



# AGENDA

## BOARD OF TRUSTEES

**Trisha Estabrooks**  
Board Chair

**Nathan Ip**  
Board Vice-Chair

**Dawn Hancock**  
**Marcia Hole**  
**Julie Kusiek**  
**Marsha Nelson**  
**Sherri O'Keefe**  
**Jan Sawyer**  
**Saadiq Sumar**

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

**McCauley Chambers**  
**Tuesday, April 19, 2022**  
**2 p.m.**

### **Board Meeting #10**

- A. O Canada
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Approval of the Minutes
  - 1. DRAFT – Board Meeting #09 – April 5, 2022
- G. Comments from the Public and Staff Group Representatives  
*(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 12 p.m. on Thursday, April 14, 2022, to speak under this item.)*
- H. Reports
  - 2. Report #06 of the Caucus Committee (From the meeting held on April 5, 2022)  
(Information)
  - 3. 2022-2023 Distribution of Funds  
(Recommendation)
  - 4. Proposed ASBA Position Statements  
(Recommendation)
  - 5. Motion re: Ukrainian Refugees Advocacy  
(Recommendation)
  - 6. Student Transportation  
(RFI Response)
  - 7. Bereavement  
(Information)
- I. Other Committee, Board Representatives and Trustee Reports
- J. Trustees and Board Requests for Information

- K. Notice of Motions**
- L. Meeting Dates**
- M. Adjournment**

**MINUTE BOOK****Board Meeting #09**

Minutes of the meeting of the Board of Trustees of Edmonton School Division of Alberta held in the Centre for Education, McCauley Chambers on Tuesday, April 5, 2022, at 2 p.m.

**Present:****Trustees**

Trisha Estabrooks  
Dawn Hancock  
Marcia Hole

Nathan Ip  
Julie Kusiek  
Marsha Nelson

Sherri O'Keefe  
Jan Sawyer  
Saadiq Sumar

**Officials**

Angela Anderson  
Todd Burnstad  
Grace Cooke  
Ron MacNeil

Karen Mills  
Leona Morrison  
Kathy Muhlethaler  
Kent Pharis

Nancy Petersen  
Carrie Rosa  
Liz Yule

**Board Chair:** Trisha Estabrooks

**Recording Secretary:** Catherine Angeles

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. O Canada**

**B. Roll Call: 2 p.m.**

Assistant Superintendent Muhlethaler advised that all Trustees were present.

**C. Approval of the Agenda**

**MOVED BY Vice-Chair Ip:**

**"That the agenda for the April 5, 2022, Board meeting be approved as printed."  
(UNANIMOUSLY CARRIED)**

**MINUTE BOOK****D. Communications from the Board Chair**

The Board Chair wished Ramadan Mubarak to all those celebrating. She noted that this is a time of worship and contemplation for Muslim people around the world, including here in our city and in our school division.

The Board Chair thanked the hard working school councils in Edmonton Public Schools. For two years councils have met online and have found new ways of meeting, communicating and in many cases growing the number of parents who attend the meetings. School councils play an essential role in our school communities and their contributions to support students are greatly appreciated.

The Board Chair noted that we are anticipating Alberta's draft curriculum sometime this spring. She said that the government previously announced that they will be moving ahead with implementing the English Language Arts and Math curriculum for grades K-3, with the Physical Education and Wellness curriculum rolling out for Kindergarten to Grade 6 this fall. She said the Board remains concerned about the draft curriculum and have advocated for a delay. She noted that the Board is also concerned that releasing the next and final draft of the curriculum this spring will not give educators sufficient time to prepare for implementation this fall.

The Board Chair advised that Edmonton Public Schools has received its funding allocations from the provincial government. And while there was a slight increase in the amount of funding the Division will receive, it is not sufficient to keep pace with growth. The Board Chair noted that the Division continues to see the negative impact of the weighted moving average on our budget which means fewer dollars to support students in our classrooms. In the coming weeks, the Board will be having further discussions about the Division's budget.

The Board Chair shared that the Division Feedback Survey is now available for families, students and staff. This year's survey has some specific questions that the Board of Trustees is keen to hear feedback on.

First, on their commitment as a Board to work towards a more inclusive calendar and finding ways to make that happen, there are questions about breaks in the school year.

Secondly, they are seeking feedback on the draft four-year strategic plan, vision and mission. The Chair explained that the Board values the input of families, students, staff and the community on the strategic plan as it sets the vision and direction for Edmonton Public Schools.

The survey is available until April 29 on [epsb.ca](https://epsb.ca) and SchoolZone.

**E. Communications from the Superintendent of Schools**

Assistant Superintendent Muhlethaler advised that pre-enrolment for the 2022-2023 school year closes at 4 p.m. on April 14. Families can find information about the options on SchoolZone or the Division's [website](https://epsb.ca)

## **MINUTE BOOK**

and social media channels. She strongly encouraged all families to pre-enrol so the Division can be ready to welcome all students in September. Any questions should be directed to the principal at your child's current school. Families who are new to the Division should contact their preferred school to learn how to register as a new Edmonton Public Schools student before April 14.

### **F. Approval of the Minutes**

#### **1. Board Meeting #08 – March 22, 2022**

Board Chair Estabrooks requested that her Communications from the Board Chair in the March 22, 2022 minutes, be amended as follows:

*Excerpt:*

*Holi is an ~~incident~~ ancient Hindu festival also known as the Festival of Spring or the Festival of Colours.*

**MOVED BY Trustee Kusiek:**

**"That the minutes of Board Meeting #08 held March 22, 2022, be approved as amended."  
(UNANIMOUSLY CARRIED)**

### **G. Comments from the Public and Staff Group Representatives**

There were no registered speakers for this item.

### **H. Reports**

#### **2. Update on Providing Menstrual Products in Division Schools**

An update was provided on the progress towards the April 27, 2021, Board motion supporting access to free menstrual products in school washrooms.

#### **3. Dual Credit Programming in EPSB (Response to Request for Information # 007)**

Information was provided regarding the request for information RFI #007.

#### **4. Selection of PSBAA Provincial Executive Representative**

Trustee Nelson was elected by acclamation as the Board's representative on the PSBAA Executive Committee.

**MINUTE BOOK**

Trustee Hole was elected by acclamation as the Board's alternate representative on the PSBAA Executive Committee.

I. **Other Committee, Board Representative and Trustee Reports** - None

J. **Trustee and Board Requests for Information** - None

K. **Notices of Motion**

Trustee Kusiek gave notice that she would be making the following motion:

That the Edmonton Public School Board advocate to both the Province of Alberta and Government of Canada, to urge those governments to provide a per student special allocation of funding for Edmonton Public Schools to support refugee children being welcomed into our schools.

L. **Next Board Meeting:** Tuesday, April 19, 2022, at 2 p.m.

M. **Adjournment:** 2:55 p.m.

**The Board Chair** adjourned the meeting.

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Trisha Estabrooks, Board Chair

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Karen Mills, Director of Board and  
Superintendent Relations

**DATE:** April 19, 2022

**TO:** Board of Trustees

**FROM:** Vice-Chair Trustee Ip, Caucus Committee Chair

**SUBJECT:** Report #06 of the Caucus Committee (From the meeting held April 5, 2022)

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

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

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### ISSUE

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

**The following recommendation was approved at the April 5, 2022, Caucus Committee meeting:**

#### Fund request for Code of Conduct revisions

That the Governance and Evaluation Committee be authorized to spend up to \$6,000.00 from the Project Initiative fund for the drafting of an updated Trustee Code of Conduct.

### BACKGROUND

As part of their 2021-2022 work plan, the Governance and Evaluation Committee committed to oversee revisions to the Trustees' Handbook as needed. When reviewing the Handbook, the Committee expressed a desire for a clearer, updated Trustee Code of Conduct.

All Trustees expressed an interest in revising the Code, so the Committee hosted online sessions on February 8 and March 1 to discuss desired changes; possible complaint, investigation and resolution processes; and overall expectations. At the conclusion of the discussions, they also confirmed that they would like an external expert to draft a revised Code. External legal counsel has now been contracted to draft the revised Code.

KM:ca

**DATE:** April 19, 2022

**TO:** Board of Trustees

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

**SUBJECT:** 2022-2023 Distribution of Funds

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

**RESOURCE STAFF:** Jeremy Higginbotham, Drew Horn, Jennifer Price, Madonna Proulx, Amanda Wong

**REFERENCE:** [Funding Manual for School Authorities 2022-2023 School Year](#)

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## ISSUE

Each year the administration of Edmonton Public Schools brings forward a recommendation report to the Board of Trustees for the distribution of funds for the upcoming school year.

### Provincial Budget

On Thursday, February 24, 2022, the Province released a high-level budget for the 2022-2023 year. The budget indicated that because of pandemic challenges, operational funding allocations for all school divisions will be the same or higher than 2021-2022 funding.

Specific details, including individual school division funding profiles as well as the funding manual, were made available on March 24, 2022.

### 2022-2023 Budget highlights

The 2022-2023 school year will be the third year of the Weighted Moving Average (WMA) funding model. Integral with the new funding model is that all grants are either fully or partially calculated using the Weighted Moving Average (WMA) methodology. This model captures the number of funded students across three school years and does not allocate funding per individual student.

Typically, under the WMA model, there are no in-year enrolment adjustments, so when projected enrolment (submitted to the Province in January for the following year) differs from the actual count, the difference flows through subsequent year's WMA calculation. However, similar to last year, it was announced as part of the 2022-2023 budget, that the Province would continue to hold school divisions harmless for fluctuations in enrolment. The total funding impact will be reflected as a negative WMA funding adjustment offset by an equivalent positive Provincial COVID Mitigation Support grant.

Since the introduction of the WMA funding model in 2020-2021, the Division has also received Bridge Funding. Although bridge funding has never been referenced in the funding manual, Administrations' understanding was that it was intended to "bridge" the impact of moving from the old funding model, where funding was received on a per-student model, to the WMA model. It is anticipated that as enrolment increases, the bridge funding amount would decrease. For 2022-2023, out of the total Government of Alberta revenue received by the Division, five per cent or \$57.4 million is provided



through bridge funding. This is an increase from the \$50.5 million received in 2021-2022 and the \$47 million received in 2020-2021.

New for 2022-2023, the maximum operating reserve percentage is equivalent to the Division's maximum System Administration percentage of 3.15 per cent. The maximum limit will be applied against our accumulated balance at the end of the 2022-2023 year; any balance over will then be reduced from the 2023-2024 funding. School divisions will also be required to maintain a minimum one per cent operating reserve balance in any given year and are required to obtain ministerial approval prior to utilizing operating reserves or transferring to capital reserves. The Division's operating reserves are estimated to be between one and two per cent by the end of the 2022-2023 school year.

Although not part of the Revenue Budget, the Province released our Capital Maintenance and Renewal (CMR) funding for 2022-2023 which is approximately \$9.4 million. This is a decrease of approximately 36 per cent or \$5.3 million from the 2021-2022 CMR grant (\$14.8 million). CMR was first introduced in 2020 and was intended to keep workers employed during challenging times while also allowing students to benefit from capital improvements. Some projects completed in 2021-2022 with CMR funding include lighting upgrades, asphalt replacement, and boiler replacement. For 2022-2023, this funding will be used for mechanical upgrades, washroom upgrades, and other capital projects.

#### **New short-term targeted grants outside of the WMA funding model:**

- **Curriculum support** - the Province announced a commitment to investing the necessary resources to support the largest curriculum update in Alberta history with the phased implementation of eight subjects for Kindergarten to Grade 12. A provincial total of \$191 million over the next three years is targeted for curriculum support. While this funding was announced as part of Budget 2022, it is not currently referenced in the funding manual, nor on the Division's current 2022-2023 funding profile sheet. As such, based on a high-level calculation, Administration is estimating the Division's share of this funding for 2022-2023 to be approximately \$4.3 million. Administration anticipates confirmation of this funding when we receive our funding commitment letter on April 22, 2022.
- **Student Well-Being Supports** - the COVID-19 pandemic is proving to have lasting effects on student learning and mental health. As such, as part of Budget 2022, the Province also announced targeted funding for wrap-around services which may include supports for learning disruption, mental health, occupational therapy, speech therapy, and mentoring. A provincial total of \$110 million is targeted over the next three years to support student well-being. Similar to the curriculum support referenced above, Administration is estimating the Division's share of this funding for 2022-2023 to also be approximately \$4.3 million. Administration anticipates confirmation of this funding when we receive our funding commitment letter on April 22, 2022.
- **Start-up Costs Grant** – although the Division is scheduled to open Joey Moss school in September 2022, no funds will be received under this grant. In order for a school to qualify for this grant, the building would have to be acquired from another school division either by transfer or lease. As such, start-up costs for Joey Moss School have been included in the draft access-to-surplus plan as detailed on Attachment VI.

#### **Highlights of Alberta Education grants**

##### **Base Instructions grants:**

- These grants are the base funding grants for Early Childhood Services (ECS) through to Grade 12. It was announced that base funding grants have increased by one per cent with the intention to support ongoing inflationary pressures.

## Supports and Services grants:

- **The Kindergarten Severe grant** - introduced in 2021-2022, this grant is intended to provide additional support, beyond that offered in a regular Kindergarten program, for Kindergarten children with a severe disability or severe language delay. Due to the ongoing and evolving nature of the pandemic, for the 2022-2023 school year, all eligible children must be registered as of December 1, 2022, as opposed to the September count date.
- **The Moderate Kindergarten grant** - introduced in 2021-2022, this grant is intended to provide additional supports, beyond that offered in a regular Kindergarten program, for children with a moderate language delay. Due to the ongoing and evolving nature of the pandemic, for the 2022-2023 school year, all eligible children must be registered as of December 1, 2022, as opposed to the September count date.
- **The Specialized Learning Supports (SLS) grant** - replaced previous grants such as Inclusive Education, Regional Collaborative Service Delivery (RCSD), and Equity of Opportunity and is intended to provide a continuum of supports and services for the entire Division. There are no changes to the funding formula for the SLS grant.
- **Program Unit Funding (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. Due to the ongoing and evolving nature of the pandemic, for the 2022-2023 school year, all eligible children must be registered as of December 1, 2022 as opposed to the September count date.
- **The English Language Learners (ELL) and Refugee Student grants** - continue to be funded at the same rates as 2021-2022. Students qualify for either ELL or Refugee funding, whichever is the higher amount, for a maximum of five years.
- **The First Nations, Metis, and Inuit (FNMI) grant** - comprised of three components: a truth and reconciliation component, a student self-identification WMA enrolment component, and a school and community demographic.
- **The Education Programs in an Institution (EPI) and Special Educations programs grants** - are provided to support resident students of the government who reside in an institution and for those students that temporarily reside in emergency women's shelters and hospitals.

## School-Based grants:

- **The Operations and Maintenance (O&M) grant** - is provided to school divisions to address their responsibility for the 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 Province has announced that this grant will also receive an increase of one percent in 2022-2023. The increase is intended to assist school divisions with rising utility and insurance costs.
- **The Transportation grant** - also included in the Budget 2022 announcement was a 4.6 per cent increase in Transportation funding over the prior year. The increase is intended to address increasing costs for insurance, fuel, parts and supplies, and training.
- **The SuperNet grant** - is received for each Division site that is connected to and using the SuperNet services as the primary data network obtained through the SuperNet vendor. The rate is \$800 per site per month. For 2022-2023, there is a small decrease when compared to the 2021-2022 year.

## Community-Based grants:

- **The Geographic grant** – is provided to school divisions to better address their unique geographic location contexts and enhance equity and fairness of educational opportunities.

- **The Socio-Economic Status (SES) grant** - is provided to school divisions to better address their societal contexts and enhance equity and fairness of educational opportunities.
- **The School Nutrition grant** - is intended to provide children and students with a daily nutritious meal that adheres to the [Alberta Nutrition Guidelines for Children and Youth](#).

**System Administration grant:**

- **The System Administration grant** - 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 3.15 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.

**2022-2023 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.

Alignment with the Division's values and priorities continues to be a critical requirement of the Division's allocation model while operating within the realities of the provincial WMA funding model. 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, Metis and Inuit Completion Coaches** - continuing from 2021-2022, the use of High School Completion Coaches continues to include Eastglen, Queen Elizabeth and Jasper Place.

**Equity Fund** - it is proposed that the equity fund continue as it creates flexibility and provides schools with access to funds as needed in order to address any unforeseen expenses that occur.

**High Social Vulnerability Allocation (HSV)** - identified as a high priority for the Division and aids the top 60 schools with a significant percentage of students deemed as being socially vulnerable. New for 2022-2023 and as recommended by the Division's School Budget Allocation committee, mobility, median income and lone-parent family's data will be averaged over a three-year period to calculate the schools' high social vulnerability ranking and the allocation.

**Division Centre Allocation** - given to schools that have either severe or moderate Division centre programs in their building to help cover the costs of operating these programs.

**Division One Targeted Allocation** - the Board of Trustees has identified early learning in both literacy and numeracy as a high priority. A \$40 million allocation provides additional resources to Division I children and students.

**Weighted Enrolment Allocation** - provided to all schools based on their proportion of the Division's weighted enrolment. The level of specialized learning support required will be correlated to the school's

Weighted Enrolment Allocation. This is our largest allocation and represents approximately 74 per cent of the total school allocations.

## **Planned Use of Operating Reserves**

In order to access reserves, 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 for Ministerial approval. The Division's proposed use of surplus funds for 2022-2023 totals approximately \$10 million and is detailed in Attachment VI.

## **RELATED FACTS**

- Total revenue for the Division is estimated at approximately \$1.2 billion. This includes a slight increase from the 2021-2022 budget due to the two new targeted grants for curriculum and student well-being support and an increase in bridge funding.
- Out of the total Government of Alberta revenue received by the Division, five per cent or \$57.4 million is provided through bridge funding which is not intended to carry forward into future years.
- Approximately 74 per cent of the total Division funds will continue to be allocated to support students in the classroom, with the remaining balance covering fixed and committed costs. This percentage is down slightly from the 2021-2022 year primarily due to increased fixed costs such as rising utilities, increased maintenance costs, insurance costs and ongoing expenses associated with air filtration.
- Grants such as Institutional Services and PUF will continue to be offset by an equal allocation.
- The Division's total student projection for 2022-2023 is 107,670. This number includes homeschooled and blended students (students that attend school part-time and are home-schooled part-time) as well as international and our other non-resident students that are not part of the WMA. This student enrolment projection is made under the assumption that there will be a "normal" return to in-person learning in the fall.
- Enrolment growth (funded students) is projected to increase by 2,835 students or 2.7 per cent compared to the actual September 2021 enrolment (107,026 – 104,191).
- Factoring in ECS students at 0.5, the Division's projected FTE enrolment of 102,702 compared to the WMA Funded FTE figure of 101,010 highlights the gap of 1,692 FTE students that are not factored into the Province's funding for 2022-2023.

## **RECOMMENDATION**

**That the Distribution of Funds for the 2022-2023 Budget be approved.**

## **NEXT STEPS**

Following the approval of the 2022-2023 Distribution of Funds, allocations will be sent out to schools and decision units for the completion of the 2022-2023 Budget.

## **ATTACHMENTS & APPENDICES**

ATTACHMENT I	2022-2023 Preliminary Spring Revenue Budget
ATTACHMENT II	2022-2023 Preliminary Enrolment Projections using WMA
ATTACHMENT III	2022-2023 Distribution of Funds - Total Allocations
ATTACHMENT IV	2022-2023 Distribution of Funds – School Allocations
ATTACHMENT V	2022-2023 Distribution of Funds - Other Allocations
ATTACHMENT VI	2022-2023 Proposed Use of Accumulated Operating Surplus Funds

TBja

**Edmonton Public Schools  
2022-2023 Preliminary Revenue Budget**

	2022-2023 Distribution of Funds (DOF)	2021-2022 Revenue Budget	Variance DOF vs Budget \$	Variance DOF vs Budget %	NOTES
<b>BASE INSTRUCTION GRANTS</b>					<b>1</b>
Kindergarten	\$ 25,443,300	\$ 25,136,800	\$ 306,500	1.2%	
Grades 1 to 9	437,208,000	429,528,300	7,679,700	1.8%	
<b>* SUBTOTAL KINDERGARTEN TO GRADE 9</b>	<b>462,651,300</b>	<b>454,665,100</b>	<b>7,986,200</b>	<b>1.8%</b>	
High School Subtotal	167,557,200	162,121,800	5,435,400	3.4%	<b>2</b>
<b>* SUBTOTAL BASE INSTRUCTION GRANTS</b>	<b>630,208,500</b>	<b>616,786,900</b>	<b>13,421,600</b>	<b>2.2%</b>	
<b>SERVICES AND SUPPORT GRANTS</b>					
Specialized Learning Support (SLS)	78,182,200	77,213,900	968,300	1.3%	
SLS - Kindergarten Severe	6,757,500	10,785,200	(4,027,700)	-37.3%	<b>3</b>
Moderate Language Delay Grant (Pre-K & SLS-K)	376,000	2,892,000	(2,516,000)	-87.0%	<b>4</b>
ECS Pre-Kindergarten Program Unit Funding (PUF)	7,367,900	9,798,800	(2,430,900)	-24.8%	<b>5</b>
English as a Second Language (ESL aka ELL)	17,154,400	18,552,800	(1,398,400)	-7.5%	<b>6</b>
Refugee	11,111,700	14,202,900	(3,091,200)	-21.8%	<b>6</b>
First Nations, Métis and Inuit	12,679,700	12,857,600	(177,900)	-1.4%	
Institutional and Specialized Education Programs	8,450,300	8,775,100	(324,800)	-3.7%	<b>7</b>
<b>SUBTOTAL SERVICES AND SUPPORT GRANTS</b>	<b>142,079,700</b>	<b>155,078,300</b>	<b>(12,998,600)</b>	<b>-8.4%</b>	
<b>SCHOOL GRANTS</b>					
* Operations and Maintenance (O&M)	91,798,700	90,359,700	1,439,000	1.6%	<b>8</b>
* Transportation	32,364,900	30,941,600	1,423,300	4.6%	<b>9</b>
SuperNet	2,323,200	2,344,000	(20,800)	-0.9%	
<b>SUBTOTAL SCHOOL GRANTS</b>	<b>126,486,800</b>	<b>123,645,300</b>	<b>2,841,500</b>	<b>2.3%</b>	
<b>COMMUNITY GRANTS</b>					
Geographic	1,500,000	1,500,000	-	-	
Socioeconomic Status (SES)	15,042,700	14,848,000	194,700	1.3%	
School Nutrition	1,300,000	1,300,000	-	-	
<b>SUBTOTAL COMMUNITY GRANTS</b>	<b>17,842,700</b>	<b>17,648,000</b>	<b>194,700</b>	<b>1.1%</b>	
<b>JURISDICTION GRANTS</b>					
System Administration	38,007,200	38,007,200	-	-	
<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>954,624,900</b>	<b>951,165,700</b>	<b>3,459,200</b>	<b>0.4%</b>	
<b>INFRASTRUCTURE MAINTENANCE RENEWAL (IMR)</b>	<b>13,633,700</b>	<b>13,601,700</b>	<b>32,000</b>	<b>0.2%</b>	
<b>WMA FUNDING ADJUSTMENT</b>	<b>(9,621,500)</b>	<b>(16,074,700)</b>	<b>6,453,200</b>	<b>-40.1%</b>	<b>10</b>
<b>COVID MITIGATION FUNDING</b>	<b>9,621,500</b>	<b>16,074,700</b>	<b>(6,453,200)</b>	<b>-40.1%</b>	<b>10</b>
<b>BRIDGE FUNDING</b>	<b>57,389,500</b>	<b>50,024,100</b>	<b>7,365,400</b>	<b>14.7%</b>	<b>11</b>
<b>TOTAL PROVINCIAL OPERATIONAL REVENUE</b>	<b>1,025,648,100</b>	<b>1,014,791,500</b>	<b>10,856,600</b>	<b>1.1%</b>	
<b>CAPITAL</b>					
Amortization of Capital Allocations and Expended Deferred Capital Revenue	47,393,600	48,255,400	(861,800)	-1.8%	
<b>SUBTOTAL CAPITAL</b>	<b>47,393,600</b>	<b>48,255,400</b>	<b>(861,800)</b>	<b>-1.8%</b>	
<b>TOTAL PROVINCIAL OPERATIONAL AND CAPITAL REVENUE</b>	<b>1,073,041,700</b>	<b>1,063,046,900</b>	<b>9,994,800</b>	<b>0.9%</b>	
<b>UNEARNED REVENUE TO BE RECOGNIZED FROM PRIOR YEAR</b>					
* Infrastructure Maintenance Renewal (IMR)	3,255,700	110,600	3,145,100	2843.7%	<b>12</b>
* Prior Year Funding Adjustment	9,621,500	16,074,700	(6,453,200)	-40.1%	<b>12</b>
<b>SUBTOTAL UNEARNED REVENUE FROM PRIOR YEAR</b>	<b>12,877,200</b>	<b>16,185,300</b>	<b>(3,308,100)</b>	<b>-20.4%</b>	
<b>OTHER PROVINCIAL GRANTS</b>					
* Curriculum support (Year 1 of 3) - estimated	4,254,400	-	4,254,400	100.0%	<b>13</b>
* Student Well-Being Supports (Year 1 of 3) - estimated	4,326,500	-	4,326,500	100.0%	<b>14</b>
Other Provincial Grants	2,500,000	2,565,100	(65,100)	-2.5%	<b>15</b>
<b>SUBTOTAL OTHER PROVINCIAL GRANTS</b>	<b>11,080,900</b>	<b>2,565,100</b>	<b>8,515,800</b>	<b>332.0%</b>	

**Edmonton Public Schools  
2022-2023 Preliminary Revenue Budget**

	2022-2023 Distribution of Funds (DOF)	2021-2022 Revenue Budget	Variance DOF vs Budget \$	Variance DOF vs Budget %	NOTES
<b>OTHER PROVINCIAL REVENUES</b>					
Educational Programs Cost Recovery and Conditional Grants	1,454,200	1,898,500	(444,300)	-23.4%	16
Secondments - Provincial	2,995,000	3,023,200	(28,200)	-0.9%	
Alberta Teachers' Retirement Fund (ATRF)	53,377,200	53,377,200	-	-	
<b>SUBTOTAL OTHER PROVINCIAL REVENUES</b>	<b>57,826,400</b>	<b>58,298,900</b>	<b>(472,500)</b>	<b>-0.8%</b>	
<b>OTHER ALBERTA SCHOOL AUTHORITIES</b>	<b>557,100</b>	<b>522,900</b>	<b>34,200</b>	<b>6.5%</b>	17
<b>FEDERAL FRENCH FUNDING</b>	<b>862,800</b>	<b>790,000</b>	<b>72,800</b>	<b>9.2%</b>	18
<b>TOTAL GOVERNMENT OF ALBERTA REVENUE</b>	<b>1,156,246,100</b>	<b>1,141,409,100</b>	<b>14,837,000</b>	<b>1.3%</b>	
<b>FEDERAL GOVERNMENT AND FIRST NATIONS</b>	<b>2,156,800</b>	<b>1,999,600</b>	<b>157,200</b>	<b>7.9%</b>	19
<b>FEES</b>					
School Fees - School Generated Funds	13,949,700	13,949,700	-	-	
Transportation Fees	10,089,400	10,089,400	-	-	
Lunch Program Fees	4,567,000	4,567,000	-	-	
Metro Continuing Education Fees	1,021,800	1,021,800	-	-	
Music Instrument & Other Material Fees	146,900	146,900	-	-	
<b>SUBTOTAL FEES</b>	<b>29,774,800</b>	<b>29,774,800</b>	<b>-</b>	<b>-</b>	20
<b>OTHER SALES AND SERVICES</b>					
Gain on Sale of Capital Assets	-	1,040,200	(1,040,200)	100.0%	21
International Student Tuition	2,962,500	1,612,700	1,349,800	83.7%	22
Sales and Services - Schools and Central DUs	4,327,700	4,327,700	-	-	
Other Sales and Services - School Generated Funds	4,344,700	4,344,700	-	-	
Secondments - Other Entities	958,700	1,070,600	(111,900)	-10.5%	23
Adult Education	765,700	765,700	-	-	
<b>SUBTOTAL SALES AND SERVICES</b>	<b>13,359,300</b>	<b>13,161,600</b>	<b>197,700</b>	<b>1.5%</b>	
<b>INVESTMENT INCOME</b>	<b>1,000,000</b>	<b>900,000</b>	<b>100,000</b>	<b>11.1%</b>	24
<b>GIFTS AND DONATIONS</b>					
EPSB Gifts and Donations	6,499,200	6,499,200	-	-	
EPSB Foundation Support	350,000	342,000	8,000	2.3%	
<b>SUBTOTAL GIFTS AND DONATIONS</b>	<b>6,849,200</b>	<b>6,841,200</b>	<b>8,000</b>	<b>0.1%</b>	20
<b>FUNDRAISING - SCHOOL GENERATED FUNDS (SGF)</b>	<b>2,197,700</b>	<b>2,197,700</b>	<b>-</b>	<b>-</b>	20
<b>RENTAL OF FACILITIES</b>	<b>4,281,100</b>	<b>4,281,100</b>	<b>-</b>	<b>-</b>	20
<b>TOTAL REVENUE</b>	<b>\$ 1,215,865,000</b>	<b>\$ 1,200,565,100</b>	<b>\$ 15,299,900</b>	<b>1.3%</b>	

\*Indicates a new or revised grant compared to the 2021-2022 budget. For comparison purposes, some 2021-2022 revenue line items have been reclassified.

**2021-2022 Budget Reconciliation**

2021-2022 Total Revenue Budget		\$ 1,200,565,100
Unearned Revenue not reported on the 2021-2022 Budget report:		
	Enrolment Adj	(16,074,700)
	IMR	(110,600)
Total Revenue Reconciled to 2021-2022 Revenue budget		\$ 1,184,379,800

## Notes to supplement the 2022-2023 Revenue Budget

*Unless otherwise noted, variance explanations have been provided for amounts where the 2022-2023 Revenue Budget differs from the 2021-2022 Budget by more than five per cent.*

### **Impact of the Weighted Moving Average (WMA)**

The 2022-2023 school year will be the third year of the Weighted Moving Average (WMA) funding model. Integral with the new funding model is that 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.

#### **1. Base Instruction Grants**

These grants are the base funding grants for Early Childhood Services (ECS) through to Grade 12 and are intended to support the teacher in the classroom. It was announced that base funding grants have increased by one per cent. This increase is intended to support ongoing inflationary pressures.

#### **2. 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 2022-2023 enrolment projection for senior high of 25,681, is an increase of approximately three 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 2022-2023 will be based on the average last three years (2021-2020, 2019-2020, 2018-2019) to a maximum of 10 CEU's per student. As per the 2022-2023 Funding Manual, the current year is not included in the average calculation for summer school.

#### **3. SLS - Kindergarten Severe**

Reallocated from the SLS grant in 2021-2022 and funded on the WMA, this grant is provided for children with severe disabilities or severe language delay who require additional 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. The variance is due to lower actual enrolment in 2021-2022 than the province previously projected.

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

- **Pre-Kindergarten:** This 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 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.

The large variance for these amounts is the result of Alberta Education estimating the 2021-2022 enrolment number at 723 students while actual enrolment was only 94. As this funding was announced after 2021-2022 projections were submitted, school divisions did not have the opportunity to provide input into this projection. For 2022-2023, the Division continues to project enrolment for 94 students.

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

Program Unit Funding (PUF) continues to be funded to support Pre-Kindergarten children with severe disabilities and delays. 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.

The variance from prior year is the result of higher 2019-2020 enrolment numbers "falling off" the WMA funding calculation for 2022-2023.

**6. The English Language Learners (ELL) and Refugee Student grants**

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 ELL grants for a maximum of five years.

The 2022-2023 enrolment projections were submitted in January 2022; both ELL and Refugee counts were estimated to be similar to the actual enrolment of 2021-2022. At this time, there is no additional current year funding anticipated for refugee students that may arrive during the school year.

**7. The Education Programs in an Institution (EPI) and Special Educations programs grants**

These grants are provided to support resident students of the government who reside in an institution and for those students that temporarily reside in emergency women's shelters and hospitals. The variance from prior year is the result of two sites closing due to low usage; Rite Trak and Howard House.

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

Included in the Budget 2022 announcement was a one percent increase in the O&M grant rates. Variance from the prior year is a result of the one per cent increase, which is intended to maintain clean, healthy, and safe school spaces, and also the result of projected increased enrolment.

**9. Transportation**

Included in the Budget 2022 announcement was a 4.6 per cent increase in Transportation funding over the prior year. The increase is intended to address increasing costs for insurance, fuel, parts and supplies, and training.

**10. WMA Funding Adjustment and COVID Mitigation Funding**

Typically, under the WMA model, there are no in-year enrolment adjustments, so when projected enrolment (submitted to the Province in January for the following year) differs from the actual count, the difference flows through the subsequent year's WMA calculation. However, similar to last year, it was announced as part of the 2022-2023 budget, that the Province would continue to hold school divisions harmless for fluctuations in enrolment. The total funding impact will be reflected as a negative WMA funding adjustment offset by an equivalent positive COVID mitigation grant.

**11. Bridge Funding**

Since the introduction of the WMA funding model in 2020-2021, the Division has also received Bridge Funding. Although bridge funding has never been referenced in the funding manual, Administrations' understanding was that it was intended to "bridge" the impact of moving from the old funding model, where funding was received on a per-student model, to the WMA model. It was anticipated that as enrolment increases, the bridge funding amount would decrease. For 2022-2023 out of the total Government of Alberta revenue, five per cent or \$57.4 million is provided through bridge funding, this is an increase from the \$50.5 million and \$47 million received in 2021-2022, and 2020-2021.



## **12. Unearned Revenue to be Recognized from Prior Year**

Unearned revenue is money that the Division has received, but where the related expense to attain this money has not occurred in the year the money was received. When this situation occurs, the revenue is transferred to a liability account in the year received (Unearned Revenue) and recognized in the year the related expense is completed.

- **IMR:** Year over year, the Division receives grant funding for IMR from the Province. However, because of timing differences, we don't always spend all of this funding on IMR-related expenses in the year the grant is received. As such, the grant amount is deferred and is recognized as revenue in the year the work will be completed even though the money came from a prior year's grant.
- **Prior Year Funding Adjustment:** As referenced in note 10, under the WMA model, there are no in-year enrolment adjustments. When projected enrolment (submitted to the Province in January for the following year) differs from the actual count, that difference must be transferred to a liability account in the year received and typically recognized as revenue in the following year.

## **13. Curriculum support**

The Province announced a commitment to investing the necessary resources to support the largest curriculum update in Alberta history with the phased implementation of eight subjects for Kindergarten to Grade 12. A provincial total of \$191 million over the next three years is targeted for curriculum support. While this funding was announced as part of Budget 2022, it is not currently referenced in the funding manual, nor on the Division's current 2022-2023 funding profile sheet. As such, based on a high-level calculation, Administration is estimating the Division's share of this money for 2022-2023 to be approximately \$4.3 million. Administration anticipates confirmation of this funding when we receive our funding commitment letter on April 22, 2022.

## **14. Student Well-Being Supports**

The COVID-19 pandemic is proving to have lasting effects on student learning and mental health. As such, as part of Budget 2022, the province also announced targeted funding for wrap-around services which may include supports for learning disruption, mental health, occupational therapy, speech therapy, and mentoring. A provincial total of \$110 million is targeted over the next three years to support student well-being. Similar to the curriculum support referenced in note 12, Administration is estimating the Division's share of this money for 2022-2023 to also be approximately \$4.3 million. Administration anticipates confirmation of this funding when we receive our funding commitment letter on April 22, 2022.

## **15. Other Provincial grants**

This line item includes grants such as Specialized Therapy Education and Play Program (STEPP) and the Specialized Support Program (SSP) at Waverley and Scott Robertson Schools. This grant is projected to be slightly less than the prior year. It also includes revenue for the MHCB (Mental Health Capacity Building) contract with Alberta Health Services (AHS) used to fund six wellness coaches and one program coordinator. These grants are not part of the funding framework and are intended to provide additional funds for students with severe special needs.

## **16. Educational Programs Cost Recovery and Conditional Grants**

This line item includes revenue from ongoing contracts between the Division and AHS to provide supports to Alberta School for the Deaf and the Highwood Adult Program. This variance is the result of the Teacher Recruitment and Retention (TRR) strategy grant which is being discontinued on June 30, 2022. The TRR project supported the development of French as a second language and French immersion teaching, learning materials and videos.

## **17. 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 an increase in enrolment and return to a near-normal school year.

**18. French Federal Funding**

French Federal funding is used to provide extra support to the Division's French language programs. The variance exists due to the timing difference from when the Distribution of Funds (DOF) is reported and when the funding is confirmed. These projections are based on the prior year's funding and any further changes will be updated in the Budget report.

**19. Federal Government and First Nations**

This line item includes Jordan's Principle Funding which is federal funding used to provide one-on-one additional support to high-needs students. It also includes an ongoing Language Instruction for Newcomers to Canada (LINC) grant at Metro Continuing Education of approximately \$1.3 million which is a federal grant program that supports language training for adult newcomers to Canada who are permanent residents.

Variance from the prior year stems from an increase in the number of students approved for the Jordon's Principle grant for the 2022-2023 school year.

**20. Fees, Gifts and Donations, Fundraising, Rental Facilities**

The budget amount has been carried forward from 2021-2022 and will be updated with the development of the 2022-2023 budget when amounts are entered directly by the individual school or central decision unit.

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

Reflects the 2021-2022 anticipated sale of land through the "The First Place Program", a City of Edmonton program that partners with banks and builders to develop vacant surplus school building sites into townhomes. There are no similar sales expected for the 2022-2023 school year.

**22. International Student Tuition**

The volume of applications for International students is higher in 2022-2023 than in the 2021-2022 year. The latest applications are trending towards approximately 250 FTE international students for next year. Approximately 135 of these will be attending one semester with the remaining 165 students attending for the full year out of which 50 of these students will be part-time throughout the year.

**23. Secondments – Other Entities**

Other entities revenue includes: City of Edmonton, CUPE, University of Alberta, Edmonton Oilers, and the ATA. The negative variance is due to one discontinued secondment contract with the City of Edmonton.

**24. Investment Income**

For budget 2021-2022, investment income was estimated conservatively as interest rates were falling and there was uncertainty about where cash levels would land due to additional spending in response to the COVID-19 pandemic. As we move into the 2022-2023 school year, interest rates seem to have stabilized and there is more certainty around the Division's cash flow.

**Edmonton Public Schools**  
**2022-2023 Enrolment Projections using the Weighted Moving Average (WMA)**

	<u>2022-2023</u>		<u>2021-2022</u>		<u>2020-2021</u>		Projected
	Projected		Frozen (actual)		Frozen (actual)		<u>2022-2023</u>
	100%	50%	100%	30%	100%	20%	WMA Funded Enrolment
<b>Student Enrolment</b>							
<b>Funded Students:</b>							
Early Childhood Services (ECS)	8,648	4,324	8,370	2,511	7,366	1,473	8,309
<b>Grades 1 -9 students:</b>							
Elementary - Division I	72,282	36,141	70,703	21,211	70,166	14,033	71,385
Elementary - Division II	-	-	-	-	-	-	-
Junior High	-	-	-	-	-	-	-
<b>Subtotal Grades 1 -9 students</b>	<b>72,282</b>	<b>36,141</b>	<b>70,703</b>	<b>21,211</b>	<b>70,166</b>	<b>14,033</b>	<b>71,385</b>
<b>Senior High:</b>							
Years 1-3	23,475	11,738	22,529	6,759	21,672	4,334	22,831
Year 4	1,743	872	1,772	532	1,885	377	1,780
Year 5+	463	232	549	165	653	131	527
<b>Subtotal Senior High</b>	<b>25,681</b>	<b>12,841</b>	<b>24,850</b>	<b>7,455</b>	<b>24,210</b>	<b>4,842</b>	<b>25,138</b>
Online > 35 credits Years 1-3	-	-	30	9	29	6	15
Online > 35 credits Year 4	49	25	17	5	16	3	33
Online > 35 credits Year 5	25	13	27	8	26	5	26
	74	37	74	22	71	14	73
<b>Online Students &lt;35 credits</b>	<b>341</b>	<b>170</b>	<b>194</b>	<b>58</b>	<b>158</b>	<b>32</b>	<b>260</b>
<b>Subtotal Funded Students</b>	<b>107,026</b>	<b>53,513</b>	<b>104,191</b>	<b>31,257</b>	<b>101,971</b>	<b>20,394</b>	<b>105,164</b>
<b>Total WMA Funded (ECS at .5 FTE)</b>	<b>102,702</b>	<b>51,351</b>	<b>100,006</b>	<b>30,002</b>	<b>98,288</b>	<b>19,658</b>	<b>101,010</b>
<b>Other Students (not included in WMA)</b>							
Home Education	394						
Blended (shared responsibility)	-						
	394						
<b>Total Funded Students</b>	<b>107,420</b>						
<b>Other Students (non-funded)</b>							
International Students/non-resident	250						
<b>TOTAL STUDENTS</b>	<b>107,670</b>						

School Year	Weighted Factor	Enrolment count (FTE)
2020-2021	20%	Actual
2021-2022	30%	Actual
2022-2023	50%	Projection

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 school; 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 30 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 shown in the above table.

**Edmonton Public Schools  
2022-2023 Distribution of Funds  
Total Allocations**

		<b>2022-2023 Distribution of Funds (DOF)</b>	<b>2021-2022 Spring Budget</b>		<b>Variance DOF vs Budget \$</b>	<b>Variance DOF vs Budget %</b>	<b>NOTES</b>
<b>REVENUE</b>	*			*			
Operating Revenue (Attachment I)		\$ 1,215,865,000	\$ 1,200,565,100		\$ 15,299,900	1.3%	
Operating Reserve Funds Requested (Attachment VI)		10,100,000	9,975,300		124,700	1.3%	
Total Operating Revenue		<u>\$ 1,225,965,000</u>	<u>\$ 1,210,540,400</u>		<u>\$ 15,424,600</u>	<u>1.3%</u>	
<b>SCHOOL ALLOCATIONS</b>							
Direct School Allocations (Attachment IV)		\$ 801,055,244	\$ 793,090,414		\$ 7,964,830	1.0%	1
Indirect School Allocations (Attachment V)		67,390,889	67,734,147		(343,258)	-0.5%	2
		<u>\$ 868,446,133</u>	<u>\$ 860,824,561</u>		<u>\$ 7,621,572</u>	<u>0.9%</u>	
School Generated Funds/External Revenues (combination of line items from Attachment I)		34,979,736	34,615,936		363,800	1.1%	3
<b>SUBTOTAL SCHOOL ALLOCATIONS</b>	73.7%	<u>\$ 903,425,869</u>	<u>\$ 895,440,497</u>	74.0%	<u>\$ 7,985,372</u>	<u>0.9%</u>	
<b>OTHER ALLOCATIONS</b>							
Metro Continuing Education (Attachment V)		\$ 9,486,391	\$ 9,475,972		\$ 10,419	0.1%	4
External Revenue Allocations - Central (combination of line items from Attachment I)		9,717,065	10,801,271		(1,084,206)	-10.0%	5
Division Level Fixed Costs (Attachment V)	4.0%	48,972,865	45,883,503	3.8%	3,089,362	6.7%	6
Division Level Committed Costs (Attachment V)	8.1%	98,695,410	94,436,257	7.8%	4,259,153	4.5%	7
		<u>\$ 166,871,731</u>	<u>\$ 160,597,003</u>		<u>\$ 6,274,728</u>	<u>3.9%</u>	
System Administration (Attachment I)	3.1%	\$ 38,007,200	\$ 38,007,200	3.1%	\$ -	-	8
<b>SUBTOTAL OTHER ALLOCATIONS</b>		<u>\$ 204,878,931</u>	<u>\$ 198,604,203</u>		<u>\$ 6,274,728</u>	<u>3.2%</u>	
<b>SUPPORTED CAPITAL AND IMR</b> (combination of line items from Attachment I)		\$ 64,283,000	\$ 62,078,300		\$ 2,204,700	3.6%	9
<b>ALBERTA TEACHERS' RETIREMENT FUND (ATRF)</b> (Attachment I)		53,377,200	53,377,200		-	-	10
<b>GAIN ON SALE OF CAPITAL ASSETS</b> (Attachment I)		-	1,040,200		(1,040,200)	100.0%	11
<b>TOTAL BUDGET ALLOCATIONS</b>		<u>\$ 1,225,965,000</u>	<u>\$ 1,210,540,400</u>		<u>\$ 15,424,600</u>	<u>1.3%</u>	

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

Note: Some of the 2021-2022 Budget figures have been reclassified to conform to the comparable 2022-2023 Distribution of Funds presentation.

## Notes to the 2022-2023 Distribution of Funds – Total Allocations

*Unless otherwise noted, variance explanations have been provided for amounts where the 2022-2023 Distribution of Funds differs from the 2021-2022 Budget by more than five per cent.*

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

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 student 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.

### 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 Inclusive Learning.

### 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. The current amount reflected has been rolled forward from prior year and will be updated in conjunction with the budget.

### 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 2022-2023 will be based on the last three years (2021-2022, 2020-2021, 2018-2019), to a maximum of 10 CEU's per student.

### 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 Divisions' 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.

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

Reflects the 2021-2022 anticipated sale of land through the "The First Place Program", a City of Edmonton program that partners with banks and builders to develop vacant surplus school building sites into townhomes. There are no similar sales expected for the 2022-2023 school year.

**Edmonton Public Schools  
2022-2023 Budget Allocations  
Direct School Allocations**

	2022-2023 Distribution of Funds (DOF)	2021-2022 Spring Budget	Variance DOF vs Budget \$	Variance DOF vs Budget %	NOTES
<b>SCHOOL ALLOCATIONS</b>					
Base Allocation	\$ 59,107,084	\$ 58,828,277	\$ 278,807	0.5%	1
Community Use of Schools	281,069	243,023	38,046	15.7%	2
Division Centre Supplemental Allocation	2,000,000	2,000,000	-	-	3
Division One Targeted Allocation	40,000,000	40,000,000	-	-	4
Educational Programs in an Institution/Specialized Education Program	9,976,987	10,301,790	(324,803)	-3.2%	5
First Nations, Metis and Inuit	10,229,511	10,260,512	(31,001)	-0.3%	6
High Social Vulnerability	6,000,000	6,000,000	-	-	7
Budget Holdback - Schools	15,478,145	-	15,478,145	100.0%	8
Moderate Language Delay (Pre-K & SLS-K)	376,000	2,892,000	(2,516,000)	-87.0%	9
Operations and Maintenance	14,144,842	16,045,210	(1,900,368)	-11.8%	10
Program Unit Funding	9,205,050	11,217,981	(2,012,931)	-17.9%	11
September Actual Enrolment vs Projected Enrolment Relief*	5,000,000	5,000,000	-	-	12/23
SLS - Kindergarten (severe)	6,757,460	10,785,200	(4,027,740)	-37.3%	13
Special Education Supplemental Allocation	3,000,000	3,000,000	-	-	14
Weighted Enrolment Allocation	593,954,932	582,189,073	11,765,859	2.02%	15
<b>Subtotal School Allocations</b>	<b>\$ 775,511,080</b>	<b>\$ 758,763,066</b>	<b>\$ 16,748,014</b>	<b>2.21%</b>	
<b>OTHER SUPPLEMENTAL SCHOOL ALLOCATIONS</b>					
amiskwaciy Rent and Maintenance	\$ 1,504,587	1,408,026	96,561	6.9%	16
Equity Fund	7,800,000	7,800,000	-	-	17
Facility Use Payments - Christian Schools	1,346,792	1,346,792	-	-	18
Specialized Services Programs	1,070,833	981,530	89,303	9.1%	19
Transportation for Awasis/amiskwaciy	441,000	441,000	-	-	6
<b>Program Enhancement Allocations:</b>					
Additional Mental Health Supports - 2021-2022*	-	1,000,000	(1,000,000)	100.0%	
CAT-4 Allocation	1,300,000	1,300,000	-	-	20
COVID-19 - Continuing Pandemic Relief*	-	8,050,000	(8,050,000)	-100.0%	23
Equity Achievement Project*	2,000,000	6,500,000	(4,500,000)	-69.2%	23
New School Startup*	1,000,000	-	1,000,000	100.0%	23
Menstrual Product Initiative*	-	2,500,000	(2,500,000)	100.0%	23
New Curriculum Implementation	4,254,422	-	4,254,422	100.0%	21
Student Well-Being Allocation	4,326,531	-	4,326,531	100.0%	22
Online Resource Development*	-	2,000,000	(2,000,000)	-100.0%	23
Special Project - (Race Based Data/Systemic Racism)*	500,000	1,000,000	(500,000)	-50.0%	23
<b>Subtotal Other Supplemental School Allocations</b>	<b>\$ 25,544,164</b>	<b>\$ 34,327,348</b>	<b>\$ (8,783,184)</b>	<b>-25.6%</b>	
<b>TOTAL DIRECT SCHOOL ALLOCATIONS</b>	<b>\$ 801,055,244</b>	<b>\$ 793,090,414</b>	<b>\$ 7,964,830</b>	<b>1.0%</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 VI.

Note: Some of the 2021-2022 Budget figures have been reclassified to conform to the comparable 2022-2023 Distribution of Funds presentation.

## Notes to the 2022-2023 Distribution of Funds – Direct School Allocations

*Unless otherwise noted, variance explanations have been provided for amounts where the 2022-2023 Distribution of Funds differs from the 2021-2022 Budget 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. For 2022-2023, Joey Moss School has been added to this allocation.

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

This allocation is to accommodate the 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. In November 2021, these activities resumed following a suspension due to COVID-19. The number of schools included in the allocation have increased.

### 3. **Division Centre Allocation**

This allocation is given to schools that have either severe or moderate Division centre programs in their building to offset the related costs of operating the program 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 additional resources to Division one children and students.

### 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. The variance from prior year is the result of two sites closing due to low usage; Rite Trak and Howard House.

### 6. **First Nations, Metis 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.

### 7. **High Social Vulnerability**

The High Social Vulnerability allocation is intended to provide assistance to the top 60 of our schools with a significant percentage of students deemed as being socially vulnerable. Mobility, median income and lone-parent families averaged over a three-year period comprise the data used to calculate the schools' high social vulnerability ranking and the allocation.

### 8. **Budget Holdback - Schools**

The balance for purposes of the Distribution of Funds is comprised of the recognition of the Covid Mitigation (Hold Harmless) funding that will be deferred at the end of 2021-2022 and recorded as Revenue in 2022-2023 as well as the increase in bridge funding.

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

A targeted allocation to match the provincial grant being provided to jurisdictions for children with moderate language delays who require additional supports beyond that offered in a regular Kindergarten program. The allocation amount is tied to the projected number of children with moderate language delays.

#### **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. Due to increasing costs of utilities and insurance, the portion of the O&M grant received directly to Infrastructure and Risk Management has increased and the portion to the schools has been reduced.

#### **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.

The variance from prior year is the result of higher 2019-2020 enrolment numbers "falling off" the WMA funding calculation for 2022-2023.

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

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

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

This is a targeted allocation to match the 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. The allocation is based on the projected number of Kindergarten children that will require supports for severe disabilities or severe language delays.

#### **14. Special Education Supplemental Allocation**

This allocation is intended to provide additional resources to students who are in need of specialized support and/or services. The allocation is directed to students requiring mild, moderate, severe and profound supports.

#### **15. Weighted Enrolment Allocation**

This allocation is provided to all schools based on their proportion of the Division's weighted enrolment. The level of specialized learning support required will be correlated to the school's Weighted Enrolment Allocation. This is our largest allocation and represents approximately 74 per cent of the total school allocations. This increase is in alignment with the Provincial increase in base funding of one per cent and the increase in student enrolment.

#### **16. 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 four years of the lease.

#### **17. Equity Fund**

The Equity Fund was established by the Board to support the Division's Four Cornerstone Values: Collaboration, Accountability, Integrity, and Equity.

The Equity Fund allocation is distributed to the four School Leadership Groups supervised by the Assistant Superintendents. The allocation may support projects to enhance learning and to support students in areas such as literacy, numeracy, and mental health. The fund also supports schools that encounter unusual or unexpected budget challenges during the year. The allocation is distributed to schools at the discretion of the Assistant Superintendents.



#### **18. 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.

#### **19. 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).

#### **20. 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. By administering the test in the fall and again in the spring, schools will be able to monitor individual student growth within the same year.

#### **21. New Curriculum Implementation**

The Province announced a commitment to investing the necessary resources to support the largest curriculum update in Alberta history with the phased implementation of eight subjects for Kindergarten to Grade 12. A provincial total of \$191 million over the next three years is targeted for curriculum support. While this funding was announced as part of Budget 2022, it is not referenced in the funding manual nor on the Division's current 2022-2023 funding profile sheet. As such, based on a high-level calculation, Administration is estimating the Division's share of this money for 2022-2023 to be approximately \$4.3 million. Administration anticipates confirmation of this funding when we receive our funding commitment letter on April 22, 2022.

#### **22. Student Well-Being**

The COVID-19 pandemic is proving to have lasting effects on student learning and mental health. As such, as part of Budget 2022, the province also announced targeted funding for wrap-around services which may include supports for learning disruption, mental health, occupational therapy, speech therapy, and mentoring. A provincial total of \$110 million is targeted over the next three years to support student well-being. Similar to the curriculum support referenced in note 21, Administration is estimating the Division's share of this money for 2022-2023, to also be approximately \$4.3 million. A confirmation of this funding is anticipated when we receive our funding commitment letter on April 22, 2022.

#### **23. Planned Use of Operating Reserves**

The following items were included in the planned use of operating reserves during the 2021-2022 school year and will no longer have an allocation from surplus:

- Additional Mental Health Supports
- COVID-19 – Continuing Pandemic Relief
- Menstrual Product Initiative
- Online Resource development

The following items are included in the planned use of surplus dollars for 2022-2023 and are further detailed on Attachment VI:

- September Actual Enrolment vs Projected Enrolment Relief
- Special Project – (Raced Based Data/Systemic Racism)
- Equity Achievement Project
- Transportation
- New school startup allocation

**Edmonton Public Schools  
2022-2023 Budget Allocations  
Other Allocations**

	2022-2023 Distribution of Funds (DOF)	2021-2022 Spring Budget	Variance DOF vs Budget \$	Variance DOF vs Budget %	NOTES
<b>DIVISION LEVEL FIXED COSTS</b>					
Fiscal and Debt Services	\$ 13,356,065	\$ 12,666,703	\$ 689,362	5.4%	1
Utilities	23,650,000	22,250,000	1,400,000	6.3%	2
Insurance	9,250,000	8,250,000	1,000,000	12.1%	3
High Speed Networking	2,716,800	2,716,800	-	-	
	<b>\$ 48,972,865</b>	<b>\$ 45,883,503</b>	<b>\$ 3,089,362</b>	<b>23.9%</b>	
<b>DIVISION LEVEL COMMITTED COSTS</b>					
Student Transportation	\$ 44,005,436	\$ 41,382,122	\$ 2,623,314	6.3%	4
Operations and Maintenance	20,642,225	19,892,225	750,000	3.8%	2
Human Resources Supply Services	14,015,554	13,944,975	70,579	0.5%	
Core Technology Enterprise Management	5,760,266	5,760,266	-	-	
Language and Cultural Support	3,318,590	3,245,818	72,772	2.2%	5
Enterprise Systems	4,410,053	3,677,669	732,384	19.9%	6
Professional Improvement Leaves	1,200,000	1,200,000	-	-	7
Board of Trustees	1,672,499	1,664,999	7,500	0.5%	8
Central Building Maintenance	425,000	425,000	-	-	
Staff Development	786,879	786,879	-	-	
Partnership Commitments	1,765,662	1,763,058	2,604	0.1%	
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>\$ 98,695,410</b>	<b>\$ 94,436,257</b>	<b>\$ 4,259,153</b>	<b>4.5%</b>	
<b>INDIRECT SCHOOL ALLOCATIONS AND SYSTEM EXTERNAL REVENUE ALLOCATIONS METRO CONTINUING EDUCATION (MCE)</b>					
	\$ 9,717,065	\$ 10,801,271	\$ (1,084,206)	-10.0%	
	9,486,391	9,475,972	10,419	0.1%	
	<b>\$ 19,203,456</b>	<b>\$ 20,277,243</b>	<b>\$ (1,073,787)</b>	<b>-5.3%</b>	
<b>CENTRAL DECISION UNITS</b>					
Office of the Superintendent	\$ 6,625,866	\$ 6,619,365	\$ 6,501	0.1%	
Corporate Services	19,888,006	20,253,180	(365,174)	-1.8%	9
Operations and Learning Supports	39,993,575	39,728,160	265,415	0.7%	10
Specialized Learning Supports	29,783,690	29,783,690	-	-	
International Programs	799,310	1,049,310	(250,000)	-23.8%	11
Curriculum and Resource Support	7,438,780	7,438,780	-	-	
Student Information	868,862	868,862	-	-	
	<b>\$ 105,398,089</b>	<b>\$ 105,741,347</b>	<b>\$ (343,258)</b>	<b>-0.3%</b>	
<b>CLASSIFIED AS:</b>					
<b>INDIRECT SCHOOL ALLOCATIONS</b>	\$ 67,390,889	\$ 67,734,147	\$ (343,258)	-0.5%	
<b>SYSTEM ADMINISTRATION</b>	38,007,200	38,007,200	-	-	
	<b>\$ 105,398,089</b>	<b>\$ 105,741,347</b>	<b>\$ (343,258)</b>	<b>-0.3%</b>	

Note: Some of the 2021-2022 Budget figures have been reclassified to conform to the comparable 2022-2023 Distribution of Funds presentation.

## Notes to the 2022-2023 Distribution of Funds – Other Allocations

*Unless otherwise noted, variance explanations have been provided for amounts where the 2022-2023 Distribution of Funds differs from the 2021-2022 Budget 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 Division supported capital assets such as buildings. This allocation is preliminary and will be updated during the spring budget process.

### 2. **Utilities/Operations and Maintenance/Integrated Infrastructure Services**

These allocations are provided to address the operation, maintenance, repairs, modernizations, renovations, safety and security of all school buildings. Rising utilities, increasing maintenance costs and ongoing expenses associated with air filtration have resulted in substantial increases to these allocations. The estimated increase to the Division's utilities is \$1.4 million. The ongoing maintenance to the Division's transition to High-Efficiency Particulate Air (HEPA) and Minimum Efficiency Reporting Values (MERV) 13 filters is estimated to be \$750,000 annually.

### 3. **Insurance**

The Division's insurance renewal date is November 1 in any given year. Although premium rate increases were built into the 2021-2022 budget, it was realized at our renewal date that this would be much higher than anticipated due to our previous liability underwriter pulling out of the public sector market for commercial general liability insurance rates. While the insurance market is beginning to soften, we should still anticipate increases of up to 10 per cent for the foreseeable future.

### 4. **Student Transportation**

Included in the Budget 2022 announcement was a 4.6 per cent increase in Transportation funding over the prior year. The increase is intended to address increasing costs for insurance, fuel, parts and supplies, and training. During the 2020-2021 school year, due to many students schooling online, our transportation was able to generate a surplus of \$1.6 million. This surplus has been retained and is targeted to be used specifically for Student Transportation in 2022-2023.

### 5. **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 and increased for the 2022-2023 year.

### 6. **Enterprise Systems**

This decision unit is responsible for our main Division enterprise information systems license and maintenance fees including Financial (Oracle business suite), Human Resources (PeopleSoft), Student information (PowerSchool), and

Archibus as well as other feeder systems. The increases to this allocation reflect the cost associated with the Division's license for Google Workspace and for the updated Internal Dashboard software and licensing.

**7. Professional Improvement Leaves**

The Board of Trustees directly supports the Professional Improvement Program - Teacher Certificated Staff by allocating resources that teachers can use to access tuition and leave support for post-secondary coursework. At the December 14, 2021, Board Meeting, an allocation of \$1.2M was approved for 2022-2023.

**8. 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). The increase from the 2021-2022 spring budget represents an increase to the Alberta School Councils Association fee that the Board pays on behalf of each school.

**9. Corporate Services**

Beginning in the 2019-2020 school year, the number of Pre-Kindergarten programs in the Division was reduced. Due to a decreased need for staffing in these programs, many individuals received written working notice that their positions would not be required. At the conclusion of the current school year, all of the financial obligations the Division has regarding these staff will be complete and will result in a reduction to the allocation required for Human Resources for 2022-2023.

**10. Operations and Learning Supports**

In May 2021, the Board approved the installation of external video surveillance cameras at all Division schools. An increase to the allocation for Integrated Infrastructure Services is required for the installation and ongoing upkeep of video monitoring systems. An increase has also been provided to support a grant writer who will assist school councils with playground grant applications.

**11. International Programs**

International Programs is responsible for managing the International Student Program (ISP), as well as providing advice and support regarding student reciprocal exchange activity. The allocation, directed to International Programs, is based on the projected number of international students attending Edmonton Public Schools.

**Edmonton Public Schools  
Accumulated Operating Surplus Plan for 2022-2023**

	Amount	Total Amount
Accumulated operating surplus (AOS) as at September 1, 2021		\$ 38,806,069
Less: School Generated Funds (SGF)*		(1,313,954)
Accumulated operating surplus at September 1, 2021 (excluding SGF)*	3.1%	\$ 37,492,115
Revised request to access surplus (revised September 2021) - COVID-19 continuing pandemic		(8,335,100)
Net impact of capital items (reclassification entry required at year end 2021-2022)		(1,474,200)
Air Filtration / HEPA Filters Initiative - Approved by the Minister February 15, 2022		(6,000,000)
2021-2022 <i>DRAFT</i> forecasted ending Surplus		5,000,000
<b>Projected AOS at September 1, 2022 (excluding SGF*)</b>	2.2%	<b>\$ 26,682,815</b>

**2022-2023 Budget - DRAFT**

1 September Actual Enrolment vs Projected Enrolment Relief	\$ 5,000,000	
2 Continuation of the Equity Achievement Project (Year 2)	2,000,000	
3 Continuation of the Anti-Racism & Equity Action Plan (Year 2)	500,000	
4 Transportation - Use of Targeted Surplus balance	1,600,000	
5 Startup Supplies, Equipment and Services (SES) for Joey Moss School and the phase 3 opening of Dr. Anne Anderson School	1,000,000	
<b>Draft surplus requested to be released - 2022-2023 Budget</b>	<b>\$ 10,100,000</b>	(10,100,000)
<b>Projected available accumulated operating surplus for 2023 and beyond (excluding SGF*)</b>	1.4%	<b>\$ 16,582,815</b>

\* SGF balances are included in the AOS balance but are restricted.

## Notes to supplement the 2022-2023 Accumulated Operating Surplus Plan

### 1. 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 in September which may result in the school needing to acquire additional supports.

### 2. Continuation of the Equity Achievement Project (Year 2)

In 2021-2022, the Division initiated 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 project is focused around early intervention, high-quality literacy and numeracy instruction, social-emotional well-being, school nutrition and critical enrichment programming.

### 3. Continuation of the Anti-Racism & Equity Action Plan (Year 2)

This allocation is intended to support the collection of extended student demographics, 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 extended student demographics
- professional learning around anti-racism and equity
- hosting stakeholder engagement sessions
- contracting external expertise to support specific areas or initiatives of the Division's Anti-Racism and Equity Action Plan.

### 4. Transportation

The rising costs of fuel and insurance for our carriers have increased the cost of providing transportation to our students. However, during the 2020-2021 school year, due to many students schooling online, our transportation department was able to generate a surplus. This surplus is targeted to be used specifically for Student Transportation in 2022-2023.

### 5. New School Startup SES Costs

Although the 2022-2023 funding manual references a new school start-up grant, Joey Moss school does not qualify for this funding. However, the school will require an allocation to help with start-up costs, such as furniture, equipment, textbooks, etc.

Dr. Anne Anderson – The second floor opening of the school (phase III) requires furniture and equipment. Similar to Joey Moss, the school does not qualify for the new school start up grant.

**DATE:** April 22, 2022

**TO:** Board of Trustees

**FROM:** ASBA Issues and Resolutions Committee; Trustee Hancock, Vice-chair Ip, Board Chair Estabrooks

**SUBJECT:** Proposed ASBA position statements

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

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### ISSUE

Prior to the Alberta School Boards Association (ASBA) Spring and Fall General Meetings (SGM, FGM) each year, the Board's ASBA Issues and Resolutions Committee brings forward recommendations with regard to proposed emergent position statements. Emergent position statements are due by May 2, 2022, and boards are encouraged to share their proposed statements with their respective zones. Fall position statements are those not considered emergent and are due on May 31, 2022.

### BACKGROUND

The ASBA Issues and Resolutions Committee is a committee of the Edmonton Public School Board. The purpose of the Committee is to advise and assist the Board in presenting issues and resolutions to the Alberta School Boards Association Zone and General Meetings.

The Committee is proposing one emergent resolution for the ASBA SGM to be held June 5 and 6, and one position statement for consideration at the FGM.

#### ***1. Revision to Capital Planning Process - for FGM***

**"That the ASBA advocate to the Province for school boards to submit a disaggregated Three-Year Capital Plan, with one list for modernization/replacements and one for new construction projects."**

The Province requires a Division's Three-Year Capital Plan to be approved by its Board of Trustees and submitted to Alberta Education by April 1 annually. Only one aggregated list of project priorities, combining new construction with modernization/replacement priorities, can be submitted to the Province.

The requirement to blend new construction priorities with modernization/replacement priorities in a single aggregated list creates a situation where serving new communities competes against mature areas of a school division. This competition goes against the planning principles of many school divisions, including EPSB's, that aims to provide equitable access to modern, high quality learning environments regardless of where students live.

The request to combine the two lists also presents difficulties in finding ways to adequately fund modernizations and replacement projects.

Alberta Education reviews and prioritizes the Division's school capital projects among all school divisions in the province, in accordance with their criteria as listed in the *Government of Alberta School Capital Manual – Chapter 2*: building condition, community renewal, declining demographics, enrolment pressures, education functionality and programming, health and safety, legal requirements. Their review will also include any additional information, such as regional plans or partnership opportunities.

## **2. A mental health professional in every school - for SGM**

**“That the ASBA advocate to the Provincial government for adequate funding for school divisions to hire mental health professionals to be assigned to every school in Alberta.”**

“Youth ages 12 to 24 are among the most underserved population in regard to mental health and addictions in Alberta.”

- Canadian Mental Health Association

According to the Canadian Mental Health Association (CMHA) in 2018, it was estimated that one in five people will struggle with mental health in their lifetime. In their Mental Health Impacts of COVID-19: Round 4 [survey](#) released on March 1, 2022, the CMHA reported that 37 per cent of Canadians reported a decline in their mental health since the onset of the pandemic. For young people, the decrease in reported mental wellness is even more acute. A report from [Statistics Canada \(Oct 2020\)](#) shows this age group reports the greatest decline in their mental health pre-COVID to during COVID with 60 per cent of young people reporting excellent or very good mental health - a number that dropped to 40 percent by July 2020. [According to the Child & Youth Wellbeing Review](#), The Kids Help Phone saw 38 per cent more call/text/chat interactions over a 12-months span in 2020/2021 compared with all of 2019. There was more contact from those aged 14-17 than any other group.

Research is clear: mental health impacts student learning. For students to reach their highest potential and have a positive learning experience, having readily accessible, predictable, and sustainable mental health supports is vital. Dedicated spaces in schools where mental health professionals can focus on the health of students is imperative so that educators can do the important foundational work of educating children. Including a mental health professional as a permanent part of the school community enhances the whole school approach to education, and promotes a strength-based approach to aiding recovery post-pandemic.

Having a mental health professional assigned to each school aligns with the [Child & Youth Wellbeing Review](#) recommendations released by a government panel on the topic in December 2021 [emphasis added]:

- **Recommendation #1:** Advance existing and **create new interventions and supports** where necessary to help children and youth navigate the psychological, social, educational, and physical effects of the pandemic.
- **Recommendation #3:** Create available, **streamlined and universally accessible pathways** to connect children, youth, and families with mental health services and supports.
- **Recommendation #4:** Recognize and **enhance the essential role of schools** in interdisciplinary wraparound services and supports for mental health and well-being of students.



Furthermore, rural, urban and metro school divisions have shared that students and families they serve are struggling with accessing a mental health professional in a timely manner, leaving them vulnerable for weeks and sometimes months without support. This position statement is intended to give school divisions the funding necessary to hire the professionals they deem the best fit for their individual school communities.

This position statement meets the definition of emergent in that it is timely, relevant and requires immediate attention by ASBA membership.

## RELATED FACTS

- The committee is recommending a position statement on capital planning be presented for consideration at the FGM of ASBA.
- The committee is recommending that an emergent statement on advocating for funding for mental health professionals in all Alberta schools be considered for the SGM of ASBA.

## RECOMMENDATION

**That the position statements proposed by the Issues and Resolutions Committee be approved for consideration at the ASBA Spring and Fall General Meetings.**

## CONSIDERATIONS and ANALYSIS

In order for a position statement to be considered for the Spring General Meeting, it must be considered emergent or needing to be addressed by the ASBA membership in a timely manner. The committee felt that the position statement on infrastructure would not meet the emergent test and as such is recommending it come forward during the Fall Annual General Meeting.

Previous position statements related to mental health have been adopted by ASBA membership. The committee feels that the position statement being put forward enhances the following position statements already in place.

### 6.8. Alberta Mental Health Review Committee report and recommendations

The provincial government must implement the recommendations in the *Report of the Alberta Mental Health Review Committee 2015*. Specifically, resources for teachers, timely screening for students, and, more importantly, comprehensive interventions with trained professionals must be available to all school aged children in Alberta who may require such services and be funded by the Ministry of Health and/or other ministries providing services to children.

### 8.18. Mental Health Funding

Dedicated funding for accredited mental health professionals available in schools be increased to best meet students' mental health needs in a timely and accessible manner for all Alberta students through cross-ministerial collaboration between the Ministries of Health, Education, and Infrastructure. (EPSB, 2018)

## NEXT STEPS

Upon approval of the recommendation, the position statements will be shared with the ASBA Zone 2/3 committee as well as with ASBA's Policy Development Advisory Committee (PDAC).

TE:DH:NI:km

**DATE:** April 19, 2022

**TO:** Board of Trustees

**FROM:** Trustee Kusiek

**SUBJECT:** Motion re: Funding to Support Ukrainian Refugee Students

**REFERENCE:** [Trustees' Handbook – Section 5.2.2 – Notices of Motion](#)  
[Motion re: Funding and Support for Syrian Students at Edmonton Public Schools](#)  
[Canada working to find out which Ukrainians fleeing Russia's war need most help: Fraser](#)  
[Temporary 'homestays' in Canada could be a risky but necessary solution for Ukrainians fleeing war](#)  
[Prime Minister Co-Convenes the Stand Up for Ukraine Pledging Event](#)

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## ISSUE

Trustee Kusiek served notice of motion at the April 5, 2022, Board meeting.

## BACKGROUND

Russia invaded Ukraine on February 24, 2022. The invasion has resulted in more than 4.2 million Ukrainians leaving the country and a quarter of the population displaced. Given the sizeable Ukrainian community in Edmonton and surrounding area, displaced families and refugees have already started to arrive here and many more are expected. Edmonton Public Schools anticipates that many of the newly arrived families will want to enrol their children in our schools.

Edmonton Public has a long history of welcoming refugee families into our school division. For example, in 2016, there were 520 Syrian refugee students who joined EPSB after fleeing civil war.

## RELATED FACTS

Our Division has excellent supports in place for students, both internally and with our community partners, but a large influx of new students places additional demands on those resources. In addition, Provincial funding under the weighted moving average model does not accommodate funding for large fluctuations in student enrolment within a given year.

We know that students coming to Edmonton Public Schools, and particularly those arriving as refugees and adjusting to their new home, require support. While we will always do our best to welcome and support every student who comes to our schools, timely funding is an important tool to help Edmonton Public Schools provide that support.

## RECOMMENDATION

**That the Edmonton Public School Board advocate to the Province of Alberta for a per student special allocation granted immediately upon registration (retroactive to February 24, 2022) to support globally displaced children and refugee students being welcomed into our schools and that the Board advocate to the Government of Canada, requesting federal government funding and support for globally displaced children and refugee students in Edmonton Public Schools.**

**OPTIONS**

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

**NEXT STEPS**

Upon approval of the motion, the Board Chair would write to Alberta's Minister of Education to advocate for a provincial per student special allocation of funding to support globally displaced children and refugee students and write to the federal Minister of Immigration, Refugees and Citizenship to request support and funding for globally displaced children and refugee students being welcomed into Edmonton Public Schools.

JK:ca

**DATE:** April 19, 2022

**TO:** Board of Trustees

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

**SUBJECT:** Update on Student Transportation Operations  
(Response to Request for Information #008)

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

**RESOURCE  
STAFF:** Alison Cheesbrough, Geoff Holmes, Haydn Sanchez Avery, Christopher Wright

**REFERENCE:** March 8, 2022 Board meeting (Trustee Sumar)  
[DEA.AR – Transportation Services](#)

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**ISSUE**

At the March 8, 2022 Board meeting, administration was asked to provide responses to a number of questions regarding transportation services.

**BACKGROUND**

Student Transportation currently transports approximately 12,000 students every school day on yellow buses and provides service for approximately 9,000 students daily on Edmonton Transit. Safe, reliable and efficient transportation service is a collaborative effort between Student Transportation, parents, school staff, contracted carriers, and partners such as Edmonton Transit. While each entity holds some portion of the responsibility for children travelling safely to and from school, Student Transportation provides oversight, guidance, and support.

During the past two years, strains on the student transportation system have become apparent, most clearly in the ongoing shortage of yellow bus drivers which continues to contribute to ongoing delays and the ability of contracted carriers to respond quickly when service concerns arise. The strains on the system have several contributing factors, including:

- the COVID-19 pandemic,
- overall changes in the busing industry which has created increased competition for a limited driver pool, and
- increased need to bus students longer distances to schools with space.

In short, more students are requiring busing in an increasingly complex system.

Our contract carriers have used a variety of strategies to recruit and retain new drivers, but there continues to be a gap between drivers needed and drivers available. Carriers also report pressures related to increased costs in many areas in addition to driver compensation including: fuel prices, insurance, training and other operating costs.

Since the 2019-2020 school year, Student Transportation's government funding was held constant pending the development of a new provincial funding model. While the Division anticipates an increase of 4.6 per cent to Student Transportation's funding for the 2022-2023 school year, a revised provincial funding model has not been developed. Currently, transportation costs for 2022-2023 are expected to grow more than 4.6 per cent as a result of pressures on market costs and ridership growth as it relates to sustainable capital funding. This will continue to place strain on the Student Transportation system. In order to minimize impacts to service levels and parent fees over the long term, an efficient Student Transportation system will require appropriate support.

## CURRENT SITUATION

At the March 8, 2022 Board meeting, Trustee Sumar submitted the following questions regarding Student Transportation operations organized into themes:

### General

#### 1. Is the *Student Transportation Handbook* dated September 10, 2014, the most current version?

The *Student Transportation Handbook* is designed to be an internal-facing document to guide conversations around Student Transportation policies and procedures. The document was last revised in September 2014. In recent years, Student Transportation has focused on providing up-to-date information about Student Transportation through public-facing documents on epsb.ca.

#### 2. What information is included in the annual transportation updates to the Board?

Student Transportation shares two annual updates with the Board of Trustees. The first is a ride time summary report that outlines the average, minimum and maximum one-way ride times of riders. Typically, this summary is provided in January of each school year, although it has been delayed in 2021-2022 due to the ongoing bus driver shortage and consequent late buses impacting many routes. Table 1, below, presents a ride time summary as of December 2021. The ride time summary includes the impact of routes amalgamated as a result of the ongoing bus driver shortage. Approximately 95 per cent of ride times are less than 60 minutes and 99.4 per cent of ride times are less than 80 minutes. The longest ride times are typically observed among students who live in new and developing areas geographically distant from programming.

Table 1: Summary of ride times, December 2022

Program Type	One-Way Ride (Minutes)		
	Average	Minimum	Maximum
Regular	15.7	0.5	89.0
Division Centre	34.0	0.7	94.3
Pre-Kindergarten	33.6	1.6	94.0
Alternative	32.0	1.1	106.5
Conditional (All Programs)	27.5	1.0	85.6
Totals	26.3	0.5	106.5

The second annual update is a recommendation on bus pass fees. The purpose of this report is to provide a recommendation on transportation fees for the upcoming school year. This report will be presented to the Board of Trustees before the end of May 2022.

### **Training**

#### **3. Aside from basic provincial licensing requirements, what other provincial and contractor training is required for bus drivers?**

The provincial requirements for school bus drivers are covered through the Mandatory Entry Level Training (MELT) driver training course and is focused mainly on the safe operation of a school bus. Individual contractors provide additional supplementary training which varies depending on the type of work that drivers are required to do for different school divisions and individual company policies. Some examples include driver responsibilities, student management, and the proper use of company specific equipment. Edmonton Public Schools also requires carriers to ensure that drivers are trained in basic first aid and cardiopulmonary resuscitation (CPR).

Historically, Edmonton Public Schools has offered Division-designed in-person professional development on positive relationship building to drivers in August prior to the start of school. This in-person professional development has been suspended since August 2020 as a result of the COVID-19 pandemic. Student Transportation is currently working with contract carriers and other central departments to identify forms of professional development that complements the MELT course and could be offered to drivers in future.

#### **4. As administrative regulations do not apply to bus drivers (because they are contractors), what other division requirements do they need to abide by?**

Edmonton Public Schools requires that carriers provide drivers who are properly trained and display competent professional qualities. As outlined in Administrative regulation [DEA.AR](#) Division staff, contract carriers, and parents/guardians will provide a welcoming, caring, respectful, safe and inclusive environment when accessing Student Transportation services in accordance with expectations and responsibilities outlined in Board Policies (and subsequent Administrative Regulations).

Additional Division requirements that carriers are required to monitor include: criminal and child intervention records, license demerit records and participation in a company drug and alcohol policy. Carriers are also responsible for ensuring drivers are aware of their responsibilities specific to Division procedures on an ongoing basis.

### **Bus Routes and Delays**

#### **1. What statistics and metrics does the Division capture through yellow bus transportation services? Of this information, what is captured and reported by the yellow bus contractor? What information does the Division collect directly?**

Student Transportation collects data on carrier performance on a daily basis. The data set includes the number and length of delayed routes which allows us to identify trends and work with contracted carriers to find interventions to alleviate pressures. Although carriers are required to report delayed

routes to Student Transportation, this data is verified and supplemented from a variety of sources including parent phone calls, school reports, carrier self-reporting and GPS records.

Data on designed service, including ride times, is available from the department's Transportation Management and Scheduling software. This data can also be supplemented by GPS records collected in SchoolZone.

Student Transportation also collects fleet information from yellow bus carriers as part of regular compliance processes including vehicle age, fuel type and capacity.

- 2. In the period from September 2021 to February 2022 inclusive, how many buses were late in picking students up from designated stops and dropping students to schools? How does this compare to previous school years for the same period (i.e. September to February)? Please provide a breakdown by month.**

Table 2 below shows the average delays per service day from September 2020 through March 2022.

Year	Month	Service Days**	Total Delays	Average Delays / Service Day	Average Delay (Mins)
2020	Sep	16	476	29.8	42.3
	Oct	19	335	17.6	36.3
	Nov	17	259	15.2	36.6
	*Dec	14	89	6.4	29.4
2021	*Jan	17	162	9.5	38.7
	Feb	16	187	11.7	35.1
	Mar	19	105	5.5	36.1
	Apr	17	94	5.5	36.9
	*May	14	70	5.0	38.0
	Jun	20	136	6.8	34.3
<b>Summer</b>					
2021	Sep	19	885	46.6	48.2
	Oct	17	500	29.4	45.6
	Nov	18	607	33.7	46.9
	Dec	12	399	33.3	42.0
2022	*Jan	15	974	64.9	57.6
	Feb	19	815	42.9	50.0
	Mar	17	526	30.9	48.1

\*Period of online learning for some students

\*\*Service days may differ from actual due to online learning or data collection

- 3. For the same period, how many instances of incorrect student drop offs were noted? Please provide a breakdown by month.**
- 4. How many transportation complaints have been registered from families in the Division over the September to February period? What is the nature of these complaints (example: late pick up, wrong drop off, behaviour, other)? How are they grouped in terms of area or location?**

Complaints from Division families cover a range of issues and are received in a variety of ways. Parents may talk to school staff, or bus drivers, make phone calls to contracted carriers, or communicate with Student Transportation, or other Division departments. Due to the variety and nature of complaints and how they are resolved (including instances of incorrect student drop offs), it is challenging to provide a consolidated summary. Many complaints are resolved by schools or carriers and do not come to the attention of Student Transportation. When an issue is unable to be resolved by school or carrier staff, Student Transportation is able to work with schools and carriers to facilitate appropriate resolutions that suit all parties.

- 5. Since the RFI response in December, how many routes are still without a permanent driver?**
  - a. How have average delays changed?**
  - b. How many routes are delayed more than the average?**

At the December 14, 2021 public Board meeting, administration provided a report to Trustees which estimated that the shortage of yellow bus drivers peaked at approximately eight per cent of routes in September 2021 and had decreased to approximately two per cent of routes in December 2021. As of the end of March 2022, approximately 4 per cent of all routes across all carriers do not have a permanent driver. The majority of these open routes are covered by spare drivers and run on time. As spare drivers are frequently used to fill routes that do not have a permanent driver, routes that become unexpectedly open due to emergent driver illness or attrition may run late until a coverage plan can be found, typically by combining or double running routes.

- 6. How many routes have been noted as having a permanent driver because the routes have been combined? Overall, how many routes have been combined?**

Overall, since September 2021, approximately 20 routes now have a permanent driver through route amalgamation. This has been a key component in reducing the number of average daily delays outlined in Table 2.

- 7. Parents are provided notices on SchoolZone when buses are delayed. Are schools provided with similar notifications? Who is responsible for reporting delayed bus information?**

Schools are notified about delayed routes at the same time as late notifications go out to parents. Carriers report delays to Student Transportation who supplement and verify information reported by parents, schools and GPS records. Student Transportation then sends out late bus notifications through SchoolZone.



**8. When buses are delayed arriving at school (regardless of the reason), what staff or administrators are responsible for ushering students into the school upon arrival?**

Division sites arrange supervision in the way that best meets their needs. When a bus is delayed arriving at a school, staff are notified that the bus has arrived so they can send staff out to the bus. Drivers are instructed that students should not be let off the bus without school staff supervision.

**Safety**

- 1. How many instances of Student Behaviour and Conduct Policy violations have been noted this school year on yellow bus or ETS transportation?**
- 2. How are these policy violations recorded when occurring on yellow bus or public transportation? Are these treated differently than if the violations had occurred on school property?**

The yellow bus is considered an extension of the classroom with respect to student conduct and school staff are informed of behaviour and conduct violations via bus driver communication reports. The vast majority of these are resolved at the school level with no involvement from Student Transportation. If schools or carriers require further support on resolving an issue they can contact Student Transportation directly. Student Transportation works collaboratively with schools and carriers to facilitate a resolution.

Edmonton Transit collects and resolves conduct issues based on their own policies and procedures. Student Transportation works closely with Edmonton Transit staff on a variety of initiatives and recently participated in the Safety and Security Survey that Edmonton Transit conducted by recruiting students and staff to participate in focus groups.

**3. What safety metrics are used when evaluating a bus contractor?**

Student Transportation evaluates bus contractors regularly through a number of processes. An example of one of these evaluation metrics are carrier profiles which are released by Alberta Transportation monthly. A carrier profile includes pertinent key performance indicators such as inspections, collisions and a history of driving convictions. Student Transportation conducts annual safety audits with each carrier that cover items such as driver, fleet and safety program compliance. Student Transportation also investigates and resolves any safety concerns that are identified by school staff or parents.

**4. What restraints are the school and/or carrier responsible for with respect to Curb Service Transportation?**

Schools are responsible for purchasing any harnesses that students require and those items remain the property of the school. Parents are responsible for placing their children in integrated car seats (Pre-Kindergarten riders) or harnesses for the ride to school and school staff are responsible for this for the ride home. Drivers are responsible for safe wheelchair securement. Carriers are responsible for properly maintaining securement systems.

**Transportation Programming****1. Please provide more details on the First Riders Program, including the current status and targeted audience.**

The First Riders Program has been running annually for more than 15 years and is a cooperative effort between Edmonton Public Schools, Edmonton Catholic Schools, and Conseil Scolaire Centre-Nord, Edmonton Transit (ETS) and the contracted carriers for all school boards. The program provides support for students riding either the yellow bus or ETS for the first time. The primary attendees are usually kindergarten students who ride yellow buses and Grade 7 students transitioning to ETS, with other first-time riders able to attend. First Riders has been temporarily suspended for the last two years due to the COVID-19 pandemic. During the suspension, Student Transportation has promoted virtual training available through our website at [epsb.ca](https://www.edmontonpublicschools.ca/epsb). Student Transportation is currently evaluating the feasibility of holding an in-person First Riders event in August 2022 in collaboration with partners.

**2. Has the GPS pilot program been expanded to all routes and carriers? What has been the feedback from parents on accuracy and timeliness of information?**

Yellow bus carriers are required to have GPS tracking records available for all routes operated on behalf of Edmonton Public Schools. Families who receive their bus information through SchoolZone are able to view GPS tracking information live through the *Where's My Bus?* portion of SchoolZone. Feedback from parents regarding this feature has been positive and it has become an indispensable tool. Student Transportation staff is also available to troubleshoot any issues parents are experiencing with the service and the department continues to adjust and refine the availability of GPS data in response to parent feedback. For example, one system improvement implemented as a direct result of parent feedback has been the addition of a pop-up window providing delay information when GPS information is not available.

**KEY POINTS**

- Student safety while travelling on Division transportation service is a priority and results from the collaboration of parents, Division staff, contracted yellow bus carriers and partners such as Edmonton Transit. While each stakeholder holds some portion of the responsibility for children travelling safely to and from school, Student Transportation provides oversight, guidance and support.
- In recent years, the Division's student Transportation system has been strained as a result of several contributing factors including: the COVID-19 pandemic, changes in the bus industry which has created increased competition for a limited driver pool, and increased need to bus students longer distances to schools with space. This has resulted in an increased number of delayed routes compared to the 2020-2021 school year.
- As of the end of March 2022, approximately four per cent of all routes across all carriers do not have a permanent driver. As spare drivers are frequently used to fill routes that do not have a permanent driver, routes that become unexpectedly open due to emergent driver illness or attrition may run late until a coverage plan can be found, typically by combining or double running routes.
- Student Transportation collects data on carrier performance on a daily basis. The data set includes the number and length of delayed routes which allows us to identify trends and work with contracted carriers to find interventions to alleviate pressures.
- Yellow bus carriers are required to have GPS tracking records available for all routes operated on behalf of Edmonton Public Schools. This information is available to families through *Where's My*

*Bus?* in SchoolZone and is used by Division staff in a variety of ways to improve the quality of yellow bus service.

- The provincial requirements for school bus drivers are covered through the Mandatory Entry Level Training (MELT) driver training course and is focused mainly on the safe operation of a school bus.

Individual contractors provide additional supplementary training. Edmonton Public Schools also requires carriers ensure that drivers are trained in basic first aid and cardiopulmonary resuscitation (CPR).

GH:kk

**DATE:** April 19, 2022

**TO:** Board of Trustees

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

**SUBJECT:** Bereavements

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

**RESOURCE STAFF:** Cindy Maksymuik

**REFERENCE:** [AEBC.AR Acknowledging Student, Staff and Trustee Deaths and Bereavements](#)

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**Ms. Barbara Gunther** passed away on March 1, 2022, at the age of 58 years. Ms. Gunther started with the Division in 2004. She spent her 17-year career working as a teacher's aide and educational assistant at Wellington, Queen Elizabeth, Griesbach, Brightview, Elmwood, Westglen, Kensington, Hilwie Hamdon schools and Supply Services. Ms. Gunther was on a leave of absence prior to her passing. She is survived by her husband, Rick Pothoven; sons, Christopher and Craig; daughter-in-law, Robin; granddaughter, Amelia, as well as numerous other family and friends.

AA:cm