



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
Sadiq Sumar

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

McCauley Chambers/Zoom
Tuesday, December 14, 2021
2:00 p.m.

Board Meeting #03

- 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. Minutes:
 - 1. DRAFT – Board Meeting #02 – November 30, 2021
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by noon on Monday, December 13, 2021, to speak under this item.)
- H. Reports:
 - 2. Report #03 of the Special Caucus Committee (From the meeting held November 30, 2021)
(Information)
 - 3. Academic Enrichment Program
(Recommendation)
 - 4. Governance and Evaluation Committee 2021-2022 Work Plan
(Recommendation)
 - 5. Policy Review Committee 2021-2022 Work Plan
(Recommendation)
 - 6. Infrastructure Committee 2021-2022 Work Plan
(Recommendation)
 - 7. Funds for the 2022-2023 Professional Improvement Program – Teacher Certificated Staff
(Recommendation)
 - 8. Funds for the 2022-2023 Exempt Staff Professional Improvement Program
(Recommendation)
 - 9. COVID-19 Impact on the Division Update
(No enclosure)

10. Growth Control Model Update
(Information)

11. Response to Driver Shortage Inquiry
(RFI Response)

I. Other Committee, Board Representative and Trustee Reports

J. Trustee and Board Requests for Information

K. Notice of Motion

L. Meeting Dates

M. Adjournment

MINUTE BOOK**Board Meeting #02**

Minutes of the meeting of the Board of Trustees of Edmonton School Division of the Province of Alberta held via Zoom on Tuesday, November 30, 2021, at 2:00 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
Darrel Robertson
Carrie Rosa
Liz Yule

Board Chair: Trisha Estabrooks

Recording Secretary: Karen Mills

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: (2:07 p.m.)

The **Superintendent** advised that all Trustees were present.

C. Approval of the Agenda

MOVED BY Trustee Kusiek:

**"That the agenda for the November 30, 2021, Board meeting be approved as printed."
(UNANIMOUSLY CARRIED)**

D. Communications from the Board Chair

The **Board Chair** shared that children under the age of 12 could now be vaccinated against COVID-19. She said that her hope was that by vaccinating our entire school age population we could slowly return

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to many of the activities and events in our schools that our student, staff, parents and volunteers have missed.

The Board Chair congratulated the new President of the Alberta School Boards Association, Marilyn Dennis, and thanked outgoing President Lorrie Jess for her work in supporting school boards in this province. She also congratulated the new President of the Public School Boards' Association of Alberta, Dennis McNeil, and expressed gratitude to outgoing president Cathie Hogg. The Board Chair advised that at the recent Fall General Meeting of ASBA she was pleased to see support for two position statements put forward by the Board of Trustees. The first was a motion around advocating for accessible, affordable and reliable internet connection. The second called for revising and delaying implementation of the draft curriculum. More than 85 per cent of boards supported this emergent position statement.

The Board Chair advised that Trans Awareness week was held earlier this month. The week was a time to celebrate and honour the trans community and raise awareness about the continued adversity many in the trans community face. She also advised she participated in the Alberta GSA conference last week. She provided a big congratulations to organizers who created a great online conference for participants.

The Board Chair sent Happy Hanukkah greetings out to those in the Jewish community. She said that two days ago marked the beginning of an eight-day celebration of light. Hanukkah is a special time of year for those of the Jewish faith, bringing warmth during the darkest month of the year.

The Board Chair thanked everyone who participated in this year's Results Review. She said the Results Reviews were an opportunity for Trustees to learn about the amazing work happening in our Division and ensure the strategic plan as laid out by the Board was coming to life in our schools and in our classrooms. She thanked staff for the hard work that went into the Results Reviews. She also thanked the parent councils and students who participated.

The Board Chair thanked her colleagues on the Board. She said it had been an incredibly busy start to their term and they had all risen to the challenge of beginning this journey of service to kids and their families. She thanked the Board for approaching the new term and the new job with such passion.

E. Communications from the Superintendent of Schools

The Superintendent congratulated staff member, Ida Beltran-Lucila, who was named a Top 25 Canadian Immigrant award winner. The awards program recognized inspirational immigrants who have made a positive impact on their communities since arriving in Canada.

The Superintendent welcomed Principal Michailides and Principal Payne. They are members of the Superintendent Community of Practice and Education (SCOPE) Committee.

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The Superintendent congratulated Division teacher Nicole Beart, who was awarded the Prime Minister's Award for Teaching Excellence, Certificate of Achievement for 2021. Nicole was recognized for her work in literacy, her founding of the first school-based medical clinic in Canada, and her success in mobilizing the community around the issue of poverty.

The Superintendent invited and responded to Trustee questions about the impact of COVID-19 on the division.

F. Minutes

1. Board Meeting #01 – November 9, 2021

MOVED BY Trustee Sumar:

**“That the minutes of Board Meeting #01 held November 9, 2021, be approved as printed.”
(UNANIMOUSLY CARRIED)**

G. Comments from the Public and Staff Group Representatives

MOVED BY Trustee Ip:

**“That the 20-minute time allotted for registered speakers be extended to 75 minutes for the Board meeting.”
(UNANIMOUSLY CARRIED)**

The Board of Trustees heard from 22 registered speakers in the first portion of Agenda Item G and one speaker at 5 p.m

There was a short break in the meeting.

H. Reports

2. Student Senate 2021-2022 Work Plan

Student Trustees Ryan Fang, Angelina Raina and Jasmine Virk presented the 2021-2022 Student Senate Work Plan.

3. 2020-2021 Audited Financial Statements

MOVED BY Vice-Chair Ip:

**“That the 2020-2021 audited financial statements, notes to the financial statements and unaudited schedules be approved.”
(UNANIMOUSLY CARRIED)**

MINUTE BOOK4. Annual Education Results Report (2020-2021)**MOVED BY Trustee Sawyer:****"That the Edmonton Public Schools' Annual Education Results Report (2020-2021) be approved."****(UNANIMOUSLY CARRIED)**

There was a short break in the meeting.

MOVED BY Trustee Ip:**"That the Board meeting be extended beyond 6 p.m.."****(UNANIMOUSLY CARRIED)**5. Multi-faith Calendar

Information was provided regarding implementing the Multi-faith Calendar.

MOVED BY Trustee Ip:**"That the agenda items 7 and 8 be deferred to the December 14 Board meeting."**7. Funds for the 2022-2023 Professional Improvement Program – Teacher Certificated Staff8. Funds for the 2022-2023 Exempt Staff Professional Improvement Program**(UNANIMOUSLY CARRIED)**6. 2022-2023 School Year Calendar**MOVED BY Trustee Kusiek:****"That the 2022-2023 School Year Calendar (Attachment I) be approved."****MOVED BY Trustee Sumar that the motion be amended:****"That the 2022-2023 School Year Calendar be amended to move the May 19, 2023 PD day to June 21, 2023."****(UNANIMOUSLY CARRIED)****MOVED BY Trustee Sumar:****"That the 2022-2023 School Year Calendar be approved as amended."****IN FAVOUR: Trustees Estabrooks, Hancock, Ip, Kusiek, Nelson, O'Keefe, Sawyer, Sumar****OPPOSED: Trustee Hole****(CARRIED)**

MINUTE BOOK9. Advocacy Regarding the New Curriculum

MOVED BY Trustee Kusiek:

“That the Edmonton Public Schools Board of Trustees affirm advocacy for:

- anti-racism to be embedded within the K-6 curriculum
- environmental and climate change literacy and competencies to be embedded within the K-6 curriculum
- a delay in implementing the proposed K-6 curriculum, to be preceded by two years of piloting and field testing
- piloting to begin only after the current reviewed and rewritten where necessary, using the advice and feedback of current teachers, curriculum and subject-area experts, Indigenous leaders, francophone leaders and parents
- transparency in the feedback received by the government and how that feedback was incorporated into the revised draft; specifically, how the feedback of teachers, curriculum and subject-area experts, parents, Indigenous leaders, francophone leaders and other key stakeholders such as employers were incorporated
- phased implementation beginning no earlier than September 2024

(UNANIMOUSLY CARRIED)10. COVID-19 Vaccination Policy for Trustees

MOVED BY Trustee Hole:

“That the Board of Trustees adopt a COVID-19 vaccination policy for Trustees based on the Division’s Administrative Regulation CIA.AR: COVID-19 Vaccinations, and that this work be delegated to the Policy Review Committee for immediate action.”**(UNANIMOUSLY CARRIED)**I. Other Committee, Board Representative and Trustee Reports

Trustee Sumar stated he wanted to highlight some of the good work done in the Division. He shared that a student from W. P. Wagner School, Roshni Dwivedi, was awarded the Vimy Pilgrimage Award, which recognizes the actions of young people who are dedicated to the betterment of society.

J. Trustee and Board Requests for Information - NoneK. Notices of Motion - NoneL. Next Board Meeting: Tuesday, December 14, 2021, at 2:00 p.m.M. Adjournment: 7:54 p.m.

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The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director of Board and
Superintendent Relations



DATE: December 14, 2021

TO: Board of Trustees

FROM: Trustee Nathan Ip, Caucus Committee Chair

SUBJECT: Report #03 of the Caucus Committee (From the meeting held November 30, 2021)

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

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

ISSUE

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

The following recommendation was approved at the November 30, 2021, Special Caucus Committee meeting:

Dan Knott School Renaming Process

1. *The process for selecting an Indigenous term as the name for Dan Knott School be approved.*

BACKGROUND

The authority to name schools rests with the Board of Trustees and “preference shall be given to the names of persons who have made a valuable contribution to education and/or to the community at large” (Board Policy EA.BP – Infrastructure Planning Principles). Criteria and process for naming schools are outlined in Administrative Regulation EF.AR – Naming of Schools.

Through public engagement on the renaming of Dan Knott School, administration received suggestions of several Indigenous terms, put forward by members of the Dan Knott School community. The Board of Trustees asked Administration to provide a potential process and timeline for the selection of an Indigenous term as the new name for Dan Knott school.

The Board approved a process that will include further stakeholder engagement and an Indigenous Naming Committee, with the goal of having a name selected in the spring of 2022.

KM:ca

DATE: December 14, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Academic Enrichment Program

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

RESOURCE

STAFF: Marnie Beaudoin, David Evans, Valerie Leclair, Ann Parker, Kyle Wagner, Christopher Wright

REFERENCE: [HC.AR – Student Admission and Enrolment](#)
[GAA.BP – Delivery of Student Programs of Study](#)

ISSUE

College Board is requiring all jurisdictions using the name Pre-Advanced Placement (Pre-AP) program to follow the structure and guidelines set out by College Board, effective September 2022. This does not impact high school programming but will impact junior high Pre-AP sites.

BACKGROUND

In April 2005, the Board of Trustees approved the Pre-AP alternative program for Grades 7 to 9, where numbers warranted (Attachment I). The Division's Pre-AP program offers an academic alternative program that can be implemented beginning in Grade 7, duplicated as demand requires and offered at several school sites. The program is flexible in terms of how schools organize, manage and deliver instruction. The Pre-AP program is currently offered at the following schools: Dan Knott, Highlands, John D. Bracco, Kate Chegwin, Londonderry, Mary Butterworth, McKernan, Parkview, Rosslyn and S. Bruce Smith.

Launched in the 2018–2019 school year by College Board, their Pre-AP program is a recognized program providing engaging, meaningful, foundational coursework to all students across varying levels of abilities. The program is offered mostly at the Grade 9 and 10 levels. This program offers consistent high standards in focused courses that help build, strengthen, and reinforce students' content knowledge and critical thinking skills.

College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, College Board was created to expand access to higher education. The organization is dedicated to promoting excellence and equity in education. Each year, College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.

College Board previously allowed school divisions to use the name Pre-Advanced Placement with autonomy. However, effective September 2022, any jurisdiction using the name will have to follow the stipulations outlined by College Board. This new structure requires school divisions to follow a specific

set of protocols and pay fees if they continue to name their junior high programs Pre-AP. The structure is very similar to the Division's Primary and Middle Years International Baccalaureate (IB) programs.

As a result of these upcoming changes, Administration will not continue offering the Pre-AP program and proposes offering a locally developed new academic program that will meet the needs of our students seeking academic programming at the junior high level. The current Pre-AP program would be deactivated, effective September 2022. The new academic program would offer students challenging academic experiences by deepening their learning in the core subjects of Mathematics, Science, English Language Arts and Social Studies. There would be no programming costs or fees associated with the delivery of this new program. To guide enrolment and admission into the Academic Enrichment Program, Division schools offering the new program would refer to the HC.AR - Student Admission and Enrolment regulation for enrolment priorities.

RELATED FACTS

- College Board, which oversees AP and Pre-AP programming advised the Division during the 2019–2020 school year that should the Division wish to continue to use the Pre-AP name at the junior high level, effective September 2022, we would need to comply with their program requirements and protocols.
- If the Division continued using the Pre-AP program name, each school offering the Pre-AP program would pay College Board an annual fee of \$3,000 per Pre-AP course in English, Mathematics, Science and Social Studies. For each course, the school would receive a full-year course framework, digital instructional resources, teacher materials, learning checkpoint resources and online teacher professional learning modules. Student materials would also cost an additional \$5 per student per course.
- In addition to the issue of fees, should the Division choose to proceed with College Board's Pre-Advanced Placement structure, this could limit schools' flexibility to meet the specific needs of their learning community. The course frameworks, digital instructional resources, teacher materials and learning checkpoint resources would need to be strictly adhered to, limiting a teacher's ability to determine the best strategies and methods of instruction for their students when teaching topics.
- During the 2020–2021 school year, Administration launched a review of the Division's Pre-AP program. This was also seen as an opportunity to review all academic programming with the goal to provide consistency across Division schools and a clearer definition of these programs.
- Pre-AP is not a prerequisite to AP in high school.

Program Review Process:

Stakeholder Engagement

As a first step towards a review, key stakeholders (students, parents and staff) were invited to give feedback through an online survey on what was important to them when considering academic programming at the junior high level. The survey was open between February 16 and February 28, 2021.

The objectives for the engagement were to:

- Provide stakeholder feedback to inform the development of a new junior high academic program to replace the current Pre-AP program.
- Provide information and insight to align junior high academic programming across the Division.

What we heard from the initial survey

- A total of 1,640 student responses were received with another 477 responses from parents and 164 responses from staff. Approximately 55 per cent of the students who gave feedback were in junior

high and almost 40 per cent were in Grades K–6. Five per cent of the responses were from students in Grades 10–12.

- All participants were also asked to identify one characteristic they would identify as being the most important aspect of a junior high academic program. Overall, high school academic and post-secondary preparation were most important, with extended core learning and leadership development being two other key characteristics identified. Perspective seeking and project-based learning were two other characteristics noted as key by parents and staff but not students.
- Following the close of the survey, a committee of central departments worked on a program description and name for the new program. The program description incorporated the top five areas of importance indicated by the students', parents' and staff's feedback from the survey. The program description is the information parents will see when they look on the epsb.ca website for information about the program. (Attachment II).
- The new name for the program, Academic Enrichment Program, emerged from the top three areas of importance for all three stakeholders which was to extend or enrich the core learning. This was something that all three groups indicated was a top priority. Administration felt the name Academic Enrichment Program actively reflected the feedback received in the survey. The response was also positive when shared with Division staff who also viewed the draft program description.
- To obtain feedback on the name and program description for the Academic Enrichment Program, these were shared with principals of:
 - the Pre-AP program
 - the special needs program, Gifted and Talented
 - the Academic Alternative program (and some of their staff).
- Their feedback was then reviewed by the central committee, the Assistant Superintendents and the Superintendent to create a final draft.

RECOMMENDATION

- **That the Pre-Advanced Placement program be deactivated, effective September 2022.**
- **That the Academic Enrichment Program be approved as a Division alternative program, effective September 2022.**

CONSIDERATIONS and ANALYSIS

- A new program will provide the Division with an academic stream at the junior high level. This program can be implemented and duplicated as demand requires with continued flexibility and no extra programming costs. Impact on existing sites would need to be monitored.
- The Academic Enrichment Program will offer motivated students the opportunity for deeper engagement and understandings of provincial learning outcomes in Mathematics, Science, English Language Arts and Social Studies. Students will engage in enriched coursework in the core subjects to expand their knowledge and skills through authentic learning and real-world application, while striving for high academic achievement.
- The new program description incorporates critical learnings and skill development that challenges and supports students who have a desire and motivation to learn. This program provides opportunities for students to:
 - Develop academic skills in a challenging and safe learning environment.
 - Develop and apply competencies across subject and discipline areas for learning, work and life.
 - Develop an enriched academic knowledge.
 - Improve work and study skills.
 - Foster robust learning experiences through positive teacher student relationships.
 - Improve their ability to manage rigorous coursework in a supportive learning environment.
 - Develop citizen leadership skills (within a global perspective).

- Prepare for Advanced Placement/International Baccalaureate courses in high school and a strong foundation for post-secondary learning, if that is a desire.
- Students who are currently in Pre-AP may transition to the Academic Enrichment Program for the remainder of their junior high programming. This will allow them to continue with programming until they complete Grade 9.
- This program is intended for all junior high students who want a greater academically rigorous and challenging program in a safe learning environment. Students who are successful in this program tend to demonstrate characteristics of academic achievement that would have their current school, in consultation with parents, recommend the program as an appropriate learning environment.

NEXT STEPS

Upon approval of this recommendation:

- In preparation for the beginning of registration and pre-enrolment on February 1, 2022, Administration will meet with:
 - junior high schools currently offering the Pre-AP program to determine if they would like to offer the Academic Enrichment Program
 - junior high schools not currently offering Pre-AP but are interested in offering the Academic Enrichment Program at their school.
- Curriculum and Learning Supports, in collaboration with junior high schools, will develop a Scope and Sequence for each core subject to support the implementation of the new program.
- Communications staff will provide materials to Trustees, schools offering the new program and central staff. These materials will help answer questions and inquiries, and will support communication with families of students currently in the Pre-AP program.
- Programs and Student Accommodation will continue to review the distribution of junior high academic offerings with the goal to ensure equitable access for all students to program sites.

ATTACHMENTS and APPENDICES

ATTACHMENT I Pre-Advanced Placement Program Establishment

ATTACHMENT II Academic Enrichment Program Description

DE:ks

EDMONTON PUBLIC SCHOOLS

April 26, 2005

TO: Board of Trustees

FROM: A. McBeath, Superintendent of Schools

SUBJECT: Pre-Advanced Placement Alternative Program

ORIGINATOR: B. Holt, Executive Director, Instructional and Curricular Support Services

RESOURCE STAFF: Karen Bardy, Jenise Bidulock, Randy Billey, Gloria Chalmers, Douglas Davis, Sandy Forster, Stuart Wachowicz, Stephen Wright

RECOMMENDATION

That Pre-Advanced Placement be approved as an alternative program for grades 7 to 9 beginning in the 2005-06 school year or when numbers warrant.

* * * * *

Background and Rationale for the Recommendation

Edmonton Public Schools supports providing a range of alternative programs for students wanting a more academically rigorous and challenging program. Currently, the range of academic alternatives at the junior high level includes Academic Alternative, Middle Years International Baccalaureate and Cogito. At this time, not all sectors of the district offer ready access to one of these programs. Additionally, the district offers a junior high academic challenge program, under the special needs category.

Based on a desire to ensure that students in all sectors of the city have the option of selecting an academic-type alternative program, our current offerings were reviewed. It was determined that our current Academic Alternative would be difficult to duplicate as it is rooted in 30 years of history that has developed into a particular culture. The Middle Years International Baccalaureate involves costs for certification and teacher professional development. Thus, while the district will consider the need for additional sites to meet demand and remain competitive, it is fiscally prudent for the district to explore other options. With Cogito, we are investigating the demand for additional elementary sites that would, in the longer run, provide sufficient numbers of students to expand the junior high offerings.

Because requests were received from several junior high schools to offer pre-advanced placement and because the board approved advanced placement as an alternative program for grades 10 to 12 in the 2002-2003 school year, pre-advanced placement was investigated. It was determined that it would be possible to describe an alternative within the conceptual framework of Advanced Placement that instructs the provincial curriculum but also provides

enrichment in the core areas. An outline of the proposed alternative was forwarded to the western Canadian Advanced Placement representative who advised that such a program could be called pre-advance placement. To address the enrichment aspect and ensure consistency, Curriculum has completed a first draft of a prototype enriched curriculum for each of the core subject (Mathematics, Language Arts, Science, Social Studies, Health and Physical Education). A copy of the draft curriculum is available in the Trustee's Reading Room. If the recommendation is approved, the curriculum work would be completed by July 2005. The proposed option provides the district with an academic alternative that can be accessed beginning in grade 7, that can be duplicated as demand requires and one that, not unlike the International Middle Years Program, has international recognition.

Proposed Alternative Program

Name: Pre-Advanced Placement Alternative Program (grades 7 to 9)

Curriculum and Program Focus: This program is described within the Advanced Placement conceptual framework and meets or exceeds the Provincial Program of Studies. It will provide a coordinated, rich and rigorous curriculum and develop analytical thinking and writing skills. It is grounded in the belief that preparation for high intellectual engagement begins by developing skills and acquiring knowledge as early as possible and that this enables more students to perform at high levels. It will involve strategies that engage students in active, high-level learning and foster appreciation of quality work and diligent effort. The intent is to develop students who have a strong work ethic, welcome problematic situations, tolerate ambiguity, seek alternative possibilities and consider evidence on both sides, are reflective and deliberate, make connections among hitherto unrelated events or ideas and revise goals when necessary.

The key program elements include:

- Extensive use of subject-based vertical teams to ensure continuity from grade to grade
- Close links with senior high schools offering advanced placement or international baccalaureate programs to ensure smooth transition
- Use of vertical teams to increase standards, foster greater inclusion, encourage innovation, and bring about coordination with the goal of stimulating enthusiasm and empowering students
- Creation of challenging learning environments through the development of tasks that require active student engagement and encourage students to take intellectual risks and experiment with ideas (i.e., problem-based learning, inquiry-based learning and community service)
- Use of rubrics to assess (e.g., writing as exemplary, commendable, effective or approaches effective) and to enable student self-evaluation
- Use of primary sources and effective questioning
- Requires that students formulate questions and draw inferences from a variety of sources and construct solid verbal and written arguments
- Requires fine arts and second language options
- Incorporates a global perspective, fosters a culture of character and underscores the responsibilities of citizenship through the use of a broad range of resources, some additional curriculum outcomes and the strategies previously identified

Curricular Support: The district has developed a first draft of a prototype enriched Alberta Education curriculum for the core subjects (English Language Arts, Mathematics, Science, Social Studies, Health and Physical Education). Should the alternative program be approved by trustees, this work would be finalized. By developing this curriculum, the district can better ensure that there is in fact rigor, that there is consistency across district sites and that transition to high school options is smooth. In addition, in view of the content and expectations of the prototype draft, the district would support teacher professional development relative to this curriculum.

Target Students: This program is intended for all junior high students who want a more academically rigorous and challenging program, who are interested in broadening their intercultural and international perspectives and who wish to develop skills that enable them to become socially responsible life-long learners. These are motivation and performance-based criteria (e.g. honours or near honours marks, standard of excellence on the Provincial Achievement Examinations and above grade on the HLATs). It will assist students to be successful in any high school program, post-secondary or the world of work.

Staffing: The program requires staff who are supportive of the program as described and experienced content area specialists. In addition to implementing the key elements, such staff will be expected to participate in vertical teams and to participate in an Advanced Placement professional development offering on a yearly basis and a Summer Institute once every 5 years.

Costs: Advanced Placement is an affordable program. At the junior high level, the costs are similar to those of any program, that is, teacher professional development and resource acquisition costs. With respect to professional development, the Advanced Placement organization will ensure that there are yearly Pre-Advanced Placement and Advanced Placement sessions in Edmonton. The cost per teacher for participation in Pre-Advanced Placement professional development is about \$200.00 or \$375.00 for combined Pre-Advanced Placement and Advanced Placement.

District Support: It is recommended that a start up grant of \$319 be provided for each student in the first year of implementation and for growth in year two. This recommendation is consistent with district practice over the past ten years. This enables the school location to acquire the resources and to ensure staff has the initial professional training required. There would then be an expectation that the alternative would be sustainable without additional funding.

Location: If the program is approved, planning will identify a site or sites based on a number of criteria such as current availability of academic alternatives in the sector, interest and support from the school community, and demand in the sector.

Program Monitoring and Review: As with all alternative programs, achievement and staff, student and parent satisfaction will be monitored on an annual basis. During the implementation phase, assistance will be provided to ensure the program is offered as described. Again, as with other alternatives, the program will be reviewed periodically to determine whether modifications are required to keep the program current and viable.

GC:ee

Academic Enrichment Program - Program Description(epsb.ca)

PROGRAM DESCRIPTION

The Academic Enrichment Program offers motivated students challenging academic experiences by deepening their learning in the core subjects of Mathematics, Science, English Language Arts, and Social Studies. Students will engage in enriched coursework while striving for high academic achievement. They will also enjoy being challenged to expand their knowledge and skills through authentic learning and real-world application. This program is an opportunity for students to acquire [competencies](#), explore different ways of thinking and concepts to engage in higher levels of learning as global citizen leaders.

GOALS:

- Offer academically rigorous programming and deepen learning of Alberta Education's learning outcomes in Language Arts, Science, Social Studies and Math
- Integrate core subjects (ELA/ FLA/ Bilingual LA, Science, Social Studies and Math)
- Explore, discuss, and meaningfully construct concepts and relationships in contexts that involve authentic learning and real-world applications relevant to the learner
- Use a variety of effective research-based strategies
- Offer the opportunity to deepen understanding of Alberta Education's learning outcomes
- Prepare students for success who wish to continue their academic coursework in Advanced Placement (AP) or International Baccalaureate (IB) programming in high school and in post-secondary education
- Foster the habits of mind that define global citizen leaders with a life-long love of learning while building a strong foundation for post-secondary learning
- Provide an engaging learning environment designed to develop critical thinking, problem solving, collaboration, communication, personal growth and well-being, creativity and innovation.
- Provide opportunities for global citizen leadership

BENEFITS:

- Development of academic skills in a challenging and safe learning environment
- Development and application of competencies across subject and discipline areas for learning, work and life
- Development of an enriched academic knowledge
- Improved work and study skills
- Positive teacher student relationships to foster robust learning experiences
- Improved ability to manage rigorous coursework in a supportive learning environment
- Development of citizen leadership skills (within a global perspective)

- Preparation for Advanced Placement/ International Baccalaureate courses in high school and a strong foundation for post-secondary learning

PROGRAM DELIVERY

- Emphasis on approaches, instructional strategies and real-world applications that deepen learning and exploration of content
- Optional flexible grouping including the use of vertical teams to improve achievement, foster greater inclusion, encourage innovation, and bring about coordination with the goal of stimulating enthusiasm and empowering students
- Creation of challenging learning environments that:
 - require active student engagement,
 - encourage students to take intellectual risks and experiment with ideas (i.e., problem-based learning, inquiry-based learning, etc.,) and,
 - construct long-term understanding.
- Develop cultural and global citizen leadership through community service

ELIGIBILITY:

The enrolment conditions for students include:

- Be enrolled in Grades 7 to 9
- Demonstrate self-motivation, interdependence, life-long learning, positive attitude
- Enjoy a challenge, be motivated to learn, enjoy finding solutions and synthesizing information all while being independent and responsible learners
- Demonstrate characteristics of academic achievement that would have the current school, in consultation with their parents, recommend the program as an appropriate learning environment for them.
- Parental support and commitment are encouraged

Contact a school offering the Academic Enrichment Program for more information about eligibility.

ALBERTA CURRICULUM

All Edmonton Public Schools programming is based on curriculum determined by Alberta Education. Students enrolled in the Academic Enrichment Program will receive the same high-quality education offered in all of our programs.

TRANSPORTATION

Edmonton Transit is the preferred method of transportation. For more information about busing, contact the school or call Student Transportation at 780-429-8585.

DATE: December 14, 2021

TO: Board of Trustees

FROM: Trustee Marcia Hole, Governance and Evaluation Committee
Trustee Nathan Ip, Governance and Evaluation Committee
Trustee Sherri O’Keefe, Chair, Governance and Evaluation Committee

SUBJECT: Governance and Evaluation Committee 2021-2022 Work Plan

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

REFERENCE: [Trustees’ Handbook](#), Subsection 6.1.1 – Governance and Evaluation Committee

ISSUE

The Governance and Evaluation Committee is responsible for developing and presenting to the Board of Trustees an annual Work Plan. The Governance and Evaluation Committee 2021-2022 Work Plan is being submitted for Board approval.

BACKGROUND

The current Governance and Evaluation Committee Terms of Reference were approved at the January 17, 2017, public Board meeting.

This year’s Governance and Evaluation Committee developed the proposed 2021-2022 work plan at their November 16 and December 3 meetings. The plan includes the duties outlined in the Committee’s Terms of Reference, and incorporates recommendations noted by the previous Board.

RECOMMENDATION

That the Board approve the Governance and Evaluation Committee 2021-2022 Work Plan.

OPTIONS

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

1. Approve the proposed Governance and Evaluation Committee 2021-2022 Work Plan.
2. Provide feedback and request changes be made to the work plan.

ATTACHMENTS and APPENDICES

ATTACHMENT I Governance and Evaluation Committee Terms of Reference
ATTACHMENT II Governance and Evaluation Committee 2021-2022 Work Plan

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Governance and Evaluation Committee

Terms of Reference approved ([January 17, 2017, Board meeting](#))

Purpose

The Governance and Evaluation Committee is responsible for assisting the Board of Trustees to conduct:

- an annual Board self-evaluation for continued Board development and improved Board performance with respect to the Board's role and responsibilities;
- an annual evaluation of the Superintendent of Schools in accordance with Board Policy [FGB.BP - Evaluation of Superintendent of Schools](#) and the review and/or renewal of the Superintendent of Schools' contract in accordance with the [Education Act](#).
- identify and develop the priorities that will guide Division operations and the budget planning cycle for the Board's four-year term of office; and
- carry out its duties and commitments in relation to the Division Priorities by making recommendations on governance-related matters

Composition

The committee will consist of three Trustees, from among which a chair will be selected. The chair is responsible for leading the discussion at each meeting and formally reporting back to the Board about the committee's activities.

The Superintendent of Schools will assign a member of the Administration to support the work of the committee. Additional resources may be involved as requested by the Superintendent and/or designate.

Terms of Reference

A. Board Self-Evaluation

The Board will undertake an annual Board evaluation to inform the Board's continued development and improved performance.

The Board self-evaluation process should:

- measure Board performance with respect to the Mission, Vision, Values, Division Priorities, Division Strategic Plan, the roles and responsibilities of the Board, and the principles of operation of the Board;
- assist the Board in identifying Board strengths and areas for improvement;
- provide an opportunity for Trustees to reflect on how they work collectively and as individuals with respect to the Board's mandate and role and responsibilities;
- provide an opportunity for Trustees to discuss the Board evaluation results in the context of Board development; and
- provide an opportunity to recognize the Board's accomplishments.

The committee will:

- develop and recommend to Caucus Committee:
 - a plan for the annual evaluation of the Board of Trustees;
 - a proposed Board result statement based on an analysis of the Board's self-evaluation;

- present the Board evaluation result statement on behalf of the Caucus Committee to public Board for approval; and
- in the last year of a term, assist Administration in the creation of a summary document of the Board's results and work still to be accomplished to aid in the transition for the next Board.

B. Evaluation of the Superintendent of Schools

The evaluation of the Superintendent of Schools is a vital process toward creating and maintaining a healthy school division. The Board of Trustees believes that organizational outcomes must be clearly and explicitly stated to:

1. ensure the Superintendent of Schools understands what is being expected and evaluated;
2. ensure the Board understands what to expect of the Superintendent; and
3. ensure the Superintendent of Schools and the Board clearly understand their respective roles and responsibilities.

The evaluation process and supporting information sources serve to:

- help to continuously improve the functioning of the Division;
- recognize areas and trends that are showing positive change or progress;
- provide feedback to the Superintendent of Schools regarding his leadership and performance expectations in key areas;
- provide ground work for establishing future goals;
- allow the Superintendent of Schools to report on his successes and challenges during the year, and provide feedback relating to continuous improvement efforts and annual goals;
- enable the Board and Superintendent of Schools to engage in dialogue about results, and discuss any issues or concerns associated with the role and the evaluation process; and
- strengthen the relationship between the Superintendent of Schools and the Board.

Process

1. The committee will be responsible for:
 - a. recommending the evaluation process to be used by the Caucus Committee;
 - b. overseeing the approved evaluation process; and
 - c. reporting the evaluation results to the Caucus Committee and to public Board.
 - d. initiating a timely review and/or renewal process for the Superintendent of Schools contract of employment in accordance with the [Education Act](#) and provisions of the Superintendent's contract.
2. The evaluation process will provide the Superintendent of Schools with an opportunity to:
 - a. review all pertinent information used in the evaluation;
 - b. discuss the evaluation report with the Trustee subcommittee;
 - c. include a response to the evaluation in the report to Caucus Committee; and
 - d. discuss the evaluation report with the Caucus Committee.
3. Notwithstanding 1 and 2 above, if the evaluation process calls for individual Trustee evaluations of the Superintendent of Schools, the individual evaluations will be compiled and summarized for reporting purposes by the administrator assigned to assist the committee and destroyed once the Superintendent of Schools has an opportunity to review them.

4. The committee Chair will provide the Board Chair with the Superintendent's evaluation report for review prior to the report being shared with the Superintendent.
5. The Superintendent of Schools will be provided a copy of the evaluation report submitted to Caucus Committee and the final evaluation report to Board.
6. The Caucus Committee evaluation report and Board evaluation report will be filed in the Board corporate records. The records will be accessible to the Superintendent of Schools, a Trustee for that evaluation period, or as directed by motion of the Caucus Committee.

C. Identification and Development of Division Priorities

Division priorities should fit within the scope of the Board's mandate and be few in number so that Division resources may be effectively concentrated to achieve measurable results.

After an election, following the organizational meeting, the Committee will:

- recommend and facilitate a process for each Board member to contribute to the development of the Division Priorities;
- seek student, staff, parent and community stakeholder input into the Division Priorities;
- consider all input received and develop and recommend a Division Priorities statement to public Board for approval.

The Committee will also:

- develop Board retreat agendas and chair the retreats;
- review and monitor Board Work Plan progress;
- review at least once per term or as required, to ensure they are current and relevant, :
 - the Trustee Protocols
 - the School Board Governance and Operations Section of the Policy Manual
 - the Trustee remuneration package
 - the post-election orientation process
- Develop an orientation plan for the next Board
- Seek input from other Board committees to perform this work.

Governance and Evaluation Committee 2021-2022 Work Plan

PURPOSE

The Governance and Evaluation Committee is responsible for assisting the Board of Trustees to:

- conduct an annual Board self-evaluation for continued Board development and improved Board performance with respect to the Board's role and responsibilities;
- conduct an annual evaluation of the Superintendent of Schools in accordance with Board Policy [FGB.BP - Evaluation of Superintendent of Schools](#) and the review and/or renewal of the Superintendent of Schools' contract in accordance with the [Education Act](#);
- identify and develop the priorities that will guide Division operations and the budget planning cycle for the Board's four-year term of office; and
- carry out its duties and commitments in relation to the Division Priorities by making recommendations on governance-related matters.

ACTIVITIES

Board Self-Evaluation

The Committee will:

- Review the Board's Self-Evaluation Instrument to determine if any changes are required. (February 2022)
- Initiate the process for the Board Self-Evaluation. Each individual Trustee will be requested to complete the Board Self-Evaluation Instrument. (May/June 2022)
- With support from the Director Board and Superintendent Relations, compile and summarize the individual evaluations for reporting purposes. (June 2022)
- Provide the final Board Self-Evaluation survey results to Trustees at a meeting for discussion (August 2022)
- Prepare a summary statement of the Board Self-Evaluation results to be read at a public Board meeting. (September 2022)

Superintendent of Schools' Evaluation

The Committee will:

- Review and update the Superintendent's Evaluation Instrument to align with the Superintendent Quality Leadership Standard. Any proposed changes to the instrument or process will require Board approval. (December 2021 – February 2022)
- Initiate the process for the Superintendent's Evaluation. (March 2022)
- With support from an external firm, compile and summarize the individual evaluations and 360-degree feedback. The Superintendent will be provided an opportunity to review the Evaluation and discuss implications with the Committee. (May 2022)
- Submit the final Superintendent's Evaluation results and a report to Caucus Committee, which includes a response to the evaluation from the Superintendent. (June 2022)
- Prepare a summary statement of the evaluation results to be read at a public Board meeting. (September 2022)
- If needed, work with the Policy Review Committee on Board-governance-related policy in the Trustee's Handbook through providing content recommendations to the Policy Review Committee on existing Board Policy [FGB.BP - Evaluation of Superintendent of Schools](#).

Governance

The Committee will:

- Develop schedules for Board off-site meetings, generative discussions and lunch & learn sessions, along with agendas and facilitation plans for each. (December 2021, with updates as needed)
- Oversee the development of the Division Strategic Plan 2022-2026 (January - June 2022)
- Consider the implementation of an evaluation framework for the Board's Strategic Plan and/or policies (January 2022)
- Review and monitor Board work plan progress. (ongoing)
- Oversee revisions to the Trustees' Handbook as needed. (ongoing)

REQUESTED RESOURCES

- Staff to assist in the development of the Strategic Plan and Trustees' Handbook updates will be required. The Committee will have support from the Director Board and Superintendent Relations to define the scope of work and required resources. Funds for stakeholder consultation have been allocated in the current budget.
- Funds for engaging external consultation on revisions to the Superintendent's evaluation have been allocated in the current budget.

DATE: December 14, 2021

TO: Board of Trustees

FROM: Trustee Marsha Nelson, Policy Review Committee
Trustee Jan Sawyer, Chair, Policy Review Committee
Trustee Saadiq Sumar, Policy Review Committee

SUBJECT: Policy Review Committee 2021-2022 Work Plan

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE STAFF: Kelsey Duebel, Rachel Foley, Julie Marko, Nancy Petersen

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

ISSUE

The Policy Review Committee is presenting its 2021-2022 work plan to the Board of Trustees (the Board) for approval.

BACKGROUND

The Policy Review Committee is responsible for assisting the Board by ensuring that policies submitted for Board approval are developed and reviewed in accordance with Board Policy CH.BP Framework for Policy Development and Review.

The Policy Review Committee discussed policy development and review required for the upcoming term on December 1, 2021. From this discussion, the committee established an annual plan for policy development and review to be completed or initiated in 2021-2022 and continued over the Board's term, while also accommodating the need for any emergent reviews.

RELATED FACTS

The work plan addresses the following:

1. **New policy development in 2021-2022:** Emerging contexts and existing requirements to align with the *Education Act* have resulted in identification of two new policies for development in 2021-2022.

COVID-19 vaccination policy for Trustees: In response to a notice of motion put forward during the November 9, 2021, Board meeting, a new policy to address the requirements for COVID-19 vaccination or rapid testing for Trustees will be developed.

Dispute resolution policy: To align with Section 41 of the *Education Act*, a new dispute resolution policy will be developed. This policy will be developed with consideration of updates to Board Policy AB.BP Appeals.

- 2. Policy updates to be completed in 2021-2022:** The Board is responsible for ensuring all Division policies are in alignment with provincial legislation and this work will continue to be a priority for the coming year. This year, work will continue to address changes required by the *Education Act*, which came into force September 2019. The following policy review work is planned for completion in 2021-2022:

- Board Policy AB.BP Appeals
- Board Policy CO.BP Fiscal Oversight and Accountability
- Board Policy HC.BP Student Accommodation
- Board Policy HEC.BP Student Admission to the District

These policies will be updated in alignment with the *Education Act* and, where relevant, undergo further review to align with current practice and updated administrative regulations.

In addition to the above listed policies, the *Education Act* requires an annual review of the code of conduct for students. To comply with this, Board Policy HG.BP Student Behaviour and Conduct will also be reviewed and updated, if required.

- 3. Policy reviews to be initiated or continued in 2021-2022:** Initial priorities have been identified by the Policy Review Committee for the Board's term (2021-2025). Some of this work continues the priorities of the previous Board. It is intended that this policy work will be initiated in 2021-2022 and completed over the course of the Board's term.

Anti-racism and Equity: To ensure the Division continues its commitment towards anti-racism and equity, a policy scan will identify a complete list of policies in need of update for alignment with Board Policy HAAB.BP Anti-racism and Equity. The Division's Anti-racism Action Plan identifies human resources practices (Board Policy FA.BP Human Resources Framework) as an area of focus.

Environment: The Board is committed to aligning relevant policies with the current climate context and incorporating Indigenous ways of knowing into environmental and sustainability policy. This work may include a review of best practices, internal consultation with staff and public engagement. Potential policies for review include:

- Board Policy EO.BP Environment
- Board Policy EA.BP Infrastructure Planning Principles

Renaming of schools: On September 7, 2021, the previous Board unanimously passed a motion that the Board commit to forming a special committee to propose an approach to renaming schools that is more coordinated, comprehensive and works closely with the community. Board Policy EA.BP Infrastructure Planning Principles will require review in response to the committee recommendations.

School calendar and scheduling: A number of Board policies related to calendar and scheduling will be reviewed to potentially combine and streamline similar Board policies. In addition, updates related to Board consideration of diverse days of significance in the approval of the school year calendar will be explored. Policies associated with this review include:

- Board Policy GCA.BP Approval of the School Year Calendar
- Board Policy GD.BP Instructional Time
- Board Policy GE.BP Organization for Instruction

Sexual orientation, gender identity and expression: Policies directly and indirectly related to the Board's commitment to supporting all sexual and gender minority students, staff and families will be reviewed to support respectful, inclusive environments and use up-to-date language. This work may include a review of best practices, internal consultation with staff and public engagement. Potential relevant policies for review include:

- Board Policy HFA.BP Sexual Orientation and Gender Identity
- Board Policy HF.BP Safe, Caring and Respectful Learning Environments
- Board Policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments

At this time, the Policy Review Committee does not anticipate needing any financial resources to support their work this year. The committee will present a project plan and budget for the Board's approval prior to undertaking any work that may require funds.

RECOMMENDATION

That the Policy Review Committee 2021-2022 work plan be approved.

OPTIONS

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

1. Accept the Policy Review Committee 2021-2022 work plan as written.
2. Provide feedback and request changes be made to the Policy Review Committee 2021-2022 work plan.

CONSIDERATIONS and ANALYSIS

The work of the Policy Review Committee reflects the Committee's best efforts to fulfill the expectation to complete policy work required for alignment to provincial legislation and the Board's commitment to reviewing and revising existing Board policies.

NEXT STEPS

Policy review activities will proceed, in alignment with the approved work plan.

ATTACHMENTS and APPENDICES

ATTACHMENT I Policy Review Committee 2021-2022 Work Plan

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Policy Review Committee 2021-2022 Work Plan

PURPOSE

- The Policy Review Committee is responsible for assisting the Board in reviewing Board policy by ensuring that Board policies submitted for Board approval are developed and reviewed in accordance with the Board Policy CH.BP Framework for Policy Development and Review.
- The main objective of the work plan is to recommend an annual plan for policy development and review to be completed or initiated in 2021-2022 and continued over the Board's term, while also accommodating the need for any emergent reviews.

ACTIVITIES

The Policy Review Committee Work Plan 2021-2022 includes the following:

New Policy Development	
Policy	Summary
COVID-19 Vaccination Policy for Trustees	Proposal from November 9, 2021, Board Meeting
Dispute Resolution	<i>Education Act</i> requirement

Policy Updates to Complete in 2021-22	
Policy (review year)	Summary
AB.BP Appeals (2008)	Align with <i>Education Act</i> and other relevant policy review/development
CO.BP Fiscal Oversight and Accountability (2024)	Align with <i>Education Act</i> and Funding Manual
HC.BP Student Accommodation (2019)	Merge both policies to align with current updated administrative regulations, and align with <i>Education Act</i>
HEC.BP Student Admission to the District (2019)	
HG.BP Student Behaviour and Conduct (2021)	Annual review required under the <i>Education Act</i>

Policy Updates to Initiate/Continue in 2021-2022	
Policy area	Potentially impacted policies
Anti-racism and Equity	<ul style="list-style-type: none"> • A policy scan will identify a complete list of policies in need of update for alignment with HAAB.BP Anti-racism and Equity • The Division's Anti-racism Action Plan identifies human resources practices (FA.BP Human Resources Framework (2022)) as an area of focus.
Environment	<ul style="list-style-type: none"> • EO.BP Environment (2017) • EA.BP Infrastructure Planning Principles (2020)
Renaming of Schools	<ul style="list-style-type: none"> • EA.BP Infrastructure Planning Principles (2020)
School Calendar and Scheduling	<ul style="list-style-type: none"> • GCA.BP Approval of the School Year Calendar (2016) • GD.BP Instructional Time (2018) • GE.BP Organization for Instruction (2012)
Sexual Orientation, Gender Identity and Expression	<ul style="list-style-type: none"> • HFA.BP Sexual Orientation and Gender Identity (2018) • HF.BP Safe, Caring and Respectful Learning Environments (2017) • AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments (2024)

SUPPORTING ACTIONS/INFORMATION REQUESTED FROM ADMINISTRATION

- The committee will conduct public engagement in support of many of the policies outlined in this work plan, including consideration to: the development of a new dispute resolution policy and the review of Board Policies HC.BP Student Accommodation, HEC.BP Student Admission to the District, and HG.BP Student Behaviour and Conduct and will require support from Strategic Division Supports, Infrastructure Planning and Division Support Services. However, the timing and extent of this engagement for each of these policy areas has yet to be determined.

REQUESTED RESOURCES

- More information about potential required funds will come available as the policy work unfolds. The committee will present a project plan and budget for the Board's approval prior to undertaking any work that would require use of Board of Trustee funds.

DATE: December 14, 2021

TO: Board of Trustees

FROM: Trustee Nathan Ip, Infrastructure Committee
Trustee Julie Kusiek, Chair, Infrastructure Committee
Trustee Saadiq Sumar, Infrastructure Committee

SUBJECT: Infrastructure Committee 2021-2022 Work Plan

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE STAFF: Roland Labbe, Kathy Muhlethaler, Christopher Wright

REFERENCE: [Trustees' Handbook](#), Section 6.1.2 – Board Committees, Infrastructure Committee

ISSUE

The Infrastructure Committee is responsible for developing and presenting to the Board of Trustees an annual work plan. The Infrastructure Committee 2021-2022 work plan is being submitted for Board approval.

BACKGROUND

The Board of Trustees approved the formation of a Trustee Infrastructure Committee on April 10, 2014, to assist Trustees in further understanding the issues, impacts and next steps related to infrastructure over the course of their term. A Terms of Reference was developed and actions were informed through the development of an annual work plan. At their meetings on November 16 and December 2, the Infrastructure Committee developed the 2021-2022 work plan.

RECOMMENDATION

That the Board approve the Infrastructure Committee 2021-2022 work plan.

OPTIONS

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

1. Approve the proposed Infrastructure Committee 2021-2022 work plan.
2. Provide feedback and request changes be made to the work plan.

ATTACHMENTS and APPENDICES

Attachment I – Infrastructure Committee Terms of Reference
Attachment II – Infrastructure Committee 2021-2022 Work Plan

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Infrastructure Committee Terms of Reference

Purpose

- Understand the impacts of infrastructure to students, families, communities, and the Division, both positive and negative.
- To assist Trustees in further understanding the issues, impacts and next steps related to infrastructure, over the course of their term.
- Recommend governance direction in matters related to the implementation of the Managing Space for our Students Infrastructure Strategy.
- Advise and provide feedback on strategic infrastructure initiatives, such as the Managing Space for our Students report.
- Consider alternative funding approaches for school infrastructure and outline the feasibility of these approaches.
- Advocate for infrastructure support through multiple interests such as the City of Edmonton, Province of Alberta and other school jurisdictions.

Terms of Reference

The Infrastructure Committee will assist Trustees in further understanding the issues, impacts and next steps related to infrastructure, over the course of their term.

Parameters

- All recommendations arising from the committee will be presented as a recommendation to the Board of Trustees at a public Board meeting.

Outcomes

- Implementation of an advocacy model to support the outcomes of the Infrastructure Strategy
- Increased level of public trust/confidence in the Board
- Increased awareness of current pressures and realities and a focus on issues related to infrastructure
- Broader community interest and involvement in the infrastructure development process

Process/Plan

- Develop Terms of Reference
- Examine the issues around infrastructure
- Develop recommendations for the Board
- Communicate the work of the committee with the public and increase awareness of our Division realities
- Develop/implement advocacy strategy
- Conduct regular progress/effectiveness reviews

Infrastructure Committee 2021-2022 Work Plan

PURPOSE

The committee's purpose as outlined in the Terms of Reference is:

- Understand the impacts of infrastructure to students, families, communities, and the Division, both positive and negative.
- To assist Trustees in further understanding the issues, impacts and next steps related to infrastructure, over the course of their term.
- Recommend governance direction in matters related to the implementation of the Managing Space for our Students Infrastructure Strategy.
- Advise and provide feedback on strategic infrastructure initiatives, such as the Managing Space for our Students report.
- Consider alternative funding approaches for school infrastructure and outline the feasibility of these approaches.
- Advocate for infrastructure support through multiple interests such as the City of Edmonton, Province of Alberta and other school jurisdictions.

ACTIVITIES

- Continue advocacy for funding for high-quality, adequate learning environments that keep pace for growing student enrolment, including sustainable, predictable infrastructure funding
 - Highlight the need for both new spaces and modernizations
 - Contribute to the development of the Three-Year Capital Plan and 10-Year Facilities Plan submissions
 - Work in partnership with external organizations and government around the idea of schools as community hubs
- Finalize the Division Real Estate Strategy
 - Review the work of the previous Board, in the context of the current funding model and space requirements
 - Finalize positions on closed and surplus school sites
- Explore advocacy opportunities and supportive governance direction for environment-related infrastructure developments
 - Assist with generating targets for the Division, as required by the Corporate Climate Leaders program
 - Review and consider updates to the Division's solar strategy
 - Work in collaboration with the City of Edmonton and other partners to improve active transportation options for students and staff to Division buildings
- Champion improvements to the playground construction and renewal process
 - Work with the partners including parent groups, the City of Edmonton, Province of Alberta and advice of Division staff to streamline processes and overcome challenges to the current playground construction and renewal process

SUPPORTING ACTIONS/INFORMATION REQUESTED FROM ADMINISTRATION

- Three-Year Capital Plan
- Transportation reports
- Technology status reports
- Playground infrastructure reports

REQUESTED RESOURCES

- Continued support of the Infrastructure unit and Director Board and Superintendent Relations
- No funding needs are anticipated at this time.

DATE: December 14, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Funds for the 2022-2023 Professional Improvement Program – Teacher Certificated Staff

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

RESOURCE STAFF: Trish Kolotyluk, Renée Thomson

REFERENCE: Teachers' Collective Agreement-September 1, 2018 to August 31, 2020, Clause 9

ISSUE

An allocation of funds from the 2022-2023 operating budget is requested to support the Professional Improvement Program – Teacher Certificated Staff. Through this program, teachers can access tuition and leave support for post-secondary coursework as per clause 9 of the Teachers' Collective Agreement. An allocation of funds to support this program is an investment that will benefit our Division in several ways, including improving student achievement, building capacity in our teaching staff and sharing knowledge and expertise through our Division's model of professional learning. The request for a commitment of funds is made well in advance of the distribution of the funds to accommodate application and university admission processes.

BACKGROUND

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

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

RELATED FACTS

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

- Clause 9.2.7 specifies that tuition support for professional improvement may be granted, upon application, to a teacher on continuing contract and with two or more years of service with Edmonton Public Schools.
- Clause 9.2.8 states the maximum amount the Division may allocate for the Professional Improvement Program – Teacher Certificated Staff as “3/4 of 1% of the annual grid costs, calculated as of the preceding November 30”.
- The Professional Improvement Program application process is rigorous. Assessment of applications is completed by a committee of Division leadership staff who consider the alignment of applicants’ proposed professional improvement plans with Division Priorities and identified programming needs. Additional considerations are the anticipated benefits to learners, the school and the Division, as well as connections to the applicants’ professional growth plans and career goals.
- Successful applicants agree to a return of service to Edmonton Public Schools of one year for tuition support and three years for a full-time leave with an allowance; part-time leaves are prorated accordingly.
- For the 2021-2022 Professional Improvement Program, support was granted primarily for courses and programs of study in the areas of leadership, counselling/mental health, curriculum studies, literacy and early learning.
- It has been an administrative practice to maintain a holdback of a portion of the allocation to address potential increases to leave allowance costs and tuition fees in the next academic year, as well as potential fluctuations in the exchange rate for tuition fees paid to international post-secondary institutions. The holdback for the 2021-2022 Professional Improvement Program was 2.7 per cent.
- The Professional Improvement Program – Teacher Certificated Staff is one of several ways that professional learning is supported for Division staff. The chart below outlines sources of support for professional learning.

Funds for Professional Learning	Details
School Budgets	Funds are allocated for staff professional learning within schools and catchments.
Decision Units	Central decision units allocate funds for the delivery of targeted professional learning courses and sessions for staff. These include sessions offered through Instructional Supports, Technology and Information Management and Human Resources, among others.
Division Programs: Teacher Development Program and Professional Improvement Program	Tuition support is available to teachers for post-secondary coursework related to core subjects and second languages, as well as for courses related to specific Division priorities through the Teacher Development Program. Tuition and leave support is available to teachers through the Professional Improvement Program for post-secondary coursework aligned with the Division’s Strategic Plan.
Alberta Teachers’ Association	The Teachers’ Collective Agreement includes a commitment of Division funds to Edmonton Public Teachers Local 37 of the Alberta Teachers’ Association to administer and distribute funds in support of professional development activities or resources related to teachers’ individual

	professional growth plans. Edmonton Public Schools will provide \$875,000 in 2021-2022 to Local 37 in support of the Teacher Development Fund.
Bursaries and Scholarships	Teachers are encouraged to access support through the provincial government's bursary programs in the areas of mathematics and second language education, and to explore scholarship opportunities through their post-secondary institution and other community organizations

RECOMMENDATION

That an allocation of \$1,200,000 from the 2022-2023 operating budget be approved for the Professional Improvement Program – Teacher Certificated Staff for the purpose of granting professional improvement leaves and tuition support to teachers for the 2022-2023 school year.

OPTIONS

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

1. The allocation of funds for 2022-2023 remains at \$1,200,000.
2. The allocation of funds for 2022-2023 is decreased to \$1,100,000.

CONSIDERATIONS and ANALYSIS

Student achievement is positively impacted by teacher professional learning and the application of new skills and knowledge within classrooms and school communities. Our investment in teachers to complete in-depth post-secondary studies through the Professional Improvement Program results in benefits that extend beyond those individual teachers and their students. Professional Improvement Program participants go on to share their knowledge and expertise with colleagues through a wide range of professional learning opportunities, including sessions held on designated professional development days, communities of practice, collaboration with colleagues, coaching and mentoring and post-secondary coursework. Through this comprehensive model of professional learning, our Division is focused on working together to build capacity and to continuously improve. Overarching this is our shared responsibility to support our students to achieve to their fullest learning potential within an environment that supports their health and wellness. For these reasons, Option 1 is considered most appropriate.

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

The Professional Improvement Program is grounded in all four cornerstone values. The cornerstone value of collaboration, however, is most evident in program participants' descriptions of how they are sharing their learning and experience with colleagues. Professional Improvement Program participants are leveraging school and catchment professional development activities to build capacity and develop shared understanding. Those program participants who are consultants within the Division describe the ripple effect of learning that occurs when they share their knowledge, skills and experience with a broad

audience across the Division through sessions and targeted direct supports to schools. As well, staff in both informal and formal leadership roles explain how they are using their learning from post-secondary studies to inform how they guide and support their staff and students.

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

Comparison of Total Number of Teachers and Number of Successful Applicants

Year	Number of Teachers	Number of Applicants	Number of Successful Applicants	Percentage of Teachers Supported
2017-2018	5518	103	99	1.79%
2018-2019	5737	137	104	1.81%
2019-2020	5832	144	112	1.92%
2020-2021	5614	110	94	1.67%
2021-2022	5651	117	99	1.75%

For several years, the number of teachers hired to the Division increased to keep pace with our growing student enrolment. This resulted in a consistent increase in the number of applications for support through the Professional Improvement Program. As a comparison, in 2014-2015, 70 certificated staff requested support through this program, while in 2019-2020, there were 144 requests for support. In 2020-2021, however, there was a shift in this upward trend and the Division experienced a decrease in both the number of teachers and the number of Professional Improvement Program applicants. In 2021-2022, we saw a slight increase in the number of teachers and the number of applicants (Attachment I). Of the 117 requests for support through this program in 2021-2022, based on the relative strength of the applications, 47 applicants were granted the support they requested and were eligible to receive, 52 were granted partial support, 15 were not granted support and three withdrew their applications.

Over the past decade, the gap between the maximum possible allocation and the approved allocation has widened. In 2012-2013, the approved allocation of \$1,200,000 was 40 per cent of the maximum possible allocation. The approved allocation of \$1,200,000 for 2021-2022 was 32 per cent of the maximum possible allocation (Attachment II).

While post-secondary professional learning is critical to building staff capacity and supporting student learning, we acknowledge the current economic climate. Last year, the allocation of funds for this program was reduced by \$100,000 (7.7 per cent) over the previous year (Attachment II). As the number of teachers in the Division continues to increase slightly and tuition costs continue to rise, maintaining the allocation of funds at the current level will allow a number of teacher certificated staff to develop a deeper understanding of educational theories and practice, curricula and subject content that is aligned with Division initiatives. Further, it will ensure that we continue to build capacity with our staff and in-house expertise to best support the complex learning needs of our students.

NEXT STEPS

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

ATTACHMENTS and APPENDICES

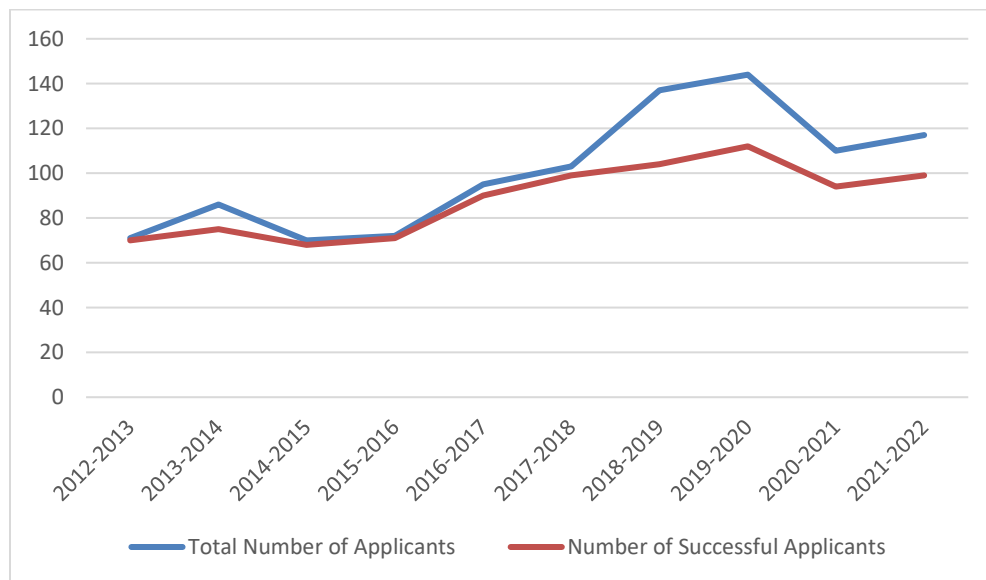
ATTACHMENT I	Comparison by Year: Total Number of Teacher Certificated Applicants and Number of Successful Applicants
ATTACHMENT II	Professional Improvement Program History
ATTACHMENT III	2022-2023 Professional Improvement Program Timeline
ATTACHMENT IV	Selection of Reflective Statements: Benefits of Program Participation

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

YEAR	TOTAL NUMBER OF APPLICANTS	NUMBER SUCCESSFUL
2012-2013	71	70
2013-2014	86	75
2014-2015	70	68
2015-2016	72	71
2016-2017	95	90
2017-2018	103	99
2018-2019	137	104
2019-2020	144	112
2020-2021	110	94
2021-2022	117	99

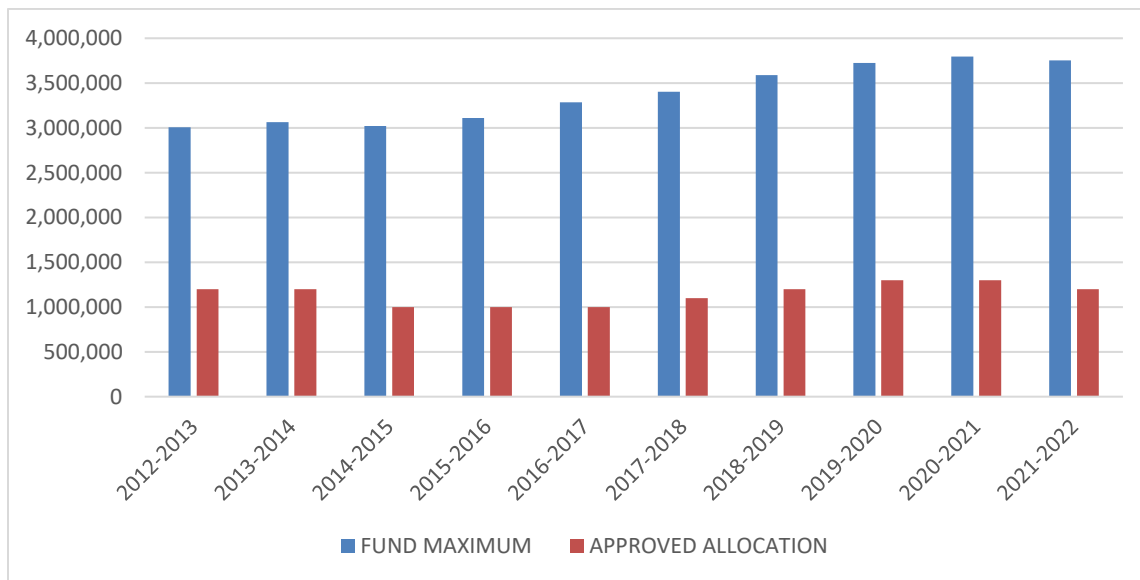
**COMPARISON BY YEAR: TOTAL NUMBER OF TEACHER CERTIFICATED APPLICANTS
AND NUMBER OF SUCCESSFUL APPLICANTS**



PROFESSIONAL IMPROVEMENT PROGRAM HISTORY

YEAR	FUND MAXIMUM AS PER CLAUSE 9.2.8	APPROVED ALLOCATION	% OF MAXIMUM	APPROVED TOTAL LEAVE FTE	ACTUAL \$ GRANTED FOR LEAVES	ACTUAL \$ GRANTED FOR TUITION	TOTAL ACTUAL \$ GRANTED FOR LEAVES & TUITION
2012-2013	3,005,090	1,200,000	40%	12.48	785,786	296,530	1,082,316
2013-2014	3,062,822	1,200,000	39%	11.56	706,110	354,758	1,060,868
2014-2015	3,019,266	1,000,000	33%	7.20	517,762	367,680	885,442
2015-2016	3,111,487	1,000,000	32%	8.026	561,457	400,757	962,214
2016-2017	3,286,102	1,000,000	30%	9.40	577,248	371,809	949,057
2017-2018	3,402,751	1,100,000	32%	7.818	521,808	545,100	1,066,908
2018-2019	3,587,437	1,200,000	33%	8.09	589,115	581,762	1,170,877
2019-2020	3,725,511	1,300,000	35%	11.072	679,106	584,120	1,263,226
2020-2021	3,795,407	1,300,000	34%	8.478	621,109	641,150	1,262,259
2021-2022	3,754,228	1,200,000	32%	9.079	515,900	651,700	1,167,600

COMPARISON BY YEAR: FUND MAXIMUM AND APPROVED ALLOCATION



2022-2023 PROFESSIONAL IMPROVEMENT PROGRAM TIMELINE

Activity	Date
Professional Improvement Program – Teacher Certificated Staff announced on Division Staff News and application available on Connect	October 29
Information meetings for interested staff (4:00 - 6:00 p.m. Google Meet)	November 23 and 29
Obtain data to calculate maximums as per Clause 9.2.8 of the Teachers' Collective Agreement	November 30
Due date for applications	January 7
Processing of applications <ul style="list-style-type: none"> • Receipt of applications confirmed • Background information compiled (previous leaves, degrees, grid placement, years of service, summary of request, projected costs) • Applications prepared for review by committee of leadership staff 	January 10 – 31
Review of applications <ul style="list-style-type: none"> • Application packages prepared for committee review • Committee workshop conducted • Review of applications completed 	January 10 – February 7 February 8 February 15
Compile background information with input from assessors	February 15 – March 4
Recommendation submitted for approval	March 7
Approval of leaves and tuition support	March 14
Communication of support granted <ul style="list-style-type: none"> • Applicants notified; letters and agreements sent to successful applicants • TM to Board • Division Staff News announcement 	March 15 - 18 March 23 March 25

**Selection of Reflective Statements: Benefits of Program Participation
2020-2021 Professional Improvement Program – Teacher Certificated Staff**

Alexis Renwick

University of Calgary, Master of Education in Interdisciplinary Studies

"I have been able to develop my skills in understanding literature to support evidence-based practices, and in turn help teachers and school staff apply what research tells us into the classroom to support student growth and achievement."

Alyssa Prouty

University of Calgary, Master of Education in Interdisciplinary Studies with specializations in Teaching English as an Additional Language and Inclusive Education

"It is difficult to quantify changes to how one feels about a topic, but I am more passionate and driven than ever before to improve inclusive education. This permeates into all of my teaching and leading practices. I am appreciative of the support I received from the Division, and look forward to how I can continue to support success, one student at a time."

Andrea Cooper

University of Portland, Doctor of Education in Learning and Leading

"All of this new and extended knowledge fits so well with the Division's High Social Vulnerability Project. Being part of this committee allows me to share my knowledge and continue to build on our current culture of being welcoming and inclusive, while being responsive and supportive of the needs in our communities. I am gaining the knowledge to integrate school and community resources and support the success of all our students."

Bethany Briones

Trinity Western University, Master of Arts in Educational Studies with a specialization in Special Education

"I have learned about diverse cognitive emotional, behavioural, and sensory needs and abilities that have not only helped me in my classroom, but I have used this knowledge to help my coworkers with other students in the entire school."

Bethany Semotiuk

University of Alberta, Master of Education in Elementary Education with a focus on language and literacy

"As a result of my professional improvement, my students will benefit from the implementation of quality targeted reading, writing and oral language skills and strategies, and have access to effective interventions (if required). Literacy skills are foundational to learning in all subject areas, so by developing expertise in literacy my students will be better supported in all disciplines. Through collaboration with colleagues at my school and throughout the district, I believe that subsequently many more students can access support, which further expands the benefits of my studies."

Chelsey Grant

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

“Another benefit that I am already experiencing is an improved understanding of relationships between schools, families, and communities. This improved understanding is already allowing me to build deeper relationships, or partnerships, with my families and the community in general.”

Quinton Stotz

Concordia University - Montreal, Master of Arts in Applied Linguistics

“I have gained valuable knowledge into how second languages are acquired so as to maximize the efficiency of classroom instruction. I have also gained the knowledge and skillset necessary to develop, maintain and improve language programming in ways that are rooted in international best practices and standards, and that reflect the latest findings emerging from research in the field of applied linguistics. I look forward to applying what I have learned to my own practice and aspire to increase the division’s capacity as a whole to teach languages.”

Rebecca Ho

City University of Seattle, Master of Counselling

“I have gained such invaluable insight, knowledge, skills, and techniques that will further support the mental health and academic achievement of our students. I currently utilize the knowledge and skills acquired by creating safer trauma informed classrooms, providing individual supports that cater more accurately towards student needs, and detect distress with a more informed lens.”

Shauna Paradis

University of Alberta, Master of Education in Elementary Education with a specialization in Curriculum and Pedagogy and a focus on literacy

“The Children's Literature course I completed challenged me to rethink my literature choices to ensure that students see themselves represented, particularly if they belong to a typically underrepresented group. This ties nicely with the division's focus on First Nation, Metis and Inuit culture, antiracism and inclusion of LGBTQ+ students. Whether I remain in the classroom, or eventually take on a leadership role, what I have learned this year will be beneficial to my classroom, school and the division.”

Suzanne Picard

University of Lethbridge, Master of Education in Teaching, Learning and Neuroscience

I am overwhelmed with gratitude and by the sheer breadth of constructive change that the Professional Improvement Program has opened up in my practice. It’s no secret that fostering lifelong growth, welcoming learning environments, and connective communication has been trickier than ever in our pandemic context. We know our schools are stretched; our colleagues, like our kids and their families, need inspiration and innovation to not only adapt but thrive in our cultural moment. The Professional Improvement Program offers authentic, concrete recognition of individual learning and how the agency and innovation of each of us strengthens our communal whole.”

Twyla Armagost

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

“My ability to see this type of program with a critical and thoughtful eye allows me to reimagine the way in which we do our work as early educators. I am now prepared to support teachers through instructional leadership that goes beyond the expected, and approaches the intricacies that we are faced with in our ever-diversifying communities. This includes redefining family engagement opportunities and creating space for the different kinds of knowledge children bring to our classrooms.”

Waishing Michael Lam

University of Alberta, Master of Education in Secondary Education with a specialization in Curriculum Studies and a focus on financial literacy education

"I have found so much value in the implementation of curriculum theory in my teaching practice, which I believe has made me a better teacher in the service of my students, and a more effective subject matter resource to my school and division colleagues."

DATE: December 14, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Funds for 2022-2023 Exempt Staff Professional Improvement Program

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

**RESOURCE
STAFF:** Trish Kolotyluk, Renée Thomson

ISSUE

An allocation of funds from the 2022-2023 operating budget is requested to support the Exempt Staff Professional Improvement Program, through which exempt staff would be able to access tuition and leave support for post-secondary coursework. An allocation of funds to support this program is an investment that benefits our Division and builds capacity in our staff. This request for a commitment of funds is made well in advance of the distribution of the funds to accommodate application and post-secondary admission processes.

BACKGROUND

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

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

In order to facilitate application, review and approval processes for this program, it is necessary that they be initiated well in advance of the period of support (Attachment III).

RELATED FACTS

- The Exempt Staff Professional Improvement Program is aligned with the Division’s Priorities and Cornerstone Values.
- The program ensures that exempt staff members across the Division have access to opportunities that would serve to enhance their professional capacity and allow them to stay current with industry standards and trends.
- Support for professional development assists in the attraction of exempt staff to the Division and in the retention of those employees.

- Exempt staff have the opportunity to apply for support in January for courses that take place between July 1, 2022, and August 31, 2023, or in September for courses that take place between December 1, 2022, and August 31, 2023 (Attachment III).
- The application process for this program is rigorous. Assessment of applications is completed by a committee of Division leadership staff who consider the alignment of applicants' proposed professional improvement plans with Division Priorities and identified needs. Additional considerations are the anticipated benefits to the Division, as well as connections to the applicants' professional growth plans and career goals.
- For the 2021-2022 Exempt Staff Professional Improvement Program, requests for support from exempt staff varied as greatly as their roles in the Division.
- It has been an administrative practice to maintain a holdback of a portion of the allocation to address potential increases to leave allowance costs and tuition fees in the next academic year, as well as potential fluctuations in the exchange rate for tuition fees paid to international post-secondary institutions.
- The Exempt Staff Professional Improvement Program is one way that professional learning is supported for Division staff. The chart below outlines sources of support for professional learning.

Funds for Professional Learning	Details
School and Decision Unit Budgets	Funds are allocated for staff professional learning within schools and decision units.
Decision Units	Central decision units allocate funds for the delivery of targeted professional learning courses and sessions for staff. These include sessions offered through Instructional Supports, Technology and Information Management and Human Resources, among others.
Division Programs: Professional Improvement Program	Tuition and leave support is available to teachers through the Professional Improvement Program for post-secondary coursework aligned with the Division's Strategic Plan.
Bursaries and Scholarships	Staff are encouraged to explore bursary and scholarship opportunities through their post-secondary institution, the provincial government and other community organizations

RECOMMENDATION

That an allocation of \$140,000 from the 2022-2023 operating budget be approved for the Exempt Staff Professional Improvement Program for the purpose of granting professional improvement leaves and tuition support to exempt staff for the 2022-2023 school year.

OPTIONS

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

1. The allocation of funds for 2022-2023 remains at \$140,000.
2. The allocation of funds for 2022-2023 is decreased to \$130,000.

CONSIDERATIONS and ANALYSIS

Based on the number of applications we have received over the past few years, as well as the number of exempt staff in the Division, it is anticipated that maintaining the allocation of funds for this program at the current level would adequately cover the requests for support in 2022-2023.

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

While post-secondary professional learning is critical to building staff capacity and supporting student learning, we acknowledge the current economic climate. In 2021-2022, the allocation of funds was reduced by \$10,000 (6.7 per cent) over the previous year (Attachment I). We continue to see strong demand for support through the Exempt Staff Professional Improvement Program and note that post-secondary institution tuition costs are increasing. For these reasons, Option 1, which would maintain the allocation of funds for this program at the current level, is considered most appropriate.

NEXT STEPS

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

ATTACHMENTS and APPENDICES

ATTACHMENT I	Comparison by Year: Total Number of Applicants and Number of Successful Applicants
ATTACHMENT II	Exempt Staff Professional Improvement Program History
ATTACHMENT III	2022-2023 Exempt Staff Professional Improvement Program Timelines
ATTACHMENT IV	Selection of Reflective Statements: Benefits of Program Participation

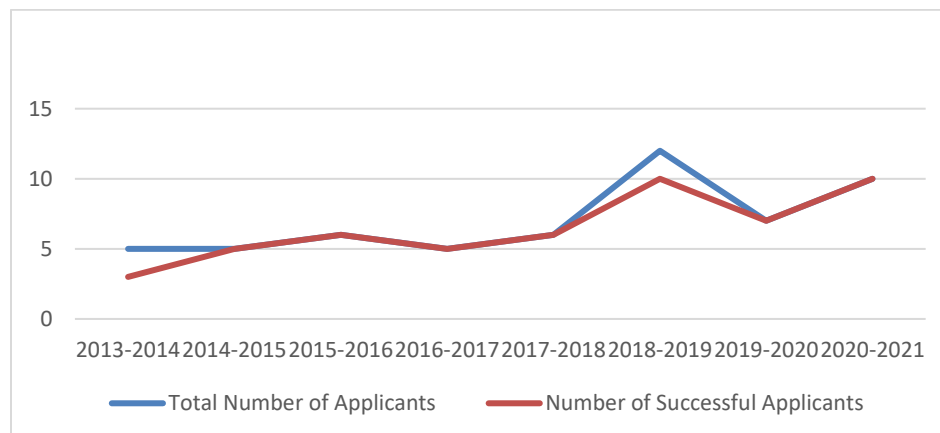
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EXEMPT STAFF PROFESSIONAL IMPROVEMENT PROGRAM**COMPARISON BY YEAR: TOTAL NUMBER OF APPLICANTS AND
NUMBER OF SUCCESSFUL APPLICANTS**

YEAR	TOTAL NUMBER OF APPLICANTS	NUMBER SUCCESSFUL
2013-2014 ¹	5	3
2014-2015 ¹	5	5
2015-2016 ¹	6	6
2016-2017 ²	5	5
2017-2018	6	6
2018-2019	12	10
2019-2020	7	7
2020-2021	10	10
2021-2022	11	11

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

² The Exempt Staff Professional Improvement Program was established.

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

EXEMPT STAFF PROFESSIONAL IMPROVEMENT PROGRAM HISTORY

YEAR	APPROVED ALLOCATION	APPROVED TOTAL LEAVE FTE	ACTUAL GRANTED FOR LEAVES	ACTUAL GRANTED FOR TUITION	TOTAL ACTUAL GRANTED FOR LEAVES & TUITION
2016-2017	\$150,000	1.467	\$106,861	\$35,585	\$142,446
2017-2018	\$150,000	0.644	\$47,129	\$39,304	\$86,433
2018-2019	\$150,000	0.600	\$47,147	\$52,902	\$100,049
2019-2020	\$150,000	0.440	\$32,699	\$37,730	\$70,429
2020-2021	\$150,000	1.000	\$67,572	\$30,450	\$98,022
2021-2022	\$140,000	0.216	\$19,564	\$53,327	\$72,891

2022-2023 PROFESSIONAL IMPROVEMENT PROGRAM TIMELINE

JANUARY 2022 APPLICATION INTAKE

(for courses that take place between July 1, 2022 and August 31, 2023)

Activity	Date
Exempt Professional Improvement Program announced on Division Staff News and application package available on Connect	October 29
Information meeting for interested staff (4:00 - 6:00 p.m., Google Meet)	December 2
Due date for applications	January 7
Processing of applications	January 10 - 31
<ul style="list-style-type: none"> • Receipt of applications confirmed • Background information compiled (previous leaves, degrees, grid placement, years of service, summary of request, projected costs) • Applications prepared for review by committee of leadership staff 	
Review of applications	
<ul style="list-style-type: none"> • Application packages prepared for committee review • Committee workshop conducted • Review of applications completed 	January 10 – February 7 February 8 February 15
Compile background information with input from assessors	February 15 – March 4
Recommendation submitted for approval	March 7
Approval of leaves and tuition support	March 14
Communication of support granted	
<ul style="list-style-type: none"> • Applicants notified; letters and agreements sent to successful applicants • TM to Board • Division Staff News announcement 	March 15 - 18 March 23 March 25

2022-2023 PROFESSIONAL IMPROVEMENT PROGRAM TIMELINE

SEPTEMBER 2022 APPLICATION INTAKE

(for courses that take place between December 1, 2022 and August 31, 2023)

Activity	Date
Due date for applications	September 23
Processing of applications	September 26-30
<ul style="list-style-type: none">• Receipt of applications confirmed• Background information compiled (previous leaves, degrees, grid placement, years of service, summary of request, projected costs)• Applications prepared for review by committee of leadership staff	
Review of applications	
<ul style="list-style-type: none">• Application packages prepared for committee review• Review of applications completed	October 3-7 October 14
Compile background information with input from assessors	October 3-7
Recommendation submitted for approval	October 19
Approval of leaves and tuition support	October 26
Communication of support granted	
<ul style="list-style-type: none">• Applicants notified; letters and agreements sent to successful applicants• TM to Board• Division Staff News announcement	October 27 - 28 November 7 November 9

**Selection of Reflective Statements: Benefits of Program Participation
2020-2021 Exempt Staff Professional Improvement Program**

Husna Foda – Student Information Analyst, Technology and Information Management

Northern Alberta Institute of Technology - Certificate in Project Management

“I believe that the Division will greatly benefit from my professional improvement. I will use the soft skills I have gained to engage my teammates better, the communication skills I have learned to open the doors between departments that have historically worked in “silos”, and the technical skills I have mastered to create a better future for all students who attend Edmonton Public Schools.”

Kendall Schultz – Occupational Therapy Consultant, Specialized Learning Supports

University of Alberta - Certificate in Teaching Students with Complex Communication Needs through the Faculty of Education

“I now have a greater understanding of the conditions for learning that need to be in place to support literacy learning to occur. I understand the importance of language and literacy for students with complex communication needs and the importance that knowledgeable others play in creating a language accessible environment. I have learned the different communicative functions that we should be modelling, and I have learned evidence-based practices. This will make me a more holistic, effective, and competent consultant that can support teachers and educational assistants in adopting a mindset where communication is valued and where they have practical strategies they can utilize to promote the development of communication and language. This will be very impactful for the students we serve as having enhanced communication can support literacy learning, reduce challenging behaviours, and enhance social interaction and connections.”

Kristy Rowe – Inventory Coordinator, Distribution Centre

University of Alberta - Faculty of Extension - Diploma in Supply Chain Management

“Upon completion of the Supply Chain Management Diploma Program, I have obtained an abundance of additional skills, knowledge and experiences related to my career. One of the largest learnings I have taken away was “the whole picture effect”, from sourcing of raw material to accounting/finance, and everything in between. Understanding and being aware of all the different departments and processes will significantly aid in risk mitigation throughout our Supply Chain Organization. With this schooling I am now able to recognize the in-efficiencies throughout our day to day processes and from there I can identify a solution and work towards improving/resolving the issues we face.”

Linda McFalls – Social Worker Consultant, Specialized Learning Supports

University of Alberta - Doctor of Philosophy in Secondary Education

“Whereas contemporary leadership literature concentrates on personality/trait theory and leadership style (e.g. situational leadership, path-goal analysis), later leadership theory is directed towards the integration of the relational aspects of leadership. With the support of EPSB PIP, I am able to contribute to the knowledge and development of others, including EPSB school leaders.”

Lisa Kalis – Speech Language Pathology Consultant, Specialized Learning Supports

University of Alberta - Certificate in Teaching Students with Complex Communication Needs through the Faculty of Education

“The rich learning and assignments that required me to reflect deeply on my practice, as well as the opportunity to interact with others who have different perspectives and experiences related to this work, helped me grow and discover new ways to support, coach and collaborate with students, their families and the educational team. I know more about research-based practice in teaching students with

Complex Communication Needs. But, as importantly, I am also a more compassionate and understanding clinician and collaborative teammate as a result of my learning and experiences in this course.”

Shaminder Parmar – Planner, Infrastructure Planning

Thompson Rivers University - Master of Business Administration

“In my supply chain management course I learned many valuable tools that I will be able to apply to my work in the Division. The first is the ability to assess the strategic role and impact of IT technologies on the integration of supply chains. Secondly, I was able to learn how to identify the major slacks in supply chains and formulate customized approaches to manage them. Finally, I learned to support the application of the adaptive supply chain to emergency planning (where extreme events may cause supply chains to experience intense strain). In my research methods course, I learned how to critically think about business problems and then apply various methods of approaching these problems. I also improved my skills in being able to transform data into stories and information, and calculate and interpret descriptive statistics. Finally, I improved my presentation and report writing skills, which will allow me to develop improved capital planning documents for the Division.”

Sheelin Chandra – Executive Assistant, Human Resources

University of Fredericton - Executive Master of Business Administration with a specialization in Human Resources Leadership

“This will allow me to do my work as effectively and efficiently as possible which will contribute to success within the HR department and my overall service to Edmonton Public Schools. I value learning the leadership skills to build maximum team capacity and support high performance.”

DATE: December 14, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Growth Control Model Update 2021–2022

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

RESOURCE STAFF: Jenifer Elliott, Roland Labbe, Valerie Leclair, Christopher Wright

REFERENCE: [HC.AR – Student Admission and Enrolment](#)

ISSUE

Division schools continue to experience enrolment pressures due to growth in new and developing neighbourhoods. This creates organizational challenges in schools.

BACKGROUND

In the 10-year period between 2011 and 2021, our Division enrolment increased from 80,569 students to 105,385 students, and our utilization rate increased from 68 per cent to approximately 79 per cent.

Residential Growth and Development

The City of Edmonton continues to grow with several neighbourhoods across the city in the early stages of development. In addition to the large undeveloped areas of Riverview (west), Horse Hill (northeast) and Decoteau (southeast), two areas of land annexed from Leduc County and the Town of Beaumont became part of the City of Edmonton. The boundaries of Edmonton Public Schools have expanded to match the new City of Edmonton municipal boundaries. As Area Structure Plans come into effect, future students in these new neighbourhoods will require a designated school.

To provide school designations in a timely fashion, Administration monitors the pace of residential development. When identifying designations for new neighbourhoods, Administration looks to provide access to schools located near each neighbourhood while balancing enrolment at existing schools. In addition to new development in the suburban areas of Edmonton, there are several residential redevelopment projects scheduled to occur in mature neighbourhoods. These projects may impact student residency data as they come to fruition. Administration will continue to monitor development progress and impacts on enrolment.

The Board of Trustees submits the Division's Three-Year Capital Plan to the Province annually. It identifies and prioritizes Division-wide needs for new school construction. The Division prioritizes its capital requests to ensure all current and projected students are accommodated in schools as close to home as possible. Pressure for new schools in developing areas will continue as the majority of current and projected new students reside in developing areas where schools are at or nearing capacity. If no new construction is funded, an increasing number of schools in developing areas may be subject to

lottery. In addition, students may face increasing travel times to their designated schools, adding to student transportation challenges for families and the Division.

Growth Control Model for Student Accommodation

Planning for student accommodation is an ongoing process as we adapt to the evolving needs of our communities and students. Many more Division schools are facing overcapacity issues and as schools continue to experience enrolment pressures, it becomes more and more challenging to organize and deliver programs. Given that the Province is not providing funding for new schools on pace with new growth, the implementation of an enrolment growth strategy is a critical element of the Division's ability to distribute programming and accommodate evolving enrolment demands within existing schools. In this regard, the Board of Trustees have been tireless in their advocacy for new school funding providing new schools to keep pace with new growth. The need for stable and predictable capital funding for new schools and modernizations has been routinely raised through motions, letters, advocacy through organizations including ASBA, as well as in meetings with the Minister of Education directly and with the four metro school boards. Priorities within the annual submission of the Division's Three-Year Capital Plan continually reflect and express the need for new school capacity for the Division.

As such, as with previous growth accommodation strategies, Administration continues to consider long-term sustainability, equitable access to high-quality learning environments and the potential level of disruption for students. Previous growth accommodation strategies (such as attendance area changes and reconfiguration of grades) have divided communities and families, a concern we continue to hear through community engagement. Over the years, communities have consistently expressed disappointment with decisions to remove grades or reduce attendance areas. To address growth challenges in a transparent manner, future actions and decisions must consider feedback from the community.

To continue to respond to the growth in new and developing neighbourhoods, and in response to continued enrolment pressures, administration developed a model to:

- Manage student growth.
- Meet demand for student learning space.
- Be as transparent as possible with stakeholders.

The Growth Control Model for Student Accommodation (Attachment I), approved on February 20, 2020, is a dynamic, transparent strategy with a responsive approach to student accommodation Division-wide. This model, informed by feedback from families over the past few years, serves to create efficiencies, provide clarity and minimizes impact on students where possible.

Administration monitors and manages enrolment on an ongoing basis. With the Growth Control Model, all Division schools are at one of three levels on the model (Attachment II). Enrolment fluctuations that trigger a school to move between levels are specific to regular programming only. Enrolment limits and the random selection process can control capacity challenges within Alternative programs.

Level 1 – Open Access

As a Division of choice, Level 1 schools have open boundaries and the capacity to accept new students from within the Division. These schools allow families to consider their options when determining which school and program they would prefer for their child(ren). Although a student's designated school

ensures they have access to a school, the student may choose to attend any Division school as long as the school has space in planned classes.

Level 1 schools are required to accommodate attendance area resident students and sibling of current students who are returning to the school the following year. Any remaining spaces are filled, including when a random selection process is conducted, in the following order up to the school's enrolment limit:

- Resident students who live in the secondary attendance area, where applicable.
- Resident students who live outside the attendance area.
- Non-resident students subject to any other requirements as outlined in regulation HC.AR – Student Admission and Enrolment.

When schools are full in planned classes at a grade after pre-enrolment, common messaging has been developed by administration for schools to use on their website to communicate this information to prospective families. As schools become full in planned classes at other grades, they can update this information at any time with central and adjust their school website message to reflect the change. By having a website message on the school's website, it allows families to see right away where there is space.

Setting an enrolment limit is a method the Division uses to manage enrolment of students who do not necessarily reside in a given school's attendance area. Enrolment limits are established and confirmed with school principals on an annual basis. Many schools nearing their enrolment limit will primarily accommodate resident students from within their attendance area. When nearing their enrolment limit, based on current or projected enrolment, the school will move to Level 2 on the Growth Control Model.

Level 2 – Limit Access

Division schools move from Level 1 to Level 2 when they near their enrolment limit. Most Level 2 schools, but not all, have closed boundaries. The following measures may also be taken to ensure that schools in high demand for space are able to accommodate their attendance area resident students:

- Close boundaries
- Reclaim tenant space
- Add capacity (through the addition of portables or facility modifications)

In Level 2, families learn about the steps taken by the Division to limit access to the school and information is shared about potential implications that could come into effect should the school reach Level 3. The Division website and school-specific pages are updated annually to reflect any changes in levels. Each school page on epsb.ca indicates the Growth Control Model level for that particular school and directly links to additional information about the Growth Control Model as a whole. As part of the communication strategy for families, the Division has created a video overview of the Growth Control Model that schools can share with their communities online or directly through Parent Council meetings.

In some cases, enrolment from within a given attendance area exceeds (or is projected to exceed) the enrolment limit of a school despite measures taken in Level 2. At this point, access to a school needs to be restricted to ensure capacity is not exceeded. When enrolment from within the attendance area exceeds the enrolment limit and/or capacity of a school, the school will move to Level 3 on the Growth Control Model. The Growth Control Model has been designed with support for instruction in mind. Past growth accommodation measures have resulted in the upfitting and use of unconventional learning

spaces for instruction such as gym storage rooms and staffrooms. With the application of the Growth Control Model, Division schools encountering enrolment pressures move to Level 3 to ensure enrolment does not exceed capacity rather than try to upfit unconventional learning spaces in the school to be modified for instruction. With the Growth Control Model, instructional space is based on the number of proper, functional classroom spaces that already exist in the school.

Level 3 – Restrict Access (Lottery Process)

When Division schools exceed their enrolment limit with only attendance area resident students and have difficulty accommodating attendance area resident students, the school moves from Level 2 to Level 3. In Level 3, further measures must be taken to restrict access to a school beyond those taken in Level 2. In response to researching best practices from other jurisdictions and in respecting feedback received from community members in previous Growth Accommodation engagements, the Division uses a lottery process. This process employs a standardized course of actions to manage enrolment and ensure equitable access to a school that is at or overcapacity with its own attendance area resident students.

The lottery process allows schools that are exceeding their enrolment limit and/or capacity to stabilize enrolment while maximizing the capacity of a school by limiting the intake of students. It determines which attendance area resident students can access their designated school when there are too many resident students compared to spaces. The lottery process only impacts students who are new to a school. For those resident students not selected to attend the school through the lottery process, administration has provided an overflow designated school for them or they may choose another Division school with space in planned classes.

This process is transparent and provides a straightforward answer to both staff and families with respect to the order in which a school accepts resident students when the school does not have enough space for all resident students from the attendance area. A benefit to this process is that it can be turned on and off on a yearly basis, as needed.

Lottery Process: Implementation

During pre-enrolment for the 2020–2021 and 2021–2022 school years, Dr. Lila Fahlman, Dr. Margaret-Ann Armour and Svend Hansen schools conducted a lottery. These three schools are at Level 3 on the Growth Control Model and are experiencing growth pressure within their own attendance areas. The lottery process does not impact students currently attending these schools but does impact resident students new to the school.

The lottery process is implemented as follows:

- Administration determines the number of classes per grade that can be accommodated based on the capacity of the school.
- Kindergarten and new attendance area resident students can register at the school just as a student would normally do at their designated school.
- Following the close of pre-enrolment, if there are more students than spaces in planned classes, new students will be placed, as follows, in this order:
 - resident students living in the attendance area who have a sibling currently attending the school and returning to the school the following year
 - resident students living in the attendance area

- resident students living outside the attendance area who have a sibling currently attending the school and returning to the school the following year.
- Student Information will conduct the randomized lottery process and provide school administration with a list of names of students who were selected. These students will have the opportunity to enrol in the lottery school.
- Resident students who were not selected will be placed on a callback list until September 29. Student Information will keep this list and provide names as needed.
- Those resident students who are not selected in the lottery process may attend the overflow designated school or another Division school with space in planned classes.
- New non-resident students are not able to attend a Level 3 school.

Callback List

The callback list is used for any spaces that become available on or before September 29. After September 29, no further spaces will be offered to resident students on the callback list. At this point, the lottery school is closed to further enrolment, in any grade subject to the lottery process, for the remainder of the school year. Resident students who newly move into the attendance area and are unable to attend a lottery school may attend the overflow designated school (or any Division school with space remaining in planned classes). Until September 29, a parent may request their child be added to the callback list. When debriefing with the schools and central staff, the lottery process was deemed successful overall. Families appreciate the callback list as it provides hope. Equally, all three schools have indicated they have used the callback list.

Overflow Designated Schools

Overflow designated schools accommodate resident students who are unable to access their designated school as a result of the lottery process. Each lottery school has an identified overflow designated school(s). Accommodating students as close to home as possible is a priority for the Division, though the lottery process means this is not always possible. Although administration works towards finding a school as close to home as possible for students, when considering the identification of an overflow designated school for a lottery school, the school must be able to accommodate all resident students who were not successful in the lottery for a long period of time. Administration completes the following steps when identifying potential overflow designated schools:

- Review the September count date enrolment data and future enrolment projections.
- Visit schools to identify available space (classroom counts) and have conversations with school administration.
- Gather input from Student Transportation.

The overflow designated school must be able to accommodate all resident students who are not selected in the lottery process.

CURRENT SITUATION

Lottery Process: Updates/Changes for 2022–2023

As enrolment continues to grow in the Division, especially in developing communities, Dr. Lila Fahlman, Dr. Margaret-Ann Armour and Svend Hansen schools will remain at Level 3 and will once again be subject to the lottery process for the 2022–2023 school year. Overflow designated schools for all three lottery schools will remain the same with the exception of Donald R. Getty School.

As with any growth accommodation process, the Division must adapt and evolve to make necessary changes that are best for students and families. The overflow designated school for Dr. Lila Fahlman School will change to Garth Worthington School beginning in the 2022–2023 school year. Students currently attending Donald R. Getty School, and their siblings, will not be impacted by this change. This change only impacts new resident students who are not selected in the lottery at Dr. Lila Fahlman School. In the past, as a Level 1 school, Donald R. Getty has had open boundaries, allowing all Division students to choose to enrol at the school. However, as the school is now nearing capacity, administration will be moving Donald R. Getty to a Level 2 and closing the school's boundaries. Garth Worthington School, located in closer proximity to Dr. Lila Fahlman School, is only one-third full and has space to accommodate additional students. With these changes, administration will balance enrolment in the Heritage Valley.

Administration will be adding two new schools to Level 3 for the 2022–2023 school year. David Thomas King and Lillian Osborne schools will become Level 3 schools and will use the lottery process to manage incoming enrolment. These schools are all reaching or exceeding capacity; the lottery process will allow enrolment to stabilize while maximizing the capacity of these schools by limiting intake at Kindergarten or Grade 10. Overflow designated schools have been identified as close to these schools as possible to accommodate any attendance area resident students not selected in the lottery process (Attachment III).

Lottery School	Overflow Designated School(s)		
	2020–2021	2021–2022	2022–2023
David Thomas King	N/A	N/A	Youngstown (K-6) and Michael Phair (7-9)
Dr. Lila Fahlman	Donald R. Getty	Donald R. Getty	Garth Worthington
Dr. Margaret-Ann Armour	McKee (K–6) and Vernon Barford (7–9)	McKee (K–6) and Vernon Barford (7–9)	McKee (K–6) and Vernon Barford (7–9)
Lillian Osborne	N/A	N/A	Strathcona (10–12)
Svend Hansen	Weinlos (K–6) and Kate Chegwin (7–9)	Weinlos (K–6) and Kate Chegwin (7–9)	Weinlos (K–6) and Kate Chegwin (7–9)

The lottery has been a successful tool for the Division to limit enrolment in schools that are overcapacity. Consequently, Level 3 of the Growth Control Model has been updated from the original model to the use of the lottery process exclusively for schools at this level (Attachment IV). The option to change attendance areas and reconfigure grades have been removed as these measures are not supported by communities and families across the Division.



KEY POINTS

- The Province determines new school funding as per the annual submission of the Three-Year Capital Plan. The Board of Trustees have been tireless in their advocacy for new school funding.
- The Growth Control Model was developed, as per feedback received following stakeholder engagement, to help manage enrolment at schools as our Division continues to grow.
- Schools can move through the three levels of the model as their enrolment changes.
- The goal of the Growth Control Model is to ensure schools do not exceed capacity and allow as many students as possible to attend a school close to home.
- The lottery has been implemented as a new process to address overcapacity after reflecting on challenges and issues identified with previous growth accommodation measures.
- With the use of the Growth Control Model, administration continues to respond to:
 - the growth in new and developing neighbourhoods
 - continued enrolment pressures.
- Communication strategies will keep communities and families informed and ensure transparency is reflected through ongoing student accommodation work.
- Information will be updated annually online to a school's profile to allow parents access to this information.

ATTACHMENTS and APPENDICES

ATTACHMENT I	Growth Control Model for Student Accommodation Recommendation Report (Approved February 20, 2020)
ATTACHMENT II	Growth Control Model – School Levels 2021-2022
ATTACHMENT III	Maps of Lottery Schools and Overflow Designated Schools
ATTACHMENT IV	Updated Levels of Student Accommodation Framework

JE:ks

DATE: February 4, 2020
TO: Darrel Robertson, Superintendent of Schools  February 20, 2020
FROM: Dr. Lorne Parker, Assistant Superintendent 
SUBJECT: Growth Control Model for Student Accommodation
ORIGINATOR: Christopher Wright, Managing Director, Infrastructure
RESOURCE STAFF: Kevin Carson, Jenifer Elliott, Gail Haydey, Jeremy Higginbotham, Geoff Holmes, Kim Holowatuk, Veronica Jubinville, Roland Labbe, Valerie Leclair, Erin McFarlane, Bob Morter, Carrie Rosa, David Sloan, Carla Stolte, Jennifer Thompson
REFERENCE: N/A

ISSUE

Division schools continue to experience enrolment pressures due to growth in new and developing neighbourhoods. This challenges organization and program delivery in schools. Consequently, Administration has developed a comprehensive plan to manage student growth and to meet the demand for student learning space as a result of a projected increase in enrolment.

BACKGROUND**Planning for City Growth**

In recent years, the City of Edmonton has experienced strong residential growth that affects the Division's ability to provide local accommodation to students within the growth areas.

When looking at growth in Edmonton, City Council approves residential development which is then implemented through applications to City Administration. As stakeholders in this process, school divisions have opportunities for input at various stages of the development process.

The planning process for a new suburban area begins with the City of Edmonton developing an Area Structure Plan (ASP). This plan, which covers a large portion of land, identifies a long-term development plan for the new area. The next step in the planning process is the development of a Neighbourhood Structure Plan (NSP). The NSP goes into greater detail in the type of housing that will be built (low, medium or high density). At this point, Division staff work with the City to determine the number of children who may wind up living in the area. This projected student population, in turn, determines school sites.

These plans provide the Division with an estimate of how many children are expected to live in any given neighbourhood, as well as the location of future school sites. However, it may be a long time between the completion of an NSP and the beginning of construction. In that time, there may be many changes made to the NSP that affect the number of people who may live in the area and subsequently, the student generation figures. For example, if lots are set aside for large estate homes and the developer decides that they would have more success selling smaller homes or row housing, this decision can have a significant effect on the number of school-aged children in the area. Throughout this process, the City

informs Division staff of any changes. Even with this information, the size and location of the school site is very difficult to change. For example, in the Laurel neighbourhood, the predicted number of K–9 students in the NSP (2007) was 767, yet there are currently 1,539 K–9 students living in Laurel attending a Division school. Since the approval of this plan in 2007, there have been seven changes to the NSP—with four of these amendments resulting in a significant increase in the number of single-family homes being built. Regardless of the amendments, the number of school sites set aside in the final statutory plan and the maximum size of schools funded by the Province does not change.

This complex mix of factors predicts the outcome of a neighbourhood build out and many of these factors also influence each other. The rate of city development varies greatly by neighbourhood. The various timelines for development can create challenges when projecting future student populations in a specific area of the City. Rapid development causes rapid increases in student residency, often accompanied by high peak numbers. In addition to rate of development, several other factors influence the number of school-aged children living in a neighbourhood. For example, the presence of a school, housing type, housing market, and the community culture.

Continual Refinement of our Accommodation Process

The process for developing recommendations to accommodate the current growth is complex. In 2010 and 2012, the Division opened nine schools. By the third year of operation, Administration had made changes to attendance areas and/or grade configurations at seven of the nine schools:

- A. Blair McPherson (attendance area)
- Bessie Nichols (attendance area)
- Dr. Donald Massey (attendance area)
- Elizabeth Finch (attendance area)
- Esther Starkman (attendance area and grades)
- Johnny Bright (attendance area and grades)
- Michael Strembitsky (attendance area and grades)

Challenges with overcapacity are not limited to new schools. As new school construction has not kept up to the pace of residential development, several growing neighbourhoods are designated to schools outside of the community. Since 2014, Administration has restricted access to the following schools by reducing the size of the attendance areas:

- Bisset
- Brander Gardens
- Daly Grove
- Ellerslie
- Michael A. Kostek
- Winterburn

In 2016 and 2017, the Division opened 14 more schools. As we continue to improve our student accommodation process, only one of the 14 schools, Dr. Lila Fahlman, has had an attendance area/grade reconfiguration in the second year of operation.

In the 10-year period between 2009 and 2019, our Division enrolment increased from 79,780 students to 104,930 students, and our utilization rate increased from 67 per cent to approximately 79 per cent.

RELATED FACTS

A growing number of Division schools are facing overcapacity issues. Planning for student accommodation is an ongoing process as we adapt to the evolving needs of our communities and students. Previous growth accommodation measures (such as attendance area changes and reconfiguration of grades) have divided communities and families, something we continue to hear is a concern through community engagement. Actions and decisions must consider feedback from the community to ensure growth challenges are addressed in a transparent manner.

The Growth Control Model (Attachment I) is a newly developed strategy that manages growth and is a dynamic responsive approach to student accommodation Division-wide. Like previous growth accommodation strategies, Administration considered long-term sustainability, equitable access to high-quality learning environments and the potential level of disruption for students. This model, informed by feedback from families over the past few years, serves to create efficiencies, provide clarity, and minimizes impact on students as much as possible.

Regarding this proposed approach to student accommodation, Administration consulted with staff from Budget Services, Communications, District Support Services, Human Resources, Student Information and Student Transportation.

RECOMMENDATION

Approve the Growth Control Model approach to student accommodation (Attachment I), effective immediately.

CONSIDERATIONS and ANALYSIS

With the Growth Control Model, Administration will monitor and manage enrolment on an ongoing basis. All Division schools offering K–9 programming will be at one of the three levels (Appendix I).

1. Level One – Division schools will begin at Level One with open access.
2. Level Two – Division schools will move from Level One to Level Two when they near their enrolment limit. The school will have a closed boundary and only accept new students from the school's attendance area.
3. Level Three – When Division schools near their enrolment limit with attendance area students only, they will then move from Level Two to Level Three.

Enrolment fluctuations that trigger a school to move between levels is specific to regular programming only. Enrolment limits and the random selection process can control capacity challenges within Alternative programs.

Level One—Low (Open Access)

As per the provincial *Education Act*, the Division establishes an attendance area for each Division school. When developing attendance areas, administration ensures that they:

- Allow as many students as possible to attend a school close to their home, and keep communities and families together.
- Remain stable as communities continue to grow, so that a school is not overcapacity soon after opening.
- Allow students from outside the attendance area to attend the new school if there is available space.

Open Boundaries

At Level One, schools have open boundaries. As a Division of choice, open boundaries allow families to consider their options to determine their preferred school. Although a student's designated school ensures they have access to that school, the student may choose to attend any Division school as long as the school has space in planned classes.

Enrolment Limit

Setting enrolment limits is a method the Division uses to manage enrolment of students who do not necessarily reside in a given school's attendance area. Enrolment limits are established and confirmed with school principals on an annual basis, and school administration are expected to adhere to the limits.

Enrolment limits provide:

- Increased ability to manage enrolment issues/concerns
- Opportunity to balance enrolment
- Equity for admission

Schools are required to accommodate attendance area students first and if there is space in the school, may accommodate other students in the Division. Schools will accommodate as many Division students as possible up to their enrolment limit. Many schools nearing (or beyond) their enrolment limit will primarily accommodate students from within their attendance area. When nearing or beyond their enrolment limit, based on either current or projected enrolment patterns, the school will then move to Level Two on the Growth Control Model.

Administration recommends that all Division schools have consistent enrolment limits, depending on grade configurations offered:

- K-6: number of classes per grade and total number of students
- K-9: number of classes per grade and total number of students
- 7-9: manage Grade 7 entry and total number of students
- 10-12: manage Grade 10 entry and total number of students

Level Two—Medium (Limit Access)

Some schools are experiencing such high demand for space that Administration must take measures to further limit enrolment to attendance area students only. Regulation HC.AR—Student Accommodation states that "each school shall be responsible for accommodating all students in its attendance area". Schools are required to accommodate students residing within their attendance area prior to enrolling students who do not reside in their attendance area.

The following measures ensure that designated schools are able to accommodate attendance area students:

- Close Boundaries
 - Limit incoming enrolment to attendance area students only.
- Reclaim tenant space
 - Remove leased space to increase classroom space available to a school.
- Add capacity
 - Portables: Division staff review enrolment and utilization rates on an annual basis to develop a portable request list for Alberta Infrastructure in hopes of receiving government funding for additional portables. Challenges with this approach to student accommodation include:
 - Site constraints

- Funding uncertainty
- High costs
- These are not always approved
- Facility modifications: in some instances, a school is able to have space reconfigured to create additional classroom spaces.

In Level Two, families learn about the steps taken by the Division to limit access to the school, and information is shared about potential implications that could come into effect should the school reach Level Three.

In some cases, especially in developing areas of the City, enrolment from within a given attendance area exceeds (or is projected to exceed) the enrolment limit of a school despite measures taken in Level Two. At this point, access to the school needs to be restricted to ensure capacity is not exceeded. When enrolment from within the attendance area places a school close to their enrolment limit and/or capacity of a school is reached, the school will move to Level Three on the Growth Control Model.

Level Three—High (Restrict Access)

In previous growth accommodation conversations with communities, options to address overcapacity were limited to attendance area changes and grade reconfigurations. The challenge with changing attendance area boundaries and grade configurations within a school, is that neighbourhoods and learning communities may be divided. Keeping families together is a priority for both families and Administration as we seek to find equitable solutions to address growth challenges.

In Level Three, further measures must be taken to restrict access to a school beyond those taken in Level Two. In response to researching best practices from other jurisdictions and in respecting feedback received from community members in previous Growth Accommodation engagements, the Division will use a lottery process. This process employs a standardized course of actions to manage enrolment and ensure equitable access to a school that is at or overcapacity.

What is the Lottery Process?

A lottery process determines which attendance area students can access their designated school when there are too many students compared to spaces. An overflow designated school is provided to those who are not selected in the lottery.

A benefit to this process is that it provides a straightforward answer to both staff and families with respect to the order in which a school, that does not have enough space for all students from the attendance area, accepts students.

In circumstances where a school does not have space to accommodate all resident students living within the school's designated attendance area, a lottery process will be implemented as follows:

- Administration will determine the number of classes per grade that can be accommodated based on the capacity of the school.
- Kindergarten and new attendance area students can register at the school just as a student would normally do with their designated school.
- Following the close of pre-enrolment, siblings will be placed first in the open spaces. The remaining new students will then be placed. Should there be more students than spaces in planned classes, this will activate a lottery process.

- Student Information will conduct the lottery process and provide school administration with a list of names of students who were not selected. Students who were not selected will be placed on a callback list. Student Information will keep this list and provide names as is needed.
- As with random selection, students are not placed on a first come first serve basis.

The lottery process only impacts students who are new to a school. It allows for schools at (or reaching) capacity to stabilize enrolment while maximizing the capacity of a school by limiting the intake at Kindergarten. This process can be turned on and off on a yearly basis as needed.

NEXT STEPS

Upon approval of this recommendation:

- The Growth Control Model approach to student accommodation will be used immediately for all Division schools.
- The lottery process will be outlined in greater detail in the HC.AR Student Accommodation regulation.
- Communications will develop a communication plan for schools to provide information about the Growth Control Model.
- Administration will develop an annual comprehensive Student Accommodation Plan summarizing current and future student accommodation challenges.
- In conjunction with the Student Accommodation Plan, a communication strategy will be developed to keep communities and families informed and ensure transparency is reflected through ongoing student accommodation work. This information will be added online to a schools' profile to allow parents access to this information.

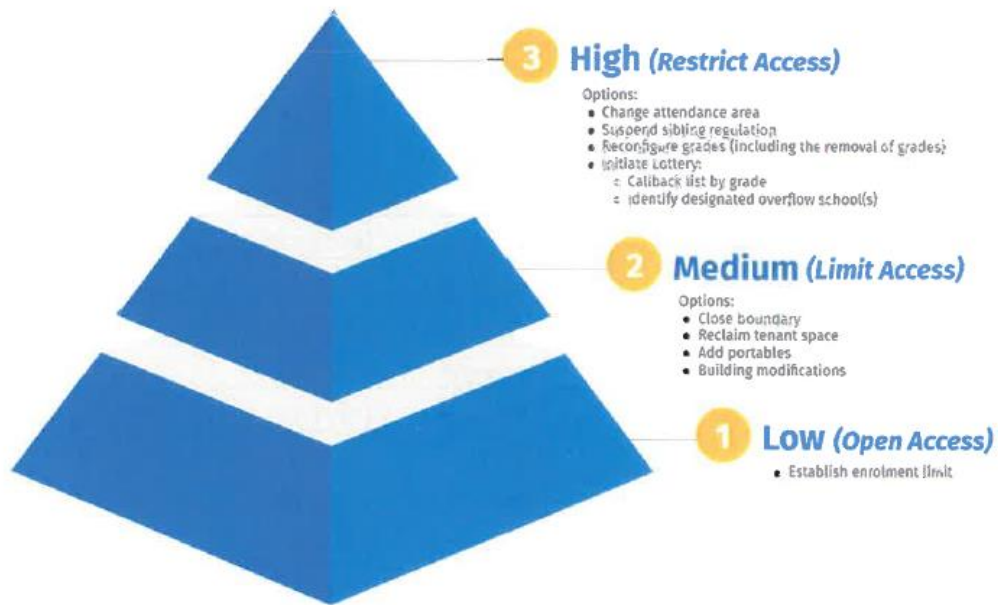
ATTACHMENTS and APPENDICES

Attachment I: Growth Control Model

Appendix I: List of Schools

JE:ks

Levels of Student Accommodation



APPENDIX I

LEVEL ONE (OPEN)				
Abbott	Dovercourt	Hilwie Hamdon	McArthur	Riverdale
Afton	Duggan	Holyrood	McKee	Roberta MacAdams
Aldergrove	Earl Buxton	Homesteader	McKernan	Rosslyn
Allendale	Eastglen	Horse Hill	Meadowlark	S. Bruce Smith
Athlone	Edith Rogers	Inglewood	Meadowlark Christian	Sakaw
Avalon	Edmonton Christian High School	J.A. Fife	Mee-Yah-Noh	Scott Robertson
Avonmore	Edmonton Christian Northeast	James Gibbons	Menisa	Sherwood
Balwin	Edmonton Christian West	John A. McDougall	Meyonohk	Sifton
Bannerman	Ekota	Kameyosek	Michael Phair	Spruce Avenue
Beacon Heights	Elmwood	Kate Chegwin	Mill Creek	Steele Heights
Belgravia	Esther Starkman	Keheewin	Millwoods Christian	Steinhauer
Belmead	Evansdale	Kenilworth	Minchau	Stratford
Belmont	Forest Heights	Kensington	Montrose	Sweet Grass
Brander Gardens	Fraser	Kildare	Mount Pleasant	T.D. Baker
Brightview	Garneau	Killarney	Mount Royal	Talmud Torah
Britannia	George H. Luck	Kim Hung	Northmount	Thorncliffe
Brookside	George P. Nicholson	King Edward	Oliver	Tipaskan
Calder	Glendale	Kirkness	Ormsby	Vernon Barford
Centennial	Glengarry	LaPerle	Ottewell	Virginia Park
Clara Tyner	Glenora	Lauderdale	Overlanders	Waverley
Coronation	Gold Bar	Laurier Heights	Parkallen	Weinlos
Crawford Plains	Grace Martin	Lee Ridge	Parkview	Westbrook
Crestwood	Greenfield	Londonderry	Patricia Heights	Westlawn
D.S MacKenzie	Greenview	Lorelei	Pollard Meadows	Westminster
Daly Grove	Grovenor	Lymburn	Prince Charles	Westmount
Dan Knott	Hardisty	Lynnwood	Princeton	Windsor Park
Delwood	Hazeldean	Malcolm Tweddle	Queen Alexandra	Winterburn
Dickinsfield	Highlands	Malmo	Richard Secord	York
Donald R. Getty	Hillcrest	Mary Butterworth	Rio Terrace	Youngstown
Donnan	Hillview	Mayfield	Riverbend	



LEVEL TWO (LIMIT)	
A. Blair McPherson	John Barnett
Baturyn	John D. Bracco
Belvedere	Johnny Bright
Bessie Nichols	Julia Kiniski
Bisset	Lago Lindo
Caernarvon	Lansdowne
Callingwood	Lendrum
Constable Daniel Woodall	Major-General Griesbach
David Thomas King	McLeod
Delton	Meyokumin
Dr. Donald Massey	Michael A. Kostek
Dunluce	Nellie Carlson
Elizabeth Finch	Norwood
Ellerslie Campus	Rideau Park
Florence Hallock	Rutherford
Grandview Heights	Satoo
Ivor Dent	Shauna May Seneca
Jackson Heights	Velma E. Baker
Jan Reimer	Westglen

LEVEL THREE (RESTRICT)
Dr. Lila Fahlman
Dr. Margaret-Ann Armour
Michael Strembitsky
Svend Hansen

Growth Control Model - School Levels 2021-2022

Level 1 - Accommodates all students where there is space - 168 schools

Abbott	Gold Bar	Michael A Kostek
ASD	Grace Martin	Mount Pleasant
Aldergrove	Greenfield	Northmount
Aleda Patterson	Greenview	Norwood
Alex Janvier	Grovenor	Old Scona
amiskwacy academy	Hardisty	Oliver
Athlone	Harry Ainlay	Ormsby
Avalon	Hazeldean	Ottewell
Avonmore	Highlands	Overlanders
Balwin	Hillcrest	Parkallen
Bannerman	Hillview	Parkview
Beacon Heights	Holyrood	Patricia Heights
Belgravia	Homesteader	Pollard Meadows
Belmead	Horse Hill	Prince Charles
Belmont	Inglewood	Princeton
Belvedere	J.A. Fife	Queen Alexandra
Bisset	J. Percy Page	Queen Elizabeth
Brander Gardens	Jasper Place	Richard Secord
Brightview	James Gibbons	Rideau Park
Britannia	John A. McDougall	Rio Terrace
Brookside	Johnny Bright	Riverdale
Calder	Kameyosek	Rosslyn
Callingwood	Kate Chegwin	Ross Sheppard
Centennial	Keheewin	Rutherford
Clara Tyner	Kenilworth	S. Bruce Smith
Coronation	Kensington	Sakaw
Crawford Plains	Kildare	Satoo
Crestwood	Killarney	Scott Robertson
D.S. Mackenzie	King Edward	Sifton
Daly Grove	Kirkness	Soraya Hafez
Dan Knott	Lansdowne	Spruce Avenue
Delton	LaPerle	Steele Heights
Delwood	Lauderdale	Steinhauer
Dickinsfield	Laurier Heights	Stratford
Donnan	Lee Ridge	Strathcona
Dovercourt	Lendrum	Sweet Grass
Dr. Anne Anderson	Londonderry	T.D. Baker
Duggan	Lymburn	Talmud Torah
Earl Buxton	Lynnwood	Thelma Chalifoux
Eastglen	M.E. LaZerte	Thorncliffe
Edith Rogers	Malcolm Tweddle	Tipaskan
Edmonton Christian HS	Malmo	Vernon Barford
Edmonton Christian Northeast	Mary Butterworth	Victoria
Edmonton Christian West	Mayfield	Vimy Ridge
Ekota	McArthur	Virginia Park
Elizabeth Finch	McKee	W.P. Wagner
Elmwood	McKernan	Waverley
Esther Starkman	McNally	Westbrook

Growth Control Model - School Levels 2021-2022

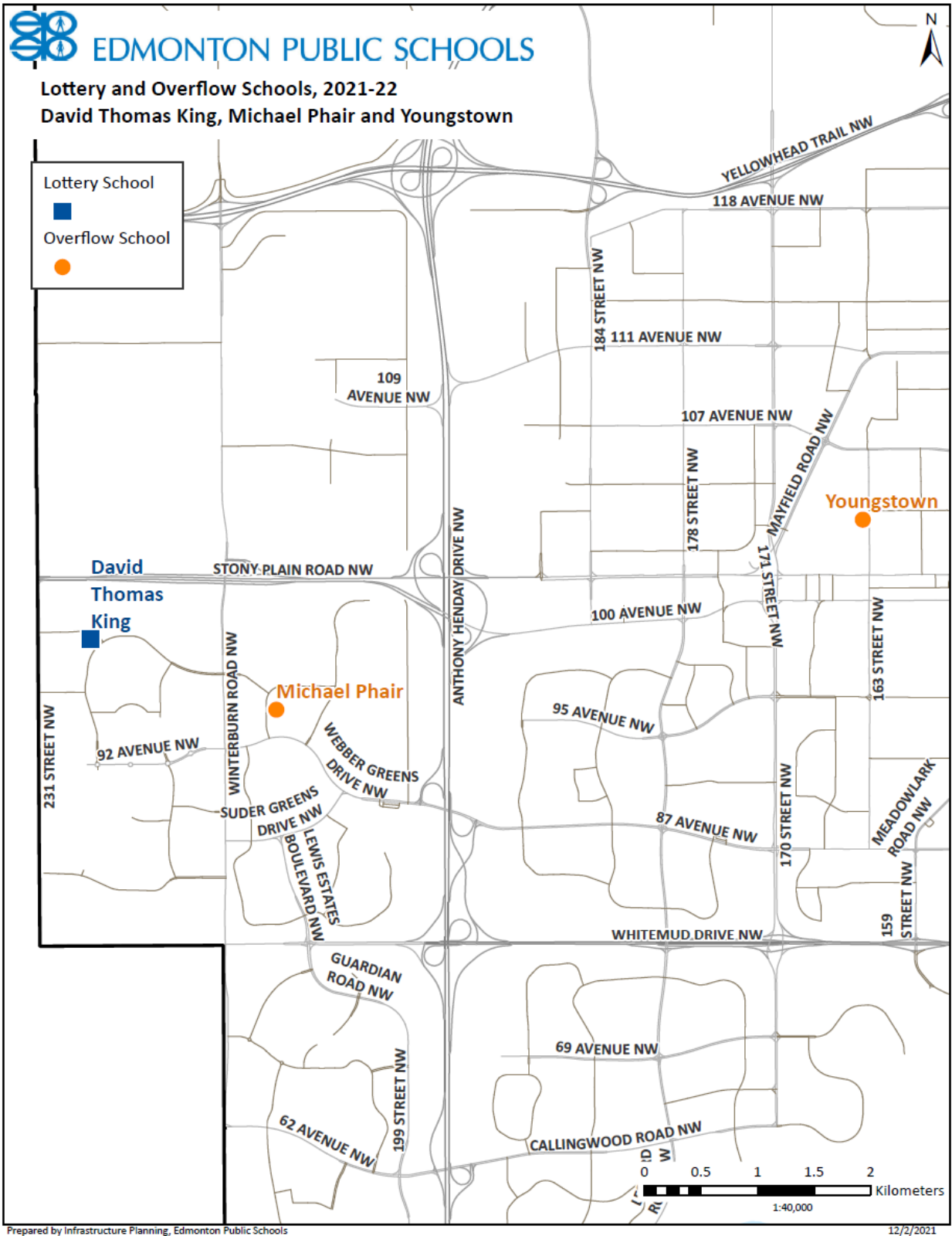
Evansdale Florence Hallock Forest Heights Fraser Garneau George H Luck George P Nicholson Glengarry Glenora	Meadowlark Meadowlark Christian Mee-yah-noh Menisa Michael Phair Mill Creek Millwoods Christian Minchau	Westglen Westminster Westmount Windsor Park Winterburn York Youngstown
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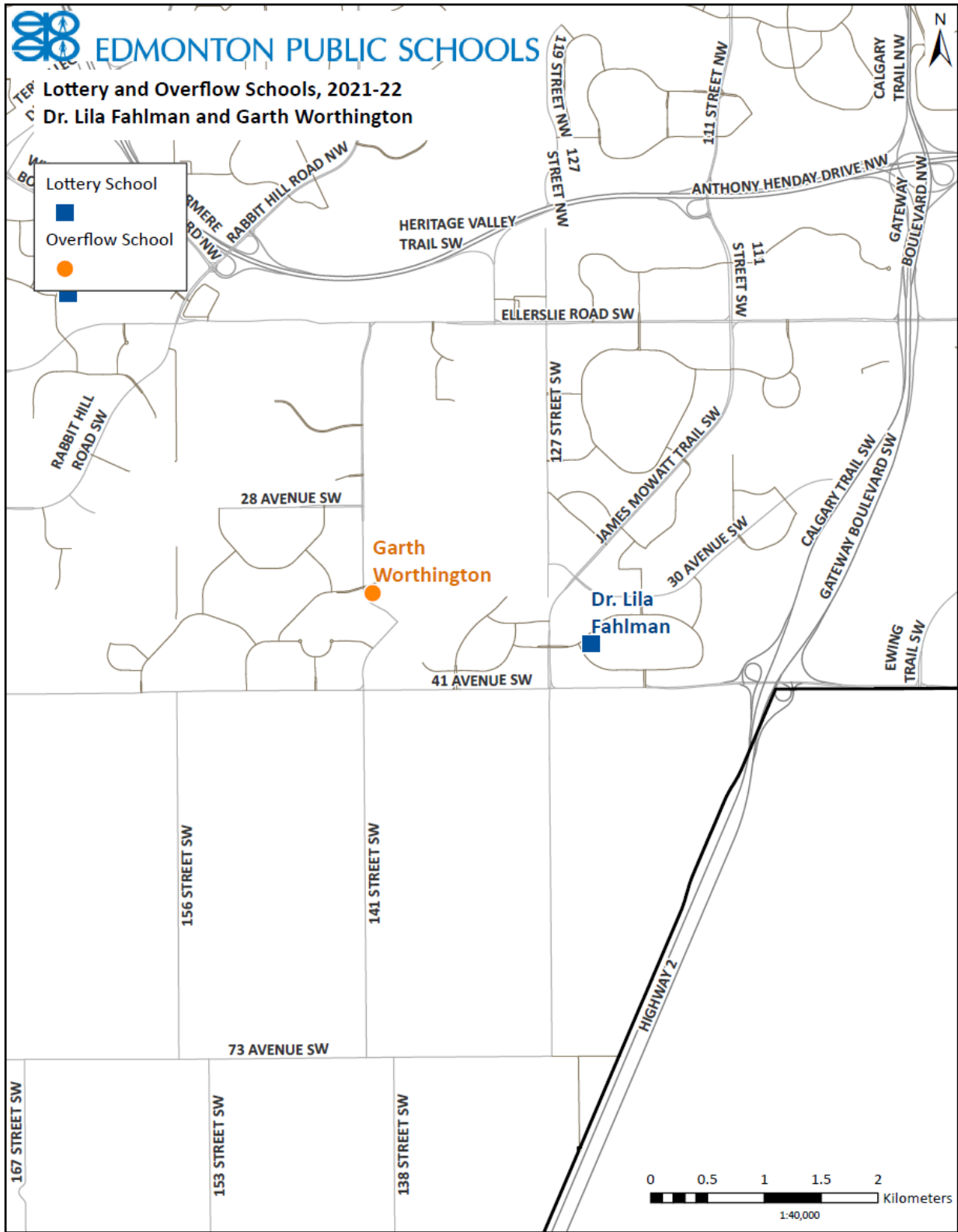
Level 2 - Is able to only accommodate attendance area resident students - 31 schools

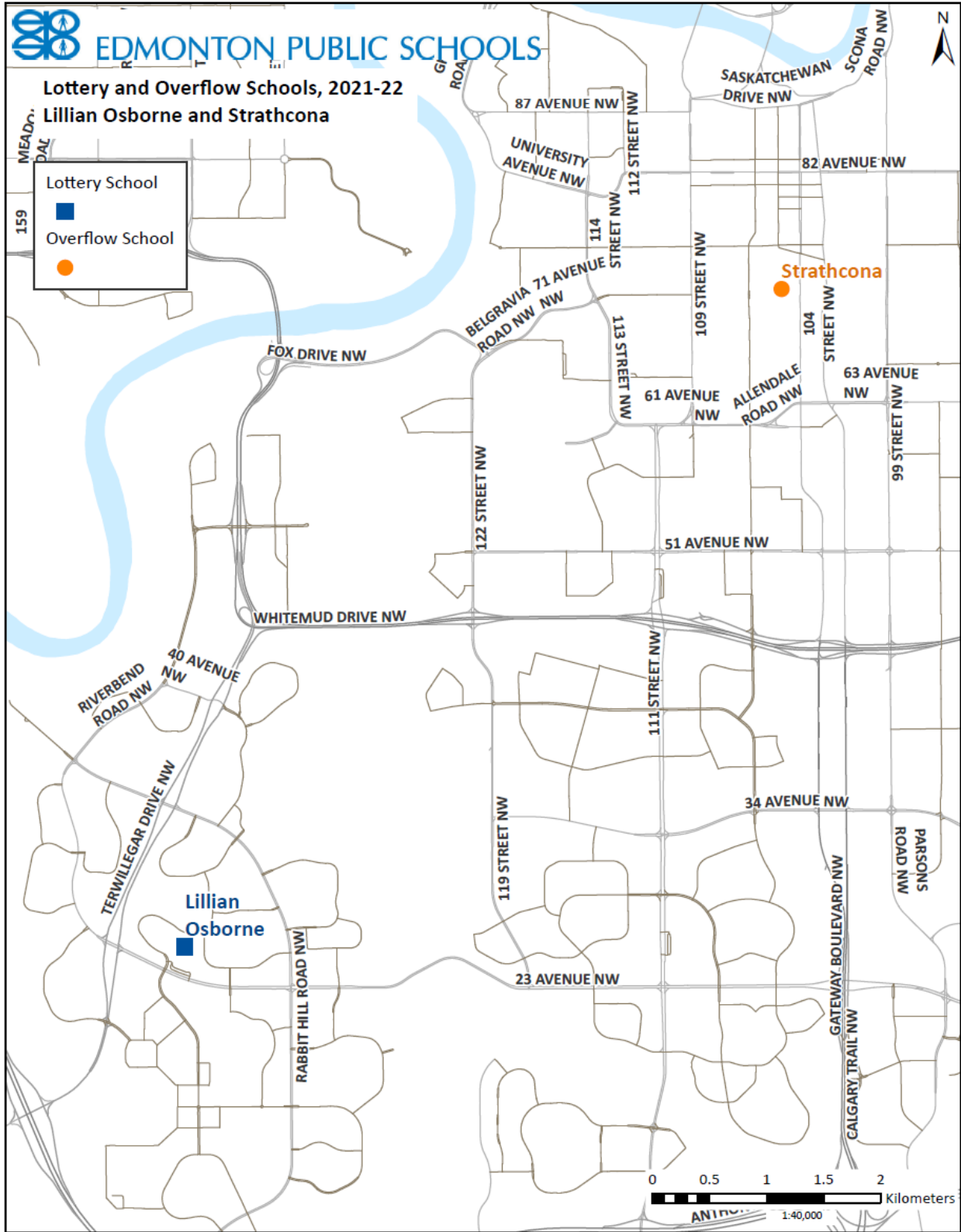
A Blair McPherson Allendale Baturyn Bessie Nichols Caernarvon Constable Daniel Woodall David Thomas King Donald R. Getty Dr. Donald Massey Dunluce Ellerslie Grandview Heights Hilwie Hamdon Ivor Dent Jackson Heights Jan Reimer John D Bracco John Barnett	Julia Kiniski Kim Hung Lago Lindo Lillian Osborne Lorelei Major General Griesbach McLeod Meyokumin Michael Strembitsky Nellie Carlson Riverbend Roberta MacAdams Shauna May Seneca Velma E Baker Weinlos
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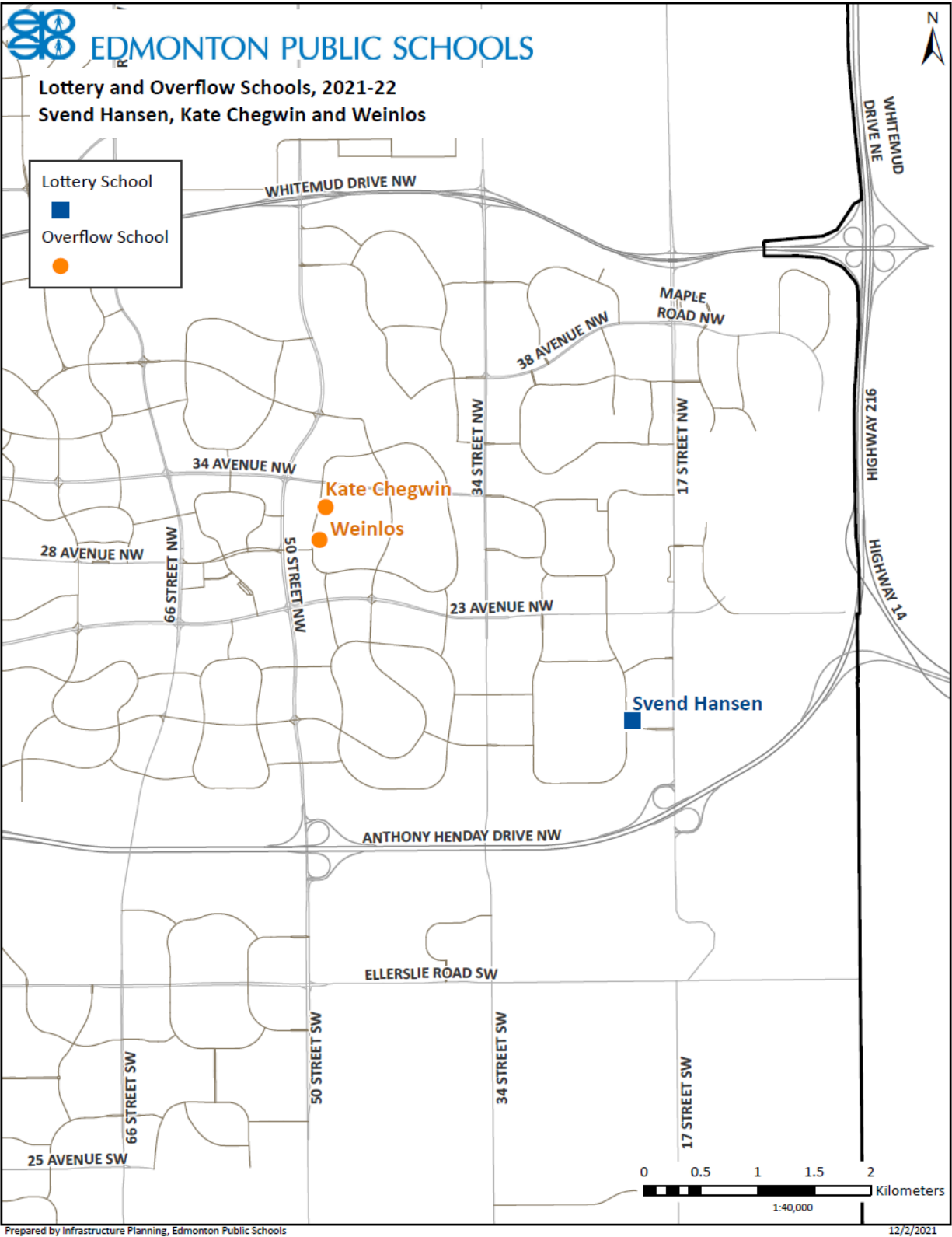
Level 3 - 5 schools

Dr. Lila Fahlman Dr. Margaret Ann-Armour Svend Hansen

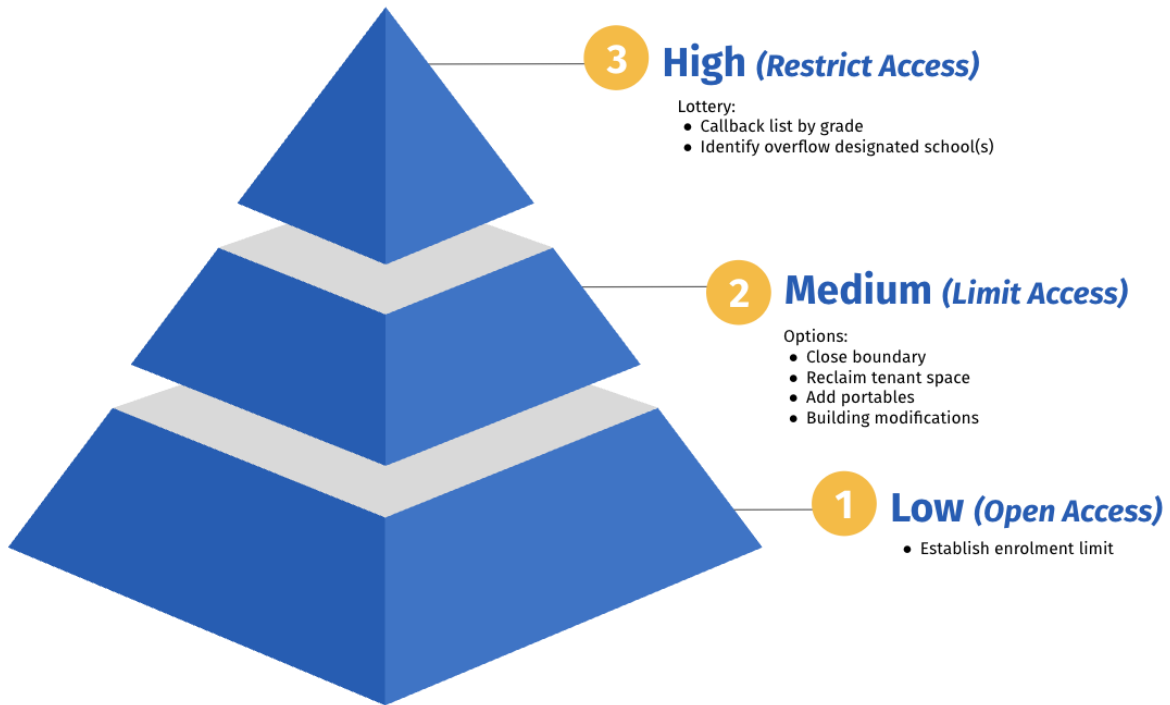








Levels of Student Accommodation



DATE: December 14, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Bus Driver Shortage
(Response to Request for Information #001)

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent

**RESOURCE
STAFF:** Alison Cheesbrough, Geoff Holmes, Christopher Wright

REFERENCE: November 9, 2021 Board meeting (Trustee Estabrooks)

ISSUE

Board Chair Estabrooks requested the following information at the November 9, 2021 public Board meeting:

1. What impact has a bus driver shortage had on our division?
2. How does this year's bus driver shortage compare to previous years?
3. What are the bus contractors doing to rectify the bus driver shortage?
4. How can we as a division help contractors find solutions to the bus driver shortage problem?

BACKGROUND

Student Transportation contracts yellow bus service to four carriers in the City of Edmonton who operate a combined total of approximately 750 routes every day (AM/PM and mid-day) on behalf of Edmonton Public Schools. Carriers recruit and train drivers throughout the summer months and by the third week of August 2021, carriers were reporting they already had enough drivers available to staff approximately 99 per cent of routes, and were expecting full staffing levels for the first day of school. Subsequently, carriers began reporting a spike in driver attrition at the end of August.

At the beginning of the 2021-2022 school year, approximately four per cent of all routes were without dedicated drivers. In these cases, coverage was provided by management staff and combining routes on a temporary basis. While carriers were able to hire and train additional drivers in September, they reported a second spike in driver attrition in the third week of the month causing the number of routes without dedicated drivers to increase. At the peak of the driver shortage, approximately eight per cent of all routes had no driver available. As a result, school communities experienced route delays and a higher level of driver turn-over than has been seen in previous years.

In the past 10 years, there have been other instances of short-term localized driver shortages, but the situation became more acute beginning September 2020 when approximately five per cent of routes did not have a driver available. As a result of families choosing to learn online due to the COVID-19 pandemic, Student Transportation was able to combine over 30 routes that were no longer needed due to decreased ridership which significantly helped to alleviate the driver shortage.

CURRENT SITUATION

Yellow bus ridership increased approximately 48 per cent between June and September 2021. As a result of increased ridership, Student Transportation has not been able to reduce the number of routes required to the same extent as last year without significant impacts to service levels. Since September 2021, Student Transportation has temporarily eliminated a total of 15 routes to reduce the number of drivers required on a daily basis. With these design changes, approximately 94 per cent of all one-way ride times are less than 60 minutes (versus 97 per cent in June 2021). Carriers have also reported a variety of initiatives they are using to address the shortage including:

- Temporarily double running routes with delays.
- Borrowing drivers from other areas where surplus drivers are available.
- Increased focus on recruitment and training of new drivers. Strategies vary amongst carriers, but often include some mixture of expanded training programs and retention incentives.
- Ongoing discussions with Alberta Transportation about ways of improving administrative processes related to new driver testing.

By the third week of November 2021, the percentage of overall routes without a driver had fallen to less than two per cent on average as carriers were working continuously to train and hire drivers to fill vacant positions. Student Transportation also continues to look for opportunities to temporarily combine routes in response to fluctuations in yellow bus ridership.

Other local school jurisdictions are reporting similar impacts of the current driver shortage. In a recent meeting of major contract carriers and school divisions operating in Edmonton, carriers reported that a number of interrelated factors have contributed to the bus driver shortage, such as:

- growth in other industries that require drivers which are full time positions,
- availability of pandemic-related employment benefits,
- administrative processes related to new bus driver testing,
- increases in costs related to insurance, fuel and parts reduce carrier flexibility in responding to evolving market pressures for increased driver compensation,
- less job satisfaction for drivers due to changes resulting from the pandemic, such as decreased connections with their school communities as restrictions continue.

Student Transportation is committed to ongoing dialogue with carriers and other school divisions to examine ways we can support carriers to resolve the driver shortage. An immediate strategy identified is to increase ways the drivers feel they are an integral part of the school communities they serve.

To help with longer-term goals such as more competitive driver compensation, Student Transportation funding should be predictable and responsive to cost changes in the marketplace as well as Division enrolment growth geographically distant from available school space. As Student Transportation's government funding is held at the 2019-2020 level until a new funding model can be developed, any increases in carrier costs for the Division will have an impact on service levels and parent fees.

KEY POINTS**What impact has a bus driver shortage had on our Division?**

- Four per cent of total routes were without a designated driver at the beginning of the 2021-2022 school year. At the peak of the driver shortage in September, this increased to approximately eight per cent.

- Student Transportation has temporarily amalgamated routes where possible (15 so far) to reduce the number of drivers needed; this results in longer ride times for some students (94 per cent of one-way ride times less than 60 minutes vs. 97 per cent in June 2021).

How does this year's bus driver shortage compare to previous years?

- In September 2020, approximately five per cent of routes did not have a driver available.
- As Student Transportation saw yellow bus ridership decrease by nearly 45 per cent in 2020-2021, approximately 30 yellow bus routes were combined without impacting student ride times to address the shortage.
- Student Transportation saw ridership increase by 48 per cent between June and September 2021. This has limited Student Transportation's ability to combine routes without impacting service for students.

What are the bus contractors doing to rectify the bus driver shortage?

- Carriers have used a variety of strategies to operate routes that do not have permanent drivers including the use of management staff and combining routes with significant delays.
- Several yellow bus contractors have borrowed drivers from other areas where surplus drivers are available.
- Increased focus on recruitment and training of new drivers. Strategies vary amongst carriers, but often include some mixture of expanded training programs and retention incentives.
- Ongoing discussions with Alberta Transportation about ways of improving administrative processes related to new driver testing.

How can we as a Division help contractors find solutions to the bus driver shortage problem?

- Student Transportation continues to facilitate open dialogue with major contractors and school divisions in Edmonton regarding a coordinated approach to addressing the driver shortage.
- In the short term, carriers have indicated that assistance could be provided to help ensure that drivers feel they are an integral part of the school communities they serve as pandemic restrictions continue.
- Student Transportation government funding has been held at 2019-2020 levels pending the development of a new funding model. As carriers have indicated that increased market costs have reduced their ability to maintain competitive driver wages, the Division will need to consider how increasing carrier costs may impact service levels and parent fees.

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