



# AGENDA

## BOARD OF TRUSTEES

**Trisha Estabrooks**  
Board Chair

**Nathan Ip**  
Board Vice-Chair

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

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

### Board Meeting #05

**Via Zoom**  
**Tuesday, February 1, 2022**  
**2:00 p.m.**

- A. Roll Call
- B. Approval of the Agenda
- C. Communications from the Board Chair
- D. Communications from the Superintendent of Schools
- E. Approval of the Minutes
  - 1. DRAFT – Board Meeting #04 – January 18, 2022
- F. Comments from the Public and Staff Group Representatives  
*(NOTE: Pre-registration with the Board Office [780-429-8443] is required by noon on Monday, January 31, 2022, to speak under this item.)*
- G. Trustee and Board Requests for Information
  - 2. COVID-19 Impact on the Division  
*(No enclosure)*
  - 3. Board Policy CI-BP COVID-19 Vaccination Policy for Trustees  
(Recommendation)
  - 4. Provincial Funding for Purchase of Stand Alone HEPA Filters for Classrooms  
(Recommendation)
  - 5. KN95 Masks for Edmonton Public Students and Staff  
(Recommendation)
  - 6. Proposed Expansion of the Edmonton Public Schools Foundation's Fundraising Priorities  
(Recommendation)
  - 7. School Council Annual Report and Highlights Summary  
(Information)
  - 8. Students Accessing Yellow Bus Service for Designated Overflow Schools  
(RFI Response)
  - 9. Ventilation  
(RFI Response)

- H. Other Committee, Board Representatives and Trustee Reports**
- I. Trustee and Board Requests for Information**
- J. Notice of Motions**
- K. Meeting Dates**
- L. Adjournment**

**MINUTE BOOK****Board Meeting #04**

Minutes of the meeting of the Board of Trustees of Edmonton School Division of the Province of Alberta held via Zoom on Tuesday, January 18, 2022, 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:** Catherine Angeles

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

**A. Roll Call:** 2:01 p.m.

The Superintendent advised that all Trustees were present.

**B. Approval of the Agenda**

**MOVED BY Trustee Hancock:**

**"That the agenda for the January 18, 2022, Board meeting be approved as printed."  
(UNANIMOUSLY CARRIED)**

**C. Communications from the Board Chair**

The Board Chair thanked parents who continued to navigate this pandemic with the Division, whether children were learning online, in-person or whether they were part of a temporary shift to online

### **MINUTE BOOK**

learning. She also expressed her gratitude to families who notified their child's school when they tested positive for COVID or presented with COVID symptoms.

The Board Chair thanked the Division for being transparent about the data we had and for updating it daily on [epsb.ca](https://www.edmonton.ca/epsb). She also expressed huge gratitude to staff, including supply staff. The unwavering commitment of staff to our kids is truly inspiring.

The Board Chair thanked her colleagues and noted her appreciation for their willingness and flexibility in meeting virtually. As a board, they are following directives from the chief medical officer of health in reducing contacts.

The Board Chair advised that as they await a response to the open letter to the Minister of Education, they have asked that the provincial government do all they can to keep students as safe as possible during in-person learning, which includes timely distribution of masks and rapid test kits. The Board has also included a request to the province to evaluate whether it makes sense to provide N95 masks for students and staff. The Board also continues to await a response on ventilation and asked that provincial standards and resources be put in place.

The Board Chair stated that it continues to be challenging times and in challenging times it's important to reach out if anyone needs help. She reminded everyone that school communities – staff, parents, kids, Division leaders, Board – are in this together.

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

The Superintendent expressed his gratitude to the Division's families and students for their flexibility and support through the first weeks of January.

The Superintendent stated that these are challenging times, but the Division's focus on providing quality learning for every student is unwavering. By working together and supporting each other, we will get through this.

The Superintendent advised that many parents contacted the Division about ventilation in schools. He thanked all parents that took time to reach out and thanked the Board for their advocacy with the provincial government about the need for benchmarks and funding related to ventilation. The Board letters to the Minister in October 2021 and again in early January 2022 highlighted the Division's efforts and reinforced the need for a strong partnership with the province in order to support staff and student safety.

The Superintendent stated that the Division has adhered to all the operational recommendations that the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) has noted throughout the pandemic:

- Extending the operational times of the ventilation system by two hours before and after normal scheduled operation. This allows for a two-hour building flush before and after staff and students are in the building.

### MINUTE BOOK

- Ensuring that ventilation systems are set to allow for maximum fresh air intake.
- Ensuring that the most efficient filter possible is installed in each unique ventilation system.

The Superintendent said the Division continues to look at emerging evidence and information available. The Division will reflect on recently updated ASHRAE recommendations when considering further enhancements to our systems. Specifically, the Administration has focused in on the following areas:

#### Merv 13 filters

- The Division ordered Merv 13 filters for our schools.
- There are longer delivery timelines for these filters and they are arriving intermittently. Our industry partners are working to get us the filters as soon as possible. As soon as these filters arrive, Division Infrastructure staff are installing them in our systems. We hope to have a more complete idea about which systems can be retro-fit with MERV 13 filters within the next three to four weeks. To date, the Division has MERV 13 filters in about a dozen schools. We anticipate the arrival of more filters this week.
- With more than 212 schools ranging in age and mechanical ventilation infrastructure, we know a one-size fits all approach is not going to be possible. Some of our systems will not be able to take the Merv 13 filters, and so we will be placing stand-alone HEPA air filtration units in classrooms where they are required (more below).

#### Air filtration systems

- The Division issued a Request for Proposal (RFP) for the supply of stand-alone air filtration systems based on recommendations from local mechanical engineers familiar with our building systems.
- These systems will have HEPA filters to ensure that virus-sized particulates can be removed from the air.
- These stand-alone systems were specified to ensure that the system can circulate the adequate amount of air the appropriate number of times an hour for a classroom filled with students.
- The RFP just closed, and as final contracts have not yet been awarded, we are not able to share specific information, but can comment that:
  - Delivery times vary, but the Division will work to ensure the quickest possible timeline for having units in the classrooms that need them
  - The pricing also ranges depending on the number of units the Division orders. We asked vendors to provide pricing based on a variety of total number of units ordered to allow vendors to advise us of savings should we order more units. While at this time we cannot publicly disclose any pricing, we note that the pricing ranges from around \$1,000 to \$5,000 per unit.
  - Division Infrastructure and Purchasing staff are reviewing the submissions in detail to determine all of the combinations of order options that the Division has available to them.
- Once the Division has confirmed vendor partners for the supply of the stand-alone units, we will provide school administrators with information and support should parent groups wish to purchase additional units for schools.

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The Superintendent advised that transparency is important to the Division. Administration is building an online public tool for parents and the general public to find ventilation-specific information about schools.

**E. Minutes**

1. Board Meeting #03 – December 14, 2021

**MOVED BY Trustee Hole:**

**“That the minutes of Board Meeting #03 held December 14, 2021, be approved as printed.”  
(UNANIMOUSLY CARRIED)**

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

The Board of Trustees heard from two registered speakers for this item.

**G. Reports**

2. Report #04 of the Caucus Committee (From the meeting held December 14, 2021)

Information was provided regarding actions taken at the December 14, 2021, Caucus Committee meeting.

3. COVID-19 Impact on the Division Update

An update was provided on the impact of COVID-19 on the Division.

There was a short break in the meeting.

4. Advocacy for Equitable and Greater Access to COVID-19 Vaccinations for Children ages five to 11

**MOVED BY Vice-Chair Ip:**

**“That the Edmonton Public School Board write to the Premier, and the Ministers of Health and Education to advocate for equitable and greater access to COVID-19 vaccinations for children between the ages of five and 11, and call on the province to expand additional access points to families wishing to be vaccinated including:**

1. Implementation of mobile vaccination clinics.
2. Offering voluntary in-school COVID-19 vaccination clinics in underserved areas, with the requirement of clear and documented parental consent, that these clinics are run by Alberta Health Services staff.

**MINUTE BOOK****3. Making pediatric COVID-19 vaccines available in pharmacies and doctors' offices in addition to Public Health Centers."****(UNANIMOUSLY CARRIED)****H. Other Committee, Board Representative and Trustee Reports**

Trustee Kusiek thanked the speakers who presented today on ventilation. She was pleased to hear about the Division's progress regarding ventilation and looked forward to getting more information on ventilation at the next Board meeting.

Trustee Kusiek advised that she has heard from many constituents about the lottery process for Lillian Osborne High School. She understands their frustration and concerns about this. School capital projects are funded by the province and she continues to work with her colleagues to advocate on the issue of high school space for students in the Division.

Trustee Kusiek will be attending, this week, school council meetings for both Strathcona High School and Lillian Osborne High School. Thursday, January 20th, she is hosting the next Ward F Conversation. She thanked approximately 60 people who have already RSVP'd for the event. Anyone is welcome to attend and can RSVP for the link via her website.

Trustee Kusiek expressed thanks to the City of Edmonton for the N95 mask donation to the Division for distribution to staff. This really spoke to her about the spirit of collaboration and working together for the good of all Edmontonians, and she was appreciative of that.

Board Chair Estabrooks thanked Ward D school councils who invited her to their meetings. She also thanked the numerous community leagues who reached out to attend their meetings and shared updates from the Board of Trustees. She noted appreciation for the chance to meet with City Councillors Stevenson and Salvador and to connect with MP Blake Desjarlais. All of those meetings underscored the importance of working together and collaborating to ensure Division's school communities are strong.

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

Board Chair Estabrooks requested information regarding insurance premiums:

- Could Administration please provide an overview of the cost of our insurance premiums for the Division in the last five years?
- Why are we seeing an increase in insurance premiums and what trends is the Division noticing? What role has COVID-19 played in increasing insurance premiums?
- How does our division's increase compare to other school divisions in Alberta and broadly in other organizations in Canada/North America?
- As any increase to insurance premiums is a variance from our budget, how might this cost increase be covered?

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- What steps, if any, can the division take to reduce our own insurance premiums? What does the Division anticipate for future insurance premiums?
- How could a backstop insurance program from the Government of Alberta benefit EPSB and other school divisions?

**J. Notices of Motion**

Trustee Sumar gave notice that he would be making the following motion:

Given the rising number of COVID cases among school staff and students and the high transmissibility of the Omicron variant<sup>1</sup>;

Given that a child aged five to nine with no pre-existing health conditions passed away this week from COVID-19<sup>2</sup>;

Given that the COVID-19 virus is dispersed in both droplet and aerosol forms<sup>3,4</sup>; and,

Given the higher effectiveness of KN95 and N95 masks in reducing the spread of the COVID-19 virus because of their well-fitting nature and their ability to filter smaller-sized particles<sup>5</sup>;

I move that the Edmonton Public School Board of Trustees advocate to the provincial government for an immediate allocation from the surplus reserve not to exceed \$3.5M for all students and staff to obtain a minimum four-week supply of N95 equivalent masks.

References:

<sup>1</sup> <https://www.epsb.ca/schools/goingtoschool/health/covid-19cases/>

<sup>2</sup> <https://calgaryherald.com/news/local-news/child-dies-of-covid-19-as-hospitalizations-soar-past-1000-in-alberta>

<sup>3</sup> <https://www.cdc.gov/coronavirus/2019-ncov/science/science-briefs/sars-cov-2-transmission.html>

<sup>4</sup> <https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/health-professionals/main-modes-transmission.html>

<sup>5</sup> <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7724761/>

**K. Next Board Meeting: Tuesday, February 1, 2022, at 2:00 p.m.**

**L. Adjournment: 4:18 p.m.**

**The Board Chair adjourned the meeting.**

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Trisha Estabrooks, Board Chair

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Karen Mills, Director of Board and  
Superintendent Relations



**DATE:** February 1, 2022

**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:** First, second, third and final reading of Board Policy CI.BP COVID-19 Vaccination Policy for Trustees and additions to the Trustees' Handbook

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

**RESOURCE STAFF:** Angela Anderson, Grace Cooke, Kelsey Duebel, Rachel Foley, Julie Marko, Nancy Petersen

**REFERENCE:** [Board Policy CH.BP – Framework for Policy Development and Review](#)

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#### ISSUE

The Policy Review Committee is presenting Board Policy CI.BP COVID-19 Vaccination Policy for Trustees to the Board of Trustees at public Board for first, second, third and final reading, along with the corresponding additions to the Trustees' Handbook.

#### BACKGROUND

On October 4, 2021, the Division issued an Administrative Regulation (CIA.AR COVID-19 Vaccinations), which requires employees, contractors, on-site partners and volunteers in Division buildings to either be fully vaccinated unless they have an exemption on the basis of a protected legal ground or participate in regular rapid testing to verify that they are COVID-19 negative. The administrative regulation does not apply to Trustees, as they are elected officials and not Division employees, contractors, on-site partners or volunteers.

At the November 30, 2021, public Board meeting, the Board passed a [motion](#) to adopt a COVID-19 vaccination policy for Trustees based on the Division's Administrative Regulation CIA.AR COVID-19 Vaccinations. On December 14, 2021, a first draft of Board Policy CI.BP COVID-19 Vaccination Policy for Trustees was presented to Caucus for feedback. Following recent changes to provincial testing availability and requirements the draft Board Policy CI.BP COVID-19 Vaccination Policy for Trustees went to Caucus on January 18, 2022, for further discussion.

The decision to introduce this policy is based on current health advice from public health authorities and medical experts. Medical professionals and public health authorities continue to remind Albertans that being fully vaccinated is the best way to protect our families, communities, ourselves and the health care system. Scientific evidence clearly supports the efficacy and safety of COVID-19 vaccinations. Data from the World Health Organization, Health Canada and Alberta Health Services supports the need for high levels of immunization as a key factor in mitigating the risk of COVID-19.

## RELATED FACTS

- Board Policy CI.BP COVID-19 Vaccination Policy for Trustees was developed with input from the Director, Board and Superintendent Relations, Strategic Division Supports, General Counsel and Human Resources.
- The policy is based on provincial health direction and Administrative Regulation CIA.AR COVID-19 Vaccinations and outlines the Board's intent, direction and values.
  - The purpose of the policy is to support safe learning and working environments by outlining expectations to ensure Trustees are vaccinated or participating in rapid testing. The policy aims to appropriately balance individual and collective rights and responsibilities of the Board. In addition, the policy supports and aligns with the Board's ongoing direction to ensure safety in the context of COVID-19.
- More detailed guidance on protocols and processes to implement the policy are provided through additions to the Trustees' Handbook.
  - Additions to the Trustees' Handbook include details on declaration of vaccination status, exemption requests, testing and documentation requirements and monitoring and oversight.
- Public engagement is not needed to help inform the development of this policy, as it pertains to the operation and governance of the Board.
- Given the uncertain and evolving nature of COVID-19, the policy and Trustees' Handbook additions are anticipated to be temporary and will be updated and reviewed as determined by the Board.

## RECOMMENDATION

1. That Board Policy CI.BP COVID-19 Vaccination Policy for Trustees be read for the first time.
2. That Board Policy CI.BP COVID-19 Vaccination Policy for Trustees be read for the second time.
3. That Board Policy CI.BP COVID-19 Vaccination Policy for Trustees be read for the third and final time and be approved.

## OPTIONS

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

1. Support the recommendation to approve Board Policy CI.BP COVID-19 Vaccination Policy for Trustees.
2. Complete the first reading of the policy and direct the Policy Review Committee to adopt revisions to the policy prior to second reading.

## CONSIDERATIONS and ANALYSIS

Safety is a shared responsibility and it is a Board priority to ensure their actions support safe and healthy working and learning environments. Board Policy CI.BP COVID-19 Vaccination Policy for Trustees is an action that demonstrates the Board's commitment to safety and well-being.

## NEXT STEPS

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

The Trustees' Handbook additions will be approved through Caucus once the policy is approved.

## ATTACHMENTS and APPENDICES

- |               |   |
|---------------|---|
| ATTACHMENT I  | Board Policy CI.BP COVID-19 Vaccination Policy for Trustees |
| ATTACHMENT II | Trustees' Handbook Updates                                  |

JS:kd

**CODE:** CI.BP**EFFECTIVE DATE:** (dd-mm-yyy)**TOPIC:** COVID-19 Vaccination Policy for Trustees**ISSUE DATE:** (dd-mm-yyy)**REVIEW YEAR:** (2022)

## PURPOSE

The purpose of this policy is to support safe learning and working environments by ensuring Trustees are fully vaccinated against COVID-19 or compliant with additional Division COVID-19 testing requirements.

This policy aims to establish and maintain an appropriate balance between individual and collective rights, freedoms and responsibilities of the Board of Trustees (the Board).

This policy aligns with the Board's responsibility for providing a welcoming, caring, respectful and safe learning and working environment. This policy supports and enhances the Board's ongoing direction and commitment to ensuring all schools and workplaces remain as safe as possible in the context of COVID-19.

## DEFINITIONS

**COVID-19** is the disease caused by the SARS-CoV-2 coronavirus (including any variant).

**COVID-19 vaccine** is a vaccine authorized by Health Canada (e.g., Pfizer-BioNTech/comirnaty; Moderna/Spikevax; Janssen (Johnson & Johnson); AstraZeneca/COVISHIELD/Vaxzevria).

**Fully vaccinated**, as defined by Alberta Health Services and as may be amended from time to time, means having obtained all required doses of a COVID-19 vaccine, including any required wait period to achieve full vaccine status (e.g., two (2) week period).

## POLICY

The Board has a commitment and statutory responsibility to take all reasonable steps to provide safe and healthy working and learning environments. The Board acknowledges that health authorities state vaccination is one of the most effective ways of reducing COVID-19 transmission and protecting against severe outcomes relating to COVID-19.

Trustees are required to be fully vaccinated against COVID-19 or comply with additional Division COVID-19 testing requirements as defined in the *Trustees' Handbook*.

Trustees unable to be fully vaccinated for protected grounds as defined by the *Alberta Human Rights Act*, RSA 2000, c.A-25.5, as amended from time to time, are exempt from the requirement to be fully vaccinated and will be accommodated to the point of undue hardship.

## EXPECTATIONS

Specific responsibilities and procedures for declaration of vaccine status, exemption requests, testing and documentation requirements and monitoring and oversight are defined in the *Trustees' Handbook*.

## ACCOUNTABILITY

The Board, in partnership with Administration, will be responsible for implementing this policy in alignment with any requirements under the *Freedom of Information and Protection of Privacy Act*.

Given the evolving nature of COVID-19, the Board will review this policy annually or as required for alignment with any changes to provincial regulations, legislation or applicable direction.

## REFERENCES

[AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments](#)

[CIA.AR COVID-19 Vaccinations](#)

[CIFB.AR COVID-19](#)

[FA.BP Human Resources Framework](#)

[FBCA.AR Respectful Working Environments](#)

[FBE.AR Health and Wellness of Staff and Students](#)

[College of Physicians & Surgeons of Alberta Guidance on COVID-19 Vaccination Exemption Requests](#)

[Back to School Plan 2021-2022](#)

[Alberta Human Rights Act](#)

[Freedom of Information and Privacy Act](#)

[Alberta Occupational Health and Safety Act](#)

[Section 33\(1\)\(d\) of the Education Act](#)

[Trustees Handbook](#)

## 19. ADDITIONAL HEALTH AND SAFETY MEASURES

### 19.1 COVID-19 Vaccinations

The Board has a commitment and statutory responsibility to take all reasonable steps to provide safe and healthy working and learning environments. To align with Board Policy CI.BP COVID-19 Vaccination Policy for Trustees, Trustees are required to be fully vaccinated or compliant with additional Division testing requirements.

#### 1. Disclosure and proof of vaccination status

- a. Effective (*insert date of CI.BP policy approval*), all Trustees are required to disclose their current vaccination status to the Director, Board and Superintendent Relations using a declaration form provided by the Division and, if fully vaccinated, provide proof of vaccination.
  - i. Trustees whose vaccination status changes after (*insert date of CI.BP policy approval*) are required to submit an updated declaration form and proof of vaccination, if fully vaccinated.
  - ii. Proof of vaccination means a valid QR code provided by the Government of Alberta.
- b. Trustees who are requesting an exemption are still required to disclose their vaccination status. If an exemption is approved in alignment with Section 4, the Trustee will be exempt from the requirement to be fully vaccinated.
- c. Subject to approved exemptions, any new Trustee who joins the Board must be fully vaccinated and provide proof of vaccination in accordance with Section 1(a) or be compliant with ongoing additional testing requirements.
- d. The Director, Board and Superintendent Relations will inform the Board Chair of any Trustee who is not fully vaccinated or has not disclosed their vaccination status.
  - i. If the Board Chair is not fully vaccinated or has not disclosed their vaccination status, the Director, Board and Superintendent Relations will inform the Board Vice-Chair.

#### 1. Trustees who are not fully vaccinated

- a. Trustees who are not fully vaccinated are required to provide proof of a negative COVID-19 test result to the Director, Board and Superintendent Relations prior to entering any Division building or attending a Division event.
- b. To be considered valid, COVID-19 test results must be obtained through a:

- rapid antigen test;
- rapid molecular polymerase chain reaction (PCR) test; or
- lab-based PCR test

authorized by Health Canada or a lab accreditation body of Alberta and administered by a trained healthcare professional at an AHS site or private AHS approved site.

- c. COVID-19 testing must be completed within 72 hours prior to entering a Division building or attending a Division event. Trustees are required to have a valid test result for the duration of the time they will be in a Division Building or attending a Division event. COVID-19 test results are only valid for 72 hours from the time of COVID-19 testing.
- d. COVID-19 testing is at the Trustee's sole cost and cannot be expensed to the Trustee's expense account.
- e. Proof of a negative test result must be provided through documentation from a pharmacy or AHS approved vendor. Documentation must include the individual's name, date of birth, pharmacy or AHS approved vendor name and contact information, type of COVID-19 test, date of COVID-19 test, result of COVID-19 test and signature of the pharmacist or healthcare professional.

## **2. Positive COVID-19 test results for Trustees who are not fully vaccinated**

- a. Trustees who receive a positive result through any approved COVID-19 test, including a rapid PCR, rapid antigen or lab-based PCR test must follow AHS requirements which include immediate isolation.
- b. Trustees who have received a positive COVID-19 result through a rapid COVID-19 test are encouraged to confirm this result through a privately paid or AHD administered lab-based PCR test, as available.
  - i. If a Trustee has received a positive result from a lab-based PCR test, COVID-19 testing is not required for 90 days as long as the individual does not exhibit COVID-19 symptoms.
    1. AHS has indicated that some individuals may continue to test positive for up to 90 days after their infection.
  - ii. If a Trustee does not obtain a lab-based PCR test, or obtains a negative result from a lab-based PCR test, COVID-19 testing is required to continue as per Section 2.

## **3. Exemption for protected grounds under human rights legislation**

- a. Trustees who believe they are not able to be fully vaccinated based on protected grounds must submit a request for exemption to the Reviewer
  - i. The Reviewer is the Board Chair

- ii. If the Board Chair requests an exemption, the Reviewer is the Board Vice-Chair
- b. The Reviewer is responsible for reviewing the exemption request and making decisions as to whether an approval and accommodation will be provided as outlined below.
- c. Trustee requests for exemption from the requirement to be fully vaccinated will be reviewed based on protected grounds as defined by the *Alberta Human Rights Act RSA 2000, c.A-25.5* which may include, but is not limited to:
  - i. A medical condition which prevents a Trustee from safely receiving a COVID-19 vaccine. Requests for accommodations or exemptions based on medical grounds must be accompanied by medical documentation from a licensed physician confirming that the Trustee cannot safely receive the COVID-19 vaccine, the nature of the condition (not diagnosis) that prevents the Trustee from safely receiving the vaccine and the anticipated duration of the required exemption.
- d. Requests for exemption will be reviewed on an individualized basis and a decision regarding approval or rejection of the exemption request will be provided to the Trustee.
  - i. The review must include a request for additional information from the Trustee, and/or their licensed physician, where applicable, which the Trustee must facilitate. The Reviewer must request legal, medical or human resources information or advice relevant to the request.
- e. Trustees who receive an approved exemption will be reasonably accommodated, up to the point of undue hardship.
- f. If there was a defined time period for the exemption provided by a licensed physician, and that time period has expired, the Trustee must immediately begin the process of becoming fully vaccinated and must provide proof of full vaccination status once obtained or continue with rapid testing in accordance with Section 2.

#### **4. Entering non-Division buildings**

- a. Trustees who attend functions on behalf of the Division which are located in buildings operated by organizations external to the Division are required to follow Board Policy CI.BP Vaccination Policy for Trustees and requirements of the external organization. Other organizations may choose to impose additional, more stringent vaccination requirements. Trustees must comply with the more stringent requirements.

**5. Non-compliance**

- a. Failure to comply with Division policy, including, but not limited to refusal to disclose vaccination status, refusal to comply with applicable testing requirements or the provision of false or misleading information, may result in the Trustee being subject to action in alignment with *Trustees' Handbook Section 3.3 Addressing Divergence from the Protocols*.
- b. Non-compliance will be monitored by the Director, Board and Superintendent Relations and reported to the Board Chair or Vice-Chair as applicable.

**6. Safeguarding Personal Information**

- a. The Director, Board and Superintendent Relations; Board Chair; and, where applicable, Vice Board Chair and Division staff who are consulted to support required administration of the CI.BP Vaccination Policy, will only collect, use and disclose any personal information in accordance with the *Freedom of Information and Protection of Privacy Act* (FOIP).
- b. Information required to manage and implement Board Policy CI.BP Vaccination Policy for Trustees will be kept confidential, stored in a secure location, and access and disclosure limited to that permissible by FOIP.



**DATE:** February 1, 2022

**TO:** Board of Trustees

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

**SUBJECT:** Provincial Funding for Stand-Alone HEPA Filters for Classrooms

**ORIGINATOR:** Kathy Muhlethaler, Assistant Superintendent

**RESOURCE STAFF:** Todd Burnstad, Terri Gosine, Christopher Wright

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**ISSUE**

The Division has made a commitment to provide a number of enhancements to our ventilation systems. Earlier this month, the Division announced that we have done an extensive review of our current ventilation protocols and are exploring options for additional safety measures. The enhancements are part of a layered approach to safety protocols, which are used collectively to ensure all necessary steps are taken to keep students and staff safe. Board Delegation of Authority Policy CHA.BP requires Board approval regarding unanticipated expenditures that exceed \$1,200,000 that have not been accounted for in the current annual budget. Ministerial approval is required to access the Division's accumulated operating surplus funds.

**BACKGROUND**

Since the pandemic started, ventilation has been an important part of our 'layered' approach captured in the [Division's Back to School Plan](#). Elements of the Back to School Plan have, in part, included extensive cleaning protocols, hand hygiene, self-screening requirements, encouraging vaccination, the use of masks, and supplying Personal Protective Equipment (PPE) at each school. The plan has served our stakeholders well throughout the past two years. As an important part of that plan, our certified tradespeople have been diligent in monitoring and servicing our mechanical ventilation systems in all schools. We have been adhering to all the operational recommendations that the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) have been noting throughout the pandemic:

- Extending the operational times of the ventilation system by two hours before and after normal scheduled operation. This allows for a two-hour building flush before and after staff and students are in the building.
- Ensuring ventilation systems are set to allow for maximum fresh air intake.
- Ensuring the most efficient filter possible is installed in each unique ventilation system.
- More frequent filter changes.

The Division continues to look at emerging evidence and information available so we can adjust and enhance our safety measures.

**RELATED FACTS**

ASHRAE has provided guidance documents that outline a series of recommendations in order to inform operations of mechanical heating and ventilation systems. ASHRAE recommendations and guidance are

not the same as local building code or a Provincial directive outlining minimum standards for ventilation and filtration in schools, as requested by the Board of Trustees recently.

Core recommendations, and a subsequent series of guidance documents, have been regularly issued and updated by ASHRAE from August, 2020 through to the most recent document from October 19, 2021: [ASHRAE Epidemic Task Force: Core Recommendations for Reducing Airborne Infectious Aerosol Exposure](#).

ASHRAE's initial [Guidance for the Re-Opening of Schools](#) was issued in August 2020, and is intended to provide '...practical information and checklists to school district and university campus environmental health managers, facility managers, administrators, technicians, and service providers to prepare educational buildings to resume occupancy.' The most recent information linked to the document is dated October 19, 2021 and relates to the final report of the Epidemic Task Force and appears to confirm a shift towards the concept of 'aerosol exposure'.

Recently, Administration met with engineers and industry experts to understand what can be done to further improve ventilation. Based on updated recommendations from ASHRAE captured in the findings of the Epidemic Task Force, the Division is recommending further enhancements to our systems to improve ventilation, which include:

- adapting existing ventilation systems to suit Minimum Efficiency Reporting Value (MERV) 13 filters where possible, and
- provide stand-alone HEPA air cleaners to Division learning and ancillary spaces, including: all classrooms, music rooms, libraries, as well as art and drama rooms in all Division schools.
- Schools will also receive a specific number of 'additional' HEPA units to place in other areas, based on school needs.

The recommended approach expands on possible efforts to enhance ventilation that have been discussed to date. The combination of MERV-13 filters, where possible, and stand-alone HEPA air cleaners align with the findings of the ASHRAE Epidemic Task Force, as noted above.

## RECOMMENDATION

1. **That the Board of Trustees, in accordance with Board Delegation of Authority Policy CHA.BP (section 3), authorize the expenditure of up to \$6,000,000 being a new unanticipated expenditure not accounted for in the current budget that exceeds \$1,200,000, to support the Division's purchase of stand-alone HEPA air filtration units.**
2. **That the Board of Trustees directs Administration to prepare and submit the required documentation to the Minister of Education seeking approval to access up to \$6,000,000 of the Division's accumulated operating surplus funds in order to support the purchase of stand-alone HEPA air filtration units.**

## CONSIDERATIONS and ANALYSIS

MERV-13 filters for all systems have been ordered. While lead times and availability of filters remain a challenge, trade professionals from the Division's Integrated Infrastructure Services are installing filters, wherever possible, as soon as they are received. The potential for lag times between MERV-13 filter installations exists in the coming weeks. Possible gaps in timing, together with an evolving body of information related to ventilation, resulted in the expanded approach being proposed.

When creating the Request for Proposal for the stand-alone HEPA filters, Division standards considered the teaching environment. As such, approved units will run quietly in an effort to not interfere with instruction. Currently, vendors indicate that delivery times for approved HEPA units ranges from two to four weeks.

**NEXT STEPS**

Upon approval of the recommendation noted above and approval from the Minister of Education to access surplus operational funds, Administration will purchase air purification stand-alone units for all Division schools.

CW:kk

**DATE:** February 1, 2022

**TO:** Board of Trustees

**FROM:** Trustee Sumar

**SUBJECT:** Motion re: KN95 Masks for Edmonton Public Students and Staff

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

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**ISSUE**

Trustee Sumar served notice of motion at the January 18, 2022, Board meeting.

**BACKGROUND**

The number of COVID-19 cases among students and staff continues to increase, in part due to the high transmissibility of the Omicron variant. Unfortunately, we also learned on January 17, that a child aged 5-9 with no pre-existing health conditions passed away from COVID-19. The Division has received several donations of N95 (or similar) masks which have been distributed to staff and it makes good sense that students should be provided with these masks as well. While the Division's COVID-19 mitigation strategies are strong, schools by design employ gathering and are not set to allow for physical distancing.

**RELATED FACTS**

The COVID-19 virus is dispersed in both droplet and aerosol forms. Medical grade surgical masks, although effective as a barrier to droplets and fluids, are not considered to be well-fitting. N95 masks are designed to both filter airborne particles, provide a seal for the user, and are recognized as being of higher medical grade. China's KN95, Australia/New Zealand's P2, Korea's 1st Class, Japan's DS2 FFRs and Europe's FFP2 respirators are considered to be similar to N95 masks.

**RECOMMENDATION**

That the Edmonton Public School Board of Trustees advocate to the provincial government for an immediate allocation from the surplus reserve not to exceed \$3.5 million for all students and staff to obtain a minimum four-week supply of N95, or similar, masks.

**OPTIONS**

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

**NEXT STEPS**

Upon approval of the motion, the Board Chair would write to the Minister of Education to advocate for an immediate allocation from the Division's operational reserve. In addition, upon approval, the Division should prepare a Request for Proposals to acquire N95, or similar, masks.

SS:ca

**REFERENCES**

EPSB COVID-19 TRACKING TOOL

<https://www.epsb.ca/schools/goingtoschool/health/covid-19cases/>

PEDIATRIC COVID-19 DEATH

<https://calgaryherald.com/news/local-news/child-dies-of-covid-19-as-hospitalizations-soar-past-1000-in-alberta>

CENTER FOR DISEASE CONTROL COVID-19 BRIEF

<https://www.cdc.gov/coronavirus/2019-ncov/science/science-briefs/sars-cov-2-transmission.html>

GOVERNMENT OF CANADA COVID TRANSMISSION INFORMATION

<https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/health-professionals/main-modes-transmission.html>

PAPER ON N95 AND KN95 FILTRATION EFFICIENCY

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7724761/>

TECHNICAL BULLETIN ON MASKS SIMILAR TO N95 MASKS

<https://multimedia.3m.com/mws/media/17915000/comparison-ffp2-kn95-n95-filtering-facepiece-respirator-classes-tb.pdf>

FDA FACE COVERING INFORMATION

<https://www.fda.gov/medical-devices/personal-protective-equipment-infection-control/n95-respirators-surgical-masks-face-masks-and-barrier-face-coverings>

CANADIAN CENTRE FOR OCCUPATIONAL HEALTH AND SAFETY MASK COMPARISON

[https://www.ccohs.ca/oshanswers/prevention/ppe/surgical\\_mask.html](https://www.ccohs.ca/oshanswers/prevention/ppe/surgical_mask.html)

CENTER FOR DISEASE CONTROL MASK COMPARISON

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/types-of-masks.html>

**DATE:** February 1, 2022

**TO:** Board of Trustees

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

**SUBJECT:** Proposed Expansion of the Edmonton Public Schools Foundation's Fundraising Priorities

**ORIGINATOR:** Kyla Amrhein, Director, Edmonton Public Schools Foundation

**RESOURCE STAFF:** Catherine Bay, Nancy Petersen

**REFERENCE:** Original Motion to Establish a Division Foundation, February 12, 2008

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### ISSUE

For more than a decade the Edmonton Public Schools Foundation has focused its fundraising efforts on donations in support of full-day Kindergarten programming in socially vulnerable schools. After careful analysis of a range of factors, it was determined that the Foundation's long-term viability and potential for greatest impact for Division students could be best served by strategically expanding its fundraising priorities to reflect the full context of its Mission statement.

This report is coming forward as a recommendation to expand the Foundation's fundraising efforts, while retaining its commitment to early intervention, following Caucus review on January 18, 2022.

### BACKGROUND

The Board of Trustees voted to establish a District Foundation in the spring of 2008 (see Attachment I). Shortly after, a status report (see Attachment II) was delivered to the Board of Trustees, indicating that the role of the Foundation would be:

- To inform the community of the value of a strong public education system and the critical role elected officials play.
- To broaden and deepen the support for Edmonton Public Schools and to engage the community in supporting the priorities of the District.
- To highlight the successes of Edmonton Public Schools. To tell our stories and encourage public engagement.
- To offer community members the opportunity to support teaching and learning through a variety of contributions – financial, in-kind donations and gifts of time.

Additional direction came from the Board of Trustees through a Caucus Committee, February 23, 2010, recommendation that the fundraising priority for the Foundation must provide support for those students who are identified as the District's most vulnerable; and be broad enough in scope so that it can support existing research-based District initiatives, such as offering full-day Kindergarten and early-learning opportunities.

On October 25, 2011, (see Attachment III), a progress report around the establishment of the Foundation was delivered to the Trustees that identified the Foundation's priority as securing financial and in-kind donations to supplement costs associated with early learning and full-day Kindergarten in some of the District's most socially vulnerable elementary schools.

Since beginning its fundraising work in 2010, six full-day Kindergartens have been established with support from the Foundation's annual fundraising: Tipaskan (2010), Lauderdale (2011), Mee-Yah-Noh (2011), Beacon Heights (2013), Calder (2013) and Princeton schools (2013). This early intervention programming for our most socially vulnerable students remains a priority for both the Division and the Foundation, and we remain committed to supporting these full-day Kindergartens. Ongoing support for these programs is budgeted to be \$75,000 per classroom. Despite the need to sustain an annual fundraising achievement (FRA) of \$450,000 for these programs, the Foundation has not met this target since the 2014-2015 fiscal year; over the last eight years, the Foundation's average FRA has been just under \$345,000. In order to cover the balance, the Foundation has accessed its financial reserves; this is not a sustainable approach to funding these programs.

After researching peer organizations and assessing giving trends in Edmonton, the Foundation is confident that by expanding its fundraising priorities, it will be better positioned to attract a greater number of donors to the Division's diverse initiatives, thereby increasing our annual FRA. The intent is to focus on areas of need that address the well-being of the whole child and supplement or complement the educational mandate of provincially funded education. Through focused, intentional donor cultivation and stewardship, awareness of the need for public support - and as a result, contributions - will increase across all programs.

On October 25, 2021, the Foundation's Board of Directors unanimously passed a motion to seek the Board of Trustees' approval to expand the Foundation's fundraising priorities to reflect the full context of its Mission statement.

#### **RELATED FACTS**

- By expanding the Foundations priorities, the opportunity exists to:
  - Increase the Foundation's donor base by appealing to a broader audience.
  - Be responsive to the Division's research, priorities and resulting programs that support our most socially vulnerable learners.
  - Increase opportunities for third-party support.
  - Increase community awareness of the Foundation.
- The pandemic has highlighted the community's desire to give back to children and youth, and many see the opportunity to do so through donating to Edmonton Public Schools.
- The Division is strategic in its management of wrap-around supports and programs that assist the community's most socially vulnerable students.
  - Through the ongoing review of school and community demographics, academic achievement metrics and principal input, the Division is able to clearly target those students who would benefit most from targeted supports beyond education.
- Individual donors, organizations and foundations have indicated their desire to contribute to initiatives beyond full-day Kindergarten.
  - In some instances, this feedback has come from long-time contributors to the Foundation who wish to see a broader impact from their donations.
  - The Foundation currently has a donor retention rate of 15.4 per cent, compared to Canada's reported average donor retention rate for charitable organizations of 43.6 per cent.

- The annual total from payroll contributions by Division staff has been constant year-over-year.
- The number of individual donors to the Foundation has increased, with the average contribution amount remaining constant; the number of donations received from organizations has remained constant, but with a declining average contribution amount.
- Currently there are multiple access points that a donor may consider when looking to contribute to the Division and/or an individual school.
  - At times, there is donor confusion on how to best donate to the Division; there is the opportunity to have the Foundation serve as a single point of contact for all Division level donors.
- This fall, the Foundation had a unique opportunity to access COVID-response funds to develop a new program, Chromebooks for Kids, to benefit the Division's students by increasing access to technology. Through this new initiative:
  - Community engagement has increased, through both financial support and media coverage.
  - Chromebooks for Kids has supported one in four of the Division's schools, and students in Grades Kindergarten through 12.
  - An opportunity has been provided for the Foundation's Board and staff to explore the potential outcomes that may come from expanding fundraising priorities.

## RECOMMENDATION

**That the Edmonton Public Schools Foundation strategically expand its fundraising priorities to reflect the full context of its Mission statement, thereby better positioning its efforts to support the many programs and priorities that contribute to student success across the Division.**

## OPTIONS

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

1. The Board of Trustees approves the Foundation's request to expand its fundraising priorities.
2. The Board of Trustees declines the Foundation's request to expand its fundraising priorities, and seeks additional information.

## CONSIDERATIONS and ANALYSIS

By expanding the Foundations priorities, we have the opportunity to:

- Increase our donor base by appealing to a broader audience.
- Increase the Foundation's annual FRA across all supported programs.
- Be responsive to the Division's research, priorities and resulting programs that support our most socially vulnerable learners.
- Broaden the impact of the Foundation with the potential to serve across all of Edmonton Public's schools and students.
- Consider operational efficiencies for donor and stakeholder management.

The Foundation is in a strategic position to raise funds in support of programs or supports not funded by the Government of Alberta's annual education budget. There exists an opportunity to expand our dialogue in the community and cultivate donors who wish to contribute to initiatives that support the success and well-being of the whole child, such as mental health, nutrition and out-of-school programming.

This expanded approach has the potential to not only increase the Division's access to funding targeted to the well-being of children and youth, but to also increase the impact and reach of the Foundation's





funding efforts more broadly across the Division. Together with the Division, the Foundation will meet kids and families where they are right now, providing access to funds, tools and resources unique to them.

**NEXT STEPS**

Upon approval of this recommendation, the Edmonton Public Schools Foundation will engage its Board of Directors and Division administration to develop fundraising priorities for the Foundation that align with Division programs and priorities.

**ATTACHMENTS and APPENDICES**

ATTACHMENT I	<a href="#"><u>Original Motion to Establish a Division Foundation, February 12, 2008</u></a>
ATTACHMENT II	<a href="#"><u>Status Report: District Foundation, October 13, 2009</u></a>
ATTACHMENT III	<a href="#"><u>Status Report: District Foundation, October 25, 2011</u></a>

KA:cb

## EDMONTON PUBLIC SCHOOLS

February 12, 2008

TO: Board of Trustees

FROM: Trustee B. Esslinger

SUBJECT: Motion re District-Level Foundation

## RECOMMENDATION

That the Board establish a district-level foundation as outlined in the April 10, 2007 Board Report – Framework for a District-Level Foundation.

\* \* \* \* \*

In addition, Trustee Esslinger requested that the administration prepare a revised report clearly outlining the recommended model for consideration of this motion (Attachment #1).

Attached for information is the April 10, 2007 Board Report (Attachment #2).

Notice of the above motion was served at the January 29, 2008 board meeting.

BE:mmf

Attachment #1 – Recommended Model

Attachment #2 – April 10, 2007 Board Report – Framework for a District-Level Foundation

## **Proposed Framework for a District-Level Foundation**

The 2004-2007 Board of Trustees explored the feasibility of establishing a district-level foundation and asked the administration to review existing foundation models. In the April 10, 2007 board report labeled Appendix II, the administration identified the Vancouver Public Schools Foundation model as the most feasible and financially practical option for Edmonton Public Schools. Details regarding the proposed framework are as follows:

### Purpose

The district-level foundation will promote public education and focus on engaging the community's support in specific areas determined by a foundation board.

The intent is for the Foundation to complement rather than replace the current district-level fundraising support system and school specific fundraising societies and foundations. This approach will reduce the possibility of creating negative public perceptions among parent fundraising groups and other community foundations that may view the Foundation as competition.

### Structure

The Foundation will be a separate entity that operates at arm's length to the District and acts as a stand-alone trust with its own board and staff.

### Staffing

Initially, the Foundation will require two staff members: a Director of Fund Development and a Fundraising Assistant. Both staff members would have extensive fund development expertise and leadership skills to oversee the development and implementation process. Much like the Vancouver Foundation model, the Director of Fund Development would act as the liaison between the Foundation Board and the Edmonton Public School Board, as well as oversee the work of the foundation. The Fundraising Assistant would provide fundraising and accounting support and assistance.

### Foundation Board

The Foundation Board should consist of 10 to 12 members who are representative of the District's diverse stakeholder population (e.g., representation from the Board of Trustees, administration, staff group members, parents and influential members of the community).

Initially, the Foundation Board will have to create a clear vision and mission, which are aligned with the District Priorities and focus on broader programs that support the needs of schools. Equally as important, the Foundation Board will be responsible for establishing a name for the Foundation so that it can pursue charitable status and develop its own set of bylaws.

### Reporting Structure

At first, the Foundation's staff members and board will report directly to the Superintendent of Schools. However, the reporting structure will evolve as the Foundation becomes more sustainable.

### Budget

In order to support the initial development and implementation stages of the Foundation, the Edmonton Public School Board would need to allocate physical space, furniture, equipment, and human and financial resources during the Foundation's first three years of operation.

The following list identifies the minimum estimated costs that will be required to establish the Foundation and provide support over a three-year term:

<b>Necessary Resources</b>	<b>Resource Details</b>	<b>Estimated Costs for Year 1</b>	<b>Estimated Costs for Year 2</b>	<b>Estimated Costs for Year 3</b>	<b>Total Estimated Costs</b>
Staffing	Director of Fund Development	\$140,000	\$140,000	\$140,000	\$420,000
	Fundraising Assistant	\$75,000	\$75,000	\$75,000	\$225,000
Furniture	Desks, tables, chairs, lighting, etc.	\$20,000	\$3,000	\$3,000	\$26,000
Equipment	Computers, software programs, fax, printers, etc.	\$25,000	\$10,000	\$10,000	\$45,000
Miscellaneous Financial Support	Advertising and promotions, website development, allowance for lunches and travel, etc.	\$200,000	\$150,000	\$150,000	\$500,000
	<b>TOTAL</b>	<b>\$460,000</b>	<b>\$378,000</b>	<b>\$378,000</b>	<b>\$1,216,000</b>

### *Note:*

*No estimated cost has been identified for the physical location of the Foundation, as the cost will be dependent upon the suitability of space in the District. Should District space be unsuitable, additional leasing costs would be required.*

### Conclusion

Once the initial three-year term is over, the Foundation will be expected to work autonomously from the District and be financially self-sufficient.

EDMONTON PUBLIC SCHOOLS

April 10, 2007

TO: Board of Trustees

FROM: B. Holt, Acting Superintendent

SUBJECT: Framework for a District-Level Foundation

ORIGINATOR: B. Tams, Executive Director

RESOURCE  
STAFF: Lisa Austin, Noel Gareau, Rebecca Kroetch, Dean Power,  
Alva Shewchuk

RECOMMENDATION

That the framework for a district-level foundation as outlined  
in this report be approved.

\* \* \* \* \*

**Background**

Edmonton Public Schools has a long history of raising funds to support the district's priorities. Over the years, the district has created its own unique approach to fund development and established an informal, yet successful, infrastructure to effectively and efficiently manage its fundraising efforts. As a result, priorities, procedures and policies have evolved over time, and the district and schools have been the recipient of generous contributions. It is important to note that these contributions have increased significantly over the years.

The flexibility of this current practice has allowed the district to focus on securing support for specific initiatives that complement the fundraising activities being undertaken by schools and central service decision units. Some schools have established foundations, while other schools are engaged in a wide range of fundraising activities, including special events, sponsorships, partnerships, cash donations, in-kind gift donations, scholarships and exclusive product agreements.

In addition, the Administration provides fundraising support directly to schools and the district. Communications provides advice and support to schools regarding educational partnerships, grant applications and gaming activities. The department also oversees fundraising for special Board hosted events such as the Night of Music. Purchasing Services oversees district-level exclusive product agreements; Student Assessment provides writing support for new scholarships (school and district-level) and oversees the selection process of 14 district-based scholarships each year; and Financial Services is responsible for receipting and processing donations, scholarships, grants and gaming funds.

### Updates to the 2003 Foundation Feasibility Study Report

Appendix I provides an update of some school district education foundations in Canada as outlined on pages 8 and 9 of the 2003 Foundation Feasibility Study.

In addition, the following chart outlines the funds received and raised by the district and schools between the 2002-03 and 2005-06 school years. This data is subsequent to the information provided on page 11 of the 2003 Foundation Feasibility Study.

<b>Funds Raised Between 2002-03 and 2005-06</b>				
	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Donations Received	\$ 315,222	\$ 278,149	\$ 287,800	\$ 233,111
In-kind Donations	\$ 64,287	\$ 61,143	\$ 18,299	\$ 59,419
Parent Advisory Council (P.A.C.)	\$ 3,179,949	\$ 3,983,275	\$ 3,846,189	\$ 4,249,315
Other Government Grants (Alberta Lottery Foundation and Alberta Foundation for the Arts)	\$ 460,594	\$ 537,956	\$ 467,847	\$ 469,653
Other Charities and Foundations (Donations not receipted)	\$189,370	\$ 248,732	\$ 304,042	\$ 580,568
<b>TOTAL</b>	<b>\$ 4,209,422</b>	<b>\$ 5,109,255</b>	<b>\$ 4,924,177</b>	<b>\$ 5,592,066</b>

### Proposed District-level Foundation Framework

As reported in the 2003 Foundation Feasibility Study, there is a growing trend of K-12 education systems establishing foundations to mobilize resources to support teaching and learning and enhance the learning environment. Some districts, like the Calgary Board of Education, have established foundations to take on the majority of fundraising on behalf of the district and schools. The EducationMatters Calgary's Public Education Trust raises significant funds (over \$1 million each year) to support a large portfolio of priorities, manage fundraising and friendraising campaigns, and create alternative giving options such as their recently approved payroll donation plan. To attend to all of these activities, the Calgary Board of Education has hired six full-time staff members.

Other districts, such as Vancouver Public Schools and Red Deer Public Schools, have foundations with a limited number of staff members who focus on a few priorities. Because it is a relatively small rural district, Red Deer Public Schools allocates a portion of two staff members' time to manage the Foundation for Red Deer Public Schools' fundraising activities, which generates less than \$100,000 per year. Although the Foundation for Vancouver Public Schools is currently in transition, the Vancouver Public School district has made a commitment to hire two full-time staff members responsible for raising \$400,000+ each year. The Director of Fund Development will be responsible for overseeing the operations of the Vancouver Public Schools Foundation and acting as a liaison between the Foundation and the division. The priorities of the Foundation are focused on supporting equity in schools, while still allowing schools to engage in their own fundraising activities.

If the Board is interested in exploring a more formal structure for district-level fundraising, the Administration believes that the Vancouver Public Schools Foundation model is the most feasible and financially practical option for the district.

### **Framework Outline**

Much like the Vancouver Public Schools model, the foundation model proposed for Edmonton Public Schools would focus on the district priorities as established by the Board. This approach would complement rather than replace the thriving, although informal, fundraising support system that is presently in place in the district. This means that current fundraising procedures, policies and practices, the establishment of which typically takes up the bulk of a foundation's work in its first year, would remain relatively the same.

In addition, the number of staff required to manage this model would be much less than the number necessary to oversee other, more complex education foundation models such as the EducationMatters Calgary's Public Education Trust. This is a significant factor because school districts typically pay for foundation staff salaries. Lastly, the proposed model would not interfere with existing fundraising activities undertaken by schools and central service decision units. By focusing district-level efforts on the district priorities, this Foundation model would be able to support clusters of schools or all schools.

The proposed framework for the foundation model for Edmonton Public Schools is outlined below.

### **Reporting Structure**

An educational foundation is typically overseen by a foundation board of directors. Identifying to whom the Foundation will report is vital. One option is for the Foundation staff to report directly to the Superintendent of Schools and the Foundation Board to report to the Board of Trustees.

### **Foundation Board Size and Membership**

Typically, a foundation board has a mix of stakeholder representatives who are responsible for identifying priorities, developing strategies and creating a plan. Ideally, a foundation board would consist of 10 to 12 people and include no more than two Trustees. The remaining board members could include representation from Administration, the Superintendent's Council (principal group), parents and influential members of the community. Other members could include former students and retired staff.

### **Commitment and Support**

Each of the school district foundation representatives interviewed during the preparation of this report indicated that an education foundation's success and sustainability is contingent upon the commitment and support of the Foundation Board, Board of Trustees and the district's senior staff members. In addition, research reveals that financial contributions from key Board and staff members can greatly influence and impact community support. This means that the community will probably have an expectation that Trustees and senior staff members will also be making donations to the Foundation.

### Staffing and Supplies and Services

Other district education foundation representatives recommend that education institutions considering a foundation should hire individuals with extensive fund development expertise to lead the implementation process. This individual could assist with liaison between the Foundation Board and the Edmonton Public School Board. In addition, this person would also be responsible for overseeing the Foundation's work and recruiting appropriate Foundation Board members. To support the proposed model, it is recommended that the Foundation would require two staff members:

- A Director of Fund Development (Salary costs of approximately \$140,000)
- Fundraising Assistant (Salary costs of approximately \$75,000)

The above are salary costs only and does not include any supplies, equipment and services. The unit would require an operating budget.

### Mandate, Vision, Mission and Priorities

Creating a clear vision and mission for the Foundation will be crucial for garnering support and securing donations. Also critical are the priorities, which would need to focus on broader programs that support the needs of some, many or all schools.

### Name

Currently, the district has a *Partners in Education* program that engages parents and post-secondary, business and community representatives in public education and specific areas of interest within Edmonton Public Schools. Since the program already has name recognition in the community, one option is to name the Foundation: *Partners in Education Foundation for Edmonton Public Schools*.

### **Conclusion**

The Administration believes that the foundation model proposed in this report could be an additional way to promote the district's focus on student achievement and further enrich and enhance the learning experience for district students. Much like the existing infrastructure, this model will also create additional opportunities to engage our partners in education.

LA:ams

APPENDIX I: Examples of Canadian Education Foundations (Update to information provided in the 2003 Foundation Feasibility Study)



## Update: Examples of Canadian District Education Foundations

**Vancouver Public Schools Foundation****Mission:**

- To acquire resources which will be used to make the quality of the learning experience for all students attending Vancouver public schools as equitable, innovative and enriched as possible and to garner support for public education.

Focus	Structure	Staffing and Foundation Board	Support from the Division	Funds Raised
<p>Focused on raising money to support innovation, excellence and equity in schools.</p> <p>Priority funding areas:</p> <ul style="list-style-type: none"> <li>Fostering Citizenship</li> <li>Connecting Students with Community Leaders</li> <li>Ensuring Literacy</li> <li>Enhancing School Facilities</li> </ul> <p>Current projects:</p> <ul style="list-style-type: none"> <li>InnerCity Hot Breakfast Program</li> <li>Strathcona Community Centre</li> <li>Student Emergency</li> <li>Tzu Chi Buddhist Relief</li> <li>PALS and Family Literacy</li> <li>Dream Big Productions</li> <li>Early/Intermediate Literacy</li> <li>Kidsafe</li> <li>Nightingale Organic Garden</li> <li>Ducks Unlimited</li> <li>Scientist in Residence Program</li> <li>Water Curriculum Project</li> <li>Transformative Justice Programs</li> </ul>	<p>Established in 1990.</p> <p>Separate entity that operates at arms length from the division.</p> <p>The Foundation does not preclude School Planning Councils (SPC) from raising funds for their schools.</p> <p>Mission, values and guiding principals are in place.</p> <p>Case for Support has been developed.</p> <p>Grants Committee has been established to review and evaluate programs for funding support.</p>	<p>Currently, the following individuals are overseeing the work of the Foundation.</p> <p>Staff (2 members):</p> <ul style="list-style-type: none"> <li>Superintendent of Schools</li> <li>Secretary Treasurer</li> </ul> <p>The Foundation is in a transition phase and the intent is that the following positions will run the Foundation in the near future.</p> <p>Staff (2 members):</p> <ul style="list-style-type: none"> <li>Director of Fund Development</li> <li>Administrative Assistant</li> </ul> <p>Board currently consists of 12 members: 3 Trustees, 4 district administration representatives, 1 parent representative and 4 community leaders.</p>	<p>The district will pay for the cost of the foundation staff members. It is anticipated that this could amount to between \$150,000 to \$170,000.</p> <p>In addition, the district also provides a limited marketing budget.</p>	<p>Since 1990, approximately an average of \$400,000 has been raised each year.</p> <p>Once the transition phase is completed, the district believes that the Foundation can raise significantly more funds.</p>

## Update: Examples of Canadian District Education Foundations

**EducationMatters Calgary's Public Education Trust - Previously called Calgary Board of Education (CBE) Foundation****Mandate:**

- To enhance public education by providing grants to innovative programs that help students realize their potential and become productive global citizens.
- To mobilize resources for innovative programs by offering donors a wide range of funds that demonstrate the commitment of Calgarians to innovation and excellence in public education.
- To inspire passion for public education in Calgary by fostering a two-way dialogue about the role of public education in our society.

Focus	Structure	Staffing and Foundation Board	Support from the Division	Funds Raised
<p>Priority is given to enhancement and award programs that are innovative, address critical issues and needs, have system-wide potential and make a difference.</p> <p>Priority funding areas:</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Career and Life Skills Development</li> <li>• Student Awards and Scholarships</li> <li>• Transitions</li> <li>• ESL, Diversity</li> <li>• Disadvantaged Students</li> <li>• Special Needs</li> <li>• Athletics</li> <li>• Others as determined.</li> </ul>	<p>Established in 2003.</p> <p>Separate entity that operates at arms length from CBE and is a stand-alone trust with its own staff and Board of Governors. Two members of the Board of Governors must be CBE Trustees.</p> <p>The Foundation does not preclude Parent Advisory Councils (PAC) from raising funds for their schools.</p> <p>Works closely with CBE and other leaders in Calgary's education sector.</p> <p>Mandate, mission, vision priorities, procedures and policies are in place.</p> <p>Grants committee has been established to review and evaluate programs for funding support.</p>	<p>Staff (6 members):</p> <ul style="list-style-type: none"> <li>• Executive Director</li> <li>• Senior Development Officer</li> <li>• Development Officer</li> <li>• Controller and Information Systems Manager(P/T)</li> <li>• Director of Communications and Community Development</li> <li>• Scholarship and Board Administrator</li> <li>• Community Development Associate P/T student</li> </ul> <p>Board of Governors consists of 13 members, including 2 CBE Trustees and 11 business, community and education leaders.</p>	<p>To launch the foundation, CBE provided a \$750,000 operating grant for the first three years.</p> <p>The balance of operating funds are received from annual fund fees.</p> <p>The Foundation and CBE are currently discussing a new three year funding agreement for Sept. 1 2007.</p>	<p>Funds raised are granted through endowment funds, and flow-through funds, which are distributed within two years of the funds being received.</p> <p>Since 2003, \$2.6 million in contributions has been raised and nearly \$1 million in grants has been distributed. To date 73 funds have been set up through the Foundation.</p> <p>In April 2006, a PLUS Campaign was launched with a goal of raising \$5 million over 3 years.</p> <p>In addition to corporate and individual donors, CBE has approved a payroll donation plan.</p>

## Update: Examples of Canadian District Education Foundations

**Foundation for Red Deer Public Schools**

## Vision:

- Serves as a catalyst in the community to enhance and enrich learning opportunities for all students.

Focus	Structure	Staffing and Foundation Board	Support from the Division	Funds Raised
<p>Focused on raising money to support a broad range of initiatives:</p> <ul style="list-style-type: none"> <li>• Fine Arts</li> <li>• Citizenship</li> <li>• Science and Environment</li> <li>• Canadian Connections</li> <li>• Wellness</li> </ul> <p>Also hosts an annual <i>Striving for Excellence Dinner</i> that recognizes 175+ students from all schools.</p>	<p>Established in 1993.</p> <p>Separate entity that operates at arms length from the division.</p> <p>The Foundation does not preclude Parent Advisory Councils (PAC) from raising funds for their schools.</p> <p>Case for Support is in the development stage.</p>	<p>Currently, the following individuals are overseeing the work of the Foundation.</p> <p>Staff (2 members):</p> <ul style="list-style-type: none"> <li>• Executive Director -- 0.15 FTE</li> <li>• Administrative Support 0.2 FTE</li> </ul> <p>Board currently consists of 14 members: 2 Trustees, Superintendent of Schools, 3 employee group representatives, 4 parent representatives and 4 community leaders.</p>	<p>The district supports the cost of the foundation's operations, including staffing and marketing for approximately \$30,000.</p>	<p>Approximately \$65,000 is raised each year for disbursement by the Foundation, in addition to the \$200,000 secured for school specific projects and grants.</p>

## EDMONTON PUBLIC SCHOOLS

October 13, 2009

TO: Board of Trustees

FROM: E. Schmidt, Superintendent of Schools

SUBJECT: Status Report: Edmonton Public Schools Foundation

ORIGINATOR: B. Coggles, Assistant Superintendent

RESOURCE

STAFF: Alva Shewchuk, Sandra Woitas

## INFORMATION

Background

On April 10, 2007, the Board received a report: Framework for a District Level Foundation. This report provided information about existing foundation models, costs and operating structures.

On February 12, 2008, the Board passed a motion to create the Edmonton Public Schools Foundation. Funding was approved for three years of operation, with the expectation that the Foundation would be self-sustaining after that time. (Appendix I)

Purpose

Purposes of the Foundation are:

1. To inform the community of the value of a strong public education system and the critical role elected officials play in advancing public education, and to complement the efforts of the Edmonton Public Schools' Board of Trustees to broaden and deepen support for Edmonton Public Schools and to engage the community in supporting the priorities of the District.
2. To highlight the successes of Edmonton Public Schools. To tell our stories and encourage public engagement.
3. To offer community members the opportunity to support teaching and learning through a variety of contributions – financial, in-kind donations and gifts of time.

The Foundation will complement rather than replace the District's current fundraising support system and school-specific fundraising societies and foundations.

## Structure

The Edmonton Public Schools Foundation will exist as a separate entity that operates at arm's length to the District and acts as a stand-alone trust with its own volunteer Board of Governors.

## Foundation Office

An office for the Edmonton Public Schools Foundation has been set up at John A. McDougall School. This location will serve the Foundation well because it is in a school setting where teaching and learning are taking place. It is also at arms length from the District's administration office, yet still in close proximity to the Centre for Education.

Furniture and equipment have been provided to the Edmonton Public Schools Foundation through the District's surplus channels.

## Staffing

The Edmonton Public Schools Foundation will have two staff members: a Director and a Fund Development Associate who will oversee the development and implementation process. Both staff members will be considered employees of the District rather than employees of the Foundation.

Effective September 1, 2009, Sandra Woitas was designated to the position of Director of the Edmonton Public Schools Foundation. The Director will oversee the work of the Foundation and act as the liaison between the Foundation Board of Governors and Edmonton Public Schools' Board of Trustees.

The Fundraising Development Associate will report directly to the Director of the Foundation and be responsible for providing friendraising and fundraising support and assistance. To minimize expenses during the first year of operation, this position will also provide support to get the office established.

In future years, a small FTE staff member will be required to provide office administration support and be responsible for functions such as managing the donor database, co-ordinating special events and attending to general office duties.

## Board of Governors

The Board of Governors will consist of between five and nine volunteer board members, be representative of Edmonton's diverse community and include one representative from the District's Board of Trustees. Governors will be appointed by the Director of the Foundation for a three (3) year term and may be reappointed for an additional three (3) year term for a maximum of six (6) years of service on the Board of Governors.

### Assignment of Trustee from the Board of Trustees

The only exception to the appointment process for the Edmonton Public Schools Foundation's Board of Governors is the Trustee representative who will be assigned each year by the District's Board of Trustees at Organizational Board. Because Organizational Board has already occurred for the current school year, the Administration is requesting that the Board of Trustees identify one Trustee representative for this assignment during the 2009-2010 term.

The assigned Trustee representative will be a voting member of the Board of Governors for the Foundation and will be expected to attend meetings as scheduled by the Board of Governors.

In subsequent years, the Board of Trustees will identify a Trustee to serve on the Edmonton Public Schools Foundation through the Ad-hoc Committees and Board Representative Assignments process that occurs every year at Organizational Board.

### Allocation and Disbursement of Funds Raised

While the Board of Governors will be responsible for the development and implementation of the fundraising strategy undertaken by the Edmonton Public Schools Foundation, the allocation of funds raised will be determined by the District's Board of Trustees.

The Board of Trustees will be responsible for ensuring the contributions realized through the Edmonton Public Schools Foundation are used to support the current needs and priorities of the District. However, all donations identified for specific initiatives and activities by donors will be honoured.

### Friendraising and Fundraising Strategy

Traditionally, the strategy undertaken by most non-profit organizations is focused on fundraising and is accomplished by seeking out donors with money, power and/or influence. Sometimes these donors are individuals, but generally they are corporations. This approach is based on qualifying potential donors and then asking them for specific amounts of money to support identified initiatives. More often than not, these donors choose to contribute for one to three years, but will choose other community investment options in future years.

The friendraising and fundraising strategy to be undertaken by the Edmonton Public Schools Foundation offers a unique way of looking at donors. The strategy is focused primarily on making friends first and is not dependent upon qualifying potential donors in advance. Through this approach, the District will be able to achieve long-term, sustainable commitments for funding by cultivating prospective donors in a way that inspires them to give and to remain committed to the cause. Over time, the Edmonton Public Schools Foundation will have the opportunity to raise millions of unrestricted dollars.

The 4-step friendraising and fundraising program that will be undertaken by the Edmonton Public Schools Foundation is as follows:

### Step 1: Information Sessions

Members of the community will be introduced to Edmonton Public Schools through one-hour information sessions. Key members of the District - volunteers, staff, students and parents – will be involved in delivering compelling messages that will educate participants about the work of the District and the various challenges it faces with respect to providing quality education for all students. These sessions will occur bi-weekly through the year and each session will have between 10 and 15 participants.

### Step 2: Information Session Follow-up

After each information session, Foundation staff members will be responsible for connecting with each participant and cultivating the relationships that were initiated at the session. This follow-up process inspires participants to share information about Edmonton Public Schools with others and consider opportunities for further involvement.

### Step 3: Signature Fundraising Event

Every school year, the Edmonton Public Schools Foundation will host a signature fundraising event in which all information session participants and other interested community members will be invited. The primary purpose for this event is to further engage people in the work of the District and to ask them to make a contribution to enhance the teaching and learning that occurs at Edmonton Public Schools.

Typically, the donations will be provided as unrestricted funding for the District and a number of the donors will choose to make multi-year donations. Immediately after the event, follow-up calls will be made to each and every participant to thank them for coming to the event and to each and every donor to thank them for their generous contribution.

### Step 4: Stewardship Plan

The key to long-term success in this program are the actions taken immediately following the fundraising event. Once the event follow-up is completed, the Board of Governors will administer a stewardship plan that, in many instances, creates additional gifts as donors become more connected to the priorities identified by the Edmonton Public Schools Board of Trustees.

### Official Launch of the Edmonton Public Schools Foundation

An event to celebrate the official launch of the Edmonton Public Schools Foundation is being planned for February 10, 2010 at John A. McDougall School.

The program will include the introduction of the Board of Governors and an overview of the role the Edmonton Public Schools Foundation will play in support of Edmonton Public Schools. An invitation will be extended to Trustees, students, parents, staff and members of the community.

### Recent Activities

In November 2008, the Administration hired Infinity Fundraising Etc. Inc. on a one year contract basis to support the efforts required to develop a strategy for the implementation of the Edmonton Public Schools Foundation. They were hired because of their extensive knowledge about fundraising for education and the network of invaluable community contacts they have developed over the years.

The Director of the Foundation continues to utilize the expertise of Infinity Fundraising Etc. Inc. and will make a decision about the possibility of extending the contact in December 2009.

To ensure the priorities of the Edmonton Public Schools Foundation are aligned with the District Priorities and to support the objectives of the Board of Trustees' Strategic Plan, the Director of the Foundation has been visiting with district staff members in central departments and schools, as well as key members of the community.

The Director of the Foundation has also been meeting with officials from other foundation and fund development offices at other educational institutions. The purpose of these meetings is to engage the community in the work of public education, and to get a better sense of the opportunities and challenges attached to raising funds to support a K to 12 school district.

Prior to the hiring of the Director of the Foundation, the following is a list of items that Infinity Fundraising Etc. Inc. undertook to begin the implementation of the Edmonton Public Schools Foundation:

- the Edmonton Public Schools Foundation was registered under the Alberta Societies Act;
- bylaws were developed for the Edmonton Public Schools Foundation;
- a recruitment strategy for the Board of Governors was developed;
- a friendraising and fundraising strategy for the Edmonton Public Schools Foundation was developed;
- arrangements were made with Financial Services to effectively administer the Foundation's finances; and
- an orientation manual for the Board of Governors of the Edmonton Public Schools Foundation was created.

Currently, the Director of the Foundation, is working to:

- advertise the Fund Development Associate position through the District's Human Resource department's typical hiring practice during November 2009 so that a suitable candidate will be in the position by December 2009;



- actively seek out potential board members for the Board of Governors; it is anticipated that a Board of Governors will be in place by the end of January 2010;
- create a mission statement that will complement the work of the District's Board of Trustees and provide direction for the Board of Governors for the Edmonton Public Schools Foundation; and
- start the implementation of the friendraising and fundraising strategy.

The Edmonton Public Schools Foundation will provide periodic reports on its activities and progress to the Board of Trustees.

BC:ams

APPENDIX I February 12, 2008 Board Report – Motion Re: District-Level Foundation

## EDMONTON PUBLIC SCHOOLS

February 12, 2008

TO: Board of Trustees

FROM: Trustee B. Esslinger

SUBJECT: Motion re District-Level Foundation

## RECOMMENDATION

That the Board establish a district-level foundation as outlined in the April 10, 2007 Board Report – Framework for a District-Level Foundation.

\* \* \* \* \*

In addition, Trustee Esslinger requested that the administration prepare a revised report clearly outlining the recommended model for consideration of this motion (Attachment #1).

Attached for information is the April 10, 2007 Board Report (Attachment #2).

Notice of the above motion was served at the January 29, 2008 board meeting.

BE:mmf

Attachment #1 – Recommended Model

Attachment #2 – April 10, 2007 Board Report – Framework for a District-Level Foundation

## **Proposed Framework for a District-Level Foundation**

The 2004-2007 Board of Trustees explored the feasibility of establishing a district-level foundation and asked the administration to review existing foundation models. In the April 10, 2007 board report labeled Appendix II, the administration identified the Vancouver Public Schools Foundation model as the most feasible and financially practical option for Edmonton Public Schools. Details regarding the proposed framework are as follows:

### **Purpose**

The district-level foundation will promote public education and focus on engaging the community's support in specific areas determined by a foundation board.

The intent is for the Foundation to complement rather than replace the current district-level fundraising support system and school specific fundraising societies and foundations. This approach will reduce the possibility of creating negative public perceptions among parent fundraising groups and other community foundations that may view the Foundation as competition.

### **Structure**

The Foundation will be a separate entity that operates at arm's length to the District and acts as a stand-alone trust with its own board and staff.

### **Staffing**

Initially, the Foundation will require two staff members: a Director of Fund Development and a Fundraising Assistant. Both staff members would have extensive fund development expertise and leadership skills to oversee the development and implementation process. Much like the Vancouver Foundation model, the Director of Fund Development would act as the liaison between the Foundation Board and the Edmonton Public School Board, as well as oversee the work of the foundation. The Fundraising Assistant would provide fundraising and accounting support and assistance.

### **Foundation Board**

The Foundation Board should consist of 10 to 12 members who are representative of the District's diverse stakeholder population (e.g., representation from the Board of Trustees, administration, staff group members, parents and influential members of the community).

Initially, the Foundation Board will have to create a clear vision and mission, which are aligned with the District Priorities and focus on broader programs that support the needs of schools. Equally as important, the Foundation Board will be responsible for establishing a name for the Foundation so that it can pursue charitable status and develop its own set of bylaws.

### Reporting Structure

At first, the Foundation's staff members and board will report directly to the Superintendent of Schools. However, the reporting structure will evolve as the Foundation becomes more sustainable.

### Budget

In order to support the initial development and implementation stages of the Foundation, the Edmonton Public School Board would need to allocate physical space, furniture, equipment, and human and financial resources during the Foundation's first three years of operation.

The following list identifies the minimum estimated costs that will be required to establish the Foundation and provide support over a three-year term:

Necessary Resources	Resource Details	Estimated Costs for Year 1	Estimated Costs for Year 2	Estimated Costs for Year 3	Total Estimated Costs
Staffing	Director of Fund Development	\$140,000	\$140,000	\$140,000	\$420,000
	Fundraising Assistant	\$75,000	\$75,000	\$75,000	\$225,000
Furniture	Desks, tables, chairs, lighting, etc.	\$20,000	\$3,000	\$3,000	\$26,000
Equipment	Computers, software programs, fax, printers, etc.	\$25,000	\$10,000	\$10,000	\$45,000
Miscellaneous Financial Support	Advertising and promotions, website development, allowance for lunches and travel, etc.	\$200,000	\$150,000	\$150,000	\$500,000
	<b>TOTAL</b>	<b>\$460,000</b>	<b>\$378,000</b>	<b>\$378,000</b>	<b>\$1,216,000</b>

### *Note:*

*No estimated cost has been identified for the physical location of the Foundation, as the cost will be dependent upon the suitability of space in the District. Should District space be unsuitable, additional leasing costs would be required.*

### Conclusion

Once the initial three-year term is over, the Foundation will be expected to work autonomously from the District and be financially self-sufficient.

## EDMONTON PUBLIC SCHOOLS

April 10, 2007

TO: Board of Trustees

FROM: B. Holt, Acting Superintendent

SUBJECT: Framework for a District-Level Foundation

ORIGINATOR: B. Tams, Executive Director

RESOURCE

STAFF: Lisa Austin, Noel Gareau, Rebecca Kroetch, Dean Power,  
Alva Shewchuk

## RECOMMENDATION

That the framework for a district-level foundation as outlined in this report be approved.

\* \* \* \* \*

**Background**

Edmonton Public Schools has a long history of raising funds to support the district's priorities. Over the years, the district has created its own unique approach to fund development and established an informal, yet successful, infrastructure to effectively and efficiently manage its fundraising efforts. As a result, priorities, procedures and policies have evolved over time, and the district and schools have been the recipient of generous contributions. It is important to note that these contributions have increased significantly over the years.

The flexibility of this current practice has allowed the district to focus on securing support for specific initiatives that complement the fundraising activities being undertaken by schools and central service decision units. Some schools have established foundations, while other schools are engaged in a wide range of fundraising activities, including special events, sponsorships, partnerships, cash donations, in-kind gift donations, scholarships and exclusive product agreements.

In addition, the Administration provides fundraising support directly to schools and the district. Communications provides advice and support to schools regarding educational partnerships, grant applications and gaming activities. The department also oversees fundraising for special Board hosted events such as the Night of Music. Purchasing Services oversees district-level exclusive product agreements; Student Assessment provides writing support for new scholarships (school and district-level) and oversees the selection process of 14 district-based scholarships each year; and Financial Services is responsible for receipting and processing donations, scholarships, grants and gaming funds.

### Updates to the 2003 Foundation Feasibility Study Report

Appendix I provides an update of some school district education foundations in Canada as outlined on pages 8 and 9 of the 2003 Foundation Feasibility Study.

In addition, the following chart outlines the funds received and raised by the district and schools between the 2002-03 and 2005-06 school years. This data is subsequent to the information provided on page 11 of the 2003 Foundation Feasibility Study.

<b>Funds Raised Between 2002-03 and 2005-06</b>				
	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Donations Receipted	\$ 315,222	\$ 278,149	\$ 287,800	\$ 233,111
In-kind Donations	\$ 64,287	\$ 61,143	\$ 18,299	\$ 59,419
Parent Advisory Council (P.A.C.)	\$ 3,179,949	\$ 3,983,275	\$ 3,846,189	\$ 4,249,315
Other Government Grants (Alberta Lottery Foundation and Alberta Foundation for the Arts)	\$ 460,594	\$ 537,956	\$ 467,847	\$ 469,653
Other Charities and Foundations (Donations not receipted)	\$189,370	\$ 248,732	\$ 304,042	\$ 580,568
<b>TOTAL</b>	<b>\$ 4,209,422</b>	<b>\$ 5,109,255</b>	<b>\$ 4,924,177</b>	<b>\$ 5,592,066</b>

### Proposed District-level Foundation Framework

As reported in the 2003 Foundation Feasibility Study, there is a growing trend of K-12 education systems establishing foundations to mobilize resources to support teaching and learning and enhance the learning environment. Some districts, like the Calgary Board of Education, have established foundations to take on the majority of fundraising on behalf of the district and schools. The EducationMatters Calgary's Public Education Trust raises significant funds (over \$1 million each year) to support a large portfolio of priorities, manage fundraising and friendraising campaigns, and create alternative giving options such as their recently approved payroll donation plan. To attend to all of these activities, the Calgary Board of Education has hired six full-time staff members.

Other districts, such as Vancouver Public Schools and Red Deer Public Schools, have foundations with a limited number of staff members who focus on a few priorities. Because it is a relatively small rural district, Red Deer Public Schools allocates a portion of two staff members' time to manage the Foundation for Red Deer Public Schools' fundraising activities, which generates less than \$100,000 per year. Although the Foundation for Vancouver Public Schools is currently in transition, the Vancouver Public School district has made a commitment to hire two full-time staff members responsible for raising \$400,000+ each year. The Director of Fund Development will be responsible for overseeing the operations of the Vancouver Public Schools Foundation and acting as a liaison between the Foundation and the division. The priorities of the Foundation are focused on supporting equity in schools, while still allowing schools to engage in their own fundraising activities.

If the Board is interested in exploring a more formal structure for district-level fundraising, the Administration believes that the Vancouver Public Schools Foundation model is the most feasible and financially practical option for the district.

### **Framework Outline**

Much like the Vancouver Public Schools model, the foundation model proposed for Edmonton Public Schools would focus on the district priorities as established by the Board. This approach would complement rather than replace the thriving, although informal, fundraising support system that is presently in place in the district. This means that current fundraising procedures, policies and practices, the establishment of which typically takes up the bulk of a foundation's work in its first year, would remain relatively the same.

In addition, the number of staff required to manage this model would be much less than the number necessary to oversee other, more complex education foundation models such as the EducationMatters Calgary's Public Education Trust. This is a significant factor because school districts typically pay for foundation staff salaries. Lastly, the proposed model would not interfere with existing fundraising activities undertaken by schools and central service decision units. By focusing district-level efforts on the district priorities, this Foundation model would be able to support clusters of schools or all schools.

The proposed framework for the foundation model for Edmonton Public Schools is outlined below.

### **Reporting Structure**

An educational foundation is typically overseen by a foundation board of directors. Identifying to whom the Foundation will report is vital. One option is for the Foundation staff to report directly to the Superintendent of Schools and the Foundation Board to report to the Board of Trustees.

### **Foundation Board Size and Membership**

Typically, a foundation board has a mix of stakeholder representatives who are responsible for identifying priorities, developing strategies and creating a plan. Ideally, a foundation board would consist of 10 to 12 people and include no more than two Trustees. The remaining board members could include representation from Administration, the Superintendent's Council (principal group), parents and influential members of the community. Other members could include former students and retired staff.

### **Commitment and Support**

Each of the school district foundation representatives interviewed during the preparation of this report indicated that an education foundation's success and sustainability is contingent upon the commitment and support of the Foundation Board, Board of Trustees and the district's senior staff members. In addition, research reveals that financial contributions from key Board and staff members can greatly influence and impact community support. This means that the community will probably have an expectation that Trustees and senior staff members will also be making donations to the Foundation.

### Staffing and Supplies and Services

Other district education foundation representatives recommend that education institutions considering a foundation should hire individuals with extensive fund development expertise to lead the implementation process. This individual could assist with liaison between the Foundation Board and the Edmonton Public School Board. In addition, this person would also be responsible for overseeing the Foundation's work and recruiting appropriate Foundation Board members. To support the proposed model, it is recommended that the Foundation would require two staff members:

- A Director of Fund Development (Salary costs of approximately \$140,000)
- Fundraising Assistant (Salary costs of approximately \$75,000)

The above are salary costs only and does not include any supplies, equipment and services. The unit would require an operating budget.

### Mandate, Vision, Mission and Priorities

Creating a clear vision and mission for the Foundation will be crucial for garnering support and securing donations. Also critical are the priorities, which would need to focus on broader programs that support the needs of some, many or all schools.

### Name

Currently, the district has a *Partners in Education* program that engages parents and post-secondary, business and community representatives in public education and specific areas of interest within Edmonton Public Schools. Since the program already has name recognition in the community, one option is to name the Foundation: *Partners in Education Foundation for Edmonton Public Schools*.

### **Conclusion**

The Administration believes that the foundation model proposed in this report could be an additional way to promote the district's focus on student achievement and further enrich and enhance the learning experience for district students. Much like the existing infrastructure, this model will also create additional opportunities to engage our partners in education.

LA:ams

APPENDIX I: Examples of Canadian Education Foundations (Update to information provided in the 2003 Foundation Feasibility Study)



## Update: Examples of Canadian District Education Foundations

**Vancouver Public Schools Foundation****Mission:**

- To acquire resources which will be used to make the quality of the learning experience for all students attending Vancouver public schools as equitable, innovative and enriched as possible and to garner support for public education.

Focus	Structure	Staffing and Foundation Board	Support from the Division	Funds Raised
<p>Focused on raising money to support innovation, excellence and equity in schools.</p> <p>Priority funding areas:</p> <ul style="list-style-type: none"> <li>• Fostering Citizenship</li> <li>• Connecting Students with Community Leaders</li> <li>• Ensuring Literacy</li> <li>• Enhancing School Facilities</li> </ul> <p>Current projects:</p> <ul style="list-style-type: none"> <li>• InnerCity Hot Breakfast Program</li> <li>• Strathcona Community Centre</li> <li>• Student Emergency</li> <li>• Tzu Chi Buddhist Relief</li> <li>• PALS and Family Literacy</li> <li>• Dream Big Productions</li> <li>• Early/Intermediate Literacy</li> <li>• Kidsafe</li> <li>• Nightingale Organic Garden</li> <li>• Ducks Unlimited</li> <li>• Scientist in Residence Program</li> <li>• Water Curriculum Project</li> <li>• Transformative Justice Programs</li> </ul>	<p>Established in 1990.</p> <p>Separate entity that operates at arms length from the division.</p> <p>The Foundation does not preclude School Planning Councils (SPC) from raising funds for their schools.</p> <p>Mission, values and guiding principals are in place.</p> <p>Case for Support has been developed.</p> <p>Grants Committee has been established to review and evaluate programs for funding support.</p>	<p>Currently, the following individuals are overseeing the work of the Foundation.</p> <p>Staff (2 members):</p> <ul style="list-style-type: none"> <li>• Superintendent of Schools</li> <li>• Secretary Treasurer</li> </ul> <p>The Foundation is in a transition phase and the intent is that the following positions will run the Foundation in the near future.</p> <p>Staff (2 members):</p> <ul style="list-style-type: none"> <li>• Director of Fund Development</li> <li>• Administrative Assistant</li> </ul> <p>Board currently consists of 12 members: 3 Trustees, 4 district administration representatives, 1 parent representative and 4 community leaders.</p>	<p>The district will pay for the cost of the foundation staff members. It is anticipated that this could amount to between \$150,000 to \$170,000.</p> <p>In addition, the district also provides a limited marketing budget.</p>	<p>Since 1990, approximately an average of \$400,000 has been raised each year.</p> <p>Once the transition phase is completed, the district believes that the Foundation can raise significantly more funds.</p>

## EducationMatters Calgary's Public Education Trust - Previously called Calgary Board of Education (CBE) Foundation

### Mandate:

- To enhance public education by providing grants to innovative programs that help students realize their potential and become productive global citizens.
- To mobilize resources for innovative programs by offering donors a wide range of funds that demonstrate the commitment of Calgarians to innovation and excellence in public education.
- To inspire passion for public education in Calgary by fostering a two-way dialogue about the role of public education in our society.

Focus	Structure	Staffing and Foundation Board	Support from the Division	Funds Raised
<p>Priority is given to enhancement and award programs that are innovative, address critical issues and needs, have system-wide potential and make a difference.</p> <p>Priority funding areas:</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Career and Life Skills Development</li> <li>• Student Awards and Scholarships</li> <li>• Transitions</li> <li>• ESL, Diversity</li> <li>• Disadvantaged Students</li> <li>• Special Needs</li> <li>• Athletics</li> <li>• Others as determined.</li> </ul>	<p>Established in 2003.</p> <p>Separate entity that operates at arms length from CBE and is a stand-alone trust with its own staff and Board of Governors. Two members of the Board of Governors must be CBE Trustees.</p> <p>The Foundation does not preclude Parent Advisory Councils (PAC) from raising funds for their schools.</p> <p>Works closely with CBE and other leaders in Calgary's education sector.</p> <p>Mandate, mission, vision priorities, procedures and policies are in place.</p> <p>Grants committee has been established to review and evaluate programs for funding support.</p>	<p>Staff (6 members):</p> <ul style="list-style-type: none"> <li>• Executive Director</li> <li>• Senior Development Officer</li> <li>• Development Officer</li> <li>• Controller and Information Systems Manager(P/T)</li> <li>• Director of Communications and Community Development</li> <li>• Scholarship and Board Administrator</li> <li>• Community Development Associate P/T student</li> </ul> <p>Board of Governors consists of 13 members, including 2 CBE Trustees and 11 business, community and education leaders.</p>	<p>To launch the foundation, CBE provided a \$750,000 operating grant for the first three years.</p> <p>The balance of operating funds are received from annual fund fees.</p> <p>The Foundation and CBE are currently discussing a new three year funding agreement for Sept. 1 2007.</p>	<p>Funds raised are granted through endowment funds, and flow-through funds, which are distributed within two years of the funds being received.</p> <p>Since 2003, \$2.6 million in contributions has been raised and nearly \$1 million in grants has been distributed. To date 73 funds have been set up through the Foundation.</p> <p>In April 2006, a PLUS Campaign was launched with a goal of raising \$5 million over 3 years.</p> <p>In addition to corporate and individual donors, CBE has approved a payroll donation plan.</p>

## Update: Examples of Canadian District Education Foundations

### Foundation for Red Deer Public Schools

#### Vision:

- Serves as a catalyst in the community to enhance and enrich learning opportunities for all students.

Focus	Structure	Staffing and Foundation Board	Support from the Division	Funds Raised
<p>Focused on raising money to support a broad range of initiatives:</p> <ul style="list-style-type: none"> <li>Fine Arts</li> <li>Citizenship</li> <li>Science and Environment</li> <li>Canadian Connections</li> <li>Wellness</li> </ul> <p>Also hosts an annual <i>Striving for Excellence Dinner</i> that recognizes 175+ students from all schools.</p>	<p>Established in 1993.</p> <p>Separate entity that operates at arms length from the division.</p> <p>The Foundation does not preclude Parent Advisory Councils (PAC) from raising funds for their schools.</p> <p>Case for Support is in the development stage.</p>	<p>Currently, the following individuals are overseeing the work of the Foundation.</p> <p>Staff (2 members):</p> <ul style="list-style-type: none"> <li>Executive Director – 0.15 FTE</li> <li>Administrative Support 0.2 FTE</li> </ul> <p>Board currently consists of 14 members: 2 Trustees, Superintendent of Schools, 3 employee group representatives, 4 parent representatives and 4 community leaders.</p>	<p>The district supports the cost of the foundation's operations, including staffing and marketing for approximately \$30,000.</p>	<p>Approximately \$65,000 is raised each year for disbursement by the Foundation, in addition to the \$200,000 secured for school specific projects and grants.</p>

**DATE:** October 25, 2011

**TO:** Board of Trustees

**FROM:** David Fraser, Executive Director Corporate Services

**SUBJECT:** Edmonton Public Schools Foundation (EPS Foundation) Progress Report  
(Response to Trustee Request #121)

**ORIGINATOR:** Sandra Woitas, Director Edmonton Public Schools Foundation

**RESOURCE STAFF:** Alva Shewchuk

**REFERENCE:** September 27, 2011 Board Meeting (Trustee Ripley)

### ISSUE

Annually, the Edmonton Public Schools Foundation (EPS Foundation) provides a summary of activities and results to the Board of Trustees. This report outlines the EPS Foundation's 2010-11 successes, as well as future opportunities and challenges, and includes a financial picture of the funds raised during the school year.

### BACKGROUND

In 2008, the Board of Trustees approved a recommendation to create an EPS Foundation to complement the District's current fundraising support system and school-specific fundraising societies and foundations. The purpose of the EPS Foundation is as follows:

- to inform the community of the value of a strong public education system and the critical role elected officials play in advancing public education;
- to complement the efforts of the Board of Trustees in broadening and deepening support for Edmonton Public Schools, particularly among the 70 per cent of Edmontonians who presently do not have a direct link to public education;
- to share stories about the teaching and learning occurring in our schools; and
- to offer community members the opportunity to support teaching and learning through a variety of contributions – financial, in-kind donations and gifts of time.

During the 2009-10 school year, a Director (Sandra Woitas) and Fund Development Associate (Alva Shewchuk) were hired and the EPS Foundation was officially launched in February 2010. The EPS Foundation is housed at John A. McDougall School and has a Board of Governors consisting of board members that include:

- an Edmonton Public Schools' staff member;
- a representative from the Board of Trustees who is assigned to the role each year at Organizational Board; and
- volunteers from all walks of life who represent Edmonton's diverse community.

The Board of Governors' priority is to raise funds for public education and raise funds to support early learning intervention and student success. More specifically, they secure financial and in-kind donations to supplement the costs associated with early learning and full-day Kindergarten programs for some of the District's most socially vulnerable elementary schools.

**CURRENT SITUATION**

In the 2010-11 school year, through an extensive cultivation and stewardship process undertaken by the EPS Foundation, over 5,000 community members had an increased awareness about the Edmonton Public Schools system and \$450,000 was realized in contributions achieved through a variety of activities and events.

During 2009-10 and its first year of operation, the EPS Foundation raised enough money to establish a full-day Kindergarten program at Tipaskan School in the 2010-11 school year. Funds raised in 2010-11 ensured sustainability for the full-day Kindergarten program at Tipaskan School and another two full-day Kindergarten programs which were established at Lauderdale and Mee-Yah-Noh schools during the 2011-12 school year. \$120,000 of the total dollars raised was directed to a designated early learning site as per donor's preference.

2010-11 Successes

Over the school year, 19 information sessions were at hosted at John A. McDougall, Evansdale, Youngstown, Montrose and Tipaskan schools. Approximately 350 individuals from the community were invited to come see first-hand the teaching and learning occurring in some of our District's more socially vulnerable elementary schools. At each session, the Director spoke about the purpose of the EPS Foundation and the importance of early learning, a former student shared their experience within the public education system and a school staff member talked about the challenges and opportunities related to their school and student population. Extensive follow-up calls were made to each individual and a handwritten note was sent to each as well.

On November 3, 2010, to celebrate the launch of the full-day Kindergarten program at Tipaskan School, a *Mad Hatters Tea Party* was hosted at the school to showcase how contributions made to the EPS Foundation were used. Over 80 donors, some Trustees, the Superintendent and Board of Governors' members enjoyed a morning of student entertainment and tour of the full-day Kindergarten classroom. On February 17, 2011, 100 parents/guardians and their children enrolled in the full-day Kindergarten program were invited to a family night celebration.

On November 24, 2010, as part of its stewardship approach, the EPS Foundation invited donors and volunteers to an annual *Create in 8 Art Showcase*. During the entire day, students from eight high schools came together to collaborate and create works of art based on the EPS Foundation theme – *Ready for Life!* At the end of the day, at the showcase event, all donors and volunteers were given the opportunity to review and take a piece of artwork as a token of appreciation for their time and/or contributions to public education.

On May 12, 2011, over 275 community members attended the EPS Foundation's second annual fundraising *Ready for Life* breakfast which realized \$200,000 in unrestricted funding support. For a second year, the Royal Bank of Canada Foundation contributed \$50,000, \$40,000 came from EPCOR and an anonymous donor donated \$50,000. One-fourth of the guests had attended information sessions, while others were guests invited by the 30 individuals who hosted tables at the event. The event required an enormous number of volunteer supporters made up of 100 staff, students and Foundation friends. After the breakfast, personal calls were made to thank individuals for attending the event and for their contribution. In addition, students created thank you cards which were sent to all involved.

Throughout the year, events and activities are undertaken to generate interest in the EPS Foundation and to ensure staff and community members are aware of the multiple needs of our schools. For example: the *Welcome Back* campaign, where 1,000 cupcakes were hand-delivered to staff at a variety of sites; the *Mittens for Kittens* campaign, in which staff and community volunteers are asked to make mittens, hats, scarves and socks for schools in need; and the *Slippers for Sweeties* campaign held at the Centre for Education during the same week of Valentines Day.

As a result of the friendraising and stewardship that occurred during the course of 2010-11, a number of third-party fundraising events and activities were also undertaken by other groups and individuals in support of the EPS Foundation.

On April 27, 2011, Kingsway Mall hosted a *Ready to Shine? Student Fashion Show* to showcase the fashion studies program at the District's high schools to 300 supporters. Nineteen teams of 65 students, from Harry Ainlay, L.Y. Cairns, Jasper Place, M.E. LaZerte and Ross Sheppard participated in the event. School site adjudication took place with representatives from Kingsway Mall, Marvel College and the EPS Foundation. A documentary was filmed of the process and event courtesy of Kingsway Mall. The event was featured in The Edmonton Journal, Global TV live morning remote and the Edmonton Examiner. Oxford Properties matched the number of teams with a donation of \$100 per team for a total of \$1,900. Other partners included Burke Group, Sig Plach Couturier & Fabrics and Marvel College which provided two \$1,000 Fashion Design scholarships to a team from M.E. LaZerte. Due to its success, Kingsway Mall has agreed to make this an annual event.

On March 24, 2011, the Edmonton Twestival 2011 committee chose the EPS Foundation as its charity of choice. This grassroots social media initiative engaged a young demographic of people who use Twitter at their primary communication vehicle. Fifty individuals showed up at the downtown pub location and \$2,400 was realized through a silent auction.

On June 21, 2011, Notables Stationers Inc. celebrated 25 years of business with 250+ customers and supporters. The store has a long history of supporting literacy initiatives and public education and, in keeping with [that](#) tradition, 25 per cent of all sales made by the store that day – \$5,000 in total – was gifted to the EPS Foundation.

On June 25, 2011, Terry Sulyma, former Trustee, and his wife held a Summer Solstice at their home. At their annual get together, they encouraged their guests to make a contribution to the EPS Foundation, which resulted in a \$2,100 contribution.

The Bear 100.3 FM radio contributed \$10,000 in total to Tipaskan's full-day Kindergarten classroom. \$5,000 came from The Bear's Children's fund during the launch of the full-day Kindergarten program and another \$5,000 came later in the year as a result of a charity challenge won by Yukon – one of the radio's celebrity hosts. The radio station also provided considerable media attention throughout the year.

As part of the school decommissioning process, Purchasing and Contract Services, Planning and Facilities Operations directed all furniture/equipment sale donations to the EPS Foundation, which resulted in a \$120 contribution.

Partnerships also play a role in promoting the importance of public education. During the year, the EPS Foundation worked closely with the University of Alberta Senate to expand U School from three recipient elementary schools in 2009-10 to seven elementary schools and one junior high school in 2010-11. In total, 240 students benefited from the experience.

Throughout the year, the EPS Foundation staff members served in a variety of capacities on the following boards, councils, associations, etc.: AAFRE (Alberta Association of Fundraising Executives), AFP (Association of Fundraising Professionals); University of Alberta Senate; (Alberta Health Services); Greater Edmonton Region Advisory Health Council; Big Brothers Big Sisters Edmonton; Institute for Sexual Minority Studies and Services (Faculty of Education, Education Policy); Edmonton Community Police Foundation; and Province of Alberta's Great Kids Awards Committee. Such membership has helped raise the EPS Foundation profile in a variety of networks.

In addition, attendance at community events and activities, along with presentations to teaching and non-teaching groups, has increased awareness about the public education system, role of advocacy and importance of early learning and student achievement.

### Challenges

Now that three full-day Kindergarten programs have been funded by the EPS Foundation, significant effort will have to be made by the Board of Governors and Foundation staff members to sustain these programs and to secure additional funding to support other schools in need. As a result, the volunteer Board of Governors and the two-member staff group may not be able to keep up with the demands attached to the EPS Foundation's growing friendraising and fundraising efforts.

### Opportunities

Believing that it takes a whole village to raise a child, the EPS Foundation's long-term goal is to engage the entire community in the work of teaching and learning at Edmonton Public Schools and has identified the following opportunities for future growth.

- Implementing an automatic payroll deduction option for staff. The process started in September 2011 and will be monitored and refined over the 2011-12 school year.
- Encouraging staff members to host events and activities to support the work of the EPS Foundation. A bottle recycling initiative and garage sale project have recently been initiated by Central Service staff members.
- Creating an alumni council with former members of all staff groups. The option will be investigated and determined if it is feasible.
- Involving district schools to think locally and give locally. Have started to ask high school leadership teams to consider the EPS Foundation as its charity of choice as part of their service to community strategies.
- Pursuing the possibilities of implementing a planned/deferred gifts option.



**KEY POINTS**

- Over 5,000 community members were introduced or reintroduced to Edmonton Public Schools. This group of individuals is made up of contributors, volunteers and supporters from private and public companies; service agencies and associations; union and trade groups; media supporters; staff members and former staff members; as well as other interested parties.
- Over \$450,000 was raised during the 2010-11 school year; \$120,000 was donated by an anonymous donor and directed to early learning sites and the remaining dollars were directed to full-day Kindergarten programming at Tipaskan, Lauderdale and Mee-Yah-Noh.
- 350 guests attended 19 information sessions between September 2010 and August 2011.
- 275 guests attended the second annual *Ready for Life* fundraising breakfast which realized \$200,000 in contributions; Royal Bank of Canada Foundation contributed \$50,000, \$40,000 came from EPCOR and an anonymous donor donated \$50,000.
- Most of the *Ready for Life* fundraising breakfast donations were one-time contributions from individuals; the largest being a significant memoriam gift from San San Sy who is a member of the Board of Governors. Eight donations were long-term commitments between two and four years; with four donor pledges of \$1,000 per year over a five-year timeframe.
- Tipaskan, Lauderdale and Mee-Yah-Noh schools received funding during 2010-11, which means 75 Kindergarten students will benefit from full-day Kindergarten programming.
- Currently, Lauderdale School is being funded by the Edmonton Oilers Community Foundation, which provided a five-year commitment of \$300,000; in 2011-12 the EPS Foundation received its first installment of \$100,000.
- Plans are underway for staff to make contributions through an automatic payroll deduction option; and an alumni council of former staff members and a planned/deferred gifts option are being considered.

SBW:ams



**DATE:** February 1, 2022

**TO:** Board of Trustees

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

**SUBJECT:** School Council Annual Report Highlights Summary

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

**RESOURCE STAFF:** Cathy MacDonald, Carrie Rosa

**REFERENCE:** Section 14, [School Councils Regulation](#), Alberta Education  
[AA.BP Stakeholder Relations](#)

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**ISSUE**

Providing a summary of highlights from 2020-2021 school annual reports submitted to Communications.

**BACKGROUND**

Alberta Education, through the *Education Act* and, more specifically, Section 14 of the [School Councils Regulation](#), requires all school council chairs to provide an annual report to the Edmonton Public School Board by September 30 of each year.

**CURRENT SITUATION**

These reports are now collected via a Google form so we can more easily review and share content of the annual reports.

**KEY POINTS**

- Summary of main areas school councils provided support to
- Areas we may want to review and provide more guidance on going forward

**ATTACHMENTS and APPENDICES**

ATTACHMENT I School Council Annual Report Highlights Summary, Summary of Findings

CR:cm

## School Council Annual Report Highlights Summary

### Summary of Findings

The findings in the 2020–21 School Council Annual Report reflect the activities of 167 schools who responded. Please note some schools are unable to establish a school council; when this is the case, principals establish an advisory committee and do not necessarily have an annual report like full school councils.

Alberta Education, through the *Education Act* and Section 14 of the *School Councils Regulation*, requires all school council chairs to provide an annual report to Edmonton Public Schools by September 30 of each year. For the 2020–21 annual report, the Division again used a Google form to collect school council annual report information.

As per Section 55 of the *Education Act*, school councils may advise the principal and Board on school matters, consult with the principal to ensure students have opportunities to meet education standards set by the Minister, consult with the principal on fiscal matters and perform other functions authorised under the regulations.

The findings collected through the 2020–21 annual report form indicate that despite some limitations in school councils' ability to be as involved inside schools, they continue to live up to their mandate to act as an advisory group to the principal and school community. Information collected also indicates that councils support schools through additional activities.

#### **Predominant activities undertaken**

School councils are composed mainly of parents of students who attend the school. This group of parents function primarily to provide feedback and advice to the principal on a variety of school functions and decisions. They provide a strong communication link between school administration and families. Of particular note last year, many school councils explained a key role they played was collecting and sharing COVID-19 related information in their school communities. Some school councils also play an important part in liaising between school administration and the fundraising association to inform the potential use of any funds raised.

In order of highest to lowest participation rates, here are the main areas school councils noted they were involved with during the 2020–21 school year:

- **77 per cent** supported teaching and learning within the school (e.g., supporting cultural awareness and anti-racism education, preparing library bins for classes, fostering community partnerships, etc.)
- **62 per cent** supported special events in support of the school plan (e.g., promoting, volunteering for events such as virtual READ IN Week)
- **49 per cent** informed/advised principal on the school's budget (e.g., input into priorities)
- **47 per cent** informed/advised principal on the school's education plan (e.g., priorities)
- **41 per cent** informed/provided input to principal on the school's results review
- **35 per cent** advocated for the needs of the school community to the city, province and other groups (e.g., writing letters to elected officials about draft curriculum)
- **26 per cent** provided input to help inform the work of the Board of Trustees (e.g., meetings with ward Trustee)
- **20 per cent** worked on joint projects with the community or another school in support of the school plan (e.g., anti-racism, breakfast cart program)

- **20 per cent** informed the work of the Alberta School Councils' Association through an engagement task force or annual general meeting

### **Additional activities**

Following are some additional activities school councils noted supporting:

- Collected and shared information with parents regarding updates on school protocol during the pandemic
- Discussed and advised on COVID-19 re-entry plan
- Worked with community to help set up breakfast cart program for students in need
- Set up grants committee
- Engaged Trustee regarding school renaming
- Created and distributed quarterly online newsletter
- Networked with community leagues
- Promoted and supported diversity (e.g., Black History Month, anti-racism training, Chinese New Year, drumming arts day, Cabane a Sucre activities)
- Organized outdoor activities like skating, health and wellness activities, and supported virtual field trips
- Provided education sessions on mental health support for students
- Organized hampers for families in need, and snacks and lunches for students
- Organized clothing drives
- Organized virtual guest speakers
- Organized guided river valley walks where students learned about some of Edmonton's history from an Indigenous perspective
- Helped facilitate virtual sessions like open house, orientation and welcome nights

### **Frequency of school council meetings**

- 67 per cent met every two weeks
- 15 per cent met monthly
- The remainder met on varying and fluctuating frequencies

### **How school councils met**

- 94 per cent met virtually
- One per cent met in person
- Five per cent had a mix of in person and virtual meetings

### **Meeting participation levels**

- 41 per cent had same participation as in past
- 32 per cent saw an increase in participation
- 27 per cent experienced a decrease in participation

### **Funds handled**

- 14 per cent of school councils indicated their school council handled some funds last year
- The funds were typically received and raised through initiatives like grants, money from their fundraising association, parent donations, and art and card sales
- Funds raised went towards a variety of things such as farewell and cultural celebrations (e.g., Black History Month), and staff appreciation (e.g., coffee cards)

**Successes some school councils experienced**

- Virtual meetings meant dedicated parents attended regularly— meetings were more accessible/easier to attend, less intimidating for some parents and easier to schedule
- Many councils concentrated more on staff appreciation initiatives

**Challenges some school councils faced**

- Most school councils noted they were unable to organize and participate in many activities due to the COVID-19 pandemic
- Many schools struggled to get parents involved, interested and engaged (lack of interest, apathy, burn out, other priorities to deal with)
- It was challenging to organize school council activities while also doing online school with kids
- Some challenges arose with using online meeting platforms/technology
- There is a different dynamic/less connection meeting online:
  - Harder to get people to speak up at online meetings
  - Harder to get to know larger groups of parents that just appear as little squares on a meeting screen
  - Harder to develop strong relationships

**Some common school council goals for the 2021–22 school year**

- Increase the level of parent/guardian involvement/participation within their school community
- Succession planning
- Continue to keep parents informed and involved
- Continue to provide meaningful monthly sessions and presentations
- Support school initiatives and celebrations the best they can
- Support school planning and advise principal on matters like budgets and priorities
- Support staff and principal wherever possible

**Evaluation of new report collection format put in place last year**

Following last year's annual report collection, Communications surveyed submittees and the general consensus was the process was good. One main suggestion that was noted is they would have liked to receive a copy of the answers they submitted. On this year's collection form, this feature was updated so submittees could receive a copy of their responses to save and share with their council.

**DATE:** February 1, 2022

**TO:** Board of Trustees

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

**SUBJECT:** Students Accessing Yellow Bus Service for Designated Overflow Schools  
(Response to Request for Information #002)

**ORIGINATOR:** Kathy Muhlethaler, Assistant Superintendent

**RESOURCE  
STAFF:** Geoff Holmes, Valerie Leclair, Christopher Wright

**REFERENCE:** December 14, 2021 Board meeting (Trustee Ip)

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**ISSUE**

At the December 14, 2021 Board meeting, Trustee Ip requested the following information:

1. How many students who did not get into Dr. Lila Fahlman School and went to Donald R. Getty School signed up for yellow bus transportation?
2. For all other lottery schools last year, how many students who did not get into the lottery school went to the designated overflow school and required yellow bus transportation?

**BACKGROUND**

When a school is no longer able to accommodate resident attendance area students, the school moves to a Level 3 on the Division's Growth Control Model. At this level, enrolment is managed through the use of a lottery process for resident students seeking to register or enrol in the Level 3 school.

**CURRENT SITUATION**

During pre-enrolment for the 2021–2022 school year, Dr. Lila Fahlman, Dr. Margaret-Ann Armour and Svend Hansen schools conducted a lottery. Resident students who were not selected in the lottery process are eligible for transportation to the overflow designated school.

**KEY POINTS**

The number of resident students who reside in each of the Division's lottery school attendance areas that currently access yellow bus transportation to the overflow designated school is summarized in the following table:

Lottery School	Designated Overflow School	Students Attending their Overflow Designated School	Students Accessing Yellow Busing*
<b>Dr. Lila Fahlman</b>			
	Donald R. Getty	99	52
<b>Dr. Margaret Ann Armour</b>			
	McKee	9	8
	Vernon Barford	20	0
<b>Svend Hansen</b>			
	Weinlos	130	69
	Kate Chegwin	28	2

*\*Data from December 2021*

GH:kk

**DATE:** February 1, 2022

**TO:** Board of Trustees

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

**SUBJECT:** Ventilation in Division Schools  
(Response to Request for Information #003)

**ORIGINATOR:** Kathy Muhlethaler, Assistant Superintendent

**RESOURCE  
STAFF:** Todd Burnstad, Terri Gosine, Linda McConnell, Christopher Wright

**REFERENCE:** December 14, 2021 Board meeting (Trustee Estabrooks)

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**ISSUE**

At the December 14, 2021, Board meeting, the Board of Trustees requested the following information:

(from October 5, 2021):

Given the determination by the WHO, the CDC, and Public Health Canada that ventilation is important in addressing transmission of SARS-COV-2, be it moved request provincial ventilation standards and resources to include:

- a) Clear provincial ventilation and air filtration standards for the management of airborne viruses, developed in partnership with APEGA.
- b) The provincial purchasing and provision of HEPA units suitable for classroom air filtration, to be approved by qualified APEGA engineers.
- c) Resources for building ventilation assessments, including room-level assessment of all student and staff spaces by qualified APEGA engineers.

In keeping with this motion, the following questions are being submitted as a request for information:

What response, if any, has the Division received from the Ministry of Education on the above advocacy motion and the actions requested?

What work has been done to monitor air quality, CO2 levels and ventilation performance in our schools?

- Which measurements are being used?
- How often are the measurements taken?
- Who takes the measurements?
- How is this information being shared publicly?

How is the Division meeting the recommendations put forward by the American Society of Heating and Refrigerating and Air-conditioning Engineers (ASHRAE), the regulatory body that the school division must adhere to? Could Administration provide a chart detailing:

- Each specific ASHRAE standard.
- What the division is currently doing to meet each of those standards.
- Additional enhancements Edmonton Public Schools is currently considering based on ASHRAE recommendations.

In situations where Alberta Health Services has investigated COVID-19 outbreaks in our schools, what did those investigations say about air quality and ventilation as possible factors contributing to the spread of COVID-19 and related variants?

There has been a lot of discussion about the use of HEPA filters in division classrooms.

- What have we learned about the efficacy of HEPA filters?
- How could HEPA filters help enhance ventilation in our schools?
- Has the division considered this option and if so, what were the findings?
- What might the estimated overall cost be to place HEPA filters in all instructional spaces?

Given the emerging evidence showing the benefits of HEPA filters, some parent groups have offered to fundraise to purchase these units.

- If the Division allows parent groups to purchase these units, will there be a process in place to ensure that all HEPA filters across the division meet the same set of standards and specifications?
- Could there be any potential liability for parent groups who purchase these HEPA filters for school use?
- What, if any, are the benefits in allowing parent groups to purchase these units?
- Given that equity is a priority for our Division, how can we ensure equitable access to HEPA filters in all schools?

Based on what the Division heard from experts consulted, do you see the potential for some instructional spaces to require both MERV-13 filtration units and HEPA filters?

## **BACKGROUND**

Context and information related to Board questions are captured below.

## **CURRENT SITUATION**

**What response, if any, has the Division received from the Ministry of Education on the above advocacy motion and the actions requested?**

To date, Administration is not aware of any response from the Ministry of Education to the Board Chair's October 15, 2021, letter requesting support and clarity relating to ventilation standards or Provincial procurement of stand-alone HEPA filtration units in classrooms. The October 15, 2021, letter was informed by the motion passed at the October 5, 2021, Special Board Meeting.

In response to the open letter from the Board of Trustees, dated January 6, 2022, the Minister responded on January 24, advising that if capital reserves are required to upgrade ventilation, the Division submit a request and the Minister committed to providing a prompt response.



**What work has been done to monitor air quality, CO2 levels and ventilation performance in our schools?**

- **Which measurements are being used?**
- **How often are the measurements taken?**
- **Who takes the measurements?**
- **How is this information being shared publicly?**

Context:

All Edmonton Public School buildings' mechanical systems are monitored through the Building Management System (BMS) in one of two ways. A large majority of our buildings have BMS that are able to be monitored remotely. The systems that are not yet digital are frequently reviewed in person by our Journeyperson Control and Mechanical Trade staff. Information collected by our controls department helps Integrated Infrastructure staff know if something is not working within the mechanical system, such as a broken fan. This allows our trade staff to respond to school needs quickly.

Our Infrastructure team also works closely with the school custodial staff and our Occupational Health and Safety Colleagues to ensure that any concerns are reviewed and addressed as quickly as possible. Schools are encouraged to call Integrated Infrastructure Services with any concerns.

CO2 monitoring and control is relatively new to building standards. Only recently has school construction incorporated CO2 monitoring and control, such as projects like Dr. Anne Anderson School. Prior to the most recent school designs, CO2 levels were addressed by meeting minimum outdoor air ventilation requirements prescribed by ASHRAE standard 62. CO2 has a wide range of acceptable values as CO2 readings between 400 ppm (parts per million) and 800 ppm would be considered acceptable.

Other than the schools constructed within the last five years, our school control systems do not record CO2 levels. In our new schools that are monitoring CO2 levels, measurements are continuously taken by the BMS and trends are reviewed by Integrated Infrastructure Services staff. These measurements are taken automatically when the control system has CO2 monitoring as one of its functions.

The Division currently does not have a mechanism to share information related to ventilation performance or CO2 levels with the public. Administration is currently examining the creation of a dashboard to share information about ventilation at each school on our website.

**How is the Division meeting the recommendations put forward by the American Society of Heating and Refrigerating and Air-conditioning Engineers (ASHRAE), the regulatory body that the school division must adhere to? Could Administration provide a chart detailing:**

- **Each specific ASHRAE standard.**
- **What the division is currently doing to meet each of those standards.**

Context:

All schools are designed and constructed in accordance with ASHRAE standards and guidelines as mandated by the applicable building codes at the time of construction.

Throughout the pandemic, the American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) has provided guidance documents that outline a series of recommendations in order to inform operations of mechanical heating and ventilation systems. ASHRAE recommendations and guidance are not the same as local building code or a Provincial directive outlining minimum standards for ventilation and filtration in schools, as requested by the Board.

Core recommendations, and a subsequent series of guidance documents, have been regularly issued and updated by ASHRAE from August, 2020 through to the most recent document from October 19, 2021: ASHRAE Epidemic Task Force: Core Recommendations for Reducing Airborne Infectious Aerosol Exposure. Targeted guidance documents have addressed a wide range of settings such as polling places, small temporary dining structures, residential buildings, laboratories, health care facilities, and the reopening of schools (assumed to primarily target dormant buildings following some long-term closures of school facilities in various North American locations).

The initial Guidance for the Reopening of Schools was issued in August, 2020, and is intended to provide ‘...practical information and checklists to school district and university campus environmental health managers, facility managers, administrators, technicians, and service providers to prepare educational buildings to resume occupancy.’ The most recent information linked to the document is dated October 19, 2021 and relates to the final report of the Epidemic Task Force and appears to confirm a shift towards the concept of ‘aerosol exposure’.

ASHRAE recommendations issued throughout the pandemic are summarized below:

ASHRAE Core Recommendation	Actions by EPSB
Regular inspection and maintenance of heating, ventilation, and air conditions (HVAC) systems	Ongoing annual inspection schedules. As filters are changed, and as part of our baseline service to schools, systems are checked regularly to ensure proper operations.
Maximizing fresh air intake	All ventilation systems were adjusted to allow for maximum fresh air intake. During cold weather months, there is a limit on how much outdoor air can be circulated by the system before the risk of freeze-up and damage occurs.
Extended hours for ventilation systems to ensure that buildings are ‘flushed’ with clean air	Operating hours for ventilation systems were extended to two hours before and after occupancy.
Use of MERV-13 filters, or the highest rated filter that systems are able to incorporate, without adversely impacting system operation	The Division ensured that all mechanical ventilation units were using the highest rated filter each unit was designed to accommodate.
In instances where MERV-13 filters cannot be used, including spaces without mechanical ventilation, portable HEPA air cleaners can be considered	The Division has mechanical ventilation in all classroom spaces.

More frequent filter changes for mechanical ventilation systems

Filter change scheduling was expanded to include an additional change cycle each year.

Given the findings of the Epidemic Task Force, the key focus for revised recommendations in late 2021 appear to be focused on filtration (summarized below):

Updated Recommendations	Actions by EPSB
Use <u>combinations of filters and air cleaners that achieve MERV-13</u> or better levels of performance for air recirculated by HVAC systems.	<p>Data analysis and retrofit efforts for potential filtration upgrades to MERV-13.</p> <p>Completed Request for Proposal (RFP) for HEPA portable air cleaner units.</p>

**Additional enhancements Edmonton Public Schools is currently considering based on ASHRAE recommendations.**

As outlined on the [Division's website](#) and communicated in the Superintendent's recent [Letter to Parents](#) regarding ventilation, the Division continues to look at emerging evidence and information so that we can adjust and enhance our safety measures.

Over the winter break, representatives from our Division met with engineers and industry experts to understand what we can do to further improve ventilation. We know there won't be a one-size-fits all approach for our schools, but based on updated recommendations from ASHRAE, we are looking at how we can further enhance our systems. This is recommended to include:

- adapting existing ventilation systems to fit Minimum Efficiency Reporting Value (MERV) 13 filters where possible, and
- providing stand-alone HEPA air cleaners to Division learning spaces, such as all classrooms, music rooms, libraries, as well as art and drama rooms
- a specific number of additional units sent to schools to allow for placement in other areas, based on school needs

The combination of MERV-13 filters, where possible, and stand-alone HEPA air cleaners aligns with the findings of the ASHRAE Epidemic Task Force.

**In situations where Alberta Health Services has investigated COVID-19 outbreaks in our schools, what did those investigations say about air quality and ventilation as possible factors contributing to the spread of COVID-19 and related variants?**

Over the course of the first year of the pandemic, Edmonton Zone health inspectors conducted inspections of several Division schools, often related to an 'outbreak status' declaration. Occasionally, after an inspection, Health reached out to the Division with a verbal summary of their findings. Air quality was not identified as an area of concern during any of the conversations.

In the fall of 2021, the Edmonton Zone connected for a conversation around this year's COVID-19 Back to School Plan. At that time, questions were raised about whether the Division had looked at ventilation based on the ASHRAE standards. We confirmed our work to align with recommendations, and

commented we had a variety of mechanical systems in our schools. They were satisfied with the measures we had in place.

**There has been a lot of discussion about the use of HEPA filters in division classrooms.**

- **What have we learned about the efficacy of HEPA filters?**
- **How could HEPA filters help enhance ventilation in our schools?**
- **Has the Division considered this option and if so, what were the findings?**

Ventilation is a single component of a broader Safety Plan and series of protocols. In order to enhance ventilation in Division classrooms, the use of stand-alone HEPA units can be considered. As mentioned above, Administration met with engineers and industry experts to understand what can be done to further enhance ventilation—including the use of stand-alone HEPA filters. As a result, the provision of stand-alone HEPA air cleaners to Division learning and ancillary spaces, such as: all classrooms, music rooms, libraries, as well as art and drama rooms is being recommended. Together with the installation of MERV-13 filters in existing ventilation systems, it aligns with the findings of the ASHRAE Epidemic Task Force.

When creating the Request for Proposal for the stand-alone HEPA filters, Division standards considered the teaching environment. As such, approved units will run quietly in an effort to not interfere with instruction.

**What might the estimated overall cost be to place HEPA filters in all instructional spaces?**

The recommended approach, involving the placement of stand-alone HEPA air cleaners in Division learning and ancillary spaces, such as all classrooms, music rooms, libraries, and ancillary spaces such as general offices will require an approximate maximum cost of \$6,000,000.

**Given the emerging evidence showing the benefits of HEPA filters, some parent groups have offered to fundraise to purchase these units.**

- **If the Division allows parent groups to purchase these units, will there be a process in place to ensure that all HEPA filters across the division meet the same set of standards and specifications?**

The Division has worked with approved vendors to provide parent groups with purchasing options that will ensure alignment with the unit specifications in place. Rather than issuing a specification for parent groups to interpret and use to guide purchases, a more supportive approach will identify specific approved HEPA units available for purchase from Division vendors.

None of the Division's approved vendors have retail locations for parent groups to purchase HEPA units in person. The proposed approach that will represent the greatest level of support for parent groups will involve vendors selling units to the Division, with the Division managing parent funds.

The system for parent groups purchasing HEPA units to support school needs would involve the following steps:

- Parent groups are to determine the type of fundraising funds will be used to support the purchase. If Casino generated funds are being used, groups will be required to get prior approval/exemption from AGLC before proceeding.
- All purchases will be initiated and processed by the school following the established Division Best Practices and Guidelines relating to procurement.
- Integrated Infrastructure Services will work directly with approved vendors to purchase parent-funded units on behalf of the Division.

- Upon receipt of a school invoice, the parent group will reimburse the school for the cost of the units purchased. These units will be considered school property and will not be owned by the parent group.
- **Could there be any potential liability for parent groups who purchase these HEPA filters for school use?**

Under the proposed plan to support potential purchases by parent groups, the Division would buy stand-alone HEPA units from our approved vendors supplemented by potential funds raised and donated by parent groups. As such, purchase and ownership of the purchased units would rest exclusively with the Division.

- **What, if any, are the benefits in allowing parent groups to purchase these units?**
- **Given that equity is a priority for our Division, how can we ensure equitable access to HEPA filters in all schools?**

Parent groups may choose to support the placement of stand-alone HEPA units in additional spaces within a school, beyond the extensive provision of units by the Division. Some parent groups may also support the similar placement of 'additional' units in other schools.

Fundraising efforts and the purchasing of stand-alone HEPA units by parent groups will not take precedence over the provision of HEPA units by the Division. Equitable access to units by all Division schools will be the initial focus.

### **Based on what the Division heard from experts consulted, do you see the potential for some instructional spaces to require both MERV-13 filtration units and HEPA filters?**

While the Division is confident in the installation of MERV-13 filters across our schools, the delivery timelines for the filters has led to the recommendation to place stand-alone HEPA air purification systems in all of our school instructional spaces. The Division will continue to install the MERV-13 filters as soon as they are received to continue the layered approach to safety for our students and staff.

### **KEY POINTS**

The Division's COVID-19 [Back to School](#) Plan and layered approach to safety have served stakeholders well for the last two years. We also remain committed to reviewing and acting on an evolving body of recommended practices, from foundational organizations such as ASHRAE.

The Division is recommending an expanded strategy to enhance ventilation systems, which would include:

- adapting existing ventilation systems to fit Minimum Efficiency Reporting Value (MERV) 13 filters where possible
- provide stand-alone HEPA air cleaners to Division learning spaces, such as all classrooms, music rooms, libraries, as well as art and drama rooms
- a specific number of additional units sent to schools to allow for placement in other areas, based on school needs

The combination of MERV-13 filters, where possible, and stand-alone HEPA air cleaners aligns with the findings of the ASHRAE Epidemic Task Force.

Proposed systems have been developed to support

- the purchase and distribution of stand-alone HEPA units to schools from approved vendors, and
- purchases by parent groups, if desired.

CW:kk