in exploring this resource and to date in the 2020-2021 school year over 500 school staff have attended First Steps in Mathematics PL.
- **Leaps and Bounds: through Nelson Publishing:** an intervention resource that includes diagnostic assessments and differentiated instruction activities to address gaps in student understanding.
- **A Part A Question Bank** (reflecting the no calculator part of the Grades 6 and 9 Math PATs) for Grades 4-9, that aligns with curriculum and is a tool that teachers can use in identifying where students may need additional practice or instruction in relation to learning basic facts and computational skills.
- **A Numeracy Pyramid of Intervention** modeled after the Literacy Pyramid of Intervention resource. The numeracy pyramid is still under development and reflects the collaborative efforts of staff from Curriculum and Learning Supports and Specialized Learning Supports. This resource addresses numeracy learning across all three tiers of the pyramid.

A critical component in supporting student literacy and numeracy learning is the ongoing development of staff capacity. Capacity building occurs at multiple levels in the Division (i.e. school, catchment and Division) and in various formats (e.g. coaching, consultation, professional learning and modeling). Regardless of its format, efforts to build staff capacity are responsive to the professional growth of staff and the learning needs of students. The following is an extensive list of professional learning supported by the Division related to literacy and numeracy:

*Table 1. Examples Division Supported Literacy and Numeracy Professional Learning*

Literacy	<ul style="list-style-type: none"> <li>● Literacy Foundations for Kindergarten - Grade 12</li> <li>● Building on Foundations for Reading and Writing</li> <li>● Reading and Writing Workshop</li> <li>● Supporting English Language Learners</li> <li>● Literacy Instruction for Students with Special Needs</li> <li>● Emergent Literacy for Students with Significant Disabilities and Complex Communication Needs</li> <li>● Strategies for Readers Needing Support in Junior High and High Schools</li> <li>● Emergent Literacy for the Early Years</li> <li>● Phonological Awareness for Emergent and Early Readers</li> <li>● Reading Across Content Areas</li> <li>● Using Workshop Methods in the Content Areas</li> <li>● Administering and Interpreting Fountas and Pinnell Benchmark Assessment System</li> <li>● Deepening Literacy Development Through Inquiry and Project Based Learning</li> <li>● Supporting Below Grade Level Readers And Writers In The Classroom (Lucy Calkins)</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>● First Steps in Math Series</li> <li>● A Guided Approach to Math</li> <li>● Building on a Guided Approach to Math</li> <li>● Foundations of Mathematics</li> <li>● Math in Makerspaces? Yes!</li> <li>● Mathematics and the Literacy Progressions</li> <li>● Power of Ten</li> <li>● The Power of Problem Solving</li> <li>● Writing in the Math Classroom</li> <li>● Collaboratively Creating Rich Math Tasks</li> <li>● Foundation for Secondary Mathematics</li> <li>● Preparing for Success for the Grade 9 PAT</li> </ul>

## Act

Across the Division teachers identify high quality teaching and programming to support their students' literacy and numeracy learning. To ensure strategies and supports are responsive to the unique learning needs of every student,

programming is informed through the lens of a Pyramid of Intervention. The Pyramid of Intervention represents three tiers in support of student learning:

- **Tier 1-Universal Strategies:** a range of universal instructional strategies and classroom supports that help all students advance in their development.
- **Tier 2-Targeted Strategies:** intentional, targeted supports provided by the classroom teacher that are more specific to small groups or individual learners.
- **Tier 3-Specialized Strategies:** individual supports such as specialized assessments and strategies tailored to the unique learning needs of an individual student.

Teachers have a range of approaches and strategies that they draw upon when working with their students. The following are examples of some of the many ways teachers support literacy and numeracy learning. These examples fall across all three tiers of the Pyramid of Intervention.

	Literacy	Numeracy
Approaches and Strategies	<ul style="list-style-type: none"> <li>● Heggerty Phonological and Phonemic Awareness Program</li> <li>● Jolly Phonics (phonics and phonological awareness)</li> <li>● Flyleaf decodable texts</li> <li>● Empower Reading</li> <li>● Guided Reading</li> <li>● Right to Read</li> <li>● Reading Assistant</li> <li>● Fast ForWord</li> <li>● Structured Literacy</li> <li>● Orton Gillingham</li> </ul>	<ul style="list-style-type: none"> <li>● Math Talks</li> <li>● Jump Math</li> <li>● Guided Math</li> <li>● First Steps in Mathematics</li> <li>● Focused attention to vocabulary (math)</li> <li>● Mathology</li> <li>● Math manipulatives</li> <li>● Math centres</li> </ul>

Using data, a diagnostic approach is used in schools to determine where students are at in their skill development. From there instructional and programming strategies and approaches are determined to best meet the learning needs of students. This differentiation of instruction can be very targeted, reflecting the learning needs of the whole class, a group of students or responsive to the needs of individual students.

Additionally, teachers have access to hundreds of Division-created literacy and numeracy resources that cover a range of purposes, grade levels and languages. This year’s work has included the development of K-9 Teacher Support Packs for English Language Arts, Social Studies, Science and Math. The development of the Teacher Support Packs has been informed by research-based resources such as First Steps in Mathematics; a resource that was foundational to identifying and sequencing mathematical concepts in a straightforward manner. These resources have been widely used by Division teachers, with tracking data indicating that the resources have been accessed 566,726 times to date this school year.

Along with high quality teaching and learning strategies, approaches and resources, interventions may be offered to students identified as performing below grade level. Teachers can select from many different intervention and diagnostic tools in reading and mathematics to best suit their context and responsiveness to the needs of their students. Interventions help support students who are below grade level to sustain more growth over the period of the intervention than they would through regular classroom instruction. They can serve as a powerful tool to support student growth and success. The following are examples of the range of interventions based on evidence-informed research being used across Division schools:

Table 2. Reading and Math Interventions

Literacy	<b>Reading Recovery</b> is a short-term, preventative early literacy intervention of one-to-one tutoring for the lowest achieving Grade 1 students to get reading and writing underway. It is designed to prevent ongoing literacy challenges and close the student achievement gap.
	<b>Levelled Literacy Intervention (LLI)</b> is a small-group pull out literacy intervention program for below-grade readers in Grades 1-9.
	<b>Middle Years Literacy Intervention (MYLI)</b> is a pull out small-group literacy intervention program designed to assist students in Grades 3-9 who are at-risk in their literacy learning.
	<b>Adapted Literacy Intervention (ALI)</b> is a small group intervention in French Immersion and bilingual programs designed to support the lowest achieving students in Grades 1-9 in the target language.
	<b>Differentiated Literacy Programming</b> is available in Grades 10 to 12 through Locally Developed Courses such as Reading 15, 25 and Academic Achievement Through English Language Development 15, 25, 35.
	<b>High School Literacy Intervention (HSLI)</b> is a high school literacy intervention approach currently being explored; HSLI is modeled after other Division literacy interventions and is supported through the work of Curriculum and Learning Supports as high school teachers implement this developing approach with students.
	<b>Referral and Support from Specialized Learning Supports:</b> when schools have tried a range of tier one and/or tier two strategies and interventions and a student is not progressing as expected in their literacy or numeracy growth, schools are able to access the expertise and support of Division reading specialists and psychologists who will do a review of the student's learning and determine what additional specialized assessment may be needed. This work will result in further programming recommendations for the students. The work of SLS generally falls into tier two and three of the Pyramid of Intervention.
Numeracy	<b>Leaps and Bounds (Nelson)</b> is an intervention resource that includes diagnostic assessments and differentiated instructional resources to address gaps in student learning.

With respect to the importance and impact of these interventions, the following charts provide a multi-year summary of student growth as a result of Reading Recovery, LLI and MYLI. This data represents Division schools that participate in a centrally supported cohort group intended to build capacity and monitor the effectiveness of these interventions. The Division has built teacher capacity around both LLI and MYLI and there would be other schools implementing LLI and MYLI interventions as a tier two or tier three response to student reading growth that are not reflected in this data.

Table 3. Reading Recovery

	2018-19	2017-18	2016-17	2015-16
Number of students	43	35	42	42
Average reading growth (months)	7.8	7.3	7.6	8.2
Average number of lessons	74	69	71	68
Extrapolated reading growth in five months of interventions (months)	6.9	7.6	7.4	8.9
Extrapolated reading growth in four months of interventions (months)	5.5	6	5.9	7.1

Table 4. Levelled Literacy Intervention

	2018-19	2017-18	2016-17	2015-16	2014-15
Number of students	1,067	935	722	561	511
Average reading growth (months)	7.7	6.7	7	6.4	6.7
Average number of lessons	44	41	43	48	49
Extrapolated reading growth in four months of interventions (months)	8	7	7.2	6.8	6.7

Table 5. Middle Years Literacy Intervention

	2018-19	2017-18	2016-17	2015-16	2014-15
Number of students	114	101	61	98	110
Average reading growth (months)	13	8	9	11	13
Average number of lessons	46	38	63	48	47
Extrapolated reading growth in four months of intervention (months)	11	9.8	7	10.8	12.2

## Observe

The Division uses assessments to guide instruction, improve learning, meet students' individual educational needs, as well as to measure and report on student achievement and growth. With the disruption of assessment for the 2019-2020 school year due to the pandemic, the Division approached analyzing literacy and numeracy achievement through the lens of a historical, multi-year look at our literacy and numeracy data.

A preliminary look at this data showed an emerging pattern of decline across some of the data sets. This led to a more comprehensive dive into literacy and numeracy achievement to better understand how students were doing and identify which students were thriving and which students were at-risk. This deeper look included triangulating

achievement data with the Division’s High Social Vulnerability data linked to school enrolment. The following set of charts and analysis is a high level summary of findings from this work.

The Division uses both provincial assessments (i.e., Provincial Achievement Tests and Diplomas) and local assessments (i.e., Highest Level of Achievement Test, Benchmark Assessment System and Math Intervention/Programming Instrument) to support and monitor literacy and numeracy teaching and learning. The following table provides a descriptor of each of these three local assessment tools.

Table 6. Local Assessments

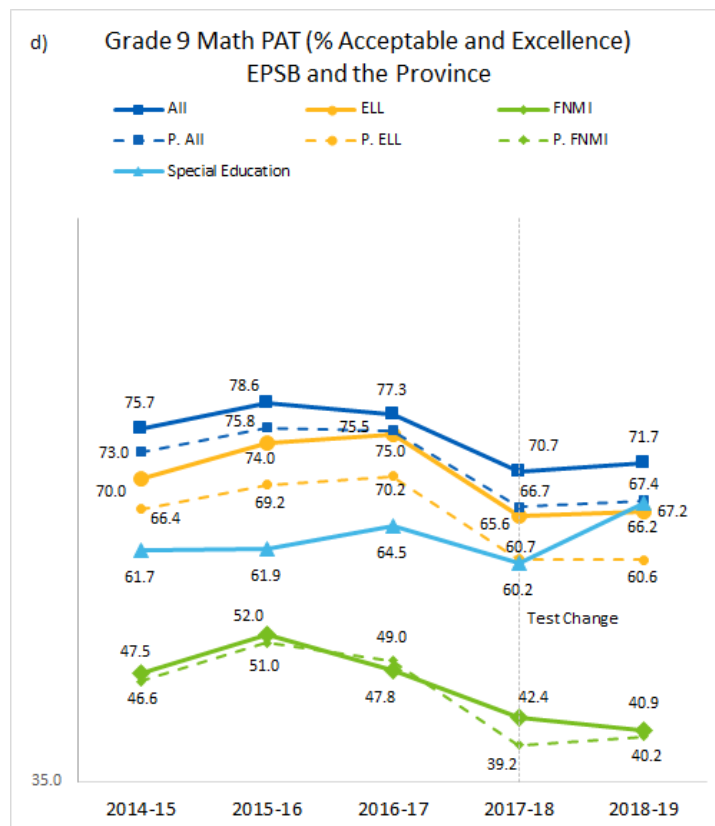
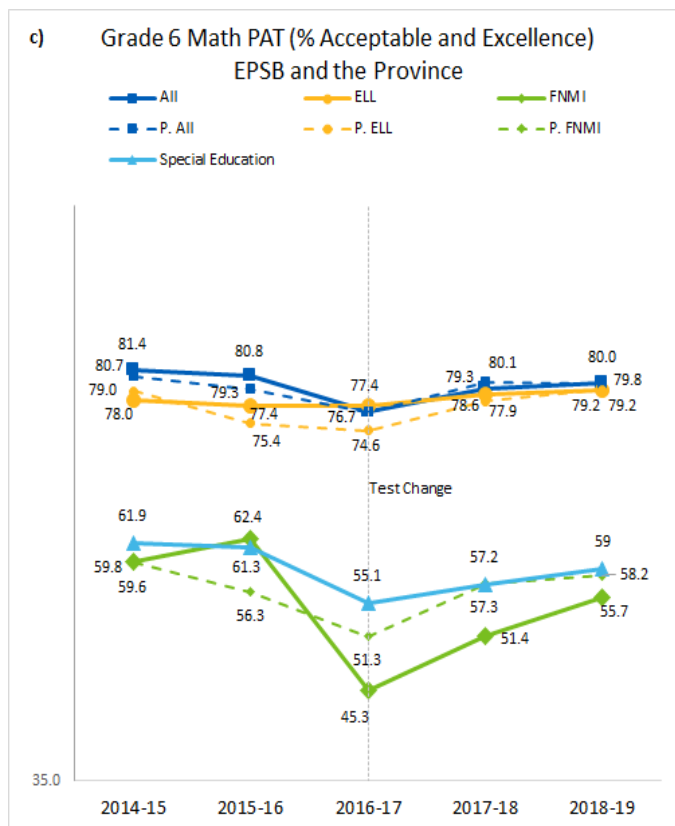
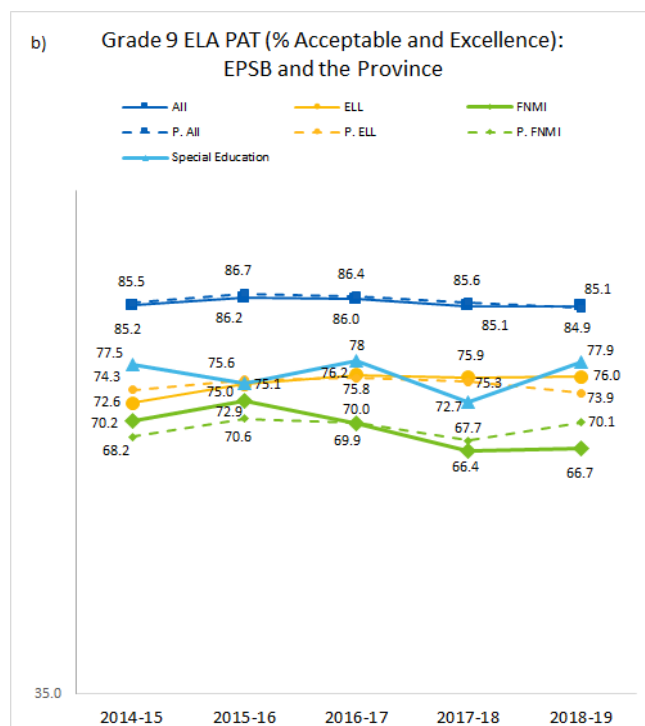
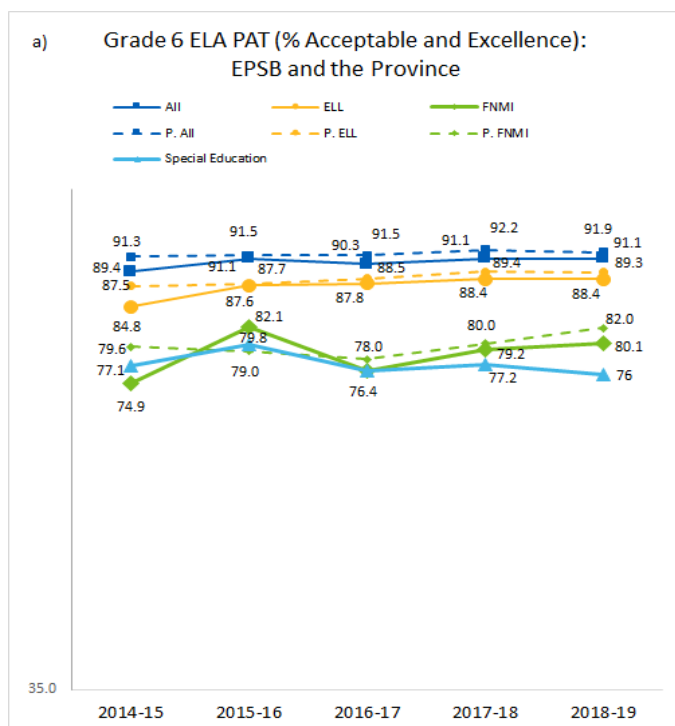
Literacy	<p><b>Highest Level Achievement Test (HLAT):</b> an annually administered Division assessment used to measure a student’s progress in Grades 1 to 9 against the Alberta English Language Arts program of studies in the area of writing.</p> <p><b>Benchmark Assessment System (BAS):</b> a tool created by Fountas and Pinnell. The Division uses the BAS to assess Grades 1 to 3 students learning in-person and reading below grade level. BAS results are used to inform programming and interventions for individual students and comparison of the fall and spring BAS administration is used to monitor student growth in literacy. In 2020-2021, the use of BAS has been expanded to include Grades 4 to 6 students learning in-person and reading below grade level.</p>
Numeracy	<p><b>Math Intervention/Programming Instrument (MIPI):</b> a Division assessment tool used to assist with planning for and implementing interventions to support individual students from Grades 2-10. The tool has been designed to reflect selected learning outcomes from the previous grade based on the Alberta Program of Studies.</p>

A five-year analysis of both provincial and Division-level literacy and numeracy assessments are provided below. The analyses includes the following ways of looking at specific cohorts of Division students, with cohorts being compared to their provincial counterpart where there is provincial data available:

- All Division students (blue square).
- Students with special education coding<sup>1</sup> (turquoise triangle).
- Self-Identified First Nation, Métis and Inuit students (FNMI) (green diamond).
- English Language Learners (ELL) (yellow circle).
- Provincial comparison is the dashed line of the same colour.

<sup>1</sup> This includes students coded as Gifted and Talented (Code 80)

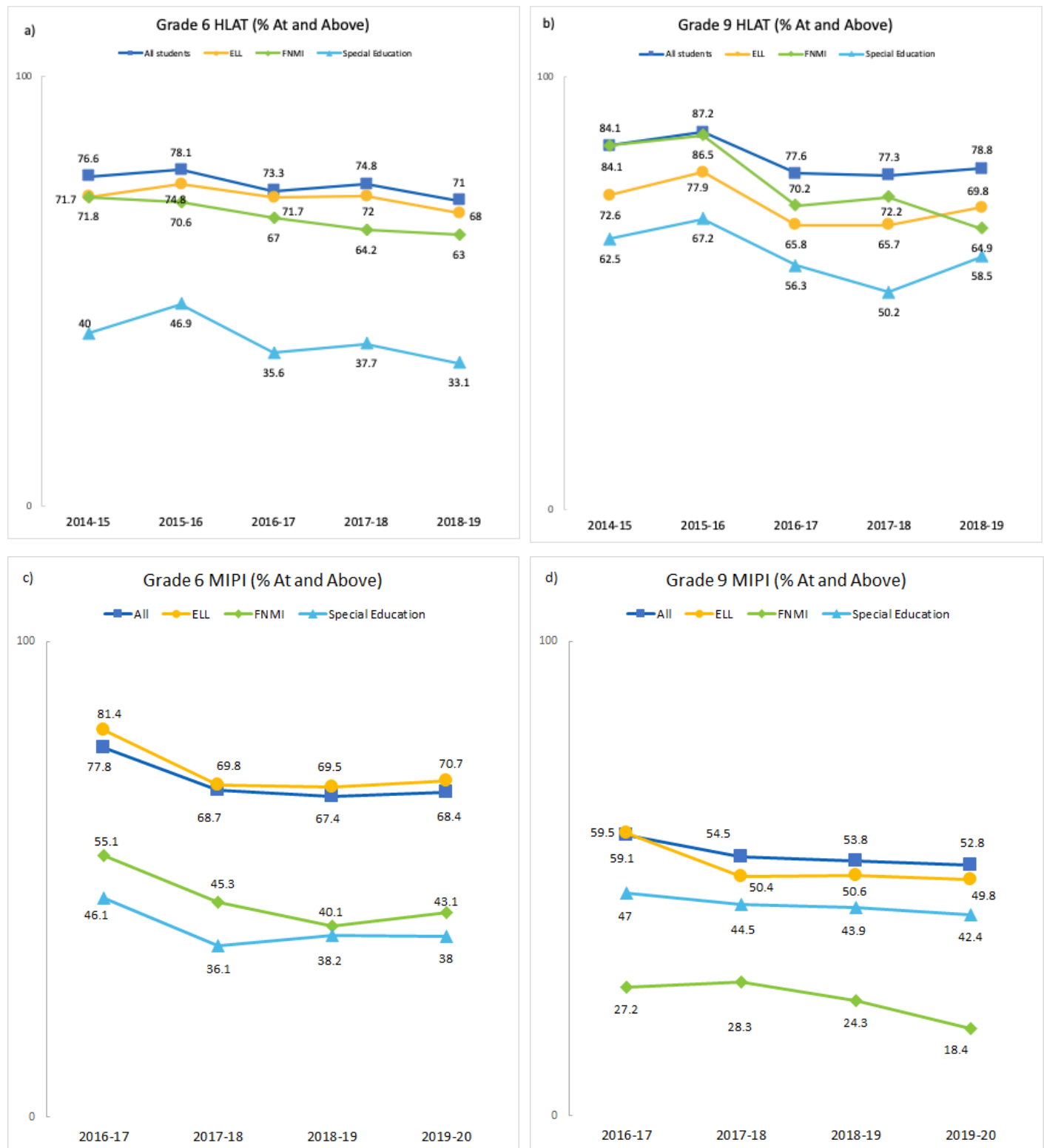
Graphs 1a-d. Grades 6 and 9 English Language Arts (ELA) Math PATs vs Provincial Achievement<sup>2</sup>



<sup>2</sup> In 2016-2017 and 2017-2018, Alberta Education added Part A component to the Grades 6 and 9 Math PAT respectively. This addition is indicated in the graphs as "Test Change." No provincial comparator is available for students with special education coding.



Graph 2a-d. Grades 6 and 9 HLAT and MIPI





Graph 3a-d. English Language Arts (ELA) and Math 30-1 and 30-2 Diplomas



This initial look at Division data showed some areas of decline over the five-year period and though the achievement of the Division tends to parallel that of the province, this trending towards decline was concerning. Administration took the analysis of the data one step further and looked at student achievement within the context of high social vulnerability.

There is a significant body of research demonstrating that socioeconomic status is a major predictor in educational achievement (Dietrichson, Bøg, Filges, and Jørgensen, 2017). Thus, to gain a better understanding of Division results, a more in-depth analysis was completed using the lens of high social vulnerability, a measure related to the socioeconomic status of schools based on the demographic profile of their student enrolment.

One way the Division defines and examines high social vulnerability is through the Social Vulnerability Index (SVI). The SVI is a research and evidence-based measure that takes into account three factors that research has demonstrated have a direct impact on school success:

- Student mobility (Division data).
- Median family income (Census data).
- Lone parent family status (Census data).

To inform a better understanding of the impact of high social vulnerability within the Division, these three factors are applied to the demographic profile of Division students. Based on this information, all Division schools are then ranked, resulting in a listing of Division schools from the most to least socially vulnerable; this list is calculated on an annual basis. The information from the list is used to determine the allocation of provincial funding targeted to address high social vulnerability; annually this funding is provided to the Division's 60 most socially vulnerable schools. Additionally, information from the list is used to help inform decisions around other community supports and partnerships intended to support students who are at-risk.

The following analyses use the SVI rankings from the 2018-2019 school year. To frame the analysis, the Division schools were divided up into four school groupings:

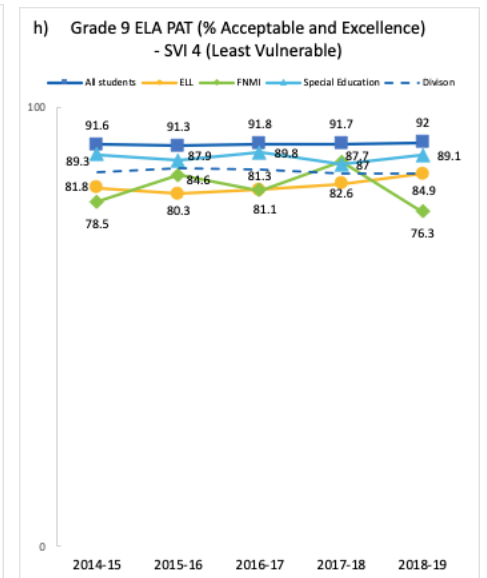
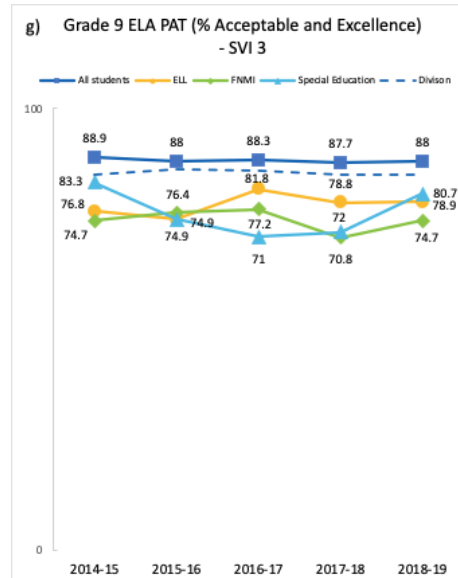
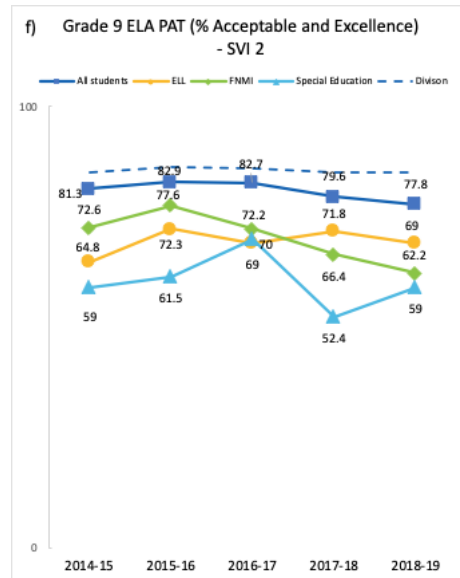
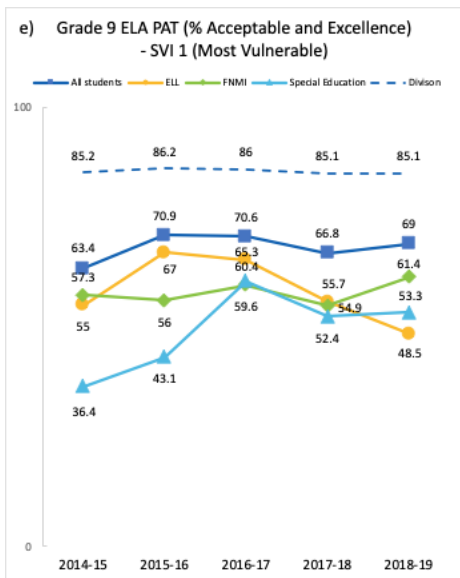
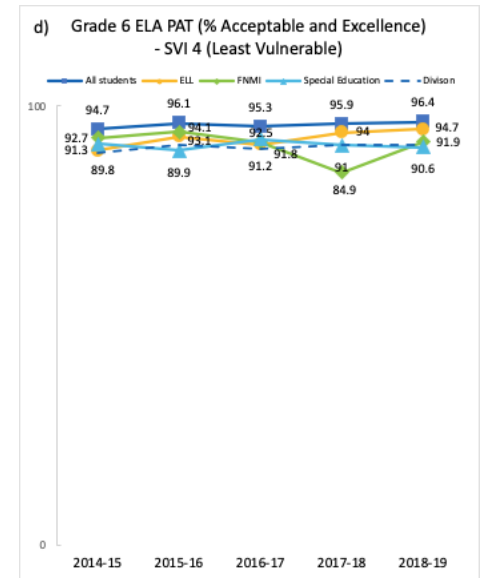
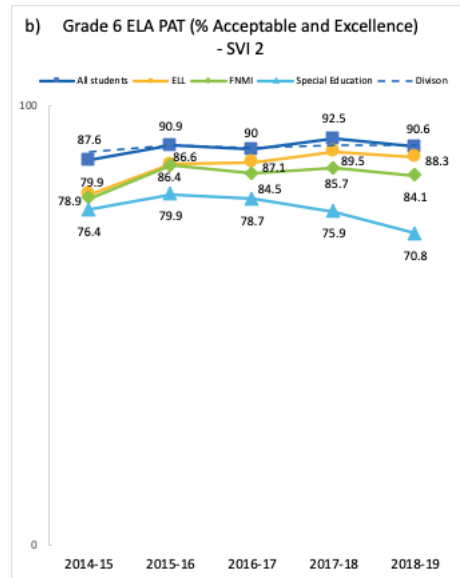
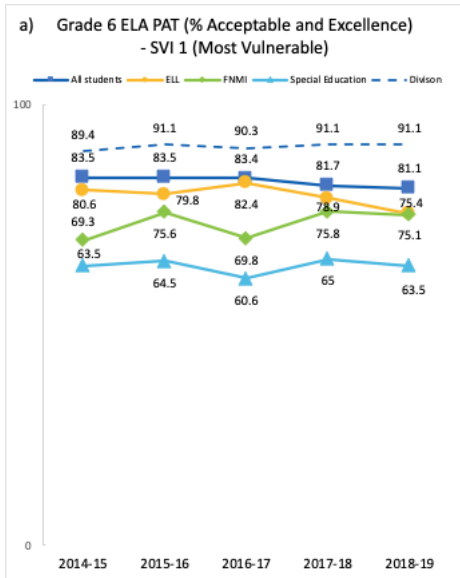
- SVI 1 includes the top 60 schools on the 2018-2019 High Social Vulnerability List (i.e. the most vulnerable).
- SVI 2 makes up one third of the remaining Division schools based on the 2018-2019 list.
- SVI 3 makes up the next third of remaining Division schools based on the 2018-2019 list.
- SVI 4 makes up the final third of remaining Division schools based on the 2018-2019 list (this final group represents the Division's least socially vulnerable students).

Similar to the analyses above, the academic achievement results for the SVI groups of schools were charted over a five-year period; and as for above, these results were again broken out by the following cohorts of students:

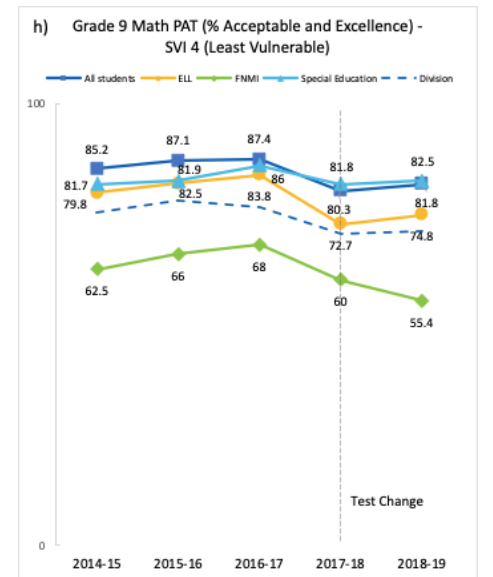
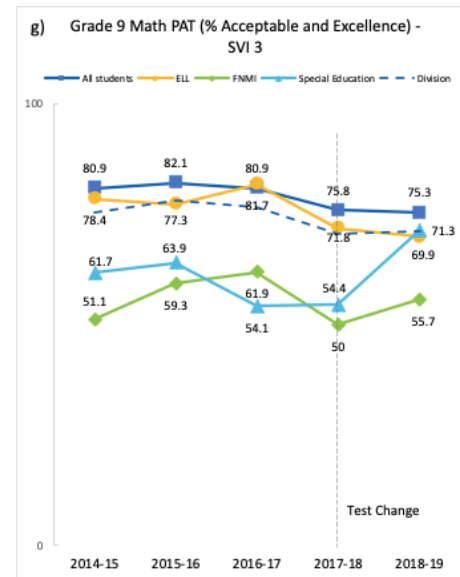
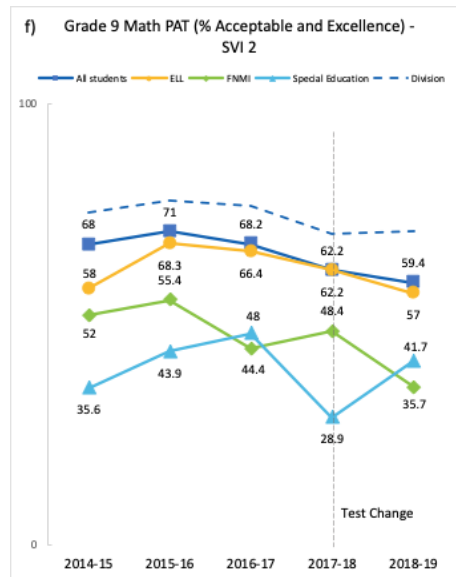
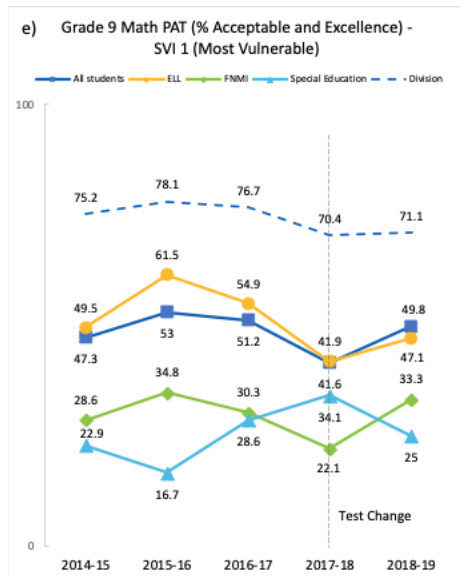
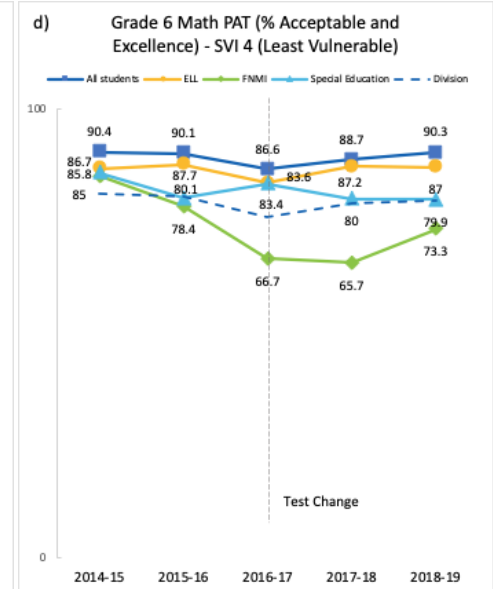
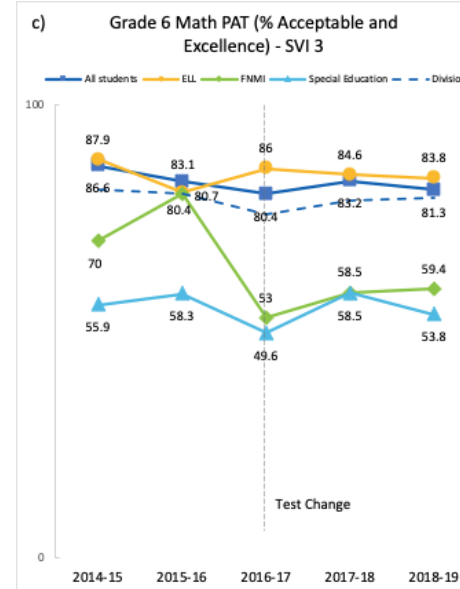
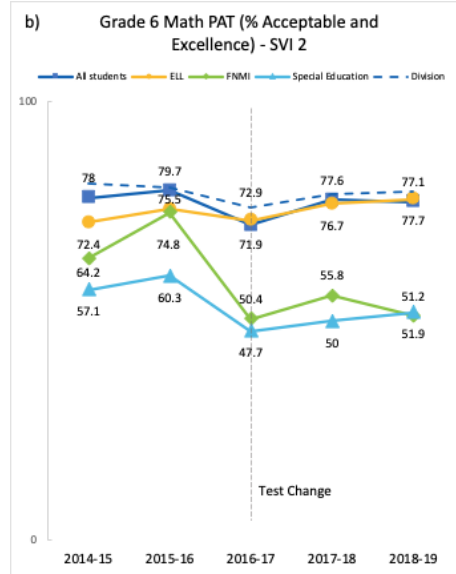
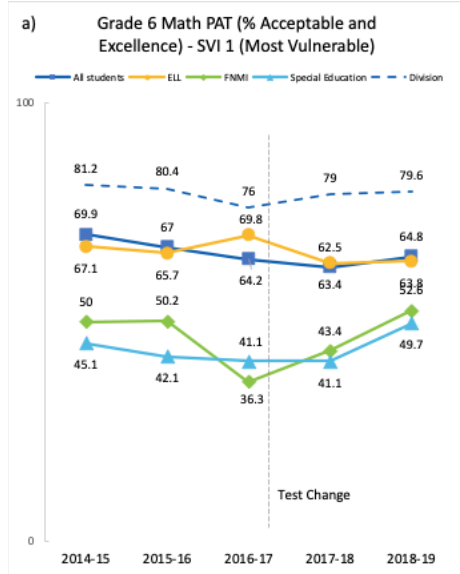
- All students in the SVI grouping (blue square).
- Students with special education coding (turquoise triangle).
- Self-Identified First Nation, Métis and Inuit students (FNMI) (green diamond).
- English Language Learners (ELL) (yellow circle).

To provide further context to these results, the achievement of all Division students irrespective of their SVI is also included (dashed blue line).

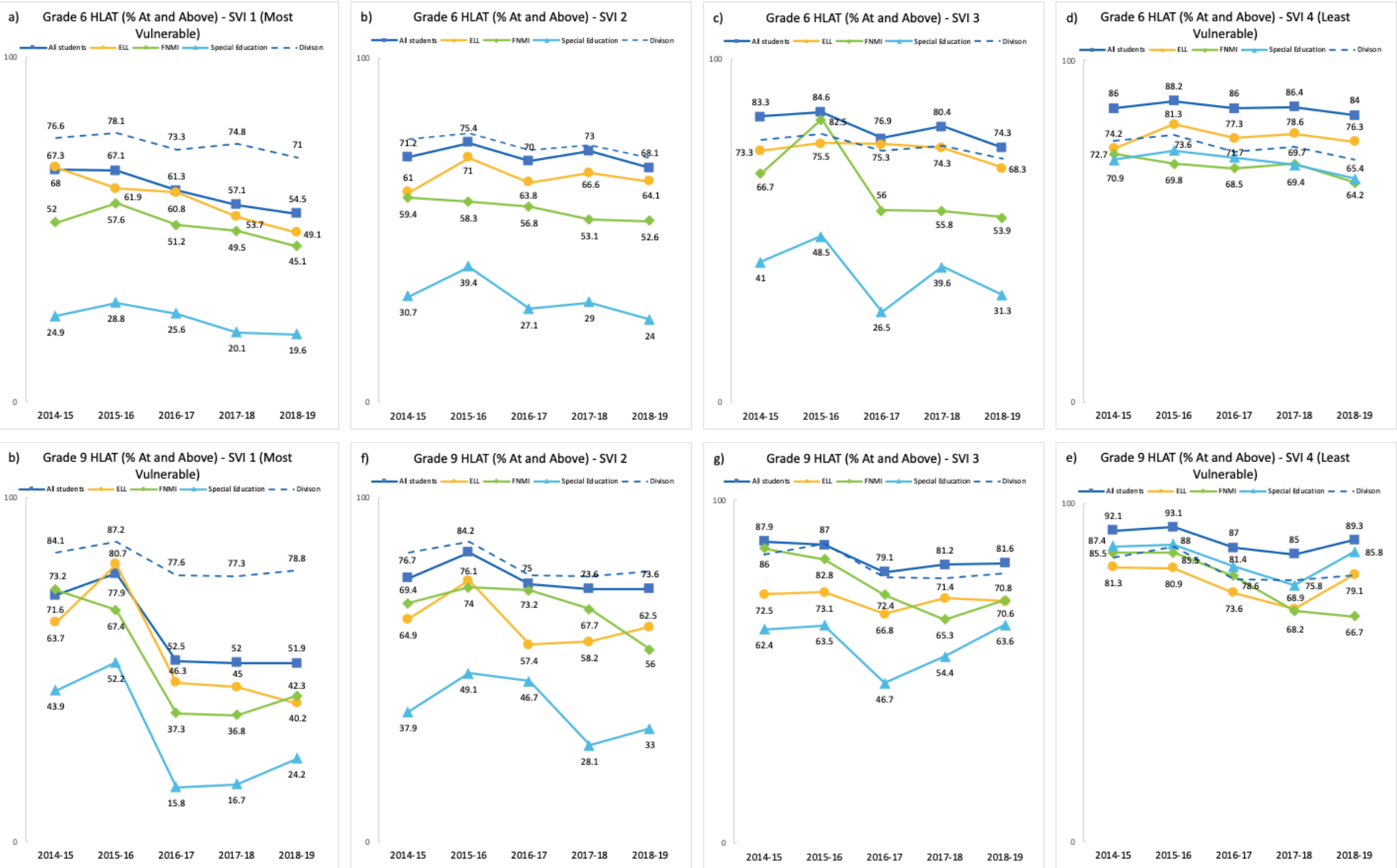
Graphs 4a-h. Grades 6 and 9 English Language Arts (ELA) PAT by SVI



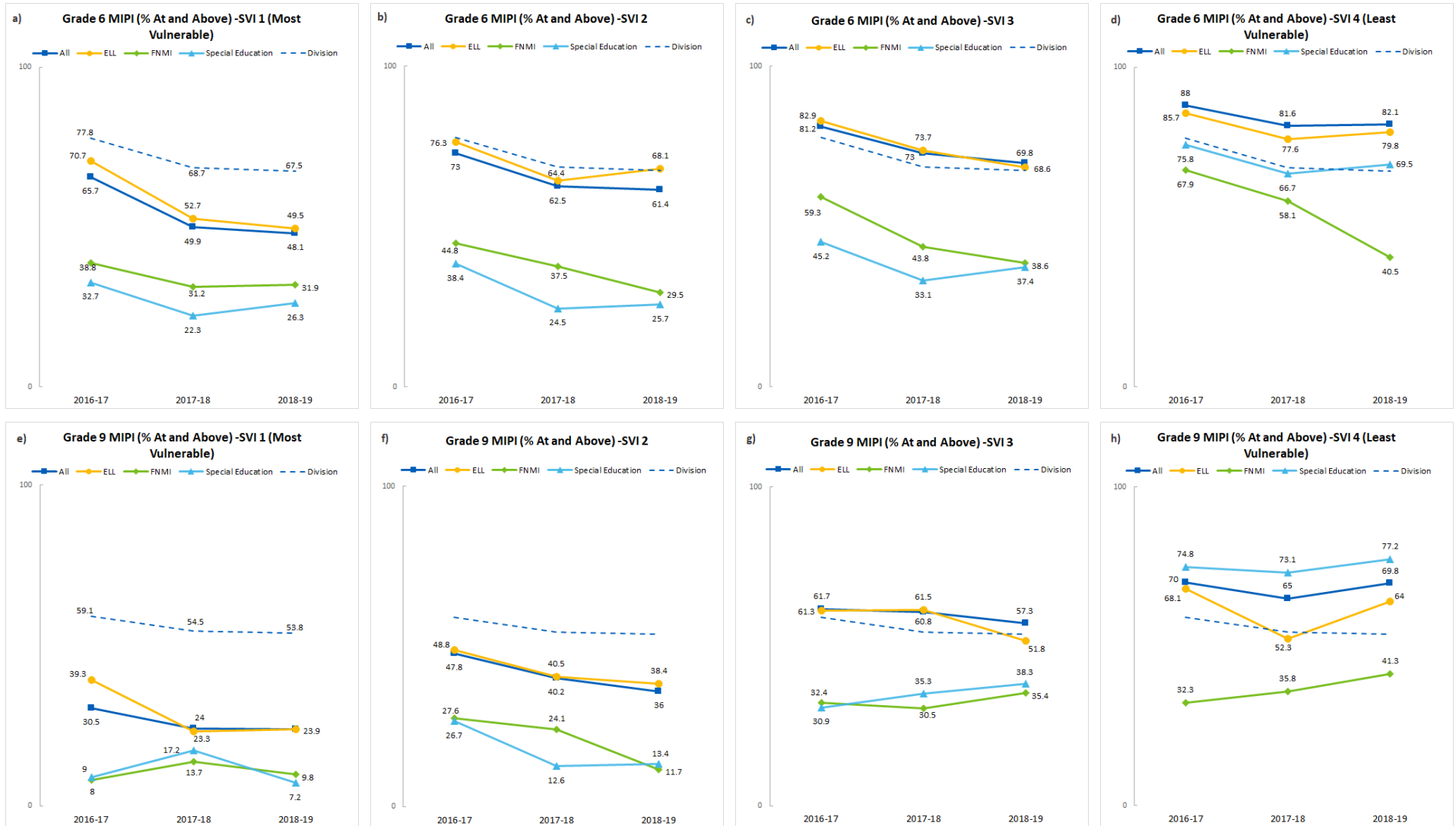
Graphs 5a-h. Grades 6 and 9 Math PAT by SVI



Graphs 6a-h. Grades 6 and 9 HLAT by SVI



Graphs 7a-h. Grades 6 and 9 MIPI by SVI<sup>3</sup>



<sup>3</sup> MIPI data has only been collected centrally through Student Information beginning in 2016-2017.

The SVI analysis provides a perspective of Division achievement that aligns with the body of research examining the relationship between socioeconomic status and educational achievement. Generally, as the SVI of the school increases (i.e. decreasing vulnerability), students in those schools have higher levels of achievement. This pattern is predictable across assessment measures, grades (i.e., Grades 6 and 9), and across specific student cohorts (English Language Learners, self-identified First Nation, Métis and Inuit students and students with special education coding).

A few observations can be made:

- In SVI 4, all populations, with the exception of students with special education coding, are achieving above the Divisional average (dashed blue line).
- In SVI 3, students are achieving similar to the Divisional average and in most cases, English Language Learners and all student are achieving above the Divisional average.
- In SVI 1, students are consistently achieving below the Divisional average.
- In SVI 2, students consistently achieve higher than their peers in SVI 1, but often achieve below Division average.
- HLAT and MIPI data demonstrate the same pattern of concern and success across the four SVI student groupings.

This work provides the Division with a much better understanding of where students are meeting grade level achievement and benchmark standards and where students are not yet. This information enables the Division to remain focused on continuous improvement where students are experiencing success and to be intentional and responsive where students require additional support.

## NEXT STEPS

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- To support assessment in the fall, as a means to inform programming and interventions for the school year ahead, the Division is extending its work with the Canadian Achievement Test (CAT)-4. This work will see students in Grades 2 through 9 writing the CAT-4 this fall. Results will identify where students are at in respect to literacy and numeracy learning and identify for teachers those students who are starting the year off achieving below grade level.
  - The CAT-4 is a testing system that assesses the essential learning outcomes across a range of basic skills in the areas of literacy and numeracy. It evaluates how well students perform in comparison to other students across the Division, region or in Canada as a whole.
  - The CAT-4 will be administered again in the spring. Data from the spring will provide the Division with an indication of growth for every student in the same school year.
- Administration will work in collaboration with school leadership to examine opportunities that support continuous improvement in the areas of literacy and numeracy.
  - Through the lens of evidence-based decision-making, data will provide opportunities for schools and catchments to analyze their results to inform which classroom strategies, approaches and interventions have the greatest impact on student success.
  - This work will build upon existing research based strategies, approaches and interventions and explore emerging new practices.
- The Division will take intentional, research-informed steps to address equity for students impacted by the challenges and complexities of high social vulnerability. There is the opportunity for an intentional response to the SVI data to be prioritized at the school, catchment and central levels of the Division.

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**DATE:** March 23, 2021

**TO:** Board of Trustees

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

**SUBJECT:** Class Size Information

**ORIGINATOR:** Kathy Muhlethaler, Assistant Superintendent

**RESOURCE**

**STAFF:** Carolyn Baker, Vicki deHaan, Terry Korte, Bob Morter, Sue Noddings, Leanne Spelman, Cindy Tatarniuk

**REFERENCE:** Class Size Reporting

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**ISSUE**

Attached are the annual results of class size reporting along with two years of historical data.

**BACKGROUND**

Alberta Education implemented the Class Size Information System (CSIS) across Alberta in the 2004-05 school year. This system facilitated the reporting by jurisdiction on a number of class size measures. Class size information for semester one and full year classes was reported as of September 30 each year.

In the fall of 2019, the province removed the requirement for boards to report class size information. The Board of Trustees decided that Edmonton Public Schools will continue to collect and publish class size data consistent with previous reporting requirements by the Alberta government. The Board consulted with Division Administration to develop a reporting model that takes into account both class size and complexity for future years.

**CURRENT SITUATION**

In prior years, the collection of this data has been a very laborious process for both school staff and central units. This year, data within PowerSchool was used to develop class size data. This required the creation of a number of new processes and reports. When completed, class size confirmations were provided to principals. Any required changes were completed at that time. While this was a more involved process to complete the report this year, it is anticipated that in future years the changes will result in significant time savings for schools and Student Information in preparing the reports. Reports have been produced which mimic the reports previously produced by Alberta Education. These reports display class size averages over a three-year period including a jurisdiction summary by grade for all subjects and for core subjects. Aggregated data by division for the Division can be found in the All Subjects and Core Subjects reports (Attachments I and II). Individual school information reports by division for All Subjects and for Core Subjects are also generated (Attachments III and IV).

**KEY POINTS**

- Average class size on both reports “All Subjects” (Attachment I) and “Core Subjects” (Attachment II) reveals a small decrease from prior years.
- Divisions II and IV are reporting a decrease in the largest class in both “All Subjects” (Attachment I) the “Core Subjects” (Attachment II) report, while division I and III are reporting slight increases from last year.
- The number of division IV classrooms has dramatically decreased this year as the schools transitioned to the quarter scheduling system and students could enroll for a maximum of two courses over the September 30 count date.
- The number of students per class identified as exhibiting severe disabilities, mild/moderate disabilities, as gifted/talented and as ESL learners has remained relatively unchanged.
- The class size data does not consider the program, such as French Immersion or Cogito, in which the students are enrolled.
- When students are in combined classes of grade 3/4, those classes are included in the division II averages, grade 6/7 classes are included in division III averages and grade 9/10 classes are included in the division IV averages.
- Traditional Argyll home education programs have been excluded from these reports; however, the temporary online K-9 school and the temporary online high school (Learning Store at Circle Square) have been included.

**ATTACHMENTS and APPENDICES**

ATTACHMENT I	Class Size by Jurisdiction – Core 2020-21
ATTACHMENT II	Class Size by Jurisdiction – All Subjects 2020-21
ATTACHMENT III	Class Size by School for AERR Core 2020-21
ATTACHMENT IV	Class Size by School for AERR All Subjects 2020-21

bm:cp

Jurisdiction Summary CORE SUBJECTS												
Jurisdiction		Edmonton School District No. 7 [A.3020]										
Number of Schools Reported		217										
	K to 3			4 to 6			7 to 9			10 to 12		
	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
Average Class Size	21.4	21.5	21.3	21.9	21.8	21.6	25.3	25.6	24.7	28.6	28.1	26.3
Number of Students with Severe Disabilities per class	0.6	0.7	0.7	1.1	1.2	1.2	0.7	0.8	0.7	0.7	0.6	0.6
Number of Mild/Moderate Students per class	0.4	0.4	0.6	1.3	1.5	1.4	1.8	2.0	2.0	2.0	1.8	1.8
Number of Gifted/Talented Students per class	0.1	0.1	0.1	0.3	0.3	0.2	1.1	1.1	1.1	0.0	0.0	0.0
Number of ESL Students per class	6.7	6.7	5.7	6.5	6.4	6.6	6.2	6.1	5.9	4.8	4.8	4.8
Smallest Class	3.0	4.0	3.0	3.0	5.0	2.0	3.0	3.0	3.0	3.0	4.0	4.0
Largest Class	34.0	32.0	34.0	34.0	36.0	35.0	38.0	38.0	39.0	44.0	41.0	40.0
Distribution of Class Sizes - %	K to 3			4 to 6			7 to 9			10 to 12		
	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
1 to 5	0.3%	0.8%	1.4%	0.4%	0.3%	3.2%	0.8%	0.3%	1.6%	1.0%	0.9%	2.8%
6 to 10	3.4%	3.2%	4.7%	8.5%	9.8%	8.3%	6.6%	5.4%	5.4%	4.8%	4.8%	3.3%
11 to 15	4.1%	5.1%	9.8%	5.7%	5.9%	6.9%	6.7%	7.7%	6.0%	5.8%	5.8%	6.6%
16 to 20	25.9%	24.1%	25.7%	13.0%	12.4%	17.9%	6.4%	6.8%	11.5%	6.7%	7.0%	9.6%
21 to 25	53.6%	51.6%	30.9%	43.3%	42.0%	29.7%	16.5%	15.0%	24.5%	9.5%	10.6%	18.0%
26 to 30	12.5%	15.0%	24.5%	27.4%	27.3%	27.7%	37.0%	39.1%	26.6%	17.7%	18.2%	23.5%
31 to 35	0.1%	0.1%	3.0%	1.7%	2.2%	6.5%	25.2%	24.5%	21.9%	35.3%	37.9%	24.5%
36 to 40	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%	1.2%	2.6%	17.1%	14.7%	11.8%
Over 40	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.1%	0.2%	0.0%
Distribution of Class Sizes - #	K to 3			4 to 6			7 to 9			10 to 12		
	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
1 to 5	18	46	76	18	13	145	27	12	57	21	19	23
6 to 10	194	184	258	368	440	381	216	188	197	103	106	27
11 to 15	234	293	539	248	267	315	221	266	222	124	129	54
16 to 20	1462	1380	1417	562	559	819	211	236	424	144	155	79
21 to 25	3025	2952	1699	1871	1889	1362	540	519	900	202	237	148
26 to 30	707	861	1351	1185	1227	1269	1212	1356	975	378	406	193
31 to 35	8	6	166	73	97	297	826	848	803	754	843	201
36 to 40					2		23	42	94	365	328	97
Over 40										44	4	
Average by Subject Category	K to 3			4 to 6			7 to 9			10 to 12		
	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
Language Arts	21.6	21.8	21.7	22.7	22.8	22.7	26.0	26.2	25.3	30.2	30.0	28.2
Mathematics	21.6	21.8	21.6	22.6	22.7	22.6	26.0	26.4	25.4	31.0	30.5	27.1
Science	21.7	21.8	21.5	22.8	22.8	22.6	26.2	26.5	25.5	31.0	29.7	28.0
Social Studies	21.7	21.8	21.6	22.7	22.9	22.6	26.1	26.5	25.4	30.8	29.9	28.4
Health	21.7	21.9	21.6	22.7	22.8	22.6	25.5	25.5	26.7	8.0		
Physical Education	21.8	21.9	21.6	22.9	22.9	22.5	27.1	27.1	26.1	29.7	30.1	29.8
Art	21.7	21.9	19.6	22.7	22.8	20.8	25.9	26.4	23.3	28.3	27.3	24.6
Music	21.8	22.0	19.9	22.9	23.0	20.4	22.6	22.9	21.1	27.1	26.2	20.9
Drama	22.0	21.8	21.0	23.8	25.6	22.0	24.2	24.2	23.3	25.8	25.7	18.2
Second Language	22.7	23.3	21.0	23.4	23.6	21.3	26.4	26.9	24.1	25.3	25.6	20.4
Environmental & Outdoor Education							25.1	25.6	23.6			
Social Science										28.5	24.8	25.8
Career & Technology Studies				25.0	22.9	19.7	21.8	21.9	23.5	24.8	25.0	22.4
Integrated Occupation Program							16.9	14.3	10.8	16.1	14.7	17.4
Special Education	7.3	6.6	8.4	8.7	8.4	8.3	10.5	10.2	10.2	12.7	12.2	11.8
Locally Developed Course	22.9	22.5	21.3	24.4	26.2	21.7	21.4	21.7	22.8	23.3	23.5	21.3
Other	23.0			21.1			28.8	23.0	26.0	27.0		
Career & Life Management										29.3	29.9	33.4
Biology										30.9	30.0	28.3
Chemistry										30.6	30.5	27.7
Physics										29.1	29.2	28.4

Jurisdiction Summary ALL SUBJECTS												
Jurisdiction		Edmonton School District No. 7 [A.3020]										
Number of Schools Reported		217										
	K to 3			4 to 6			7 to 9			10 to 12		
	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
Average Class Size	21.6	21.7	21.1	22.5	22.5	21.6	24.9	25.2	24.7	27.2	26.9	25.1
Number of Students with Severe Disabilities per class	0.5	0.5	0.6	0.7	0.9	0.9	0.5	0.6	0.6	0.6	0.6	0.5
Number of Mild/Moderate Students per class	0.4	0.4	0.5	1.3	1.5	1.4	1.7	1.9	1.9	1.9	1.8	1.9
Number of Gifted/Talented Students per class	0.1	0.1	0.1	0.3	0.3	0.2	1.1	1.1	1.0	0.0	0.0	0.0
Number of ESL Students per class	6.8	6.7	5.4	6.7	6.6	6.4	6.2	6.0	5.8	4.5	4.5	4.5
Smallest Class	3.0	4.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0
Largest Class	37.0	37.0	40.0	46.0	38.0	36.0	65.0	44.0	45.0	82.0	59.0	55.0
Distribution of Class Sizes - %	K to 3			4 to 6			7 to 9			10 to 12		
	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
1 to 5	0.2%	0.6%	1.2%	0.3%	0.2%	2.2%	0.9%	0.5%	1.1%	1.0%	0.9%	2.5%
6 to 10	2.5%	2.2%	4.5%	5.9%	6.3%	7.2%	4.7%	4.0%	4.9%	4.5%	4.4%	4.1%
11 to 15	4.1%	4.7%	10.2%	5.1%	5.5%	7.3%	6.8%	7.1%	6.3%	7.2%	6.8%	8.1%
16 to 20	25.8%	24.3%	27.3%	13.2%	12.6%	19.2%	10.3%	11.1%	12.8%	10.2%	10.3%	14.6%
21 to 25	54.2%	52.7%	32.5%	45.2%	44.1%	32.9%	22.2%	20.1%	26.7%	13.6%	14.7%	18.1%
26 to 30	13.0%	15.4%	21.8%	28.7%	28.9%	25.9%	32.5%	34.5%	27.3%	19.8%	20.7%	21.4%
31 to 35	0.2%	0.2%	2.5%	1.6%	2.3%	5.1%	20.8%	20.7%	16.0%	28.2%	29.9%	20.3%
36 to 40	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%	1.5%	1.9%	2.6%	13.6%	11.6%	10.2%
Over 40	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.1%	2.5%	1.9%	0.7%	0.5%
Distribution of Class Sizes - #	K to 3			4 to 6			7 to 9			10 to 12		
	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
1 to 5	27	66	131	31	20	200	61	39	75	36	35	32
6 to 10	282	256	470	554	615	671	339	299	341	165	166	53
11 to 15	463	542	1072	479	529	679	487	535	440	265	257	104
16 to 20	2954	2794	2859	1240	1226	1779	733	829	896	376	387	187
21 to 25	6197	6067	3410	4257	4273	3050	1585	1509	1868	498	554	232
26 to 30	1485	1776	2280	2699	2805	2401	2319	2583	1909	728	782	274
31 to 35	20	19	258	151	220	476	1488	1553	1122	1034	1130	260
36 to 40	1	1	2	5	5	2	107	143	179	500	436	131
Over 40				1			19	7	172	71	26	6
Average by Subject Category	K to 3			4 to 6			7 to 9			10 to 12		
	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
Language Arts	21.6	21.8	21.7	22.7	22.8	22.7	26.0	26.2	25.3	30.2	30.0	28.2
Mathematics	21.6	21.8	21.6	22.6	22.7	22.6	26.0	26.4	25.4	31.0	30.5	27.1
Science	21.7	21.8	21.5	22.8	22.8	22.6	26.2	26.5	25.5	31.0	29.7	28.0
Social Studies	21.7	21.8	21.6	22.7	22.9	22.6	26.1	26.5	25.4	30.8	29.9	28.4
Health	21.7	21.9	21.6	22.7	22.8	22.6	25.5	25.5	26.7	8		
Physical Education	21.8	21.9	21.6	22.9	22.9	22.5	27.1	27.1	26.1	29.7	30.1	29.8
Art	21.7	21.9	19.6	22.7	22.8	20.8	25.9	26.4	23.3	28.3	27.3	24.6
Music	21.8	22.0	19.9	22.9	23.0	20.4	22.6	22.9	21.1	27.1	26.2	20.9
Drama	22.0	21.8	21.0	23.8	25.6	22.0	24.2	24.2	23.3	25.8	25.7	18.2
Second Language	22.7	23.3	21.0	23.4	23.6	21.3	26.4	26.9	24.1	25.3	25.6	20.4
Environmental & Outdoor Education							25.1	25.6	23.6			
Social Science										28.5	24.8	25.8
Career & Technology Studies				25.0	22.9	19.7	21.8	21.9	23.5	24.8	25.0	22.4
Integrated Occupation Program							16.9	14.3	10.8	16.1	14.7	17.4
Special Education	7.3	6.6	8.4	8.7	8.4	8.3	10.5	10.2	10.2	12.7	12.2	11.8
Locally Developed Course	22.9	22.5	21.3	24.4	26.2	21.7	21.4	21.7	22.8	23.3	23.5	21.3
Other	23.0			21.1			28.8	23.0	26.0	27.0		
Career & Life Management										29.3	29.9	33.4
Biology										30.9	30.0	28.3
Chemistry										30.6	30.5	27.7
Physics										29.1	29.2	28.4

Jurisdiction Summary CORE SUBJECTS ONLY												
Jurisdiction	Edmonton School District No. 7 [A.3020]											
Number of Schools Reported	217											
	K to 3			4 to 6			7 to 9			10 to 12		
	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
A. Blair McPherson	21.4	23.1	21.4	26.6	24.4	28.8	31.9	30.5	27.3			
AB School for Deaf	6.0	4.0	6.0	7.0	6.0	3.7	6.5	9.5	4.0	7.7	6.1	8.0
Abbott	13.8	14.2	15.8	16.0	17.8	14.5						
Academy King Edward	12.0	15.0		12.5	12.3	12.8	12.7	12.3	11.3	14.9	11.7	12.0
Afton	20.1	19.8	18.2	24.8	26.3	20.8						
Aldergrove	16.9	20.5	14.6	19.7	17.6	15.8						
Allendale							24.7	24.0	22.2			
amiskwaciy Academy							31.0	29.0	21.3	24.3	22.0	18.0
Argyll Centre	23.5	18.0	11.0	23.0	23.0	19.0	25.0	19.8	15.0	14.0		
Aspen Program				5.0	5.0	3.0	8.3	8.8	6.0	7.3	7.0	7.5
Athlone	16.6	16.5	15.3	15.3	16.4	14.0						
Avalon							24.9	25.8	24.3			
Avonmore	14.9	13.7	11.4	11.3	12.1	16.1	19.0	8.0				
Balwin	19.5	15.8	12.7	19.8	20.2	17.5	18.4	18.9	12.0			
Bannerman	19.3	23.6	16.4	16.5	19.7	20.3						
Baturyn	21.6	22.8	19.4	24.6	22.8	24.5						
Beacon Heights	25.3	20.8	17.7	20.3	20.7	26.0						
Belgravia	18.5	19.0	18.0	19.0	26.5	25.0						
Belmead	18.8	18.5	14.9	18.4	15.9	19.8						
Belmont	19.8	19.3	17.8	18.5	17.7	18.4						
Belvedere	20.9	19.4	14.0	20.8	25.0	15.3						
Bessie Nichols	22.7	24.2	23.4	26.8	25.3	26.5	26.9	28.4	23.5			
Bisset	22.2	24.5	20.3	24.5	23.9	18.6						
Braemar										22.0	19.6	10.6
Brander Gardens	19.3	22.9	19.1	23.3	25.5	24.3						
Brightview	24.5	20.2	20.3	15.7	17.5	15.2						
Britannia							18.2	18.7	14.9			
Brookside	18.2	20.4	14.1	26.5	20.1	14.1						
Caernarvon	22.3	20.9	21.9	23.1	23.8	23.8						
Calder	19.4	18.1	16.1	18.0	15.9	14.6						
Callingwood	20.3	23.3	19.2	20.6	18.3	15.3						
Centennial	21.4	21.9	20.4	22.4	27.5	24.5						
Centre High										35.6	31.7	24.2
Clara Tyner	24.3	20.9	18.7	22.3	23.7	21.3						
Const Daniel Woodall	22.5	24.4	22.2	22.4	24.3	17.6						
Coronation	22.5	23.1	22.3	23.0	19.8	21.3						
Crawford Plains	19.4	21.3	20.5	22.0	21.5	19.5						
Crestwood	21.8	20.3	18.7	22.6	23.7	20.0	26.1	27.2	26.4			
D. S. MacKenzie							26.3	28.3	24.2			
Daly Grove	20.6	18.5	14.1	24.7	26.4	25.0						
Dan Knott							26.6	24.5	20.5			
David Thomas King	22.4	23.5	23.3	22.4	26.6	27.7	25.7	20.5	20.0			
Delton	18.4	18.5	13.2	19.8	18.4	12.4						
Delwood	17.8	20.8	16.1	16.2	16.8	19.6						
Dickinsfield							20.7	20.6	20.9			
Donald R. Getty	23.5	25.1	24.4	21.7	24.3	24.4	21.2	24.5	24.2			
Donnan	24.7	20.1	20.0	25.5	24.3	20.8						
Dovercourt	21.3	16.9	19.5	28.6	18.8	14.6						
Dr. Donald Massey	22.0	21.9	22.1	25.3	26.7	22.2	29.3	28.8	26.7			
Dr. Lila Fahlman	22.6	23.5	24.8	23.2	26.7	21.3	28.4	28.9	26.2			
Dr. M. A. Armour	23.7	25.7	22.7	29.6	24.6	25.4	30.5	29.8	25.2			
Duggan	22.0	15.0	15.0	20.3	23.7	22.7						
Dunluce	20.8	18.7	18.5	24.4	21.2	21.4						
Earl Buxton	24.0	24.2	22.1	26.3	25.9	26.7						
Eastglen										24.3	22.9	18.8
Edith Rogers							26.7	25.7	24.7			
Edm Christian High										29.2	29.3	26.2
Edm Christian NE	24.0	23.2	20.5	26.5	29.0	25.0	27.3	28.5	24.5			
Edm Christian West	25.1	23.5	22.8	26.2	27.2	26.6	31.8	29.7	26.3			

Ekota	26.1	22.5	17.7	19.4	21.1	18.3						
Elizabeth Finch	22.6	22.3	22.2	26.1	26.6	25.9	27.0	29.4	24.1			
Ellerslie Campus	24.7	24.4	20.1	25.6	25.5	21.6	30.4	27.3	29.7			
Elmwood	16.1	15.5	20.3	17.9	18.3	18.8						
Esther Starkman	22.9	22.2	21.0	26.3	27.3	22.1	30.4	27.2	25.2			
Evansdale	19.3	17.2	21.4	19.7	17.9	14.1						
Florence Hallock	23.0	22.4	20.4	27.9	26.7	27.3	30.6	29.4	27.6			
Forest Heights	21.3	19.6	19.9	20.2	21.2	18.2						
Fraser	18.9	20.9	21.6	20.9	14.7	14.6						
Garneau	21.4	21.4	16.7	23.6	22.6	19.2						
George H. Luck	21.5	21.8	18.9	24.4	21.8	22.4						
George P. Nicholson	22.3	24.6	22.0	23.7	23.2	21.8						
Glendale	20.8	20.3	9.9	12.6	12.5	8.3						
Glengarry	24.1	23.5	23.7	23.6	24.9	23.0						
Glenora	25.3	22.4	22.8	26.5	24.3	24.3						
Gold Bar	16.2	19.2	13.6	14.0	14.1	13.5						
Grace Martin	20.9	23.3	18.6	20.7	18.6	21.3						
Grandview Heights	22.0	21.7	19.3	29.7	25.7	25.7	29.7	29.5	27.7			
Greenfield	21.6	22.2	20.1	25.3	25.0	24.4						
Greenview	22.6	21.3	20.0	24.7	25.6	21.7						
Grovenor	21.9	17.5	12.5	17.6	18.5	12.2						
Hardisty	18.0	20.6	21.2	21.0	20.8	22.0	20.3	18.6	18.3			
Harry Ainlay										30.2	29.8	24.2
Hazeldean	20.8	20.3	13.8	21.7	18.7	10.0						
Highlands							20.5	21.8	22.7			
Hillcrest							24.1	24.1	22.4			
Hillview	21.8	22.4	13.0	25.3	23.0	23.3						
Hilwie Hamdon	22.1	23.7	24.4	22.6	22.9	21.5	22.6	23.7	22.2			
Holyrood	20.8	21.1	22.4	23.1	21.7	24.0						
Homesteader	21.4	20.7	17.2	21.5	22.6	20.2						
Horse Hill	24.3	20.8	14.6	19.6	21.2	10.3						
Inglewood	24.8	21.8	19.3	22.3	28.0	17.7						
Ivor Dent	19.9	19.2	20.8	17.8	17.1	17.4	19.3	18.4	21.2			
J. A. Fife	19.7	20.1	17.3	20.9	24.1	20.2						
J. Percy Page										29.0	27.5	24.5
Jackson Heights	22.7	19.1	19.0	19.6	19.5	13.5						
James Gibbons	21.2	22.8	18.7	23.7	23.7	17.7						
Jan Reimer	20.9	23.2	20.5	25.5	24.2	22.4	22.7	17.8	22.3			
Jasper Place										32.2	31.7	25.7
John A. McDougall	20.4	23.5	18.9	24.2	23.6	20.3						
John Barnett	26.0	24.0	21.0	20.7	25.0	20.0						
John D. Bracco							28.7	29.1	24.5			
Johnny Bright	23.7	23.8	23.0	25.6	25.7	28.1	29.7	31.1	29.0			
Julia Kiniski	19.5	19.1	20.8	21.1	22.0	17.6						
Kameyosek	23.5	23.6	23.0	22.0	21.3	24.5						
Kate Chegwin							27.2	28.2	26.4			
Keheewin	19.2	18.2	18.3	18.9	17.9	13.6						
Kenilworth							26.0	24.8	19.6			
Kensington	22.0	18.0	14.8	25.0	20.8	14.6		18.0	18.0			
Kildare	21.8	23.4	18.7	23.6	22.3	22.0						
Killarney							22.8	24.5	24.8			
Kim Hung	22.8	23.2	21.8	28.0	24.7	21.7	23.8	25.9	24.3			
King Edward	20.5	19.0	20.0	12.8	13.5	10.8						
Kirkness	19.3	20.0	18.2	24.7	21.8	20.8						
L. S. at Circle Sq.												33.1
L. Y. Cairns							12.0	13.0	14.9	13.5	12.7	13.7
Lago Lindo	21.3	21.6	21.2	20.8	20.1	21.9						
Lansdowne	23.2	20.0	15.0	21.1	26.7	23.0						
LaPerle	23.6	22.2	21.5	21.9	20.9	18.6						
Lauderdale	23.0	20.5	21.0	16.5	15.6	15.1						
Laurier Heights	20.9	21.2	18.7	22.6	22.8	22.5	18.6	20.3	21.0			
Lee Ridge	17.5	15.9	18.4	15.5	16.3	13.3						
Lendrum	22.5	23.2	19.6	18.8	22.6	20.8						
Lillian Osborne										29.1	29.3	26.0
Londonderry							31.4	31.2	27.3			

Lorelei	20.1	23.8	24.2	19.1	18.9	18.7						
Lymburn	18.7	21.3	22.2	17.8	20.4	16.5						
Lynnwood	19.4	21.3	18.8	19.0	18.7	15.3						
M.E. LaZerte										29.2	28.8	25.3
Maj Gen Griesbach	23.4	21.7	22.0	19.4	20.6	22.2	21.5	21.9	21.2			
Malcolm Tweddle	20.8	21.4	17.3	21.9	26.3	23.0						
Malmo	21.8	21.8	23.8	19.8	19.6	22.3						
Mary Butterworth							26.6	28.0	20.2			
Mayfield	11.6	11.6	12.5	22.0	15.9	13.7						
McArthur	18.7	21.4	9.3	16.7	14.8	12.0						
McKee	16.0	16.1	17.8	16.0	16.5	15.2						
McKernan	22.8	19.8	19.4	20.4	25.7	21.2	26.3	26.8	21.7			
McLeod	24.4	22.4	16.1	22.0	23.1	21.6						
McNally										26.6	25.6	21.3
Meadowlark	22.4	23.1	16.4	22.3	22.6	21.6						
Meadowlark Christian	23.3	20.0	19.8	28.3	27.5	23.2	23.2	24.5	24.6			
Mee-Yah-Noh	16.2	16.3	15.2	14.4	16.1	13.6						
Menisa	16.3	16.5	18.7	17.3	18.3	14.4						
Meyokumin	22.5	23.6	18.3	26.9	25.6	26.5						
Meyonohk	22.6	22.8	15.3	19.6	21.6	20.3						
Michael A. Kostek	23.7	23.4	21.6	24.8	25.9	22.8						
Michael Phair							29.2	27.8	25.9			
Michael Strembitsky	22.3	21.7	21.4	25.6	24.1	25.7	30.7	27.8	25.8			
Mill Creek	26.0	26.4	21.7	22.2	21.0	18.7						
Millwoods Christian	25.6	23.9	21.6	26.3	27.4	25.2	29.7	26.5	23.0	23.6	25.4	25.9
Minchau	20.3	19.3	19.8	21.8	19.2	21.1						
Montrose	15.2	22.5	16.7	15.8	16.4	10.2						
Mount Pleasant	25.1	24.1	20.2	25.7	24.5	23.2						
Mount Royal	20.3	22.4	19.4	20.0	21.0	21.1						
Nellie Carlson	20.9	19.5	23.4	26.7	27.0	22.3	26.9	29.6	30.7			
Northmount	23.7	23.2	18.1	25.0	23.3	23.8						
Norwood	21.7	21.7	20.5	23.8	20.5	19.3						
Old Scona										31.8	30.3	28.7
Oliver	17.2	16.2	14.9	23.3	24.4	17.8	19.0	19.4	18.7			
Online Reg K-9			27.4			28.2			31.2			
Ormsby	18.0	18.0	18.6	20.2	19.6	18.1						
Ottewell							26.5	26.1	25.0			
Overlanders	18.5	23.2	25.0	19.3	19.1	15.5						
Parkallen	19.8	20.0	19.3	18.2	17.3	20.4						
Parkview	21.0	20.5	15.5	21.8	22.0	21.7	20.9	22.0	20.0			
Patricia Heights	22.8	23.9	22.4	23.5	23.5	24.0						
Pollard Meadows	23.8	22.6	17.5	24.2	23.2	25.0						
Prince Charles	24.6	24.4	17.5	20.5	21.1	14.6						
Princeton	22.8	25.3	21.3	12.3	15.1	13.7						
Queen Alexandra	14.1	14.8	17.4	23.5	17.5	16.0						
Queen Elizabeth										28.8	28.3	25.0
Richard Secord	24.8	25.4	20.9	23.4	23.9	20.6						
Rideau Park	20.6	20.6	17.2	16.0	17.8	18.3						
Rio Terrace	22.2	22.2	16.2	19.5	19.6	23.5						
Riverbend							28.2	30.2	27.6			
Riverdale	22.3	18.3	19.0	18.2	20.0	17.0						
Roberta MacAdams	21.8	24.3	21.5	26.0	22.6	25.2						
Ross Sheppard										28.6	29.0	23.8
Rosslyn							22.7	23.6	19.1			
Rutherford	23.0	20.9	18.5	23.5	25.6	25.4						
S. Bruce Smith							26.4	27.1	27.1			
Sakaw	20.7	22.9	24.2	22.3	19.6	19.5						
Satoo	20.5	21.1	18.7	20.5	18.6	16.8						
Scott Robertson	16.0	16.3	15.7	20.4	20.5	17.2						
Shauna May Seneca	20.1	23.7	22.1	23.7	26.9	21.8	25.8	26.3	19.4			
Sherwood	20.4	18.6	13.8	16.5	18.0	14.3						
Sifton	21.8	19.8	18.5	18.2	19.6	14.8						
Soraya Hafez			16.4			18.7						
Spruce Avenue							17.4	19.0	14.4			
Steele Heights							22.7	23.8	19.8			

Steinhauer	20.6	18.8	18.8	20.1	19.1	18.4						
Stratford El Jr	24.9	25.8	24.8	25.1	25.7	26.0	22.9	21.9	21.0			
Strathcona										31.7	31.3	28.9
Svend Hansen	23.6	24.4	21.6	26.3	27.3	23.8	28.8	33.6	19.3			
Sweet Grass	19.7	20.4	18.4	23.0	23.7	21.8						
T. D. Baker							26.7	25.6	18.9			
Talmud Torah	17.0	20.4	17.5	15.8	15.6	19.0						
Tevie Miller Hrtg Sc	18.7	16.4	23.0	17.0	16.6	18.3						
Thelma Chalifoux									24.0			
Thorncliffe	19.6	19.6	15.8	17.2	15.2	15.8						
Tipaskan	18.0	15.2	17.5	17.7	19.0	8.8						
Velma E. Baker	22.1	23.1	20.4	26.1	24.2	23.2						
Vernon Barford							27.4	28.9	26.7			
Victoria	20.8	19.9	18.9	26.0	27.2	22.1	31.3	32.5	22.3	29.3	28.8	21.7
Vimy Ridge Academy							29.8	29.5	25.7	25.1	24.3	21.3
Virginia Park	22.5	21.8	19.3	22.0	27.0	20.0						
W. P. Wagner										30.7	30.5	23.5
Waverley	20.8	18.0	13.3	27.0	21.8	19.7						
Weinlos	20.9	17.9	17.6	18.9	19.6	17.8						
Westbrook	24.4	26.7	23.3	26.2	25.5	27.0						
Westglen	24.1	24.4	23.3	22.2	24.5	25.3						
Westlawn							21.3	20.2	19.9			
Westminster							24.8	25.3	25.1			
Westmount							24.5	26.2	23.3			
Windsor Park	25.0	25.8	21.0	27.0	24.7	26.0						
Winterburn	23.4	23.2	22.0	24.3	23.8	22.1						
York	24.3	24.1	20.8	24.2	23.8	23.8						
Youngstown	21.5	19.5	15.0	21.3	22.5	23.0						



## Jurisdiction Summary ALL SUBJECTS

## Jurisdiction Summary

## ALL SUBJECTS

Edmonton School District No. 7 [A.3020]

Number of Schools Reported:

217

Total Number of Schools:

217

	K to 3			4 to 6			7 to 9			10 to 12		
	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
A. Blair McPherson	21.9	23.1	21.4	27.1	24.2	28.8	28.6	25.6	27.3			
AB School for Deaf	6.0	4.0	6.0	7.0	6.0	4.3	8.3	11.6	4.0	7.4	6.4	7.4
Abbott	13.8	14.1	16.4	16.0	18.1	14.4						
Academy King Edward	13.1	15.0		13.2	12.3	12.8	11.0	12.9	11.2	14.2	12.0	12.6
Afton	20.2	19.5	18.4	25.7	26.3	20.6						
Aldergrove	16.9	20.5	14.6	19.8	17.7	16.1						
Allendale							25.8	24.8	24.5			
amiskwaciy Academy							31.0	29.0	21.3	29.6	20.7	18.9
Argyll Centre	23.5	18.0	11.0	21.4	23.0	17.9	23.8	17.7	14.0	10.9		
Aspen Program				5.0	4.4	3.0	6.7	7.6	6.0	7.1	5.0	8.2
Athlone	17.6	16.2	15.4	15.4	16.0	14.0						
Avalon							24.4	24.5	23.9			
Avonmore	16.5	14.4	11.5	12.3	14.3	17.0	18.8	7.9				
Balwin	19.1	16.5	14.3	20.2	20.4	17.4	21.1	21.5	12.8			
Bannerman	19.5	25.0	17.9	18.4	23.1	23.8						
Baturyn	21.6	22.7	19.5	25.1	23.3	24.5						
Beacon Heights	25.2	20.8	18.3	20.3	20.7	26.0						
Belgravia	18.6	19.0	18.1	19.0	26.5	22.5						
Belmead	19.3	18.9	16.3	21.7	19.7	21.9						
Belmont	19.8	19.3	17.6	18.4	19.1	19.2						
Belvedere	20.9	19.4	14.0	21.0	25.2	15.3						
Bessie Nichols	22.7	24.2	23.4	26.7	25.3	25.9	26.5	28.0	23.5			
Bisset	22.0	24.5	20.3	24.5	23.9	18.5						
Braemar										20.7	19.2	11.9
Brander Gardens	19.3	22.9	19.3	23.3	25.5	24.3						
Brightview	24.4	20.0	19.9	16.0	17.8	15.6						
Britannia							18.5	19.2	15.5			
Brookside	19.3	20.6	15.5	26.5	22.4	15.7						
Caernarvon	22.1	20.8	22.0	23.2	24.0	23.9						
Calder	19.7	18.6	16.1	18.5	16.2	14.8						
Callingwood	20.4	23.3	18.7	21.4	19.1	15.6						
Centennial	21.4	21.9	20.4	22.4	27.6	24.4						
Centre High										33.9	31.1	23.2
Clara Tyner	24.3	22.1	18.4	22.3	23.7	19.1						
Const Daniel Woodall	22.5	24.4	22.3	22.4	24.3	17.6						
Coronation	22.4	23.1	22.4	23.0	19.8	21.3						
Crawford Plains	19.5	21.6	20.6	23.3	22.6	20.8						
Crestwood	21.9	20.4	18.0	24.5	23.7	20.0	26.1	27.2	25.5			
D. S. MacKenzie							26.4	27.8	24.4			
Daly Grove	20.7	20.2	15.6	24.4	26.4	24.9						
Dan Knott							25.2	24.1	20.5			
David Thomas King	22.5	23.5	23.2	22.4	26.2	27.7	25.7	21.6	20.0			
Delton	18.3	18.4	13.1	20.1	18.6	12.4						
Delwood	17.8	20.9	15.7	17.6	19.5	21.3						
Dickinsfield							21.5	21.7	20.5			
Donald R. Getty	23.5	25.1	24.0	21.9	25.0	23.2	22.0	24.9	25.0			
Donnan	24.5	19.6	20.1	24.6	22.8	20.7						
Dovercourt	21.2	18.9	20.1	22.2	20.4	16.6						
Dr. Donald Massey	22.0	21.9	22.0	25.3	26.9	22.2	27.6	28.2	26.6			
Dr. Lila Fahlman	22.5	23.7	22.2	23.2	26.7	21.3	26.0	27.9	26.2			
Dr. M. A. Armour	23.7	25.8	22.7	29.2	24.2	25.3	27.5	26.9	25.2			
Duggan	21.9	14.9	14.9	20.5	24.6	20.6						
Dunluce	20.9	18.9	19.0	24.4	21.2	21.3						
Earl Buxton	24.0	24.2	22.1	26.3	25.9	26.7						
Eastglen										23.8	23.7	20.0
Edith Rogers							26.4	26.3	24.6			

**Jurisdiction Summary**  
**ALL SUBJECTS**

**Jurisdiction Summary****ALL SUBJECTS****Edmonton School District No. 7 [A.3020]****Number of Schools Reported:****217****Total Number of Schools:****217**

	K to 3			4 to 6			7 to 9			10 to 12		
	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
Edm Christian High										26.5	26.9	26.8
Edm Christian NE	24.0	23.2	20.8	26.5	29.0	24.0	27.0	27.7	24.4			
Edm Christian West	25.1	23.5	22.8	26.3	27.1	26.8	29.0	26.7	26.3			
Ekota	25.4	22.4	17.7	17.2	18.5	18.5						
Elizabeth Finch	22.6	22.3	22.1	25.9	26.6	25.3	24.8	27.1	24.0			
Ellerslie Campus	24.7	24.4	19.9	25.6	25.6	21.7	29.4	26.4	27.9			
Elmwood	17.7	17.4	20.6	20.4	20.3	21.5						
Esther Starkman	22.9	22.2	21.0	26.3	27.3	21.8	28.2	26.3	25.2			
Evansdale	19.1	18.0	22.7	19.9	18.0	14.4						
Florence Hallock	23.0	22.4	20.5	27.9	26.7	26.8	28.8	27.4	27.6			
Forest Heights	21.4	20.3	20.4	19.8	20.7	18.8						
Fraser	19.0	21.0	21.6	21.2	17.0	18.1						
Garneau	21.4	21.4	16.7	23.3	22.5	19.1						
George H. Luck	21.5	22.3	19.7	24.4	22.0	22.7						
George P. Nicholson	22.3	24.6	22.0	23.7	23.2	21.8						
Glendale	21.1	20.3	9.8	15.8	14.9	9.9						
Glengarry	24.1	23.5	23.7	23.6	24.9	23.2						
Glenora	25.3	22.4	22.8	26.5	24.3	24.3						
Gold Bar	16.0	19.0	13.7	15.3	15.3	13.9						
Grace Martin	21.1	23.5	18.3	20.8	18.8	21.6						
Grandview Heights	22.0	21.7	19.3	29.7	25.7	23.9	29.7	29.5	27.6			
Greenfield	21.4	22.2	20.2	25.3	24.9	23.8						
Greenview	22.5	21.2	20.4	24.7	25.6	21.7						
Grovenor	22.1	17.6	12.5	17.9	18.9	12.9						
Hardisty	18.1	20.8	21.2	20.9	21.1	18.6	22.0	19.8	20.3			
Harry Ainlay										28.9	28.5	22.6
Hazeldean	21.0	20.1	13.6	21.7	18.5	10.4						
Highlands							21.0	22.4	22.1			
Hillcrest							24.1	23.4	22.0			
Hillview	21.6	22.2	13.4	25.3	23.0	23.6						
Hilwie Hamdon	22.2	23.6	24.5	22.9	24.8	23.8	23.7	24.7	23.8			
Holyrood	21.1	21.4	22.3	23.0	21.5	23.5						
Homesteader	21.2	20.6	17.2	21.2	22.6	20.2						
Horse Hill	23.8	20.7	14.5	19.8	23.5	10.3						
Inglewood	24.6	21.5	19.3	22.3	28.2	17.0						
Ivor Dent	19.9	20.0	21.1	17.8	17.2	17.1	19.8	19.2	21.5			
J. A. Fife	19.5	20.1	17.6	21.0	24.5	20.1						
J. Percy Page										27.7	26.5	23.0
Jackson Heights	22.8	19.2	19.2	21.8	22.5	16.1						
James Gibbons	21.1	22.7	19.3	23.7	23.7	17.6						
Jan Reimer	20.9	23.2	20.6	25.5	24.2	22.4	20.4	18.6	23.6			
Jasper Place										30.2	30.1	23.7
John A. McDougall	20.4	23.5	18.9	24.2	23.6	20.3						
John Barnett	26.0	24.3	19.4	20.7	24.7	20.0						
John D. Bracco							24.7	25.5	22.7			
Johnny Bright	23.7	23.8	22.6	25.6	25.7	27.7	28.6	28.9	29.0			
Julia Kiniski	19.5	19.1	20.8	21.1	22.0	17.6						
Kameyosek	23.6	23.9	21.3	22.0	21.3	19.5						
Kate Chegwin							25.7	27.4	26.0			
Keheewin	20.4	19.5	20.6	22.5	21.4	16.0						
Kenilworth							25.2	24.1	20.4			
Kensington	22.8	19.3	17.2	25.2	22.9	16.2		13.8	15.4			
Kildare	22.2	23.6	19.3	23.5	21.9	21.3						
Killarney							24.7	25.7	26.2			
Kim Hung	22.6	23.2	21.8	28.0	24.8	21.7	25.1	25.8	24.3			
King Edward	20.5	19.0	20.0	15.1	16.5	13.3						

### Jurisdiction Summary ALL SUBJECTS

## Jurisdiction Summary

## ALL SUBJECTS

Edmonton School District No. 7 [A.3020]

Number of Schools Reported:

217

Total Number of Schools:

217

	K to 3			4 to 6			7 to 9			10 to 12		
	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
Kirkness	19.3	20.0	18.2	24.7	21.8	21.0						
L. S. at Circle Sq.												31.9
L. Y. Cairns							12.0	13.0	14.9	13.7	12.9	13.3
Lago Lindo	21.4	21.6	21.2	20.9	20.2	22.0						
Lansdowne	23.2	20.0	15.0	23.0	26.7	23.0						
LaPerle	23.5	22.2	21.7	22.1	21.1	18.8						
Lauderdale	22.9	20.5	21.3	16.6	16.4	14.8						
Laurier Heights	21.1	21.6	18.9	22.6	22.0	22.3	20.2	21.4	21.3			
Lee Ridge	18.6	17.1	18.6	17.0	18.0	14.8						
Lendrum	22.5	23.2	19.8	20.5	22.6	19.9						
Lillian Osborne										27.9	28.0	25.0
Londonderry							27.9	27.6	27.3			
Lorelei	21.4	23.8	23.8	20.7	21.9	20.4						
Lymburn	19.9	22.9	21.9	20.5	23.4	20.6						
Lynnwood	19.5	21.4	18.8	22.0	21.5	17.0						
M.E. LaZerte										27.2	26.5	24.2
Maj Gen Griesbach	23.1	21.7	22.1	20.2	20.8	22.2	22.3	21.9	21.6			
Malcolm Tweddle	20.8	21.3	19.1	21.9	26.3	22.7						
Malmo	21.8	21.8	23.7	20.2	19.4	22.3						
Mary Butterworth							26.2	27.3	21.7			
Mayfield	13.8	13.8	14.2	21.6	19.3	15.0						
McArthur	19.1	21.8	9.3	17.4	16.8	12.4						
McKee	16.5	16.5	17.6	16.2	16.8	15.2						
McKernan	22.4	20.3	19.8	20.8	26.0	20.2	25.2	25.8	21.7			
McLeod	24.4	22.4	16.2	22.0	23.1	22.8						
McNally										25.7	25.0	21.5
Meadowlark	22.4	23.2	16.6	22.3	22.6	21.6						
Meadowlark Christian	23.9	20.7	20.1	28.3	27.7	23.1	23.2	23.8	24.6			
Mee-Yah-Noh	17.0	17.7	16.5	17.4	19.4	16.3						
Menisa	18.2	18.4	20.5	20.4	21.5	17.7						
Meyokumin	22.5	23.7	19.1	26.3	25.1	26.7						
Meyonohk	22.8	22.7	15.5	19.6	21.6	20.2						
Michael A. Kostek	23.7	23.3	21.7	24.8	26.2	22.3						
Michael Phair							27.7	27.4	24.9			
Michael Strembitsky	22.3	21.7	21.4	25.6	24.1	25.6	28.6	27.0	25.8			
Mill Creek	26.0	26.4	21.8	22.2	21.0	18.7						
Millwoods Christian	25.6	23.5	21.8	25.5	26.8	23.8	26.8	23.8	22.4	21.4	22.5	24.9
Minchau	20.6	19.3	19.5	22.6	19.4	21.7						
Montrose	15.2	21.9	16.4	16.1	17.2	10.9						
Mount Pleasant	25.2	24.2	20.5	25.7	24.5	23.2						
Mount Royal	20.1	22.7	19.4	19.5	21.0	20.7						
Nellie Carlson	21.8	20.3	23.4	26.7	27.0	23.8	26.8	29.6	30.7			
Northmount	23.8	23.4	18.9	25.0	23.7	23.8						
Norwood	21.7	21.7	20.3	23.8	20.5	19.4						
Old Scona										29.6	28.6	28.0
Oliver	17.3	16.5	14.2	23.2	22.6	17.2	21.3	20.8	18.8			
Online Reg K-9			27.4			28.3			32.7			
Ormsby	18.0	17.9	18.3	20.0	19.7	17.5						
Ottewell							26.5	26.6	24.4			
Overlanders	18.5	23.2	25.0	19.7	19.5	16.0						
Parkallen	19.8	20.0	19.3	18.5	18.1	20.3						
Parkview	21.1	20.0	15.7	22.2	23.5	21.7	21.1	22.0	20.1			
Patricia Heights	22.8	23.9	22.1	23.5	23.4	24.0						
Pollard Meadows	23.9	22.6	17.6	24.2	23.2	24.2						
Prince Charles	24.6	24.4	17.1	20.5	21.1	15.5						
Princeton	22.8	25.3	21.3	15.3	16.7	15.5						

**Jurisdiction Summary**  
**ALL SUBJECTS**

**Jurisdiction Summary****ALL SUBJECTS****Edmonton School District No. 7 [A.3020]****Number of Schools Reported:****217****Total Number of Schools:****217**

	K to 3			4 to 6			7 to 9			10 to 12		
	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
Queen Alexandra	14.1	16.0	17.6	23.5	17.5	16.0						
Queen Elizabeth										26.3	25.2	21.7
Richard Secord	24.9	25.4	20.4	23.4	23.9	19.9						
Rideau Park	20.9	21.5	17.1	16.9	18.0	18.4						
Rio Terrace	22.2	22.2	16.3	19.9	20.0	23.5						
Riverbend							25.4	27.7	27.5			
Riverdale	22.3	18.3	19.2	20.5	19.8	16.2						
Roberta MacAdams	21.8	24.3	21.4	26.0	22.6	25.2						
Ross Sheppard										27.5	27.8	24.3
Rosslyn							23.4	24.3	20.7			
Rutherford	22.9	21.2	20.1	23.5	25.6	25.3						
S. Bruce Smith							25.9	26.0	27.3			
Sakaw	21.2	22.9	21.3	22.6	19.9	19.9						
Satoo	20.5	21.1	18.7	20.7	19.1	16.9						
Scott Robertson	15.9	16.4	15.7	21.3	20.9	18.7						
Shauna May Seneca	20.2	23.7	22.1	23.7	26.9	21.8	25.7	26.3	19.4			
Sherwood	20.2	18.6	13.7	16.7	18.2	14.2						
Sifton	21.8	20.0	18.8	18.6	19.9	15.0						
Soraya Hafez			16.4			18.7						
Spruce Avenue							18.6	18.9	14.6			
Steele Heights							23.4	24.7	20.6			
Steinhauer	20.4	18.8	18.6	20.8	19.7	18.5						
Stratford El Jr	25.0	26.0	24.6	25.1	25.7	26.0	21.9	21.2	21.0			
Strathcona										30.0	30.7	28.4
Svend Hansen	23.5	24.4	21.6	26.1	27.3	23.8	28.0	31.3	19.3			
Sweet Grass	19.8	20.4	18.4	23.0	23.7	21.8						
T. D. Baker							25.6	24.9	20.8			
Talmud Torah	17.0	20.3	17.5	16.4	15.9	19.0						
Tevie Miller Hrtg Sc	18.9	16.7	23.1	17.0	18.1	18.4						
Thelma Chalifoux									24.0			
Thornciffe	19.7	19.5	15.9	17.6	15.5	15.6						
Tipaskan	19.5	17.9	17.6	19.9	21.5	11.4						
Velma E. Baker	22.1	23.1	20.4	26.0	24.4	23.2						
Vernon Barford							25.4	28.1	26.7			
Victoria	21.1	20.5	19.2	26.0	27.2	21.6	30.4	31.8	21.5	28.3	28.1	20.7
Vimy Ridge Academy							28.5	27.3	25.6	24.9	23.0	21.7
Virginia Park	22.8	22.0	19.4	22.0	27.0	20.0						
W. P. Wagner										29.6	29.8	23.8
Waverley	20.8	18.0	13.2	27.0	21.7	19.2						
Weinlos	20.9	17.9	17.6	19.2	19.7	18.2						
Westbrook	24.5	26.6	23.4	26.2	25.5	27.0						
Westglen	24.1	24.3	23.5	22.2	24.5	25.2						
Westlawn							23.3	22.6	21.1			
Westminster							24.3	24.1	24.2			
Westmount							23.8	23.0	19.5			
Windsor Park	25.0	25.8	21.0	27.0	24.7	24.5						
Winterburn	23.4	23.2	22.0	24.3	23.8	22.7						
York	24.3	24.1	20.9	24.2	23.8	23.7						
Youngstown	21.5	19.6	15.0	23.2	23.5	22.7						



**DATE:** March 23, 2021

**TO:** Board of Trustees

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

**SUBJECT:** Program Unit Funding (PUF)  
(Response to Request for Information #094)

**ORIGINATOR:** Todd Burnstad, Chief Financial Officer  
Kathy Muhlethaler, Assistant Superintendent, Operations and Learning Services

**RESOURCE STAFF:** Monika Lukas, Jeremy Higginbotham, Drew Horn, Ann Parker, Jennifer Price,  
Madonna Proulx, Natalie Prytuluk

**REFERENCE:** [Impact of Changes to the Regional Collaborative Service Delivery](#)  
(Response to Request for Information #084) – December 8, 2020  
[Strategic Plan update: Early Years Report - February 9, 2021 Board Meeting](#)

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**ISSUE**

At the February 9, 2021, public Board meeting, Trustees Gibson and Dunn requested that administration provide further information on the impact of the province discontinuing program unit funding (PUF) grants for Kindergarten age children for school jurisdictions.

**BACKGROUND**

This fall, Edmonton Public Schools put forward the following policy position at the Alberta School Boards Association, which passed with a majority vote by school boards in Alberta:

*That Alberta Education reverse decisions on Program Unit Funding (PUF) program eligibility in order to ensure that all students with mild to moderate and severe disabilities-delays who require specialized early intervention provided by this funding are able to receive it, and that funding of the **PUF Program be restored to the equivalent per-student amount as 2018 levels**, including Family Oriented Supports, allowing Early Childcare Service providers to offer fully funded half-day programming, and that program funding be extended from two years to three years to include supports for Kindergarten.*

**CURRENT SITUATION**

**How have the reductions to PUF impacted the supports for students in Kindergarten at Edmonton Public Schools?**

Prior to the 2020-2021 school year, children in Kindergarten with severe special needs were eligible for PUF. The PUF grant was allocated to the Early Years decision unit to provide specialized services in Kindergarten classrooms. Because the PUF grant was directly allocated to the individual child, there were advantages and limitations to this grant in how it could be used. While the new Specialized Learning Support (SLS) grant is not specifically allocated to individual children or students, it does have greater flexibility in how funds can be used. With the funding shift from the PUF grant to the SLS grant, the following changes have occurred:



- The Early Years decision unit has been combined with the Inclusive Learning decision unit and the Regional Collaborative Service Delivery decision unit and renamed the Specialized Learning Supports (SLS) decision unit. The combined staff from these three units continue to provide targeted and individualized services and assessments in Kindergarten classrooms through the nine school linked teams. This includes multidisciplinary specialists such as speech-language pathologists, occupational therapists, physical therapists and adapted physical education consultants. The [RCSD report](#) from December 8, 2020, shows that the staffing in the SLS decision unit has increased slightly to further support schools from Kindergarten to Grade 12.
- Previously, a portion of the PUF grant was used centrally to hire and assign Educational Assistants (EA's) to Division Kindergarten classes to support children eligible for PUF. With changes to the funding model, funds from the SLS grant can be allocated to schools to hire their own EA's based on the needs of students in the school, including Kindergarten. Feedback from school principals indicates that having EA's as part of the school staff allows for greater program flexibility and responsiveness to the needs of children and students in their school.
- Previously, children eligible for PUF in their Kindergarten year who still required highly individualized intervention could remain in a Pre-Kindergarten (Pre-K) program prior to Grade 1. With the PUF grant discontinued for the Kindergarten year, all Kindergarten aged children with severe special needs now go to their attendance area Kindergarten. Factors that influenced this decision were based on developing a sustainable Pre-K model using the reduced PUF allocation which included reducing programming hours to 445 to maximize staffing, and to reduce transportation costs using a more flexible schedule. Because Kindergarten programs require 475 hours of instructional time, Kindergarten children could not be accommodated in the Pre-K model. This means there may be more children transitioning to Kindergarten requiring individualized supports which will increase pressure on school linked teams and the need for EA's in schools.
- Families continue to have a choice for their child's Kindergarten year. Children can attend their community school or families can select a private Early Childhood Services (ECS) operator to provide services either in the child's Kindergarten classroom or in another setting. ECS operators in the province continue to provide Kindergarten programming through the third year of PUF as they do not receive an SLS grant from the province. To that end though, it is possible that a child who requires extensive specialized supports may end up attending three different educational environments in a three-year period, which is not ideal from a developmental perspective.

## Are we expecting an impact on school readiness in Kindergarten?

- In reference to the [Strategic Plan update: Early Years report](#), children assigned special education codes 30 or 41-47 enter Kindergarten developmentally behind their peers. This is expected based on their meeting the criteria for special education coding. Data from the Early Years Evaluation-Teacher Assessment (EYE-TA) demonstrated the benefit of Kindergarten programming for this cohort of children.
  - They consistently experienced positive growth towards Grade 1 readiness.
  - Children who attended an EPSB Pre-Kindergarten (Pre-K) program also experience growth in global readiness in Kindergarten.
  - Multi-year data also suggests there may be a correlation between growth and the gradual expansion of Division Pre-Kindergarten programming.
- While we don't fully understand what the impact to school readiness will be in Kindergarten in the years to come, we can predict, that we will see more children in Kindergarten with mild, moderate and severe special needs who will require support for language delays. This is in part due to fewer

children receiving early intervention in Pre-K because of reduced space due to funding reductions and narrowing of PUF eligibility criteria for severe language delays. The impact of the pandemic and a shift in early intervention service provision and assessments by Alberta Health Services are additional factors to consider when reviewing the impact on Kindergarten children and their readiness for school.

**Recognizing that our funding model has changed significantly, please provide as much information as possible on EPSB spending (or allocations) on Kindergarten for the 2018-2019, 2019-2020 and 2020-2021 school years. Please include total amounts spent on or allocated to Kindergarten, as well as spending on specialized supports in Kindergarten.**

- Total Kindergarten allocations for 2018-2019 were approximately \$46.1 million; \$18.6 of this allocation was funded through PUF (Kindergarten year).
- Total Kindergarten allocations for 2019-2020 were approximately \$46.7 million; \$17.8 of this allocation was funded through PUF (Kindergarten year).
- In 2020-2021, allocations for specialized learning supports changed as a result of the new funding model introduced by the province; \$8.3 million was allocated to the SLS decision unit for provision of specialized learning supports for Kindergarten children. The school linked teams prioritize supports and services for Kindergarten and Grade 1 students to support early intervention.
- The \$8.3 million was based on allocations for PUF (Kindergarten year) provided in previous years, less the EA costs directed to schools in 2020-2021. This was allocated with the assumption that the number of severe special needs children in Kindergarten would have stayed approximately the same as the 2019-2020 enrolment levels.
- An additional one-time transition allocation of \$4.5 million was allocated directly to schools to provide educational assistant supports in the classroom. As third year PUF funding is no longer available, the \$4.5 million was allocated from the Division's total funding which includes the SLS grant.
- The SLS grant of approximately \$88 million was introduced in 2020-2021 and replaces the Inclusive Education, Equity of Opportunity, RCSD, and the PUF Kindergarten grant. In 2019-2020, these grants totaled approximately \$110 million. This is a reduction of \$22 million in supporting grants or 22 per cent.
- Attachment II demonstrates that if enrolment in 2020-2021 remained somewhat in alignment with prior years, severe special needs allocation per child would have decreased by approximately \$7,000 or 27 per cent.
- For 2020-2021, Kindergarten allocations are not detailed separately as the majority of school allocations are based on 2019-2020 fall allocations (which are not per-pupil allocations).
- For specialized supports that are identified after allocation deadlines, principals also have access to additional resources through the equity fund. Any use of equity funds to support Kindergarten children is not included in this report.

(Further information is included in Attachments I and II)

**Please include Kindergarten enrolment numbers so a per-student equivalent may be calculated for comparison across years, and please provide the number of students who qualified for PUF supports in these years as a proportion of the total number of students enrolled in Kindergarten for these years.**

- The number of Kindergarten children with a severe coding in 2018-2019 was 805 or 11 per cent of total Kindergarten enrolment; and 839 (remaining at 11 per cent of total Kindergarten) enrolment in 2019-2020.
- In 2020-2021, only 492 children, or 7 per cent of total Kindergarten enrolment, were identified with severe special needs. There may be several reasons for the decline including:
  - changes to the provincial coding criteria for severe speech and language eligibility
  - the revision of the Kindergarten age of entry from 4.6 years to 4.8 years of age on September 1
  - families selecting the online programming option which may result in fewer children being assessed and identified than in the past
  - a general decrease in enrolment across the province due to the COVID-19 pandemic
  - some families choosing the PUF Kindergarten year option with private ECS operators.(Further information is included in Attachment I and II)

**For every coded student who previously received PUF, what would the Division estimate the anticipated typical annual cost of supports and typical number of year's supports are required in Division 1 years to ameliorate the loss of the PUF intervention?**

- Supports and services available from the SLS school linked teams have remained generally consistent as they continue to prioritize Kindergarten and Grade 1 to support early intervention. As we are only halfway through the first year of the weighted moving average (WMA) funding model it is difficult to determine the long-term implications or ongoing annual costs other than those included in Attachment I.

#### **ATTACHMENTS**

ATTACHMENT I     PUF Kindergarten Analysis (2018-2019, 2019-2020)

ATTACHMENT II    PUF Kindergarten Analysis (2020-2021)

TB:ja



**Edmonton Public Schools**  
**RFI # 94**  
**PUF KINDERGARTEN ANALYSIS (2018-2019, 2019-2020)**

	2018 - 2019				2019 - 2020			
	Provincial Funding Rates Base - \$3,339 Class Size - \$761	Allocations (costs)	Enrolment	Allocation (Cost) per Child	Provincial Funding Rates Base - \$3,339 Class Size - n/a	Allocations (costs)	Enrolment	Allocation (Cost) per Child
<b>Kindergarten students</b>								
Base Allocation	\$25,216,128	\$21,813,374	7,552	\$2,888	\$26,641,881	\$23,105,294	7,979	\$2,896
Class Size Allocation	\$5,747,072	\$5,747,072	7,552	\$761	n/a	\$5,832,649	7,979	\$731 <sup>1</sup>
<b>Subtotal</b>	<b>\$30,963,200</b>	<b>\$27,560,446</b>	<b>7,552</b>	<b>\$3,649</b>	<b>\$26,641,881</b>	<b>\$28,937,943</b>	<b>7,979</b>	<b>\$3,627</b>
<b>PUF Year 3 (Early Years) Kindergarten</b>								
PUF Allocation	\$16,360,040	\$16,360,040	717	\$22,817	\$15,609,630	\$15,609,630	751	\$20,785
PUF - Full Day Kindergarten (Tevie Miller, Scott Robertson & Mayfield)	\$2,204,488	\$2,204,488	88	\$25,051	\$2,204,488	\$2,204,488	88	\$25,051
<b>Subtotal Specialized Supports (PUF)</b>	<b>\$18,564,528</b>	<b>\$18,564,528</b>	<b>805</b>	<b>\$23,062</b>	<b>\$17,814,118</b>	<b>\$17,814,118</b>	<b>839</b>	<b>\$21,233</b>
<b>% of children in K accessing PUF</b>			<b>11%</b>				<b>11%</b>	
<b>TOTALS</b>	<b>\$49,527,728</b>	<b>\$46,124,974</b>		<b>\$26,711</b>	<b>\$44,455,999</b>	<b>\$46,752,061</b>		<b>\$24,859</b>

**NOTES:**

- <sup>1</sup> The Division had allocated class-size funds as part of the normal spring budget process; however, due to the late release of the 2019-2020 budget, we were unaware that the this funding would be discontinued. Rather than re-open budgets in late fall, a decision was made to continue with a one-time, class-size allocation using surplus dollars.

**Edmonton Public Schools**  
**RFI # 94**  
**PUF KINDERGARTEN ANALYSIS (2020-2021)**

	2020 - 2021			2020 - 2021 (if normal enrolment)			Variance per child	
	Allocations (costs)	Enrolment	Allocation (Cost) per Child	Allocations (costs)	Enrolment	Allocation (Cost) per Child	\$	%
<b>Specialized Learning Supports (SLS)</b>								
Base Allocation	n/a	6,772	n/a	n/a	6,772	n/a		1
Allocation to schools for EA's (from SLS grant) one-time	\$4,536,147	492	\$9,220	\$6,000,000	750	\$8,000	(\$1,220)	-13% 2
<b>Subtotal</b>	<b>\$4,536,147</b>	<b>492</b>	<b>\$9,220</b>	<b>\$6,000,000</b>	<b>750</b>	<b>\$8,000</b>	<b>(\$1,220)</b>	<b>-13%</b>
Allocation to schools for EA's (from SLS grant)	\$8,311,000	492	\$16,892	\$8,311,000	750	\$11,081	(\$5,811)	-34% 3
% of children in K accessing SLS		7%			11%			
<b>TOTALS</b>	<b>\$12,847,147</b>	<b>492</b>	<b>\$26,112</b>	<b>\$14,311,000</b>	<b>750</b>	<b>\$19,081</b>	<b>(\$7,031)</b>	<b>-27% 4</b>

**NOTES:**

- 1 For 2020-2021, Kindergarten allocations are not detailed separately as the majority of school allocations are based on 2019-2020 fall allocations (which are not per-pupil allocations).
- 2 Beginning this year, the provision of EA's in Kindergarten has shifted from SLS providing the EA's to the allocation being distributed to schools. A total of \$4.5 million was allocated to schools to support 301 of the 492 Kindergarten children requiring special supports. The projected allocation in the spring of 2020 was \$6 million.
- 3 Funding of \$8.3 million was allocated to the SLS decision unit (formerly Early Years) to support Kindergarten children and was also intended to replace third year PUF. Last spring, we projected approximately 750 severe special needs children in Kindergarten; however, due to the pandemic, this number was reduced to 492 for 2020-2021.
- 4 In 2020-2021, the \$26,000 per child allocation is higher than projected due to a lower than anticipated enrolment of severe special needs children. Had this been a regular (in-person) school year, the estimated per student allocation for severe special needs supports would have decreased by 27 per cent to \$19,000.