



# AGENDA

## BOARD OF TRUSTEES

**Trisha Estabrooks**  
Board Chair

**Nathan Ip**  
Board Vice-Chair

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

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

Via Zoom  
Tuesday, May 25, 2021  
2:00 p.m.

### Board Meeting #16

- A. Roll Call
- B. Approval of the Agenda
- C. Communications from the Board Chair
- D. Communications from the Superintendent of Schools
- E. Minutes:
  - 1. DRAFT – Board Meeting #15 – May 11, 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, May 24, 2021, to speak under this item.)*
- G. Reports:
  - 2. 2021-2022 Non-Resident Fees and 2022-2023 International Student Fees (Recommendation)
  - 3. Board Policy GGAJ.BP Early Years (Recommendation)
  - 4. Approval of the 2021-2022 Budget (Recommendation)
  - 5. Recommendation on Voting in Advance of the ASBA Spring General Meeting (Recommendation)
  - 6. Motion regarding the City of Edmonton's Corporate Climate Leaders Program (Recommendation)
  - 7. Motion re Reporting on the Use of Seclusion and Restraint (Recommendation)
  - 8. Motion re Criteria to Shift to Online Learning and Metrics Used to Return to In-person Classes (Recommendation)
  - 9. Information on the Joint Use Agreement July-August and Summer Programming (Information – Response to Request for Information #101)
- H. Other Committee, Board Representative and Trustee Reports
- I. Trustee and Board Requests for Information

**J. Notice of Motions**

**K. Meeting Dates**

**L. Adjournment**

**MINUTE BOOK****Board Meeting #15**

Minutes of the Board Meeting of the Board of Trustees of Edmonton School Division of the Province of Alberta held via Zoom on Tuesday, May 11, 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 Trustee Draper:**

“That the agenda for the May 11, 2021, Board meeting be approved as printed.”  
(UNANIMOUSLY CARRIED)

**C. Communications from the Board Chair**

The Board Chair thanked staff, parents and students for their patience as everyone navigates the latest and significant shift to at-home learning within Edmonton Public Schools. She remarked that COVID-19 continues to test everyone and while the decision to move all grades online was tough, it was absolutely the right decision for the safety of students and staff. The Board Chair said that

### **MINUTE BOOK**

she was very encouraged to hear that children age 12 years and older are now eligible to be vaccinated.

The Board Chair advised that there would be a discussion on the Strategic Plan Update: COVID-19 Re-Entry Strategy later in the meeting. She stated that in reading the report, it became clear just how much work has gone into making this year as smooth and safe for staff and students as possible, and in keeping the focus on learning. The Board Chair thanked Superintendent Robertson for his incredible hard work and leadership during this challenging year.

The Board Chair explained that Chairs and Vice-Chairs of the four metro school boards meet regularly. These meetings are important opportunities to share what's happening within large school divisions and also to find ways to work collaboratively. She was pleased that the four metro boards were able to advocate together for all school-based staff to be vaccinated.

The Board Chair shared that May is Asian Heritage Month and a time to celebrate the contributions that Canadians of Asian descent have made in our school division, city and country. She said that although it is a time to celebrate, it is also time to reflect that racism against people of Asian heritage persists. The Board Chair thanked people in Edmonton who are working hard to raise awareness and actively stop anti-Asian hate - including work that's happening within the Division. She expressed that although there are small groups of people doing this work, it is incumbent on everyone to do their part to end racism and become anti-racist in their words and actions.

The Board Chair advised that Canada Mental Health Week was observed from May 3-9, 2021. She explained that Mental Health Week is a Canadian tradition, with communities, schools and workplaces rallying to celebrate, protect and promote mental health. The theme of this year's Mental Health Week was understanding our emotions. The Board Chair remarked that COVID-19 has created unprecedented levels of stress and anxiety that have challenged the mental health of much of the population. Naming, expressing and dealing with emotions, even when they're uncomfortable, are part of protecting and promoting good mental health. The Board Chair said now more than ever it is important to be kind and be compassionate, to yourself and others.

The Board Chair advised that May 17 is International Day Against Homophobia, Transphobia and Biphobia. She explained that this day belongs to no one individual, rather it's about people hoping for a prejudice-free world that can provide a place at the table for everyone regardless of their sexual orientation. The Board Chair remarked that May 17 is set aside to fight homophobia, transphobia and biphobia and needs to be appropriated by all of those actively involved in civil society: gay and lesbian community organizations, those organizations focusing on other types of sexual diversity, unions, employers, private businesses, governments, public administration, professional associations, and all individuals seeking equality.

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

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The Superintendent thanked everyone who had a hand in making the Reading for Life online fundraiser on May 7 a success. He explained the event raises funds for the Edmonton Public Schools Foundation in support of full-day Kindergarten.

The Superintendent thanked parents, students and staff for their incredible efforts and successful school year in spite of the numerous challenges caused by the pandemic.

**E. Minutes****1. Board Meeting #14 – April 27, 2021**

Trustee Adams requested that the April 27, 2021, minutes be amended as follows:

*Excerpt:*

1. Given that collecting race-based data is one necessary step in working to dismantle systemic racism and racial discrimination, we ask that ASBA formally request on behalf of all school boards that Alberta Education develop a model for the collection of race-based data for staff and students across Alberta, in consultation with communities impacted by racism.”

**(UNANIMOUSLY CARRIED)**

**MOVED BY Vice-Chair Ip:**

**“That the minutes of Board Meeting #14 held April 27, 2021, be approved as amended.”  
(UNANIMOUSLY CARRIED)**

**F. Comments from the Public and Staff Group Representatives**

There were three registered speakers for this item who addressed the Board regarding expanding the French Immersion program at Oliver School.

**G. Reports****2. Locally Developed Courses**

**MOVED BY Trustee Janz:**

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

- Academic Achievement through English Language Development 15-25-35 (3 and 5)
- Band 15-25-35 (3 and 5)
- Theory of Knowledge 25-35 (3)
- Vocal Jazz 15-25-35 (5)
- Workplace Essential Skills 25-35 (5)

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

**MINUTE BOOK**

- **Chemistry (Advanced) 35 (3)."**  
**(UNANIMOUSLY CARRIED)**

3. COVID-19 Impact on the Division from March 31 to April 27, 2021

Information was provided regarding the COVID-19 impact on the Division from March 31 to April 27, 2021.

There was a short break in the meeting.

4. Strategic Plan Update: COVID-19 Re-Entry Strategy

The Board of Trustees received the following information:

- A comprehensive summary of the Division's journey in response to the COVID-19 pandemic.
- A high-level overview of the 2020-2021 school year through the perspective of COVID-19 strategies and practices, including details, data and reflections on the impact of these strategies and practices.
- A summary of lessons learned over this past year and how some of these learnings will inform the work of the Division.

There was a short break in the meeting.

5. Anti-Racism and Equity

The Division acknowledged that racism exists in its schools and workplace and is committed to taking intentional and meaningful action towards the elimination of racism across the Division. This action will include the development of a model to support the collection of raced-based data and focusing on actions that promote a culture of respect and equity for all students, staff and families.

6. Responses to Trustee Janz' Questions from the April 13, 2021 Board Meeting  
(Response to Request for Information #100)

Information was provided regarding Request for Information #100.

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

Trustee Adams announced that she would not be running in the next municipal election. She thanked her colleagues and Superintendent Robertson for the past eight years of dedication in supporting students, families and the Division. Trustee Adams invited interested members of the public that may be considering running for the position of Trustee to contact her.

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

Trustee Draper served notice of motion that the Board of Trustees moves that Edmonton Public Schools participate in the City of Edmonton's Corporate Climate Leaders Program in order to reduce the Division's greenhouse gas emissions and increase its climate resiliency.

Trustee Dunn served notice of motion that data on the use of seclusion and restraint are reported to the Board annually, along with work on systemic changes so that these practices are no longer needed or used.

Trustee Stirling served notice of motion that the Board write a letter to the Minister of Education and the Minister of Health requesting clarification on the criteria necessary to request a shift to online learning and the metrics used to determine when it is safe for students to return to in-person classes.

**K. Next Board Meeting: Tuesday, May 25, 2021, at 2:00 p.m.****L. Adjournment: 5:20 p.m.**

**The Board Chair adjourned the meeting.**

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Trisha Estabrooks, Board Chair

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Karen Mills, Director, Board and  
Superintendent Relations

**DATE:** May 25, 2021

**TO:** Board of Trustees

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

**SUBJECT:** 2021-2022 Non-Resident Fees and 2022-2023 International Student Fees

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

**RESOURCE**

**STAFF:** Ann Parker, Jennifer Price, Madonna Proulx, Elizabeth Shen

**REFERENCE:** [Education Act](#)  
[Administrative Regulation HC.AR, Student Admission and Enrolment](#)

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## ISSUE

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

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

## BACKGROUND

### *Non-Alberta Resident Fees and Special Needs Sponsorship Fees*

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

The methodology used to calculate the 2021-2022 non-Alberta resident fee is consistent with that used by the Province when determining the student rate for school divisions that are not funded by Alberta Education such as those funded by the federal government. Further information is available on Attachment I.

Included in the fee schedule for 2021-2022 is a Distance Education credit enrolment unit (CEU) fee for non-Alberta resident students. The CEU rate being charged matches the provincial funding rate for part-time distance education students.

The Division also enters into education service agreements (sponsorships) with other school divisions to provide instructional programming for their special needs students. The actual cost of the program for a student can vary due to the specific needs of each student. As such, additional fees may be applied to cover costs such as additional educational assistant time and transportation costs. In the current year, Edmonton Public Schools is providing programming for 16 special needs students; 10 of these students are attending the Alberta School for the Deaf.



### *International Student Program Fees*

Through the International Student Program, the Division has over 25 years of history of offering full-time, academic programming to international students from a variety of countries. This school year, 37 Division schools served 276 international students from 18 countries. This is a decrease of approximately 44 per cent due to the COVID-19 pandemic. Despite this, the program generated revenues in excess of \$2.5 million, with the majority being allocated to schools and the remaining balance being used to support central support program costs.

Several factors are considered in determining the International Student Tuition Fee including; the cost of a senior high program with English Language Learning (ELL) instruction and support services; Division operational costs including staff salaries and expenses associated with operating and managing the program; and the current market conditions for programs of a similar nature in Alberta and across Canada. Due to the ongoing uncertainty of the global pandemic, there is no proposed increase for international student fees for 2022-2023.

### **RELATED FACTS**

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

### **RECOMMENDATION**

1. **That the proposed 2021-2022 Non-Alberta Resident Fees and Special Needs Non-Resident fees be approved (Attachment I).**
2. **That the proposed 2022-2023 International Student Tuition fee of \$12,500 and an International Student Application fee of \$250 be approved (Attachment I).**

### **CONSIDERATIONS and ANALYSIS**

- Changes to the provincial funding framework have been considered in determining the attached fees.
- Changes to the Division's budget allocation model have also been considered in determining the attached fees.
- Revisions to Administrative Regulation HC.AR, Student Admission and Enrolments have been considered in the development of the attached fee schedule.

### **NEXT STEPS**

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

### **ATTACHMENTS and APPENDICES**

ATTACHMENT I	2021-2022 Proposed Non-Alberta Resident and Special Needs Sponsorship Fees
	2022-2023 Proposed International Student Tuition and Application Fees

TB:ja

**Edmonton Public Schools**  
**2021-2022 Proposed Non-Alberta Resident and Special Needs Sponsorship Fees**  
**2022-2023 Proposed International Students Tuition and Application Fees**

<b><u>FEE DESCRIPTION</u></b>	<b>2021-2022 Proposed Fees</b>	<b>Notes</b>
<b>NON-ALBERTA RESIDENT FEE</b>		
Non-Alberta Resident Fee	\$ 10,025	1
Distance Education / Highschool per credit enrolment unit (CEU)	191	
<b>SPECIAL NEEDS SPONSORSHIP FEES (not withstanding Administrative regulation HC.AR Student Admission and Enrolments) *</b>		2
<b>LEVEL OF SPECIALIZED LEARNING SUPPORTS (Grades Kindergarten - 12)</b>		
<b>Moderate</b> - Frequently Requires Adult Support (Targeted)	10,994	
<b>Severe</b> - Extensively Dependent on Adult Support (Specialized)	24,674	
<b>Profound</b> - Constantly Dependent on Adult Support (Specialized)	34,680	
* Additional fees may be added to cover costs such as additional educational assistant time and transportation costs		

<b><u>FEE DESCRIPTION</u></b>	<b>2022-2023 Proposed Fees</b>
<b>INTERNATIONAL STUDENT PROGRAM FEE</b>	\$ 12,500
<b>INTERNATIONAL STUDENT APPLICATION FEE</b>	250

**Notes****1 Non-Alberta resident fees**

Non-Alberta resident rates are based on 2021-2022 provincial funding as outlined below:

Total Funding Support with Bridge Funding

Less: Infrastructure Maintenance Renewal (IMR) \* Does not Include CMR \*

Total Operational Funding

Weighted Moving Average Enrolment (WMA)

**Operational Funding per WMA FTE Student**

<b>2021-2022 Funding Profile</b>
\$ 1,014,791,511
(13,601,747)
1,001,189,764
99,867
<b>\$ 10,025</b>

**2 Special needs sponsorship fees**

Special needs sponsorship fees were established by taking the provincial base funding rate and multiplying it by the same ratio's that the Division uses to calculate our schools weighted enrolment as outlined below:

<u>Level of Support</u>	<u>Funding Rate</u>	<u>Ratio</u>	<u>Fee</u>
Moderate	6,064	1.813	\$ 10,994
Severe	6,064	4.069	\$ 24,674
Profound	6,064	5.719	\$ 34,680

**DATE:** May 25, 2021

**TO:** Board of Trustees

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

**SUBJECT:** Board Policy GGAJ.BP Early Years

**ORIGINATOR:** Karen Mills, Director Board and Superintendent Relations

**RESOURCE STAFF:** Kelsey Duebel, Rachel Foley, Ann Parker, Nancy Petersen, Natalie Prytuluk

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

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#### ISSUE

The Policy Review Committee is presenting Board Policy GGAJ.BP Early Years to the Board of Trustees at public Board for second, third and final reading.

#### BACKGROUND

Edmonton Public Schools' Board of Trustees is committed to high quality early learning opportunities for children across Edmonton. The Board sets direction for early years programming through Board Policy GGAJ.BP Early Years. This policy is currently up for review.

#### RELATED FACTS

As part of its policy review, the Board invited families, staff and community members to provide their perspectives through conversations about early childhood education in the spring of 2019. Engagement sessions were held to identify values to inform the development of the first draft of the policy. The Board approved the first draft of the policy at the January 26, 2021, public Board meeting.

The draft policy and a public survey was posted on the Division website in February 2021. Feedback was provided by a total of 44 respondents who participated in the survey. In addition, the Multicultural Health Brokers Co-op's early years team provided written feedback on the draft policy. Revisions to the draft policy coming forward primarily responded to stakeholder feedback to:

- Ensure a learner and child-centred approach throughout the document.
- Strengthen emphasis on partnerships and collaboration with families, community members and community organizations.
- Explicitly recognize the value of diverse cultural knowledge and practices in young children's lives.
- Clarify eligibility and age requirements of Division offered programming within the definitions.

The draft policy reflects the role of the Division as an early childhood service provider as set out by Alberta Education and the provincial funding manual. This work by the Board of Trustees supports the following areas of the 2018-2022 District Strategic Plan:

- Priority 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
- Goal 1: An excellent start to learning: More children enter Grade 1 reaching emotional, social, intellectual and physical developmental milestones.

## **RECOMMENDATION**

**That Board Policy GGAJ.BP Early Years be read for the second, third and final time and approved.**

## **OPTIONS**

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

1. Support the recommendation to approve Board Policy GGAJ.BP Early Years.
2. Complete the second reading of the policy and direct the Policy Review Committee to adopt revisions to the policy and engage further with stakeholders prior to third reading.

## **CONSIDERATIONS and ANALYSIS**

Board Policy GGAJ.BP Early Years is up for review. The draft policy being brought forward for approval has been informed by stakeholder engagement and a review of current research and programming for the early years.

In the Policy Review Committee's work plan, the intended timeline to have this policy work completed is the 2020-2021 school year. Approval on May 25, 2021, will achieve this timeline.

## **NEXT STEPS**

Upon approval of the recommendation, the updated policy will be posted to the Division website.

## **ATTACHMENTS AND APPENDICES**

ATTACHMENT I Board Policy GGAJ.BP Early Years

BS:rf

**CODE:** GGAJ.BP**EFFECTIVE DATE:** (28-01-2020)**TOPIC:** Early Years**ISSUE DATE:** (29-01-2020)**REVIEW YEAR:** (2016)

## PURPOSE

To support the Division's youngest learners to thrive within a welcoming, inclusive, safe and healthy learning environment.

To affirm the Board of Trustees' (the Board) role in supporting the provision of early childhood services programs in collaboration with families, community early years providers, and government.

## DEFINITIONS

**Early Years Programming** is the continuum of programs offered in Edmonton Public Schools for children under the age of six and for children as young as two years and eight months in alignment with requirements for Early Childhood Services under the Education Act. Early Years Programming includes Pre-Kindergarten and Kindergarten and is delivered in alignment with provincial eligibility and funding requirements.

- **Pre-Kindergarten** provides early intervention for children who are in need of specialized programming supports, are 3 or 4 years old by December 31st of the year they register, and meet eligibility criteria. Children may be eligible for one or two years of Pre-Kindergarten before their Kindergarten year.
- **Kindergarten** serves all children in the year prior to Grade 1 who are 5 years old on or before December 31st of the year they register. In Edmonton Public Schools, Kindergarten is typically offered five half days per week though some full-day programs may be available to serve children living in neighbourhoods with high social vulnerability.

## POLICY

Research in the field of early childhood recognizes that the early years of a child's life have a profound and lasting impact on children's future learning and development. Young children thrive when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning.

The Board believes that all children are curious and eager to learn and recognizes the importance of families as children's first teachers. Families play a significant role in children's learning, health, development and well-being. Families bring a wealth of cultural knowledge, practices, and identity critical to children's learning and development. The Board is committed to building strong relationships with families as critical partners in their children's learning.

The Board acknowledges that early childhood educators also have an important role in nurturing relationships among children, staff, and families and is committed to providing positive experiences in the early years of a child's life. Additionally, the Board recognizes the effectiveness of early years programming for children and the positive long term impact this investment has for the broader society.

Early childhood programming provides early intervention, especially in key areas such as language, self-regulation, empathy, social skills, gross and fine-motor skills and early literacy and numeracy. The Board is committed to providing an excellent start to learning through the provision of early years programming that is responsive to the needs of all children.

Early childhood educators support the growth and well-being of young learners through a range of developmentally appropriate and culturally responsive experiences using research and evidence-based approaches to learning. The Board is committed to providing early years programs and learning environments that are inclusive, nurturing, and strength-based and support the diversity of languages, cultures, social circumstances, and physical and intellectual abilities and well-being of the children served. Diverse cultural knowledge, expertise, and practices, including First Nations, Métis and Inuit ways of knowing, being and doing will be reflected in both the learning environment and activities that support learning. The Board recognizes that the provision of high quality early years programming is supported by staff who have the knowledge, skills, attitudes and expertise to work with the diverse needs of young children.

Strong early development and learning requires a relationship-based and culturally meaningful approach to nurture young children's sense of belonging as members of a community. There are many community organizations who serve as important partners in the provision of early years programming for families in the Edmonton community. The Division acknowledges the diversity of perspective, expertise and services of these partners and values the opportunity to collaborate with them to provide additional support for children and families.

The Board acknowledges the importance of strategic collaboration with community partners and various orders of government, including municipal and provincial, to advance funding, access and guidelines to support the needs of children and families in the community.

## **EXPECTATIONS**

The Superintendent will implement this policy by assigning roles and responsibilities and through developing administrative regulations, processes and best practices.

## **ACCOUNTABILITY**

The Superintendent will provide updates to the Board around progress made in support of early years programming in Edmonton Public Schools.

The Division will provide an annual update on progress and priority strategies that support early years programming through the Annual Education Results Report.

## **REFERENCES**

AA.BP - Stakeholder Relations

AE.BP - Welcoming, Inclusive, Safe and Healthy Learning and Working Environments

HAA.BP - First Nations, Métis and Inuit Education

*Education Act* Section 21

*Early Childhood Services Regulation* (Alberta Education)

**DATE:** May 25, 2021

**TO:** Board of Trustees

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

**SUBJECT:** Approval of the 2021-2022 Budget

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

**RESOURCE**

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

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

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## ISSUE

The 2021-2022 Proposed Budget is being presented to the Board of Trustees for approval.

### Provincial Budget

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

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

### 2021-2022 Budget and Revenue highlights

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

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

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

stand-alone one-time Provincial COVID Mitigation Support grant. Highlights of the other grants are as follows:

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

### **2021-2022 Proposed Allocation Highlights**

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

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

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



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

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

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

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

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

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

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

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

- six mental health therapists
- twelve wellness coaches

These contracted positions with AHS are reviewed annually.

### **Planned Use of Operating Reserves and Capital Reserve Plan**

Introduced in 2020, school boards are required to obtain ministerial approval before spending reserve funds. A detailed accumulated reserve plan is required and any planned access to operating reserve

funds needs to be submitted in conjunction with the budget documents. The Division's proposed use of surplus funds for 2021-2022 totals just over \$25 million and is detailed on Attachment VII. The Division's Capital Reserve Plan is detailed on Attachment VIII.

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

## RELATED FACTS

- Total revenue for the Division is estimated at approximately \$1.184 billion (Attachment I). This reflects some updates to revenue based on updated information and input from school and central cost centers including:
  - Lower student transportation fees than those budgeted for in 2020-2021. [The April 27, 2021, Transportation Fees board report](#) indicates lower student transportation fee revenue in 2021-2022. The lower revenue is the result of operational efficiencies gained such as: shared transportation routes; new yellow bus contracts that minimize the impact of fluctuating fuel prices; shared arrangements with Edmonton Catholic Schools, and working with schools to implement minor changes to bell times to allow more schools to share buses. These operational efficiencies combined with changes to Student Transportation fees over the past year, have eliminated the gap between Student Transportation's funding and costs.
  - A decrease in Adult Education fees which is mainly the result of many courses not being suitable for an online delivery model.
  - The Alberta Teachers Retirement fund (ATRF) rate decreasing to 10.87 per cent from 11.29 per cent reported last spring. This is a flow through transaction with an offsetting equal expense.

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

## RECOMMENDATION

1. That the 2021-2022 Budget comprised of \$1.184 billion in revenue and \$25 million in access to accumulated operating surplus funds, for a total budget of \$1.209 billion be approved.
2. That the budget report for the year ending August 31, 2021 (Attachment IX), be approved.

**OPTIONS**

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

1. Approve the budget as presented.
2. Approve the budget subject to amendments.

**NEXT STEPS**

- If approved, the 2021-2022 budget report will be submitted to the Province prior to the legislated deadline of May 31, 2021.
- If approved with amendments, the budget report will be updated and a draft will be submitted to the Province prior to May 31, 2021. The revised budget report will be brought back to the June 8, 2021 meeting for final approval.
- Once approved, the 2021-2022 Budget will be posted on the Division's public website.

**ATTACHMENTS and APPENDICES**

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

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

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

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

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

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

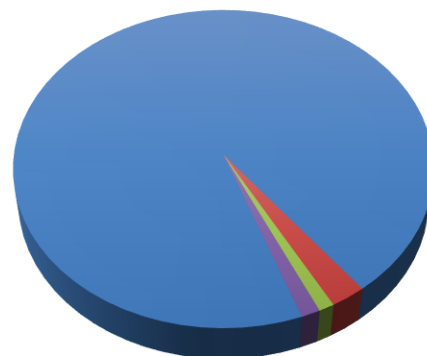
## Edmonton Public Schools - Revenue & Expense Analysis

### 2021-2022 Projected Budget

#### Revenue by source

(all dollar amounts are expressed in thousands)

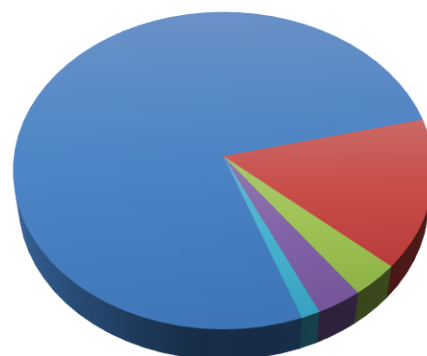
	2021-2022	
	\$	%
Government of Alberta	1,125,401	95.0%
Fees	29,775	2.5%
Sales and Services	13,077	1.1%
Other	16,127	1.4%
	<b>1,184,380</b>	<b>100.0%</b>



#### Expenses by program

(all dollar amounts are expressed in thousands)

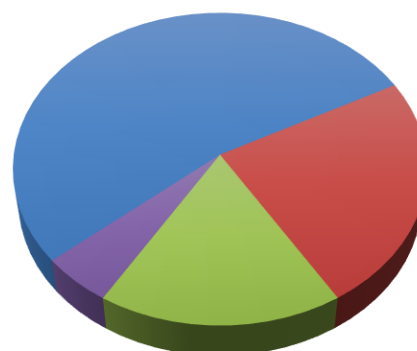
	2021-2022	
	\$	%
ECS - Grade 12 Instruction	927,051	76.8%
Plant Operations and Maintenance	184,519	15.3%
Transportation	41,473	3.4%
Board and System Administration	39,089	3.2%
External Services	16,258	1.3%
	<b>1,208,390</b>	<b>100.0%</b>



#### Expenses by object

(all dollar amounts are expressed in thousands)

	2021-2022	
	\$	%
Certificated salaries, wages and benefits expense	644,727	53.4%
Non-certificated salaries, wages and benefits expense	289,338	23.9%
Services, contracts and supplies expense	212,320	17.6%
Amortization & other expenses	62,005	5.1%
	<b>1,208,390</b>	<b>100.0%</b>



## Notes to supplement the 2021-2022 Revenue Budget

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

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

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

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

### 2. Kindergarten

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

### 3. High School Funding

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

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

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

### 4. Specialized Learning Supports (SLS)

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

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



**5. SLS - Kindergarten Severe**

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

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

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

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

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

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

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

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

**9. First Nation, Métis and Inuit (FNMI)**

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

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

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

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

**11. Operations and Maintenance (O&M)**

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

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

## **12. Transportation**

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

## **13. Nutrition**

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

## **14. System Administration**

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

## **15. Infrastructure Maintenance and Renewal (IMR)**

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

## **16. COVID Mitigation Funding**

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

## **17. Bridge Funding**

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

## **18. Amortization of Capital Allocations and Expended Deferred Capital Revenue**

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

## **19. Education Programs Cost Recovery and Conditional Grants**

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

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

**20. Secondments - Provincial**

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

**21. Alberta Teachers Retirement Fund (ATRF)**

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

**22. Other Provincial Grants**

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

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

**23. Other Alberta School Authorities**

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

**24. Transportation Fees**

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

**25. Metro Continuing Education (MEC) Fees**

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

**26. Music Instrument & Other Material Fees**

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

**27. Gain on Sale of Capital Assets**

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

**28. International Student Tuition**

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

**29. Sales and Services – Schools and Central DUs**

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

**30. Secondments – Other Entities**

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

**31. Adult Education**

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

**32. Investment Income**

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

**33. EPSB Foundation**

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

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

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

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

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

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

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

		<b>2021-2022 Budget</b>	<b>2021-2022 Distribution of Funds (DOF)</b>		<b>Variance Budget vs DOF \$</b>	<b>Variance Budget vs DOF %</b>	<b>NOTES</b>
<b>REVENUE</b>	*			*			
Operating Revenue		\$ 1,184,379,800	\$ 1,186,470,700		\$ (2,090,900)	-0.2%	
Operating Reserve Funds Requested <sup>A</sup>		25,050,000	22,550,000		2,500,000	11.1%	<b>A</b>
Total Operating Revenue		\$ 1,209,429,800	\$ 1,209,020,700		\$ 409,100	0.0%	
<b>SCHOOL ALLOCATIONS</b>							
Direct School Allocations		\$ 792,869,988	\$ 790,682,958		\$ 2,187,030	0.3%	<b>1</b>
Indirect School Allocations		65,709,445	64,418,008		1,291,437	2.0%	<b>2</b>
		\$ 858,579,433	\$ 855,100,966		\$ 3,478,467	0.4%	
School Generated Funds/External Revenues		34,615,936	35,283,313		(667,377)	-1.9%	<b>3</b>
<b>SUBTOTAL SCHOOL ALLOCATIONS</b>	73.9%	\$ 893,195,369	\$ 890,384,279	73.6%	\$ 2,811,090	0.3%	
<b>OTHER ALLOCATIONS</b>							
Metro Continuing Education		\$ 9,475,972	\$ 11,122,955		\$ (1,646,983)	-14.8%	<b>4</b>
External Revenue Allocations - Central		10,801,271	10,219,326		581,945	5.7%	<b>5</b>
Division Level Fixed Costs	3.8%	46,172,025	46,172,025	3.8%	-	-	<b>6</b>
Division Level Committed Costs	7.9%	95,392,863	100,335,468	8.3%	(4,942,605)	-4.9%	<b>7</b>
		\$ 161,842,131	\$ 167,849,774		\$ (6,007,643)	-3.6%	
System Administration	3.1%	\$ 38,007,200	\$ 38,007,200	3.1%	\$ -	-	<b>8</b>
<b>SUBTOTAL OTHER ALLOCATIONS</b>		\$ 199,849,331	\$ 205,856,974		\$ (6,007,643)	-2.9%	
<b>SUPPORTED CAPITAL AND IMR</b>		\$ 61,967,700	\$ 56,641,747		\$ 5,325,953	9.4%	<b>9</b>
<b>ALBERTA TEACHERS' RETIREMENT FUND (ATRF)</b>		53,377,200	56,137,700		(2,760,500)	-4.9%	<b>10</b>
<b>GAIN ON SALE OF CAPITAL ASSETS</b>		1,040,200	-		1,040,200	100.0%	<b>11</b>
<b>TOTAL BUDGET ALLOCATIONS</b>		\$ 1,209,429,800	\$ 1,209,020,700		\$ 409,100	0.0%	

\* The amount as a percentage of the total allocations.

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

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

## Notes to supplement the 2021-2022 Budget – Total Allocations

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

### 1. **Direct School Allocations**

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

### 2. **Indirect School Allocations**

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

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

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

### 4. **Metro Continuing Education**

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

### 5. **External Revenue Allocations – Central**

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

### 6. **Division Level Fixed Costs**

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

### 7. **Division Level Committed Costs**

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

### 8. **System Administration**

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

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

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

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

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

**11. Gain on Sale of Capital Assets**

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



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

	2021-2022 Budget Allocations	2021-2022 Distribution of Funds (DOF)	Variance Budget vs DOF \$	Variance Budget vs DOF %	NOTES
<b>SCHOOL ALLOCATIONS</b>					
Base Allocation	\$ 58,828,277	\$ 58,828,277	\$ -	-	1
Community Use of Schools	243,023	244,825	(1,802)	-0.7%	2
Special Education Supplemental Allocation	5,000,000	5,000,000	-	-	3
Division One Targeted Allocation	40,000,000	40,000,000	-	-	4
Educational Programs in an Institution/Specialized Education Program	10,301,790	10,301,790	-	-	5
September Actual Enrolment vs Projected Enrolment Relief*	5,000,000	5,000,000	-	-	6,19
First Nations, Metis and Inuit	10,260,512	10,260,512	-	-	7
High Social Vulnerability	6,000,000	6,000,000	-	-	8
Alternate Allocations	16,091,779	16,091,779	-	-	9
Operations and Maintenance	16,045,210	16,045,210	-	-	10
Program Unit Funding	11,217,981	11,217,981	-	-	11
Moderate Language Delay (Pre-K & SLS-K)	2,892,000	2,892,000	-	-	12
SLS - Kindergarten (severe)	10,785,200	10,785,200	-	-	13
Weighted Enrolment Allocation	566,876,868	567,188,036	(311,168)	-0.05%	14
<b>Subtotal School Allocations</b>	<b>\$ 759,542,640</b>	<b>\$ 759,855,610</b>	<b>\$ (312,970)</b>	<b>-0.04%</b>	
<b>OTHER SUPPLEMENTAL SCHOOL ALLOCATIONS</b>					
amiskwaciy Rent and Maintenance	\$ 1,408,026	1,408,026	-	-	15
Equity Fund	7,800,000	7,800,000	-	-	
Facility Use Payments - Christian Schools	1,346,792	1,346,792	-	-	16
Specialized Services Programs	981,530	981,530	-	-	17
Transportation for Awasis/amiskwaciy	441,000	441,000	-	-	7
Program Enhancement Allocations:					
CAT-4 Allocation	1,300,000	1,300,000	-	-	18
COVID-19 - Continuing Pandemic Relief*	8,050,000	8,050,000	-	-	19
Online Resource Development*	2,000,000	2,000,000	-	-	19
High Social Vulnerability Achievement Pilot*	6,500,000	6,500,000	-	-	19
Menstrual Product Initiative*	2,500,000	-	2,500,000	100.0%	19
Special Project - (Race Based Data/Systemic Racism)*	1,000,000	1,000,000	-	-	19
<b>Subtotal Other Supplemental School Allocations</b>	<b>\$ 33,327,348</b>	<b>\$ 30,827,348</b>	<b>\$ 2,500,000</b>	<b>8.1%</b>	
<b>TOTAL DIRECT SCHOOL ALLOCATIONS</b>	<b>\$ 792,869,988</b>	<b>\$ 790,682,958</b>	<b>\$ 2,187,030</b>	<b>0.3%</b>	

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

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

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

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

### 1. **Base Allocation**

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

### 2. **Community Use of Schools**

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

### 3. **Special Education Supplemental Allocation**

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

### 4. **Division One Targeted Allocation**

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

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

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

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

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

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

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

### 8. **High Social Vulnerability**

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

**9. Alternate Allocations**

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

**10. Operations and Maintenance (O&M)**

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

**11. Program Unit Funding**

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

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

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

**13. Specialized Learning Support – Kindergarten (Severe)**

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

**14. Weighted Enrolment Allocation**

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

**15. amiskwaciy Rent and Maintenance**

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

**16. Facility Use Payments – Christian Schools**

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

**17. Specialized Services Programs**

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

**18. CAT-4 Allocation**

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

**19. Planned Use of Surplus**

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

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

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

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

\* See Attachment V<sup>A</sup> - for a detailed breakdown of this line item.

\*\* See Attachment V<sup>B</sup> - for a detailed breakdown of this line item.

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

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

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

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

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

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

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

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

### 1. **Fiscal and Debt Services**

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

### 2. **Student Transportation**

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

### 3. **Language and Cultural Support**

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

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

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

### 4. **Board of Trustees**

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

### 5. **Office of the Superintendent**

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

#### **Resiliency Project with Dr. Unger**

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

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



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

## 6. Corporate Services

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

## 7. Operations and Learning Supports

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

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

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

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

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

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

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

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

### **1. Teaching and Support FTE Reductions**

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

### **2. Custodial FTE Increase**

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

### **3. Exempt FTE Increase**

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

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

### **4. Maintenance FTE Reductions**

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

### **5. Metro Continuing Education Staffing FTE Increase**

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

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

ATTACHMENT VII

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

**2021-2022 Planned Use of Surplus Funds:**

Surplus funds requested to be released for 2021-2022:

**All Estimates:**

1 Online resource development	\$ 2,000,000	
2 COVID-19 - continuing pandemic relief	8,050,000	
3 Special Project - (Race-Based Data/Systemic Racism)	1,000,000	
4 September Actual Enrolment vs Projected Enrolment Relief	5,000,000	
5 High Social Vulnerability Achievement Pilot	6,500,000	
6 Menstrual Products Initiative:		
Year 1 - Menstrual product distribution - infrastructure requirements	\$ 1,000,000	
Year 1 - Purchase of menstrual products (partial year)	1,500,000	
<b>Total surplus funds requested to be released for 2021-2022</b>	<b>\$ 25,050,000</b>	(25,050,000)
Estimated operating surplus 2021-2022 (0.4% of total budget)		4,836,083
Net impact of capital items (reclassification entry required at year end)		600,000
<b>Projected accumulated operating surplus as at August 31, 2022 (excluding SGF*)</b>	1.5%	<b>\$ 18,320,040</b>

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

**NOTE:**

The COVID-19 pandemic is expected to continue into the 2021-2022 school year. Our goal will be to maximize the efficiency of dollars allocated in this budget and we will work with the Provincial Government on additional resources and supports that may be required. To ensure our learning environments are safe for students and staff, we are prepared to access additional operating surplus funds if required.

## Notes to supplement the 2021-2022 Accumulated Operating Surplus Plan

### 1. On-line resource development

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

### 2. COVID-19 - continuing pandemic relief

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

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

Estimated costs:

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

### 3. Development of Race Based Data

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

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

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

### 4. September Actual Enrolment vs Projected Enrolment relief

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

### 5. High Social Vulnerability Achievement Pilot

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

**6. Menstrual Products Initiative**

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

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

ATTACHMENT VIII

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

## Notes to supplement the 2021-2022 Capital Reserve Plan

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

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

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

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

### 3. **Solar Strategy**

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

### 4. **The First Place Program**

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

### 5. **Long-Term Leasing Strategy**

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



School Jurisdiction Code: 3020

# BUDGET REPORT FOR THE YEAR ENDING AUGUST 31, 2022

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

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

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

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

TRISHA ESTABROOKS

Name

Signature

**SUPERINTENDENT**

DARREL ROBERTSON

Name

Signature

**SECRETARY TREASURER or TREASURER**

TODD BURNSTAD

Name

Signature

**Certified as an accurate summary of the year's budget as approved by the Board****of Trustees at its meeting held on** May 25, 2021 .

Date

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

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15	Color coded cells:								
16	blue cells: require the input of data/descriptors wherever applicable.				grey cells: data not applicable - protected				
17					white cells: within text boxes REQUIRE the input of points and data.				
18	green cells: populated based on information previously submitted				yellow cells: to be completed when yellow only.				
19									
20	<h2 style="text-align: center;">HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2021/2022 BUDGET REPORT</h2>								
21	The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into								
22	consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year								
23	Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will								
24	support the jurisdiction's plans.								
25	<b><u>Budget Highlights, Plans &amp; Assumptions:</u></b>								
26	<u>Revenue Budget and Allocations to Schools and Central Decision Units:</u>								
27	>Total revenue for the Division is budgeted at approximately \$1.184 billion.								
28	>Total projected student enrolment has increased to 106,048 students.								
29	>Division staff unit costs have been maintained at the same level for the last five years which has provided stability for our schools and central cost centres. However,								
30	benefits such as Canadian Pension Plan (CPP), Workers Compensation, and the Alberta School Extended Benefits Plan (ASEBP) have now or are anticipated to increase to the								
31	point that all unit costs need to be adjusted. The updated unit costs have resulted in decreased spending power for both schools (an average of 1.5 per cent) and central (an								
32	average of 3.2 per cent) as a result of the increase in compensation-related costs. In total, we anticipate the increase in unit costs to increase our total salaries and benefit								
33	budget by 1.8 per cent or just under \$15 million.								
34	>System Administration expenses are projected at \$37.3 million which is 3.08 per cent of the Division's total 2021-2022 expenses.								
35	>Consistent with prior years, almost 75 per cent of the total Division funds will continue to be allocated directly to support students in the classroom, with the remaining								
36	balance covering fixed and committed costs like utilities, insurance and software licenses as well as administrative costs required for Division operations. This is the same								
37	percentage that was allocated for classrooms in 2020-2021, even though fixed and committed costs have increased.								
38	>A decrease in Adult Education fees which is mainly the result of many courses not being suitable for an online delivery model.								
39	>The Division's proposed use of surplus funds for 2021-2022, totals just over \$25 million prior to factoring in the sale of land.								
40	>Projected accumulated operating surplus at August 31, 2022 is \$18 million prior to factoring in the sale of land.								
41	>Further detailed information on the Divisions proposed use of surplus funds is contained in the Board approved recommendation report.								
42	<b><u>Significant Business and Financial Risks:</u></b>								
43	<u>Accumulated Operating Surplus (AOS) Plan:</u>								
44	>Based on the Audited Financial Statements for the Year Ended August 31, 2020, the Division's total accumulated operating surplus was \$44 million, net of School Generated								
45	Funds (SGF). Due to the COVID pandemic and receiving of \$38.5 million in "Safe Return to Schools" federal dollars, an analysis of actual 2020-2021 revenues and expenses for								
46	the current year ending August 31, 2021, projects an operating surplus of \$10 million, as opposed to the \$8.2million deficit reported in the 2020-2021 spring budget.								
47	>The Division is projecting an ending accumulated operating surplus balance of \$38 million, net of transferring \$15 million to capital reserves. This represents approximately								
48	3.2 per cent of the annual operating budget at August 31, 2021.								
49	>With the provincial education budget being frozen and the WMA model not keeping up to our enrolment growth, having an operating surplus is a sound financial practice								
50	that will help to shield students and schools from unforeseen events.								
51	>Out of the total Government of Alberta revenue, six per cent or approximately \$66 million is provided through grants that are not anticipated to continue into future years								
52	including the COVID Mitigation grant and Bridge funding.								
53	<u>COVID-19</u>								
54	>The 2021-2022 budget was completed assuming that the COVID-19 pandemic will continue into the 2021-2022 school year. Our goal is to maximize the efficiency of dollars								
55	allocated in this budget and we will work with the provincial government on additional resources and supports that may be required.								
56	>To ensure the best learning environments for students and staff, we are forecasting to use \$8 million of the \$25 million of access to accumulated operating surplus for								
57	additional staff, including online teachers as well as resources for continued use of PPE, testing and additional cleaning and sanitizing supplies.								
58	>The safety of students and staff continues to remain one of our highest priorities.								
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**BUDGETED STATEMENT OF OPERATIONS**  
for the Year Ending August 31

	Approved Budget 2021/2022	Approved Budget 2020/2021	Actual Audited 2019/2020
<b>REVENUES</b>			
Government of Alberta	\$ 1,125,511,300	\$1,122,344,400	\$1,090,215,986
Federal Government and First Nations	\$ 1,999,600	\$1,935,200	\$2,418,509
Out of province authorities	\$ -	\$0	\$0
Alberta Municipalities-special tax levies	\$ -	\$0	\$0
Property taxes	\$ -	\$0	\$0
Fees	\$ 29,774,800	\$34,219,500	\$19,593,298
Sales of services and products	\$ 11,005,900	\$15,150,900	\$16,893,299
Investment income	\$ 900,000	\$501,800	\$1,943,915
Gifts and donations	\$ 6,841,200	\$6,854,700	\$6,864,992
Rental of facilities	\$ 4,038,500	\$4,044,900	\$3,180,920
Fundraising	\$ 2,197,700	\$2,197,700	\$1,412,898
Gains on disposal of capital assets	\$ 1,040,200	\$0	\$4,417,397
Other revenue	\$ 1,070,600	\$512,500	\$0
<b>TOTAL REVENUES</b>	<b>\$1,184,379,800</b>	<b>\$1,187,761,600</b>	<b>\$1,146,941,214</b>
<b>EXPENSES</b>			
Instruction - Pre K	\$ 9,798,800	\$9,677,400	
Instruction - K to Grade 12	\$ 919,534,700	\$915,904,874	\$889,861,978
Operations & maintenance	\$ 184,519,300	\$171,980,439	\$162,564,420
Transportation	\$ 41,472,800	\$46,104,615	\$37,623,642
System Administration	\$ 37,257,200	\$34,703,472	\$38,585,787
External Services	\$ 15,806,800	\$17,590,800	\$19,637,286
<b>TOTAL EXPENSES</b>	<b>\$1,208,389,600</b>	<b>\$1,195,961,600</b>	<b>\$1,148,273,113</b>
<b>ANNUAL SURPLUS (DEFICIT)</b>	<b>(\$24,009,800)</b>	<b>(\$8,200,000)</b>	<b>(\$1,331,899)</b>

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

**INPUT PRE-K EXPENS**

	Approved Budget 2021/2022	Approved Budget 2020/2021	Actual Audited 2019/2020
<b>EXPENSES</b>			
Certificated salaries	\$ 514,031,100	\$520,508,191	\$530,889,600
Certificated benefits	\$ 130,696,200	\$126,155,840	\$121,549,495
Non-certificated salaries and wages	\$ 222,570,900	\$209,318,501	\$218,700,982
Non-certificated benefits	\$ 66,767,200	\$55,285,509	\$58,216,971
Services, contracts, and supplies	\$ 212,319,500	\$229,675,537	\$162,361,291
<b>Capital and debt services</b>			
Amortization of capital assets			
Supported	\$ 48,255,400	\$43,040,000	\$43,526,706
Unsupported	\$ 12,966,100	\$11,231,225	\$12,166,797
Interest on capital debt			
Supported	\$ -	\$0	\$0
Unsupported	\$ 303,200	\$324,297	\$344,729
Other interest and finance charges	\$ 480,000	\$422,500	\$516,542
Losses on disposal of capital assets	\$ -	\$0	\$0
Other expenses	\$ -	\$0	\$0
<b>TOTAL EXPENSES</b>	<b>\$1,208,389,600</b>	<b>\$1,195,961,600</b>	<b>\$1,148,273,113</b>

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

REVENUES	Approved Budget 2021/2022									Actual Audited 2019/20
	Instruction				Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
	Pre K	Third Year K- Severe	Moderate Language Delay (Code 48)	K - Grade 12						
(1) Alberta Education	\$ 9,798,800	\$ 10,785,200	\$ 2,892,000	\$ 874,036,900	\$ 111,892,800	\$ 30,941,600	\$ 38,007,200	\$ 3,143,200	\$ 1,081,497,700	\$ 1,044,860,678
(2) Alberta Infrastructure	\$ -	\$ -	\$ -	\$ -	\$ 40,274,900	\$ -	\$ -	\$ -	\$ 40,274,900	\$ 39,265,176
(3) Other - Government of Alberta	\$ -	\$ -	\$ -	\$ 1,881,100	\$ 50,000	\$ -	\$ -	\$ 781,400	\$ 2,712,500	\$ 4,733,039
(4) Federal Government and First Nations	\$ -	\$ -	\$ -	\$ 710,000	\$ -	\$ -	\$ -	\$ 1,289,600	\$ 1,999,600	\$ 2,418,509
(5) Other Alberta school authorities	\$ -	\$ -	\$ -	\$ 876,200	\$ 150,000	\$ -	\$ -	\$ -	\$ 1,026,200	\$ 1,357,093
(6) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(7) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(9) Fees	\$ -	\$ -	\$ -	\$ 19,685,400	\$ -	\$ 10,089,400	\$ -	\$ -	\$ 29,774,800	\$ 19,593,298
(10) Sales of services and products	\$ -	\$ -	\$ -	\$ 2,215,700	\$ 159,700	\$ -	\$ -	\$ 8,630,500	\$ 11,005,900	\$ 16,893,299
(11) Investment income	\$ -	\$ -	\$ -	\$ -	\$ 900,000	\$ -	\$ -	\$ -	\$ 900,000	\$ 1,943,915
(12) Gifts and donations	\$ -	\$ -	\$ -	\$ 6,838,200	\$ -	\$ -	\$ -	\$ 3,000	\$ 6,841,200	\$ 6,864,992
(13) Rental of facilities	\$ -	\$ -	\$ -	\$ -	\$ 3,150,000	\$ -	\$ -	\$ 888,500	\$ 4,038,500	\$ 3,180,920
(14) Fundraising	\$ -	\$ -	\$ -	\$ 2,197,700	\$ -	\$ -	\$ -	\$ -	\$ 2,197,700	\$ 1,412,898
(15) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ 1,040,200	\$ -	\$ -	\$ -	\$ 1,040,200	\$ 4,417,397
(16) Other revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,070,600	\$ 1,070,600	\$ -
(17) <b>TOTAL REVENUES</b>	\$ 9,798,800	\$ 10,785,200	\$ 2,892,000	\$ 908,441,200	\$ 157,617,600	\$ 41,031,000	\$ 38,007,200	\$ 15,806,800	\$ 1,184,379,800	\$ 1,146,941,214
<b>EXPENSES</b>										
(18) Certificated salaries	\$ 845,400			\$ 506,289,400			\$ 2,938,900	\$ 3,957,400	\$ 514,031,100	\$ 530,889,600
(19) Certificated benefits	\$ 125,400			\$ 128,563,300			\$ 999,000	\$ 1,008,500	\$ 130,696,200	\$ 121,549,495
(20) Non-certificated salaries and wages	\$ 6,393,300	\$ 8,370,800	\$ 2,244,600	\$ 119,335,900	\$ 62,404,600	\$ 1,270,200	\$ 18,957,700	\$ 3,593,800	\$ 222,570,900	\$ 218,700,982
(21) Non-certificated benefits	\$ 1,890,200	\$ 2,414,400	\$ 647,400	\$ 35,497,500	\$ 20,010,400	\$ 389,600	\$ 4,996,100	\$ 921,600	\$ 66,767,200	\$ 58,216,971
(22) <b>SUB - TOTAL</b>	\$ 9,254,300	\$ 10,785,200	\$ 2,892,000	\$ 789,686,100	\$ 82,415,000	\$ 1,659,800	\$ 27,891,700	\$ 9,481,300	\$ 934,065,400	\$ 929,357,048
(23) Services, contracts and supplies	\$ 544,500			\$ 106,266,400	\$ 52,676,200	\$ 39,812,800	\$ 7,145,300	\$ 5,874,300	\$ 212,319,500	\$ 162,361,291
(24) Amortization of supported tangible capital assets					\$ 48,255,400				\$ 48,255,400	\$ 43,526,706
(25) Amortization of unsupported tangible capital assets				\$ 9,815,000	\$ 869,500	\$ 200	\$ 1,830,200	\$ 451,200	\$ 12,966,100	\$ 12,166,797
(26) Supported interest on capital debt									\$ -	\$ -
(27) Unsupported interest on capital debt					\$ 303,200				\$ 303,200	\$ 344,729
(28) Other interest and finance charges				\$ 90,000			\$ 390,000		\$ 480,000	\$ 516,542
(29) Losses on disposal of tangible capital assets									\$ -	\$ -
(30) Other expense									\$ -	\$ -
(31) <b>TOTAL EXPENSES</b>	\$ 9,798,800	\$ 10,785,200	\$ 2,892,000	\$ 905,857,500	\$ 184,519,300	\$ 41,472,800	\$ 37,257,200	\$ 15,806,800	\$ 1,208,389,600	\$ 1,148,273,113
(32) <b>OPERATING SURPLUS (DEFICIT)</b>	\$ -	\$ -	\$ -	\$ 2,583,700	\$ (26,901,700)	\$ (441,800)	\$ 750,000	\$ -	\$ (24,009,800)	\$ (1,331,899)

**BUDGETED SCHEDULE OF FEE REVENUE**  
for the Year Ending August 31

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

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

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

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

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	ACCUMULATED OPERATING SURPLUS (2+3+4+7)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	ACCUMULATED SURPLUS FROM OPERATIONS (5+6)	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
						OPERATING RESERVES	CAPITAL RESERVES
<b>Actual balances per AFS at August 31, 2020</b>	\$195,027,185	\$113,560,953	\$0	\$45,330,106	\$0	\$45,330,106	\$36,136,126
<b>2020/2021 Estimated impact to AOS for:</b>							
Prior period adjustment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated surplus(deficit)	\$10,288,784			\$10,288,784	\$10,288,784		
Estimated board funded capital asset additions		\$21,203,305		(\$10,572,227)	(\$10,572,227)	\$0	(\$10,631,078)
Estimated disposal of unsupported tangible capital assets	\$0	\$0		(\$1,666,256)	(\$1,666,256)		\$1,666,256
Estimated amortization of capital assets (expense)		(\$56,187,872)		\$56,187,872	\$56,187,872		
Estimated capital revenue recognized - Alberta Education		\$7,448,944		(\$7,448,944)	(\$7,448,944)		
Estimated capital revenue recognized - Alberta Infrastructure		\$37,161,988		(\$37,161,988)	(\$37,161,988)		
Estimated capital revenue recognized - Other GOA		\$0		\$0	\$0		
Estimated capital revenue recognized - Other sources		\$0		\$0	\$0		
Estimated changes in Endowments	\$0		\$0	\$0	\$0		
Estimated unsupported debt principal repayment		\$674,385		(\$674,385)	(\$674,385)		
Estimated reserve transfers (net)				(\$15,000,000)	(\$8,952,856)	(\$6,047,144)	\$15,000,000
Estimated assumptions/transfers of operations - capital lease ad	\$0	\$0	\$0	\$0			
<b>Estimated Balances for August 31, 2021</b>	\$205,315,969	\$123,861,703	\$0	\$39,282,962	\$0	\$39,282,962	\$42,171,304
<b>2021/22 Budget projections for:</b>							
Budgeted surplus(deficit)	(\$24,009,800)			(\$24,009,800)	(\$24,009,800)		
Projected board funded capital asset additions		\$17,630,741		(\$10,630,741)	(\$10,630,741)	\$0	(\$7,000,000)
Budgeted disposal of unsupported tangible capital assets	\$0	\$0		(\$1,040,200)	(\$1,040,200)		\$1,040,200
Budgeted amortization of capital assets (expense)		(\$61,221,500)		\$61,221,500	\$61,221,500		
Budgeted capital revenue recognized - Alberta Education		\$7,820,800		(\$7,820,800)	(\$7,820,800)		
Budgeted capital revenue recognized - Alberta Infrastructure		\$40,274,900		(\$40,274,900)	(\$40,274,900)		
Budgeted capital revenue recognized - Other GOA		\$0		\$0	\$0		
Budgeted capital revenue recognized - Other sources		\$159,700		(\$159,700)	(\$159,700)		
Budgeted changes in Endowments	\$0		\$0	\$0	\$0		
Budgeted unsupported debt principal repayment		\$695,159		(\$695,159)	(\$695,159)		
Projected reserve transfers (net)				\$0	\$23,409,800	(\$23,409,800)	\$0
Projected assumptions/transfers of operations - capital lease ad	\$0	\$0	\$0	\$0	\$0		\$0
<b>Projected Balances for August 31, 2022</b>	\$181,306,169	\$129,221,503	\$0	\$15,873,162	\$0	\$15,873,162	\$36,211,504

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

		Unrestricted Surplus Usage			Operating Reserves Usage			Year Ended		
		Year Ended			Year Ended			Year Ended		
		31-Aug-2022	31-Aug-2023	30-Aug-2024	31-Aug-2022	31-Aug-2023	30-Aug-2024	31-Aug-2022	31-Aug-2023	30-Aug-2024
Projected opening balance		\$0	\$0	\$0	\$39,282,962	\$15,873,162	\$15,873,162	\$42,171,304	\$36,211,504	\$32,211,504
Projected excess of revenues over expenses (surplus only)	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0						
Budgeted disposal of unsupported tangible capital assets	Sale of Land	(\$1,040,200)	\$0	\$0		\$0	\$0	\$1,040,200	\$0	\$0
Budgeted amortization of capital assets (expense)	Explanation - add'l space on AOS3 / AOS4	\$61,221,500	\$0	\$0		\$0	\$0			
Budgeted capital revenue recognized	Explanation - add'l space on AOS3 / AOS4	(\$48,255,400)	\$0	\$0		\$0	\$0			
Budgeted changes in Endowments	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Budgeted unsupported debt principal repayment	Explanation - add'l space on AOS3 / AOS4	(\$695,159)	\$0	\$0		\$0	\$0			
Projected reserves transfers (net)		\$23,409,800	\$0	\$0	(\$23,409,800)	\$0	\$0	\$0	\$0	\$0
Projected assumptions/transfers of operations		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Increase in (use of) school generated funds	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0		\$0	\$0
New school start-up costs	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Decentralized school reserves	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-recurring certificated remuneration	Grid creep, net salary increases	\$0	\$0	\$0		\$0	\$0			
Non-recurring non-certificated remuneration	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Non-recurring contracts, supplies & services	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Professional development, training & support	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Transportation Expenses	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Operations & maintenance	Increased insurance costs - unsupported	\$0	\$0	\$0		\$0	\$0			
English language learners	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
System Administration	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
OH&S / wellness programs	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
B & S administration organization / reorganization	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Debt repayment	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
POM expenses	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-salary related programming costs (explain)	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - School building & land	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Technology	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Vehicle & transportation	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Administration building	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - POM building & equipment	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Other (explain)	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0			
Capital costs - School land & building	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modernization	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modular & additions	Growth Accomodation	(\$4,835,000)	\$0	\$0		\$0	\$0	(\$4,000,000)	(\$4,000,000)	(\$4,000,000)
Capital costs - School building partnership projects	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Capital costs - Technology	Technology asset renewal	(\$3,100,000)	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Capital costs - Vehicle & transportation	Explanation - add'l space on AOS3 / AOS4	(\$40,000)	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Capital costs - Administration building	Elevator	(\$500,000)	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Capital costs - POM building & equipment	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Capital Costs - Furniture & Equipment	Explanation - add'l space on AOS3 / AOS4	(\$2,155,741)	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Capital costs - Other	Solar	\$0	\$0	\$0	\$0	\$0	\$0	(\$3,000,000)	\$0	\$0
Building leases	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Online Resource Development, Special Projects (Race Based Data, High Social Vulnera	Explanation - add'l space on AOS3 / AOS4	(\$10,959,800)	\$0	\$0		\$0	\$0		\$0	\$0
COVID19 Continued Pandemic Relief	Explanation - add'l space on AOS3 / AOS4	(\$8,050,000)	\$0	\$0		\$0	\$0		\$0	\$0
September Actual Enrolment vs Projected Enrolment Relief	Explanation - add'l space on AOS3 / AOS4	(\$5,000,000)	\$0	\$0		\$0	\$0		\$0	\$0
Other 4 - please use this row only if no other row is appropriate	Explanation - add'l space on AOS3 / AOS4	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Estimated closing balance for operating contingency		\$0	\$0	\$0	\$15,873,162	\$15,873,162	\$15,873,162	\$36,211,504	\$32,211,504	\$28,211,504

Total surplus as a percentage of 2020 Expenses	4.31%	3.98%	3.65%
ASO as a percentage of 2020 Expenses	1.31%	1.31%	1.31%

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

	Amount	Detailed explanation to the Minister for the purpose of using ASO
Estimated Operating Surplus (Deficit) Aug. 31, 2022	\$ (24,009,800)	
<b>PLEASE ALLOCATE IN BLUE CELLS BELOW</b>	<b>(24,009,800)</b>	
Estimated Operating Deficit Due to:		
Online Resource Development	\$2,000,000	Beginning in March 2020, in response to the COVID-19 pandemic and direction from the Province to suspend in-person learning, the Division transitioned to an online delivery model for teaching and learning. Throughout 2020-2021, the Division created online instructional videos, and accompanying plans and resources for subjects across various grade levels. This work is anticipated to continue into 2021-2022.
COVI-19 Continued Pandemic Relief	\$8,050,000	As the COVID-19 pandemic is expected to continue into the 2021-2022 school year, additional funds will continue to be required for online teachers and other related staffing and supply supports.
Special Project - Race Based Data/Systemic Racism	\$1,000,000	This allocation is intended to support the collection of race-based data, which is a necessary step in working to dismantle systemic racism and racial discrimination in Edmonton Public Schools.
September Actual Enrolment vs Projected Enrolment Relief	\$5,000,000	With the implementation of the new funding framework and the weighted moving average, funding is provided to school Divisions based on historical enrolment as well as projected enrolment for the upcoming school year. To match this methodology, school budgets are completed in April with allocations being calculated using the individual school's projected enrolment.
High Social Vulnerability Achievement Pilot	\$6,500,000	The Division is initiating a pilot focused on an evidence and research-based approach to supporting academic growth and achievement in schools serving our most socially vulnerable communities. The pilot will be focused around early intervention, high quality literacy and numeracy instruction, social-emotional well-being, school nutrition and critical thinking.
Provision of Menstrual Products	\$2,500,000	The Division recognizes that menstrual products are a basic need and will be providing these essential products in our washrooms free of charge. In order to accommodate this, an initial investment will be required to outfit each washroom with a dispensing mechanism. For the first year of this initiative, the cost of providing the products will be covered through access to surplus funds. Following the first year, the cost of these products will be covered through the individual school budgets.
Transfer of Land Sales Revenue to Capital Reserve	(\$1,040,200)	Sale of Land is restricted to the Capital Reserve but must flow through as revenue through Operations. It should have a net zero effect on the Operating Reserve.
<b>Subtotal, access of operating reserves to cover operating deficit</b>	<b>24,009,800</b>	
Projected board funded Tangible Capital Assets additions using both unrestricted surplus and operating reserves	10,630,741	
Budgeted disposal of unsupported Tangible capital Assets	1,040,200	
Budgeted amortization of board funded Tangible Capital Assets	(12,966,100)	
Budgeted unsupported debt principal repayment	695,159	
Projected net transfer to (from) Capital Reserves	-	
<b>Total projected amount to access ASO in 2021/22</b>	<b>\$ 23,409,800</b>	

Total amount approved by the Minister



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

	Budgeted 2021/2022 (Note 2)	Actual 2020/2021	Actual 2019/2020	Notes
<b>Kindergarten, and Grades 1 to 12</b>				
<b>Eligible Funded Students:</b>				
Kindergarten	7,730	6,776	8,433	Head count
Kindergarten program hours	475	475	475	Minimum: 475 hours
Kindergarten FTE's Enrolled	3,865	3,388	4,217	0.5 times Head Count
Grades 1 to 9	71,720	71,118	69,604	Head count
Grades 10 to 12 - 1st, 2nd & 3rd year	22,815	21,903	21,659	Head count
Grades 10 to 12 - 4th year	1,735	1,849	2,159	Head count
Grades 10 to 12 - 4th year FTE	868	925	1,080	0.5 times Head Count
Grades 10 to 12 - 5th year	616	599	682	Head count
Grades 10 to 12 - 5th year FTE	154	150	171	0.25 times Head Count
Total FTE	99,422	97,483	96,730	K- Grade 12 students eligible for base instruction funding from Alberta Education.
Percentage Change and VA for change > 3% or < -3%	2.0%	0.8%		
<b>Other Students:</b>				
Total	126	403	1,090	Note 3
<b>Total Net Enrolled Students</b>	99,548	97,886	97,820	
<b>Home Ed Students</b>	666	401	334	Note 4
<b>Total Enrolled Students, Kindergarten, and Grades 1-12</b>	100,214	98,287	98,154	
Percentage Change	2.0%	0.1%		
<b>Of the Eligible Funded Students:</b>				
Students with Severe Disabilities	3,613	3,919	3,963	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	7,422	6,139	6,145	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
Students with Third Year K-Severe	865	753	992	FTE of students with third year kindergarten disabilities as reported by the board via PASI.
Students with Moderate Language Delay (Code 48)	683	-	-	FTE of students with moderate language code 48 delay disabilities as reported by the board via PASI.

**Pre - Kindergarten (Pre - K)**

<b>Eligible Funded Children</b>	640	606	1,044	Children between the age of 2 years 8 months and 4 years 8 months.
<b>Other Children</b>	-	-	-	Children between the age of 2 years 8 months and 4 years 8 months.
<b>Total Enrolled Children - Pre - K</b>	640	606	1,044	
<b>Program Hours</b>	445	445	475	Minimum: 400 Hours
<b>FTE Ratio</b>	0.556	0.556	0.594	Actual hours divided by 800
<b>FTE's Enrolled, Pre - K</b>	356	337	620	
Percentage Change and VA for change > 3% or < -3%	5.6%	-45.6%		
<b>Of the Eligible Funded Children:</b>				
Students with Severe Disabilities (PUF)	600	574	1,044	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	40	32	-	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.

**NOTES:**

- Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.
- Budgeted enrolment is to be based on best information available at time of the 2021/2022 budget report preparation.
- Other K to Grade 12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or AANDC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.
- Because they are funded separately, Home Education students are not included with total net enrolled students.

PROJECTED STAFFING STATISTICS  
FULL TIME EQUIVALENT (FTE) PERSONNEL

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

**DATE:** May 25, 2021

**TO:** Board of Trustees

**FROM:** ASBA Issues and Resolutions Committee, Trustees Adams, Estabrooks, Ip

**SUBJECT:** Recommendation on Voting in Advance of the ASBA Spring General Meeting

**ORIGINATOR:** Trustee Estabrooks, ASBA Director for EPSB

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

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### ISSUE

Each year, the Alberta School Boards Association (ASBA) holds general meetings in the fall and spring. Annually, prior to the ASBA Spring General Meeting SGM, the ASBA Issues and Resolution Committee brings forward a recommendation with regard to disposition of motions and the vote on the proposed budget. This year's SGM is being held June 7-8, 2021.

### BACKGROUND

There are four main areas the ASBA Issues and Resolutions Committee are seeking approval from the Board of Trustees on:

#### ***Proposed ASBA 2021-2022 Budget (see Attachment I)***

Key highlights of the budget include:

- No increases to membership fees, following a three per cent decrease to membership fees in the 2019/2020 year.
- A 50 per cent decrease to all in-person events held by ASBA, and further event registration fee decreases will be available for virtually held events.
- Fee-for-service rates remain unchanged in 2021/2022.
- Following an environmental scan for nation-wide average compensation rates for similar positions and to be in greater alignment with the Government of Alberta rates, the following are the proposed increases for per diem rates:
  - Per diem rate for Board of Directors members is increased from \$168 to \$290/day
  - Per diem rate for Chairs will be set at \$383/day
  - Annual honorarium for the President and Vice-President remains unchanged
  - Travel mileage reimbursement decreased to \$0.51/km
- Operating revenue in the proposed 2021/2022 budget totals approximately \$4.1 million, and comes in the form of membership, service fees, event registration revenue and grant revenue.
- Membership revenue in the proposed 2021/2022 budget totals \$3 million.
- The proposed budget includes a deficit of \$232,406, which will be covered by the Initiatives and Sustainability Reserve funds. Though the budget has been prepared with a deficit for fiscal year 2021/2022, it is important to note that ASBA continues to support initiatives relating to advocacy, membership fee stability and registration fees reduction.

***Proposed Bylaw Amendments (see Attachment II)***

**Omnibus Amendment 1 – Bylaws 5.2.2, 5.2.3, and 15.2.1 – 15.2.5** will be amended to update the names of Full Members of ASBA. This proposed amendment refers to the Edmonton School Division as Edmonton Public Schools, which is permissible and although not our legal name, it is the name we most commonly use in our correspondence.

**Omnibus Amendment 2 – Proposed revisions to Bylaw 15.1, 15.4 & Schedule A** have involved multiple rounds of consultation with Zones and Zone Chairs over a period of two years. This included two Zone Chairs meetings, where feedback was collected to clarify language and better align with current operations.

The details of the proposed changes are as follows:

BE IT RESOLVED THAT, a new clause be added as section 15.1 to the ASBA Bylaws as follows and all subsequent section numbers throughout 15 be amended accordingly:

1. 15.1 The President or their designate is an ex-officio non-voting member of all geographic Zones.

BE IT FURTHER RESOLVED THAT, section 15.4 of the ASBA Bylaws be struck in its entirety and replaced, as follows:

2. 15.4 The objects of the geographic Zones shall be to:

- 15.4.1 Provide a forum for members to network, share information, generate solutions, advise ASBA Board of Directors and Alberta Education representatives, grow as a trustee or as a board, and support good governance;
- 15.4.2 Support ASBA's mission, vision and strategic direction through application at the Zone level;
- 15.4.3 Work in partnership for the mutual benefit of all members;
- 15.4.4 Serve as a conduit on issues and concerns of members between general meetings;
- 15.4.5 Support a harmonized approach to advocacy and communication efforts through the development of ASBA Advocacy initiatives informed by Zone contexts and/or coordinated at the Zone level where applicable; and
- 15.4.6 Aid in building mutual understanding of and ensuring consideration of Zone contexts throughout education priorities and issues.

BE IT FURTHER RESOLVED THAT, a new clause be added as Bylaw A9 to the ASBA Bylaws Schedule A, as follows:

3. Bylaw A9: Communications

- A9.1 The President or their designate is the official spokesperson for the Association, including geographic Zones 1, 2/3, 4, 5, and 6.
- A9.2 Any document prepared by geographical Zones that contains ASBA's name or logo and/or Zone name that is intended for public release shall require prior approval by ASBA.

**Omnibus Amendment 3 – proposed amendments to Bylaw 1** are necessary to comply with changes in provincial legislation, namely updating the bylaw to replace *School Act* with *Education Act* as well as replacing school district with school division.

**Proposed Bylaw Amendment – from Calgary Catholic School Division on Quorum at General Meetings**

BE IT RESOLVED THAT, ASBA Bylaw 10 be amended to include a new section 10.5, as follows:

10.5 A quorum for any General Meeting shall consist of a majority of the Full Member Boards. The business of a General Meeting will not proceed if a quorum is not present throughout the meeting.

This amendment is being proposed because Bylaw 10 is silent on what constitutes quorum at a General Meeting. When a bylaw is silent, we defer to Robert's Rules of Order. However, it is a best practice to include quorum for General Meetings in the governing documents.

***Proposed Policy Position from the Board of Directors***

Be it resolved that, ASBA work with the Ministry of Municipal Affairs, the Alberta Urban Municipalities Association, the Rural Municipalities of Alberta, and local municipalities, to ensure that Trustee nominees on the ballot and that the process and eligibility of voting for Public, Separate, and Francophone Trustees are clearly identified.

***Final approval of the emergent position statement from EPSB, Evergreen Catholic schools (see Attachment III)***

BE IT RESOLVED THAT, the ASBA shall formally and actively lobby the provincial government to delay the proposed K-6 curriculum to allow for further review and a rewrite to address the shortfalls that have been identified:

1. Having sufficient and meaningful consultation with primary stakeholder groups.
2. For the government to work with school boards and educational partners to create a first-class curriculum with suitable implementation dates for students and teachers.

**RELATED FACTS**

- Proposed ASBA budget has zero increases to membership fees, increase to per diem rates
- Proposed omnibus amendments are largely “housekeeping” to reflect names school boards wish to be called by; other changes are being proposed to align with provincial legislation.
- The amendment to Bylaw 10 on quorum is being brought forward as a best practice.
- The proposed policy on asking ASBA to work with Ministry of Municipal Affairs, AUMA and other municipal associations is being brought forward to ensure Trustee elections are clear and run smoothly.
- The emergent position statement from EPSB and Evergreen Catholic is a modified version of what we approved during our [April 27 public Board meeting](#).

**RECOMMENDATIONS:**

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

1. Approve the proposed ASBA 2021-2022 Budget
2. Approve the three omnibus amendments and amendment to Bylaw 10 as presented
3. Approve the proposed policy position
4. Approve the emergent position statement from EPSB and Evergreen Catholic School Division

**OPTIONS**

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

**CONSIDERATIONS and ANALYSIS**

- While the Issues and Resolutions Committee has some reservations about increasing per diem rates during a time of budget restraint for school boards, overall, the budget is strong and the committee feels our Board should support it.
- Amendment to Bylaw 10 on quorum is good governance practice.
- The cooperation between EPSB and Evergreen Catholic School Division on an emergent position statement originated after both boards submitted similar statements to ASBA for consideration. The Issues and Resolutions Committee appreciates working with Evergreen Catholic on this important statement and values the hard work this Board has put into this motion, as well as their inclusion of calling for both a review and a re-write on the curriculum.

**NEXT STEPS**

EPSB Trustees present at the ASBA Spring General Meeting will vote according to the decisions made on the aforementioned recommendations.

**ATTACHMENTS**

ATTACHMENT I	ASBA Budget & Bylaws Bulletin 2021, budget excerpt
ATTACHMENT II	ASBA Budget & Bylaws Bulletin 2021, bylaws excerpt
ATTACHMENT III	ASBA Budget & Bylaws Bulletin 2021, emergent position statement excerpt

TE:km

**Proposed ASBA 2021-2022 Budget****Budget Table of Contents**

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## **ASBA Proposed Budget 2021/2022**

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For Presentation to Membership



## Budget Discussion and Analysis

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### Introduction

ASBA is pleased to present the 2020/2021 proposed annual budget to our Members. As you know, this year was different in many ways. Since the beginning of March 2020, the impacts of the COVID-19 pandemic were felt around the globe, upending our daily routines. However, ASBA continues to deliver on its promise of being a thought leader and leading voice for education in Alberta, while considering the challenges the upcoming years will bring for our members in all areas of education governance and operations. This budget has been drafted with the central interest of members in mind. It is also reflective of the tougher economic environment that the Association must operate under due to the effects of the COVID-19 pandemic. As a membership-driven organization, ASBA is prepared to face this challenge together.

This budget proposes a 0% INCREASE to membership fees, following a 3% decrease to membership fees in the 2019/2020 year. The Board of Directors recognized the need to offer a stable rate to members to account for the tough economic climate in our province. In addition, the Board of Directors have decided to offer a 50% DECREASE to all in-person events held by ASBA and further event registration fee decreases will be available for virtually held events. Fee-for-service rates remain unchanged in 2021/2022. There is an increase in per diem rates to reflect the extensive efforts, work and support from our Board of Directors during these unprecedented times.

The creation of this budget has been an extensive but rewarding process, with close guidance from our Board of Directors. This has involved a variety of initiatives, including ASBA conducting nationwide environmental scans to determine industry averages for travel, per diem rates, honoraria rates, lodging and meals. Additionally, ASBA continues to focus its efforts on engaging members at the zone level and building support for our envisioned future. Through this process, ASBA believes that it has developed a budget that will provide members with the robust supports they require in the upcoming fiscal year.

### Moving Forward

Though the budget has been prepared with a deficit for fiscal year 2021/2022, it is important to note that ASBA continues to support initiatives relating to advocacy, membership fee stability and registration fees reduction. To fund this deficit, ASBA will access the Initiatives and Sustainability Reserve funds to ensure member needs continue to be supported.

The information that follows focuses on key elements of the budget which have the most significant impact on revenue and expenditures as well as provides additional context and information. Financial statements which provide figures of the 2021/2022 proposed budget, the 2020/2021 approved budget and 2019/2020 actual results are supplied as schedules to this discussion. The discussion and analysis which follows is ordered to match the financials included in the Proposed Budget 2021/2022 Summary and Schedules 1-6.

As ASBA is unable to present the budget at Zone meetings due to current conditions, ASBA administration has created a video presentation of the budget. We hope that you find this video helpful in your discussions at the school board and zone levels.

## Revenue

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Operating revenue in the proposed 2021/2022 budget totals approximately \$4.1 million, and comes in the form of:

- Membership;
- Service Fees;
- Event Registration Revenue; and
- Grant/Other Revenue.

Schedule 1 notes the figures associated with operating revenue.

### Membership Revenue

Membership revenue in the proposed 2021/2022 budget totals \$3 million.

The proposed budget maintains the current level for membership fees. As many members faced challenges due to the COVID-19 pandemic, ASBA is continuing to support members through a membership fee reduction from 2020/2021. Due to the efficiencies and processes set up by the ASBA leadership team, we can provide this reduction without effecting our staff, expertise or the high level of work ASBA is producing.

### Service Revenue

Service revenue in the proposed 2021/2022 budget totals \$560,000 and is generated through fee-for-service work and ASBA's referral program with TD Insurance Meloche Monnex.

The Association will continue to offer direct services to school boards in education and communications, on a fee-for-service basis. School boards utilizing these services are not charged for travel (neither time nor direct costs), nor for other expenses such as photocopying, materials and other disbursements. Rates are not increased in the 2021/2022 budget.

The budgeted fee-for-service revenue is up slightly from 2020/2021 based on the increased volumes of work provided by our consultants in previous fiscal years. However, we also understand that as school boards face financial burdens, they may decide to hold off on more services in 2021/2022.

The rates remain below market, particularly when considering the specialized expertise and experience of ASBA staff and consultants and the fact that no other costs are charged.

### Event Registration Revenue

Registration revenue in the proposed 2021/2022 budget totals \$301,488.

The Association's vision of "Inspiring exceptional public, separate and francophone school board governance," and mission "To promote and serve member boards in supporting student success" guide the establishment of enhanced education offerings for trustees.

The proposed budget anticipates continued trustee education offerings provided at the Fall and Spring General Meetings. In addition, there are various educational opportunities to be offered under Leadership Academies in 2021/2022. The 50% registration fee decrease for all in-person events has been proposed as an initiative to fiscally support school boards and encourage increased event participation.

ASBA ended the 2019/2020 fiscal year with an operating surplus. It was recommended by ASBA leadership, and approved by the Board of Directors, to use the operating surplus for member initiatives. It was decided to use the surplus to supplement a discount to ASBA events in 2020/2021 for our members. As a result, the Fall General Meeting was offered at a significant discount for members at \$100/board.

### Grant/Other Revenue

Grants and other revenue in the proposed 2021/2022 budget totals \$203,595 and represents the current year portion of grants and sponsorships; interest income; revenue provided by ASEBP and miscellaneous revenue mostly earned through career postings on ASBA's website.

#### Grants and Sponsorships

Grant and sponsorship revenue proposed in the budget remains the same as last year. The development of ASBA's grant department allows ASBA access to additional grant resources to help fund different initiatives put forward in the upcoming fiscal year.

ASBA leadership is focusing on building strategic partnerships and continuing to build on existing relationships with potential sponsors for all events. Through this process, and through our work with current partners, ASBA's sponsorship opportunities will increase which will allow for further opportunities to reduce member fees.

#### Investment Income

Interest income in the proposed budget totals \$125,000 and has been calculated at the expected rates of return for the period and principal balances. This is an increase from previous fiscal periods as we can strategically leave a higher principal amount invested, yielding higher interest income.

#### ASEBP Revenue

An additional component of revenue included in the proposed budget is \$38,095 provided by the Alberta School Employee Benefits Plan (ASEBP) to ASBA, as a party to the Deed of Trust, to support administration and other activities.

## Expenditures

Operating expenditures in the proposed 2021/2022 budget total approximately \$4.31 million, and come in the form of:

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

Schedules 1-5 note various figures associated with operating expenditures.

## Associations Operations & Member Services

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

Schedule 2 provides the figures associated with Association operations and member services expenditures.

## Staffing & Contracted Services

Staffing costs in the proposed 2021/2022 budget total \$2,291,984 which is made up of salaries and benefits, professional development and memberships if required. This is slightly higher than the 2020/2021 budgeted staffing costs of \$2,269,107 due to the change in our staff from the time the previous budget was created. This is consistent with our message that we were able to reduce membership fees without decreasing our staff numbers. We will not be providing the 1% increase to our staff scale in 2021/2022 and put constraints on our staff professional development costs.

ASBA is staffed to enable the successful support, services and advocacy measures for our members while ensuring resources are used as effectively and efficiently as possible. Included in staff costs are salaries and benefits, staff training and development, and professional association fees. The proposed budget will have a staff of 19 Full Time Employees (FTE). This is the same number of FTE as there were in the 2020/2021 budget.

Complementing staff resources, the Association accesses a variety of contracted services to fulfil core business functions; these contracted services have increased in 2021/2022. This is mainly due to additional contractors that will be brought on board to help support sponsorship, grant and bookkeeping functions, as well as increased IT costs. Additionally, ASBA is constantly reviewing contracts and expenses to ensure we are receiving the best rates.

Contracted services also include an additional \$100,000 specifically set aside for advocacy initiatives. We know that in 2021/2022 advocacy for our members will continue to remain an important initiative to pursue.

## Other AO&MS Expenditures

Additional expense categories which fall under Association Operation & Member Services (AO&MS) include travel; administration (services and supplies); memberships and subscriptions; insurance; meeting supplies and catering; and miscellaneous expenditures, which total \$169,200 in the proposed budget. This is a minimal increase from the prior year due mainly to our prediction of increased travel for in-person events. We have also made continuous efforts in cancelling redundant subscriptions and memberships that bring no intrinsic value to the organization.

Schedule 2 provides figures associated with other AO&MS expenditures.

## Governance

Governance expenditures included in the proposed budget total \$369,955, and include Board of Director and Trustee remuneration, training and conferences; contracted services; travel, meals, and accommodations; the Association's membership in the Canadian School Boards Association; insurance; meeting supplies and catering; and miscellaneous.

In the proposed budget:

- The per diem rate for Board of Directors members is increased to \$290/day
- The per diem rate for Chairs will be set at \$383/day
- The annual honorarium for the President and Vice-President remains unchanged as follows:
  - President: \$18,816
  - Vice-President: \$12,544
- Travel mileage reimbursement decreased to \$0.51/km
- Reduced travel costs based on an expected increase in virtual meetings.

ASBA has completed an environmental scan for nation-wide average compensation rates for these expenditures. With guidance from our Board of Directors, the proposed increases are in greater alignment with Government of Alberta rates and provide fair compensation for the continuous support received from our Board of Directors. Schedule 3 provides figures associated with governance expenditures.

## General Meetings & Trustee Education

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Direct expenses associated with ASBA's General Meetings, Special General Meetings, and trustee education offerings total \$312,500 the proposed budget. These expenditures are partially covered by registration revenue. However, the total cost which includes allocation of staff time and overhead costs, is not directly charged to these events in the proposed budget. The staff salary costs are re-classified at the end of the fiscal year as a part of the annual audit procedures.

The proposed budget for general meetings & trustee education expenditures has decreased as we will continue to offer some of these events on a virtual basis.

Schedule 4 provides figures associated with general meetings & trustee education offerings expenditures.

## Lease/Common Area Maintenance (CAM)/Property Taxes

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Lease/Common Area Maintenance (CAM)/Property Taxes expenditures included in the proposed budget totals \$341,508 which includes \$24,329 in rental recovery from partners (CASS and ASBOA) who share the Association's office space. This amount is increased as we have rental recovery from one less partner during 2021/2022.

The Association is contractually obligated by a leasing arrangement for the current office space until 2028 when the current lease agreement expires. Therefore, ASBA will be looking for another sublease tenant to fill this space.

Schedule 5 provides figures associated with Lease/CAM/Property Tax Expenditures.

## Depreciation

Depreciation included in the proposed budget totals \$50,000 and reflects the expensing over a period of years of the cost of capital assets based on the estimated useful life of the assets.

## Reserves

As a not-for-profit corporation incorporated under the *Alberta School Boards Association Act*, the Association maintains several reserves as required by policy and as recommended by the Association's external auditors. This has led to our member initiative where we are supplementing our event registration fees decreases through our Initiatives & Sustainability Reserves.

Governance Policy 7 notes the following with respect to reserve funds:

### 14. Budget Development – Association Reserve Funds

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

Regarding the Association's reserve funds, the Board of Directors has approved the following through policy:

- 14.2.1 Operating Reserve – the Association will keep a reasonable and adequate operating reserve to fund the monthly business operations of the Association. The operating reserve will be made up of three months operating expenditures. The Operating Reserve fund can be funded to a maximum of \$1,500,000.
- 14.2.2 Initiative and Sustainability Reserve – any balance over the three months operating expenditures will be moved to the Initiatives and Sustainability reserve, which may be used for special initiatives, for research and development of new business opportunities that will help and support school board work, and in the event necessary, to help cover some of the potential natural liabilities of the Association. The Initiatives and Sustainability fund can be funded up to a maximum of \$2,000,000.
- 14.2.3 Any funds over the maximum approved funding of the operating and sustainability fund will be transferred to the Investment reserve.
- 14.2.4 Investment Reserve – as part of the budgeting process, may be used to subsidize the cost of annual lease space payments, capital asset purchases, and investment opportunities until the fund is depleted to \$300,000 at which level it will be maintained.
- 14.2.5 Capital Asset Reserve – the reserve will be used to hold the net book value of the current existing capital assets like computer equipment, photocopiers, phone systems, furniture and fixtures, and leasehold improvements.

Additional detail regarding the Association's reserves is provided in Schedule 6.

## **Proposed Budget 2021/2022 Summary, Schedules & Appendices**

## Proposed Budget 2020/2021 Summary

	2021/2022 Budget	2020/2021 Budget	2019/2020 Actual	Percentage Change
<b>Revenue</b>				
Membership	\$ 3,016,159	\$ 3,016,159	\$ 3,104,822	0%
Service	560,000	500,000	653,586	12%
Event Registration (FGM/SGM/Leadership Academy)	301,488	570,475	158,350	-47%
Grant and Other Revenue	203,595	178,595	357,829	14%
<b>Total Operating Revenue (Schedule 1)</b>	<b>\$ 4,081,241</b>	<b>\$ 4,265,229</b>	<b>\$ 4,274,586</b>	
<b>Expenditures</b>				
Association Operations & Member Services (Schedule 2)	\$ 3,239,684	\$ 3,188,607	\$ 3,017,171	2%
Governance (Schedule 3)	369,955	307,455	293,817	20%
General Meetings/Trustee Education (Schedule 4)	312,500	385,000	194,495	-19%
Lease/CAM/Property Taxes (Schedule 5)	341,508	308,278	296,053	11%
Depreciation	50,000	60,000	48,884	-17%
<b>Total Operating Expenditures (Schedule 1)</b>	<b>\$ 4,313,647</b>	<b>\$ 4,249,340</b>	<b>\$ 3,850,420</b>	2%
<b>Total Budget Surplus (Deficit)</b>	<b>\$ (232,406)</b>	<b>\$ 15,889</b>	<b>\$ 424,166</b>	
<b>Transfer from Reserves (If required)</b>	<b>232,406</b>			
<b>Total Budget Surplus (Deficit) after Transfer</b>	<b>\$ (0)</b>	<b>\$ 15,889</b>	<b>\$ 424,166</b>	

\* Schedules 1-6 provide analysis of significant variances in 2021/2022 budget compared to 2020/2021 budget.



## Schedule 1 – Revenues & Expenditures

	2021/2022 Budget	2020/2021 Budget	2019/2020 Actual	Percentage Change
<b>Revenue</b>				
Membership Fees	\$3,016,159	\$3,016,159	\$3,104,822	0%
Fee For Service:				
Fees for Service - Consultants	500,000	450,000	612,075	11% Note 1
Fees for Service - Referral Program	60,000	50,000	41,511	20%
Event Registration (FGM/SGM/Leadership Academy)	301,488	570,475	158,350	-47% Note 2
Grant/Other Revenue:				
Grants and Sponsorships	35,000	35,000	212,730	0%
Interest Income	125,000	100,000	99,916	25%
ASEBP	38,095	38,095	38,095	0%
Miscellaneous	5,500	5,500	7,088	0%
<b>Total Revenue</b>	<b>\$4,081,241</b>	<b>\$4,265,229</b>	<b>\$4,274,586</b>	<b>-4%</b>
<b>Expenditures</b>				
Staffing Costs	\$2,291,984	\$2,269,107	\$2,156,088	1%
Contracted Services	814,000	787,500	732,393	3%
B of D's and Trustees - Remuneration, Training, Conferences	215,360	142,860	155,019	51% Note 3
Travel (FFS, Contractor, Staff, BofD's, Trustees)	108,500	111,000	91,078	-2%
Memberships and Subscriptions	61,275	75,075	60,736	-18%
Administration-Services and Supplies	67,000	67,000	58,401	0%
Insurance	32,000	27,000	38,755	19%
Meeting Supplies and Catering	15,500	12,500	16,927	24%
General Meeting and Trustee Education	312,500	385,000	194,495	-19% Note 4
Lease/CAM/Prop Taxes	341,508	308,278	296,053	11%
Miscellaneous	4,020	4,020	1,592	0%
Depreciation	50,000	60,000	48,884	-17%
<b>Total Expenditures</b>	<b>\$4,313,647</b>	<b>\$4,249,340</b>	<b>\$3,850,420</b>	<b>2%</b>
<b>Total Budget Surplus (Deficit)</b>	<b>\$ (232,406)</b>	<b>\$ 15,889</b>	<b>\$ 424,166</b>	
<b>Transfer from Reserves</b>	<b>\$ 232,406</b>		<b>\$ -</b>	
<b>Total Budget Surplus (Deficit) after Transfer</b>	<b>\$ (0)</b>	<b>\$ 15,889</b>	<b>\$ 424,166</b>	

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

Note 1 - Increase caused by a greater volume of consultant work being carried out.

Note 2 - Decrease caused by 50% event registration discounts being offered for all in-person events.

Note 3 - Increase caused by new per diem rates offered to Board of Directors.

Note 4 - Decrease caused by offering of some events on a virtual basis, reducing overall expenditures for events.

## Schedule 2 – Association Operations & Member Services

	2021/2022 Budget	2020/2021 Budget	2019/2020 Actual	Percentage Change
<b>Expenditures</b>				
Staffing Costs				
Salaries and Benefits	\$ 2,263,984	\$ 2,240,107	\$ 2,153,773	1%
Staff Training and Development	21,500	22,500	2,314	-4%
Professional Association Memberships	6,500	6,500		0%
Contracted Services:				
Other Contracted Services	512,500	496,000	434,541	3% <b>Note 1</b>
Consultants	266,000	256,000	274,874	4%
Travel (FFS, Contractor, Staff)	43,500	36,000	27,278	21%
Administration - Services and Supplies	66,500	66,500	58,401	0%
Memberships and Subscriptions	28,200	42,000	28,526	-33%
Insurance	25,000	20,000	33,495	25%
Meeting Supplies and Catering	3,000	-	2,727	100%
Election Materials	-	-	-	
Miscellaneous	3,000	3,000	1,242	0%
<b>Total Expenditures</b>	<b>\$ 3,239,684</b>	<b>\$ 3,188,607</b>	<b>\$ 3,017,171</b>	

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

**Note 1 - Other contracted services include: advocacy work; First Nation, Métis and Inuit initiative costs; legal costs; external consultant costs; web maintenance; IT services; audit fees etc.**

## Schedule 3 – Governance

	2021/2022 Budget	2020/2021 Budget	2019/2020 Actual	Percentage Change
<b>Expenditures</b>				
B of D's and Trustees - Remuneration, Training, Conferences				
Per Diems	170,000	97,500	114,909	74% <b>Note 1</b>
Honoraria - President	18,816	18,816	18,816	0%
Honoraria - Vice President	12,544	12,544	12,544	0%
Board Development/Conferences	14,000	14,000	8,750	0%
Contracted Services	35,500	35,500	22,978	0%
Travel, Meals & Accommodations	65,000	75,000	63,800	-13% <b>Note 2</b>
CSBA Membership	33,075	33,075	32,210	0%
Insurance	7,000	7,000	5,260	0%
Meeting Supplies and Catering	12,500	12,500	14,200	0%
Supplies and Materials	500	500		0%
Miscellaneous	1,020	1,020	349	0%
<b>Total Expenditures</b>	<b>\$ 369,955</b>	<b>\$ 307,455</b>	<b>\$ 293,817</b>	

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

**Note 1 - Increase caused by new per diem rates offered to Board of Directors.**

**Note 2 - Decrease caused by more anticipated virtual meetings.**

## Schedule 4 – General Meetings & Trustee Education

	2021/2022 Budget	2020/2021 Budget	2019/2020 Actual	Percentage Change
<b>Expenditures</b>				
Fall General Meeting	\$ 170,000	\$ 175,000	\$ 165,245 ✓	-3% <b>Note 1</b>
Spring General Meeting	120,000	125,000	29,250 ✓	-4% <b>Note 2</b>
Other Meetings:		85,000	-	
Special General Meetings	9,000	-	-	
Leadership Academy	13,500	-	-	
<b>Total Expenditures</b>	<b>\$ 312,500</b> ✓	<b>\$ 385,000</b>	<b>\$ 194,495</b>	

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

**Note 2 - Decrease due to expected change in costs with new hosting location and expected lower attendance.**

## Schedule 5 – Lease/CAM/Property Taxes

	2021/2022 Budget	2020/2021 Budget	2019/2020 Actual	Percentage Change
<b>Expenditures</b>				
Lease/CAM/Property Taxes	\$ 365,837	\$ 362,885	\$ 350,660 ✓	1% <b>Note 1</b>
Rental Recovery	(24,329)	(54,607)	(54,607) ✓	-55% <b>Note 2</b>
<b>Total Expenditures</b>	<b>\$ 341,508</b> ✓	<b>\$ 308,278</b>	<b>\$ 296,053</b>	

**Note 1 - Increase caused by slightly higher lease costs.**

**Note 2 - Decrease caused by a lower rental recovery from one less rental partner.**

## Schedule 6 – Reserves

	Operating Reserve	Initiatives and Sustainability Reserve	Investment Reserve	Capital Asset Reserve
Estimated Reserve Balance	\$ 1,500,000 <b>Note 1</b>	\$ 1,767,594 <sup>u</sup> <b>Note 2</b>	\$ 2,599,336 <b>Note 3</b>	\$ 68,593 <sup>u</sup> <b>Note 4</b>

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

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

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

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

## Budget Appendix A – Membership Fees

Jurisdiction	Total Students	2020-2021 Current Membership Fee	2021-2022 Proposed Membership Fee
Aspen View Public School Division No. 78	2,602	\$23,804.48	\$23,110.78
Battle River Regional Division #31	5,539	\$40,012.58	\$38,592.53
Black Gold Regional Division #18	12,253	\$67,415.95	\$68,302.05
Buffalo Trail PS Regional Division #28	3,901	\$31,129.87	\$31,034.67
Calgary RCSSD #1	56,322	\$153,709.85	\$153,627.95
Calgary Board of Education	122,451	\$244,140.99	\$243,278.43
Canadian Rockies R. D. #12	2,058	\$20,322.25	\$19,789.38
Chinook's Edge School Division #73	10,745	\$62,891.05	\$62,113.41
Christ the Redeemer Catholic S.R.D. #3	10,780	\$56,708.58	\$62,276.10
Clearview School Division #71	2,437	\$21,578.79	\$22,100.80
East Central Alberta CSSRD #16	2,868	\$21,445.12	\$24,730.80
E. Central Francophone Ed. Region #3	798	\$12,589.15	\$12,102.73
Edmonton Catholic Separate School District #1	43,302	\$131,439.59	\$131,435.62
Edmonton School District #7	103,799	\$217,225.53	\$217,995.18
Elk Island Catholic Separate RD #41	9,239	\$49,022.27	\$55,307.95
Elk Island Public Schools R. D. #14	16,997	\$77,929.49	\$77,947.65
Evergreen CSRD #2	4,079	\$32,700.55	\$31,997.20
Foothills School Division #38	7,825	\$49,577.02	\$48,922.74
Fort McMurray RCSSD #32	6,401	\$43,294.30	\$42,490.09
Fort McMurray Public School District #283	6,324	\$41,757.03	\$42,137.61
Fort Vermilion School Division #52	3,492	\$29,759.70	\$28,540.24
Golden Hills School Division #75	8,211	\$45,974.48	\$50,664.78
Grande Prairie RCSSD #28	5,246	\$38,334.95	\$37,270.75
Grande Prairie Public School District #235	7,889	\$50,452.59	\$49,207.43
Grande Yellowhead Public School Division #1	4,369	\$33,997.20	\$33,305.42
Grasslands Regional Division #6	3,626	\$30,207.51	\$29,353.64
Greater N. Central Francophone Ed. Region #1	3,746	\$30,060.47	\$30,085.70
Greater St. Albert RCSSD	5,330	\$38,916.44	\$37,650.34
High Prairie School Division #48	2,984	\$25,963.33	\$25,442.53
Holy Family Catholic Regional Division #37	1,909	\$19,660.56	\$18,881.09
Holy Spirit RCSRD #4	4,995	\$36,316.46	\$36,131.99
Horizon School Division #67	3,374	\$28,289.28	\$27,821.73
Lakeland RCSSD #150	2,462	\$22,815.29	\$22,256.70
Lethbridge School District #51	11,292	\$66,045.78	\$64,587.51
Living Waters CRD #42	1,800	\$19,165.96	\$18,216.81
Livingstone Range School Div. #68	3,630	\$29,278.47	\$29,380.75
Lloydminster Public S. D. #99	2,301	\$25,027.61	\$21,273.84
Lloydminster RCSSD #89	1,691	\$17,454.92	\$17,552.53
Medicine Hat Catholic Board of Education	2,582	\$23,189.58	\$22,988.77
Medicine Hat School District #76	7,077	\$46,502.50	\$45,540.34
Northern Gateway Regional Division #10	4,553	\$35,861.97	\$34,139.16
Northern Lights School Division #69	5,745	\$40,600.75	\$39,521.17
Northland School Division #61	1,875	\$19,179.33	\$18,677.73
Northwest Francophone Ed. Region #1	475	\$9,989.17	\$9,947.22
Palliser Regional Division #26	8,624	\$52,096.80	\$52,528.83
Parkland School Division #70	11,515	\$65,250.42	\$65,590.71
Peace River School Division #10	3,092	\$25,682.62	\$26,100.03
Peace Wapiti School Division #76	5,950	\$40,627.48	\$40,449.80
Pembina Hills Regional Division #7	6,952	\$43,227.46	\$44,977.74
Prairie Land Regional Division #25	2,486	\$15,516.63	\$22,399.05
Prairie Rose School Division #8	3,519	\$27,333.50	\$28,702.92

Red Deer Catholic Regional Division #39	10,254	\$59,709.59	\$59,896.89
Red Deer Public Schools	10,772	\$63,345.55	\$62,235.43
Rocky View School Division #41	25,254	\$94,324.73	\$94,737.62
Southern Francophone Education Region #1	3,558	\$29,505.72	\$28,940.16
St. Albert Public School District	8,901	\$53,266.45	\$53,782.82
St. Paul Education Regional Division #1	3,901	\$30,528.33	\$31,034.67
St. Thomas Aquinas RCSR #38	4,234	\$33,295.41	\$32,695.37
Sturgeon School Division #24	4,921	\$37,138.56	\$35,799.85
Westwind School Division #74	4,463	\$33,917.00	\$33,732.45
Wetaskiwin Regional Division #11	3,528	\$30,641.96	\$28,757.14
Wild Rose School Division #66	4,522	\$34,518.53	\$33,996.81
Wolf Creek School Division #72	7,176	\$48,273.69	\$45,987.72
Yellowknife Education District #1	2,207	\$20,155.15	\$20,697.68
Yellowknife Catholic Schools	1,336	\$16,064.70	\$15,383.46
<b>Totals</b>	<b>668,539</b>	<b>\$3,016,159.00</b>	<b>\$3,016,159.00</b>

\*Note: Student totals were compiled from a report on Student Population for the 2020-2021 school year provided by Alberta Education. Student registration information is as reported at January, 2021. These are updated with the most current available information as per bylaw #13.

## Budget Appendix B – Membership Fee Formula

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

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

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

### Membership Fee Calculations

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

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

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

$$AGWE = WE1 + WE2 + WE3 \dots WEn$$

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

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

$$AGWE$$

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

$$MBF = (PSF \times WE) + BF$$

### Membership Fee Formula Abbreviations

BF	Basic Fee (\$6,727.50)
PSF	Per Student Fee
MB	Number of Member Boards
MAF	Total Membership Annual Fees (Budget line item)
MBF	Individual Member Board Fee
WE	Weighted Enrolment
AGWE	Aggregate Total of Weighted Enrolments (all member boards)
C1	Per student weight (1.0000) for the first 750 students
C2	Per student weight (.9000) for 751 to 4,000 students
C3	Per student weight (.6666) for 4,001 to 12,000 students
C4	Per student weight (.3000) for 12,001 to 50,000 students
C5	Per student weight (.2000) for any students in excess of 50,000
S1	Number of students in first category (to 750)
S2	Number of students in second category (751 – 4,000)
S3	Number of students in third category (4,001 – 12,000)
S4	Number of students in fourth category (12,001 – 50,000)
S5	Number of students in fifth category (in excess of 50,000)

## Proposed Bylaw Amendments

### Omnibus Amendment – Bylaw 5.2.2, 5.2.3, & 15.2.1 – 15.2.5

Sponsored by ASBA Board of Directors

#### Proposed Resolution

**BE IT RESOLVED THAT,** ASBA Bylaws 5.2.2, 5.2.3, 15.2.1, 15.2.2, 15.2.3, 15.2.4, and 15.2.5 be amended to update the names of Full Members as follows:

1. 5.2.2 Director terms shall commence every November of even-numbered years for one Director and one Alternate Director for:
  - Calgary Catholic School Division; RCSSD No. 1;
  - Edmonton Public School Board; School District No. 7;
  - Zone 2/3;
  - Zone 4; and
  - Zone 6.
2. 5.2.3 Director terms shall commence every November of odd-numbered years for one Director and one Alternate Director for:
  - Calgary Board of Education; School District No. 19;
  - Edmonton Catholic Separate School Division; RCSSD No. 7;
  - Zone 1;
  - Zone 2/3; and
  - Zone 5.
3. 15.2.1 Zone 1
  - Fort Vermilion School Division ~~No. 52~~
  - Grande Prairie and District Catholic Schools Roman Catholic Separate School District No. 28
  - Grande Prairie Public School Division School District No. 2357
  - High Prairie School Division ~~No. 48~~
  - Holy Family Catholic Regional Division ~~No. 37~~
  - Northland School Division ~~No. 61~~
  - Peace River School Division ~~No. 10~~
  - Peace Wapiti Public School Division School Division No. 76
  - Conseil Scolaire du Nord-Ouest Northwest Francophone Education Region No. 1
4. 15.2.2 Zone 2/3
  - Aspen View Public Schools ~~Division No. 78~~
  - Black Gold School Division Regional Division No. 18
  - Buffalo Trail Public Schools ~~Regional Division No. 28~~
  - East Central Alberta Catholic School Division Catholic Separate Schools Regional Division No. 16
  - East Central Francophone Education Region No. 3
  - Edmonton Catholic Separate School Division District No. 7
  - Edmonton Public School Board School District No. 7

- Elk Island Catholic ~~Schools Separate Regional Division No. 41~~
- Elk Island Public Schools ~~Regional Division No. 14~~
- Evergreen Catholic Separate ~~School Regional Division No. 2~~
- Fort McMurray Public School ~~Division District No. 2833~~
- Fort McMurray Roman Catholic Separate School ~~Division District No. 32~~
- Grande Yellowhead Public School Division ~~No. 77~~
- ~~Consiel Scolaire Centre Nord Greater North Central Francophone Education Region No. 2~~
- Greater St. Albert Roman Catholic Separate School ~~Division District No. 734~~
- Lakeland ~~Catholic Schools Roman Catholic Separate School District No. 150~~
- Living Waters Catholic ~~Separate School Division Regional Division No. 42~~
- Lloydminster Public School Division No. 99
- Lloydminster ~~Catholic School Division Roman Catholic Separate School Division No. 89~~
- Northern Gateway ~~Public Schools Regional Division No. 10~~
- Northern Lights ~~Public Schools School Division No. 69~~
- Parkland School Division ~~No. 70~~
- Pembina Hills ~~School Division Regional Division No. 7~~
- St. Albert Public Schools ~~District No. 5565~~
- St. Paul ~~School Division Education Regional Division No. 1~~
- St. Thomas Aquinas Roman Catholic Separate ~~School Division Regional Division No. 38~~
- Sturgeon ~~Public Schools School Division No. 24~~
- Yellowknife Education District No. 1
- Yellowknife ~~Catholic Schools Separate Education District No. 2~~ 5.

## 15.2.3 Zone 4

- Battle River ~~School Division Regional Division No. 31~~
- Chinook's Edge School Division ~~No. 73~~
- Clearview ~~Public Schools School Division No. 71~~
- Red Deer Catholic Regional ~~Schools Division No. 39~~
- Red Deer Public ~~Schools School District No. 104~~
- Wetaskiwin Regional ~~Public Schools Division No. 11~~
- Wild Rose School Division ~~No. 66~~
- Wolf Creek ~~Public Schools School Division No. 72~~ 6.

## 15.2.4 Zone 5

- Calgary ~~Catholic School Division Roman Catholic Separate School District No. 1~~
- Calgary ~~Board of Education School District No. 19~~
- Canadian Rockies ~~School Division Regional Division No. 12~~
- Christ the Redeemer Catholic ~~School Division Separate Regional Division No. 3~~
- Foothills School Division ~~No. 38~~
- Golden Hills School Division ~~No. 75~~
- Prairie Land ~~Public School Regional Division No. 25~~



- Rocky View School Division ~~No. 41~~
- ~~Conseil FrancoSud Southern Francophone Education Region No. 4~~ 7.

#### 15.2.5 Zone 6

- Grasslands ~~Public Schools Regional Division No. 6~~
- Holy Spirit Roman Catholic Separate ~~School Division Regional Division No. 4~~
- Horizon School Division ~~No. 67~~
- Lethbridge School ~~Division District No. 51~~
- Livingstone Range School Division ~~No. 68~~
- ~~The Medicine Hat Catholic Board of Education Medicine Hat Catholic Separate Regional Division No. 20~~
- Medicine Hat Public School ~~Division District No. 76~~
- Palliser ~~School Division Regional Division No. 26~~
- Prairie Rose ~~Public Schools School Division No. 8~~
- Westwind School ~~Division Division No. 74~~

### Background

All ASBA Full Members were contacted for an opportunity to provide their preferred name for inclusion in these Bylaws.

### Attachments

- 1) Selection from Bylaw 5: Board of Directors Members – CLEAN VERSION WITH PROPOSED AMENDMENT (Attachment A)
- 2) Selection from Bylaw 15: Zones of the Association – CLEAN VERSION WITH PROPOSED AMENDMENT (Attachment B)

## Selection from Bylaw 5: Board of Directors Members

### **CLEAN VERSION WITH PROPOSED AMENDMENT**

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#### 5.2. Term

...

5.2.2. Director terms shall commence every November of even-numbered years for one Director and one Alternate Director for:

- Calgary Catholic School Division;
- Edmonton Public School Board;
- Zone 2/3;
- Zone 4; and
- Zone 6.

5.2.3. Director terms shall commence every November of odd-numbered years for one Director and one Alternate Director for:

- Calgary Board of Education;
- Edmonton Catholic Separate School Division;
- Zone 1;
- Zone 2/3; and
- Zone 5.

## Selection from Bylaw 15: Zones of the Association

### **CLEAN VERSION WITH PROPOSED AMENDMENT**

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#### 15.2.1 Zone 1

- Fort Vermilion School Division
- Grande Prairie and District Catholic Schools
- Grande Prairie Public School Division
- High Prairie School Division
- Holy Family Catholic Regional Division
- Northland School Division
- Peace River School Division
- Peace Wapiti Public School Division
- Conseil Scolaire du Nord-Ouest

#### 15.2.2 Zone 2/3

- Aspen View Public Schools
- Black Gold School Division
- Buffalo Trail Public Schools
- East Central Alberta Catholic School Division
- East Central Francophone
- Edmonton Catholic Separate School Division
- Edmonton Public School Board
- Elk Island Catholic Schools
- Elk Island Public Schools
- Evergreen Catholic Separate School Division
- Fort McMurray Public School Division
- Fort McMurray Roman Catholic Separate School Division
- Grande Yellowhead Public School Division
- Consiel Scolaire Centre Nord
- Greater St. Albert Roman Catholic Separate School Division
- Lakeland Catholic Schools
- Living Waters Catholic Separate School Division
- Lloydminster Public School Division No. 99
- Lloydminster Catholic School Division
- Northern Gateway Public Schools
- Northern Lights Public Schools
- Parkland School Division
- Pembina Hills School Division
- St. Albert Public Schools
- St. Paul School Division
- St. Thomas Aquinas Roman Catholic Separate School Division
- Sturgeon Public Schools

- Yellowknife Education District No. 1
- Yellowknife Catholic Schools

#### 15.2.3 Zone 4

- Battle River School Division
- Chinook's Edge School Division
- Clearview Public Schools
- Red Deer Catholic Regional Schools
- Red Deer Public Schools
- Wetaskiwin Regional Public Schools
- Wild Rose School Division
- Wolf Creek Public Schools

#### 15.2.4 Zone 5

- Calgary Catholic School Division
- Calgary Board of Education
- Canadian Rockies School Division
- Christ the Redeemer Catholic School Division
- Foothills School Division
- Golden Hills School Division
- Prairie Land Public School Division
- Rocky View School Division
- Conseil FrancoSud

#### 15.2.5 Zone 6

- Grasslands Public Schools
- Holy Spirit Roman Catholic Separate School Division
- Horizon School Division
- Lethbridge School Division
- Livingstone Range School Division
- The Medicine Hat Catholic Board of Education
- Medicine Hat Public School Division
- Palliser School Division
- Prairie Rose Public Schools
- Westwind School Division

## Omnibus Amendment – Bylaw 15.1, 15.4 & Schedule A

Sponsored by ASBA Board of Directors

### Proposed Resolution

**BE IT RESOLVED THAT**, a new clause be added as section 15.1 to the ASBA Bylaws as follows and all subsequent section numbers throughout 15 be amended accordingly:

1. 15.1 The President or their designate is an ex-officio non-voting member of all geographic Zones.

**BE IT FURTHER RESOLVED THAT**, section 15.4 of the ASBA Bylaws be struck in its entirety and replaced, as follows:

2. 15.4 The objects of the geographic Zones shall be to:
  - 15.4.1 Provide a forum for members to network, share information, generate solutions, advise ASBA Board of Directors and Alberta Education representatives, grow as a trustee or as a board, and support good governance;
  - 15.4.2 Support ASBA's mission, vision and strategic direction through application at the Zone level;
  - 15.4.3 Work in partnership for the mutual benefit of all members;
  - 15.4.4 Serve as a conduit on issues and concerns of members between general meetings;
  - 15.4.5 Support a harmonized approach to advocacy and communication efforts through the development of ASBA Advocacy initiatives informed by Zone contexts and/or coordinated at the Zone level where applicable; and
  - 15.4.6 Aid in building mutual understanding of and ensuring consideration of Zone contexts throughout education priorities and issues.

**BE IT FURTHER RESOLVED THAT**, a new clause be added as Bylaw A9 to the ASBA Bylaws Schedule A, as follows:

3. Bylaw A9: Communications
  - A9.1 The President or their designate is the official spokesperson for the Association, including geographic Zones 1, 2/3, 4, 5, and 6.
  - A9.2 Any document prepared by geographical Zones that contains ASBA's name or logo and/or Zone name that is intended for public release shall require prior approval by ASBA.

### Background

Revisions to Bylaw 15.1, 15.4 and Schedule A have involved multiple rounds of consultation with Zones and Zone Chairs over a period of two years. This included two Zone Chairs meetings, where feedback was collected to clarify language and better align with current operations (October 30, 2019 & March 8, 2021); a survey to Zones (Summer/Fall 2019); and consultation during zone meetings (Spring 2020).

### Attachments

- 1) Bylaw 15 – TRACK CHANGES ENABLED ([Attachment A](#))
- 2) ASBA Bylaws Schedule A – TRACK CHANGES ENABLED ([Attachment B](#))

## Bylaw 15: Zones of the Association - TRACK CHANGES ENABLED

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### 15. Zones of the Association

15.1. The President or their designate is an ex-officio non-voting member of all geographic Zones.

~~15.1.~~15.2. All Full Member Boards shall belong to a Zone of the Association.

~~15.2.~~15.3. Subject to the provisions of these Bylaws, for the purpose of the formation of geographic Zones of the Association, the Province shall be divided as follows and each geographic Zone shall consist of designated Boards as follows.

#### ~~15.2.1.~~15.3.1. Zone 1

- Fort Vermilion School Division No. 52
- Grande Prairie Roman Catholic Separate School District No. 28
- Grande Prairie School District No. 2357
- High Prairie School Division No. 48
- Holy Family Catholic Regional Division No. 37
- Northland School Division No. 61
- Peace River School Division No. 10
- Peace Wapiti School Division No. 76
- Northwest Francophone Education Region No. 1

#### ~~15.2.2.~~15.3.2. Zone 2/3

- Aspen View Public School Division No. 78
- Black Gold Regional Division No. 18
- Buffalo Trail Public Schools Regional Division No. 28
- East Central Alberta Catholic Separate Schools Regional Division No. 16
- East Central Francophone Education Region No. 3
- Edmonton Catholic Separate School District No. 7
- Edmonton School District No. 7
- Elk Island Catholic Separate Regional Division No. 41
- Elk Island Public Schools Regional Division No. 14
- Evergreen Catholic Separate Regional Division No. 2
- Fort McMurray Public School District No. 2833
- Fort McMurray Roman Catholic Separate School District No. 32
- Grande Yellowhead Public School Division No. 77
- Greater North Central Francophone Education Region No. 2
- Greater St. Albert Roman Catholic Separate School District No. 734
- Lakeland Roman Catholic Separate School District No. 150
- Living Waters Catholic Regional Division No. 42
- Lloydminster Public School Division No. 99
- Lloydminster Roman Catholic Separate School Division No. 89

- Northern Gateway Regional Division No. 10
- Northern Lights School Division No. 69
- Parkland School Division No. 70
- Pembina Hills Regional Division No. 7
- St. Albert Public School District No. 5565
- St. Paul Education Regional Division No. 1
- St. Thomas Aquinas Roman Catholic Separate Regional Division No. 38
- Sturgeon School Division No. 24
- Yellowknife Education District No. 1
- Yellowknife Separate Education District No. 2

~~15.2.3.15.3.3.~~ Zone 4

- Battle River Regional Division No. 31
- Chinook's Edge School Division No. 73
- Clearview School Division No. 71
- Red Deer Catholic Regional Division No. 39
- Red Deer Public School District No. 104
- Wetaskiwin Regional Division No. 11
- Wild Rose School Division No. 66
- Wolf Creek School Division No. 72

~~15.2.4.15.3.4.~~ Zone 5

- Calgary Roman Catholic Separate School District No. 1
- Calgary School District No. 19
- Canadian Rockies Regional Division No. 12
- Christ the Redeemer Catholic Separate Regional Division No. 3
- Foothills School Division No. 38
- Golden Hills School Division No. 75
- Prairie Land Regional Division No. 25
- Rocky View School Division No. 41
- Southern Francophone Education Region No. 4

~~15.2.5.15.3.5.~~ Zone 6

- Grasslands Regional Division No. 6
- Holy Spirit Roman Catholic Separate Regional Division No. 4
- Horizon School Division No. 67
- Lethbridge School District No. 51
- Livingstone Range School Division No. 68
- Medicine Hat Catholic Separate Regional Division No. 20
- Medicine Hat Public School District No. 76
- Palliser Regional Division No. 26
- Prairie Rose School Division No. 8
- Westwind School Division No. 74

~~15.3.15.4.~~ Each geographic Zone numbered 1, 2/3, 4, 5, or 6 shall be governed by these Bylaws and Schedule A of the Alberta School Boards Association Bylaws, together with such other Bylaws established by the Zone which are not inconsistent with the Bylaws of the Association.

~~15.4. The objects of the geographic Zones shall be to:~~

~~15.5.1 Work in cooperation for the mutual benefit of all members of the Alberta School Boards Association;~~

~~15.5.2 Consider matters relating to education and school administration which are of particular interest to their areas;~~

~~15.5.3 Encourage better understanding between Boards and the public; 15.5.4 Work for continued improvement in the educational system; and 15.5.5 Make recommendations to the Alberta School Boards Association.~~

15.5 The objects of geographic Zones shall be to:

15.5.1 Provide a forum for Members to network, share information, generate solutions, advise ASBA Board of Directors and Alberta Education Representatives, grow as a trustee or as a board and support good governance;

15.5.2 Inform and support ASBA's mission, vision and strategic direction through application and consultation at the Zone level;

15.5.3 Work in partnership for the mutual benefit of all Members;

15.5.4 Serve as a conduit on issues and concerns of Members between General Meetings;

15.5.5 Support a harmonized approach to advocacy and communication efforts through the development of ASBA advocacy initiatives informed by Zone contexts and/or coordinated at the Zone level where applicable; and

15.5.6 Aid in building mutual understanding of and ensuring consideration of Zone contexts throughout education priorities and issues.

15.5. The Executive Committee of the Board of Directors will meet annually with Zone Chairs to assist each other in communication of advocacy at the zone and provincial level and to promote the mission and strategic plan of the provincial organization.

15.6. The Board of Directors will collaborate with Zone Chairs annually to support a policy process for bringing policy proposals forward to the provincial level.

15.7. Zone 7

15.7.1. Zone 7 of the Alberta School Boards Association shall be open to all Roman Catholic boards in the Province of Alberta and the Northwest Territories of Canada.



- 15.7.2. Zone 7 shall be known as the Alberta Catholic School Trustees' Association.
- 15.8. Zone 8
  - 15.8.1. Zone 8 of the Alberta School Boards Association shall be open to all public boards, other than Roman Catholics, in the Province of Alberta and the Northwest Territories of Canada.
  - 15.8.2. Zone 8 shall be known as the Public School Boards' Association of Alberta.
- 15.9. Zone 9
  - 15.9.1. Zone 9 of the Alberta School Boards Association shall be open to all Francophone authorities in the Province of Alberta and the Northwest Territories of Canada.
  - 15.9.2. Zone 9 shall be known as the Fédération des conseils scolaires francophones de l'Alberta (Federation of Francophone School Authorities).

## **SCHEDULE A: FORMING BYLAWS FOR ZONES 1, 2/3, 4, 5 AND 6**

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(As referred to in Bylaw 15.3)

**Bylaw A1: Membership**

- A1.1 Membership in Zones shall be determined by Bylaw 15 of the Alberta School Boards Association.

**Bylaw A2: Finance**

- A2.1 Each Zone may set membership fees and vary same from time to time; the same to be in such sum as is necessary to cover operating expenses and such projects as may be undertaken by the Zone.

**Bylaw A3: Meetings**

- A3.1 Each Zone shall hold an annual meeting:
- a. During a 30-day period preceding the Fall General Meeting of the Alberta School Boards Association, such period ending eight clear days prior to the opening date of the Fall General Meeting;
  - b. In case of exceptional circumstances, the Executive Committee of the Board of Directors may arrange with a Zone to hold its annual meeting on a date falling outside the 30-day period.
- A3.2 Zones shall hold a meeting during the 30-day period immediately preceding the relevant General Meeting to elect the Zone Director(s) to the Board of Directors in accordance with Bylaw 5.2.
- A3.3 Other meetings of the Zones may be held in accordance with provisions hereinafter set out in Bylaw A7.
- A3.4 Any Trustee of a member board of the Zone may attend the annual or other meeting of the Zone and take part in the business of the meeting.

**Bylaw A4: Voting**

- A4.1 Voting for the election of the Zone Director(s) and alternate(s) to the Board of Directors of the Alberta School Boards Association shall be by secret ballot on the basis of one vote per Full Member Board. The boards of the cities of Edmonton and Calgary shall be excluded from voting for Zone Directors and the Zone Director's Alternate to the Board of Directors of the Alberta School Boards Association.

A4.2 Voting on ordinary business or motions at annual Zone meetings shall be based upon one vote per Full Member Board in attendance, unless otherwise provided for in the Zone Bylaws.

A4.3 Voting for Zone Chair or Vice-Chair shall be by secret ballot on the basis of one vote per Full Member Board. The election for Chair shall take place before the election for Vice-Chair.

#### Bylaw A5: Alberta School Boards Association Board of Directors

A5.1 Each Zone shall elect its Director(s) and Alternate Director(s) to the Board of Directors of the Alberta School Boards Association at such time and for such terms as the Bylaws of the Association may provide.

A5.2 The Alternate Director shall attend, participate and vote only when the Director is absent.

A5.3 A Trustee elected to the Board of Directors of the Alberta School Boards Association shall be a trustee of a member board of the Zone other than the boards of the cities of Calgary and Edmonton.

#### Bylaw A6: Zone Executive

A6.1 A member of the Zone Executive shall be a trustee of a Full Member Board of the Zone.

A6.2 The Zone Executive shall consist of:

- a. A Chair and Vice-Chair to be elected at large at an annual meeting, either annually or biennially;
- b. One board representative to Zone to be elected annually by each board in the Zone; and
- c. The Zone Director(s) or Alternate(s) representing the Zone.

A6.3 The position of Zone Chair or Vice-Chair shall not be held by:

- a. The ASBA President, Vice-President, Zone or Metro Director, or alternate; or
- b. The President or Vice-President of the Alberta Catholic School Trustees' Association (Zone 7), the Public School Boards Association of Alberta (Zone 8), and the Fédération des conseils scolaires francophones de l'Alberta (Federation of Francophone School Authorities – Zone 9).

A6.4 A majority of the members of the Zone Executive shall constitute a quorum.

A6.5 Any Zone Director ceasing to be a trustee shall vacate his/her office, which shall be filled in accordance with provisions hereinafter set out in these Bylaws.

A6.6 If the office of Chair becomes vacant, it shall be automatically filled by the Vice-Chair.

A6.7 If a vacancy occurs among the Directors the board or boards represented may elect a new director to fill the vacancy.

**Bylaw A7: Duties and Powers of the Zone Executive**

A7.1 The business and affairs of the Zone shall be managed by and be under the direction of the Zone Executive.

A7.2 Without limiting the generality of the foregoing, the Zone Executive shall:

- a. Appoint a Secretary-Treasurer who shall hold office until his/her successor is appointed;
- b. Appoint such standing committees as it may deem necessary;
- c. Appoint such delegates as may be required to represent the Zone;
- d. Appoint, either from its own members or others, such special committees as it may from time to time deem advisable and prescribe their duties and functions;
- e. Meet when necessary as determined by the Chair or by a majority of the members;
- f. Forward minutes of all meetings to member boards of the Zone and to the Alberta School Boards Association;
- g. Arrange such other meetings of the Zone as are deemed necessary to fulfill its objectives; and
- h. Arrange to fill by election from the Zone membership a vacancy occurring during the unexpired term of office of Vice-Chair at a meeting of the Zone providing the membership of the Zone is given ten clear days' notice of the intent.

**Bylaw A8: Bylaws**

A8.1 The Zone may establish such other Bylaws for the conduct of its affairs not inconsistent with the Bylaws of the Alberta School Boards Association

**Bylaw A9: Communications**

A9.1 The President or their designate is the official spokesperson for the Association, including geographic Zones 1, 2/3, 4, 5, and 6.

A9.2 Any document prepared by geographic Zones that contains ASBA's name or logo and/or Zone name that is intended for public release shall require prior approval by ASBA.

## Omnibus Amendment – Bylaw 1

Sponsored by ASBA Board of Directors

### Proposed Resolution

**BE IT RESOLVED THAT**, sections of Bylaw 1 be amended to comply with changes in legislation, as follows:

- 1.1. In these Bylaws, unless the context otherwise requires:
  - 1.1.1. “Alternate Director” means a representative of a Zone or Metro Board who shall fill the position of Director in the event of the Director’s absence or inability to act.
  - 1.1.2. “Associate Member” of the Association means:
    - 1.1.2.1. Elected First Nations boards of education under the auspices of band councils; or
    - 1.1.2.2. Métis boards of education that operate school buildings, in respect of whom the Association has received the membership fee as invoiced for the current membership year or received evidence of intention to pay satisfactory to the Board of Directors.
  - 1.1.3. “Association” or “The Association” means the Alberta School Boards Association.
  - 1.1.4. “Board” means the board of trustees of a ~~school district~~, school division, ~~or regional division~~, the regional authority of a Francophone education region, or an official trustee as defined in the School Education Act.
  - 1.1.5. “Board of Directors” means the Board of Directors of the Association, established pursuant to the provisions of these Bylaws.
  - 1.1.6. “Director” means a member of the Association’s Board of Directors who represents a Zone or Metro Board.
  - 1.1.7. “Education Act” means the Education Act being Chapter E-0.3 of the Statutes of Alberta, 2012 as amended from time to time or any successor legislation hereinafter enacted.
  - 1.1.7.1.1.8. “Full Member” of the Association means:
    - 1.1.7.1.1.8.1. A board of trustees of a ~~school district~~, school division, ~~or regional division~~, or the regional authority of a Francophone education region that has publicly elected members according to the Local Authorities Election Act or in the case of Lloydminster the Local Government Election Act, and that is an operating board as defined in the Alberta School Boards Association Act; or

~~1.1.7.2.1.1.8.2.~~ \_\_\_\_\_ A board of trustees of a publicly supported school system in the City of Yellowknife, Northwest Territories, in respect of whom the Association has received the membership fee as invoiced for the current membership year or received evidence of intention to pay satisfactory to the Board of Directors.

~~1.1.8.1.1.9.~~ “General Election” means an election held for all Boards in accordance with the Local Authorities Election Act.

~~1.1.9.1.1.10.~~ “General Meeting” means one of the Association’s biannual meetings; either the Spring General Meeting or the Fall General Meeting.

~~1.1.10.1.1.11.~~ \_\_\_\_\_ “Metro Board” means any one of the four public or separate school boards in the cities of Calgary or Edmonton with Full Member status.

~~1.1.11.1.1.12.~~ \_\_\_\_\_ “Minister of Education” means the Minister of Education for the Province of Alberta.

~~1.1.12.1.1.13.~~ \_\_\_\_\_ “President” means President of the Association and Chair of the Board of Directors.

1.1.13. ~~“School Act” means the School Act being Chapter S-3 of the Revised Statutes of Alberta, 2000 as amended from time to time or any successor legislation hereinafter enacted.~~

1.1.14. “Special General Meeting” means a meeting of the Association called by the Board of Directors, or by the President, pursuant to the provisions of these Bylaws. Unless the context otherwise requires, provisions in these Bylaws that apply to a General Meeting also apply to a Special General Meeting.

1.1.15. “Student” means any person enrolled in a Full Member jurisdiction as reported by Alberta Education.

1.1.16. “Substantive Motion” means a motion before the membership at a General Meeting, and includes motions relating to the Association budget, Bylaws, and policy positions.

1.1.17. “Trustee” means a member of a Board with Full Member status, or an official trustee as defined in the ~~School~~ Education Act.

1.1.18. “Vice-President” means Vice-President of the Association and Vice-Chair of the Board of Directors.

1.1.19. “Written Notice” means notice of a meeting that:

1.1.19.1. Specifies the purpose, date, time and place of the meetings, and

1.1.19.2. Is delivered by any electronic means or post, meeting required timelines, exclusive of the day on which the notice is sent or mailed and exclusive of the day for which notice is given.

1.1.20. “Zone” means a subset of all Boards established on a geographical or other basis pursuant to the provisions of these Bylaws.

### **Background**

The Definitions and Interpretation section of ASBA Bylaws are being amended to reflect the Education Act and remove references to the School Act.

### **Attachments**

1) Bylaw 1: Definitions and Interpretation – CLEAN VERSION WITH PROPOSED AMENDMENT  
(Attachment A)

## Bylaw 1: Definitions and Interpretation

### **CLEAN VERSION WITH PROPOSED AMENDMENT**

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#### 1. Definitions and Interpretation

##### 1.1. In these Bylaws, unless the context otherwise requires:

- 1.1.1. “Alternate Director” means a representative of a Zone or Metro Board who shall fill the position of Director in the event of the Director’s absence or inability to act.
- 1.1.2. “Associate Member” of the Association means:
  - 1.1.2.1. Elected First Nations boards of education under the auspices of band councils; or
  - 1.1.2.2. Métis boards of education that operate school buildings, in respect of whom the Association has received the membership fee as invoiced for the current membership year or received evidence of intention to pay satisfactory to the Board of Directors.
- 1.1.3. “Association” or “The Association” means the Alberta School Boards Association.
- 1.1.4. “Board” means the board of trustees of a school division, the regional authority of a Francophone education region, or an official trustee as defined in the School Act.
- 1.1.5. “Board of Directors” means the Board of Directors of the Association, established pursuant to the provisions of these Bylaws.
- 1.1.6. “Director” means a member of the Association’s Board of Directors who represents a Zone or Metro Board.
- 1.1.7. “Education Act” means the Education Act being Chapter E-0.3 of the Statutes of Alberta, 2012 as amended from time to time or any successor legislation hereinafter enacted.
- 1.1.8. “Full Member” of the Association means:
  - 1.1.8.1. A board of trustees of a school division, or the regional authority of a Francophone education region that has publicly elected members according to the Local Authorities Election Act or in the case of Lloydminster the Local Government Election Act, and that is an operating board as defined in the Alberta School Boards Association Act; or
  - 1.1.8.2. A board of trustees of a publicly supported school system in the City of Yellowknife, Northwest Territories, in respect of whom the Association has received the membership fee as invoiced for the



current membership year or received evidence of intention to pay satisfactory to the Board of Directors.

- 1.1.9. "General Election" means an election held for all Boards in accordance with the Local Authorities Election Act.
  - 1.1.10. "General Meeting" means one of the Association's biannual meetings; either the Spring General Meeting or the Fall General Meeting.
  - 1.1.11. "Metro Board" means any one of the four public or separate schoolboards in the cities of Calgary or Edmonton with Full Member status.
  - 1.1.12. "Minister of Education" means the Minister of Education for the Province of Alberta.
  - 1.1.13. "President" means President of the Association and Chair of the Board of Directors.
  - 1.1.14. "Special General Meeting" means a meeting of the Association called by the Board of Directors, or by the President, pursuant to the provisions of these Bylaws. Unless the context otherwise requires, provisions in these Bylaws that apply to a General Meeting also apply to a Special General Meeting.
  - 1.1.15. "Student" means any person enrolled in a Full Member jurisdiction as reported by Alberta Education.
  - 1.1.16. "Substantive Motion" means a motion before the membership at a General Meeting, and includes motions relating to the Association budget, Bylaws, and policy positions.
  - 1.1.17. "Trustee" means a member of a Board with Full Member status, or an official trustee as defined in the Education Act.
  - 1.1.18. "Vice-President" means Vice-President of the Association and Vice-Chair of the Board of Directors.
  - 1.1.19. "Written Notice" means notice of a meeting that:
    - 1.1.19.1. Specifies the purpose, date, time and place of the meetings, and
    - 1.1.19.2. Is delivered by any electronic means or post, meeting required timelines, exclusive of the day on which the notice is sent or mailed and exclusive of the day for which notice is given.
  - 1.1.20. "Zone" means a subset of all Boards established on a geographical or other basis pursuant to the provisions of these Bylaws.
- 1.2. In these Bylaws the singular includes the plural and the plural includes the singular.

## Proposed Bylaw Amendment – Quorum at General Meetings

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Sponsored by Calgary Catholic School Division

### Proposed Resolution

**BE IT RESOLVED THAT**, ASBA Bylaw 10 be amended to include a new section 10.5, as follows:

- 10.5 A quorum for any General Meeting shall consist of a majority of the Full Member Boards. The business of a General Meeting will not proceed if a quorum is not present throughout the meeting.

### Background

The amendment is being proposed because Bylaw 10 is silent on what constitutes quorum at a General Meeting. When a bylaw is silent, we defer to Robert's Rules of Order. However, it is a best practice to include quorum for General Meetings in the governing documents.

### CLEAN VERSION WITH PROPOSED AMENDMENT

## Bylaw 10: General Meetings

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### General Meetings

- 10.1 Two General Meetings of the Association shall be held each year.
- 10.2 Unless otherwise directed by the Board of Directors:
  - 10.2.1 The Spring General Meeting shall be held during the first full week of June; and
  - 10.2.2 The Fall General Meeting shall be held during the third full week in November.
- 10.3 The location of the General Meeting shall be determined by the Board of Directors.
- 10.4 At least thirty days Written Notice of any General Meeting shall be provided to each Full Member and Associate Member.
- 10.5 A quorum for any General Meeting shall consist of a majority of the Full Member Boards. The business of a General Meeting will not proceed if a quorum is not present throughout the meeting.

### Attachments

N/A

## Proposed Bylaw Amendments – Bylaw 14.1

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Sponsored by Calgary Catholic School Division

### Proposed Resolution

**BE IT RESOLVED THAT**, ASBA Bylaw 14.1 be amended as follows:

- 14.1 Amendments to these Bylaws shall be made at a General Meeting, normally preferably at the Spring General Meeting ~~unless otherwise permitted by the Board of Directors~~.

### Background

The amendment is being proposed because the bylaw, as it currently exists, may inadvertently give the appearance that the Board of Directors are making bylaw decisions. We suggest removing, 'unless otherwise permitted by the Board of Directors'.

### CLEAN VERSION WITH PROPOSED AMENDMENT

## Bylaw 14: Amendments to the Bylaws

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### 14. Amendments to the Bylaws

- 14.1 Amendments to these Bylaws shall be made at a General Meeting, preferably at the Spring General Meeting.
- 14.2 An amendment to these Bylaws shall take effect on the day following the conclusion of the Spring General Meeting at which such amendment is made, unless an effective date other than the close of the Spring General Meeting is specified in the resolution.
- 14.3 At least sixty days Written Notice of any Bylaw amendment shall be provided to each Full Member.

### Attachments

N/A

## Policy Position Approved by the Board of Directors – Trustee Elections

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Sponsored by ASBA Board of Directors

### Proposed Resolution

**BE IT RESOLVED THAT,** ASBA work with the Ministry of Municipal Affairs, the Alberta Urban Municipalities Association, the Rural Municipalities of Alberta, and local municipalities, to ensure that Trustee nominees on the ballot and that the process and eligibility of voting for Public, Separate, and Francophone Trustees are clearly identified.

### Background

At the March 11 meeting of the Board of Directors, the above policy position was adopted in accordance with Bylaw 8.2.7. Policy positions adopted between general meetings shall be submitted for ratification at the next general meeting.

### Attachments

N/A

## Emergent Position Statement

### Emergent Position Statement – K-6 Curriculum Delay

Sponsored by Evergreen Catholic Schools and Edmonton Public School Board seconded by Holy Spirit Catholic School Division

#### Proposed Resolution

**BE IT RESOLVED THAT,** The ASBA shall formally and actively lobby the provincial government to delay the proposed K-6 curriculum to allow for further review and a rewrite to address the shortfalls that have been identified:

1. Having sufficient and meaningful consultation with primary stakeholder groups.
2. For the government to work with school boards and educational partners to create a first-class curriculum with suitable implementation dates for students and teachers.

#### Background

The content of the draft K-6 curriculum requires further reviewing and feedback by additional stakeholders, including teachers, to ensure it reflects best practices and evidence-based 21st century learner outcomes. These outcomes should include a balance of critical thinking and knowledge-based learning opportunities. Perspectives of Francophone, Black, Indigenous and peoples of colour must also be included throughout the grade levels. All students must be able to see themselves reflected in this curriculum. Future curriculum must be culturally responsive to reflect the increasing diversity of students, staff, and families in Alberta. Scope and sequence and learner outcomes must also be developmentally appropriate.

There have been too many issues identified with the draft K-6 curriculum to meet the government's proposed time frame for the pilot and implementation. There are also many concerns regarding the effects that the pandemic has had on the students of Alberta, more time and focus is needed to address any learning gaps and social and emotional impacts that have not yet been identified prior to the new curriculum implementation.

Alberta has a well-developed educational system and is known for having one of the best education systems in Canada, and the world. It has historically performed well on international ranking tests and diploma examinations. Alberta's discovery/inquiry-based curriculum was adopted in the 2008-2009 school year and has been heavily criticized in large part due to declining PISA (Program for International Student Assessment) scores. The United Conservative Party's platform commits to 'end the focus on so-called "discovery" or "inquiry" learning and to 'reset the curriculum rewrite, restore fundamentals to math and affirm the primary role of parents in choosing how their children are taught. It's time to bring common sense to education.' The platform further promises that education will be a 'key advantage for Alberta, and that their government would work with parents, teachers, and principals to once again make Alberta's schools the choice-based, excellent classrooms that all Albertans desire and deserve'. (citing UCP platform)

Since the release of the new K- 6 Draft Curriculum, it has been heavily criticized by educational stakeholders, Indigenous leaders including the Metis Nation of Alberta and Treaty 6 Chiefs, regarding concerns in social studies, mathematics, language arts, religion, and Indigenous history sections to name a few. There are concerns about the shift back to memorization-based studies and away from critical thinking and that this is moving the system and the students backwards.

Other key educational partners such as the Alberta School Council Association, passed an Advocacy

Resolution at their 2021 April AGM asking for a delay, more engagement and to correct the many serious flaws. The Alberta Teachers Association has also issued a statement asking for more meaningful consultations to take place. Furthermore, social studies professors from all 10 of Alberta's faculties of education have voiced the need for more work to be done on areas that are not age appropriate, possible plagiarism as well as inaccurate information. The aforementioned (groups) are speaking out against supporting the UCP K-6 Draft Curriculum as it does not serve in the best interests of students.

The development of the K- 6 Draft Curriculum breaches current ASBA position statements on curriculum (highlighted below), in the areas of curriculum implementation, development process, development roles. If we do not hold ourselves accountable to our own adopted position statements, then we are jeopardizing our value and credibility as an organization. ASBA will have failed in its vision of inspiring exceptional public, separate and francophone school board governance, as well as, in its mission to serve member boards in supporting student success. The K-6 Draft Curriculum falls short of excellence, it-is-so-far off the mark. Alberta's students deserve better.

#### **Attachments**

- 1) ASCA Resource (Attachment A)
- 2) ATA Resource (Attachment B)
- 3) ASBA Existing Position Statements on Curriculum (Attachment C)

## **ASCA**

**Passed Resolution April 25/2021**

**P21-05** (Revised by Sponsor April 20, 2021)

**Renewal of Alberta Curriculum**

Sponsored by: St. Michael's School Council

Contact: Christy Gustavison, Chair via email at [stmikesschoolcouncil.chair@gmail.com](mailto:stmikesschoolcouncil.chair@gmail.com)



## DRAFT 2021 ASCA AGM PROPOSED ADVOCACY RESOLUTIONS

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**Background / Overview:**

Alberta Education is renewing the provincial curriculum. It is unclear how parents and education professionals will be engaged, what the new curriculum will reflect, and when it will be implemented.

Alberta Education presented the draft provincial curriculum for Kindergarten to Grade 6 on March 29, 2021 for public feedback. As of this revision (April 20, 2021), 29 out of 61 school boards, the ATA, the Association of Deans of Alberta Education, the Confederacy of Treaty 6 First Nation Chiefs, the Métis Nation of Alberta, and many other professional groups are expressing concern or opposition to the draft.

Because more engagement with parents and input from educational professionals is needed to ensure the that any renewed new curriculum meets the needs of students today and the adults of tomorrow in Alberta.

Because the draft curriculum as presented for public feedback is seriously flawed and should not be piloted nor implemented in its current form.

because now Fall 2021 is not the time to ask teachers to find, develop and implement anything new in the classroom for students, teacher, and administrators, curriculum as proposed for Fall 2021, the time frame for roll out should be delayed due to ongoing effects of the pandemic.

Because Alberta students deserve a renewed curriculum that will reflect the needs of 21st century learners, The curriculum must one that is collaborative, inclusive and emphasizes innovation, and critical thinking, collaboration, and citizenship. Including the Truth and Reconciliation Commission of Canada Calls to Action 62, 63 and 64. The curriculum should further be evidence-based, based on evidence and developed by nationally recognized curriculum development experts in curriculum development and education professionals, including the teachers in today's classrooms who know our students best.

We request that the Minister of Education ensure that the creation, piloting, and implementation of all any renewed or new curriculum has opportunities for meaningful parental, teacher, and other education professional engagement free of influence from elected officials and allow for adequate time to plan implementation. This includes sourcing teaching resources, and staging pilots and implementation either by grade level or subject matter rather than the entire curriculum across all grade levels.

We further request all new curriculum should reflect the needs of 21st century learners: emphasize innovation and critical thinking, diversity, and inclusion, including the recommendations of the Truth and Reconciliation Commission of Canada: Calls to Action 62, 63, and 64, it should be evidence-based, developed by experts in curriculum and education, and better reflect the 2018 curriculum that has been in development since at least 2008, and in collaboration with teachers, parents, provincial education professional and other curriculum experts.

We further request that the Minister of Education delay implementation of pilot planned for fall 2021 any draft curriculum until it has broad support from education professionals, teachers, parents, and citizens as all attention is on the pandemic at this time.

**Resources:**

[https://www.alberta.ca/curriculum.aspx?utm\\_source=google&utm\\_medium=sem&utm\\_campaign=K6curriculum&utm\\_term=curriculum&utm\\_content=v1](https://www.alberta.ca/curriculum.aspx?utm_source=google&utm_medium=sem&utm_campaign=K6curriculum&utm_term=curriculum&utm_content=v1)

ASCA 2021 AGM  
DRAFT Advocacy Resolutions  
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**ATA**

Excerpt from the RED DEER ADVOCATE Apr. 8,  
2021 11:10 am

**“Teachers identify fatal flaws in draft curriculum 91 per cent unhappy with draft”**

Ninety-one per cent of teachers are unhappy with the new draft of the kindergarten to Grade 6 curriculum, according to an Alberta Teachers’ Association survey.

The association said preliminary results show that 90 per cent of elementary school teachers are uncomfortable teaching the new K–6 curriculum, and 95 per cent of principals are uncomfortable supporting the curriculum in their school and community.

Over 3,500 teachers, including school and central office leaders, completed the survey between March 29 and April 7.

Feedback also showed that teachers strongly believe the new curriculum is both age and developmentally inappropriate and has not been logically sequenced.

**Quote from ATA president Jason Schilling**

“We wanted to give teachers time to review the documents and provide their feedback to us since the government failed to engage teachers in the curriculum process. But the preliminary data is overwhelming: this draft curriculum is fatally flawed. Teachers are the experts.

Teachers know what will work in a classroom and what will not, and they are overwhelmingly telling us that this curriculum won’t work for Alberta’s elementary students. Teachers’ analysis included assessing the curriculum in terms of the government’s own preset measures for success, including whether it was logical and developmentally appropriate, and reflected diverse perspectives, lifestyles and beliefs. It is clear that the problem with this curriculum is that teachers were not sufficiently engaged in its development and their concerns were not addressed. The feedback shows that the government has failed its own mission. If the government is serious about producing a strong curriculum, it needs to listen to what teachers are telling them. He said the ATA is prepared to make a positive contribution to addressing the curriculum’s flaws in an effort to develop a curriculum that is appropriate and coherent and enjoys broad public support among Albertans. The ATA will provide updates and a final report to the government and the public throughout the process.”

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**ASBA**

Current Position Statements on Curriculum.

**4.4. Curriculum Implementation**

Courses should be implemented at the school level once Alberta Education has met the following criteria:

- Collaboration and consultation with educational partners.
- A pilot has been conducted to identify needed resource materials, staff in-service requirements, new course impact on existing program offerings, impact on existing courses (e.g. math impacting chemistry and physics), new course impact on prior grade levels, impact for high school diploma requirements, and implications to prerequisite standings for post-secondary entrance.
- Teachers have been in-serviced to ensure high levels of student performance and quality teaching.
- Textbooks and resource materials are available at least one semester prior to mandated course implementation dates.

**4.5. Curriculum development process**

The curriculum development process should consist of all of the following stages:

- Planning - which focuses on issues such as why the change is needed, what results are anticipated from the change, and what the major structural changes in courses and course sequences will be.
- Development - which focuses on the specific changes required to effect the plan, and specifically includes provision for classroom piloting as a phase of the development process
- Implementation - which focuses on tasks required of all involved, resource requirements, including in-servicing, and timelines which include provision for one year of optional implementation,
- Evaluation or impact assessment - which focuses on determining both intended and unintended outcomes of the change.

The ASBA should be provided opportunity, within appropriate timelines, for input to all the stages of any curriculum development or revision, particularly at the planning stage.

#### **4.6. Curriculum development roles** (See also Government Relations (9.2))

The ASBA will seek and accept opportunities to consult and advise on curriculum issues with both school boards and the provincial government.

The appropriate role relationship between the province and school boards includes:

- the province should determine curriculum outcomes and standards and should leave methods of curriculum delivery to local discretion under the general direction of school boards.
- statements of philosophy and rationale in provincial programs of study should provide context for the outcomes that follow and should avoid being prescriptive regarding methodology.
- instructional resources authorized by the Minister should be adequately varied in their underlying methodological approaches to support local choices.
- it is an appropriate role for the province to develop and/or identify teaching resources which provide ideas regarding the implementation and delivery of curriculum, but that the province should clearly communicate that such resources are suggestive only, and are not prescriptive.
- local boards should retain the right to set locally developed curriculum.

**DATE:** May 25, 2021

**TO:** Board of Trustees

**FROM:** Trustee Michelle Draper

**SUBJECT:** Motion regarding the City of Edmonton's Corporate Climate Leaders Program

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

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

**REFERENCE:** [Trustees Handbook Section 5.2.2 - Motions and Recommendations](#)

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## ISSUE

Trustee Draper served the following Notice of Motion at the May 16, 2021, Board meeting:

Given the important role education plays in taking action on climate change, the Board of Trustees moves that Edmonton Public Schools participate in the City of Edmonton's Corporate Climate Leaders Program in order to reduce our greenhouse gas emissions and increase our climate resiliency.

## BACKGROUND

In 2019, the City of Edmonton declared a state of climate emergency. As the largest school division in Edmonton, Edmonton Public Schools has an opportunity to demonstrate a leadership role in continuing to pursue and showcase important environmental efforts, as well as investigate new climate change initiatives and efforts to reduce greenhouse gas (GHG) emissions.

Since 2008, the Division has demonstrated innovation and vision through the establishment of the EnviroMatters Office. Since 2014, EnviroMatters staff have worked with a sustainable consulting firm to monitor the Division's carbon footprint in accordance with internationally-accepted WRI Greenhouse Gas Protocol and ISO 14064. The next step in this reporting process is for the Division to begin setting targets for GHG reductions and disclosing this information publicly. This can be achieved by becoming the first school division in the City to participate in the City of Edmonton Corporate Climate Leaders Program. The program's goal setting and reporting framework, access to data for corporate member organizations, the anticipated expansion of the Division's network with other environmental leaders, and our ability to feature initiatives represent a unique opportunity for the Division to consider. Division goal setting expands opportunities for active student engagement through curricular ties, innovative project-based learning, evaluation and advocacy.

The City of Edmonton Corporate Climate Leaders Program aims to help corporations take action on climate change through active GHG management across their operations. The goals of Edmonton's Corporate Climate Leaders Program are to help corporations to reduce their GHG emissions, increase their climate resilience, promote collaboration, fast-track the transition to a green economy and showcase climate actions to inspire others to take action.

Membership calls on corporations to make the following three commitments, and demonstrate that they have been achieved within 12 to 18 months of signing up:

1. Establish and maintain a corporate GHG inventory
2. Develop plans and targets for reducing GHG emissions
3. Share these commitments publicly
4. There are not any membership fees

## RELATED FACTS

- In 2019, the City of Edmonton declared a state of climate emergency. As the largest school division in Edmonton, Edmonton Public Schools has an opportunity to demonstrate a leadership role in continuing to pursue and showcase important environmental efforts, as well as investigate new climate change initiatives and efforts to reduce greenhouse gas (GHG) emissions.
- Since 2014, the Division's EnviroMatters staff have worked with a sustainable consulting firm to monitor the Division's carbon footprint in accordance with internationally-accepted WRI Greenhouse Gas Protocol and ISO 14064.
- The next step in this reporting process is for the Division to begin setting targets for GHG reductions and disclosing this information publicly. This can be achieved by becoming the first school division in the City to participate in the City of Edmonton Corporate Climate Leaders Program.

## RECOMMENDATION

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

## OPTIONS

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

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

## CONSIDERATIONS and ANALYSIS

The Division can invest in infrastructure, but also explore low- and no-cost strategies, in collaboration with students and stakeholders, that will further the goals of Corporate Climate Leadership.

Examples of potential and existing initiatives that can be pursued and expanded to reduce the Division's carbon footprint include:

- potential procurement of utilities
- classroom science and exploration projects
- increasing Division-wide waste diversion and waste sorting efforts (electronic waste, source separated organics recycling, etc.).
- behavioural changes related to Division fleet vehicles such as routing efficiencies, 'no idling' and vehicle maintenance practices
- challenges in schools/buildings like "Lights Out Challenge" and turning other equipment off when not in use.
- Further investigating building controls optimization (lighting controls, setback temperatures, occupancy sensors, etc.)
- LED lighting and energy retrofits through allocation of Maintenance and Renewal funds or available grants

**NEXT STEPS**

Upon approval of the recommendation, Administration will confirm the Corporate Climate Leaders Program membership application with the City of Edmonton. A report on targets as well as monitoring and evaluation findings on Division Climate Leaders Program related initiatives will be presented at public board annually.

MD:kk

**DATE:** May 25, 2021

**TO:** Board of Trustees

**FROM:** Trustee Shelagh Dunn

**SUBJECT:** Motion re: Reporting on the Use of Seclusion and Restraint

**REFERENCE:** [Trustees' Handbook – Section 5.2.2 – Notices of Motion](#)  
[AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments](#)  
[HA.BP Inclusive Education](#)  
[HAH.AR Division Seclusion Rooms and Use of Physical Restraint](#)

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## ISSUE

Notice of motion was served at the May 11, 2021, Board meeting.

## BACKGROUND

On September 24, 2019, the Board of Trustees for Edmonton Public Schools passed a [motion](#) advocating for the systemic changes needed to work towards a system where seclusion rooms are no longer needed or used.

On November 1, 2019, the Minister of Education put into place a [Ministerial Order](#) and a [Set of Standards for Seclusion and Physical Restraint in Schools](#) which includes a requirement to document and review every instance where a seclusion room and/or physical restraint is used and notify the superintendent or equivalent jurisdictional leader.

In September 2020, the Division issued an [Administrative Regulation on Division Seclusion Rooms and Use of Physical Restraint](#) which provided clarification to the public that that these practices are not to be used as a consequence or punishment and are only to be considered when there is an imminent danger to safety, and lesser interventions are not possible.

## RATIONALE

This motion is intended to provide Edmonton Public School Board Trustees with an annual opportunity to review the use of seclusion and restraint in the Division, and an opportunity to hear from Division leaders about the work being undertaken to prevent the need for and use of seclusion and physical restraint in schools. It is also intended to provide the public the opportunity for transparency on the use of these practices and steps being taken to improve safety for students and staff in schools, including the work towards the goal of reducing and eliminating the use of these practices.

This public discussion remains important because of the ethical issues related to seclusion and restraint including questions of human rights and the potential for injury<sup>1</sup>. Local advocacy groups and parents have continued to raise concerns about the use of these practices and the emotional impact on students.

Our Board has committed to advocate for systemic change. The provincial government is necessary for this change. However, the work of the Division is also incredibly important. In previous Board meetings, Trustees have been provided with updates on the work to reduce the use of seclusion and restraint,

with information on opportunities for training for teachers and staff, work to build relationships with families and work to provide support to schools in assessing and understanding student behaviour, communication and well-being before a crisis is reached. It is clear that there is more work to be done and while our Board continues to advocate for the larger systemic change that is needed, it is important to provide clear and accessible information to the public about the Division's practices and the Division's work to improve supports provided for students, staff and schools.

#### **RECOMMENDATION**

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

#### **OPTIONS**

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

#### **NEXT STEPS**

Upon approval of this recommendation, this motion will be referred to Policy Review Committee for inclusion in the annual report on inclusive education under [HA.BP Inclusive Education](#).

<sup>1</sup>Scheuermann, B., Peterson, R., Ryan, J. B., & Billingsley, G. (2016). Professional practice and ethical issues related to physical restraint and seclusion in schools. *Journal of Disability Policy Studies*, 27(2), 86-95.

SD:km



**DATE:** May 25, 2021

**TO:** Board of Trustees

**FROM:** Trustee Bridget Stirling

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

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

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**ISSUE**

Notice of motion was served at the May 11, 2021, Board meeting.

**BACKGROUND**

The provincial government has communicated with school divisions that they may request a shift to online learning for specific grades if they meet the following criteria:

1. A significant number of students and staff in quarantine or isolation
2. A substitute teacher shortage
3. Recent requests from the Board for short-term shifts for a number of their schools
4. Substantial COVID-19 cases in the community

The first three criteria are operational, within the purview of education, and something that division leadership can determine; however, the fourth criteria is less clear. We are unclear if divisions are asked to determine if there are a substantial number of cases in the community or if this is a criterion being used by the provincial government in approving requests to move online.

We are concerned that this lack of clarity has led to some confusion among our parents and community. Tasking school boards with determining whether a community has a substantial number of COVID-19 cases is not within the expertise of educational leadership and should be informed by health experts.

We would like clarity from the provincial government on how a substantial number of cases is defined and whether this criterion is meant to reflect operational risk or risk to health and safety of students and staff. We must also be able to assure our parents and community that decisions regarding the risk of transmission and safety of schools based on community case numbers are grounded in advice from appropriate health experts.

**RELATED FACTS**

- School division staff are not public health experts and are not able to determine rates of community or in-school transmission of COVID-19.
- The threshold for significance of the number of students and staff in quarantine to warrant a transition to online learning is unclear.
- The threshold for what constitutes “substantial” cases in the community is unclear to boards and should not be left to the determination of division administration or trustees.
- Requests to transition to online learning by divisions have been approved or declined by the ministry; the criteria for accepting or declining those requests are unclear given the broad parameters set out by Alberta Education.



- EPSB students are returning to in-person learning on May 27 as part of the province's directive to return to in-person schooling; however, continuing effects of COVID-19 may require additional shifts at the school or division level following this return.

## **RECOMMENDATION**

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

## **OPTIONS**

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

## **NEXT STEPS**

A letter will be written on behalf of the Board to the Ministers of Health and Education. This letter will be shared online using the Board's established process for the posting of correspondence.

BS:km

**DATE:** May 25, 2021

**TO:** Board of Trustees

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

**SUBJECT:** Information on the Joint Use Agreement July-August and Summer Programming  
(Response to Request for Information #101)

**ORIGINATOR:** Kathy Muhlethaler, Assistant Superintendent

**RESOURCE  
STAFF:** Leanne Fedor, Kris Uusikorpi, Christopher Wright

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**ISSUE**

At the public Board meeting on April 12, 2021, Trustee Janz requested that Administration provide information on the Joint Use Agreement (JUA) summer bookings for July-August and summer programming:

- Which schools have participated in the programs in the last two years?
- What are the barriers to offering school space?
- What could enhance access to these opportunities?
- Which schools will be offering programming this summer?
- How does the Division's JUA opportunities compare to that of the Edmonton Catholic School Division (ECSD) or Conseil scolaire Centre-Nord (CSCN)?
- How frequently does the Division deny requests and what other accommodations are being provided?

**BACKGROUND**

Provide information that addresses the request, including any historical circumstances for context.

**CURRENT SITUATION****Joint Use Agreement Summer Bookings and Summer Programming**

Through the REACH Summer Access Program, the Joint Use Steering Committee has ensured access to summer programming for students in vulnerable communities for a number of years. Through a number of partner organizations, REACH organizes summer programming, with space provided at 'no cost' by the Joint Use members school jurisdictions and the City of Edmonton.

Summer Access was temporarily interrupted by the pandemic last summer, but may return this summer. REACH and Joint Use Steering Committee will align with Alberta Health Services guidelines for 'summer camps' should such activities be approved.

In preparation, the Joint Use Steering Committee is collaborating with REACH Edmonton to provide communications to partner organizations, including expectations related to safety plans and school facility use. It is expected that, where possible, daily camp activities will be based outdoors.

School jurisdictions are beginning to work with potential school sites that may host Summer Access programming.

The facility use season for Joint Use corresponds with the school year running from the fall through June. For the months of July and August when Joint Use Agreement bookings are not offered, the Division supports Summer Access through a program coordinated by REACH Edmonton. Summer Access typically operates in the month of July and the first week of August. REACH works with socially vulnerable, non-profit youth groups, the City of Edmonton and the three Edmonton School Divisions to help provide opportunities for youth to continue learning and to build confidence, capacity, self-efficacy, cultural identity and academic ability during the summer months.

In 2019 (the last year Summer Access occurred), over 1,800 participants were accommodated at 23 Division schools for Summer Access. Last summer, the pandemic temporarily interrupted the Summer Access program.

## Which schools have participated in these programs?

### 2019 Summer Access - School List

Aldergrove	Glengarry	Kim Hung	Sherwood
Avonmore	Hillcrest	Lee Ridge	Svend Hansen
Brander Gardens	Inglewood	Mary Butterworth	T.D. Baker
Calder	Ivor Dent	Mayfield	Westlawn
Callingwood	John A. McDougall	Rosslyn	Youngstown
Ellerslie	Kate Chegwin		

## What are the barriers to offering school space?

### *Availability of Multiple Spaces Within the School*

Access to school rooms may be limited in the summer because of scheduled deep cleaning and minor maintenance projects. Summer Access groups do adjust for this and have either split up their summer camp across multiple schools or changed their schedule/program.

### *Major Maintenance and Renovation Projects*

Many of our major maintenance/renovation projects are scheduled in the summer to avoid interfering with school operations during the school year. These major projects reduce the number of available sites to host Summer Access.

### *Summer School and/or other Programming*

Schools with plans to accommodate summer school/other concurrent summer program activities are unavailable to host Summer Access due to room availability.

While not a 'barrier', the ability to host summer programming must be considered within the context of summer custodial coverage, which is required throughout the duration of the Summer Access program. The number of participants in some summer access groups has grown significantly over the years and has had an impact on the capacity of the on-site custodial staff. In addition to the deep cleaning work typically done over the summer, the access for summer programs has added a significant amount of daily cleaning for custodial staff. Division custodians are specifically trained to deal with the

maintenance of operations, security systems and the general upkeep in Division schools. Every effort is made to balance summer programming opportunities at schools, while ensuring school facilities are ready for September start-up.

#### *Existing Tenants in Schools*

Property Management Joint Use works with Leasing Services to coordinate as best as possible when there is a tenant in the school also operating child care for the community over the summer months.

#### *P3 school Agreement*

The Government of Alberta's school P3 agreement restricts P3 schools hosting Summer Access.

#### *Specificity of Areas of the City Requested by Summer Access Groups*

Most of the requested schools are located in the north and southeast areas of the City as that is where most Summer Access participants live. The concentration of school requests in those areas of the City reduces the number of available schools.

#### **What could enhance access to these opportunities?**

Summer Access groups could apply for grants to cover wages and other expenditures when running their summer camps. Some grants can only be awarded within defined location boundaries resulting in groups requesting to access the same schools and areas every year. If location boundaries are expanded or removed, the Division could possibly offer more opportunities to support Summer Access.

#### **Which schools will be offering programming this summer?**

We have begun to engage with schools on hosting Summer Access for this upcoming summer and will identify available schools. The key component for summer camps to proceed this year is based on the go ahead and approval from Alberta Health Services.

#### **How do our JUA opportunities compared to that of ECSD or CSCN?**

In 2019, Edmonton Public Schools offered 23 schools and 1,773 hours of Joint Use. ECSD offered 11 schools and 1,045.5 hours and CSCN offered one school and 190 hours. Additionally, our Division has permitted some Summer Access groups to use school space in August for their programs, even though August is a month Summer Access is not typically offered. On a proportionate basis, space offered for summer access appears equitable across the jurisdictions.

#### **How frequently do we deny requests and what other accommodations are being provided?**

Year to year, and depending on the number of approved maintenance and renovation projects, specific schools that are requested may not be available. Division practice is to offer an alternative location within our Division and we also work very closely with REACH, the City of Edmonton and the other Boards to find spaces for all groups that have submitted requests for space in schools.

#### **KEY POINTS**

- In 2019 (the last year Summer Access occurred), over 1,800 participants were accommodated at 23 Division schools for Summer Access.
- Barriers to offering school space for Summer Access include:
  - Lack of availability of multiple spaces within the school
  - Major maintenance and renovation projects
  - Summer school and/or other programming

- Existing tenants in schools
  - P3 school agreements which restricts hosting Summer Access
  - Specificity of areas of the city requested by summer access groups
- In 2019, Edmonton Public Schools offered 23 schools and 1,773 hours of Joint Use. ECSD offered 11 schools and 1,045.5 hours and CSCN offered one school and 190 hours.
- Division practice is to offer an alternative location within our Division if a requested location is unavailable. We also work very closely with REACH, the City of Edmonton and the other Boards to find spaces for all groups that have submitted requests for space in schools.

CW:LF:kk