



# 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

Via Zoom  
Tuesday, March 8, 2022  
2 p.m.

### Board Meeting #07

- 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 #06 – February 15, 2022
- F. Recognition
  2. Edwin Parr Teacher Awards  
(Information)
- G. Comments from the Public and Staff Group Representatives  
*(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 12 p.m. on Monday, March 7, 2022, to speak under this item.)*
- H. Reports
  3. Student Senate Work Plan Update  
(Information)
  4. COVID-19 Impact on the Division  
*(No enclosure)*
  5. Staff Group Presentation re 2022-2023 Budget  
*(No enclosure)*
    - CUPE Local 3550 (Support Staff) 3:00 – 3:15 p.m.
    - Exempt Staff 3:15 p.m. – 3:30 p.m.
  6. Class Size Information  
(Information)
  7. Growth Control Model Inquiry  
(RFI Response)
  8. Bereavement  
(Information)

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

**MINUTE BOOK****Board Meeting #06**

Minutes of the meeting of the Board of Trustees of Edmonton School Division of the Province of Alberta held via Zoom on Tuesday, February 15, 2022, at 2 p.m.

**Present:****Trustees**

Trisha Estabrooks  
Dawn Hancock  
Marcia Hole

Nathan Ip  
Julie Kusiek  
Marsha Nelson

Sherri O'Keefe  
Jan Sawyer  
Saadiq Sumar

**Officials**

Angela Anderson  
Todd Burnstad  
Grace Cooke  
Ron MacNeil

Karen Mills  
Leona Morrison  
Kathy Muhlethaler  
Kent Pharis

Nancy Petersen  
Darrel Robertson  
Carrie Rosa  
Liz Yule

**Board Chair:** Trisha Estabrooks

**Recording Secretary:** Catherine Angeles

The **Board Chair** called the meeting to order with a land acknowledgement, recognizing that land acknowledgements are about reconciliation and reflection. When we take a moment to acknowledge this land that we are on, that we share - we acknowledge community and traditional places and we are also taking a moment to show understanding of the longstanding and important history that has brought us to reside on this land and to seek to understand our place within that history. We are on Treaty 6 territory, home to the Cree, Saulteaux, Blackfoot, Metis, Dene and Nakota Sioux. This land has and will continue to be important for many First Nations, Metis and Inuit and for all Treaty people.

**A. Roll Call:** 2:06 p.m.

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

**B. Approval of the Agenda**

**MOVED BY** Trustee Sumar:

**"That the agenda for the February 15, 2022, Board meeting be approved as printed."  
(UNANIMOUSLY CARRIED)**

## **MINUTE BOOK**

### **C. Communications from the Board Chair**

The Board Chair expressed the Board's concern over the lack of consultation from the provincial government with any school boards in relation to last week's announcement regarding lifting of restrictions in schools. The decision to lift the masking requirement was done without any input from school divisions. The public has yet to see what recommendations the Chief Medical Officer of Health made around the masking of children in schools. With the removal of the public health order and clear direction from the Minister that boards cannot put in place their own restrictions, the Division is left with no course of action but to abide by what has been imposed upon us.

The Board Chair thanked staff, who were working in our schools, for their hard work and dedication to keep each other and students as safe as possible. She also expressed appreciation for students who were choosing to continue to wear masks, knowing that wearing a mask is about protecting those around you.

The Board Chair advised that the Minister of Education approved the Division's request to access \$6 million of the Division's reserve dollars to purchase HEPA filters for all classrooms. She thanked the Minister. HEPA filters will give us another layer of protection as we continue to navigate this global pandemic. She indicated that the units will be in place in our schools in the next two to four weeks.

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

The Superintendent congratulated McNally student Jonathan Afowark. Jonathan has been selected as one of 20 high schoolers and undergraduates across Canada for the RBC Future Launch Scholarship for Black Youth. The scholarship provides \$10,000 every year for up to four years (\$40,000 total). Jonathan was chosen for his exemplary efforts and commitment to STEM. Jonathan was nominated for his strong academic record and involvement in community and school leadership. The Superintendent wished him all the best in continuing his studies.

The Superintendent welcomed Principal Christine Simmons from Delton School and Principal Kyril Mueller from Brander Gardens School, who are members of the Superintendent's Community of Practice and Education (SCOPE) Committee, and are attending the meeting to listen into the Board conversation.

The Superintendent stated that Monday, February 21 is Family Day and on February 23 the Division will observe Pink Shirt Day. All these days remind us how important relationships are and how important it is to care for one another. He hoped everyone can take some time this month to connect with people who are important to them and support them. This month is also a good time to reflect on the kind of relationships that we want to build and the example we want to show to others. He hopes everyone has a safe and healthy Family Day weekend and gets a well-deserved rest.

The Superintendent provided an update on the impact of COVID-19 on the Division.

### **MINUTE BOOK**

The Superintendent reported that the vendor the Division has selected to purchase the HEPA filters from has units in stock. The Division received a very competitive price, given the volume that we are purchasing. The Superintendent has contacted Finance and Infrastructure to proceed with the purchase of the HEPA filters and we are expecting to receive the units within a two-week time frame. The units will be distributed and installed as quickly as possible.

The Superintendent confirmed that the Division will continue with the COVID-19 tracker available on [epsb.ca](https://epsb.ca). The Division will be monitoring that data very carefully and monitoring for any signs in terms of change in approach, lifting of the masking mandate specifically. Any kind of increase due to COVID will be reported immediately to Health and Education ministries, and the Board.

The Superintendent advised that as of two weeks ago, approximately 86 schools have received the MERV 13 filters for their HVAC systems and are either complete or very near completion of the install of those filters. The Division is expecting ongoing staggered delivery of those filters. The Superintendent said he will contact Infrastructure for more detailed information and will share this with the Board, once received.

#### **E. Minutes**

##### **1. Board Meeting #05 – February 1, 2022**

Trustee Kusiek requested that her Trustee report, under Item G in the February 1, 2022 minutes, be amended as follows:

*Excerpt:*

*Trustee Kusiek shared that February 17 she ~~was~~ will be hosting with Trustee Ip a joint board ~~Traffic Transportation~~ Forum.*

*Trustee Kusiek recognized Coach Kirby ~~Peng-Feng~~, all the community members, teacher volunteers and staff who have supported the team and congratulated the student swimmers.*

**MOVED BY Trustee Sawyer:**

**“That the minutes of Board Meeting #05 held February 1, 2022, be approved as amended.”  
(UNANIMOUSLY CARRIED)**

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

The Board of Trustees heard from 11 registered speakers in the first portion of agenda Item F and one speaker at 4:20 p.m.

There was a short break in the meeting.

**MINUTE BOOK****G. Reports**2. Division Real Estate Strategy**MOVED BY Trustee O’Keefe:**

**“That the Real Estate Strategy (as captured on pages 1-6 of the Real Estate Booklet, Attachment I) be approved.”**

**(UNANIMOUSLY CARRIED)**

3. Establishment of Science, Technology, Engineering and Mathematics (STEM) Alternative Program**MOVED BY Trustee Nelson:**

**“That the Science, Technology, Engineering and Mathematics (STEM) program as a K-12 Division alternative program, effective September 2022, be approved.”**

**(UNANIMOUSLY CARRIED)**

4. Division Insurance

Information was provided regarding the request for information #004.

There was a short break in the meeting.

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

Trustee Nelson shared the Public School Boards’ Association of Alberta (PSBAA) recently held PD sessions and the Public School Boards’ Council (PSBC) held a virtual and in-person meeting. The PD sessions included the following:

- A presentation from Charlene Bearhead: How the Truth and Reconciliation Calls to Action are Related to Education. The presentation had an emphasis on how the curriculum and teacher training need to reflect the calls to action, specifically numbers 62-65.
- Review of the PSBAA work plan, which included creating partnerships with local city councils, advocacy work, and recruiting other public school boards not currently involved.
- Sessions on understanding policy and procedures and the board’s roles. There were two presentations on the role of a board and working partnerships with superintendents. Both of those sessions were from existing trustees and superintendents who had successful relationships with each other for the purpose of serving the students and families in their regions.

Trustee Nelson shared that she is continuing to attend parent council meetings and getting to know the school communities.

Trustee Nelson will be attending City Hall School with the Grade 6 class from McLeod School.

### **MINUTE BOOK**

Trustee Nelson thanked Dr. Donald Massey Grade 9 teacher, Ms. MacLean and her students for their wonderful persuasive letters. Ms. McLean's Social Studies class had an assignment to write persuasive letters; each student had to pick a cause and write a letter to an elected official. Trustee Nelson received five letters and she is looking forward to answering their letters this week.

Trustee Kusiek thanked the speakers, and particularly those sharing those very heartfelt comments around concerns about removing masks in schools at this time.

Trustee Kusiek expressed her appreciation in getting to know the larger community and the people of Ward F:

- She met with the Riverbend Community League.
- She met with Esther Starkman and McKernan School Councils.
- Tonight, she was looking forward to the Greenfield School Council meeting.
- She had the opportunity to visit Lendrum School and was provided a great tour led by young students!

Trustee Kusiek shared a good news story. This good news story really illustrates to her the idea of schools as community hubs, and relationships. It also shines a light on positivity and community building. This project is called "Love Lendrum." The local community league is inviting students at Lendrum School to provide artwork in a variety of mediums to show what they love about Lendrum. Artwork will be displayed for community members to see.

**I. Trustee and Board Requests for Information - none**

**J. Notices of Motion**

**MOVED BY Trustee Hole:**

**"That the Board of Trustees grant waiver of notice to consider the following motion at the February 15, 2022, Board meeting.  
(UNANIMOUSLY CARRIED)**

**Given that the Government of Alberta has lifted masking mandates without consulting school divisions or releasing the recommendations and data on which that decision was made.**

**Given that the Board of Trustees is committed to making sound, evidence-based decisions.**

**And given that Health Care Workers and immunologists are warning that it's too soon to lift masking, and that the Chief Medical Officer of Health has warned that hospitals and the acute care system are under strain, and has asked Albertans to take actions to protect the Health Care system and our communities.**

**MINUTE BOOK**

I move that the Board of Trustees advocate to the Government of Alberta to reinstate masking mandates, and tie the use of masking to hospitalization rates.”

MOVED BY Chair Estabrooks that the motion be amended:

“Given that the Government of Alberta has lifted masking mandates without consulting school divisions or releasing the recommendations and data on which that decision was made.

Given that the Board of Trustees is committed to making sound, evidence-based decisions.

Given that Edmonton Public Schools has taken a layered approach to COVID throughout the pandemic.

And given that Health Care Workers and immunologists are warning that it’s too soon to lift masking, and that the Chief Medical Officer of Health has warned that hospitals and the acute care system are under strain, and has asked Albertans to take actions to protect the Health Care system and our communities.

~~“I move that the Board of Trustees advocate to the Government of Alberta to reinstate masking mandates, and tie the use of masking to hospitalization rates.”~~

~~Be it resolved that the Board of Trustees advocate to the Minister of Education to allow school boards, working with Alberta Health Services, the autonomy to put measures and resources, such as masking, in place based on our local context.”~~

The Vice-Chair called the question on the amendment.

IN FAVOUR: Trustees Estabrooks, Hancock, Hole, Ip, Kusiek, Nelson, O’Keefe, and Sawyer

OPPOSED: Trustee Sumar

(CARRIED)

MOVED BY Vice-Chair Ip:

“That the Board meeting be extended beyond 6 p.m.”

(UNANIMOUSLY CARRIED)

The Board Chair called the question on the amended motion.

(UNANIMOUSLY CARRIED)

MOVED BY Trustee Kusiek:

“That the Board of Trustees grant waiver of notice to consider the following motion at the February 15, 2022, Board meeting.

(UNANIMOUSLY CARRIED)

Be it resolved, that the Board of Trustees request the Chief Medical Officer of Health provide the data and rationale on which the decision to remove masking in schools was based.



**MINUTE BOOK**

Be it further resolved that the Board of Trustees request the provincial government closely monitor the impact of lifting the mask mandate for all schools by publicly sharing data daily about in-school transmission rates of COVID-19, and movement of classes, grades, and schools to online learning.”

(UNANIMOUSLY CARRIED)

K. Next Board Meeting: Tuesday, March 8, 2022, at 2 p.m.

L. Adjournment: 6:21 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:** March 8, 2022

**TO:** Board of Trustees

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

**SUBJECT:** Edwin Parr Teacher Award

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

**RESOURCE**

**STAFF:** Trish Kolotyluk, Kevin Carson

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#### **ISSUE**

Each year, principals are invited to nominate first year teachers for the Edwin Parr Teacher Award which is sponsored by the Alberta School Boards Association (ASBA). One nominee is selected to represent the Division at the zone level.

#### **BACKGROUND**

Ten first year teachers were nominated by their principals for the 2022 ASBA Edwin Parr Teacher Award. A committee of Division leadership staff met on Friday, February 4, 2022, to review and assess the nominations relative to the selection criteria established by ASBA. Results from the committee's assessment, as well as points awarded based on scholastic achievement and student teaching evaluations were compiled. Based on the selection criteria, four nominees were invited to a virtual meet and greet with members of the Division Support Team.

#### **CURRENT SITUATION**

Each of the following nominee semi-finalists will be introduced:

<b>Nominee</b>	<b>School</b>
Christine Bajzar	Sweet Grass School
Jane Berry	W.P. Wagner School
Renee Ouellette	Westmount School
Tanya Jansen	Norwood School

#### **KEY POINTS**

The Division nominee for the Zone 2/3 2022 Edwin Parr Teacher Award will be announced by the Superintendent of Schools and will be presented with an engraved plaque.

TK:am

**DATE:** March 8, 2022

**TO:** Board of Trustees

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

**SUBJECT:** Student Senate Work Plan Update

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

**RESOURCE STAFF:** Sean Jones, Julie Marko, Nancy Petersen

**REFERENCE:** [November 30, 2021 Board Report: Student Senate 2021-2022 Work Plan](#)

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## ISSUE

The Student Senate is presenting to the Board of Trustees an update of their work in support of their 2021-2022 Work Plan.

## BACKGROUND

At the November 30, 2021, public Board meeting, Student Trustees brought forward a report to the Board introducing their Student Trustees and executive. At that meeting, the Student Trustees also shared with the Board that the Student Senate had selected anti-discrimination, mental wellness and transitions in education as their project themes for the year.

## CURRENT SITUATION

The Student Senate has met three times since their last presentation to the Board. In those meetings, the Student Senate agree to try a style of project work different from previous years. Rather than have larger groups for each of their three chosen topics, they formed smaller groups to work on the topics from different perspectives. It is hoped that this approach will allow for greater individual engagement in project work.

Theme	Subgroups (number of group participants)		
Anti-discrimination	Event (8)		
Mental Wellness	Event (6)	Curate Resources (4)	Develop Resources (5)
Transitions in Education	Event (5)	Curate Resources (5)	Develop Resources (5)

Each group completed a detailed project plan, which included a SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) outcome, environmental scan, project overview, action plan and evaluation plan.

All groups were interested in gathering feedback from students on what topics and activities were of most interest to them, to ensure that the Student Senate work would be meeting the needs of students. The staff advisors suggested that rather than each group issuing a separate survey, having a combined

survey may mitigate survey fatigue and garner a better response rate. At their February meeting, Student Senators worked together to compile a single survey, which was released to schools on February 14. Feedback from the survey will be used to refine project work and inform speaker and resource selection.

At their monthly business meetings, Student Senators have been sharing about events of interest happening at their schools or that they are involved with in the community. Ms. Petersen also provided a presentation on Governance 2.0, a history of the Student Senate, and Ms. Hammermeister, Division FOIP Coordinator and Ms. Beeken, Manager of Information Management, gave a presentation on FOIP and outlined areas for students to consider as they conducted surveys, interviews, and resource materials.

## KEY POINTS

- For their 2021-2022 work plan, the Student Senate selected anti-discrimination, mental wellness and transitions in education as their project themes for the year.
- To carry out their work, Student Senators have formed seven smaller groups.
- Student Trustees will present a final summary of this year's work to the Board of Trustees in June 2022.

KM:km

**DATE:** March 8, 2022

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent

**SUBJECT:** Class Size Information

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

**RESOURCE**

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

**REFERENCE:** Class Size Reporting

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## ISSUE

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

## BACKGROUND

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

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

## CURRENT SITUATION

Reports have been produced which mimic the reports previously produced by Alberta Education. These reports display class size averages over a three-year period including a jurisdiction summary by grade for all subjects and for core subjects. Aggregated data for the Division can be found in the All Subjects and Core Subjects reports (Attachments I and II). Individual school information reports for All Subjects and for Core Subjects are also generated (Attachments III and IV).

## KEY POINTS

- Average class size on both reports, “All Subjects” (Attachment I) and “Core Subjects” (Attachment II), generally reveals a small increase over last year and nearly matches the data for the 2019-2020 year.
- Division III is reporting the largest decrease in the largest class measure over last year in the “All Subjects” (Attachment I) report, while all other divisions are reporting relatively unchanged class sizes for both largest and smallest classes over last year.
- The total number of Division IV classrooms has dramatically increased this year over last year, as the schools transitioned from the quarter scheduling system back to a two-semester system, resulting in a near doubling of the number of classes.

- The number of students per class identified as exhibiting severe disabilities, mild/moderate disabilities, as gifted/talented and as ESL learners has remained relatively unchanged.
- The class size data does not consider the program, such as French Immersion or Cogito, in which the students are enrolled.
- When students are in multi-grade classes of grade 3/4, those classes are included in the Division II average; grade 6/7 classes are included in the Division III average and grade 9/10 classes are included in the Division IV average.
- A number of schools listed have no data this year because they were closed. Similarly, some schools have only one or two years of data reflecting they are new to the Division.

**ATTACHMENTS and APPENDICES**

ATTACHMENT I	Jurisdiction Summary – All Subjects
ATTACHMENT II	Jurisdiction Summary – Core Subjects
ATTACHMENT III	Jurisdiction Summary – All Subjects by School
ATTACHMENT IV	Jurisdiction Summary – Core Subjects by School

VdH:al

**Jurisdiction Summary  
ALL SUBJECTS**

**Jurisdiction**  
**Number of Schools Reported**

**Edmonton School District No. 7 [A.3020]**  
**221**

	K to 3			4 to 6			7 to 9			10 to 12		
	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
Average Class Size	21.7	21.1	21.5	22.5	21.6	22.1	25.2	24.7	25.4	26.9	24.8	26.1
Number of Students with Severe Disabilities per class	0.6	0.7	0.7	1.0	0.9	1.0	0.6	0.6	0.6	0.5	0.5	0.5
Number of Mild/Moderate Students per class	0.4	0.5	0.6	1.5	1.4	1.6	1.9	1.9	2.1	1.8	1.7	1.9
Number of Gifted/Talented Students per class	0.1	0.1	0.1	0.3	0.2	0.2	1.1	1.0	1.0	0.0	0.0	0.0
Number of ESL Students per class	6.7	5.4	5.0	6.6	6.4	6.6	6.0	5.8	5.6	4.5	4.3	4.6
Smallest Class	4.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Largest Class	37.0	40.0	37.0	38.0	36.0	36.0	44.0	46.0	40.0	59.0	55.0	56.0

Distribution of Class Sizes - %	K to 3			4 to 6			7 to 9			10 to 12		
	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
1 to 5	0.6%	1.2%	0.3%	0.2%	2.2%	0.9%	0.5%	1.1%	0.7%	0.9%	2.1%	1.3%
6 to 10	2.2%	4.5%	3.5%	6.3%	7.2%	7.9%	4.0%	4.9%	4.3%	4.4%	3.9%	4.1%
11 to 15	4.7%	10.2%	5.3%	5.5%	7.3%	5.0%	7.1%	6.3%	6.3%	6.8%	8.1%	6.5%
16 to 20	24.3%	27.3%	21.6%	12.6%	19.2%	14.5%	11.1%	12.8%	8.6%	10.3%	14.9%	9.0%
21 to 25	52.7%	32.5%	55.3%	44.1%	32.9%	40.4%	20.1%	26.7%	19.1%	14.7%	21.1%	17.5%
26 to 30	15.4%	21.8%	13.6%	28.9%	25.9%	29.7%	34.5%	27.3%	37.6%	20.7%	23.5%	27.1%
31 to 35	0.2%	2.5%	0.3%	2.3%	5.2%	1.6%	20.7%	16.0%	21.8%	29.9%	17.6%	30.1%
36 to 40	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	1.9%	2.6%	1.6%	11.6%	8.2%	4.2%
Over 40	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	2.5%	0.0%	0.7%	0.5%	0.1%

Distribution of Class Sizes - #	K to 3			4 to 6			7 to 9			10 to 12		
	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
1 to 5	66	131	35	20	200	87	39	75	56	35	38	47
6 to 10	256	470	387	615	671	775	299	341	333	166	72	145
11 to 15	542	1072	597	529	680	492	535	440	487	257	150	230
16 to 20	2794	2859	2420	1226	1779	1428	829	896	662	387	275	320
21 to 25	6067	3410	6194	4273	3050	3963	1509	1873	1462	554	389	621
26 to 30	1776	2280	1524	2805	2402	2914	2583	1910	2884	782	432	962
31 to 35	19	258	35	220	483	158	1553	1122	1670	1130	325	1069
36 to 40	1	2	1	5	2	1	143	179	119	436	151	149
Over 40							7	172		26	10	4

Average by Subject Category	K to 3			4 to 6			7 to 9			10 to 12		
	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
Language Arts	21.8	21.6	21.6	22.8	22.7	22.6	26.2	25.3	26.1	30.0	27.6	29.2
Mathematics	21.8	21.6	21.6	22.7	22.6	22.5	26.4	25.4	26.2	30.5	26.5	27.8
Science	21.8	21.5	21.6	22.8	22.6	22.5	26.5	25.5	26.2	29.7	27.2	28.4
Social Studies	21.8	21.5	21.7	22.9	22.6	22.6	26.5	25.4	26.3	29.9	27.2	28.6
Health	21.9	21.6	21.7	22.8	22.6	22.5	25.5	26.7	25.8			
Physical Education	21.9	21.6	21.6	22.9	22.5	22.5	27.1	26.1	26.2	30.1	28.8	29.4
Art	21.9	19.6	21.6	22.8	20.8	22.6	26.4	23.3	25.8	27.3	23.7	28.1
Music	22.0	19.9	21.7	23.0	20.4	22.4	22.9	21.4	24.8	26.2	21.9	23.1
Drama	21.8	21.0	22.1	25.6	22.0	23.8	24.2	23.3	24.8	25.7	17.6	24.6
Second Language	23.3	21.0	22.1	23.6	21.3	22.9	26.9	24.1	26.7	25.6	21.7	24.7
Environmental & Outdoor Education							25.6	23.6	26.5			
Social Science										24.8	26.0	25.0
Career & Technology Studies				22.9	19.7	25.0	21.9	23.6	24.7	25.0	22.7	25.2
Integrated Occupation Program							14.3	10.8	12.6	14.7	16.8	15.7
Special Education	6.6	8.2	7.4	8.4	8.3	8.7	10.2	10.2	10.2	12.2	12.0	11.7
Locally Developed Course	22.5	21.3	24.1	26.2	21.7	25.5	21.7	22.8	24.7	23.5	21.0	22.9
Other						31.0	23.0	26.0	24.0			
Career & Life Management										29.9	30.5	29.0
Biology										30.0	27.9	28.7
Chemistry										30.5	27.3	28.3
Physics										29.2	27.7	26.5

Jurisdiction Summary CORE SUBJECTS												
Jurisdiction	Edmonton School District No. 7 [A.3020]											
Number of Schools Reported	221											
	K to 3			4 to 6			7 to 9			10 to 12		
	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
Average Class Size	21.5	21.3	21.4	21.8	21.6	21.5	25.6	24.7	25.2	28.1	25.9	26.9
Number of Students with Severe Disabilities per class	0.7	0.8	0.8	1.2	1.2	1.3	0.8	0.7	0.8	0.6	0.6	0.6
Number of Mild/Moderate Students per class	0.4	0.6	0.6	1.5	1.4	1.6	2.0	2.0	2.3	1.8	1.6	1.7
Number of Gifted/Talented Students per class	0.1	0.1	0.1	0.3	0.2	0.2	1.1	1.0	1.0	0.0	0.0	0.0
Number of ESL Students per class	6.7	5.7	4.9	6.4	6.6	6.4	6.1	5.9	5.6	4.8	4.5	4.8
Smallest Class	4.0	3.0	3.0	5.0	2.0	3.0	3.0	3.0	3.0	4.0	4.0	3.0
Largest Class	32.0	34.0	32.0	36.0	35.0	34.0	38.0	39.0	39.0	41.0	40.0	40.0
	K to 3			4 to 6			7 to 9			10 to 12		
Distribution of Class Sizes - %	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
1 to 5	0.8%	1.4%	0.3%	0.3%	3.2%	1.1%	0.3%	1.6%	0.9%	0.9%	2.2%	1.1%
6 to 10	3.2%	4.7%	4.3%	9.8%	8.3%	11.4%	5.4%	5.4%	6.3%	4.8%	3.4%	4.7%
11 to 15	5.1%	9.9%	5.4%	5.9%	6.9%	5.1%	7.7%	6.0%	6.8%	5.8%	6.3%	5.5%
16 to 20	24.1%	25.8%	21.7%	12.4%	17.8%	14.0%	6.8%	11.5%	6.7%	7.0%	10.4%	6.3%
21 to 25	51.6%	30.7%	54.8%	42.0%	29.7%	38.5%	15.0%	24.5%	16.8%	10.6%	20.7%	14.7%
26 to 30	15.0%	24.4%	13.3%	27.3%	27.6%	28.4%	39.1%	26.6%	38.7%	18.2%	26.4%	27.3%
31 to 35	0.1%	3.0%	0.3%	2.2%	6.6%	1.5%	24.5%	21.9%	22.5%	37.9%	21.5%	36.3%
36 to 40	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%	2.6%	1.3%	14.7%	9.2%	4.2%
Over 40	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%
	K to 3			4 to 6			7 to 9			10 to 12		
Distribution of Class Sizes - #	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
1 to 5	46	80	17	13	145	49	12	57	34	19	25	23
6 to 10	184	262	243	440	381	531	188	197	231	106	39	98
11 to 15	293	547	302	267	315	238	266	222	250	129	72	115
16 to 20	1380	1425	1215	559	819	650	236	424	247	155	120	133
21 to 25	2952	1699	3072	1889	1362	1786	519	900	619	237	238	310
26 to 30	861	1351	745	1227	1269	1319	1356	975	1428	406	304	575
31 to 35	6	166	16	97	301	69	848	803	828	843	247	765
36 to 40				2			42	94	49	328	106	88
Over 40										4		
Average by Subject Category	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
Language Arts	21.8	21.6	21.6	22.8	22.7	22.6	26.2	25.3	26.1	30.0	27.6	29.2
Mathematics	21.8	21.6	21.6	22.7	22.6	22.5	26.4	25.4	26.2	30.5	26.5	27.8
Science	21.8	21.5	21.6	22.8	22.6	22.5	26.5	25.5	26.2	29.7	27.2	28.4
Social Studies	21.8	21.5	21.7	22.9	22.6	22.6	26.5	25.4	26.3	29.9	27.2	28.6
Health	21.9	21.6	21.7	22.8	22.6	22.5	25.5	26.7	25.8			
Physical Education	21.9	21.6	21.6	22.9	22.5	22.5	27.1	26.1	26.2	30.1	28.8	29.4
Art	21.9	19.6	21.6	22.8	20.8	22.6	26.4	23.3	25.8	27.3	23.7	28.1
Music	22.0	19.9	21.7	23.0	20.4	22.4	22.9	21.4	24.8	26.2	21.9	23.1
Drama	21.8	21.0	22.1	25.6	22.0	23.8	24.2	23.3	24.8	25.7	17.6	24.6
Second Language	23.3	21.0	22.1	23.6	21.3	22.9	26.9	24.1	26.7	25.6	21.7	24.7
Environmental & Outdoor Education							25.6	23.6	26.5			
Social Science										24.8	26.0	25.0
Career & Technology Studies				22.9	19.7	25.0	21.9	23.6	24.7	25.0	22.7	25.2
Integrated Occupation Program							14.3	10.8	12.6	14.7	16.8	15.7
Special Education	6.6	8.2	7.4	8.4	8.3	8.7	10.2	10.2	10.2	12.2	12.0	11.7
Locally Developed Course	22.5	21.3	24.1	26.2	21.7	25.5	21.7	22.8	24.7	23.5	21.0	22.9
Other						31.0	23.0	26.0	24.0			
Career & Life Management										29.9	30.5	29.0
Biology										30.0	27.9	28.7
Chemistry										30.5	27.3	28.3
Physics										29.2	27.7	26.5



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

**Jurisdiction**                      **Edmonton School District No. 7 [A.3020]**  
**Number of Schools Reported:**    **221**  
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	K to 3			4 to 6			7 to 9			10 to 12		
	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
A. Blair McPherson	23.1	21.4	24.4	24.2	28.8	26.1	25.6	27.3	35.0			
AB School for Deaf	4.0	6.0	6.3	6.0	4.3	7.1	11.6	4.0	7.0	6.4	7.4	8.4
Abbott	14.1	16.4	16.1	18.1	14.4	17.0						
Academy King Edward	15.0			12.3	12.8	12.4	12.9	11.2	13.3	12.0	12.6	14.2
Afton	19.5	18.4		26.3	20.6							
Aldergrove	20.5	14.6	17.5	17.7	16.1	19.3						
Aleda Patterson			18.9									
Alex Janvier						24.3			20.6			
Allendale							24.8	24.5	24.6			
amiskwacy Academy							29.0	21.3	25.9	20.7	18.9	14.2
Argyll Centre	18.0	11.0	14.3	23.0	17.9	19.0	17.7	14.0	22.0			
Aspen Program				4.4	3.0	3.9	7.6	6.0	6.0	5.0	8.2	3.8
Athlone	16.2	15.4	16.2	16.0	14.0	15.2						
Avalon							24.5	23.9	24.9			
Avonmore	14.4	11.5	19.0	14.3	17.0	13.8	7.9					
Balwin	16.5	14.3	20.5	20.4	17.4	19.9	21.5	12.8	16.8			
Bannerman	25.0	17.9	23.0	23.1	23.8	23.5						
Baturyn	22.7	19.5	23.3	23.3	24.5	21.5						
Beacon Heights	20.8	18.3	21.3	20.7	26.0	22.4						
Belgravia	19.0	18.1	18.9	26.5	22.5	20.0						
Belmead	18.9	16.3	21.8	19.7	21.9	20.4						
Belmont	19.3	17.6	18.9	19.1	19.2	23.1						
Belvedere	19.4	14.0	19.0	25.2	15.3	26.3						
Bessie Nichols	24.2	23.4	21.5	25.3	25.9	27.1	28.0	23.5	26.1			
Bisset	24.5	20.3	21.1	23.9	18.5	28.0						
Braemar										19.2	11.9	9.8
Brander Gardens	22.9	19.3	22.2	25.5	24.3	27.8						
Brightview	20.0	19.9	15.9	17.8	15.6	18.1						
Britannia							19.2	15.5	16.9			
Brookside	20.6	15.5	17.8	22.4	15.7	17.2						
Caernarvon	20.8	22.0	22.6	24.0	23.9	23.5						
Calder	18.6	16.1	17.3	16.2	14.8	16.7						
Callingwood	23.3	18.7	23.9	19.1	15.6	18.6						
Centennial	21.9	20.4	21.5	27.6	24.4	24.2						
Centre High										31.1	23.2	25.6
Clara Tyner	22.1	18.4	22.3	23.7	19.1	23.0						
Const Daniel Woodall	24.4	22.3	23.3	24.3	17.6	24.2						
Coronation	23.1	22.4	22.5	19.8	21.3	23.3						
Crawford Plains	21.6	20.6	23.0	22.6	20.8	20.4						
Crestwood	20.4	18.0	18.9	23.7	20.0	28.7	27.2	25.5	27.3			
D. S. MacKenzie							27.8	24.4	25.1			
Daly Grove	20.2	15.6	20.5	26.4	24.9	20.9						
Dan Knott							24.1	20.5	25.4			
David Thomas King	23.5	23.2	25.0	26.2	27.7	26.1	21.6	20.0	26.3			
Delton	18.4	13.1	19.3	18.6	12.4	15.7						
Delwood	20.9	15.7	19.3	19.5	21.3	19.6						
Dickinsfield							21.7	20.5	18.1			
Donald R. Getty	25.1	24.0	24.5	25.0	23.2	22.9	24.9	25.0	23.9			
Donnan	19.6	20.1	22.3	22.8	20.7	21.4						
Dovercourt	18.9	20.1	17.9	20.4	16.6	20.1						
Dr. Anne Anderson												26.2
Dr. Donald Massey	21.9	22.0	23.8	26.9	22.2	24.6	28.2	26.6	27.8			
Dr. Lila Fahlman	23.7	22.2	22.9	26.7	21.3	27.2	27.9	26.2	27.4			
Dr. M. A. Armour	25.8	22.7	25.8	24.2	25.3	27.9	26.9	25.2	25.5			
Duggan	14.9	14.9	15.3	24.6	20.6	20.5						
Dunluce	18.9	19.0	23.5	21.2	21.3	21.1						
Earl Buxton	24.2	22.1	21.9	25.9	26.7	25.4						

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

**Jurisdiction**                      **Edmonton School District No. 7 [A.3020]**  
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	K to 3			4 to 6			7 to 9			10 to 12		
	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
Eastglen										23.7	20.0	23.5
Edith Rogers							26.3	24.6	28.0			
Edm Christian High										26.9	26.8	29.7
Edm Christian NE	23.2	20.8	24.6	29.0	24.0	26.5	27.7	24.4	30.1			
Edm Christian West	23.5	22.8	24.3	27.1	26.8	27.8	26.7	26.3	28.3			
Ekota	22.4	17.7	21.2	18.5	18.5	22.5						
Elizabeth Finch	22.3	22.1	23.1	26.6	25.3	25.0	27.1	24.0	26.7			
Ellerslie Campus	24.4	19.9	23.8	25.6	21.7	26.8	26.4	27.9	26.7			
Elmwood	17.4	20.6	23.2	20.3	21.5	22.0						
Esther Starkman	22.2	21.0	23.9	27.3	21.8	24.7	26.3	25.2	31.0			
Evansdale	18.0	22.7	19.5	18.0	14.4	18.5						
Florence Hallock	22.4	20.5	22.5	26.7	26.8	25.9	27.4	27.6	26.9			
Forest Heights	20.3	20.4	22.6	20.7	18.8	23.8						
Fraser	21.0	21.6	18.5	17.0	18.1	21.5						
Garneau	21.4	16.7	21.7	22.5	19.1	22.2						
Garth Worthington			21.3			26.6			16.0			
George H. Luck	22.3	19.7	22.7	22.0	22.7	24.5						
George P. Nicholson	24.6	22.0	20.9	23.2	21.8	21.3						
Glendale	20.3	9.8		14.9	9.9							
Glengarry	23.5	23.7	22.7	24.9	23.2	24.3						
Glenora	22.4	22.8	20.1	24.3	24.3	25.3						
Gold Bar	19.0	13.7	16.7	15.3	13.9	15.3						
Grace Martin	23.5	18.3	22.3	18.8	21.6	18.9						
Grandview Heights	21.7	19.3	22.3	25.7	23.9	26.0	29.5	27.6	31.6			
Greenfield	22.2	20.2	21.2	24.9	23.8	26.4						
Greenview	21.2	20.4	20.4	25.6	21.7	22.3						
Grovenor	17.6	12.5	18.5	18.9	12.9	13.7						
Hardisty	20.8	21.2	22.4	21.1	18.6	23.2	19.8	20.3	20.7			
Harry Ainlay										28.5	22.6	26.7
Hazeldean	20.1	13.6	13.7	18.5	10.4	15.0						
Highlands			21.1			20.3	22.4	22.2	23.3			
Hillcrest							23.4	22.0	24.1			
Hillview	22.2	13.4	17.9	23.0	23.6	18.8						
Hilwie Hamdon	23.6	24.5	25.1	24.8	23.8	27.4	24.7	23.8	25.3			
Holyrood	21.4	22.3	21.2	21.5	23.5	22.8						
Homesteader	20.6	17.2	17.4	22.6	20.2	19.1						
Horse Hill	20.7	14.5	22.5	23.5	10.3	23.8						
Inglewood	21.5	19.3	23.0	28.2	17.0	17.6						
Ivor Dent	20.0	21.1	16.1	17.2	17.1	19.7	19.2	21.5	20.3			
J. A. Fife	20.1	17.6	21.2	24.5	20.1	20.8						
J. Percy Page										26.5	23.0	25.8
Jackson Heights	19.2	19.2	15.3	22.5	16.1	15.9						
James Gibbons	22.7	19.3	21.4	23.7	17.6	18.3						
Jan Reimer	23.2	20.6	24.6	24.2	22.4	25.9	18.6	23.6	24.7			
Jasper Place										30.1	23.7	27.3
John A. McDougall	23.5	18.9	21.0	23.6	20.3	19.0						
John Barnett	24.3	19.4	19.5	24.7	20.0	17.3						
John D. Bracco							25.5	22.7	25.6			
Johnny Bright	23.8	22.6	22.0	25.7	27.7	22.0	28.9	29.0	32.1			
Julia Kiniski	19.1	20.8	20.9	22.0	17.6	20.1						
Kameyosek	23.9	21.3	22.0	21.3	19.5	14.3						
Kate Chegwin							27.4	26.0	27.5			
Keheewin	19.5	20.6	19.4	21.4	16.0	19.6						
Kenilworth							24.1	20.4	22.4			
Kensington	19.3	17.2	19.9	22.9	16.2	16.6	13.8	15.4	20.6			
Kildare	23.6	19.3	20.2	21.9	21.3	24.1						
Killarney							25.7	26.2	25.7			



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

**Jurisdiction**                      **Edmonton School District No. 7 [A.3020]**  
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	K to 3			4 to 6			7 to 9			10 to 12		
	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
Princeton	25.3	21.3	17.8	16.7	15.5	16.1						
Queen Alexandra	16.0	17.6	17.7	17.5	16.0	19.3						
Queen Elizabeth										25.2	21.7	24.3
Richard Secord	25.4	20.4	22.4	23.9	19.9	23.0						
Rideau Park	21.5	17.1	22.1	18.0	18.4	18.5						
Rio Terrace	22.2	16.3	21.7	20.0	23.5	24.1						
Riverbend							27.7	27.5	28.8			
Riverdale	18.3	19.2	15.7	19.8	16.2	18.9						
Roberta MacAdams	24.3	21.4	22.4	22.6	25.2	23.4						
Ross Sheppard										27.8	24.3	28.0
Rosslyn							24.3	20.7	23.4			
Rutherford	21.2	20.1	24.2	25.6	25.3	26.4						
S. Bruce Smith							26.0	27.3	28.0			
Sakaw	22.9	21.3	21.4	19.9	19.9	19.6						
Satoo	21.1	18.7	21.6	19.1	17.1	21.9						
Scott Robertson	16.4	15.7	18.6	20.9	18.7	17.2						
Shauna May Seneca	23.7	22.1	21.0	26.9	21.8	26.1	26.3	19.4	27.5			
Sherwood	18.6	13.7		18.2	14.2							
Sifton	20.0	18.8	21.3	19.9	15.0	18.0						
Soraya Hafez		16.4	21.2		18.7	23.3						
Spruce Avenue							18.9	14.6	17.7			
Steele Heights							24.7	20.6	24.1			
Steinhauer	18.8	18.6	21.5	19.7	18.5	18.2						
Stratford El Jr	26.0	24.6	24.0	25.7	26.0	25.8	21.2	21.0	25.0			
Strathcona										30.7	28.1	28.2
Svend Hansen	24.4	21.6	23.6	27.3	23.8	28.5	31.3	19.3	27.9			
Sweet Grass	20.4	18.4	20.7	23.7	21.8	23.1						
T. D. Baker							24.9	20.8	26.7			
Talmud Torah	20.3	17.5	21.7	15.9	19.0	18.7						
Tevie Miller Hrtg Sc	16.7	23.1	17.1	18.1	18.4	18.8						
Thelma Chalifoux								24.0	28.3			
Thorndcliffe	19.5	15.9	18.1	15.5	15.6	13.5						
Tipaskan	17.9	17.6	19.9	21.5	11.4	17.6						
Velma E. Baker	23.1	20.4	21.9	24.4	23.2	24.6						
Vernon Barford							28.1	26.7	28.4			
Victoria	20.5	19.2	21.7	27.2	21.6	26.9	31.8	21.5	29.7	28.1	20.7	26.1
Vimy Ridge Academy							27.3	25.6	29.4	23.0	22.2	20.9
Virginia Park	22.0	19.4	22.4	27.0	20.0	21.0						
W. P. Wagner										29.8	23.8	27.4
Waverley	18.0	13.2	16.8	21.7	19.2	18.3						
Weinlos	17.9	17.6	19.3	19.7	18.2	18.3						
Westbrook	26.6	23.4	21.7	25.5	27.0	26.3						
Westglen	24.3	23.5	25.4	24.5	25.2	21.3						
Westlawn							22.6	21.1				
Westminster							24.1	24.4	25.6			
Westmount							23.0	19.5	21.7			
Windsor Park	25.8	21.0	25.8	24.7	24.5	24.3						
Winterburn	23.2	22.0	20.7	23.8	22.7	25.1						
York	24.1	20.9	21.5	23.8	23.7	23.3						
Youngstown	19.6	15.0	17.3	23.5	22.7	22.3						

Jurisdiction Summary CORE SUBJECTS ONLY												
Jurisdiction	Edmonton School District No. 7 [A.3020]											
Number of Schools Reported	221											
	K to 3			4 to 6			7 to 9			10 to 12		
	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
A. Blair McPherson	23.1	21.4	24.0	24.4	28.8	25.3	30.5	27.3	35.2			
AB School for Deaf	4.0	6.0	6.3	6.0	3.7	6.3	9.5	4.0	7.0	6.1	8.0	7.0
Abbott	14.2	15.8	16.2	17.8	14.5	17.3						
Academy King Edward	15.0			12.3	12.8	12.4	12.3	11.2	13.3	11.7	11.7	20.6
Afton	19.8	18.2		26.3	20.8							
Aldergrove	20.5	14.6	17.6	17.6	15.8	19.2						
Aleda Patterson			18.0									
Alex Janvier						24.3			18.5			
Allendale							24.0	22.2	22.8			
amiskwaciy Academy							29.0	21.3	25.8	22.0	18.0	9.8
Argyll Centre	18.0	11.0	14.3	23.0	19.0	19.0	19.8	15.0	22.0			
Aspen Program				5.0	3.0	3.9	8.8	6.0	7.0	7.0	7.5	3.0
Athlone	16.5	15.3	16.5	16.4	14.0	15.0						
Avalon							25.8	24.3	24.7			
Avonmore	13.7	11.4	19.0	12.1	16.1	11.5	8.0					
Balwin	15.8	12.7	19.1	20.2	17.5	18.3	18.9	12.0	16.0			
Bannerman	23.6	16.4	23.0	19.7	20.3	20.2						
Baturyn	22.8	19.4	23.2	22.8	24.5	21.3						
Beacon Heights	20.8	17.7	21.3	20.7	26.0	23.0						
Belgravia	19.0	18.0	19.0	26.5	25.0	20.0						
Belmead	18.5	14.9	19.9	15.9	19.8	16.7						
Belmont	19.3	17.8	19.2	17.7	18.4	22.0						
Belvedere	19.4	14.0	18.8	25.0	15.3	25.6						
Bessie Nichols	24.2	23.4	21.5	25.3	26.5	27.1	28.4	23.5	26.1			
Bisset	24.5	20.3	21.1	23.9	18.6	28.0						
Braemar										19.6	10.6	8.8
Brander Gardens	22.9	19.1	22.2	25.5	24.3	27.8						
Brightview	20.2	20.3	16.0	17.5	15.2	18.2						
Britannia							18.7	14.9	14.5			
Brookside	20.4	14.1	17.7	20.1	14.1	14.8						
Caernarvon	20.9	21.9	22.4	23.8	23.8	23.6						
Calder	18.1	16.1	16.9	15.9	14.6	18.4						
Callingwood	23.3	19.2	23.8	18.3	15.3	18.6						
Centennial	21.9	20.4	21.5	27.5	24.5	24.2						
Centre High										31.7	24.2	25.6
Clara Tyner	20.9	18.7	22.3	23.7	21.3	23.0						
Const Daniel Woodall	24.4	22.2	23.3	24.3	17.6	24.2						
Coronation	23.1	22.3	22.6	19.8	21.3	23.3						
Crawford Plains	21.3	20.5	22.6	21.5	19.5	19.1						
Crestwood	20.3	18.7	18.8	23.7	20.0	28.7	27.2	26.4	27.3			
D. S. MacKenzie							28.3	24.2	25.9			
Daly Grove	18.5	14.1	19.2	26.4	25.0	19.2						
Dan Knott							24.5	20.5	25.1			
David Thomas King	23.5	23.3	25.0	26.6	27.7	26.1	20.5	20.0	26.3			
Delton	18.5	13.2	19.3	18.4	12.4	15.5						
Delwood	20.8	16.1	18.9	16.8	19.6	17.1						
Dickinsfield							20.6	20.9	18.1			
Donald R. Getty	25.1	24.4	24.6	24.3	24.4	23.1	24.5	24.2	23.7			
Donnan	20.1	20.0	22.3	24.3	20.8	22.1						
Dovercourt	16.9	19.5	17.1	18.8	14.6	18.1						
Dr. Anne Anderson												26.7
Dr. Donald Massey	21.9	22.1	23.8	26.7	22.2	24.8	28.8	26.7	27.8			
Dr. Lila Fahlman	23.5	21.9	22.9	26.7	21.3	27.6	28.9	26.2	27.4			
Dr. M. A. Armour	25.7	22.7	25.7	24.6	25.4	27.9	29.8	25.2	27.1			
Duggan	15.0	15.0	15.4	23.7	22.7	20.5						
Dunluce	18.7	18.5	23.0	21.2	21.4	20.8						
Earl Buxton	24.2	22.1	22.0	25.9	26.7	25.4						
Eastglen										22.9	18.8	22.9
Edith Rogers							25.7	24.7	26.5			
Edm Christian High										29.3	26.2	31.6
Edm Christian NE	23.2	20.5	24.7	29.0	25.0	27.3	28.5	24.5	30.2			
Edm Christian West	23.5	22.8	24.3	27.2	26.6	27.8	29.7	26.3	29.0			
Ekota	22.5	17.7	21.3	21.1	18.3	22.8						
Elizabeth Finch	22.3	22.2	23.1	26.6	25.9	25.0	29.4	24.1	28.7			

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	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
Ellerslie Campus	24.4	20.1	23.8	25.5	21.6	26.8	27.3	29.7	28.2			
Elmwood	15.5	20.3	23.3	18.3	18.8	20.3						
Esther Starkman	22.2	21.0	23.9	27.3	22.1	24.7	27.2	25.2	31.0			
Evansdale	17.2	21.4	19.6	17.9	14.1	18.3						
Florence Hallock	22.4	20.4	22.5	26.7	27.3	25.9	29.4	27.6	26.9			
Forest Heights	19.6	19.9	22.6	21.2	18.2	23.1						
Fraser	20.9	21.6	16.7	14.7	14.6	20.0						
Garneau	21.4	16.7	21.7	22.6	19.2	22.7						
Garth Worthington			21.3			26.7			14.2			
George H. Luck	21.8	18.9	22.7	21.8	22.4	24.3						
George P. Nicholson	24.6	22.0	20.9	23.2	21.8	21.3						
Glendale	20.3	9.9		12.5	8.3							
Glengarry	23.5	23.7	22.7	24.9	23.0	24.3						
Glenora	22.4	22.8	19.8	24.3	24.3	25.3						
Gold Bar	19.2	13.6	16.8	14.1	13.5	15.0						
Grace Martin	23.3	18.6	22.3	18.6	21.3	19.8						
Grandview Heights	21.7	19.3	22.3	25.7	25.7	26.0	29.5	27.7	31.7			
Greenfield	22.2	20.1	20.8	25.0	24.4	26.5						
Greenview	21.3	20.0	20.5	25.6	21.7	22.3						
Grovenor	17.5	12.5	18.3	18.5	12.2	13.4						
Hardisty	20.6	21.2	22.3	20.8	22.0	23.1	18.6	18.3	18.6			
Harry Ainlay										29.8	24.2	27.8
Hazeldean	20.3	13.8	14.5	18.7	10.0	15.0						
Highlands			21.1			20.1	21.8	22.7	22.5			
Hillcrest							24.1	22.4	24.5			
Hillview	22.4	13.0	17.8	23.0	23.3	18.2						
Hilwie Hamdon	23.7	24.4	25.0	22.9	21.5	27.4	23.7	22.2	23.0			
Holyrood	21.1	22.4	21.2	21.7	24.0	22.8						
Homesteader	20.7	17.2	17.6	22.6	20.2	18.6						
Horse Hill	20.8	14.6	22.4	21.2	10.3	23.8						
Inglewood	21.8	19.3	23.3	28.0	17.7	17.7						
Ivor Dent	19.2	20.8	16.1	17.1	17.4	19.4	18.4	21.2	20.3			
J. A. Fife	20.1	17.3	21.1	24.1	20.2	20.9						
J. Percy Page										27.5	24.5	27.5
Jackson Heights	19.1	19.0	15.2	19.5	13.5	14.6						
James Gibbons	22.8	18.7	21.3	23.7	17.7	18.3						
Jan Reimer	23.2	20.5	24.6	24.2	22.4	25.9	17.8	22.3	25.8			
Jasper Place										31.7	25.7	28.4
John A. McDougall	23.5	18.9	21.0	23.6	20.3	19.0						
John Barnett	24.0	21.0	19.5	25.0	20.0	17.3						
John D. Bracco							29.1	24.5	27.9			
Johnny Bright	23.8	23.0	22.0	25.7	28.1	22.0	31.1	29.0	32.1			
Julia Kiniski	19.1	20.8	20.9	22.0	17.6	20.1						
Kameyosek	23.6	23.0	21.9	21.3	24.5	14.3						
Kate Chegwin							28.2	26.4	27.0			
Keheewin	18.2	18.3	17.9	17.9	13.6	16.3						
Kenilworth							24.8	19.6	23.2			
Kensington	18.0	14.8	19.8	20.8	14.6	14.5	18.0	18.0	20.5			
Kildare	23.4	18.7	20.1	22.3	22.0	24.3						
Killarney							24.5	24.8	24.0			
Kim Hung	23.2	21.8	22.1	24.7	21.7	24.4	25.9	24.3	22.9			
King Edward	19.0	20.0	19.3	13.5	10.8	12.0						
Kirkness	20.0	18.2	20.1	21.8	20.8	22.6						
L. S. at Circle Sq.											33.1	30.3
L. Y. Cairns							13.0	14.9	14.8	12.7	13.7	13.6
Lago Lindo	21.6	21.2	21.8	20.1	21.9	21.4						
Lansdowne	20.0	15.0	23.0	26.7	23.0	25.5						
LaPerle	22.2	21.5	22.2	20.9	18.6	22.3						
Lauderdale	20.5	21.0	21.8	15.6	15.1	14.9						
Laurier Heights	21.2	18.7	19.2	22.8	22.5	23.7	20.3	21.0	21.7			
Lee Ridge	15.9	18.4	18.2	16.3	13.3	17.5						
Lendrum	23.2	19.6	21.3	22.6	20.8	23.8						
Lillian Osborne										29.3	26.0	28.8
Londonderry							31.2	27.3	27.0			

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	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
Lorelei	23.8	24.2	19.1	18.9	18.7	15.7						
Lymburn	21.3	22.2	24.3	20.4	16.5	15.2						
Lynnwood	21.3	18.8	18.4	18.7	15.3	23.6						
M.E. LaZerte										28.8	25.3	26.2
Maj Gen Griesbach	21.7	22.0	21.3	20.6	22.2	24.9	21.9	21.2	20.2			
Malcolm Tweddle	21.4	17.3	21.4	26.3	23.0	20.8						
Malmo	21.8	23.8	23.2	19.6	22.3	23.3						
Mary Butterworth							28.0	20.2	27.1			
Mayfield	11.6	12.5	16.7	15.9	13.7	11.3						
McArthur	21.4	9.3	17.2	14.8	12.0	17.2						
McKee	16.1	17.8	20.2	16.5	15.2	15.6						
McKernan	19.8	19.4	21.4	25.7	21.2	24.8	26.8	21.7	26.5			
McLeod	22.4	16.1	25.4	23.1	21.6	24.5						
McNally										25.6	21.3	23.2
Meadowlark	23.1	16.4	20.6	22.6	21.6	20.8						
Meadowlark Christian	20.0	19.8	22.0	27.5	23.2	24.5	24.5	24.6	21.3			
Mee-Yah-Noh	16.3	15.2	18.8	16.1	13.6	12.2						
Menisa	16.5	18.7	22.5	18.3	14.4	15.6						
Meyokumin	23.6	19.1	24.3	25.6	27.8	26.8						
Meyonohk	22.8	15.3	20.7	21.6	20.3	18.2						
Michael A. Kostek	23.4	21.6	23.4	25.9	22.8	23.8						
Michael Phair							27.8	25.9	27.1			
Michael Strembitsky	21.7	21.4	26.2	24.1	25.7	24.6	27.8	25.8	26.4			
Mill Creek	26.4	21.7	23.9	21.0	18.7	22.0						
Millwoods Christian	23.9	21.6	26.5	27.4	25.2	27.1	26.5	23.0	26.5	25.4	25.9	23.0
Minchau	19.3	19.8	20.0	19.2	21.1	20.8						
Montrose	22.5	16.7		16.4	10.2							
Mount Pleasant	24.1	20.2	22.8	24.5	23.2	24.0						
Mount Royal	22.4	19.4		21.0	21.1							
Nellie Carlson	19.5	23.4	21.9	27.0	22.3	26.6	29.6	30.7	26.4			
Northmount	23.2	18.1	22.4	23.3	23.8	22.5						
Norwood	21.7	20.5	14.9	20.5	19.3	17.8						
Old Scona										30.3	28.7	29.3
Oliver	16.2	14.9	22.0	24.4	17.8	21.0	19.4	18.7	23.0			
Online Reg K-9		27.4	22.7		28.2	24.8		31.2	28.5			18.5
Ormsby	18.0	18.6	21.5	19.6	18.1	18.8						
Ottewell							26.1	25.0	24.6			
Overlanders	23.2	25.0	20.2	19.1	15.5	18.1						
Parkallen	20.0	19.3	20.4	17.3	20.4	23.0						
Parkview	20.5	15.5	17.5	22.0	21.7	24.5	22.0	20.0	20.6			
Patricia Heights	23.9	22.4	22.9	23.5	24.0	21.7						
Pollard Meadows	22.6	17.5	22.6	23.2	25.0	22.3						
Prince Charles	24.4	17.5	22.0	21.1	14.6	20.3						
Princeton	25.3	21.3	15.8	15.1	13.7	13.9						
Queen Alexandra	14.8	17.4	16.3	17.5	16.0	17.2						
Queen Elizabeth										28.3	25.0	26.1
Richard Secord	25.4	20.9	22.4	23.9	20.6	23.0						
Rideau Park	20.6	17.2	21.8	17.8	18.3	18.7						
Rio Terrace	22.2	16.2	21.7	19.6	23.5	24.1						
Riverbend							30.2	27.6	32.3			
Riverdale	18.3	19.0	15.7	20.0	17.0	19.5						
Roberta MacAdams	24.3	21.5	22.4	22.6	25.2	23.4						
Ross Sheppard										29.0	23.8	28.0
Rosslyn							23.6	19.1	21.0			
Rutherford	20.9	18.5	24.0	25.6	25.4	26.4						
S. Bruce Smith							27.1	27.1	27.9			
Sakaw	22.9	18.9	19.8	19.6	19.5	19.3						
Satoo	21.1	18.7	21.5	18.6	16.8	21.8						
Scott Robertson	16.3	15.7	18.3	20.5	17.2	15.0						
Shauna May Seneca	23.7	22.1	21.1	26.9	21.8	26.3	26.3	19.4	27.5			
Sherwood	18.6	13.8		18.0	14.3							
Sifton	19.8	18.5	21.3	19.6	14.8	17.7						
Soraya Hafez		16.4	21.0		18.7	22.9						
Spruce Avenue							19.0	14.4	16.8			

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	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
Steele Heights							23.8	19.8	24.8			
Steinhauer	18.8	18.8	21.4	19.1	18.4	17.9						
Stratford El Jr	25.8	24.8	23.8	25.7	26.0	25.8	21.9	21.0	25.0			
Strathcona										31.3	28.9	29.3
Svend Hansen	24.4	21.6	23.6	27.3	23.8	28.5	33.6	19.3	27.9			
Sweet Grass	20.4	18.4	20.8	23.7	21.8	23.0						
T. D. Baker							25.6	18.9	25.0			
Talmud Torah	20.4	17.5	21.8	15.6	19.0	15.6						
Tevie Miller Hrtg Sc	16.4	23.0	17.3	16.6	18.3	19.3						
Thelma Chalifoux								24.0	27.5			
Thornccliffe	19.6	15.8	18.2	15.2	15.8	13.4						
Tipaskan	15.2	17.5	17.7	19.0	8.8	14.7						
Velma E. Baker	23.1	20.4	21.8	24.2	23.2	24.6						
Vernon Barford							28.9	26.7	30.6			
Victoria	19.9	18.9	21.6	27.2	22.1	26.9	32.5	22.3	30.3	28.8	21.7	28.9
Vimy Ridge Academy							29.5	25.7	30.9	24.3	21.3	22.1
Virginia Park	21.8	19.3	22.3	27.0	20.0	21.0						
W. P. Wagner										30.5	23.5	26.3
Waverley	18.0	13.3	16.8	21.8	19.7	18.3						
Weinlos	17.9	17.6	19.6	19.6	17.8	18.1						
Westbrook	26.7	23.3	21.5	25.5	27.0	26.3						
Westglen	24.4	23.3	25.4	24.5	25.3	21.3						
Westlawn							20.2	19.9				
Westminster							25.3	25.1	26.8			
Westmount							26.2	23.3	26.8			
Windsor Park	25.8	21.0	25.8	24.7	26.0	24.3						
Winterburn	23.2	22.0	19.9	23.8	22.1	23.1						
York	24.1	20.8	21.5	23.8	23.8	23.5						
Youngstown	19.5	15.0	17.3	22.5	23.0	22.6						



**DATE:** March 8, 2022

**TO:** Board of Trustees

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

**SUBJECT:** Response to Growth Control Model Inquiry  
(Response to Request for Information #005)

**ORIGINATOR:** Kathy Muhlethaler, Assistant Superintendent

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

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**ISSUE**

On December 14, 2021, Division staff provided Trustees an update on the Growth Control Model. This included the addition of two new lottery schools, bringing the total to five. This includes a high school for the first time.

**BACKGROUND**

The December 14, 2021, report to Trustees also included information on student enrolment growth, local demographic changes due to residential development, and lottery process changes for the 2022/2023 school year. The Division is seeing student enrolment growth and a current utilization rate of 80 per cent, which essentially means “full” usage of classroom spaces available.

**CURRENT SITUATION**

Following the information report referred to above, Trustee Kusiek submitted the following questions:

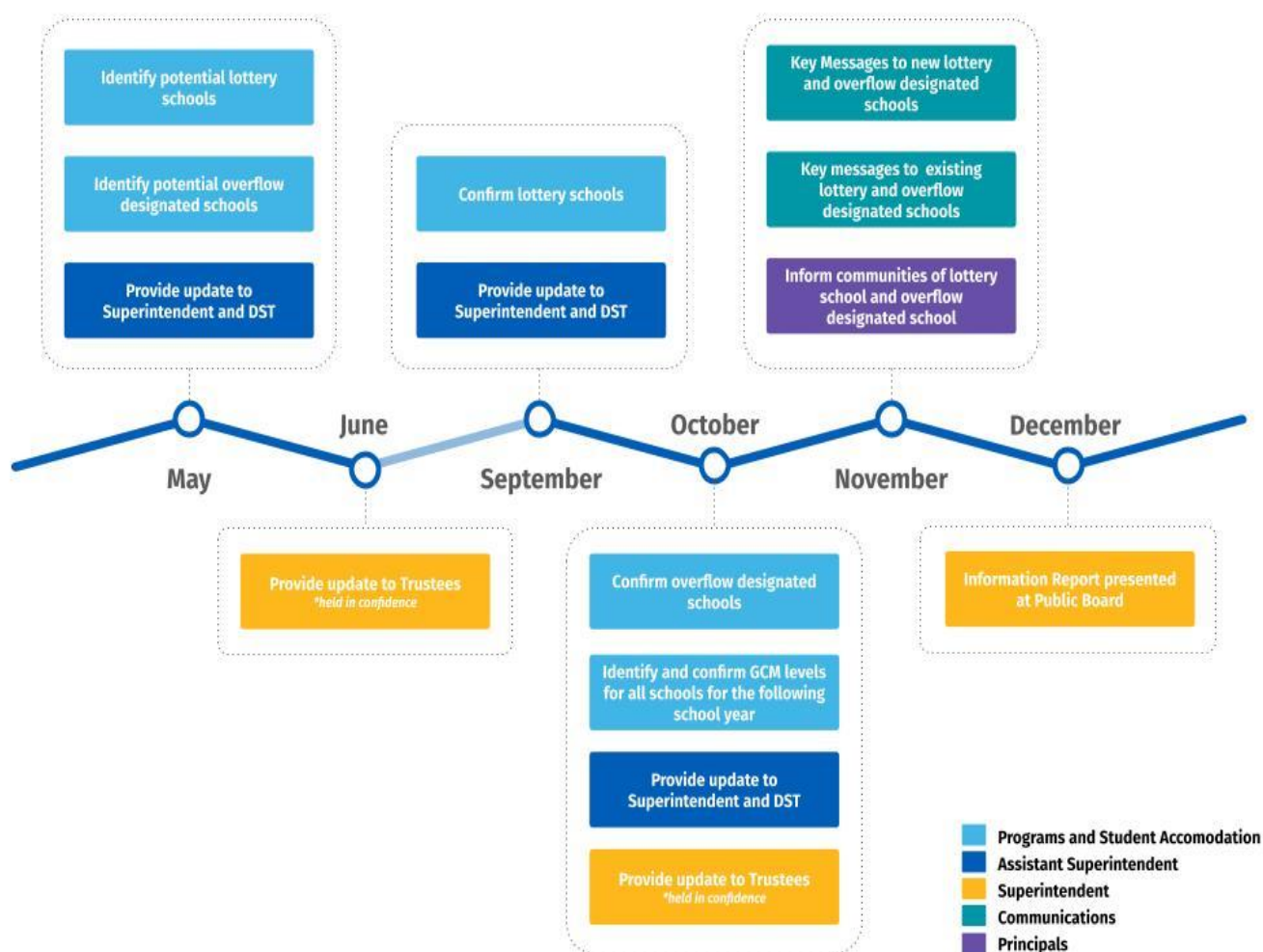
1. **Notification. Since announcing the lottery at Lillian Osborne High School, several questions have come up in regard to the notification timelines for families.**
  - a. **When planning for the upcoming school year, how early is the Division able to make a call on the need for a new or existing lottery?**
  - b. **When is the earliest possible time that families can be made aware of a new or continuing lottery at their designated school?**

Response:

Prior to informing families, administration reviews September count date enrolment data in October once it is finalized. This information is then analyzed and potential lottery schools are confirmed. This information is then shared with senior administration for confirmation, followed by a Memorandum to Trustees. During this time, central departments collaborate to work with the new lottery schools and to develop communication materials for their use. Optimally, this is shared with the community in November, three months prior to the start of pre-enrolment.

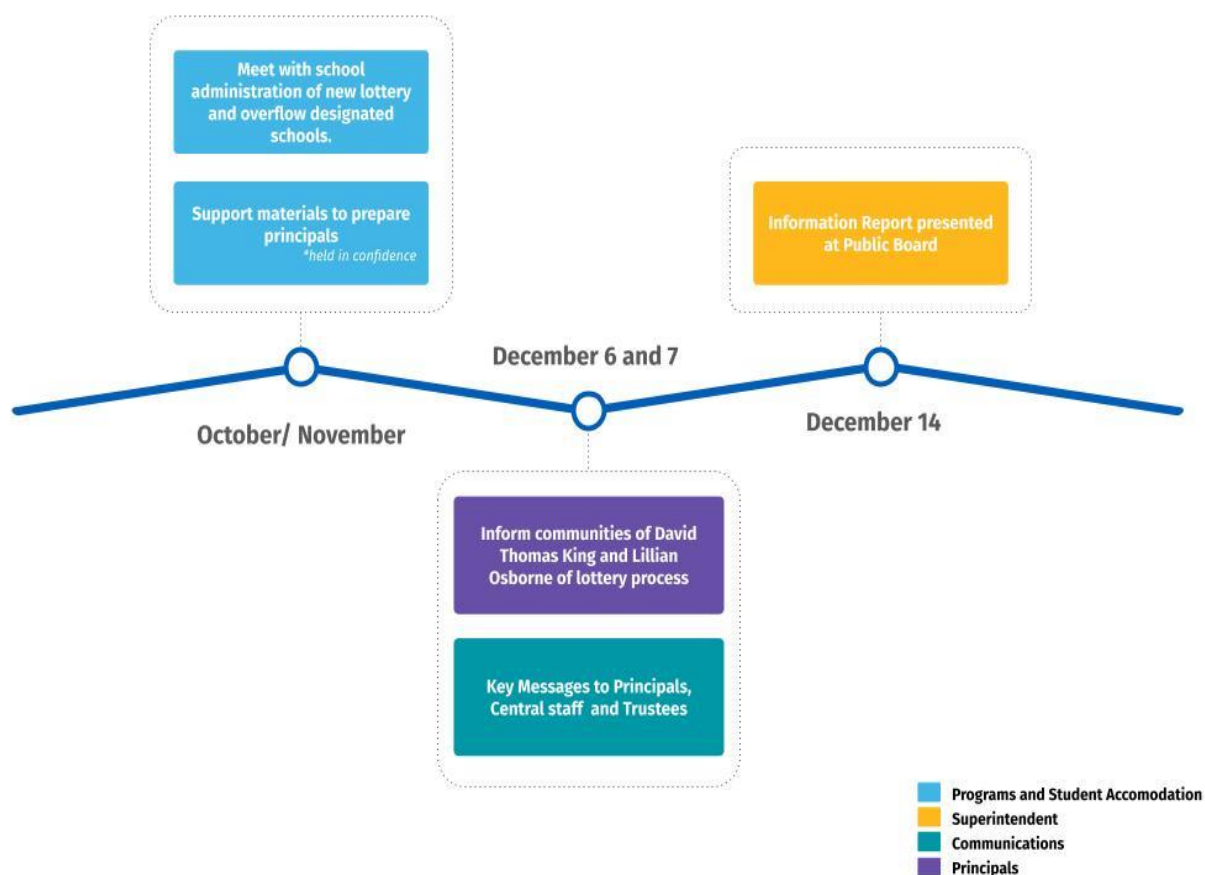
The following flowchart represents the general timeline used.

## Lottery Process: Timeline



Due to the election in October 2021, timelines for the 2021-2022 school year were pushed back. The following flowchart applies to the 2021-2022 school year.

## Lottery Process: Timeline for 2022



2. **Growth Enrolment Pressures.** At the heart of the issue is insufficient provincial funding for space for students. The Board of Trustees submits a Three-Year Capital Plan to the province each spring which asks for new schools and modernizations. The last modernization announced by the province for Edmonton Public Schools was in 2018. The last new school announced by the province for Edmonton Public Schools was in 2019 (opening date scheduled for Fall 2024). Optionally, please include information on this set of questions with the upcoming Capital Planning report, separate from this Request for Information.
  - a. With the current number of spaces for students and expected student growth enrolment, what is the projected increase in the number of lottery schools for Edmonton Public Schools in the next five years, up to 2027?

- b. How many spaces for students would the province need to announce towards Edmonton Public Schools maintaining up to just five lottery schools over the next five years, up to 2027?**
- c. How many school spaces (seats) for students would the province need to announce for Edmonton Public Schools to move all schools from a Growth Control Model level 3 to a level 1 or 2 and retain all existing level 1 and 2 schools at that level by 2027? (no schools at level 3).**

Response:

While the Division is able to accurately project enrolment and utilization rates over time, it is challenging to project longer-term capacity challenges at specific schools. Elements such as new school construction can be considered in Division projections, but site-specific measures such as the addition of portables, revised tenant partner space allocations, and interior retro-fit of non-teaching spaces all influence a school's ability to manage growth. Parental choice in program selection can also influence how individual school capacity progresses. As a result, the Division is keenly focused on transparency and communication regarding school-level enrolment growth through the Growth Control Model framework.

School and Central leaders collaborate to monitor enrolment for all schools throughout the school year to foresee and plan for changes in enrolment. The collective goal is to ensure high quality learning environments for all students. Over the last several years, the Division has worked with communities to improve solutions aimed at managing enrolment pressures at schools. The Growth Control Model evolved from community and Trustee feedback.

The Growth Control Model allows us to:

- clearly communicate growth and space concerns publicly
- manage enrolment growth at schools,
- minimize disruption to students and families and allow as many students as possible to attend a school close to home, and
- ensure we're addressing enrolment growth consistently at all schools across the city.

The Growth Control Model has three levels. Generally, when a school opens its doors, they begin at a Level 1 on the Growth Control Model. A Level 1 school has open boundaries and an enrolment limit on the number of students it may accept. A school will accept all students from the attendance area before accepting students from outside of the attendance area, if there is space. When a school begins to reach its capacity, the school may move to Level 2. At this level, measures to manage growth may include:

- closing the attendance area boundary,
- reclaiming space from tenants,
- adding portables, and
- making changes within the building to create spaces for classrooms.

A school at Level 2 will only accept resident students from their attendance area and siblings of current students returning the following school year. When all of those measures have been applied and a school still exceeds their capacity with resident students from their attendance area, the school will move to Level 3 on the model, which means a lottery process is applied.

When a school moves to a Level 2 on the Growth Control Model, although we are able to see they are closer to a Level 3, there are too many variables to provide an exact date. We are able to get an idea as to when they may reach a Level 3; however, between the creation of space through the applied

measures, estimated projections, and growth of an area (as these are all moving targets) it is unlikely a list can be developed for the next five years.

Specific to overall Division capacity, information provided in the upcoming Ten-Year Facilities Plan will address questions about a projected shortfall of student learning spaces should no new school funding be announced in the near future. Since 2010, the Division's school utilization rate has increased from 64 per cent to 80 per cent. Over the next ten years, enrolment is projected to increase by 21,603 resident students. Without assurance as to how much new capacity can be provided through new school, expansion and modular classroom delivery, or when this space might be provided, it is difficult to quantify the number of scenarios where schools may need to implement the lottery process to address demands for access which exceeds capacity.

**d. What impact does the rate of growth in a neighbourhood have in the ongoing ability of a school to accommodate all students within a designated attendance area?**

Response:

The rate of growth can have a significant impact on student generation. A slower growth or development rate will typically result in lower student generation, while faster growth can result in greater student generation peaks. Peak student generation associated with a fast growth rate is the scenario which generates the greatest accommodation pressure. Economic and market impacts on the growth rate are difficult to project. However, the local land development and building industry will respond when demand is high.

Further, the approval process and timelines for additional capacity through Provincial modular units can also influence the Division's ability to be proactive with growth accommodation. Community growth can mean schools with high utilization rates may exceed school capacity before funding approval, delivery, and installation of modular units.

**e. When thinking about opportunities to collaborate with city planning, what growth rate for school age children in new/developing neighbourhoods is sustainable from an enrolment accommodation perspective?**

Response:

Many factors impact student generation, including the type and cost of housing available, as well as economy and pace of development. These are not in the control of City planners. Given that student generation is never static and does have a peak that is not permanent, it is difficult to define a sustainable growth rate for student accommodation planning. The inability to control delivery of student spaces exacerbates challenges to planning school capacities and establishing attendance areas. Simply stated, the Division has historically advocated for sustainable, predictable capital funding. Proactive accommodation of enrolment growth would be more feasible if capital funding for new school construction was scheduled or linked to consistent metrics.

Historically, funding appears to have been informed by fluctuating provincial revenues and, subsequently, the allocation of capital funds. Ongoing and predictable funding of modernizations and replacement projects would align with comments in the McKinnon Report which 'strongly encourage the Government of Alberta to establish a stable and sustainable level of annual capital spending and put an

end to the “boom and bust” cycles.’ In the absence of adequate funding from the province, Administration and Trustees have supported:

- the use of capital reserves to acquire modular classrooms or to fit-up space in schools as classrooms in non-traditional space
- explored alternative delivery models involving land and property developers
- developed strategies such as the Growth Control Model and the High School Accommodation Plan
- explored concepts such as temporary starter schools
- proposed a Block Funding Model for jurisdictions to address capital requirements

**f. How does the Division plan for future stabilized school enrolment when planning attendance area boundaries for a school?**

Response:

Establishing attendance areas for new schools involves a delicate balance. Regulating current and future enrolment, while projecting future capacity both within the new school and the broader sector, requires detailed data, understanding of trends, and community engagement.

When the Division creates an attendance area for a school, there are many factors that inform enrolment projections, such as area plans, existing development, and proposed development within the attendance area. An overarching mandate for the Division is to ensure as many students as possible are accommodated at a school close to home. With this in mind, all Division attendance area schools serve a number of communities. All attendance areas are planned in consideration of longer-term, settled student residency, after student generation from new areas has peaked. Given the dynamic nature of community and student growth, challenges with student accommodation can be addressed through actions within the Growth Control Model continuum.

Initial attendance areas for new schools balance longer-term residency with the need to accommodate current community development to maximize Provincial new school funding. By prioritizing Provincial funding for capital priorities advanced by a school division, the Province expects new schools to be utilized to the greatest extent possible. The Division is careful to establish attendance areas that are sustainable for the foreseeable future—usually three to five years. Existing students from new and developing communities not able to access a new school will continue to travel longer distances to other Division schools. Without knowing when the next new school will receive Provincial funding, the balance becomes more challenging to maintain over time. Clear, transparent communication with community is critical.

**3. Community. One important aspect of the Growth Control Model is reducing division and keeping communities together. Some feedback from families impacted by the Lillian Osborne lottery includes a variety of perspectives on community. Can you please comment on what you heard in past engagement on the Growth Control Model regarding different perspectives on community and how that informed the current lottery process?**

- a. Community of peers. What did feedback say about the community of peers, say by keeping a cohort of students from one school together at the next (the idea that as children grow up their peers become increasingly important).**

- b. Community of familial connections. The Division already prioritizes students in a lottery who have a sibling attending the lottery school in the following school year. What feedback was provided about the impact of including families who have an older sibling who recently graduated (say, in the past 1-2 years) from the high school to also give preference to younger siblings? The idea behind this community is that the family already has connections and relationships to the school, sometimes having been avid volunteers and community builders within that school for many years prior.**

Response:

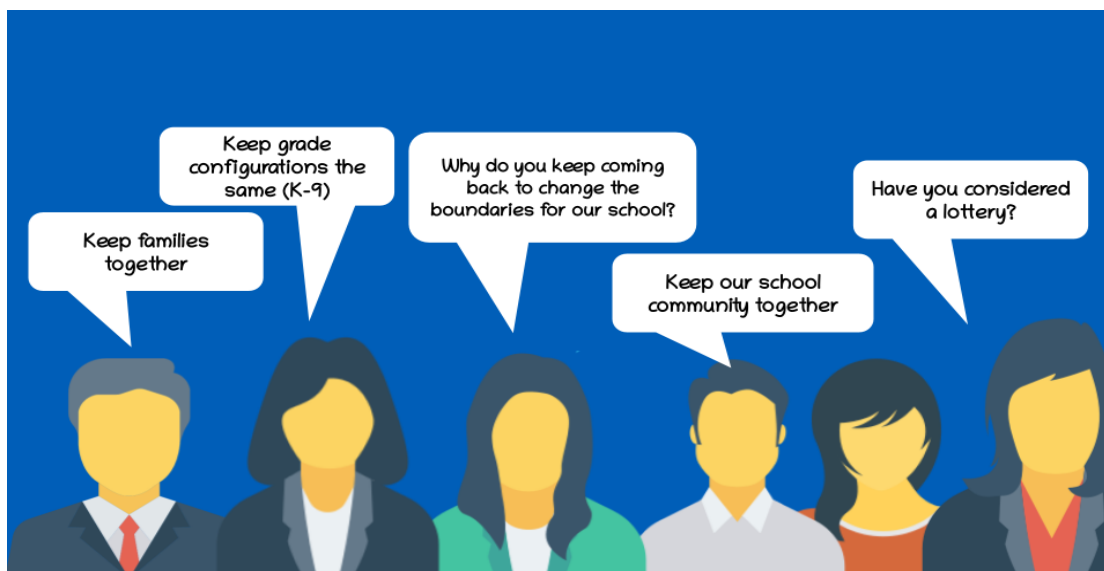
While we certainly value and take pride in the strong relationships our families develop with Division schools, the purpose of any enrolment priority given to siblings is to allow a family with multiple children to be connected to the same school in the same school year, when possible. Connections between the school community and family units, continuity of instruction, communication, important events, family support and involvement, and transportation are some of the many elements of school life that benefit from connections made as concurrent siblings move through a school. However, in order to build on those important connections, our enrolment priorities must also align with our responsibility under the *Education Act* to give priority access to resident students who live within a school's attendance area. Over time, schools may need to close attendance area boundaries to ensure a more sustainable enrolment growth. With an indefinite prioritization of siblings associated with 'past attendees' or students living outside an attendance area, the Division's requirement to accommodate resident students from within the attendance area would be compromised. Concerns related to 'proximity' (see response to 3.c below) have been noted by community throughout our engagement efforts.

The Division endeavours to offer all families a range of choices related to schools and programs. Sustainable family choice requires an element of clarity, meaning perceived peer connections or historical sibling attendance could compromise the Division's efforts to be equitable and transparent.

- c. Community of location. What did past engagement say in regards to families who live near the school being additionally prioritized within an attendance area? For example, the Calgary Board of Education employs a "walk zone" to further prioritize enrolment in an attendance area.**

Response:

The Division started engaging with hundreds of families around measures to control growth at schools in 2013. At that time, we engaged families from 11 school communities experiencing enrolment growth. Since then, the Division has gathered feedback from many more school communities experiencing growth and implemented various measures to support this growth. These have included changing attendance areas to make them smaller, redirecting students, and/or removing grades. These measures impact large numbers of students, and stakeholders have found them to be very disruptive, especially when the attendance area changes more than once.



Conversations related to such efforts also become divisive within communities with stakeholders often proposing alternate approaches that benefit one group at the expense of another.

Removing portions of an attendance area or specific grades takes many years to reverse as the school's ability to accommodate all students within the attendance area must be guaranteed. Without the ability to limit potential overcrowding, longer term growth patterns must settle over time. Since 2013, calls for a less disruptive, less divisive, more equitable model have been made by the school community. In 2019, a lottery process was developed as part of the Growth Control Model and became the preferred measure for managing growth by the Division and community stakeholders, given that it:

- impacts the fewest numbers of students possible
- can be applied to specific grades only, and
- can be removed easily when no longer needed, again on a grade by grade basis.

When researching the lottery process, one of our points of reference was Calgary Board of Education (CBE). Walk zones at all CBE schools determine eligibility for transportation service within a given attendance area. These walk zones are also included in the priority sequence for their lottery process—students residing in a walk zone are prioritized ahead of all other students residing in the attendance area. Edmonton Public Schools determines walk zones differently. For our Division, walk zones are considered to be the boundary of the neighbourhood in which the K–6 school is located. The concept of proximity, however, is considered by both jurisdictions. Creating smaller walk zones than the walk zones the Division currently uses would create a division within communities in an attendance area.

Growth control measures are difficult for stakeholders no matter how community is defined and reflected in the Division's response. Division staff respond to all stakeholder concerns and discussions with empathy and understanding.



**4. Transportation. Families are concerned about the cost of transportation through yellow bus service or ETS passes should they need to go to the overflow designated school.**

Context:

Student Transportation is funded from two sources: provincial transportation grants and student transportation fees. In recent years, a number of changes have been made to Student Transportation fees as a result of adjustments to Provincial funding, updated regulations regarding fees, and engagement with stakeholders. The current transportation fee structure was developed following comprehensive consultation with Trustees and stakeholders. The current structure aims to minimize fees for all riders and provide flexibility for families to choose programming that best meets their needs.

**a. What is the current ETS bus subsidization rate? How does this compare with subsidization rates for the previous three years?**

Response:

Between 2016 and 2022, the cost for the Division to purchase monthly ETS passes from the City of Edmonton has increased from \$69 to \$73. The cost for the Division to purchase passes effective September 2022 has not yet been confirmed.

In 2016, the transportation fee for monthly ETS passes purchased by students in Grades 7-12 was \$55. As a result of changes to fee regulations and additional funding introduced in 2017 by *Bill 1: An Act to Reduce School Fees*, monthly transportation fees for this group of students varied between \$18 and \$55 depending on distance and school choice. These fees increased to between \$19 and \$60 by September 2019. When provincial funding and regulatory limits connected to *Bill 1: An Act to Reduce School Fees* were removed during the 2019-2020 school year, monthly ETS fees were restored to a common fee of \$60. Following consultation with families in 2020 regarding the future direction of transportation fees and service levels, ETS monthly fees were maintained at the current \$60 for September 2020 and September 2021.

**b. What factors impact the level of subsidy the Division is able to offer for ETS passes for students? For example, the levels of provincial funding or ETS fees set by the City of Edmonton?**

Response:

Transportation fees represent the difference between provincial Student Transportation funding and the total cost to operate the student transportation system. As a result, there are a variety of factors that influence the fees parents are required to pay. Some of these include the level of provincial funding received, demand for transportation resources, the overall service levels delivered across the Division and changes to operational costs.

**c. When is the timeline for ETS bus subsidization rates set? How can the Division and Trustees work to reduce these costs for all families, and in particular families impacted by the lottery and further travel to a designated overflow school?**

**Response:**

Annually, following the announcement of the Provincial budget and confirmation of anticipated Student Transportation funding, administration presents a recommendation to Trustees regarding transportation fees for the upcoming year. In recent years, Student Transportation's provincial funding has been held at 2019/2020 levels pending the development of a new funding model. As carriers and transportation partners, including Edmonton Transit, have indicated they are being impacted by broader economic pressures, the Division will need to consider how increasing costs may impact service levels and parent fees. Currently, a recommendation to the Board of Trustees regarding transportation fees for the 2022-2023 school year is anticipated before the end of May 2022.

**d. In what ways does or could the Division work to inform families in advance that by choosing a home in a high growth neighbourhood, they may need to travel further to school?****Response:**

The Division works with developers to communicate school designations to their lot purchasers and home builders. Periodically, the Division will contact realtors and home builders about new school attendance areas when they are established to try and reduce misinformation to prospective buyers. Efforts are made to ensure clear, consistent information is provided by schools to support clarity of accommodation plans for new areas. The Division communicates any changes being contemplated when new schools open or when Growth Control Measures are impacting access to schools. Ultimately, using Division on line tools or contacting the Division directly provides residents and home purchasers with definitive information about school and program access.

**e. How does the availability of current ETS routes factor into decisions around choice of designated overflow school for junior high and high school students?****Response:**

Transportation is one of many interrelated factors that is considered in school designation. Student Transportation staff regularly review the availability of transit service across the City of Edmonton and consider ways the Division and ETS can collaborate to provide service to students. In some cases, existing routes and transportation patterns provide insight into what future transit service may look like when school designations change. In other cases, current routes may be adjusted to serve anticipated travel patterns. Annually, the Division provides ETS with accommodation data and school start times so they can be considered in the planning of transit service. Typically, bus routes and schedules are planned during the spring and summer to be ready for the September start of school. In this regard, the Division is able to be responsive to choices made by families during pre-enrolment and to facilitate a supportive service model across the Division.

**KEY POINTS**

- The Growth Control Model has allowed administration to manage enrolment growth and meet demands for space in Division schools with the least disruption to families as possible. The goal of the model is to ensure schools do not get too full while also allowing as many resident students as possible to attend a school close to home. The model is transparent and proactive with families about space challenges that may be approaching in some schools.
- The purpose of any enrolment priority given to siblings is to allow a family with multiple children to be connected to the same school in the same school year, when possible. The Division's enrolment

priorities must also align with our responsibility under the *Education Act* to give priority access to resident students who live within a school's attendance area.

- For our Division, walk zones are considered to be the boundary of the community in which the K–6 school is located. As such, the concept of proximity is considered by the Division.
- Transportation fees represent the difference between provincial Student Transportation funding and the total cost to operate the student transportation system. Transportation fees have undergone a number of changes in recent years due to changes in government funding and regulation. The current transportation fee structure was developed following comprehensive consultation with stakeholders and aims to minimize fees for all riders and provide flexibility for families to choose programming that best meets their needs.

VL:kk

**DATE:** March 8, 2022

**TO:** Board of Trustees

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

**SUBJECT:** Bereavements

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

**RESOURCE STAFF:** Cindy Maksymuik

**REFERENCE:** AEBC.AR Acknowledging Student, Staff and Trustee Deaths and Bereavements

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Ms. Rita Robinson passed away on December 4, 2021, at the age of 50 years. Ms. Robinson started with the Division in 2008. She spent her 13-year career working as an educational assistant in Supply Services, Rundle, Hazeldean, Homesteader, Youngstown, Caernarvon , McKee, Avonmore, Horse Hill and Major General Griesbach schools. Ms. Robinson was on a leave of absence prior to her passing. She is survived by her husband Chris; sons, Christopher and Nicholas; as well as numerous other family and friends.

AA:cm