



AGENDA

BOARD OF TRUSTEES

Trisha Estabrooks
Board Chair

Nathan Ip
Board Vice-Chair

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

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

McCauley Chambers/Zoom
Tuesday, November 30, 2021
2 p.m.

Board Meeting #02

- A. O Canada
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Minutes:
 - 1. DRAFT – Board Meeting #01 – November 9, 2021
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by noon on Monday, November 29, 2021, to speak under this item.)
- H. Reports:
 - 2. Student Senate 2021-2022 Work Plan
(Information)
 - 3. 2020-2021 Audited Financial Statements
(Recommendation)
 - 4. Alberta Education Results Report (AERR)
(Recommendation)
 - 5. Multi-faith Calendar
(Information)
 - 6. 2022-23 School Year Calendar
(Recommendation)
 - 7. Funds for the 2022-2023 Professional Improvement Program – Teacher
Certificated Staff
(Recommendation)
 - 8. Funds for the 2022-2023 Exempt Staff Professional Improvement Program
(Recommendation)
 - 9. Advocacy Regarding New Curriculum
(Recommendation)
 - 10. COVID-19 Vaccination Policy for Trustees
(Recommendation)

- I. Other Committee, Board Representative and Trustee Reports**
- J. Trustee and Board Requests for Information**
- K. Notices of Motion**
- L. Meeting Dates**
- M. Adjournment**

MINUTE BOOK**Board Meeting #01**

Minutes of the Edmonton School Division Board of Trustees public meeting held in McCauley Chambers on Tuesday, November 9, 2021, 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
Ron MacNeil

Karen Mills
Leona Morrison
Kathy Muhlethaler
Nancy Petersen

Kent Pharis
Carrie Rosa
Liz Yule

Board Chair: Trisha Estabrooks

Recording Secretary: Karen Mills

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

The Board Chair advised that in the event of a fire alarm, individuals in McCauley Chambers would be directed to the nearest emergency exit and should proceed to the muster point in the northwest surface parking lot.

The Board Chair advised that Superintendent Robertson was not able to attend the meeting and that Assistant Superintendent Muhlethaler would be acting in his place.

A. Roll Call: (2 p.m.)

The Assistant Superintendent advised that all Trustees were present.

B. Approval of the Agenda

MOVED BY Trustee Hole:

**"That the agenda for the November 9, 2021, Board meeting be approved as printed."
(UNANIMOUSLY CARRIED)**

MINUTE BOOK

C. Vimy Ridge Academy Remembrance Ceremony

A recorded ceremony produced by Vimy Ridge Academy was shared to commemorate Remembrance Day.

D. Communications from the Board Chair

The Board Chair noted that November 8 was National Indigenous Veterans Day. Indigenous veterans overcame and continue to face many challenges to serve our country and the Board Chair said we thank them for their service. She added that on Thursday, we will also recognize Remembrance Day and the service of all veterans as well as those currently serving our country.

She noted that a number of schools are holding Remembrance Day services this week, and that these are an important part of knowing our history and showing gratitude to those who have served and continue to serve Canada both in times of war and in peace.

The Board Chair observed that COP26, the United Nations Climate Change conference, was continuing in Glasgow this week. She said that the commitments and actions made at this conference will impact students who are currently enrolled in our schools. In the same way, actions not taken will also affect generations to come.

She went on to note that school divisions have a role to play in mitigating climate change and advocating for greener transportation solutions, buildings and decreasing our carbon footprint. She shared that Edmonton Public is proud to be a partner with the City of Edmonton in its Corporate Climate Leaders Program, with the goal of reducing our greenhouse gas emissions and increasing our climate resiliency. She added that there is certainly more work to do, and we as education leaders have a lot to learn from students, many of whom are at the forefront of advocating for climate change solutions.

The Board Chair shared that earlier this fall, Division administration, under the leadership of Superintendent Robertson, made the decision to put in place a vaccine policy for all Division staff, contractors, on-site partners and volunteers in our schools. She clarified that this regulation does not apply to students in our Division.

She stated that, as Board chair and one Trustee, she absolutely supports this regulation as it is an effective way to ensure a safer working and learning environment for our staff and students. She noted that the COVID-19 vaccines are safe; they have and will continue to save lives. She shared that she looks forward to when the vaccination will be made available to children under the age of 12 and ways in which our Division can continue to support vaccine clinics in our schools.

MINUTE BOOK

The Board Chair closed her remarks by wishing a happy Diwali to all those who celebrated last week. Diwali is an important Hindu holiday which celebrates, among many other things, victory of light over darkness and knowledge over ignorance.

E. Communications from the Superintendent

Assistant Superintendent Muhlethaler noted that the Division had a start to the school year like no other, with many students rejoining in-person classes for the first time in 17 months. Despite the challenges still presented by COVID 19, the incredible hard work and commitment of our staff has kept the focus on teaching and learning and building relationships with students and families.

She shared that, in addition to all the safety measures outlined in the Back to School Plan, our Division is taking many steps to support our students, such as:

- the Canadian Achievement Test, Fourth Version – to help support programming for all students in grades 2 to 9, the Canadian Achievement Test, Fourth Version—referred to as the CAT4—has been used as a baseline assessment this fall. Results from the CAT4 will provide teachers and schools with information about student achievement that helps inform programming and interventions. The CAT 4 will be administered again in the spring and serve as an indicator of growth.
- The Equity Achievement project - intentional use of surplus funds has enabled the Division to support lead literacy and numeracy teachers in all schools and support the building of capacity through committed consultant support for the project. Collaboration is key to the project, as staff come together from across the 41 participating schools along with central leaders to support the implementation of the project.

Initial feedback from teachers participating in the project has been very positive, as they feel supported in their work with students and can already see the impact of this work on student engagement and learning.

- Student Resiliency - to gain a better understanding of student well-being and engagement, the Division is working in partnership with Dr. Michael Unger of Dalhousie University around student resiliency. This work includes professional learning for school staff in the area of youth resilience and a survey with students in grades 4 to 12.

The survey provides schools with a better understanding of their students as a group and the well-being of individual students. Schools are supported in this work by staff from Supports for Students.

MINUTE BOOK

The Assistant Superintendent noted that she, Trustees and senior administration had a chance to hear directly about all the initiatives in our Division during catchment conversations in the last week of October.

Assistant Superintendent Muhlethaler congratulated Atif Hirjee, Department Head of Student Leadership at W.P. Wagner High School, on being named to Edify magazine's 2021 Top 40 Under 40 list. Mr. Hirjee has researched and curated a series of anti-racist resources for students and staff and helped create and facilitate a session called Anti-Racism 101. The session has been delivered over 14 times to over 1,000 educators and requests are still coming in.

Assistant Superintendent Muhlethaler also congratulated Grade 11 W.P. Wagner student Grant Pritchard who was awarded the Beaumont Youth of the Month award for his involvement in the community on various levels. In the award presentation, Mr. Pritchard was acknowledged for bringing a positive attitude and maturity while attending a variety of programs at the Chantal Bérubé Youth Centre, as well as playing football, working towards a plumbing career through Wagner's Registered Apprenticeship Program, volunteering at a local church, helping out with Movie in the Park night, and spending time with other youth.

Assistant Superintendent Muhlethaler shared that the Division's Anti-racism and Equity Action Plan was shared last week with staff. The Plan builds off of the Board's commitment to anti-racism and equity and the voices of staff, students, families and community members. The plan outlines three key areas of focus for this year: Human Resource policies and practices, support for schools and developing a model to support the collection of extended student data.

She explained that the Division will be developing materials for our outward facing website that highlight this important work to support communicating with families and the broader community. There will also be information translated to help us reach as many people as possible.

The Assistant Superintendent reminded families about the upcoming November break and the fact that there will be no classes from November 10 to 15. She said that she hoped this break gives everyone time to reflect with gratitude on the peace and freedoms we currently enjoy and to rest, reconnect and re-energize.

F. Minutes

1. Organizational Board Meeting #00 – October 26, 2021

MOVED BY Trustee Hancock:

"That the minutes of Organizational Board Meeting #00 held October 26, 2021, be approved as printed."

(UNANIMOUSLY CARRIED)

MINUTE BOOK

G. Comments from the Public and Staff Group Representatives

There were five registered speakers who spoke in opposition to the Division's vaccination policy and masking requirements.

There was a short break in the meeting.

J. Reports

2. Recommendations on Voting in Advance of the ASBA Spring General Meeting

MOVED BY Vice-Chair Ip:

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

**"1. Approve the proposed omnibus bylaw amendments."
(UNANIMOUSLY CARRIED)**

**"2. Support the proposed position statement on accumulated surplus."
(UNANIMOUSLY CARRIED)**

**"3. Support the proposed position statement on environmental education."
(UNANIMOUSLY CARRIED)**

3. COVID-19 Impact on the Division

There were 2 registered speakers who spoke to this agenda item. Both spoke in opposition to the Division's vaccination policy.

Assistant Superintendent Muhlethaler provided a verbal update on the Division's response to COVID-19 and measures to mitigate transmission.

4. Board Chair Discretionary Expense Allowance Report 2020-2021

A report of the expenses incurred under the Board Chair's discretionary allowance for the period of September 2020 – August 2021 was provided for information.

5. Bereavements

Vice-Chair Ip reported on the passing of Ms. Carrie Johnston, Ms. Constance (Connie) McLaws, Ms. Michelle Tymchuk, Ms. Sonya Gordon, and Miss Tracy Wright.

MINUTE BOOK

I. Other Committee, Board Representative and Trustee Reports

Trustee Kusiek provided the following written comments: I want to express gratitude to my Trustee colleagues and to administration. We're off to a great start. I had the opportunity to participate in catchment conversations. They really solidified for me how excellent our Division is and the commitment Division staff and leaders have to the success of our students.

Regularly communicating with constituents is important to me. My Trustee website and mailing list are set up, including a couple of blog posts. Please join via sign up on the website at www.juliekusiek.ca.

I have been meeting with constituents, did a classroom presentation on local government, and have one more later this month. I am also communicating through community league newsletters and meetings. I have several school council meetings booked and I'm looking forward to meeting school communities.

I attended the Healthy Communities Workshop hosted by the U of A School of Public Health. I am looking forward to continuing to explore the ways that school communities can promote and enhance health. I am also looking forward to getting started on Trustee committee work.

J. Trustee and Board Requests for Information

Board Chair Estabrooks requested information from administration on the following questions:

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

K. Notices of Motion

Trustee Kusiek gave notice that she would be making the following motion: That the Board of Trustees affirm advocacy for a re-write of the proposed K-6 draft curriculum. We advocate for a curriculum development and implementation process that is well supported, transparent, and that brings together curriculum experts, teachers and other educational stakeholders. We also advocate that it is unnecessary for all subjects in the K-6 curriculum to be developed and implemented at once.

Trustee Hole gave notice that she would be making the following motion: That the Board of Trustees adopt a COVID-19 vaccination policy for Trustees based on the Division's Administrative Regulation [CIA.AR: COVID-19 Vaccinations](#), and that this work be delegated to the Policy Review Committee for immediate action.

MINUTE BOOK

L. **Next Meeting Date:** Tuesday, November 30, 2021, at 2 p.m.

M. **Adjournment:** 4:14 p.m.

The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: November 30, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Student Senate 2021-2022 Work Plan

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE STAFF: Sean Jones, Julie Marko, Nancy Petersen

REFERENCE: [October 4, 2016, Board Report – Strategic Plan Update: Student Senate 2016-17 Work Plan](#)

ISSUE

The Student Senate is presenting their work plan for the 2021-2022 school year to the Board of Trustees.

BACKGROUND

The Student Senate serves as a youth engagement model to promote active student participation in youth governance within education and to provide the Board of Trustees with a meaningful way to access student voice. To help focus the direction and energy of the Student Senate, they establish a yearly work plan informed by the voice of their peers. The Student Senate reports on their efforts to meet their work plan goals at three public Board meetings throughout the year.

In the spring of 2021, Edmonton Public high schools selected up to two students per high school to provide representation on a 2021-2022 Student Senate. The 2021-2022 Student Senate met on September 22, October 13, and November 17 to complete the following tasks:

- elect three Student Trustees: Ryan Fang, Angelina Raina, and Jasmine Virk
- elect four Student Senate Executives: Chair Helen Pan, Vice Chair Anish Rana, and Secretaries Syeda Abidi and Ryaan Mian
- identify the topics for their project work this year

CURRENT SITUATION

Student Senators pondered and gathered student input on the question, “What are the most important issues related to education and school for students today?” Student Senators were also provided with an overview of the data gathered through student engagement by the previous four years of Student Senators. They then reviewed the Division’s Strategic Plan and were given an overview of the major initiatives planned for the Division in the coming year.

Using this information as a foundation, Student Senators brainstormed possible project topics at their October meeting and narrowed the selection initially to five topics and then to three. In their November

meeting, they decided that they would like to work on all three themes rather than narrow down to one. The project themes will be: anti-discrimination, mental wellness and transitions in education.

In the 2021-2022 school year, the Student Senate will also be providing youth perspective to Board and Division initiatives. Throughout the year, the Board and Division administration will be able to access youth voice through the Student Senate about a broad range of topics relevant to high school students.

KEY POINTS

- Student Senators elected three Student Trustees and four executive.
- The Student Senators chose three project themes, based on current student input and three previous years of student answers to the question, “What are the most important issues related to education and school for students today?”
- Student Senators will establish committees to work on three themes: anti-discrimination, mental wellness and transitions in education.
- The Student Senate will provide youth perspective to the Board of Trustees and Division administration about a range of topics throughout the year.
- Student Trustees will report their progress towards their work plan goals at the February 15, 2022, public Board meeting.

KM:km

DATE: November 30, 2020

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: 2020-2021 Audited Financial Statements

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE STAFF: Madonna Proulx, Amanda Wong

ISSUE

Each year, Alberta Education requires the Division to complete and submit audited financial statements on an August 31, fiscal year by November 30.

BACKGROUND

This report includes:

- the audited financial statements, notes to the financial statements and unaudited schedules

RELATED FACTS

Under Section 138 of the *Education Act*, the Board of Trustees must appoint an auditor. PwC was appointed by the Board of Trustees and completed their examination of the 2020-2021 Financial Statements.

Pursuant to section 139(2)(b) of the *Education Act*, the auditor must send to the Minister, on or before November 30 in each year, copies of:

- (i) the Board's financial statements,
- (ii) the auditor's report on the Board's financial statements, and
- (iii) any written communications between the auditor and the Board respecting the systems of internal control and accounting procedures of the Board.

Pursuant to section 142 of the *Education Act*, the Board of Trustees has established an Audit Committee who are responsible for the review of the Division's audited financial statements. On November 26, 2021, the Audit Committee had an opportunity to review and discuss the audited financial statements and auditor's letter regarding the opinion.

The Audit Committee approved the following recommendation be brought forward to the Board of Trustees for approval. Board approval of the financial statement is a requirement of the *Education Act*.

RECOMMENDATION

That the 2020-2021 audited financial statements, notes to the financial statements and unaudited schedules be approved.

NEXT STEPS

Once approved, the 2020-2021 Audited Financial Statements will be posted on the Division website and also forwarded to the Minister of Education.

ATTACHMENTS and APPENDICES

ATTACHMENT I Audited Financial Statements for year ended August 31, 2021

TB:ja

School Jurisdiction Code: **3020**

**AUDITED
CONSOLIDATED FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2021**
[Education Act, Sections 139, 140, 244]

The Board of Trustees of Edmonton School Division

Legal Name of School Jurisdiction

One Kingsway NW Edmonton AB T5H 4G9

Mailing Address

780-429-8063 todd.burnstad@epsb.ca

Contact Numbers and Email Address

SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The financial statements of The Board of Trustees of Edmonton School Division presented to Alberta Education have been prepared by school jurisdiction management which has responsibility for their preparation, integrity and objectivity. The financial statements, including notes, have been prepared in accordance with Canadian Public Sector Accounting Standards and follow format prescribed by Alberta Education.

In fulfilling its reporting responsibilities, management has maintained internal control systems and procedures designed to provide reasonable assurance that the school jurisdiction's assets are safeguarded, that transactions are executed in accordance with appropriate authorization and that accounting records may be relied upon to properly reflect the school jurisdiction's transactions. The effectiveness of the control systems is supported by the selection and training of qualified personnel, an organizational structure that provides an appropriate division of responsibility and a strong system of budgetary control.

Board of Trustees Responsibility

The ultimate responsibility for the financial statements lies with the Board of Trustees. The Board reviewed the audited financial statements with management in detail and approved the financial statements for release.

External Auditors

The Board appoints external auditors to audit the financial statements and meets with the auditors to review their findings. The external auditors were given full access to school jurisdiction records.

Declaration of Management and Board Chair

To the best of our knowledge and belief, these financial statements reflect, in all material respects, the financial position, results of operations, remeasurement gains and losses, changes in net financial assets (debt), and cash flows for the year in accordance with Canadian Public Sector Accounting Standards.

BOARD CHAIR

TRISHA ESTABROOKS

Name

Signature

SUPERINTENDENT

DARREL ROBERTSON

Name

Signature

SECRETARY-TREASURER OR TREASURER

TODD BURNSTAD

Name

Signature

November 30, 2021

Board-approved Release Date

c.c. **ALBERTA EDUCATION, Financial Reporting & Accountability Branch**

8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5

EMAIL: EDC.FRA@gov.ab.ca

PHONE: Ash Bhasin: (780) 415-8940; Jianan Wang: (780) 427-3855 FAX: (780) 422-6996

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PAGE 3-5 INDEPENDENT AUDITOR'S REPORT

CONSOLIDATED STATEMENT OF FINANCIAL POSITION
As at August 31, 2021 (in dollars)

		2021	2020
FINANCIAL ASSETS			
Cash and cash equivalents	(Schedule 5; Note 3)	\$ 199,466,807	\$ 181,373,183
Accounts receivable (net after allowances)	(Note 4)	\$ 27,502,331	\$ 36,268,437
Portfolio investments			
Operating		\$ -	\$ -
Endowments		\$ -	\$ -
Inventories for resale		\$ -	\$ -
Other financial assets		\$ -	\$ -
Total financial assets		\$ 226,969,138	\$ 217,641,620
LIABILITIES			
Bank indebtedness	(Note 7)	\$ -	\$ -
Accounts payable and accrued liabilities	(Note 8)	\$ 96,400,347	\$ 91,340,904
Unspent deferred contributions	(Schedule 2)	\$ 45,603,992	\$ 42,498,179
Employee future benefits liabilities	(Note 9)	\$ 9,797,600	\$ 9,912,400
Environmental liabilities		\$ -	\$ -
Other liabilities		\$ -	\$ -
Debt			
Supported: Debentures		\$ -	\$ -
Unsupported: Debentures	(Note 10)	\$ 10,407,308	\$ 11,081,693
Mortgages and capital loans		\$ -	\$ -
Capital leases		\$ -	\$ -
Total liabilities		\$ 162,209,247	\$ 154,833,176
Net financial assets		\$ 64,759,891	\$ 62,808,444
NON-FINANCIAL ASSETS			
Tangible capital assets	(Schedule 6)	\$ 1,310,528,414	\$ 1,223,930,983
Inventory of supplies		\$ 3,862,333	\$ 3,346,944
Prepaid expenses	(Note 11)	\$ 4,575,454	\$ 4,229,163
Other non-financial assets		\$ -	\$ -
Total non-financial assets		\$ 1,318,966,201	\$ 1,231,507,090
Net assets before spent deferred capital contributions		\$ 1,383,726,092	\$ 1,294,315,534
Spent deferred capital contributions	(Schedule 2)	\$ 1,172,959,123	\$ 1,099,288,349
Net assets		\$ 210,766,969	\$ 195,027,185
Net assets	(Note 12)		
Accumulated surplus (deficit)	(Schedule 1)	\$ 210,766,969	\$ 195,027,185
Accumulated remeasurement gains (losses)		\$ -	\$ -
		\$ 210,766,969	\$ 195,027,185
Contractual rights	(Note 5)		
Contingent assets	(Note 6)		
Contractual obligations	(Note 13)		
Contingent liabilities	(Note 14)		

The accompanying notes and schedules are part of these financial statements.

CONSOLIDATED STATEMENT OF OPERATIONS
For the Year Ended August 31, 2021 (in dollars)

	Budget 2021	Actual 2021	Actual 2020
REVENUES			
Government of Alberta	\$ 1,122,344,400	\$ 1,158,556,557	\$ 1,090,215,986
Federal Government and other government grants	\$ 1,935,200	\$ 2,005,495	\$ 2,418,509
Property taxes	\$ -	\$ -	\$ -
Fees	\$ 34,219,500	\$ 9,139,584	\$ 19,593,298
Sales of services and products	\$ 15,150,900	\$ 10,095,146	\$ 16,893,299
Investment income	\$ 501,800	\$ 1,367,828	\$ 1,943,915
Donations and other contributions	\$ 9,052,400	\$ 5,025,134	\$ 8,277,890
Other revenue (Note 15)	\$ 4,557,400	\$ 4,749,075	\$ 7,598,317
Total revenues	\$ 1,187,761,600	\$ 1,190,938,819	\$ 1,146,941,214
EXPENSES			
Instruction - Pre Kindergarten	\$ 9,677,400	\$ 13,156,439	\$ 49,013,771
Instruction - Kindergarten to Grade 12	\$ 915,904,874	\$ 891,432,164	\$ 840,848,207
Operations and maintenance (Schedule 4)	\$ 171,980,439	\$ 186,031,703	\$ 162,564,420
Transportation	\$ 46,104,615	\$ 33,174,006	\$ 37,623,642
System administration	\$ 34,703,472	\$ 36,821,005	\$ 38,585,787
External services	\$ 17,590,800	\$ 14,583,718	\$ 19,637,286
Total expenses	\$ 1,195,961,600	\$ 1,175,199,035	\$ 1,148,273,113
Annual operating surplus (deficit)	\$ (8,200,000)	\$ 15,739,784	\$ (1,331,899)
Endowment contributions and reinvested income	\$ -	\$ -	\$ -
Annual surplus (deficit)	\$ (8,200,000)	\$ 15,739,784	\$ (1,331,899)
Accumulated surplus (deficit) at beginning of year	\$ 195,027,185	\$ 195,027,185	\$ 196,359,084
Accumulated surplus (deficit) at end of year	\$ 186,827,185	\$ 210,766,969	\$ 195,027,185

The accompanying notes and schedules are part of these financial statements.

School Jurisdiction Code: 3020		
CONSOLIDATED STATEMENT OF CASH FLOWS For the Year Ended August 31, 2021 (in dollars)		
	2021	2020
CASH FLOWS FROM:		
A. OPERATING TRANSACTIONS		
Annual surplus (deficit)	\$ 15,739,784	\$ (1,331,899)
Add (Deduct) items not affecting cash:		
Amortization of tangible capital assets	\$ 56,040,799	\$ 55,693,503
Net (gain)/loss on disposal of tangible capital assets	\$ (1,623,677)	\$ (4,417,397)
Transfer of tangible capital assets (from)/to other entities	\$ -	\$ -
(Gain)/Loss on sale of portfolio investments	\$ -	\$ -
Spent deferred capital recognized as revenue	\$ (44,633,089)	\$ (43,526,706)
Deferred capital revenue write-down / adjustment	\$ -	\$ -
Increase/(Decrease) in employee future benefit liabilities	\$ (114,800)	\$ (125,600)
Donations in kind	\$ -	\$ -
	\$ -	\$ -
	\$ 25,409,017	\$ 6,291,901
(Increase)/Decrease in accounts receivable	\$ 8,766,106	\$ 2,824,040
(Increase)/Decrease in inventories for resale	\$ -	\$ -
(Increase)/Decrease in other financial assets	\$ -	\$ -
(Increase)/Decrease in inventory of supplies	\$ (515,389)	\$ (512,587)
(Increase)/Decrease in prepaid expenses	\$ (346,291)	\$ (1,106,401)
(Increase)/Decrease in other non-financial assets	\$ -	\$ -
Increase/(Decrease) in accounts payable, accrued and other liabilities	\$ 5,059,443	\$ 8,110,330
Increase/(Decrease) in unspent deferred contributions	\$ 3,105,813	\$ 27,461,067
Increase/(Decrease) in environmental liabilities	\$ -	\$ -
Tangible capital asset accruals	\$ (11,337,672)	\$ (19,941,774)
Total cash flows from operating transactions	\$ 30,141,027	\$ 23,126,576
B. CAPITAL TRANSACTIONS		
Acquisition of tangible capital assets	\$ (121,025,632)	\$ (109,316,061)
Net proceeds from disposal of unsupported capital assets	\$ 1,666,256	\$ 4,417,397
	\$ -	\$ -
Total cash flows from capital transactions	\$ (119,359,376)	\$ (104,898,664)
C. INVESTING TRANSACTIONS		
Purchases of portfolio investments	\$ -	\$ -
Proceeds on sale of portfolio investments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
Total cash flows from investing transactions	\$ -	\$ -
D. FINANCING TRANSACTIONS		
Debt issuances	\$ -	\$ -
Debt repayments	\$ (674,385)	\$ (654,232)
Increase (decrease) in spent deferred capital contributions	\$ 107,986,358	\$ 106,876,147
Capital lease issuances	\$ -	\$ -
Capital lease payments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
Total cash flows from financing transactions	\$ 107,311,973	\$ 106,221,915
Increase (decrease) in cash and cash equivalents	\$ 18,093,624	\$ 24,449,827
Cash and cash equivalents, at beginning of year	\$ 181,373,183	\$ 156,923,356
Cash and cash equivalents, at end of year	\$ 199,466,807	\$ 181,373,183

The accompanying notes and schedules are part of these financial statements.

CONSOLIDATED STATEMENT OF CHANGE IN NET FINANCIAL ASSETS

For the Year Ended August 31, 2021 (in dollars)

	2021	2020
Annual surplus (deficit)	\$ 15,739,784	\$ (1,331,899)
Effect of changes in tangible capital assets		
Acquisition of tangible capital assets	\$ (121,025,632)	\$ (109,316,061)
Amortization of tangible capital assets	\$ 56,040,799	\$ 55,693,503
Net (gain)/loss on disposal of tangible capital assets	\$ (1,623,677)	\$ (4,417,397)
Net proceeds from disposal of unsupported capital assets	\$ 1,666,256	\$ 4,417,397
Write-down carrying value of tangible capital assets	\$ -	\$ -
Transfer of tangible capital assets (from)/to other entities	\$ (10,317,505)	\$ (7,945,117)
Other changes Tangible capital asset accruals	\$ (11,337,672)	\$ (19,941,774)
Total effect of changes in tangible capital assets	\$ (86,597,431)	\$ (81,509,449)
Acquisition of inventory of supplies	\$ (1,195,413)	\$ (734,357)
Consumption of inventory of supplies	\$ 680,024	\$ 221,770
(Increase)/Decrease in prepaid expenses	\$ (346,291)	\$ (1,106,401)
(Increase)/Decrease in other non-financial assets	\$ -	\$ -
Net remeasurement gains and (losses)	\$ -	\$ -
Change in spent deferred capital contributions (Schedule 2)	\$ 73,670,774	\$ 71,294,558
Other changes	\$ -	\$ -
Increase (decrease) in net financial assets	\$ 1,951,447	\$ (13,165,778)
Net financial assets at beginning of year	\$ 62,808,444	\$ 75,974,222
Net financial assets at end of year	\$ 64,759,891	\$ 62,808,444

The accompanying notes and schedules are part of these financial statements.

CONSOLIDATED STATEMENT OF REMEASUREMENT GAINS AND LOSSES
For the Year Ended August 31, 2021 (in dollars)

	2021	2020
Unrealized gains (losses) attributable to:		
Portfolio investments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
Amounts reclassified to the statement of operations:		
Portfolio investments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
Other Adjustment (Describe)	\$ -	\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -
Accumulated remeasurement gains (losses) at beginning of year	\$ -	\$ -
Accumulated remeasurement gains (losses) at end of year	\$ -	\$ -

The accompanying notes and schedules are part of these financial statements.

SCHEDULE 1

CONSOLIDATED SCHEDULE OF NET ASSETS
For the Year Ended August 31, 2021 (in dollars)

	NET ASSETS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED SURPLUS (DEFICIT)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
Balance at August 31, 2020	\$ 195,027,185	\$ -	\$ 195,027,185	\$ 113,560,953	\$ -	\$ -	\$ 45,330,106	\$ 36,136,126
Prior period adjustments:								
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2020	\$ 195,027,185	\$ -	\$ 195,027,185	\$ 113,560,953	\$ -	\$ -	\$ 45,330,106	\$ 36,136,126
Operating surplus (deficit)	\$ 15,739,784		\$ 15,739,784			\$ 15,739,784		
Board funded tangible capital asset additions				\$ 24,376,934		\$ (16,373,469)	\$ -	\$ (8,003,465)
Disposal of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ (42,579)		\$ (1,623,677)		\$ 1,666,256
Write-down of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -						
Endowment expenses & disbursements	\$ -		\$ -		\$ -	\$ -		
Endowment contributions	\$ -		\$ -		\$ -	\$ -		
Reinvested endowment income	\$ -		\$ -		\$ -	\$ -		
Direct credits to accumulated surplus (Describe)	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets	\$ -			\$ (56,040,799)		\$ 56,040,799		
Capital revenue recognized	\$ -			\$ 44,633,089		\$ (44,633,089)		
Debt principal repayments (unsupported)	\$ -			\$ 674,385		\$ (674,385)		
Additional capital debt or capital leases	\$ -			\$ -		\$ -		
Net transfers to operating reserves	\$ -					\$ (8,475,963)	\$ 8,475,963	
Net transfers from operating reserves	\$ -					\$ 15,000,000	\$ (15,000,000)	
Net transfers to capital reserves	\$ -					\$ (15,000,000)		\$ 15,000,000
Net transfers from capital reserves	\$ -					\$ -		\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2021	\$ 210,766,969	\$ -	\$ 210,766,969	\$ 127,161,983	\$ -	\$ -	\$ 38,806,069	\$ 44,798,917

SCHEDULE 1

CONSOLIDATED SCHEDULE OF NET ASSETS
For the Year Ended August 31, 2021 (in dollars)

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
Balance at August 31, 2020	\$ 45,330,106	\$ 36,136,126	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Prior period adjustments:										
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2020	\$ 45,330,106	\$ 36,136,126	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operating surplus (deficit)										
Board funded tangible capital asset additions	\$ -	\$ (8,003,465)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Disposal of unsupported tangible capital assets or board funded portion of supported		\$ 1,666,256		\$ -		\$ -		\$ -		\$ -
Write-down of unsupported tangible capital assets or board funded portion of supported		\$ -		\$ -		\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year										
Endowment expenses & disbursements										
Endowment contributions										
Reinvested endowment income										
Direct credits to accumulated surplus (Describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Additional capital debt or capital leases										
Net transfers to operating reserves	\$ 3,550,404		\$ -		\$ 3,329,895		\$ 1,595,664		\$ -	
Net transfers from operating reserves	\$ (15,000,000)		\$ -		\$ -		\$ -		\$ -	
Net transfers to capital reserves		\$ 15,000,000		\$ -		\$ -		\$ -		\$ -
Net transfers from capital reserves		\$ -		\$ -		\$ -		\$ -		\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2021	\$ 33,880,510	\$ 44,798,917	\$ -	\$ -	\$ 3,329,895	\$ -	\$ 1,595,664	\$ -	\$ -	\$ -

SCHEDULE 2

**CONSOLIDATED SCHEDULE OF DEFERRED CONTRIBUTIONS
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)
For the Year Ended August 31, 2021 (in dollars)**

	Alberta Education					Other GoA Ministries				
	IMR	CMR	Safe Return to Class	Others	Total Education	Alberta Infrastructure	Children's Services	Health	Other GOA Ministries	Total Other GoA Ministries
Deferred Operating Contributions (DOC)										
Balance at August 31, 2020	\$ 13,143,349	\$ -	\$ -	\$ 314,053	\$ 13,457,402	\$ 71,207	\$ -	\$ -	\$ 425,401	\$ 496,608
Prior period adjustments - please explain:	\$ -			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2020	\$ 13,143,349	\$ -	\$ -	\$ 314,053	\$ 13,457,402	\$ 71,207	\$ -	\$ -	\$ 425,401	\$ 496,608
Received during the year (excluding investment income)	\$ 29,982,590	\$ -	\$ 38,553,050	\$ 3,901,000	\$ 72,436,640	\$ -	\$ -	\$ -	\$ 136,667	\$ 136,667
Transfer (to) grant/donation revenue (excluding investment income)	\$ (10,560,342)	\$ -	\$ (38,553,050)	\$ (3,910,467)	\$ (53,023,859)	\$ -	\$ -	\$ -	\$ (249,949)	\$ (249,949)
Investment earnings	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year	\$ 197,188	\$ -	\$ -	\$ -	\$ 197,188	\$ -	\$ -	\$ -	\$ 3,254	\$ 3,254
Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from UDCC	\$ (7,634,379)	\$ -	\$ -	\$ -	\$ (7,634,379)	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
DOC closing balance at August 31, 2021	\$ 25,128,406	\$ -	\$ -	\$ 304,586	\$ 25,432,992	\$ 71,207	\$ -	\$ -	\$ 315,373	\$ 386,580
Unspent Deferred Capital Contributions (UDCC)										
Balance at August 31, 2020	\$ -	\$ 15,872,702	\$ -	\$ -	\$ 15,872,702	\$ 8,674,677	\$ -	\$ -	\$ -	\$ 8,674,677
Prior period adjustments - please explain:	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2020	\$ -	\$ 15,872,702	\$ -	\$ -	\$ 15,872,702	\$ 8,674,677	\$ -	\$ -	\$ -	\$ 8,674,677
Received during the year (excluding investment income)	\$ -	\$ 16,218,113	\$ -	\$ 371,542	\$ 16,589,655	\$ 49,621,906	\$ -	\$ -	\$ -	\$ 49,621,906
UDCC Receivable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,996,114	\$ -	\$ -	\$ -	\$ 20,996,114
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year	\$ -	\$ 46,398	\$ -	\$ -	\$ 46,398	\$ 67,346	\$ -	\$ -	\$ -	\$ 67,346
Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) DOC	\$ 7,634,379	\$ -	\$ -	\$ -	\$ 7,634,379	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) SDCC	\$ (7,634,379)	\$ (23,798,367)	\$ -	\$ (247,318)	\$ (31,680,064)	\$ (71,216,898)	\$ -	\$ -	\$ -	\$ (71,216,898)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
UDCC closing balance at August 31, 2021	\$ -	\$ 8,338,846	\$ -	\$ 124,224	\$ 8,463,070	\$ 8,143,145	\$ -	\$ -	\$ -	\$ 8,143,145
Total Unspent Deferred Contributions at August 31, 2021	\$ 25,128,406	\$ 8,338,846	\$ -	\$ 428,810	\$ 33,896,062	\$ 8,214,352	\$ -	\$ -	\$ 315,373	\$ 8,529,725
Spent Deferred Capital Contributions (SDCC)										
Balance at August 31, 2020	\$ 93,398,517	\$ 6,165,874	\$ -	\$ -	\$ 99,564,391	\$ 998,068,182	\$ -	\$ -	\$ -	\$ 998,068,182
Prior period adjustments - please explain:	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2020	\$ 93,398,517	\$ 6,165,874	\$ -	\$ -	\$ 99,564,391	\$ 998,068,182	\$ -	\$ -	\$ -	\$ 998,068,182
Donated tangible capital assets				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects					\$ -	\$ 10,317,505				\$ 10,317,505
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from UDCC	\$ 7,634,379	\$ 23,798,367	\$ -	\$ 247,318	\$ 31,680,064	\$ 71,216,898	\$ -	\$ -	\$ -	\$ 71,216,898
Amounts recognized as revenue (Amortization of SDCC)	\$ (7,434,682)	\$ -	\$ -	\$ -	\$ (7,434,682)	\$ (37,196,588)	\$ -	\$ -	\$ -	\$ (37,196,588)
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SDCC closing balance at August 31, 2021	\$ 93,598,214	\$ 29,964,241	\$ -	\$ 247,318	\$ 123,809,773	\$ 1,042,405,997	\$ -	\$ -	\$ -	\$ 1,042,405,997

SCHEDULE 2

School Jurisdiction Code:

3020

**CONSOLIDATED SCHEDULE OF DEFERRED CONTRIBUTIONS
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)
For the Year Ended August 31, 2021 (in dollars)**

	Other Sources				Total
	Gov't of Canada	Donations and grants from others	Other	Total other sources	
Deferred Operating Contributions (DOC)					
Balance at August 31, 2020	\$ -	\$ 2,573,394	\$ -	\$ 2,573,394	\$ 16,527,404
Prior period adjustments - please explain:	-	-	-	\$ -	\$ -
Adjusted ending balance August 31, 2020	\$ -	\$ 2,573,394	\$ -	\$ 2,573,394	\$ 16,527,404
Received during the year (excluding investment income)	\$ -	\$ 3,425,167	\$ -	\$ 3,425,167	\$ 75,998,474
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ (2,820,356)	\$ -	\$ (2,820,356)	\$ (56,094,164)
Investment earnings	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year	\$ -	\$ -	\$ -	\$ -	\$ 200,442
Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from UDCC	\$ -	\$ -	\$ -	\$ -	\$ (7,634,379)
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
DOC closing balance at August 31, 2021	\$ -	\$ 3,178,205	\$ -	\$ 3,178,205	\$ 28,997,777
Unspent Deferred Capital Contributions (UDCC)					
Balance at August 31, 2020	\$ -	\$ -	\$ 1,423,396	\$ 1,423,396	\$ 25,970,775
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2020	\$ -	\$ -	\$ 1,423,396	\$ 1,423,396	\$ 25,970,775
Received during the year (excluding investment income)	\$ -	\$ -	\$ 1,834,000	\$ 1,834,000	\$ 68,045,561
UDCC Receivable	\$ -	\$ -	\$ 1,832,000	\$ 1,832,000	\$ 22,828,114
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year	\$ -	\$ -	\$ -	\$ -	\$ 113,744
Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) DOC	\$ -	\$ -	\$ -	\$ -	\$ 7,634,379
Transferred from (to) SDCC	\$ -	\$ -	\$ (5,089,396)	\$ (5,089,396)	\$ (107,986,358)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
UDCC closing balance at August 31, 2021	\$ -	\$ -	\$ -	\$ -	\$ 16,606,215
Total Unspent Deferred Contributions at August 31, 2021					
	\$ -	\$ 3,178,205	\$ -	\$ 3,178,205	\$ 45,603,992
Spent Deferred Capital Contributions (SDCC)					
Balance at August 31, 2020	\$ -	\$ 1,245,172	\$ 410,604	\$ 1,655,776	\$ 1,099,288,349
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2020	\$ -	\$ 1,245,172	\$ 410,604	\$ 1,655,776	\$ 1,099,288,349
Donated tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects				\$ -	\$ 10,317,505
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from UDCC	\$ -	\$ -	\$ 5,089,396	\$ 5,089,396	\$ 107,986,358
Amounts recognized as revenue (Amortization of SDCC)	\$ -	\$ (1,819)	\$ -	\$ (1,819)	\$ (44,633,089)
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
SDCC closing balance at August 31, 2021	\$ -	\$ 1,243,353	\$ 5,500,000	\$ 6,743,353	\$ 1,172,959,123

CONSOLIDATED SCHEDULE OF PROGRAM OPERATIONS
for the Year Ended August 31, 2021 (in dollars)

REVENUES	2021							2020
	Instruction		Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
	Pre Kindergarten	Kindergarten to Grade 12						
(1) Alberta Education	\$ 12,093,155	\$ 914,771,174	\$ 113,887,739	\$ 30,941,622	\$ 38,522,551	\$ 3,537,320	\$ 1,113,753,561	\$ 1,044,860,678
(2) Alberta Infrastructure	\$ -	\$ -	\$ 40,675,458	\$ -	\$ -	\$ -	\$ 40,675,458	\$ 39,265,176
(3) Other - Government of Alberta	\$ -	\$ 1,885,268	\$ 117,446	\$ -	\$ 139	\$ 712,006	\$ 2,714,859	\$ 4,733,039
(4) Federal Government and First Nations	\$ -	\$ 682,348	\$ -	\$ -	\$ -	\$ 1,323,147	\$ 2,005,495	\$ 2,418,509
(5) Other Alberta school authorities	\$ -	\$ 616,229	\$ 219,831	\$ -	\$ 150,048	\$ 426,571	\$ 1,412,679	\$ 1,357,093
(6) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(7) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(9) Fees	\$ -	\$ 4,902,368	\$ -	\$ 3,828,048	\$ -	\$ 409,168	\$ 9,139,584	\$ 19,593,298
(10) Sales of services and products	\$ -	\$ 711,379	\$ 798,539	\$ -	\$ 59,593	\$ 8,525,635	\$ 10,095,146	\$ 16,893,299
(11) Investment income	\$ -	\$ 2,255	\$ 1,362,883	\$ -	\$ -	\$ 2,690	\$ 1,367,828	\$ 1,943,915
(12) Gifts and donations	\$ -	\$ 4,599,659	\$ 14,959	\$ -	\$ 79,394	\$ 108,150	\$ 4,802,162	\$ 6,864,992
(13) Rental of facilities	\$ -	\$ 5,425	\$ 1,682,751	\$ -	\$ 13,986	\$ 1,380,657	\$ 3,082,819	\$ 3,180,920
(14) Fundraising	\$ -	\$ 222,972	\$ -	\$ -	\$ -	\$ -	\$ 222,972	\$ 1,412,898
(15) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ 1,666,256	\$ -	\$ -	\$ -	\$ 1,666,256	\$ 4,417,397
(16) Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(17) TOTAL REVENUES	\$ 12,093,155	\$ 928,399,077	\$ 160,425,862	\$ 34,769,670	\$ 38,825,711	\$ 16,425,344	\$ 1,190,938,819	\$ 1,146,941,214
EXPENSES								
(18) Certificated salaries	\$ 3,630,734	\$ 524,951,314	\$ -	\$ -	\$ 4,963,250	\$ 4,135,413	\$ 537,680,711	\$ 530,889,600
(19) Certificated benefits	\$ 866,853	\$ 118,904,457	\$ -	\$ -	\$ 1,252,093	\$ 889,362	\$ 121,912,765	\$ 121,549,495
(20) Non-certificated salaries and wages	\$ 6,566,216	\$ 129,128,145	\$ 65,219,052	\$ 1,106,447	\$ 17,033,556	\$ 4,124,904	\$ 223,178,320	\$ 218,700,982
(21) Non-certificated benefits	\$ 1,705,484	\$ 34,425,643	\$ 19,061,226	\$ 287,618	\$ 4,381,759	\$ 899,236	\$ 60,760,966	\$ 58,216,971
(22) SUB - TOTAL	\$ 12,769,287	\$ 807,409,559	\$ 84,280,278	\$ 1,394,065	\$ 27,630,658	\$ 10,048,915	\$ 943,532,762	\$ 929,357,048
(23) Services, contracts and supplies	\$ 363,170	\$ 74,689,835	\$ 55,965,858	\$ 31,779,693	\$ 7,840,475	\$ 4,168,089	\$ 174,807,120	\$ 162,361,291
(24) Amortization of supported tangible capital assets	\$ -	\$ -	\$ 44,633,089	\$ -	\$ -	\$ -	\$ 44,633,089	\$ 43,526,706
(25) Amortization of unsupported tangible capital assets	\$ 23,982	\$ 8,976,635	\$ 750,640	\$ -	\$ 1,325,189	\$ 331,264	\$ 11,407,710	\$ 12,166,797
(26) Supported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(27) Unsupported interest on capital debt	\$ -	\$ -	\$ 324,297	\$ -	\$ -	\$ -	\$ 324,297	\$ 344,729
(28) Other interest and finance charges	\$ -	\$ 319,077	\$ 72,130	\$ 248	\$ 24,683	\$ 35,340	\$ 451,478	\$ 516,542
(29) Losses on disposal of tangible capital assets	\$ -	\$ 37,058	\$ 5,411	\$ -	\$ -	\$ 110	\$ 42,579	\$ -
(30) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(31) TOTAL EXPENSES	\$ 13,156,439	\$ 891,432,164	\$ 186,031,703	\$ 33,174,006	\$ 36,821,005	\$ 14,583,718	\$ 1,175,199,035	\$ 1,148,273,113
(32) OPERATING SURPLUS (DEFICIT)	\$ (1,063,284)	\$ 36,966,913	\$ (25,605,841)	\$ 1,595,664	\$ 2,004,706	\$ 1,841,626	\$ 15,739,784	\$ (1,331,899)

CONSOLIDATED SCHEDULE OF OPERATIONS AND MAINTENANCE EXPENSES
for the Year Ended August 31, 2021 (in dollars)

EXPENSES	Custodial	Maintenance	Utilities and Telecomm.	Expensed IMR/CMR, Modular Unit Relocations & Lease Payments	Facility Planning & Operations Administration	Unsupported Amortization & Other Expenses	Supported Capital & Debt Services	2021 TOTAL Operations and Maintenance	2020 TOTAL Operations and Maintenance
Non-certificated salaries and wages	\$ 39,366,668	\$ 17,915,721	\$ -	\$ -	\$ 7,936,663			\$ 65,219,052	\$ 58,630,481
Non-certificated benefits	\$ 9,958,833	\$ 6,861,300	\$ -	\$ -	\$ 2,241,092			\$ 19,061,225	\$ 16,209,560
SUB-TOTAL REMUNERATION	\$ 49,325,501	\$ 24,777,021	\$ -	\$ -	\$ 10,177,755			\$ 84,280,277	\$ 74,840,041
Supplies and services	\$ 3,164,346	\$ 8,156,870	\$ 527,116	\$ 10,560,342	\$ 618,198			\$ 23,026,872	\$ 11,775,595
Electricity			\$ 10,111,034					\$ 10,111,034	\$ 9,346,410
Natural gas/heating fuel			\$ 6,697,242					\$ 6,697,242	\$ 6,319,846
Sewer and water			\$ 2,321,392					\$ 2,321,392	\$ 2,375,159
Telecommunications			\$ 418,549					\$ 418,549	\$ 346,346
Insurance					\$ 5,440,296			\$ 5,440,296	\$ 3,829,392
ASAP maintenance & renewal payments							\$ 3,472,943	\$ 3,472,943	\$ 3,481,255
Amortization of tangible capital assets									
Supported							\$ 44,633,089	\$ 44,633,089	\$ 43,526,706
Unsupported						\$ 750,640		\$ 750,640	\$ 815,878
TOTAL AMORTIZATION						\$ 750,640	\$ 44,633,089	\$ 45,383,729	\$ 44,342,584
Interest on capital debt									
Supported							\$ -	\$ -	\$ -
Unsupported						\$ 324,297		\$ 324,297	\$ 344,729
Lease payments for facilities				\$ 4,477,531				\$ 4,477,531	\$ 5,529,892
Other interest charges						\$ 72,130		\$ 72,130	\$ 33,171
Losses on disposal of capital assets						\$ 5,411		\$ 5,411	\$ -
TOTAL EXPENSES	\$ 52,489,847	\$ 32,933,891	\$ 20,075,333	\$ 15,037,873	\$ 16,236,249	\$ 1,152,478	\$ 48,106,032	\$ 186,031,703	\$ 162,564,420

SQUARE METRES

School buildings								1,218,001.0	1,197,351.0
Non school buildings								112,588.0	112,588.0

Notes:

Custodial: All expenses related to activities undertaken to keep the school environment and maintenance shops clean and safe.

Maintenance: All expenses associated with the repair, replacement, enhancement and minor construction of buildings, grounds and equipment components. This includes regular and preventative maintenance undertaken to ensure components reach or exceed their life cycle and the repair of broken components. Maintenance expenses exclude operational costs related to expensed Infrastructure Maintenance Renewal (IMR), CMR & Modular Unit relocations, as they are reported on separately.

Utilities & Telecommunications: All expenses related to electricity, natural gas and other heating fuels, sewer and water and all forms of telecommunications.

Expensed IMR, CMR & Modular Unit Relocation & Lease Payments: All operational expenses associated with non-capitalized IMR and CMR projects, modular unit (portable) relocation, and payments on leased facilities.

Facility Planning & Operations Administration: All expenses related to the administration of operations and maintenance including (but not limited to) contract administration, clerical functions, negotiations, supervision of employees & contractors, school facility planning & project 'administration', administration of joint-use agreements, and all expenses related to ensuring compliance with health and safety standards, codes and government regulations.

Unsupported Amortization & Other Expenses: All expenses related to unsupported capital assets amortization and interest on unsupported capital debt.

Supported Capital & Debt Services: All expenses related to supported capital assets amortization and interest on supported capital debt.

CONSOLIDATED SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS
for the Year Ended August 31, 2021 (in dollars)

Cash & Cash Equivalents

	2021			2020
	Average Effective (Market) Yield	Cost	Amortized Cost	Amortized Cost
Cash		\$ 166,126,468	\$ 166,126,468	\$ 148,383,912
Cash equivalents				
Government of Canada, direct and guaranteed	0.00%	-	-	-
Provincial, direct and guaranteed	0.00%	-	-	-
Corporate	0.00%	-	-	-
Other, including GIC's	1.06%	33,340,339	33,340,339	32,989,271
Total cash and cash equivalents		\$ 199,466,807	\$ 199,466,807	\$ 181,373,183

See Note 3 for additional detail.

Portfolio Investments

	2021			2020
	Average Effective (Market) Yield	Cost	Fair Value	Balance
Interest-bearing securities				
Deposits and short-term securities	0.00%	\$ -	\$ -	\$ -
Bonds and mortgages	0.00%	-	-	-
	0.00%	-	-	-
Equities				
Canadian equities	0.00%	\$ -	\$ -	\$ -
Global developed equities	0.00%	-	-	-
Emerging markets equities	0.00%	-	-	-
Private equities	0.00%	-	-	-
Pooled investment funds	0.00%	-	-	-
Total fixed income securities	0.00%	-	-	-
Other				
	0.00%	\$ -	\$ -	\$ -
	0.00%	-	-	-
	0.00%	-	-	-
	0.00%	-	-	-
Total equities	0.00%	-	-	-
Total portfolio investments	0.00%	\$ -	\$ -	\$ -

Portfolio investments**Operating**

Cost
Unrealized gains and losses

Endowments

Cost
Unrealized gains and losses
Deferred revenue

Total portfolio investments

2021	2020
\$ -	\$ -
-	-
-	-
\$ -	\$ -
-	-
-	-
-	-
\$ -	\$ -

The following represents the maturity structure for portfolio investments based on principal amount:

	2021	2020
Under 1 year	0.0%	0.0%
1 to 5 years	0.0%	0.0%
6 to 10 years	0.0%	0.0%
11 to 20 years	0.0%	0.0%
Over 20 years	0.0%	0.0%
	0.0%	0.0%

SCHEDULE 6School Jurisdiction Code: 3020

CONSOLIDATED SCHEDULE OF TANGIBLE CAPITAL ASSETS
For the Year Ended August 31, 2021 (in dollars)

Tangible Capital Assets	2021							2020
	Land	Work In Progress*	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total	Total
Estimated useful life			10-50 Years	10 Years	10 Years	5 Years		
Historical cost								
Beginning of year	\$ 837,590	\$ 170,355,082	\$ 1,776,764,766	\$ 162,118,777	\$ 3,794,449	\$ 63,798,843	\$ 2,177,669,507	2,040,535,392
Prior period adjustments	-	-	-	-	-	-	-	-
Additions	-	129,352,290	3,099,520	3,566,510	-	6,662,492	142,680,812	137,202,952
Transfers in (out)	-	(88,208,535)	84,738,161	2,484,835	-	985,539	-	-
Less disposals including write-offs	-	-	-	(3,820,765)	-	(17,864,431)	(21,685,196)	(68,837)
Historical cost, August 31, 2021	\$ 837,590	\$ 211,498,837	\$ 1,864,602,447	\$ 164,349,357	\$ 3,794,449	\$ 53,582,443	\$ 2,298,665,123	\$ 2,177,669,507
Accumulated amortization								
Beginning of year	\$ -	\$ -	\$ 773,046,451	\$ 128,009,893	\$ 2,996,247	\$ 49,685,933	\$ 953,738,524	898,113,858
Prior period adjustments	-	-	-	-	-	-	-	-
Amortization	-	-	44,151,579	6,190,682	144,521	5,554,018	56,040,800	55,693,503
Other additions	-	-	-	-	-	-	-	-
Transfers in (out)	-	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	-	(3,792,194)	-	(17,850,421)	(21,642,615)	(68,837)
Accumulated amortization, August 31, 2021	\$ -	\$ -	\$ 817,198,030	\$ 130,408,381	\$ 3,140,768	\$ 37,389,530	\$ 988,136,709	\$ 953,738,524
Net Book Value at August 31, 2021	\$ 837,590	\$ 211,498,837	\$ 1,047,404,417	\$ 33,940,976	\$ 653,681	\$ 16,192,913	\$ 1,310,528,414	
Net Book Value at August 31, 2020	\$ 837,590	\$ 170,355,082	\$ 1,003,718,315	\$ 34,108,884	\$ 798,202	\$ 14,112,910		\$ 1,223,930,983

	2021	2020
Total cost of assets under capital lease	\$ -	\$ -
Total amortization of assets under capital lease	\$ -	\$ -

*Work in Progress consists of four new schools, all of which will open in the 2021-22 school year, one modernization expected to be complete in the 2021-2022 school year, and all other respective furniture and equipment. Infrastructure Maintenance Renewal and Capital Maintenance Renewal Capital Projects, as well as other Board Funded Capital Projects not substantially complete by August 31, 2021 are also included. Additionally, one new school managed by Alberta Infrastructure is also part of this balance.

Proceeds of \$1,666,256 were received in the year for three parcels of land related to the sale of surplus sites, which are not reflected in this schedule due to the Edmonton Joint Use Agreement (See Note 2(b) - "Other Assets").

SCHEDULE 7

School Jurisdiction Code: 3020

CONSOLIDATED SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES
For the Year Ended August 31, 2021 (in dollars)

Board Members:	FTE	Remuneration	Benefits	Allowances	Performance Bonuses	ERIP's / Other Paid	Other Accrued Unpaid Benefits (1)	Expenses
Chair: ESTABROOKS, TRISHA	1.00	\$62,243	\$9,023	\$3,377			\$6,267	\$869
ADAMS, SHERRY	1.00	\$39,359	\$7,893	\$3,377			\$12,381	\$1,465
DRAPER, MICHELLE	1.00	\$39,627	\$7,907	\$3,377			\$12,394	\$10,485
DUNN, SHELAGH	1.00	\$42,406	\$8,055	\$3,377			\$6,086	\$413
GIBSON, KEN	1.00	\$39,359	\$7,893	\$3,377			\$12,147	\$791
IP, NATHAN	1.00	\$41,797	\$5,098	\$3,377			\$12,147	\$4,925
JANZ, MICHAEL	1.00	\$39,359	\$7,893	\$3,377			\$16,951	\$3,212
STIRLING, BRIDGET	1.00	\$39,359	\$7,893	\$3,377			\$9,155	\$1,697
Subtotal	8.00	\$343,509	\$61,655	\$27,016			\$87,528	\$23,857
ROBERSTON, DARREL, Superintendent	1.00	\$303,900	\$40,099	\$47,816	\$0	\$0	\$89,914	\$447
BURNSTAD, TODD, Treasurer	1.00	\$237,209	\$35,534	\$3,377	\$0	\$0	\$49,358	\$2,522
MILLS, KAREN, Secretary	1.00	\$148,590	\$30,205	\$0	\$0	\$0	\$24,646	\$372
Certificated		\$537,376,811	\$119,564,786	\$725,633	\$0	\$158,601	\$1,285,915	
School based	5,149.40							
Non-School based	242.00							
Non-certificated		\$222,449,012	\$46,860,675	\$3,814,746	\$0	\$1,556,454	\$8,209,773	
Instructional	1,977.99							
Plant Operations & Maintenance	946.40							
Transportation	14.00							
Other	565.20							
TOTALS	8,905.99	\$760,859,031	\$166,592,954	\$4,618,588	\$0	\$1,715,055	\$9,747,134	\$27,198

(1) Other Accrued Unpaid Benefits Include:

Accrued untaken vacation leave, Trustees' severance, and Superintendent's SERP benefits

The Board of Trustees of Edmonton School Division

Notes to the Consolidated
Financial Statements
August 31, 2021



1. AUTHORITY AND PURPOSE

The Board of Trustees of Edmonton School Division (the Division) is empowered to provide public education through bylaws approved by its Board of Trustees and under the authority of the *Education Act*, 2012, Chapter E-0.3.

The Division receives funding for instruction and support under the *Education Grants Regulation* (AR120/2008). The regulation allows for the setting of conditions and use of grant monies. The Division is limited on certain funding allocations and administration expenses.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

These consolidated financial statements have been prepared in accordance with the *CPA Canada Public Sector Accounting Standards (PSAS)*. The consolidated financial statements have, in management's opinion, been properly prepared within reasonable limits of materiality and within the framework of the accounting policies summarized below:

(a) Reporting Entity and Method of Consolidation

The consolidated financial statements reflect the assets, liabilities, revenues, and expenses of the reporting entity, which is composed of all organizations, which are controlled by the school jurisdiction. These organizations include

- Edmonton Public Schools Foundation (the Foundation), a foundation established in 2009 by the Division for the purposes of fundraising. The Foundation was incorporated under the *Societies Act* of the Province of Alberta.

The accounts of government sector entities, except those designated as government business enterprises, are consolidated using the line-by-line method. Under this method, accounting policies of the consolidated entities are adjusted to conform to the school jurisdiction's accounting policies and the results of each line item in their financial statements (revenue, expense, assets, and liabilities) are included in the school jurisdiction's results. Revenue and expense, capital, investing and financing transactions and related asset and liability balances between the Division and the Foundation have been eliminated.

(b) Basis of Financial Reporting

Valuation of Financial Assets and Liabilities

The Division's financial assets and liabilities are generally measured as follows:

<u>Financial Statement Component</u>	<u>Measurement</u>
Cash and cash equivalents	Cost
Accounts receivable	Lower of cost or net recoverable value
Portfolio investments	Amortized cost
Accounts payable and other accrued liabilities	Cost
Debt	Amortized cost

Financial Assets

Financial assets are assets that could be used to discharge existing liabilities or finance future operations and are not for consumption in the normal course of operations.

Financial assets are the school jurisdiction's financial claims on external organizations and individuals.



(b) Basis of Financial Reporting (cont'd)

Cash and Cash Equivalents

Cash comprises cash on hand and demand deposits. Cash equivalents are short-term, highly liquid investments that are readily convertible into known amounts of cash and are subject to an insignificant risk of change in value. Cash equivalents have a maturity of three months or less at acquisition and are held for the purpose of meeting short-term commitments rather than for investment purposes.

Accounts Receivable

Accounts receivable are recognized at the lower of cost or net recoverable value. A valuation allowance is recognized when recovery is uncertain.

Liabilities

Liabilities are present obligations of the school jurisdiction to external organizations and individuals arising from past transactions or events occurring before the year-end, the settlement of which is expected to result in the future sacrifice of economic benefit.

They are recognized when there is an appropriate basis of measurement and management can reasonably estimate the amounts.

Accounts Payable and Other Accrued Liabilities

Accounts payable and accrued liabilities include unearned revenue collected from external organizations and individuals for which goods and services have yet to be provided.

Deferred Contributions

Deferred contributions include contributions received for operations which have stipulations that meet the definition of a liability per *Public Sector Accounting Standards (PSAS)* PS 3200. These contributions are recognized by the Division once it has met all eligibility criteria to receive the contributions. When stipulations are met, deferred contributions are recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability.

Deferred contributions also include contributions for capital expenditures, unspent and spent:

- Unspent Deferred Capital Contributions (UDCC) represent externally restricted supported capital funds provided for a specific capital purpose received or receivable by the Division, but the related expenditure has not been made at year-end. These contributions must also have stipulations that meet the definition of a liability per PS 3200 when spent.
- Spent Deferred Capital Contributions (SDCC) represent externally restricted supported capital funds that have been spent but have yet to be amortized over the useful life of the related capital asset. Amortization over the useful life of the related capital asset is due to certain stipulations related to the contributions that require the Division to use the asset in a prescribed manner over the life of the associated asset.



(b) Basis of Financial Reporting (cont'd)

Employee Future Benefits

The Division provides certain post-employment benefits including vested and non-vested benefits for certain employees pursuant to certain contracts and union agreements.

The Division accrues its obligations and related costs including both vested and non-vested benefits under employee future benefit plans. Benefits include the non-registered Supplemental Executive Retirement Program (SERP), retirement allowances and non-vested accumulating sick leave. The future benefits cost is actuarially determined using the projected benefit actuarial cost method pro-rated on service and using management's best estimate of expected salary escalation, benefit usage, termination and retirement rates and mortality. The discount rate used to measure obligations is based on the combined expected future cash flows of each benefit and the rates provided by the Alberta Loans to Local Authorities Office as of August 31, 2021.

Asset Retirement Obligations

Liabilities are recognized for statutory, contractual or legal obligations associated with the retirement of tangible capital assets when those obligations result from the acquisition, construction, development or normal operation of the assets. The obligations are measured initially at fair value, determined using present value methodology, and the resulting costs are capitalized into the carrying amount of the related asset. In subsequent periods, the liability is adjusted for the accretion of discount and any changes in the amount or timing of the underlying future cash flows. The capitalized asset retirement cost is amortized on the same basis as the related asset and the discount accretion is included on the Consolidated Statement of Operations.

The Division has determined that it has a conditional asset retirement obligation relating to certain school sites. These obligations will be discharged in the future by funding through the Government of Alberta. The Division believes that there is insufficient information to estimate the fair value of the asset retirement obligation because the settlement date or the range of potential settlement dates has not been determined and information is not available to apply an expected present value technique. As such, there is no asset retirement obligation recorded as at August 31, 2021.

Debt

Debentures are recognized at their face amount less unamortized discount, which includes issue expenses.

Non-Financial Assets

Non-financial assets are acquired, constructed, or developed assets that do not normally provide resources to discharge existing liabilities, but instead:

- (a) are normally employed to deliver government services;
- (b) may be consumed in the normal course of operations; and
- (c) are not for sale in the normal course of operations.



(b) Basis of Financial Reporting (cont'd)

Tangible Capital Assets

The following criteria apply:

- Tangible capital assets acquired or constructed are recorded at cost, including amounts directly related to the acquisition, design, construction, development, or betterment of the asset. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset.
- Donated tangible capital assets are recorded at their fair market value at the date of donation, except in circumstances where fair value cannot be reasonably determined, when they are then recognized at nominal value. Transfers of tangible capital assets from related parties are recorded at original cost less accumulated amortization.
- Supported tangible capital assets are capital assets purchased using restricted grants/donations, or received with specific usage. Unsupported tangible capital assets are funded by the Division's own source funds.
- Work-in-progress is recorded as a transfer to the applicable asset class at substantial completion.
- Buildings include site and leasehold improvements as well as assets under capital lease.
- Sites and buildings are written down to residual value when conditions indicate they no longer contribute to the ability of the Division to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. For supported assets, the writedowns are accounted for as reductions to Spent Deferred Capital Contributions (SDCC).
- Buildings that are demolished or destroyed are written off.
- Tangible capital assets with costs in excess of \$5,000 are capitalized.
- Tangible capital assets are amortized over their estimated useful lives, commencing the following year of acquisition, on a straight-line basis, at the following rates:

Buildings	2% to 10%
Vehicles	10%
Computer Hardware & Software	20%
Other Equipment & Furnishings	10%

Inventory of Supplies

Inventory of supplies is valued at the lower of cost and replacement cost. Cost is determined on an average costing basis.

Prepaid Expenses

Prepaid expenses are recognized at cost and amortized based on the terms of the agreement or using a methodology that reflects use of the resource.

Other Assets

Under the Edmonton Joint Use Agreement: Land, school lands are acquired by the City of Edmonton through reserve dedication. Land interest is transferred to the Division for a nominal cost when a school is built. This land is not recognized in the Division's consolidated financial statements, as the land reverts to the City of Edmonton or another school jurisdiction at nominal cost upon disposition. Only in historical instances does the Division have control over school site land or the proceeds gained on its disposal, typically on sites that were acquired prior to the adoption of provincial planning legislation requiring land dedication or when a portion of land is identified as surplus.



(b) Basis of Financial Reporting (cont'd)

Operating and Capital Reserves

Certain amounts are internally or externally restricted for future operating or capital purposes. Transfers to and from reserves are recorded when approved by the Board of Trustees. Capital reserves are restricted to capital purposes and may only be used for operating purposes with approval by the Minister of Education. Reserves are disclosed in the Schedule of Changes in Net Assets.

Revenue Recognition

All revenues are reported on the accrual basis of accounting. Cash received for which goods or services have not been provided by year end is recognized as unearned revenue and recorded in accounts payable and other accrued liabilities.

Donations and non-Government contributions

Donations and non-government contributions are received from individuals, corporations, and private sector not-for-profit organizations. Donations and non-government contributions may be unrestricted or externally restricted for operating or capital purposes.

Unrestricted donations and non-government contributions are recognized as revenue in the year received or in the year the funds are committed to the Division if the amount can be reasonably estimated and collection is reasonably assured.

Externally restricted donations, non-government contributions and realized and unrealized gains and losses for the associated externally restricted investment income are recognized as deferred contributions if the terms for their use, or the terms along with the Division's actions and communications as to the use, create a liability. These resources are recognized as revenue as the terms are met and, when applicable, the Division complies with its communicated use.

In-kind donations of services and materials are recognized at fair value when such value can reasonably be determined. While volunteers contribute a significant amount of time each year to assist the Division, the value of their services are not recognized as revenue and expenses in the consolidated financial statements because fair value cannot be reasonably determined.

Investment income

Investment income includes interest income earned on the Division's Notice Plan Account.

Expenses

Expenses are reported on an accrual basis. The cost of goods consumed and services received during the year is expensed.



(b) Basis of Financial Reporting (cont'd)

Program Reporting

The Division's operations have been segmented as follows:

- **Pre-Kindergarten Instruction:** The provision of Pre-Kindergarten education instructional services that fall under the basic public education mandate.
- **Kindergarten to Grade 12 Instruction:** The provision of instructional services for Kindergarten to Grade 12 that fall under the basic public education mandate.
- **Operations and Maintenance:** The operation and maintenance of all school buildings and maintenance shop facilities.
- **Transportation:** The provision of regular and special education bus services (to and from school), whether contracted or board operated, including transportation facility expenses.
- **System Administration:** The provision of board governance and system-based / central office administration.
- **External Services:** All projects, activities, and services offered outside the public education mandate for Pre-Kindergarten children and students in Kindergarten to Grade 12. Services offered beyond the mandate for public education must be self-supporting, and Alberta Education funding may not be utilized to support these programs.

The allocation of revenues and expenses is reported by program, source, and object on the Schedule of Program Operations. Respective instruction expenses include the cost of certificated teachers, non-certificated teaching assistants as well as a proportionate share of supplies & services, school administration & instruction support, and system instructional support.

Trusts Under Administration

The Division has property that has been transferred or assigned to it to be administered or directed by a trust agreement or statute. The Division holds title to the property for the benefit of the beneficiary.

Trusts under administration have been excluded from the financial reporting of the Division. A summary of Trust balances is listed in Note 16.

Financial Instruments

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the consolidated financial statements. The Division recognizes a financial instrument when it becomes a party to a financial instrument contract.

Unless otherwise noted, it is management's opinion that the Division is not exposed to significant credit and liquidity risks, or market risk, which includes currency, interest rate and other price risks.

The associated transaction costs are added to the carrying value of items in the cost or amortized cost upon initial recognition. The gain or loss arising from de-recognition of a financial instrument is recognized in the Consolidated Statement of Operations. Impairment losses such as writedowns or writeoffs are reported in the Consolidated Statement of Operations.



(b) Basis of Financial Reporting (cont'd)

Measurement Uncertainty

Measurement uncertainty exists when there is a variance between the recognized or disclosed amount and another reasonably possible amount. The preparation of consolidated financial statements for a period involves the use of estimates and approximations, which have been made using careful judgment. Actual results could differ from those estimates.

The estimated employee future benefits liability of \$9,797,600 (2020 - \$9,912,400) recognized and disclosed in these consolidated financial statements is subject to measurement uncertainty. Actual experience may vary from the assumptions used in the calculations.

Future Accounting Changes

The Public Sector Accounting Board has issued the following accounting standards:

- **PS 3280 Asset Retirement Obligations (effective for years beginning on or after April 1, 2022)**

Effective April 1, 2022, this standard provides guidance on how to account for and report a liability for retirement of a tangible capital asset.

- **PS 3400 Revenue (effective for years beginning on or after April 1, 2023)**

This standard provides guidance on how to account for and report on revenue, and specifically, it addresses revenue arising from exchange transactions and non-exchange transactions.

- **PSG 8 Purchased Intangibles (effective for years beginning on or after April 1, 2023)**

This standard provides guidelines on how to account for and report on identifiable non-monetary economic resources without physical substance acquired through an arm's length exchange transaction between knowledgeable, willing parties who are under no compulsion to act.

Management is currently assessing the impact of these standards on the consolidated financial statements.

3. CASH AND CASH EQUIVALENTS

Cash and cash equivalents include \$686,054 (2020 - \$369,004) for the Foundation.

The cash equivalents balance is made up of a Notice Plan with a floating interest rate. The average rate for the year was 1.06% (2020 - 1.87%). Interest is compounded monthly.

Interest earned on the Notice Plan totaled \$351,068 (2020 - \$1,117,064) and is included in investment income.



4. ACCOUNTS RECEIVABLE

	2021			2020
	Gross Amount	Allowance for Doubtful Accounts	Net Realizable Value	Net Realizable Value
Alberta Education - Grants	\$ 219,390	\$ -	\$ 219,390	\$ 995,803
Alberta Education - Release time	-	-	-	61,072
Other Alberta school jurisdictions	103,640	-	103,640	80,161
Alberta Health Services	283,767	(11,701)	272,066	119,731
Post-secondary institutions	347	-	347	39,707
Community & Social Services	89,190	-	89,190	221,666
Children's Services	-	-	-	9,167
Justice & Solicitor General	-	-	-	15,698
Alberta Infrastructure	20,996,114	-	20,996,114	30,544,140
Federal government	2,901,805	-	2,901,805	2,107,556
Municipalities	1,843,624	-	1,843,624	172,461
First Nations	20,331	-	20,331	19,082
Other	2,667,798	(1,611,974)	1,055,824	1,882,193
Total	\$29,126,006	\$ (1,623,675)	\$ 27,502,331	\$ 36,268,437

5. CONTRACTUAL RIGHTS

Contractual rights are rights of the Division to economic resources arising from contracts or agreements that will result in both assets and revenues in the future when the terms of those contracts or agreements are met.

	2021	2020
Contractual rights from operating leases	\$ 2,420,710	\$ 2,184,883
Contractual rights from service agreements	4,778,211	4,901,958
Contractual rights from grant agreements	5,414,400	6,785,025
Contractual rights from capital grant agreements	15,913,553	86,379,142
Contractual rights from other agreements *	2,536,790	-
Total	\$ 31,063,664	\$ 100,251,008

Estimated amounts that will be received or receivable for each of the next five years and thereafter are as follows:

	Operating Leases	Service Agreements	Grant Agreements	Capital Grant Agreements	Other *
2021-2022	\$ 2,420,710	\$ 3,612,585	\$ 1,350,851	\$ 12,113,406	\$ 1,040,230
2022-2023	-	1,165,626	1,358,888	3,455,592	575,076
2023-2024	-	-	1,359,450	344,555	921,484
2024-2025	-	-	1,345,211	-	-
2025-2026	-	-	-	-	-
Thereafter	-	-	-	-	-
Total	\$ 2,420,710	\$ 4,778,211	\$ 5,414,400	\$ 15,913,553	\$ 2,536,790

* Other agreements consist of a revenue sharing agreement with the City of Edmonton for the sale of surplus sites.



6. CONTINGENT ASSETS

The Division initiated legal matters where possible assets are being sought. The outcomes from these matters are, at this point, indeterminate.

7. BANK INDEBTEDNESS

The Division has negotiated a line of credit in the amount of \$42,000,000 Canadian dollars and \$200,000 US dollars (the equivalent of \$265,900 Canadian at August 31, 2021) that bears interest at prime less 0.50%. This line of credit is secured by a borrowing bylaw and a security agreement, covering all revenue of the Division. There was no balance outstanding at August 31, 2021 or August 31, 2020.

8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2021	2020
Alberta Education - WMA*	\$ 16,074,738	\$ -
Alberta Education - Other	1,041	7,005,582
Other Alberta school jurisdictions	1,996	-
Alberta Health Services	100	-
Post-secondary institutions	56,824	-
Alberta Infrastructure	134,539	96,009
Other Government of Alberta ministries	1,338	-
Federal government	63,244	13,657,108
Accrued vacation pay liability	9,495,688	8,873,071
Other salaries & benefit costs	7,808,482	9,700,436
Other trade payables and accrued liabilities	57,701,423	46,516,973
Unearned Revenue		
School Generated Funds, Other	1,245,171	1,147,887
School Generated Funds, Advanced Fees	662,891	367,101
Other unearned revenue over \$5,000**	3,152,872	3,976,737
Total	\$96,400,347	\$91,340,904

* WMA (Weighted Moving Average) – under the new funding model starting in the 2020-2021 school year, the base instruction grant is allocated using the three-year WMA enrolment of school authorities. The amount accrued as accounts payable above is the difference between actual and projected enrolment count, which ultimately affects the total base instruction grant funding received in the subsequent school year.

** Unearned Revenue over \$5,000 for 2020-21 can be broken down as follows:

1. \$2,456,248 in funds received from students enrolled in the International Students Program. Funds are held in Unearned Revenue and are recognized at the start of the applicable school semester.
2. \$369,072 in tuition amounts paid by students at Metro Continuing Education for classes that start at a later date.
3. \$56,970 in tuition amounts collected in advance from Non-Resident English Language Learners (ELL).
4. \$21,147 in unused gift certificates issued by Metro Continuing Education (\$21,083) & Café 1881 (\$64).
5. \$64,812 in long-term lease receivable at John A. McDonald School.
6. \$159,623 in home education funding
7. \$25,000 in funds received from the City of Edmonton for use of the sign at Dr. Anne Anderson High School

9. BENEFIT PLANS

Pension costs included in these consolidated financial statements are comprised of the cost of employer contributions for current service of employees during the year.



9. BENEFIT PLANS (CONT'D)

Current and past service costs of the Alberta Teachers Retirement Fund (ATRF) are met by contributions by active members and the Government of Alberta. Under the terms of the *Teacher's Pension Plan Act*, the Division does not make pension contributions for certificated staff. The Government portion of the current service contribution to the ATRF on behalf of the Division is included in both revenues and expenses. For the school year ended August 31, 2021, the amount contributed by the Government was \$55,003,266 (2020 - \$57,807,058).

The Division participates in a multi-employer pension plan, the Local Authorities Pension Plan (LAPP), and does not report on any unfunded liabilities. The expense for this pension plan is equivalent to the annual contributions of \$18,574,578 for the year ended August 31, 2021 (2020 - \$18,592,719). At December 31, 2020, the LAPP reported a surplus of \$4,961,337,000 (2019 - surplus of \$7,913,261,000).

The Division and the Superintendent participate in a multi-employer registered Supplemental Integrated Pension Plan (SIPP). The plan provides a supplement to the ATRF pension to a full 2% of pensionable earnings multiplied by pensionable service, limited by the *Income Tax Act*. The annual expenditure for this pension plan is equivalent to the annual contributions of \$6,053 for the year ended August 31, 2021 (2020 - \$7,675).

The Division does not have sufficient plan information on the LAPP and SIPP to follow the standards for defined benefit accounting, and therefore, follows the standards for defined contribution accounting. Accordingly, pension expense recognized for the LAPP and SIPP is comprised of employer contributions to the plan that are required for its employees during the year, which are calculated based on actuarially pre-determined amounts that are expected to provide the plan's future benefits.

Employee future benefit liabilities consist of the following:

	2021	2020
Accumulating sick pay liability (vested)	\$ 3,227,400	\$ 3,504,200
Retirement allowances	6,205,100	6,107,800
Other employee future benefits	365,100	300,400
Total	<u>\$ 9,797,600</u>	<u>\$ 9,912,400</u>

10. DEBT

	2021	2020
Unsupported debenture outstanding at August 31, 2021 has an interest rate of 3.06%. The maturity date is September 17, 2033, with payments made semi-annually.	10,407,308	11,081,693
Total	<u>\$10,407,308</u>	<u>\$11,081,693</u>

Unsupported Debenture – Alberta Capital Finance Authority

Payments on the unsupported debenture due over the next five years and beyond are as follows:

	Principal	Interest	Total
2021-2022	\$ 695,159	\$ 312,880	\$ 1,008,039
2022-2023	716,572.00	291,466.00	1,008,038.00
2023-2024	738,645.00	269,393.00	1,008,038.00
2024-2025	761,398.00	246,640.00	1,008,038.00
2025-2026	784,852.00	223,186.00	1,008,038.00
2026 to maturity	6,710,682.00	849,602.00	7,560,284.00
Total	<u>\$10,407,308</u>	<u>\$ 2,193,167</u>	<u>\$12,600,475</u>



11. PREPAID EXPENSES

Prepaid expenses consist of the following:

	2021	2020
Prepaid insurance	\$ 1,296,516	\$ 857,468
International Baccalaureate Fees	99,649	112,979
Building Lease Payments	371,015	387,847
Enterprise Systems and Software	2,752,119	2,775,168
Professional Development, Programs and Fees	44,767	1,030
Other	11,388	94,671
Total	\$ 4,575,454	\$ 4,229,163

12. NET ASSETS

Detailed information related to accumulated surplus is available on the Schedule of Changes in Net Assets. The Division's accumulated surplus is summarized as follows:

	2021	2020
Unrestricted surplus	\$ -	\$ -
Operating reserves	38,806,069	45,330,106
Accumulated surplus (deficit) from operations	38,806,069	45,330,106
Investment in tangible capital assets	127,161,983	113,560,953
Capital reserves	44,798,917	36,136,126
Accumulated surplus (deficit)	\$ 210,766,969	\$ 195,027,185

Accumulated surplus from operations (ASO) includes funds of \$1,313,954 that are raised at the school level and are not available to spend at the board level. The Division's adjusted surplus from operations is calculated as follows:

	2021	2020
Accumulated surplus (deficit) from operations	\$ 38,806,069	\$ 45,330,106
Deduct: School generated funds included in accumulated surplus (Note 17)	1,313,954	1,349,005
Adjusted accumulated surplus (deficit) from operations ⁽¹⁾	\$ 37,492,115	\$ 43,981,101

⁽¹⁾ Adjusted ASO represents funds available for use by the Division after deducting funds raised at the school level.



13. CONTRACTUAL OBLIGATIONS

	2021	2020
Building projects ⁽¹⁾	\$ 10,683,450	\$ 101,040,180
Building leases ⁽²⁾	11,666,350	14,731,988
Service providers ⁽³⁾	32,994,636	21,626,212
Total	\$ 55,344,436	\$ 137,398,380

- (1) Building Projects: The Division is committed to capital expenditures of \$1,937,871 for the modernization at one school, as well as further capital expenditures to complete other schools of approximately \$5,659,243, all of which will be fully funded by capital contributions from Alberta Infrastructure. The Division is also committed to \$3,086,336 in Maintenance Projects, some of which are anticipated to be funded by Infrastructure Maintenance Renewal and Capital Maintenance Renewal funding from Alberta Education.
- (2) Building Leases: The Division is committed to lease office space to provide learning spaces for various outreach and alternative academic programs.
- (3) Service Providers: as at August 31, 2021, the Division has \$32,994,636 in commitments relating to service contracts. None of these are paid to other school jurisdictions.

Estimated payment requirements for each of the next five years and thereafter are as follows:

	Building Projects	Building Leases	Service Providers
2021-2022	\$ 10,683,450	\$ 4,257,106	\$ 20,346,067
2022-2023	\$ -	\$ 2,706,462	\$ 7,943,526
2023-2024	\$ -	\$ 1,274,168	\$ 4,338,376
2024-2025	\$ -	\$ 1,274,168	\$ 366,667
2025-2026	\$ -	\$ 1,241,896	\$ -
Thereafter	\$ -	\$ 912,550	\$ -
Total	\$ 10,683,450	\$ 11,666,350	\$ 32,994,636

14. CONTINGENT LIABILITIES

- a) The Division is involved in legal matters where damages are being sought. The Division has been named in 15 (2020 - 28) claims of which the outcome is not determinable. The resolution of indeterminable claims may result in a liability, if any, that may be significantly lower than the claimed amount. Accruals have been made in specific instances where it is likely that losses will be incurred based on a reasonable estimate. None of these contingent liabilities involves related parties.
- b) The Division is a member of Urban Schools Insurance Consortium (USIC). Under the terms of its membership, the Division could become liable for its proportionate share of any claim losses in excess of the funds held by USIC. The Division's share of the pool as at August 31, 2021 was \$3,370,395 (2020 - \$1,405,464). This amount has not been recognized in the Division's consolidated financial statements.



15. OTHER REVENUE

Other revenue consists of the following:

	2021	2020
Rental of facilities	\$ 3,082,819	\$ 3,180,920
Gains on disposal of tangible capital assets	1,666,256	4,417,397
Total	\$ 4,749,075	\$ 7,598,317

16. TRUSTS UNDER ADMINISTRATION

These balances represent assets that are held in trust by the Division. They are not recorded in the consolidated financial statements of the Division.

	2021	2020
Deferred salary leave plan	\$ 1,770,961	\$ 1,887,971
Scholarship trusts	1,605,230	756,568
International Student Health Insurance	14,751	4,566
Total	\$ 3,390,942	\$ 2,649,105

17. SCHOOL GENERATED FUNDS

	2021	2020
School Generated Funds, Beginning of Year	\$ 4,450,982	\$ 4,049,006
Gross Receipts:		
Fees	1,379,675	9,618,600
Fundraising	210,634	1,429,095
Gifts and donations	2,197,953	4,302,614
Grants to schools	62,846	99,900
Other sales and services	1,439,856	3,612,101
Total gross receipts	5,290,964	19,062,310
Total Related Expenses and Uses of Funds	3,792,722	14,135,840
Total Direct Costs Including Cost of Goods Sold to Raise Funds	1,528,976	4,524,494
School Generated Funds, End of Year	\$ 4,420,248	\$ 4,450,982
Balance included in Deferred Contributions	1,861,122	1,954,090
Balance included in Accounts Payable	1,245,171	1,147,887
Balance included in Accumulated Surplus (Operating Reserves)	1,313,954	1,349,005



18. RELATED PARTY TRANSACTIONS

Related parties are those entities consolidated or accounted for on the modified equity basis in the Government of Alberta consolidated financial statements. Related parties also include key management personnel in the Division and their close family members.

All entities that are consolidated in the accounts of the Government of Alberta are related parties of the Division. These include government departments, health authorities, post-secondary institutions and other school jurisdictions in Alberta.

	Balances		Transactions	
	Financial Assets (at cost or net realizable value)	Liabilities (at amortized cost)	Revenues	Expenses
Government of Alberta (GOA):				
Alberta Education				
Accounts receivable / Accounts payable	\$ 219,390	\$ 16,075,779	-	-
Prepaid expenses / Deferred operating revenue	-	25,432,992	-	-
Unspent deferred capital contributions	-	8,463,070	-	-
Spent deferred capital contributions	-	123,809,773	7,434,682	-
Grant revenue	-	-	1,051,312,489	-
ATRF payments made on behalf of district	-	-	55,003,266	-
Other revenues & expenses	-	-	3,124	217,226
Other Alberta school jurisdictions	103,640	1,996	1,275,539	454,688
Alberta Health Services	272,066	100,132	809,463	431,995
Post-secondary institutions	347	56,824	137,140	1,642,898
Alberta Infrastructure				
Alberta Infrastructure	20,996,114	205,746	3,478,870	9,701
Unspent deferred capital contributions	-	8,143,145	-	-
Spent deferred capital contributions	-	1,042,405,997	37,196,588	-
Alberta Community & Social Services	89,190	19,072	1,703,531	-
Alberta Culture & Tourism	-	7,488	3,500	-
Alberta Environment & Parks	-	185,070	77,200	-
Alberta Foundation for the Arts	-	4,688	59,363	-
Other GOA ministries	-	360	61,802	3,704
Other:				
Alberta Capital Financing Authority	-	10,407,308	-	324,297
TOTAL 2020/2021	\$ 21,680,747	\$ 1,235,319,440	\$ 1,158,556,557	\$ 3,084,509
TOTAL 2019/2020	\$ 32,087,145	\$ 1,154,317,245	\$ 1,090,215,986	\$ 1,176,217

The Division and its employees paid or collected certain amounts set by regulation or local policy. These amounts were incurred in the normal course of business, reflect charges applicable to all users and have been excluded from this schedule.

The Division occupies space provided by related parties in exchange for a nominal sum. The Division also leases space to related parties for a nominal sum.



19. ECONOMIC DEPENDENCE ON RELATED THIRD PARTY

The Division's primary source of income is from the Alberta Government. The Division's ability to continue viable operations is dependent on this funding.

20. BUDGET AMOUNTS

The budget was prepared by the school jurisdiction and approved by the Board of Trustees on June 9, 2020.

The Board of Trustees of Edmonton School Division

Unaudited Schedules
August 31, 2021

SCHEDULE 8

UNAUDITED CONSOLIDATED SCHEDULE OF FEES
For the Year Ended August 31, 2021 (in dollars)

	Actual Fees Collected 2019/2020	Budgeted Fee Revenue 2020/2021	(A) Actual Fees Collected 2020/2021	(B) Unspent September 1, 2020*	(C) Funds Raised to Defray Fees 2020/2021	(D) Expenditures 2020/2021	(A) + (B) + (C) - (D) Unspent Balance at August 31, 2021*
Transportation Fees	\$6,227,563	\$14,336,400	\$3,828,048	\$0	\$0	\$33,174,005	\$0
Basic Instruction Fees							
Basic instruction supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fees to Enhance Basic Instruction							
Technology user fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Alternative program fees	\$140,026	\$209,200	\$108,256	\$41,023	\$0	\$131,255	\$18,024
Fees for optional courses	\$1,878,310	\$3,562,000	\$695,997	\$379,324	\$0	\$728,645	\$346,676
Activity fees	\$5,604,190	\$6,877,200	\$493,508	\$258,847	\$0	\$337,622	\$414,733
Early childhood services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other fees to enhance education	\$449,619	\$1,158,000	\$894,863	\$0	\$0	\$894,863	\$0
Non-Curricular fees							
Extracurricular fees	\$2,107,599	\$2,790,000	\$99,155	\$337,569	\$0	\$63,633	\$373,091
Non-curricular travel	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Lunch supervision and noon hour activity fees	\$2,923,563	\$4,505,500	\$2,978,527	\$0	\$0	\$4,341,841	\$0
Non-curricular goods and services	\$380,513	\$781,200	\$136,774	\$131,124	\$0	\$175,251	\$92,647
Other Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL FEES	\$19,711,383	\$34,219,500	\$9,235,128	\$1,147,887	\$0	\$39,847,115	\$1,245,171

*Unspent balances cannot be less than \$0

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products", "Fundraising", or "Other revenue" (rather than fee revenue):	Actual 2021	Actual 2020
Cafeteria sales, hot lunch, milk programs	\$174,805	\$1,232,066
Special events, graduation, tickets	\$270,232	\$525,970
International and out of province student revenue	\$3,565,599	\$6,009,041
Sales or rentals of other supplies/services (clothing, agendas, yearbooks)	\$583,509	\$1,093,984
Adult education revenue	\$0	\$0
Preschool	\$0	\$0
Child care & before and after school care	\$0	\$0
Lost item replacement fee	\$0	\$0
Library fines, book donations	\$51,924	\$147,608
	\$0	\$0
	\$0	\$0
TOTAL	\$4,646,069	\$9,008,669

SCHEDULE 9

UNAUDITED CONSOLIDATED SCHEDULE OF SYSTEM ADMINISTRATION
For the Year Ended August 31, 2021 (in dollars)

	Allocated to System Administration 2021			
EXPENSES	Salaries & Benefits	Supplies & Services	Other	TOTAL
Office of the superintendent	\$ 588,757	\$ 27,954	\$ -	\$ 616,711
Educational administration (excluding superintendent)	4,766,845	442,114	-	5,208,959
Business administration	5,904,840	3,706,413	-	9,611,253
Board governance (Board of Trustees)	857,134	572,868	-	1,430,002
Information technology	1,922,155	436,394	-	2,358,549
Human resources	9,300,418	709,016	-	10,009,434
Central purchasing, communications, marketing	2,333,230	321,785	-	2,655,015
Payroll	-	-	-	-
Administration - insurance			550,335	550,335
Administration - amortization			1,325,189	1,325,189
Administration - other (admin building, interest)			607,039	607,039
Building operations/facilities	891,881	385,881	-	1,277,762
Student information	580,571	3,965	-	584,536
Archives museum/foundation	484,827	101,394	-	586,221
TOTAL EXPENSES	\$ 27,630,658	\$ 6,707,784	\$ 2,482,563	\$ 36,821,005
Less: Amortization of unsupported tangible capital assets				(\$1,325,189)
TOTAL FUNDED SYSTEM ADMINISTRATION EXPENSES				35,495,816

REVENUES	2021
System Administration grant from Alberta Education	38,007,171
System Administration other funding/revenue from Alberta Education (ATRF, secondment revenue, etc)	515,380
System Administration funding from others	303,160
TOTAL SYSTEM ADMINISTRATION REVENUES	38,825,711
Transfers (to)/from System Administration reserves	(3,329,895)
Transfers to other programs	-
SUBTOTAL	35,495,816
2020 - 21 System Administration expense (over) under spent	(\$0)

DATE: November 30, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Annual Education Results Report (2020-2021)

ORIGINATOR: Nancy Petersen, Managing Director, Strategic Division Supports

RESOURCE

STAFF: Clarice Anderson, Carolyn Baker, Marnie Beaudoin, Todd Burnstad, Grace Cooke, Darryl Doan, Graeme Dowdell, Kelsey Duebel, David Evans, Erin Faught, Husna Foda, Rachel Foley, Sean Jones, Terry Korte, Willa Kung-Sutton, Amanda Lau, Valerie Leclair, Karen Linden, Owen Livermore, Cathy MacDonald, Karen Mills, Bob Morter, Ann Parker, Madonna Proulx, Carrie Rosa, Andrea Sands, Adam Snider, Soleil Surette, Sharon Then, Marian Thompson, Greg Wondga, Amanda Wong.

REFERENCE: Alberta Education Policy and Requirements for Planning and Results Reporting 2020

ISSUE

As per the Alberta Education funding manual, school jurisdictions must submit an Annual Education Results Report (AERR) by November 30, 2021.

BACKGROUND

School jurisdictions are required to annually report on their results guided by Alberta Education's Assurance Framework.

The AERR is legislatively required as per the *Education Act*, Section 67; *Fiscal Planning and Transparency Act*, Section 10; Alberta Regulation 94/2019, *Education Act*, School Councils Regulation; and Alberta Regulation 120/2008, *Government Organization Act*, Education Grants Regulation, Sections 2 and 7.

The AERR serves as part of the annual planning, reporting and monitoring process the Division uses to advance its strategic direction. This year's AERR reflects the work of the Division over the past year. The report highlights the Division's progress toward its priority strategies set out for 2020-2021 within the context of the unique circumstances and complexities resulting from the COVID-19 pandemic.

RELATED FACTS

- Each year the Division submits an Annual Education Results Report (AERR) to Alberta Education.
- The AERR serves as one of the planning, reporting and monitoring tools the Division uses to advance its strategic direction and demonstrate accountability.

RECOMMENDATION

That the Edmonton Public Schools' Annual Education Results Report (2020-2021) be approved.

CONSIDERATIONS and ANALYSIS

- The final AERR will be submitted to Alberta Education upon approval by the Board. This report is due to Alberta Education by November 30, 2021, with some flexibility due to Board meeting dates.

OPTIONS

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

1. Accept the 2020-2021 Annual Education Results Report as written.
2. Provide feedback and request changes be made to the 2020-2021 Annual Education Results Review.

NEXT STEPS

- The final AERR will be submitted to Alberta Education upon approval by the Board.
- The final AERR will be posted on the Division website for staff and public awareness.

ATTACHMENTS and APPENDICES

ATTACHMENT I Annual Education Results Report (2020-2021)

NP:al



Annual Education Results Report **(AERR)** 2020–2021 *School Year*

3020 The Edmonton School Division
Submitted to Alberta Education
November 2021

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Message from the Board Chair and Superintendent Of Schools

Edmonton Public Schools is honoured to serve students and families in the Edmonton area. Schools play an integral role within the community and the partnership between families and educators is a strength towards the growth and development of the children we serve.

This was never more evident than this past school year, as we continued to come together in response to the pandemic. Guided by the Division's COVID-19 Re-Entry Strategy and in partnership with families, we continued to provide quality teaching and learning opportunities while supporting the safety and well-being of students and staff.

This year's Annual Education Results Report reflects the Division's progress over the past year towards meeting the priorities set for 2020-2021, while ensuring a safe learning and working environment for students, families and staff.

We are proud to share our story and results with you.



Trisha Estabrooks
Board Chair



Darrel Robertson
Superintendent of Schools

Introduction: Assurance

Evidence-based decision-making is central to the Division's assurance model, where data is used to reflect on what has been accomplished and to help inform actions and use of resources. Edmonton Public Schools' Annual Education Results Report (AERR) presents the Division's accomplishments and results for the 2020-2021 school year. It provides an overview of how the Division has advanced its priorities and the priorities of the province over the previous year. The AERR complements the other reporting available to our stakeholders including Results Review, Catchment Results Review and Strategic Plan Update reports.

Results Review conversations provide school and central decision units the opportunity to report on their progress through a presentation and dialogue with Trustees; staff and families are also welcome participants in these conversations. Catchment Results Review conversations bring together principals from across catchments (Kindergarten to Grade 12 school groupings) to engage and share in a conversation with Division leaders. Through these reflective conversations, leaders are able to learn from each other, celebrate progress and identify implications for our future work. Strategic Plan Update reports build upon key areas of the Division's Strategic Plan and are brought forward to the Board of Trustees as an extension of the AERR.

A critical component of reporting and assurance is the budget planning process. Each spring the Division engages in work to plan and prioritize for the coming school year. This work is informed by data and the voice of stakeholders. From this the Division develops its annual Three Year Education Plan.

Foundational to the planning and reporting cycle are the Division's Vision, Mission, Values, [2018-2022 Strategic Plan](#) and the Alberta Education [2020-2023 Business Plan](#), which are brought to life through the shared leadership and responsibility of the Board of Trustees, Division and school leadership. All of these come together to form the basis of accountability and assurance at the Division.

In 2020-2021, the COVID-19 global pandemic continued to offer challenges to education around the world. In order to address these challenges the Division developed and implemented the [COVID-19 Re-Entry Strategy](#), based on provincial direction, local context related to the pandemic and the unique needs of a large urban school system. The re-entry strategy was framed around three critical areas: family choice; continuity of learning; and well-being, safety and mitigation of risk. The strategy served as the foundation to our work amidst the unprecedented and unpredictable circumstances of COVID-19 and enabled the Division to successfully facilitate a safe school re-entry and operations throughout the year, while continuing to support high quality teaching and learning. A key source of feedback used for the creation of the re-entry strategy was staff, student and family voice from the May 2020 Re-Entry Survey, which helped the Division gain a better understanding of people's feelings and concerns about coming back to school in September 2020. The Division continued to seek feedback from stakeholders throughout 2020-2021 as it sought to be responsive to emerging concerns and new information. The re-entry strategy served as a living document, as it was reviewed and updated regularly throughout the year to be responsive to the ever evolving nature of the pandemic.

The challenges of COVID-19 continued to impact what data was gathered to support and inform the Division's work, including the planning and reporting cycle. Many of the data sources typically used to support reporting were either postponed or incomplete due to the COVID-19 disruption. This year's report has been developed with a focus on the limited provincial and local measures available and the narrative of this past year.

This AERR and the two-page AERR Summary of Accomplishments document are posted on the Division's website at epsb.ca/ourdistrict/results/aerr. Upon approval from the Board of Trustees, the AERR will be submitted to Alberta Education. As well, results review documents and budget plans are available on epsb.ca.

Accountability Statement

The Annual Education Results Report for the Edmonton School Division for the 2020-2021 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2020-2021 was brought forward for approval by the Board of Trustees to the November 30 , 2021 Public Board Meeting.



Trisha Estabrooks
Board Chair



Who We Are

2020-2021 Board of Trustees

Edmonton Public Schools proudly served over 103,000 students in the 2020-2021 school year. As stated in the [Education Act](#), the Board of Trustees' responsibility is to provide "a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging." This responsibility is fulfilled by providing oversight and stewardship to public education, evaluating and reporting on results achieved and setting priorities and policies that provide overall direction for the Division and provide each student with the opportunity to achieve their potential. Learn more about the Board of Trustees at: epsb.ca/ourdistrict/board.

The 2020-2021 Edmonton Public School Board of Trustees was composed of:

- Trisha Estabrooks (Wards A and D)
- Michelle Draper (Ward B)
- Shelagh Dunn (Ward C)
- Ken Gibson (Ward E)
- Michael Janz (Ward F)
- Bridget Stirling (Ward G)
- Nathan Ip (Ward H)
- Sherry Adams (Ward I)

Division Leadership

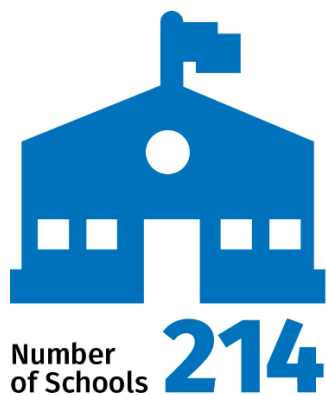
The Superintendent, with the support of the Division Support Team, provides advice and support to the Board, ensures the Division meets expectations set out in Board policy and Alberta Education legislation and works toward the goals and outcomes of the Division's Strategic Plan.

The 2020-2021 Division Support Team was comprised of:

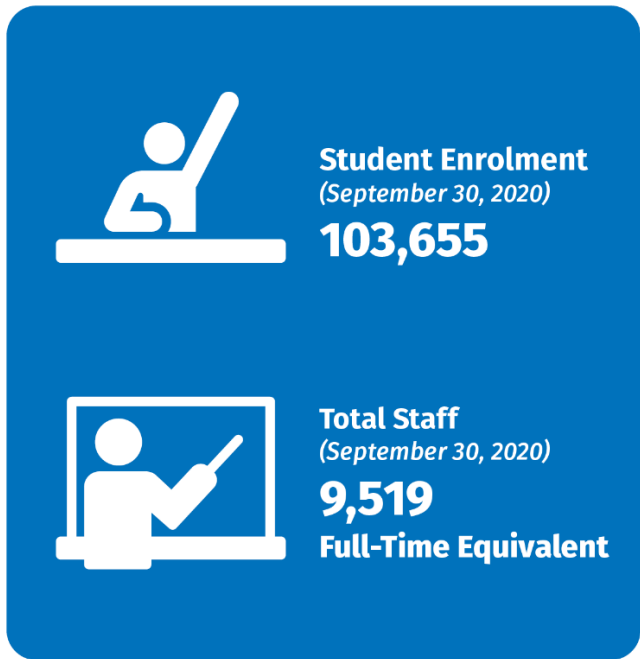
- Darrel Robertson, Superintendent of Schools
- Ron MacNeil, Assistant Superintendent of Schools
- Leona Morrison, Assistant Superintendent of Schools
- Kathy Muhlethaler, Assistant Superintendent of Operations and Learning Services
- Kent Pharis, Assistant Superintendent of Schools
- Liz Yule, Assistant Superintendent of Schools
- Angela Anderson, Chief Human Resources Officer, Human Resources
- Carrie Rosa, Acting Director, Communications
- Todd Burnstad, Chief Financial Officer, Financial Services
- Grace Cooke, General Counsel
- Nancy Petersen, Managing Director, Strategic Division Supports and the Foundation
- Karen Mills, Director, Board and Superintendent Relations

The Division's mandate is to create and enable the conditions that foster success for every child and student we serve. This work is a collective responsibility shared among the Board of Trustees, staff, as well as families and community members who, together, strive to fulfill the Division's Vision of *Success, one student at a time*.

2020-2021 Division Overview



128	Elementary
35	Elementary/Junior High
5	Elementary/Junior/Senior High
28	Junior High
4	Junior/Senior High
14	Senior High



Alberta Education Assurance Measures (May)

Table 1. Assurance Domain	Required Measures	Edmonton School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	85.8	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	83.2	83.0	83.3	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	78.7	77.4	76.1	83.4	80.3	79.6	Intermediate	Improved Significantly	Good
	5-year High School Completion	83.9	82.1	82.0	86.2	85.3	84.8	Intermediate	Improved Significantly	Good
	PAT: Acceptable	n/a	n/a	75.6	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	24.9	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	83.9	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	27.7	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.3	90.2	90.4	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.0	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	80.6	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	78.4	79.3	79.5	79.5	81.8	81.4	n/a	n/a	n/a
Supplemental Measures										
	Drop Out Rate	2.3	2.5	2.4	2.6	2.7	2.6	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	67.6	65.7	64.0	68.0	66.6	64.9	Intermediate	Improved Significantly	Good
	Transition Rate (6 yr)	64.8	64.8	63.7	60.0	60.3	59.5	High	Improved	Good

Table 2. Assurance Domain	Required Measures	Edmonton School Division (ELL)			Alberta (ELL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	3-year High School Completion	71.0	71.0	73.2	78.7	74.1	75.0	Low	Maintained	Issue
	5-year High School Completion	85.1	88.4	86.8	86.9	85.0	84.9	Intermediate	Maintained	Acceptable
	PAT: Acceptable	n/a	n/a	72.0	n/a	n/a	69.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	19.7	n/a	n/a	16.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	72.8	n/a	n/a	73.2	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	18.0	n/a	n/a	16.0	n/a	n/a	n/a
Supplemental Measures										
	Drop Out Rate	1.9	1.8	1.6	2.6	2.2	2.2	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	55.1	50.8	52.6	58.3	55.6	55.8	Low	Improved	Acceptable
	Transition Rate (6 yr)	72.6	69.4	67.5	65.4	65.8	64.4	High	Improved	Good

Table 3. Assurance Domain	Required Measures	Edmonton School Division (Self-identified First Nations, Metis and Inuit)			Alberta (Self-identified First Nations, Metis and Inuit)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	3-year High School Completion	50.5	42.8	42.1	62.0	55.9	55.6	Very Low	Improved Significantly	Acceptable
	5-year High School Completion	55.7	54.2	53.2	68.1	65.0	63.4	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	49.2	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	6.5	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	81.0	n/a	n/a	77.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	13.8	n/a	n/a	11.2	n/a	n/a	n/a
Supplemental Measures										
	Drop Out Rate	6.1	7.4	6.3	5.0	5.5	5.2	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	39.6	37.5	36.2	39.5	39.1	37.4	Very Low	Improved	Issue
	Transition Rate (6 yr)	32.0	31.3	29.8	35.7	35.0	34.1	Very Low	Maintained	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.



How To Read This Report

Overview

This report provides an overview of the Division’s accomplishments as set out in the [2020-2023 Three Year Education Plan](#) (3YEP). The development of the 3YEP was informed by the Division’s [2018-2022 Strategic Plan](#), the voice of stakeholders and implications of previous results. Reporting on the 3YEP is organized around Alberta Education’s four outcome areas:

- Alberta’s students are successful
- First Nations, Métis and Inuit students in Alberta are successful
- Alberta has excellent teachers, school leaders and school authority leaders
- Alberta’s K-12 education system is well governed and managed

Under provincial guidelines for assurance, the following information has been included for each of the four outcome areas:

- **Key Performance Indicators Analysis:** a select list of provincial and local indicators used to monitor the Division’s progress for each outcome are presented and discussed with an acknowledgement of areas for improvement. For the 2020-2021 school year, the following indicators were either optional or impacted by the pandemic:
 - Provincial Achievement Tests (PATs)
 - Diploma Exams
 - Local Measures
- **Key Division Strategies and Results:** a summary of the work the Division accomplished relevant to identified strategies from the 2020-2023 3YEP and any emergent priorities that arose throughout the year.

Key Performance Indicators

The Key Performance Indicators identified in this report are taken from three main sources of information: Alberta Education Assurance Measures, Division-developed indicators, and the Early Years Evaluation - Teacher Assessment (EYE-TA).

Indicators from the provincial Assurance Measures are listed in a separate chart and use Alberta Education’s evaluation standard: achievement, improvement and overall result. The following chart shows Alberta Education’s colour-coding and definitions supporting the scale used in their evaluation of the Division’s results.

ACHIEVEMENT	Very Low	Low	Intermediate	High	Very High
IMPROVEMENT	Declined Significantly	Declined	Maintained	Improved	Improved Significantly
OVERALL	Concern	Issue	Acceptable	Good	Excellent

A detailed explanation of the evaluation is found in Appendix A: Assurance Measures Evaluation Reference. Note that the category overall evaluations can only be calculated if both improvement and achievement evaluations are available.

Notes for assisting with understanding and interpreting Assurance Measures data are provided in the Assurance Measures Overall Summary and Assurance Measures Overall Summaries for ELL and First Nations, Métis and Inuit

on page 10. The following explanations and guidance on interpreting Assurance Measures data has been provided by Alberta Education:

Reporting Systems Update on Derived Measures

- Alberta Education's work to transition to reporting under the Assurance Framework saw current and historical results for High School Completion Rate, Post-secondary Transition Rate and Diploma Exam Participation Rate restated to reflect an update to the Alberta Education Assurance Measure reporting system (formerly Accountability Pillar Online Reporting Initiative) to ensure concordance with the existing student outcome measures methodology.
 - New achievement, improvement and overall evaluations based on the restated results were calculated for the measures indicated above.
 - All data charts in this report reflect the newly calculated measures and changes for Division results were minor.

Effect of COVID-19 Pandemic on 2019-2020 Provincial Assessments and Student Outcome Measures

- Alberta Education has acknowledged that participation in the Provincial Achievement Tests (PATs) and Diploma Examinations was impacted by the COVID-19 pandemic.
 - Results for the 2019-2020 school year are not available for the PATs, Diploma Examinations and Diploma Exam Participation Rate.
 - Due to the disruption to provincial measures, the province has stated that caution should be used when interpreting Rutherford Scholarship Eligibility Rate results over time.
- For the 2020-2021 school year, Alberta Education determined that in the absence of the Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting High School Completion Rate results over time.

Introduction of the Alberta Education Assurance (AEA) Survey and Effect of COVID-19 Pandemic

- The province has stated that caution should be used when interpreting provincial survey results over time as 2020-2021 was a pilot year for the AEA survey and participation and question relevance were impacted by the COVID-19 pandemic. Due to these limitations, the 2020-2021 survey results were not:
 - Evaluated against the provincial standards (Achievement) or previous 3-year averages (Improvement).
 - Included in the calculation of three-year averages used to evaluate improvement of future survey results.
- A new "N/A" (i.e., not applicable) response on the parent, student and teacher AEA surveys allowed respondents to clearly indicate when a question was not applicable. A response of "N/A" does not count towards the total number of responses in the survey result.
 - It should be noted that the "don't know" response that is an option for some survey questions is included in the total number of responses.

Recognizing that this past year was an unusual year, the Division is regarding 2020-2021 AEA survey results as reflective of the year's unique and complex challenges. It is difficult to determine the exact impact that COVID-19 may have had on stakeholder responses to the AEA Survey.

In response to the challenges presented by the pandemic for the 2020-2021 school year, the Division engaged in intentional work in support of high quality teaching and success for all students, while also keeping complex safety challenges front and centre.



Alberta's students are successful

Alberta's Students are Successful

While the COVID-19 pandemic significantly impacted education globally, what remained unchanged is Edmonton Public Schools' unwavering commitment and focus to providing high quality teaching and learning in environments that keep students, staff and families as safe as possible. The occurrence of the global pandemic introduced many complexities but it did not change our commitment to our vision: success, one student at a time.

To support returning to school during the pandemic, Alberta Education developed the 2020-2021 School Re-Entry Plan, which stipulated that "everyone in the ECS-12 education system [must] be nimble in contributing to the success of our children and students." The Division embraced this guidance when planning for the 2020-2021 school year. All aspects of the Division's learning and working environments were considered during planning, while also leaving room for flexibility and innovation in order to adapt to changing circumstances within the unpredictability of the pandemic.

As a result of this work, based on provincial direction and stakeholder voice, the Division released its [COVID-19 Re-entry Strategy](#) prior to the start of the school year. The re-entry strategy was framed around the three key themes of family choice, continuity of learning and well-being, safety and mitigation of risk. The plan provided direction for schools, helped staff understand how to prepare to welcome students and families back to school, set out a road map for the year ahead and provided families with assurance during a time of uncertainty.

In September, the Division welcomed over 103,000 students back to school. Within the context of the pandemic, the Division recognized that in-person classes would not be a comfortable choice for all families depending on personal circumstance and well-being. The option of family choice reflected the Division's efforts to connect families to instruction while ensuring they had the ability to pick a learning mode (i.e., online or in-person learning) that best supported their sense of safety and well-being during the pandemic. This approach allowed families to select online or in-person learning for their child at four points throughout the school year.

It should also be noted that the flexibility of these transitions between in-person and online learning throughout the year added an additional layer of complexity for students and staff. These multiple transitions, along with Alberta Health's ongoing and unpredictable requirements for self-isolation and quarantine when ill or exposed to COVID-19, made the Division's intentional focus and planning in support of continuity of instruction even more important.

Tables 4 and 5 demonstrate the importance of this approach by illustrating the change in enrolment patterns each quarter and demonstrating that almost 40 per cent of students registered for online learning at least once during the year.

Table 4. In-person and online student enrolment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
In-person	72.3%	70.5%	70.1%	75.9%
Online	27.7%	29.5%	29.9%	24.1%

Table 5. 2020-2021 in-person and online enrolment distribution	Total	Percentage
Online for all four quarters	18,876	18.2%
In-person for all four quarters	62,433	60.2%
Combination of online and in-person	19,791	19.1%
Not in Division in any of Q2, Q3, Q4 ¹	2,555	2.5%
Total students (Sep 30, 2020)	103,655	100%

The pandemic was a key factor for family choice at each of the quarter changes; it is also speculated that the pandemic impacted enrolment, with the Division experiencing a one per cent drop in student population growth in 2020-2021 compared to a growth rate of approximately three per cent per year over the prior eight years. This change in enrolment growth aligns with the slowdown in population growth that Alberta experienced between July 1, 2020, - June 30, 2021, which at 0.5 per cent has been the lowest it has been since 1987².

Table 6. Student enrolment	Sep. 2011	Sep. 2019	Sep. 2020	2011-2020 population change	2019-2020 population change
Total student enrolment	80,569	104,930	103,655	28.7%	-1.2%
English Language Learners (ELL)	14,206	26,573	25,091	76.6%	-5.6%
First Nations, Métis and Inuit (self-identified)	7,072	9,420	8,766	24.0%	-6.9%
Students meeting provincial special education coding requirements	10,880	13,342	11,447	5.2%	-14.2%

In spite of the challenges resulting from COVID-19, the Division remained dedicated to its vision, mission and values and continued to be intentional in its efforts to walk alongside students on their Kindergarten to Grade 12 learning journey and the goal of high school completion. The work in support of student success was informed by the Division's strategic direction and this section of the report looks at the Division's results through the following areas of our [Strategic Plan](#):

- Early learning
- Literacy and numeracy
- High school completion
- Safe and caring learning environments
- Specialized supports
- Community partnerships

¹ Represents students who were present in Q1, but missing in any one of Q2-4, in only one of Q2-4, any two of Q2-4 or all of Q2-4. E.g. a student who completed their studies in Q2 so did not return for Q3-4, or a student present in Q1, missing in Q2-3, but returned in Q4.

² <https://www.alberta.ca/population-statistics.aspx>

Early Learning

Research shows that the early years are an important time in children's lives where they are forming the skills they need as a foundation to their growth and development as lifelong learners. The Division understands this importance and provides high quality Early Childhood Services through Pre-Kindergarten, as well as full and half-day Kindergarten programming to enable more children to attain emotional, social, intellectual and physical developmental milestones in preparation for Grade 1.

Key Performance Indicator Analysis

Enrolment

For the 2020-2021 school year, Division Kindergarten enrolment was lower than in previous years. There are multiple factors that may have influenced this: some families chose to delay their child's start to school during the pandemic, the overall decrease in population growth for the City of Edmonton and the change in age eligibility for Kindergarten, as determined by Alberta Education. The new age eligibility stipulated that children must turn five years of age on or before December 31 of the current school year to enrol in Kindergarten; previously the cut-off date for Kindergarten enrolment was March 1. Though there were fewer children enrolled in Kindergarten, the Division maintained full-day Kindergarten across its 26 schools offering this program.

Division enrolment for Pre-Kindergarten reflected the changes that were made to Alberta Education's funding formula for Pre-Kindergarten aged children. These changes resulted in a reduction in the number of children the Division was able to serve in Pre-Kindergarten programming for the 2020-2021 school year.

Table 7. Early Years Demographics	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Total number of children enrolled in Pre-Kindergarten	1,292	1,519	1,536	1,509	606
Total number of children enrolled in Kindergarten	7,484	7,675	7,621	8,083	6,821
Total number of children self-identified as First Nations, Métis or Inuit in Kindergarten	504	545	552	553	418

*Enrolment numbers are based on the Sept 30 count

EYE-TA

In the absence of provincial data related to the early years, the Division uses the Early Years Evaluation - Teacher Assessment (EYE-TA) for Kindergarten children to assess their individual growth, development and developmental readiness for Grade 1.

The EYE-TA is a research-based assessment tool that measures children's development in five domains important to school readiness:

- Awareness of self and environment
- Social skills and approaches to learning
- Cognitive skills
- Language and communication
- Physical development: fine motor and gross motor

The tool is administered by Kindergarten teachers in the fall and again in the spring. The fall data serves as a source of information to inform programming, instructional needs and the potential need for additional assessment. This early identification enables the Division to be responsive and provide intervention sooner.

Over the prior two years, the spring EYE-TA was cancelled due to provincially mandated pivots to online learning as a result of the COVID-19 pandemic, resulting in incomplete data sets for both the 2019-2020 and 2020-2021 school years.

Table 8. EYE-TA Division Indicator	Results (in percentages)									
	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring†	Fall	Spring†
	Improvement*		Improvement		Improvement		Improvement		Improvement	
Percentage of children entering (fall) and leaving (spring) EPSB programs meeting developmental milestones	62	82	59	81	58	81	59	n/a	64	n/a
	20		22		23		n/a		n/a	
Awareness of Self and Environment	80	92	80	92	79	92	79	n/a	82	n/a
	12		12		13		n/a		n/a	
Social Skills and Approaches to Learning	77	89	76	89	76	89	77	n/a	81	n/a
	12		13		13		n/a		n/a	
Cognitive Skills	62	89	60	88	60	88	60	n/a	68	n/a
	27		28		28		n/a		n/a	
Language and Communication	76	89	75	89	74	89	74	n/a	79	n/a
	13		14		15		n/a		n/a	
Physical Development										
Fine Motor	69	92	69	92	68	92	71	n/a	76	n/a
	22		23		24		n/a		n/a	
Gross Motor	79	93	79	93	76	93	77	n/a	79	n/a
	14		14		17		n/a		n/a	

* Improvement for EYE-TA is based on spring-results compared to fall-results.

†Spring EYE-TA in 2019-20 and 2020-21 were not complete due to the pandemic

In the fall of 2020 teachers of in-person Kindergarten learners administered the tool. This information helped to inform programming and the possible need for additional assessment or intervention. In respect to this partial data set, the fall 2020-2021 EYE-TA results are higher compared to those of previous years (Table 8 above). Factors influencing these results may include:

- The 2020-2021 Kindergarten cohort did not include all children who typically would be starting their learning journey, as some families opted not to send their children to Kindergarten during COVID-19. This is indicated by enrolment patterns (see Table 7) and anecdotally from families.
- The EYE-TA is not available for online administration. As part of family choice, approximately 30 per cent of families chose online learning for their Kindergarten child in the first quarter (see Table 9 below), thus results for these children would not be available.
- The change in age eligibility criteria to enter Kindergarten that went into effect in 2020-2021, resulting in an older cohort of children entering Kindergarten (see Table 10 below). It is likely that these older children are more developmentally ready for school than previous cohorts with younger children entering Kindergarten.

Table 9. Fall 2020 Quarter 1 in-person and online Kindergarten registration	Total	Percentage
In-person	4,814	70.6%
Online	2,007	29.4%
Kindergarten (Sep 30, 2020) Total	6,821	100%

Table 10. EYE-TA Demographic Profile	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of children assessed	7,424	7,621	7,593	8,032	4,851
Average age of children on Sept 1	5.12	5.11	5.12	5.12	5.18

Key Division Strategies And Results (2020-2021)

Throughout the year, the Division worked to support the development and well-being of children in the early years through the provision of high quality teaching and learning. Additionally, the Division developed [COVID-19 protocols](#) specific to our youngest learners. These protocols focused on the unique context of the early years and provided educational staff with guidelines to help ensure Pre-Kindergarten and Kindergarten programming was both safe and engaging for children.

The following is a summary of key strategies implemented to support early years programming.

2020-2021 Priority Strategy: Evaluate new Early Learning program model under current (PUF) structure.

- The provincial Program Unit Funding (PUF) framework was adjusted starting in the 2020-2021 school year. Under the new funding framework, the Division focused on programming in support of children who are eligible as severe.
 - For 2020-2021, the Division chose to grandfather students in their second year of Pre-Kindergarten programming who do not meet severe PUF eligibility criteria, but did meet mild/moderate eligibility criteria.
 - In response to the new funding framework, the Division shifted from 32 Pre-Kindergarten sites to offering programming at six schools. Approximately 600 children were served at the six schools.
- The 2020-2021 school year served as a transition time for the six schools with Pre-Kindergarten programming. It is anticipated that the pandemic may have also impacted enrolment, attendance and program delivery. 2021-2022 is expected to provide a more normal context for the Division to assess program delivery under the new framework. It will serve as a good baseline to evaluate the new model moving forward.

For a more comprehensive overview of the Division's efforts in support of early learning and the implications of changes to Program Unit Funding (PUF), please refer to the February 9, 2021, Board Report: [Strategic Plan Update: Early Years](#) and the March 23, 2021, Response to Request for Information #094: [Program Unit Funding \(PUF\)](#).

Literacy And Numeracy

Literacy and numeracy are foundational for successful living, learning and participation in today's society. Research shows that achievement in literacy and numeracy are key determinants of educational outcomes. Developing strong literacy and numeracy skills in students is essential for them to reach their full potential in school and the workplace and to experience a better quality of life.

Many of the traditional measures available to indicate student achievement and the Division’s progress in the areas of literacy and numeracy were disrupted due to the impact of the pandemic. The following information reflects a limited snapshot of the evidence of work done in support of teaching and learning.

Key Performance Indicators Analysis

Provincial Achievement Tests (PATs) and Diplomas

Alberta Education made Provincial Achievement Tests (PATs) and Diploma exams optional for the 2020-2021 school year due to the uncertainty and disruption to learning caused by the pandemic. The Division chose to prioritize mental health and well-being for students and thus opted out of PATs, and most high school students chose not to write Diploma exams. These provincial results are not available for the 2020-2021 school year.

Alberta Education Assurance Measures

Table 11. AEA Survey					
Students in Grades 4-12 reporting they can get help with reading and writing at school when they need it.					
	2017	2018	2019	2020	2021
Grades 4-6	89.0	89.0	88.0	88.0	85.0
Grades 7-9	88.0	88.0	87.0	88.0	85.0
Grades 10-12	82.0	80.0	81.0	80.0	71.0

Overall, there is a decrease in the percentage of students that felt they could get help with reading and writing at school when they need it. This change likely reflects the pandemic-related learning challenges experienced by students, such as public health requirements to shift to online learning, as well as mandatory isolations and quarantines. As such, Division results also reflect the efforts made to support continuity of instruction and the online learning environment, as teachers took extraordinary steps to remain connected and supportive of students despite ongoing transitions and the mobility of students between online and in-person learning.

Reading Levels and Math Intervention Programming Instrument (MIPI)

The Division’s local literacy and numeracy results demonstrate evidence of success as well as opportunities for growth. Despite the complexities resulting from the COVID-19 pandemic, the Division remained committed to supporting the individual success of each student through a focus on high quality teaching and learning, including interventions and supports.

Each year the Division uses a variety of evidence including observations, assessment and conversations with students to determine a student’s reading level. The practice to report reading levels at the end of the year provides teachers more ways to understand how students are doing in their literacy growth. This information serves as an additional source of information for teachers in the fall to help identify next steps to ensure that students are receiving the support they need, especially if they are not yet reading at grade level. In addition, this information is helpful in communicating with families around their child’s literacy journey.

Table 12. Reading Level Results for 2016-2017 to 2020-2021 Showing Students AT or ABOVE Grade Level

Enrolment Grade	Percentage of Students Reading At or Above Grade Level				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
1*	67.9	64.7	64.6	54.3	60.9
2*	73.4	71.5	72.0	65.9	66.7
3	74.6	75.4	73.7	68.8	70.2
4	75.4	73.4	72.9	68.7	70.3
5	73.8	73.7	72.6	69.7	70.5
6	73.1	75.3	74.4	70.6	71.0
Total (1-6)	73.0	72.3	71.6	66.3	68.2
Total Students with Results (Gr 1-6)	43,335	45,357	47,098	47,936	47,439
7 **		74.5	74.9	75.0	70.9
Total (1-7)		72.5	72.1	67.5	68.6
Total Students with Results (Gr 1-7)		52,119	54,255	55,818	55,131
8 ***			74.1	73.6	71.3
Total (1-8)			72.3	68.2	69.0
Total Students with Results (Gr 1-8)			61,119	63,156	63,060
9 ****				73.3	73.7
Total (1-9)				68.7	69.4
Total Students with Results (Gr 1-9)				69,720	70,130

* Grades 1 and 2 results include students enrolled in immersion and bilingual programs who may have received either no or a reduced amount of English instruction in reading.

** Grade 7 became mandatory in 2017-2018

*** Grade 8 became mandatory in 2018-2019

**** Grade 9 became mandatory in 2019-2020

The slight increase in the percentage of students reading at or above grade level for the majority of grade levels during the 2020-2021 school year highlights the hard work of the Division educational staff to ensure continuity of learning for students, regardless of any pandemic-related challenges they might have experienced.

The MIPI is a tool the Division uses in the fall to assess students' knowledge of math concepts learned in the previous year. The results of the MIPI are used to help inform programming and the potential need for review or intervention.

Table 13. MIPI Results for 2016-2017 to 2020-2021 Showing Students AT or ABOVE Grade Level					
Enrolment Grade	Percentage of Students At or Above Grade Level				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
2	84.9	86.0	86.6	86.3	86.6
3	77.1	73.0	73.5	75.3	73.9
4	75.5	70.0	71.5	72.0	70.5
5	76.4	69.0	68.7	69.3	66.1
6	77.8	68.7	67.4	68.5	65.4
7	65.2	62.0	61.2	60.5	52.6
8	65.5	61.1	59.7	60.8	51.2
9	59.1	54.5	53.8	52.8	47.2
10 *	50.3	50.4	53.1	52.3	54.1
Total (2-10) *	71.2	67.0	66.9	67.4	63.4
Total Students with Results (Gr 2-10) *	53,515	58,847	62,506	62,451	62,839

* Grade 10 includes students enrolled in Math 10C or 10-3 who may be in Grades 10, 11 or 12

The 2020-2021 MIPI results most likely reflect the complexities introduced by COVID-19 in the spring of the previous school year and the sudden transition to remote distance learning for the remainder of that year. Using the information from the MIPI, staff were able to tailor practices and interventions to better meet students where they were at and ensure students received the supports they needed to be successful in their math learning. The MIPI is one tool that helped teachers know where reteaching or review of key concepts was critical.

Key Division Strategies And Results (2020-2021)

One of the key components of the Division's Re-Entry Strategy was continuity of learning for students regardless of whether they chose online or in-person learning. Supporting continuity of learning also served the Division well as classes, schools or entire divisions of students were required to pivot to online learning due to isolation or quarantine requirements set out by health officials. To help support continuity of learning in a school year that was anticipated to have multiple points of transition, the Division created over 9,250 resources that supported a cohesive and coordinated approach to teaching, assessment and reporting practices across the Division. These resources included:

- **Scope and Sequence Documents (K-9):** Documents that align the program of studies with the quarterly system to ensure students within each grade are learning the same unit and concepts around the same time.
- **Teacher Support Packs:** The packs support Grades K-9 across the four core subject areas and serve as a companion resource to the Scope and Sequence Documents that teachers can use to support instruction both for in-person and online learning. These packs include sample lesson sequences, student activities, video supports, assessment materials etc. Some packs were adapted to support French language programming.
 - To support teaching and learning in Grades 10 - 12, the Division developed High School Support Packs. Teachers found these materials very helpful to support covering the curriculum effectively in the quarterly model.
- **Home Support Packs:** Resources for schools to use when supporting students who are absent from class, the materials in the packs are in alignment with the learning that has occurred in the classroom while the student is absent.

The Division strategies outlined below from the December 8 3YEP reflect the intentional, collective and adaptive efforts of central decision units, catchments and schools to support teaching and learning within the complex and uncertain dynamic of the pandemic.

2020-2021 Priority Strategy: Using the Fountas & Pinnell Benchmark Assessment System (BAS) literacy assessment tool, assess student literacy levels to inform interventions and monitor for growth. BAS results will serve as a source of evidence to monitor literacy growth.

- Due to some of the complexities and challenges presented due to COVID-19, the reporting of BAS data was not gathered as a Division-level data set during the 2020-2021 school year.
- Schools used BAS data and other sources of information (e.g., conversations, assessments and observations) to inform programming, interventions and to monitor student growth in reading for individual students.

2020-2021 Priority Strategy: Using the Math Intervention Programming Instrument (MIPI) as a source of evidence, identify gaps in learning for students to inform programming and interventions. Year-end teacher-awarded marks will serve as an indicator of progress relative to students identified in the fall as requiring supports.

- As per usual Division practice, the MIPI was administered at the start of the 2020-2021 school year to help inform programming and identify any gaps in learning. Division results need to be viewed with consideration to the impact of COVID-19 and the March 2020 pivot to remote emergent learning and having students in both online and in-person learning environments in the fall when the MIPI was administered.
- To address any gaps that may have arisen during the March to June pivot to remote distance learning, teachers employed pedagogical approaches and interventions such as:
 - **First Steps in Math (FSIM):** A comprehensive set of resources designed for Kindergarten to Grade 8 which help students progress along the developmental continuum by deepening the mathematical ideas and concepts needed to achieve curricular outcomes.
 - **Guided Approach to Math:** A framework which is designed to meet the diverse needs of learners through a variety of meaningful and engaging activities.
 - Small group targeted instruction to meet the diverse needs of learners.
- Teachers also used year-end teacher-awarded marks as an additional source of data to help measure progress and inform ongoing programming that meets the individual learning needs of each student.

2020-2021 Priority Strategy: Prioritize the ongoing development of teacher support packs to support continuity of learning for both in-person and online programming.

- In anticipation of learning during the pandemic, the Division initiated work on the teacher support packs in June of 2020. The work to develop these resources continued throughout the 2020-2021 school year.
- Teacher Support Packs were developed for Grades K-9 across the four core subject areas and served as a companion resource to the Scope and Sequence documents. Each teacher support pack included sample lesson sequences, student activities, video supports, assessment materials etc.
 - The Scope and Sequence and the Teacher Support Packs supported both the in-person and online learning environments.
- Teacher Support Packs were shared with 40 other school divisions across Alberta.
- The Division also collaborated with a group of divisions from across the province to support the development of French Immersion Teacher Support Packs.
- Teacher Support Packs were accessed more than 680,000 times between September 2020 and June 2021.

- Additional resources were also developed to support high schools with the switch to a quarterly semester system. These resources included:
 - High School Course Packs for select courses that included sample lesson plans, student materials, video supports and sample assessment materials covering the course content.
 - Sample Course Plans for select courses to support the delivery of a course over a 10-week period.
- According to qualitative responses on the 2020-2021 Division Survey, teachers felt that the Division-wide Scope and Sequence, in conjunction with the Teacher Support Packs, supported teachers new to the Division, new to a particular teaching assignment or on temporary contracts. Experienced teachers also mentioned the resources were helpful, as they provided a new perspective on how to structure curriculum delivery.

2020-2021 Priority Strategy: Develop professional learning (PL) opportunities specifically for online learning, including sessions focused on literacy and numeracy instruction.

- In addition to the PL offered in a typical school year, the Division increased its focus on the development and delivery of PL related to the online learning environment. PL was not only geared to supporting teachers to assess numeracy and literacy online and use numeracy and literacy interventions online, it also focussed on increasing digital teaching and engagement skills through sessions such as: Online Best Practices, How to Effectively use Google Meet, How to Promote Online Engagement, etc.
- There were approximately 570 sessions to support online learning, with more than 7,300 participants. There were approximately 400 sessions to support digital skills, with more than 4,800 participants.
- Online PL was offered both synchronously and asynchronously to ensure this learning was accessible to all staff.
- Feedback from the 2020-2021 Division Survey indicated that 63 per cent of teachers felt they had the resources and supports needed when teaching in an online learning environment.

For a more comprehensive overview of the Division's efforts in support of literacy and numeracy, please refer to the March 23, 2021, Board Report: [Strategic Plan Update: Literacy and Numeracy](#).

The five-year analysis of Division achievement data for both literacy and numeracy undertaken in the March 23, 2021, [Strategic Plan Update: Literacy and Numeracy](#) provided the Division with a clearer insight into which students were thriving and those who would benefit from additional supports. In response to this information, the Division developed an evidence-based model focused on school success for students impacted by the barriers and challenges of social vulnerability. Resources were prioritized to support this work for the 2021-2022 school year. The Equity Achievement Project initiated in 41 schools in the fall of 2021.

High School Completion

One of the priority outcomes of public education is to prepare students for their futures and equip them to be productive contributors to society, whether as post-secondary students, members of the workplace or citizens in the community. A major milestone towards this outcome is high school completion. Through a collaborative effort from Kindergarten to Grade 12, students are provided opportunities to develop foundational knowledge, competencies and attitudes that will support them in being successful in completing school and enable them to transition into post-secondary and/or the world of work.

Key Performance Indicators Analysis

Alberta Education Assurance Measures

The Alberta Education Assurance Measures assess multiple factors beyond diploma exams and high school completion rates that are indicators towards a life of dignity and fulfillment. The following two charts provide an overview of Division results relevant to the journey of school completion for all students and for students who are English Language Learners, as defined by Alberta Education. It should be noted that the data for 2019-2020 reflects the initial impact of the pandemic.

Table 14. Alberta Education Assurance Measures		Results (in percentages)					Evaluation		
		2015-16	2016-17	2017-18	2018-19	2019-20	Achievement	Improvement	Overall
HIGH SCHOOL COMPLETION									
Percentage of students who completed high school within three, four and five years of entering Grade 10.	3-yr	75.9 (n= 6,285)	74.8 (n= 6,256)	76.0 (n= 6,536)	77.4 (n= 6,589)	78.7 (n= 6,772)	Intermediate	Improved Significantly	Good
	4-yr	78.2 (n= 6,214)	80.6 (n= 6,300)	79.4 (n= 6,264)	80.9 (n= 6,543)	82.5 (n= 6,577)	Intermediate	Improved Significantly	Good
	5-yr	80.7 (n= 6,178)	80.6 (n= 6,216)	83.4 (n= 6,317)	82.1 (n= 6,257)	83.9 (n= 6,541)	Intermediate	Improved Significantly	Good
Percentage of Grade 12 students eligible for a Rutherford Scholarship.		61.1 (n= 9,635)	62.5 (n= 9,444)	63.9 (n= 9,848)	65.7 (n= 10,061)	67.6 (n= 10,091)	Intermediate	Improved Significantly	Good
Annual dropout rate of students aged 14 to 18.		2.7 (n= 25,785)	2.2 (n= 26,041)	2.5 (n= 26,120)	2.5 (n= 26,880)	2.3 (n= 27,635)	Very High	Maintained	Excellent
Percentage of students writing four or more diploma exams within three years of entering Grade 10.		60.8 (n= 6,285)	60.3 (N= 6,256)	60.5 (n= 6,536)	61.3 (n= 6,589)	n/a (n= 6,772)	n/a	n/a	n/a
TRANSITIONS/CAREER PLANNING									
Percentage of high school students who transition to post-secondary (including apprenticeship) within six years of entering Grade 10.		61.6 (n= 6,472)	62.7 (n= 6,175)	63.7 (n= 6,215)	64.8 (n= 6,318)	64.8 (n= 6,258)	High	Improved	Good

Table 15. Alberta Education Assurance Measures		English Language Learners Results (in percentages)					Evaluation		
		2015-16	2016-17	2017-18	2018-19	2019-20	Achievement	Improvement	Overall
HIGH SCHOOL COMPLETION									
Percentage of students who completed high school within three, four and five years of entering Grade 10.	3-yr	77.0 (n= 630)	78.9 (n= 765)	69.7 (n= 763)	71.0 (n= 691)	71.0 (n= 776)	Low	Maintained	Issue
	4-yr	80.0 (n= 430)	83.9 (n= 564)	85.3 (n= 670)	79.1 (n= 663)	85.0 (n= 587)	Intermediate	Improved	Good
	5-yr	77.9 (n= 276)	85.0 (n= 406)	87.1 (n= 534)	88.4 (n= 620)	85.1 (n= 608)	Intermediate	Maintained	Acceptable
Percentage of Grade 12 students eligible for a Rutherford Scholarship.		50.3 (n= 1,462)	54.5 (n= 1,654)	52.3 (n= 1,661)	50.8 (n= 1,629)	55.1 (n= 1,621)	Low	Improved	Acceptable
Annual dropout rate of students aged 14 to 18.		2.4 (n= 3,307)	1.4 (n= 3,704)	1.8 (n= 3,704)	1.8 (n= 3,806)	1.9 (n= 3,738)	Very High	Maintained	Excellent
Percentage of students writing four or more diploma exams within three years of entering Grade 10.		63.1 (n= 630)	65.0 (n= 765)	59.9 (n= 763)	54.0 (n= 691)	n/a (n= 776)	n/a	n/a	n/a
TRANSITIONS/CAREER PLANNING									
Percentage of high school students who transition to post-secondary (including apprenticeship) within six years of entering Grade 10.		62.8 (n= 219)	63.3 (n= 267)	69.8 (n= 394)	69.4 (n= 519)	72.6 (n= 605)	High	Improved	Good

Notes for Table 14 and 15:

1. Only supplemental measures with Achievement standards are included in the Supplemental AEAMs – Overall Summary.
2. Participation in the 2020/21 AEA survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
4. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
5. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
6. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
7. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.
8. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

Overall, results are encouraging as they continue to demonstrate that more students are experiencing success and achieving the milestone of high school completion:

- Three-, four- and five-year high school completion rates and Rutherford Scholarship eligibility rate improved significantly.
- Drop out rate also improved, decreasing to 2.3 per cent, reflecting a provincial achievement rating of Very High.
- The percentage of high school students who transition to post-secondary within six years of entering Grade 10 remains at an achievement rating of High.



For the first time, the province has provided the Division with a summary of results for ELL students (Table 15). These results indicate that ELL students have demonstrated improvement in four-year high school graduation and Rutherford Scholarship rates. There is also opportunity to continue to provide ongoing, targeted supports for ELL students to positively inform three- and five-year high school graduation rates, as well as eligibility for the Rutherford Scholarship. As the Division strives for improvement, there is the opportunity to build off of the strength of results achieved for ELL students in respect to the annual dropout rate and the six-year transition rate to post-secondary.

Overall, Division results indicate that the intentionality and efforts to provide a high quality learning and teaching environments that support students in their journey towards school completion are effective and ontrack.

Table 16. AEA Survey

a. Teachers, parents and students who are satisfied that students model the characteristics of active citizenship.					
	2017	2018	2019	2020	2021
Overall	84.9	83.7	83.2	83.0	83.2
Parent	82.5	81.6	81.8	81.0	80.4
Student	78.0	75.8	74.2	74.3	74.7
Teacher	94.3	93.7	93.6	93.8	94.4

b. Teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.					
Overall	82.9	82.7	83.2	83.5	85.7
Parent	74.5	74.8	74.9	74.3	77.4
Teacher	91.3	90.7	91.5	92.7	94.1
c. Teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.					
Overall	69.9	70.1	70.4	71.5	81.8
Parent	63.2	64	62.7	63.2	76.1
Teacher	76.6	76.2	78.1	79.9	87.6
d. Grades 7 and 10 students reporting that they get the help they need planning for a career.					
Grades 7-9	60.0	61.0	59.0	58.0	53.0
Grades 10-12	78.0	78.0	78.0	77.0	73.0

Key Division Strategies And Results (2020-2021)

Beyond the key priority strategies highlighted below, the following actions have helped support students on their K to 12 path to high school completion:

- The Board of Trustees' approval of the Equity Fund to support emergent needs related to the success of students.
- Kindergarten to Grade 12 catchment groupings that promote a professional shared responsibility for the success of all students.
- School based wrap-around services that address barriers to school success. These include such things as school nutrition, mental health support, after school programming and enrichment.
- The Career Pathways framework provided a philosophy and approach to teaching and learning that engages students from Kindergarten to Grade 12 that encourages students to think about, explore and plan what their life might look like beyond school.
- In response to COVID-19, the Division offered family choice and provided a range of supports for students, staff and families for both in-person and online learning. These actions enabled us to be responsive, adaptable and flexible while maintaining a focus on high quality teaching and learning.

2020-2021 Priority Strategy: Conduct a series of focus groups with online learners, families and staff to gain a deeper understanding of effective engagement and teaching strategies for the online learning environment.

- Focus groups sessions were held during the first, second and third quarter of the 2020-2021 school year to capture the voice of students and families who had chosen online learning for that particular quarter.
- Students and parents were asked about successes, challenges and areas for improvement based on their experience with online learning. This feedback helped the Division plan and organize for the following quarters through the lens of continuous improvement. Highlights of the main findings include:
 - The importance and need to differentiate between learning and deliberate relationship building.
 - An increasing comfort with the online learning environment as the quarters progressed.
 - The importance of clear lines of communication with respect to expectations, schedules and formative and summative feedback.

2020-2021 Priority Strategy: Examine trends in high school data to gain a stronger understanding of students who are achieving success and students at risk of not completing high school. Use the data to determine variables of success and potential barriers.

Division high schools engaged in a variety of activities to plan, monitor and support students towards course credit completion and ultimately high school completion. These included the following:

- One-on-one meetings with students at key times of the year to discuss their goals and map out a plan to help them meet these goals. Many schools use tools like myBlueprint to document these plans and help students and staff monitor for ongoing progress.
- Intentional monitoring of data that is an indicator of student engagement and school success, such as attendance or course completion.
 - Schools closely monitor student attendance and have protocols in place to work with students and their families when attendance may be concerning.
- Identifying gaps in a student's learning plan early, enabling the school to work with the student to mitigate or address the gap.

2020-2021 Priority Strategy: Work with high school principals to develop a plan to support all students in Grades 10 to 12 to monitor or track their progress towards high school completion.

Division high schools used a variety of strategies to build relationships with students and work with them to monitor their progress towards high school completion. The following are examples of the proactive strategies high schools have in place that support high school completion:

- Building relationships with students through teachers, mentors, coaches, counsellors, assistant principals and other staff to support students academic success and emotional well-being.
 - Meeting with students regularly to discuss current accomplishments and future plans to adjust goals as needed.
- Ensuring students have a myPass account at Alberta Education, which allows them to monitor their progress towards certificate or diploma completion.
- Encouraging students to use their myBlueprint account for goal setting and career exploration.
 - Approximately 55 per cent of all high school students accessed their myBlueprint account.
 - Approximately 40 per cent of self-identified First Nations, Métis and Inuit high school students accessed their myBlueprint account.
 - Through a Division license, all Division students are set up with a myBlueprint account; myBlueprint is one example of a variety of tools used by high schools to help students plan.
- Ensuring students are aware of and know how to access the range of options for completing high school graduation requirements, including: CTS modules, work experience, special projects, Argyll, LearnWrite, etc.
- Supporting students who may be at risk through such strategies as intervention support, working with staff to modify their plan, flexibility in retaking sections of courses where they struggled and not having to redo entire courses and looking at the flexibility of four- or five-year high school completion paths.

Safe And Caring Learning Environments

The Division wants every student to grow and thrive academically, socially and emotionally throughout their learning journey. To enable students to feel connected to school, experience success in their learning and develop a strong sense of citizenship and social responsibility, the Division has focused on creating welcoming, inclusive, safe and healthy school environments.

These efforts are grounded in the internationally recognized [Comprehensive School Health Approach](#) to support improvement in students' educational outcomes and well-being, while also addressing school health in a planned, integrated and holistic way.

Creating a welcoming, inclusive, safe and healthy school environment was also a key pillar in the Division's COVID-19 Re-Entry Strategy. Changes in school practices were made to put safety first and were based on provincial requirements and direction to mitigate the spread of COVID-19. Special considerations were taken to support the mental health and well-being of Division's students, teachers and families as the Division recognized that COVID-19 could cause a lot of uncertainty for families and our community. These practices and considerations will be discussed in greater detail below.



Key Performance Indicators Analysis

Alberta Education Assurance Measures

Table 17. AEA Survey	Results (in percentages)				
	2017	2018	2019	2020	2021
Teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.					
Overall	89.8	89.0	88.5	88.6	89.0
Parent	89.3	88.7	88.9	88.6	89.0
Student	85.0	83.4	82.1	82.4	83.2
Teacher	95.0	94.8	94.5	94.7	94.8

Table 18. AEA Survey	Results (in percentages)				
	2017	2018	2019	2020	2021
a. <u>Citizenship/ Leadership (detailed)</u>					
Your child is encouraged at school to be involved in activities that help the community. (Parents)	79 (n= 3,912)	78.0 (n= 4,015)	78 (n= 3,618)	78 (n= 4,078)	74 (n= 3,355)
Students are encouraged at your school to be involved in activities that help the community. (Teachers)	91 (n= 4,181)	91 (n= 4,431)	92 (n= 4,533)	92 (n= 4,705)	88 (n= 3,424)
b. <u>Welcoming (detailed)</u>					
Students at your child's school respect each other. (Parents)	80 (n= 3,906)	80 (n= 4,013)	79 (n= 3,621)	78 (n= 4,063)	79 (n= 3,470)
Students at your school respect each other. (Teachers)	93 (n= 4,207)	92 (n= 4,454)	92 (n= 4,551)	92 (n= 4,756)	95 (n= 3,642)
c. <u>Inclusive (detailed)</u>					
Students at your child's school help each other when they can. (Parents)	79 (n= 3,916)	78 (n= 4,021)	79 (n= 3,616)	78 (n= 4,072)	77 (n= 3,468)
Students at your school help each other when they can. (Teachers)	96 (n= 4,204)	96 (n= 4,452)	96 (n= 4,564)	96 (n= 4,750)	97 (n= 3,647)

Overall, results for the Safe and Caring Assurance survey results (Table 17) over the past five years have been very high; however, there has been a slight downward trend for students. In support of student well-being, the Division continues to focus on mental health, building healthy relationships, anti-racism actions, healthy sexuality and intercultural communication skills. These actions help to promote welcoming, inclusive, safe and healthy school environments. The COVID-19 context beginning in spring of 2020 will have also impacted these results, both through the perspective of personal safety during a pandemic and the additional emotional challenges brought on by the impact to our lives caused by the pandemic.

Key Division Strategies And Results (2020-2021)

Given the complexities resulting from COVID-19, even greater focus was placed on the safety and well-being of students, staff and families. The Division's Re-Entry Strategy reflected the Division's priority of not only mitigating or reducing the risk of COVID-19, but supporting the mental health and well-being of students, staff and families.

2020-2021 Priority Strategy: Maintain intentional focus on safety and well-being throughout the pandemic.

- The Division implemented its COVID-19 Re-Entry Strategy focused on the safety and well-being of students and staff. Feedback from the 2020-2021 Division Survey indicated that:
 - 97 per cent of students knew what their school was doing to keep them as safe as possible during the pandemic.
 - 89 per cent of students felt safe in their school community and 94 per cent of families felt their child felt safe in their school community.
 - 83 per cent of staff felt the Division's COVID-19 safety protocols helped them feel safe at work.
 - Families felt their child's school provided the support their child needed for their mental (82 per cent) and physical (87 per cent) well-being.
- Through the repurposing of previous Regional Collaborative Service Delivery (RCSD) funding, nine mental health consultants were hired to support and connect with students.
- Nine additional social workers were hired for the 2020-2021 school year to focus on connecting with families and assisting students in overcoming barriers to attendance and or school participation.
- The Division initiated a pilot to support student resiliency and well-being. The pilot was implemented in partnership with internationally recognized resilience researcher, Dr. Michael Ungar. Through this work, the Division took intentional steps to gain a better understanding of how students are doing. This work included:
 - Implementing a Youth Resiliency Survey in 87 schools, the results of which helped to serve as an indicator for student well-being and strengths. The Resiliency Survey will be expanded across the Division in 2021-2022.
 - PL sessions focused on youth resilience and building capacity around the survey and the use of its data. These sessions were tailored to support school leaders; over 275 staff participated in the pilot year.
 - Sessions for parents and caregivers. The sessions, *"Pathways to resilience: nine ways families, schools and communities nurture the well-being of children and adolescents (even during a pandemic)"* were open to families across the Division and were attended by over 450 parents and caregivers.

Specialized Supports And Services

Every student is unique, with different strengths and challenges. The Division offers a range of learning environments to support all students in their academic growth and to help nurture their emotional, mental and physical well-being. The Division also recognizes that some students may require specialized supports and services to help them engage and thrive in school. The Division's Specialized Learning Supports' school-linked teams, in collaboration with school staff and families, identify, develop and share inclusive education strategies to ensure that students who require specialized supports receive an education that sets them up for success.

The following is an overview of the various specialized supports and services provided to Division students:

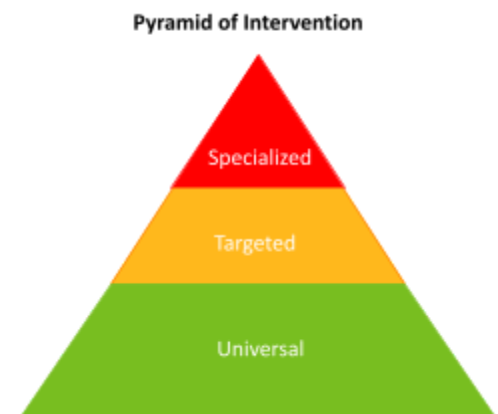
- | | |
|----------------------------------|-------------------------------------|
| • Speech and language therapy | • Psychological assessments |
| • Behavioural/emotional supports | • English language learning |
| • Occupational therapy | • Physical therapy |
| • Social work | • Adaptive physical education |
| • Mental health supports | • Assistive technology for learning |

- Educational audiology/deaf or hard of hearing
- Vision and braille
- Academic assessments

When conducting this work, the Division uses strategies and supports from a strengths-based approach to create an inclusive learning environment for all students. A strengths-based approach places emphasis on what students can do rather than on limitations. It is learner-centered, with the primary goal of supporting individual students over time as they develop their knowledge, skills and abilities.

The Division's approach to the provision of specialized supports and services can be best described through the Pyramid of Intervention. The Pyramid of Intervention is a framework that is designed to address learning, social/emotional and behavioural growth and development by systematically delivering a range of instruction, support and interventions based on student need. For the Division, this work is framed through an evidence-based, tiered approach resembling a pyramid:

- **Universal:** The majority of Division students thrive within the programming at the base of the pyramid; this universal work reflects the efforts of teachers and school staff in collaboration with families and is the first step in identifying students' strengths and those who may be at risk. Universal strategies include high quality instruction, research-based interventions, school-wide screening, monitoring for growth and the use of a variety of accommodations.
- **Targeted:** These strategies are intended for small groups of students whose learning needs extend beyond the universal strategies and approaches. These are identified in collaboration between school staff, staff from Specialized Learning Supports and families and might include additional assessment, instructional accommodations and/or adaptations, supplemented or differentiated supports and small-group instruction.
- **Specialized:** These strategies and supports address the unique needs of individual students. Specialized Learning Supports, school staff and families work together to determine the intensity of support needed for a student to experience success. Students supported at this tier of the pyramid often receive additional assessments that help provide a deeper understanding of the student's learning needs and inform strategies and supports going forward. These specialized strategies and supports are often documented in an Individual Program Plan (IPP) or Individual Behaviour Support Plan (IBSP).



In response to the COVID-19 pandemic, the Division's Specialized Learning Supports team worked closely with the professional organizations and associations of the various disciplines that make up the Division's school based teams (e.g. speech language therapists) to ensure effective, continued and safe support for students, staff and families. This work informed practices for both online or in-person learning. Additionally, a COVID-19 Re-Entry Strategy for students who require specialized supports was developed to supplement the Division's COVID-19 Re-Entry Strategy. This plan built upon the direction and protocols of the re-entry strategy and provided suggestions and guidance for students who require specialized supports within the context of the pandemic and

helped families to better understand online and in-person learning, safety guidelines, as well as steps being taken to support well-being and mental health.

Key Performance Indicators Analysis

Alberta Education Assurance Measures

Table 19. AEA Survey					
a. Parent and teacher satisfaction with specialized supports for students (very satisfied + satisfied)					
	2017	2018	2019	2020	2021
Parents	86.0	85.0	86.0	85.0	83.0
Teachers	84.0	84.0	85.0	82.0	78.0

The AEA survey results indicate high levels of satisfaction from parents whose children are receiving specialized supports and services at their school. These positive results are a reflection of the work accomplished by the Division's Specialized Learning Supports school-linked teams in partnership with school staff and families. These results are encouraging, particularly as they occurred within the context of the complexities brought about by COVID-19. There was a decrease noted in satisfaction relative to supports available for students for both staff and parents, which is not surprising given some of the limitations and challenges caused by COVID-19.

School staff, families and staff from Specialized Learning Supports work together to support students with complex learning needs to thrive in their learning journey. For the 2020-2021 school year there were 10,138 multi-disciplinary school referrals completed.

Key Division Strategies And Results (2020-2021)

The Division's work in support of the development, well-being and success of all students continued amidst the challenges of COVID-19.

2020-2021 Priority Strategy: Work with Specialized Learning Supports to evaluate services under current funding structure.

- The full portion of funds that had previously been allocated for use by Edmonton Public Schools under the Edmonton Regional Collaborative Delivery (RCSD) model (\$11,543,602) were redirected by the province to the Division's Specialized Learning Supports (formerly Inclusive Learning) department for the 2020-2021 school year.
 - The Division used these funds to directly hire multidisciplinary team members that had previously been supported through RCSD.
 - The reallocation of RCSD funding to the Division streamlined the referral process to access specialized supports and services.
 - The transition to services under the new funding model coincided with returning to school during a pandemic, making it difficult to have a clear understanding of the effectiveness of service delivery. Over time the Division will gain greater insight into the effectiveness of services under the new funding model.

In Partnership with Families and Community

The Division knows that the work to support the diversity and complexity of students' needs requires expertise, knowledge and opportunities beyond that of education alone. Thus, the responsibility to support students on their Kindergarten to Grade 12 educational journey can be seen as a shared one between the Division and the broader community. To ensure all students engage, learn and thrive in the classroom, no matter their background,

capabilities or circumstances, the Division works closely with community stakeholders who share the same commitment to the success and well-being of children and youth in the Edmonton area. By working intentionally with partners, schools are able to provide supports and services beyond that of educational programming to help students to thrive both in learning and in life. During the added complexity and uncertainty of the pandemic, additional supports for students and families and our work with key community partners become even more critical.

Families are key partners in their child's learning and participate in a range of meaningful ways within the school community. COVID-19 disrupted many of these traditional activities. However, school staff and families found new and creative ways to communicate and engage in support of students.

Key Division Strategies And Results (2020-2021)

In 2020-2021, the Division and community partners continued to find creative ways to work together, collaborate, and provide services to students and families in a safe manner within the context of the pandemic. This work often had to be responsive to the unique needs and unpredictable circumstances presented by COVID-19.

2020-2021 Priority Strategy: Work with community partners and families in safe and meaningful ways to maintain connections during the pandemic.

- Recognizing the importance of daily nutrition, the Division worked closely with a variety of community partners to support the resumption of school nutrition programming, while meeting all public health measures and the direction set out in the Division's COVID-19 re-entry strategy.
- Where possible, community partners moved their work online, offering innovations such as online mentoring, tutoring or enrichment programming.
- Some partners offering school-based wrap-around supports developed COVID-19 appropriate ways of working with students in-person, while other service providers moved to online programming. Partners also prioritized remaining connected with students and families throughout the various points of transition between online and in-person learning.
 - There were some partners who have had to pause their work with students until circumstances with the pandemic resolve or become safer.
- The COVID-19 pandemic altered the way in which schools were able to work and connect with families. It also increased the amount and urgency of information needing to be shared with families. To support ongoing communication and engagement with families the Division adapted its communication strategies to reflect an emphasis on online connection, some examples include:
 - The Division established techhelp.epsb.ca: A technical support website for parents and students. Supports include online chat, as well as information and videos in a variety of languages to support families with 4technology. The website received over 34,000 visitors, supported over 1,000 ticket requests for help, and engaged in over 450 online support chats.
 - Communication during the evolving nature of the pandemic was critical. There was a 65 per cent increase in the number of school news articles posted on SchoolZone to ensure parents and students had the information they needed during the 2020-2021 school year.
 - Schools shifted in-person connections to online engagement, continuing to support such things as Individual Program Plan development or parent teacher learning conversations.
 - The Division, in partnership with Alberta Health Services (AHS), developed communication protocols and letters to inform families of positive cases of COVID-19, mandatory isolation requirements and school Outbreak status.

- To support remaining connected with families during the pandemic, schools accessed the support of Division social workers and worked with partners to help reach out to families who may have moved or who were afraid to send their children to school due to COVID-19.
- To support virtual or online connections for students and families the Division worked with several community partners to ensure families had access to technology in their home, both devices and WiFi service.
- The shifts in practice and additional efforts to connect meaningfully and safely with families were well received. Responses from the 2020-2021 Division Survey indicated that:
 - 92 per cent of families felt like they had opportunities to communicate with their child's teacher(s). Families were appreciative of increased communication with their child's school and its staff. In particular, families encouraged the continuation of virtual parent/teacher conferences as they felt it enhanced the timeliness and convenience to engage with teachers.
 - Families also felt the use of Google Classrooms assisted in increased teacher engagement and capacity to support their child.





***First Nations,
Métis and Inuit
students in Alberta
are successful***

First Nations, Métis and Inuit Students In Alberta Are Successful

The Division is dedicated to supporting the success of every student in their journey from early learning through to high school completion and beyond. As part of this dedication, and in alignment with the provincial business plan, the Division is committed to addressing systemic gaps in education for First Nations, Métis and Inuit students.

Working closely with students, their families, caregivers, Elders, Knowledge Keepers and members of the broader community, the Division strives to develop a holistic understanding of First Nations, Métis and Inuit cultures, worldviews, histories and current realities. It is through this holistic approach that the Division builds relationships that welcome, nurture and honour individual student's stories and cultures and supports the weaving of culture and curriculum to enhance learning for all students.



Key Performance Indicators Analysis

The achievement data reflecting Division results of self-identified First Nations, Métis or Inuit students demonstrates small steps forward, but reinforces the priority of the Division's continued intentional efforts in support of student success.

Alberta Education Assurance Measures

Self-Identified First Nations, Métis and Inuit Students									
Table 20. Alberta Education Assurance Measures		Results (in percentages)					Evaluation		
		2015-16	2016-17	2017-18	2018-19	2019-20	Achievement	Improvement	Overall
HIGH SCHOOL COMPLETION									
Percentage of self-identified students who completed high school within three, four and five years of entering Grade 10. ²	3-yr	45.5 (n= 587)	41.6 (n= 634)	41.7 (n= 609)	42.8 (n= 584)	50.5 (n= 601)	Very Low	Improved Significantly	Acceptable
	4-yr	43.3 (n= 557)	50.9 (n= 558)	48.0 (n= 616)	50.3 (n= 594)	52.2 (n= 562)	Very Low	Maintained	Concern
	5-yr	51.6 (n= 563)	48.8 (n= 547)	56.7 (n= 558)	54.2 (n= 598)	55.7 (n= 583)	Very Low	Maintained	Concern
Percentage of Grade 12 self-identified students eligible for a Rutherford Scholarship.		31.8 (n= 902)	34.9 (n= 911)	36.2 (n= 950)	37.5 (n= 911)	39.6 (n= 958)	Very Low	Improved	Issue
Annual dropout rate of self-identified students aged 14 to 18.		6.8 (n= 2,430)	4.7 (n= 2,387)	6.9 (n= 2,422)	7.4 (n= 2,447)	6.1 (n= 2,475)	Acceptable	Maintained	Acceptable
Percentage of self-identified students writing four or more diploma exams within three years of entering Grade 10.		20.4 (n= 587)	21.5 (n= 634)	18.9 (n= 609)	18.4 (n= 584)	n/a (n= 601)	n/a	n/a	n/a
TRANSITIONS/CAREER PLANNING									
High school to post-secondary transition rate of self-identified students within six years of entering Grade 10.		23.9 (n= 528)	29.7 (n= 552)	28.5 (n= 536)	31.3 (n= 546)	32.0 (n= 596)	Very Low	Maintained	Concern

Notes:

1. Only supplemental measures with Achievement standards are included in the Supplemental AEAMs – Overall Summary.
2. Participation in the 2020/21 AEA survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
4. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
5. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
6. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
7. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.
8. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

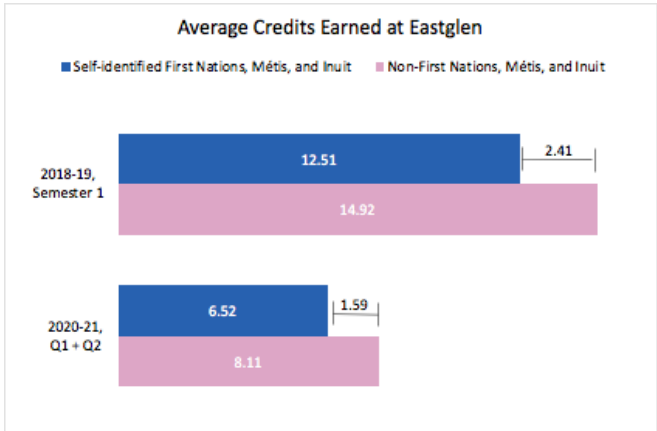
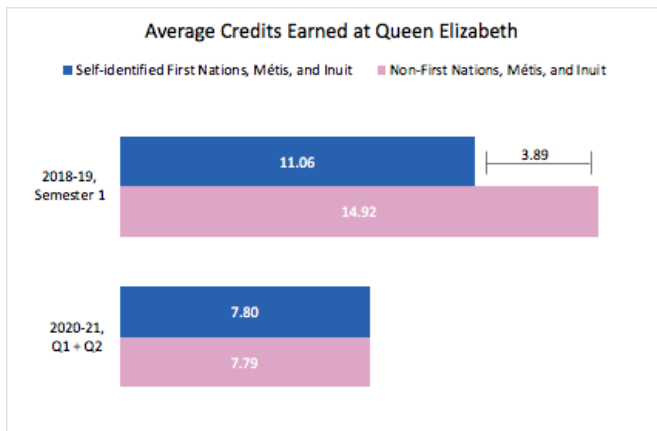
Our results confirm the importance of the role we have in education to fulfill our calls to action in support of Truth and Reconciliation and reinforce the critical importance of the work we have ahead. Within the Division results there are areas that demonstrate the growth, progress and success of students. We maintained or improved all of our results when compared to the previous three-year average; however, caution is indicated in the interpretation of results due to the impact of COVID-19. Overall, there remains opportunity to improve student achievement and support all First Nations, Métis and Inuit students on their path to high school completion and a life of dignity and fulfillment.

Key Division Strategies And Results (2020-2021)

The Division has framed its work in support of First Nations, Métis and Inuit students around the six areas of policies and practices identified as being critical to improving achievement for Indigenous students in the OECD report [Promising Practices in Supporting Success for Indigenous Students](#). The OECD research highlights the importance of relationships, working with families, engaging with the community, early learning, high quality school leadership as well teaching and learning and monitoring for evidence of growth and progress. The strategies outlined for student success are important for indigenous students and are important for all students. The Division’s intentionality and alignment with this research is reflected across our work and throughout many of the priority strategies identified for the 2020-2021 school year and this report.

2020-2021 Priority Strategy: Expand High School Completion Coach pilot to a second school; continue to evaluate and review.

- The High School Completion Coach pilot initially began at Queen Elizabeth High School in 2019-2020, and was expanded to Eastglen School for the 2020-2021 school year.
- Despite the unanticipated complexities created by COVID-19, the High School Completion Coaches (HSCC) were not deterred. They continued to connect and meet regularly with self-identified First Nations, Métis and Inuit students to build relationships, develop learning goals, monitor school participation towards these goals, engage in cultural experiences and support students’ overall well-being.
- Research has shown that with a new initiative it often takes three to five years to see improvement. Preliminary data for the HSCC model has demonstrated some early indication of the positive impact of this evidenced-based model. For example:
 - 87 per cent of students felt like the HSCC has helped them feel a sense of belonging at school.
 - 87 per cent of students felt having a HSCC has helped to provide cultural experiences for students.
 - 96 per cent of students felt that their HSCC helped them with their learning.



A few observations can be made about this preliminary data: at Eastglen High School, after the introduction of the HSCC Model in 2020-2021, the difference between average credits earned by Non-First Nations, Métis and Inuit students and First Nation, Métis and Inuit students decreased; for Queen Elizabeth High School in 2020-2021 (their second year of the model), First Nations, Métis and Inuit students are earning, on average, 0.01 more credits than their Non-First Nations, Métis and Inuit counterparts.

2020-2021 Priority Strategy: Be intentional in efforts to build respectful, meaningful connections with families.

As reported previously in this report, the Division took intentional steps to support ongoing engagement and communication with families despite the challenges and limitations presented by COVID-19.

- Five per cent of families who responded to the 2020-2021 Division Survey self-identified their child as First Nations, Métis and Inuit (self-identified First Nations, Métis or Inuit students made up 8 per cent of the Division's overall student enrolment for the 2020-2021 school year). From these responses:
- 91 per cent of responding self-identified First Nations, Métis and Inuit families reported that they had opportunities to communicate with their child's teacher(s), which is approximately the same as the 92 per cent of families that did not self-identify as First Nation, Métis and Inuit who felt the same way.
- 77 per cent of responding self-identified First Nations, Métis and Inuit families felt that they were part of a team with teachers and other school staff working on the Individualized Program Plan (IPP) for their child, compared to 75 per cent of families that did not self-identify as First Nation, Métis and Inuit who felt the same way.
- To help create a sense of welcome and belonging for families, schools have taken intentional steps to connect and build relationships. Examples of this include: inviting them to share their expertise and experiences, hosting Family Nights and Cultural Appreciation Nights (paused due to the pandemic) and connecting and integrating cultural teachings and practices into the classroom.

2020-2021 Priority Strategy: Examine variables within student achievement data to identify who is successful and who requires additional supports.

- The five-year analysis of Division achievement data undertaken in the March 23, 2021, [Strategic Plan Update: Literacy and Numeracy](#) provided the Division with clearer insight into which students were thriving and those who would benefit from additional supports. This analysis included looking specifically at achievement for Self-Identified First Nations, Métis and Inuit students. In response to this information, the Division developed an evidence-based model focused on school success for students impacted by the barriers and challenges of social vulnerability. Resources were prioritized to support this work for the 2021-2022 school year. The Equity Achievement Project initiated in 41 schools in the fall of 2021.

For a more comprehensive overview of the Division's efforts in support of First Nations, Métis and Inuit students, please refer to the June 22, 2021, Board Report: [Strategic Plan Update Report: First Nations, Métis and Inuit](#).



***Alberta has excellent
teachers, school
leaders and school
authority leaders***

Alberta has Excellent Teachers, School Leaders and School Authority Leaders

High quality teaching and learning environments are at the heart of student success. To support high quality environments, the Division prioritizes the development and growth of its staff through quality PL, leadership development and creating opportunities for collaboration. In addition, the Division provides and facilitates staff access to effective supports, services and resources, such as coaching, mentoring, communities of practice, as well as guides and frameworks to support individual staff PL.

The provision of high quality teaching and learning is also guided by the Division's Administrative Regulation [FGCA.AR Supervision and Evaluation of Teachers](#), which is available on the epsb.ca site, and the Continuing Contract Recommendation Handbook and stipulates that:

- The Division has a formal evaluation process for new teachers and beginning principals.
- Teachers develop yearly professional growth plans, which are reviewed by their principal.
- Certificated leaders and teachers are held accountable to the [Leadership Quality Standard](#) (LQS) and [Teaching Quality Standard](#) (TQS).
 - To support staff attainment and growth within these standards, the Division offers PL that aligns with and enhances capacity across the standards.

Key Performance Indicators Analysis

Alberta Education Assurance Measures

Table 21. AEA Survey					
a. Percentage of teachers, parents and students satisfied with the overall quality of basic education.					
Edmonton Public Schools (in percentages)					
	2017	2018	2019	2020	2021
Overall	91.1	90.8	90.2	90.2	89.3
Parent	86.6	87.0	85.9	86.0	85.6
Student	89.8	88.9	88.2	87.9	86.6
Teacher	96.8	96.5	96.4	96.7	95.6
b. Percentage of teachers, parents and students who agree that students are engaged in learning at their school ³					
Overall	n/a	n/a	n/a	n/a	85.8
Parent	n/a	n/a	n/a	n/a	89.4
Student	n/a	n/a	n/a	n/a	71.9
Teacher	n/a	n/a	n/a	n/a	96.0
c. Teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.					
Overall	83.3	83.5	83.2	83.5	82.8
Parent	81.8	81.2	81.1	80.9	82.2
Student	78.5	78.8	77.9	78.9	75.5
Teacher	89.7	90.5	90.6	90.7	90.7

³ Question asked for the first time in 2020-21

Table 22. AEA Survey					
a. Teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth					
Teachers	85.8	86.8	87.9	86.2	88.3
b. Thinking back over the past three years, to what extent do you agree that professional development opportunities made available through the jurisdiction have (strongly agree + agree):					
Been focused on the priorities of the jurisdiction	92	92	92	92	92
Effectively addressed your professional development needs	83	84	86	84	87
Significantly contributed to your ongoing professional development	83	84	86	83	86

Despite the disruptions and challenges of COVID-19, families, students and teachers remained satisfied with the overall quality of basic education offered, which reflects the Division's intentional approach to prioritizing continuity of learning this year (Table 21 a.). A new measure, student engagement in learning, was introduced in the provincial AEA survey pilot in 2020-2021 with our results meeting or slightly exceeding those of the province (Table 21 b.). Additionally on the provincial assurance survey, teachers report that in the past three to five years PL and in-servicing from the Division has been focused, systematic and contributed to their ongoing professional growth (Table 22). This aligns well with the very high percentage of students, families and staff who are satisfied with the Division's ability to provide a broad range of programming opportunities for students, which is reflective of the Division's commitment to high quality learning opportunities.

Key Division Strategies And Results (2020-2021)

The work to provide PL that will positively impact student success resides across the Division, as schools, catchments and central units all play a role in building staff capacity. Particular areas of focus for the Division include continuing to provide PL around the LQS and TQS competencies and providing support, assistance and guidance to emerging, aspiring and experienced leaders from all staff groups through the Leadership Development Framework. This past year also saw priority given to PL that supported staff confidence and capacity to work in the online learning environment.

2020-2021 Priority Strategy: Continue to provide quality PL through schools, catchments and central units that builds teacher capacity and positively impacts student success.

- As part of the Division's calendar pilot, three additional PL days were included in the 2020-2021 school calendar, bringing the total to eight PL days. The addition of these days is intended to increase the quality of and opportunities for PL and collaboration among staff.
 - In preparing for the 2020-2021 school year, PL was being developed around areas key to student success and supporting staff growth and development. Highlights of these key areas of focus included: literacy, numeracy, mental health and well-being, leadership development and First Nations, Métis and Inuit education.
 - The sudden pivot to remote distance learning in March of 2020 and the anticipation of how the 2020-2021 school year may unfold due to the pandemic added the need to ensure there was PL and resources to support online learning and the unpredictable nature of the upcoming school year.

- The Division's efforts to prepare for the online learning environment saw the 2020 Summer Institute offer a wide range of PL to support online learning.
 - Additionally, PL calendars for the 2020-2021 school year were updated to include various sessions that addressed the online learning environment.
- To support staff learning in a COVID-19 safe manner, the delivery of PL was transitioned to engaging, meaningful online learning formats, both synchronous and asynchronous.
 - Many staff appreciated the flexibility provided by online availability of the PL.

2020-2021 Priority Strategy: Build capacity of teachers to be confident in programming and engaging with students in the online context.

- One example of the Division's development of responsive, quality PL focused on the online learning environment, was the EdTech Online Summit, a series of PL days about technology. Sessions covered topics such as how to use SmarterMarks, create quizzes in Google Form, how to engage students meaningfully online and how to have students work in groups. Over 1,500 participants attended the EdTech Online Summit.
 - Participants rated a high level of satisfaction with these PL days, commenting that the learnings from these sessions would positively impact their teaching. After participating in the summit, participants were confident that their learnings would result in improved student engagement in the online learning environment, and they had new and effective methods to track and measure growth and progress with online learners.
- According to the 2020-2021 Division Survey, 69 per cent of teaching staff felt supported teaching in an online environment.
 - 65 per cent felt they had access to the resources and supports they needed when teaching in an online environment.
 - 51 per cent felt they had the resources and supports to assess and evaluate all their students in an online learning environment.
- One challenge to the 2020-2021 school year being in quarters, based on qualitative Division Survey feedback from teachers, was getting to know new students in each quarter in a short timeline before assessments were due.
- Responding to ongoing feedback from staff and administrators, the Division continued to build resources and create PL for online teaching and learning throughout the year.
 - This work included 71 POP-UP PL sessions ranging from topics such as Formative Assessments in an Online Environment, Design Thinking for Online Teaching, Working Together to Support Students Online: Building Relationships, Managing Effective Routines with Students Online, etc.



***Alberta's K-12
education system
is well governed
and managed***

Alberta's K-12 Education System is Well Governed and Managed

Edmonton Public Schools believes in public accountability, transparency, equitable practices and continuous improvement. These goals are accomplished through engagement with diverse representation from educational stakeholders - students, staff, families and members of the community - on timely topics, as well as a strong focus on evidence-based decision-making. Through these efforts, the Division is laying the foundation for generative participation, public assurance and confidence in decision-making and policy development.

Key Performance Indicators Analysis

Alberta Education Assurance Measures

Table 23. AEA Survey

a. Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

Edmonton Public Schools (in percentages)					
	2017	2018	2019	2020	2021
Overall	79.6	79.4	80.0	79.3	78.4
Parent	72.5	71.7	72.2	70.5	72.8
Teacher	86.6	87.1	87.7	88.0	84.1

b. Teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

Overall	81.8	80.4	81.1	81.3	81.2
Parent	79.6	78.4	78.5	77.2	81.6
Student	86.1	83.9	82.6	82.2	81.5
Teacher	79.7	78.9	82.2	84.4	80.5

c. Teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

Overall	72.9	72.5	73.1	74.2	66.8
Parent	59.3	58.7	58.9	65.4	59.8
Student	80.7	80.6	80.2	80.2	67.5
Teacher	78.7	78.3	80.1	76.9	73.3

Table 24. AEA Survey	Results (in percentages)				
	2016-17	2017-18	2018-19	2019-20	2020-21
Parental Involvement (detailed)					
a. To what extent are you involved in decisions about your child's education? *response reflects total for answers <i>a lot + some</i>	81.0 (n= 3,801)	81.0 (n= 3,934)	82.0 (n= 3,542)	79.0 (n= 3,976)	82.0 (n= 3,549)
b. To what extent are you involved in decisions at your child's school? *response reflects total for answers <i>a lot + some</i>	59.0 (n= 3,818)	58.0 (n= 3,943)	59.0 (n= 3,538)	57.0 (n= 3,994)	53.0 (n= 3,406)
c. How satisfied or dissatisfied are you that your input into decisions at your child's school is considered? *response reflects satisfaction	67.0 (n= 3,703)	64.0 (n= 3,833)	66.0 (n= 3,340)	64.0 (n= 3,884)	70.0 (n= 3,153)

d. How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education? *response reflects satisfaction	79.0 (n= 3,830)	80.0 (n= 3,953)	79.0 (n= 3,531)	78.0 (n= 3,986)	81.0 (n= 3,484)
e. How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school? *response reflects satisfaction	76.0 (n= 3,781)	75.0 (n= 3,898)	75.0 (n= 3,518)	74.0 (n= 3,969)	77.0 (n= 3,334)

Some of the challenges brought about by the pandemic are visible in the responses to the AEA survey in Tables 23 and 24. While overall parental satisfaction with their involvement in their child's education remained similar to previous years and even increased, teachers' satisfaction decreased (Table 23a). This likely reflects challenges related to not having families be able to enter schools. There would have been no in-person meetings and no family volunteers, so feeling connected to families might have felt more challenging. Similar differences in results can also be seen in the next question (Table 23b), reflecting the challenges of teaching in a pandemic environment. As well, satisfaction with accessibility, effectiveness and efficiency decreased substantially for all stakeholders, reflecting the overall challenges of functioning within a pandemic (Table 23c). While quantitative feedback from the Division Survey about the quarterly system was overall positive, some families and students express mixed feelings about certain limitations of the quarterly system. In a written response question on the Division survey, families took the opportunity to share their concerns around limited choice and availability of option courses in junior high and high school, second language programming continuity, specialized supports for students within the context of the pandemic, as well as other concerns related to challenges brought about by the pandemic.

Reflecting the slight increase in overall parental satisfaction (Table 23a), parent satisfaction with their involvement in decisions about their child's education increased for all detailed measures (Table 24) except involvement in decisions at your child's *school* (Table 24b). This may be due to a variety of factors related to the COVID-19 school protocols that were in place across the province. These protocols impacted school operations significantly, caused a number of things to be paused for the school year, prevented families from attending the school in-person and resulted in periods of time when students were directed to learning online from home.

Key Division Strategies And Results (2020-2021)

Evidence-Based Culture of Accountability

The Division values accountability in regards to its results and decisions. To support this transparency, there are systems and structures in place at various stages of the planning and reporting cycle that enable ongoing reporting and support a culture of evidence-based decision-making. These actions include engagement of stakeholders, looking at data, implementing research or evidence-based practices, planning in support of the Division's [Strategic Plan](#) and communicating our results.

These efforts help to inform future planning in support of continuous improvement for schools and central departments, with the ultimate goal of increased student success and well-being.

2020-2021 Priority Strategy: Look at attendance data as an indicator of a risk to school success. Use research based strategies to work with families around removing barriers to school attendance.

- School staff monitored student attendance on a regular basis for indications of concern. Through use of the Dashboard and reports on PowerSchool, schools can watch strategically for concerning patterns of absenteeism and monitor for students missing more than ten per cent of school time (as research indicates that students with attendance rates 90 per cent or higher will experience greater success in school).

- COVID-19 had a significant impact on student attendance for multiple reasons. The work to support student attendance looked different this past year. Throughout this work, schools also worked closely with families to explore what additional supports they may need during these challenging times.
- As attendance was impacted by issues such as mandatory quarantining, and requirements to remain home with any sign of illness, attendance data was used with caution this year.
- To support schools in their work to support positive school attendance, an attendance pyramid of intervention and a set of resources was shared with school leaders in the fall of 2020. These resources were developed by a group comprised of staff from Central and school leaders and reflect emerging evidence-based practices that promote consistent school attendance through working in partnership with families and mitigating barriers.
- Nine additional social workers were hired for the 2020-2021 school year to support students and families in overcoming barriers to attendance.

2020-2021 Priority Strategy: Engage with stakeholders to inform work of the Division, including advisory committees, focus groups, surveys

- Despite some of the limitations to how people could connect during the pandemic, the Division remained committed to engaging with stakeholders and continued to find meaningful ways to connect and hear from others. Stakeholders had opportunities to participate in the Inclusive Education Parent and Community Advisory Committee; First Nations, Métis and Inuit External Advisory Council; Multicultural Education Policy Review Advisory Committee; Equity Advisory Committee and the Student Senate, among others.
- Virtual listening circles were held as part of the Division's anti-racism and equity work to hear about the lived experiences of students, staff and families. Feedback from these conversations helped inform priorities for the Division's work in support of anti-racism and equity.
- Online students and their families had opportunities to participate in virtual focus groups about their online learning experiences.
- Stakeholders had opportunities to provide feedback on policies under review by participating in online surveys. Stakeholders were asked to provide feedback on revised drafts of new or updated policies and their feedback was used to inform further revisions to the policies as well as actions related to policy implementation. Policies made available for survey feedback in 2020-2021 were Board Policy GGAJ.BP Early Years (44 respondents), Board Policy HAAB.BP Anti-racism and Equity (256 respondents), and Board Policy HG.BP Student Behaviour and Conduct (401 respondents).
 - Policy feedback surveys are advertised both internally and externally and are open to staff, students, families and all members of the public.
 - They typically are open for six weeks, though may be extended longer under unique circumstances.

2020-2021 Priority Strategy: Revise the Division Feedback Survey to reflect the 2020-2021 school year.

- The 2020-2021 Division Survey was developed to reflect the unique circumstances of the 2020-2021 school year and focussed on the three pillars of the Division's COVID-19 Re-entry Strategy: Family Choice, Continuity of Instruction and Well-being, Safety and Mitigation of Risk.
- The results of the survey were intended to serve as one source of information to measure the Division's efforts during the unique challenges presented by the pandemic, determine what worked well in the Division's response to the pandemic and help the Division and schools plan for the 2021-2022 school year.
- The survey garnered 55,435 responses: Students from Grades 4 to 12 (43,309 responses), Families (6,433 responses) and Staff (5,693 responses).

- School-level reports were provided to each school to help in their re-entry planning, including communications with their families and students.
- Division level data was also compiled; this information helped to inform system level planning.
- A report summarizing Division level feedback will be posted on the Division's website.

2020-2021 Priority Strategy: Reimagine Division-hosted events or celebrations to reflect COVID-19-safe practices.

- To ensure COVID-19 safe practices were followed, many Division-hosted events were reimagined online with an emphasis on encouraging as much engagement and participation as possible.
 - For example, the Division's Night of Music was reimagined online, allowing for the 54th year of consecutive programming for this marquee event.
 - A more diverse range of students and schools were able to participate.
 - It was freely available online, enabling a wider audience to participate.
- The move to online programming also led to a number of positive changes that may be carried forward in future years. For example:
 - Across the Division, schools experimented with online ways to hold meet the teacher events, open houses and parent/teacher learning conversations.
 - Division-wide School Council Training was held completely online. This format was well-received because it increased accessibility and enabled greater participation in the training.
 - School Openings were done virtually. These virtual openings gave students, families, staff and other stakeholders a chance to engage with schools they might not necessarily visit in typical years. As a result, the Division will examine how future school openings could incorporate virtual elements.
 - Division high schools worked together to plan graduation celebrations that were COVID-19 safe and honoured this important milestone in a youth's life. These included outdoor ceremonies, drive-by events and virtual ceremonies.

2020-2021 Priority Strategy: Engage with families regarding planning and reporting cycle, including budget planning and results reviews.

- School councils serve as a structure that enable families, principals and members of the school community to work together to effectively support and enhance student learning. They serve as one of the main ways that schools engage with families on school budget planning, establishing school goals and reviewing results.
 - To support equity, the Board of Trustees paid the Alberta School Councils' Association (ASCA) membership fees on behalf of the Division, ensuring the potential barrier of a fee was removed and all school communities were on equal footing to establish a school council.
- School Councils went online in 2020-2021, and many reported an increase in participation and engagement.

2020-2021 Priority Strategy: Provide Board of Trustees with Strategic Plan Updates around key areas of the Division's plan.

- Strategic Plan Update Reports enable administration to provide a deeper look at Division results in key areas of the Division Strategic Plan. This past year, the following four Strategic Plan Update Reports were presented to the Board of Trustees by Administration:
 - February 9, 2021: [Early Years](#)
 - May 11, 2021: [COVID-19 Re-Entry Strategy](#)
 - March 23, 2021: [Literacy and Numeracy](#)
 - June 22, 2021: [First Nations, Métis and Inuit](#)

2020-2021 Priority Strategy: Implement the Alternative Program Distribution Framework 2020-2023.

- A new framework for Alternative Program Distribution 2020-2023 was developed in response to the overall growth in alternative program sites, as well as the ongoing demand for alternative programs that are geographically accessible. The Alternative Program Distribution Framework 2020-2023 is used to guide the distribution and establishment of alternative programs with the goal to provide equitable access to programming options for all students.
- The framework is intended to be a living document that is reviewed at the end of every school year and will take into account stakeholder engagement/feedback, developments within the Infrastructure Capital Plan (new school construction), space for students across schools, demographic fluctuations and emergent Division programming needs.

2020-2021 Priority Strategy: Support the implementation of the new Growth Control Model.

- The Growth Control Model is a dynamic, responsive, comprehensive plan developed to manage student growth and to meet the demand for student learning space.
- The Growth Control Model is a tool used to place each Division school at one of the three levels:
 - Level One: Division schools begin at Level One with open access. Resident students from the school's attendance area are guaranteed access. The school may accept students from outside the school's attendance area if there is space in planned classes. The school may go to random selection if the number of applicants exceeds available space.
 - Level Two: Division schools will move from Level One to Level Two when they are nearing their capacity. The school has a closed boundary and enrolment is limited to resident attendance area students as well as siblings of current students returning the following year.
 - Level Three: Division schools move to Level Three when they have reached capacity. The school will only accept new resident students from the designated attendance area, however, these students are not guaranteed to attend. If a Level Three school does not have space at a particular grade level for new students, a lottery process for new resident students will be implemented. Siblings who are resident students will be given priority in the lottery process. Resident students who were not selected through the lottery process can be placed on a callback list until the end of September. These students will also have guaranteed access to an overflow designated school.
- Enrolment fluctuations and space availability trigger whether a school moves between levels.
- For the 2020-2021 school year, 83 per cent of Division schools were at Level One, 15 per cent at Level Two, and two per cent at Level Three.

2020-2021 Priority Strategy: Begin to explore the collection of race-based data as it may help to inform student success and take the next steps towards eradicating systemic racism within the Division.

- On September 22, 2020, the Board of Trustees unanimously passed a motion that stated, "Given that collecting race-based data is one necessary step in working to dismantle systemic racism and racial discrimination, the Edmonton Public School Board formally requests that Administration develop a model for the collection of race-based data in our Division, in consultation with communities in Edmonton impacted by racism".
- To support the Division in this work, an Equity Advisory Committee composed of staff, students, parents, Trustees and community representatives was created in the fall of 2020.
 - The committee's role was to provide recommendations to the Superintendent regarding the development of a model to support the collection of this additional data.

- The committee met on three occasions (December 1, January 19 and March 2).
- The committee wrote a summary of their work and provided a report to the Superintendent in the spring of 2021. The report contained recommendations to help inform the collection of additional student data and suggestions related to other areas of importance in the Division's work towards anti-racism and equity.
- To gain a deeper understanding of how racism exists in Edmonton Public Schools, the Superintendent hosted a series of Listening Circles with students, staff, families and members of the community. The voices of participants helped inform next steps for the Division.
 - To help provide clear direction for the Division, support communication and demonstrate the Division's commitment to anti-racism and equity, an Anti-racism and Equity Action Plan was released in fall 2021.
 - The 2021-2022 plan is focused around three key areas: developing a model to support the collection of extended student demographic data, equitable human resources policies and practices and supports for schools.
 - The work towards anti-racism and equity is complex and will take significant time, resources and patience. The Division's commitment to the work extends beyond the 2021-2022 school year. The action plan is intended to be a living document - dynamic and responsive to new learnings and ongoing feedback from stakeholders.
- More details on this work can be found in the January 12, 2021, [Information Report](#) and May 11, 2021 [Information Report](#), which outlines the recommendations provided by the Equity Advisory Committee to the Superintendent.

2020-2021 Priority Strategy: Evaluate the Division's Re-entry Strategy and prepare for the 2021-2022 school year.

- An evaluation framework was developed to help the Division understand how its initiatives and activities strategically developed in response to COVID-19 have been efficient and effective across the three key areas of family choice, continuity of learning and well-being, safety and mitigation of risk.
- In addition to providing a high level overview and evaluation of the COVID-19 strategies and practices adopted by the Division, the evaluation reflected on lessons learned and how these learnings informed the work of the Division moving forward.
- Evaluation outcomes for the Division's Re-Entry Strategy can be found in the May 11, 2021, [Strategic Plan Update: COVID-19 Re-Entry Strategy](#).
 - The report highlights lessons learned throughout the unique circumstances of the 2020-2021 school year that will carry forward beyond the pandemic. Many of these learnings are centered around the online environment and how this has extended our ability to engage and connect with others.
 - The report celebrates the power of relationships, the collective capacity of the Division to prepare for school re-entry and how school and catchment communities came together and leaned on each other.
 - Additionally the report captures the optimism and hope that we all share as we look ahead beyond the pandemic.

2020-2021 Priority Strategy: Support the work of the Division to ensure alignment with provincial direction.

- A number of the Division's policies were updated to align with the *Education Act* including:
 - Board Policy IAB.BP Comments, Delegations and Presentations at Board Meetings by Public and Staff Representatives
 - Board Policy EM.BP Alcohol, Tobacco and Cannabis on and in Division Property and at Division Functions
 - Board Policy FGB.BP Evaluation of Superintendent of Schools

- To adhere to the direction provided by the Minister of Education, Alberta's Chief Medical Officer of Health, other departments within the Government of Alberta, Alberta Health Services, the Medical Officer of Health - Edmonton Zone, the Federal Government, Administrative Regulation CIBF.AR COVID-19 was developed to provide clarity around expectations regarding COVID-19 and the Division's re-entry strategy for the 2020-2021 school year.

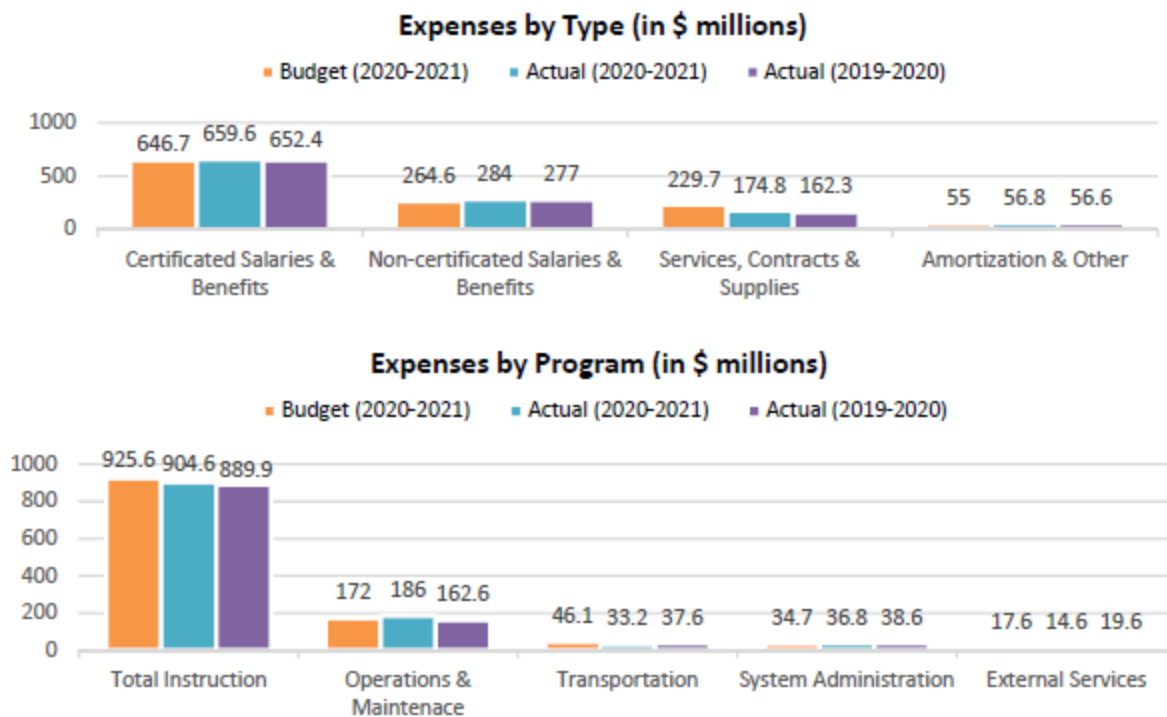


Summary of 2020-2021 Financial Results

Student achievement continues to be the primary focus in every one of the Division's schools. The Division's priorities, budgeting process and results review reflect this focus.

Operational Results

The Division's total operating expenses for 2020-2021 were \$1,175.2 million, compared to the Spring approved budget total of \$1,196 million. This \$20.8 million (or 1.7 per cent) variance is attributed mostly to the ongoing COVID-19 pandemic where supply shortages and delays resulted in operational spending being less than anticipated.

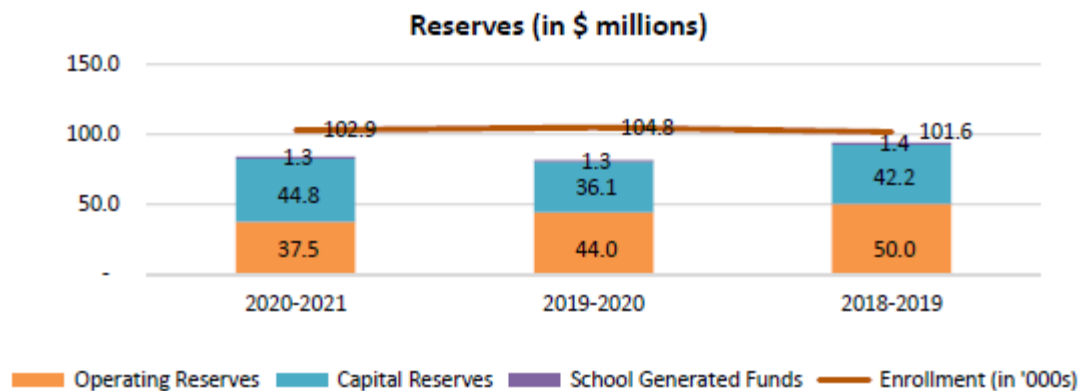


- Operational expenses do not include capital expenditures.
- Total revenues exceed expenses by \$15.7 million, resulting in an operating surplus.
- 80.3 per cent of total expenses represent staffing, 14.9 per cent represent goods and services and the remaining balance represents amortization.
- Lower than anticipated instruction expenses also includes a large variance compared to budget for school generated funds (SGF) gross receipts and their offsetting expenses (\$21.4 million below budget), as the original budget submission was prepared based on the assumption that the Division would resume normal operations.

2020-2021 Expenses by Program (in \$ millions)



- The Division's total operational expenses for 2020-2021 were \$1,175.2 million as compared to \$1,148.3 million in 2019-2020.
- Average per student spending for 2020-2021 was \$11,755. This figure does not include School Generated Funds or the cost for External Services.



Total accumulated surplus increased by \$15.7 million, consisting of the following net changes:

- Net decrease of operating reserves of \$6.6 million
- Net increase in capital reserves by \$8.7 million
- Net increase in Investment in Capital Assets by \$13.6 million

The increase in capital reserves of \$8.7 million can be attributed to:

- \$8.0 million was used to fund previously Board approved capital projects including:
 - Energy Retrofit Projects (\$0.4 million)
 - Growth Accommodation – includes modular and relocation projects (\$0.9 million)
 - Special Needs Division Centre Program Establishment (\$0.5 million)
 - Westlawn Cluster replacement school (Alex Janvier School), in partnership with Alberta Education (\$6.2 million)
- \$1.7 million was received for the sale of surplus sites consisting of three parcels of land.

- \$15 million was transferred from the operating to capital reserve, related to the Division's long-term leasing strategy approved by the Board on June 8, 2021.

School Generated Funds (SGF):

- Unexpended SGF at August 31, 2021, was \$4.4 million, staying consistent to \$4.4 million at the beginning of the school year.
 - \$1.9 million of the current year unexpended funds is included in Deferred Revenue
 - \$1.2 million in Unearned Revenue
 - \$1.3 million included in Accumulated Surplus.
- Gross receipts in SGF is comprised of:

	Budget (\$ millions)	Actual (\$ millions)
Fees	\$13.9	\$1.4
Fundraising	2.2	0.2
Gifts and donations	6.2	2.2
Other sales and services	4.4	1.5
Total	\$26.7	\$5.3

- Uses of SGF totaled \$3.8 million and related primarily to the Parent Committee and extra-curricular activities.
- Additional SGF expenses of \$1.5 million relate to direct costs of other sales and services and fundraising.

Detailed information regarding the Division's audited financial statements can be obtained from Financial Services at (780) 970-5243 or can be viewed at the Division's website at:

<https://epsb.ca/media/epsb/ourdistrict/districtbudget/2020-2021AuditedFinancialStatements.pdf>.

The provincial roll up of jurisdictions' Audited Financial Statements is provided at:

<https://www.alberta.ca/k-12-education-financial-statements.aspx>

Whistleblower Protection

Edmonton Public Schools reported no disclosures under the *Public Interest Disclosure (Whistleblower Protection) Act* in the 2020-2021 school year.

APPENDIX A: ASSURANCE MEASURES EVALUATION REFERENCE

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00-72.59	72.59-80.82	80.82-89.18	89.18-91.96	91.96-100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

- 1) For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern).



EDMONTON PUBLIC SCHOOLS

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DATE: November 30, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Multi-Faith Calendar

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

RESOURCE

STAFF: Naima Abbas, Youssra Badr, Clarice Anderson, Priti Bagga, Suhkneet Brar, Rachel Miller, Ann Parker, Elizabeth Shen, LeThu Tran

REFERENCE: [HAAB.BP Anti-racism and Equity Board Policy](#)
[AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments Province of Alberta. \(2012/2020\). Education Act. Statutes of Alberta, 2012. Chapter E-0.3, Current as of August 31, 2021. Alberta Queen's Printer](#)

ISSUE

The Division has created a Multi-Faith Calendar for schools to use to support welcoming, inclusive, safe and healthy learning and working environments for students, staff and families.

BACKGROUND

At the December 8, 2020, Board Meeting, 14 members from the Islamic Family and Social Services Association (IFSSA), The Green Room (a youth group from within the IFSSA) and Sangat Youth YEG advocated to the Board for the creation of an interfaith calendar (also referred to as a multi-faith calendar). Such a calendar would recognize faith-based days of significance beyond Canadian statutory and Christian-based holidays and would reflect the increasing diversity across our Division.

CURRENT SITUATION

A draft calendar was created based on a scan of other Canadian school jurisdiction multi-faith calendars and [2021 Federal Census data](#) of predominant religions in Canada. The census indicated the following:

- 63.2 per cent of respondents identified as Christian
- 26.3 per cent of respondents identified as having no religious affiliation
- 3.7 per cent of respondents identified as Muslim
- 1.7 per cent of respondents identified as Hindu
- 1.4 per cent of respondents identified as Buddhist
- 1.4 per cent of respondents identified as Sikh
- 1.2 per cent of respondents identified as other religious or spiritual traditions
- 1.0 per cent of respondents identified as Jewish

In spring 2021, the draft of the Multi-Faith Calendar was shared at two collaborative meetings with the representatives from the advocating organizations and feedback was gathered.

A second round of feedback was collected from approximately 10 multicultural/multi-denominational community agencies to provide further input regarding the draft Multi-Faith Calendar.

Feedback received from consultations included:

- Suggestions for the format and design of the calendar.
- Suggestions for two additional dates to be included in the calendar.
- A desire to have holy days of significance such as Eid acknowledged through the designation of a non-instructional day for students.
- Expressions of gratitude for the creation of a Multi-Faith Division calendar.

The Multi-Faith Calendar is intended to be a planning tool for schools. Division schools will use the Multi-Faith Calendar as a reference when planning school events and activities. For example, a school will use this calendar to avoid, when possible, planning parent-teacher meetings, exams or project deadlines on holy days to support families.

The *Education Act* enables students to be excused from attending school for religious reasons. It states:

Compulsory education

7 (4) *Notwithstanding subsection (1), a student is excused from attending school on a day on which the school is open if*

(b) the day is recognized as a religious holiday by the religious denomination to which the student belongs. (Province of Alberta, 2012/2020, p. 22)

There will be no academic penalty for students who are absent from school for religious reasons.

KEY POINTS

- The calendar was developed using feedback from stakeholder groups and community agencies, statistical data on religions in Canada, and examples from other Canadian school Jurisdictions.
- Students, families and community groups have told us how important it is for them to see themselves in Division policies and practices.
- Knowing the needs and nature of their communities, school staff will use the calendar as a reference when planning school events and activities.
- This calendar supports schools in providing a welcoming and inclusive environment for all students and staff in accordance with Policy AB.EP.

NEXT STEPS

- The Multi-Faith Calendar will be available to students and families through epsb.ca
- The Multi-Faith Calendar has been provided to schools with key messages to support the use of the calendar including best practices to support students who are absent from school for religious purposes.
- Professional learning will be made available to staff to support the implementation of the Multi-Faith Calendar.
- The Multi-Faith Calendar will be updated annually.

ATTACHMENTS and APPENDICES

Attachment I Multi-Faith Calendar 2021-2022

AP:kd

SUBJECT: Multi-Faith Calendar
2021–2022 School Year

LEGEND:

- = Indicates a Holy Day of high significance for the stated religion. Schools will avoid scheduling certain events/activities on these days (e.g., scheduling exams, project completion dates).
- = Indicates that the High Holy Day begins the evening prior to the listed date. School will avoid scheduling certain events/activities on these evenings (e.g., parent-teacher interviews, school performances). Days of significance in the Bahá'í, Jewish, Islamic, and Wiccan faiths begin at sunset on the evening prior to the date shown and end at sunset on the last day shown.
- +/- = Holy Day of high significance may shift by a few days before or after the indicated date due to the use of a purely lunar calendar instead of a solar or lunisolar calendar. The date provided can be used for planning and will be confirmed closer to the listed date. Days of significance in the Islamic/Hijri calendar are based on a lunar calendar.

MONTH	DATE	DAY OF SIGNIFICANCE	REFERENCE
SEPTEMBER 2021	4	Paryushan Parva ●	Jainism
	7-8	Rosh Hashanah ● ○	Judaism
	10	Ganesh Chaturthi	Hinduism
	11	Nayrouz	Christianity (Coptic Orthodox)
	11	Samvatsari Parva/Daslakshan Parva begins	Jainism
	16	Yom Kippur ● ○	Judaism
	19	Daslakshan Parva ends	Jainism
	21	Sabbat of Mabon	Wiccan
	22	Mabon	Wiccan
	21-27	Sukkot	Judaism
	28	Shemini Atzerat	Judaism
	29	Simchat Torah	Judaism

MONTH	DATE	DAY OF SIGNIFICANCE	REFERENCE
OCTOBER 2021	7	Sharad Navaratri begins	Hinduism
	13	Durga Ashtami	Hinduism
	15	Dassehra/ Vijaya Dashami/Dasara ●	Hinduism
	19	Mawlid-al-Nabiy	Islam
	20	Installation of Sri Guru Granth Sahib Ji	Sikhism
	20	Pavarana	Buddhism (Theravada)
	24	Karva Chauth	Hinduism
	31	Samhain	Wiccan

MONTH	DATE	DAY OF SIGNIFICANCE	REFERENCE
NOVEMBER 2021	4	Sigd	Judaism
	4	Bandi Chhor Divas ●	Sikhism
	4	Diwali/Deepavali ●	Hinduism
	4	Diwali/Lakshmi Puja ●	Jainism
	5	Gujarat New Year/Enlightenment day of Gautam Swami	Jainism
	6	Bhai Tika	Hinduism
	6	Birth of Báb ● ○	Bahá'í
	7	Birth of Bahá'u'lláh ● ○	Bahá'í
	9	Ladh Panchami ●	Jainism
	19	Guru Nanak Jayanti (Birth Date) ●	Sikhism
	24	Guru Tegh Bahadur (Martyrdom)	Sikhism
	26	Day of the Covenant	Bahá'í
	28	Advent begins	Christianity (Gregorian Calendar)
	28	Ascension 'Abdu'l-Bahá	Bahá'í
	28	Nativity Fast begins	Christianity (Julian Calendar)
	29	First day of Hanukkah ● ○	Judaism

MONTH	DATE	DAY OF SIGNIFICANCE	REFERENCE
DECEMBER 2021	6	Last day of Hanukkah	Judaism
	8	Bodhi Day	Buddhism
	21	Solstice	Indigenous
	21	Yule	Wiccan
	25	Christmas ●	Christianity (Gregorian Calendar)

MONTH	DATE	DAY OF SIGNIFICANCE	REFERENCE
JANUARY 2022	1	New Year	Christianity (Gregorian Calendar)
	6	Epiphany	Christianity (Gregorian Calendar)
	7	Christmas ●	Christianity (Julian Calendar)
	9	Guru Gobind Singh Jayanti (Birth Date)	Sikhism
	13	Lohri	Sikhism
	14	Makar Sankranti (Start of Dhanu Sankranti) ●	Hinduism
	14	New Year	Christianity (Julian Calendar)
	17	Tu B'Shvat	Judaism
	18	Mahayana New Year	Buddhism (Mahayana)
	19	Epiphany	Christianity (Julian Calendar)

MONTH	DATE	DAY OF SIGNIFICANCE	REFERENCE
FEBRUARY 2022	1	Lunar New Year ●○	Buddhism
	2	Imbolc	Wiccan
	5	Vasanta Panchami ●	Hinduism
	15	Parinirvana/Nirvana Day ●	Buddhism/Jainism
	16	Magha Puja Day ●	Buddhism
	28	Maha Shivaratri ●	Hinduism
	26-29	Ayyám-i-Há	Bahá'í

MONTH	DATE	DAY OF SIGNIFICANCE	REFERENCE
MARCH 2022	1-19	Bahá'í Fast	Bahá'í
	2	Ash Wednesday	Christianity (Gregorian Calendar)
	3	Losar/Tibetan New Year	Buddhism (Tibetan)
	7	Clean/Pure Monday	Christianity (Julian Calendar)
	17	Purim	Judaism
	17	Holi ●	Hinduism
	18-20	Hola Mohalla	Sikhism
	20	Naw Rúz	Bahá'í
	20	Ostara	Wiccan

MONTH	DATE	DAY OF SIGNIFICANCE	REFERENCE
APRIL 2022	2	Vasant Navratri ●	Hinduism
	3	First day of Ramadan ● ○ +/-	Islam
	10	Shri Ram Navami	Hinduism
	14	Holy/Maundy Thursday	Christianity (Gregorian Calendar)
	14	Mahavir Jayanti (Birth Date) ●	Jainism
	14	Vaisakhi ●	Sikhism
	15	Good Friday ●	Christianity (Gregorian Calendar)
	16-23	Passover ● ○	Judaism
	16	Theravada New Year	Buddhism (Theravada)
	17	Easter ●	Christianity (Gregorian Calendar)
	20	First day Ridván ● ○	Bahá'í
	21	Holy/Maundy Thursday	Christianity (Julian Calendar)
	22	Good Friday ●	Christianity (Julian Calendar)
	24	Pascha/Easter ●	Christianity (Julian Calendar)
	28	Yom HaShoah	Judaism
	28	Ninth of Ridván ● ○	Bahá'í

MONTH	DATE	DAY OF SIGNIFICANCE	REFERENCE
MAY 2022	1	Beltane	Wiccan
	1	Twelfth of Ridván • ○	Bahá'í
	3	Eid al-Fitr • ○ +/-	Islam
	4	Yom HaZikaron	Judaism
	5	Yom HaAtzmaut	Judaism
	16	Vesak/Wesak/Buddha Day •	Buddhism
	19	Lag B'Omer	Judaism
	28	Ascension Of Bahá'u'lláh • ○	Bahá'í
	29	Yom Yerushalayim	Judaism

MONTH	DATE	DAY OF SIGNIFICANCE	REFERENCE
JUNE 2022	5-6	Shavuot • ○	Judaism
	5	Pentecost	Christianity (Gregorian Calendar)
	12	Pentecost	Christianity (Julian Calendar)
	16	Guru Arjan Dev Ji (Martyrdom)	Sikhism
	21	Litha	Wiccan
	21	National Indigenous Peoples Day/Solstice	Indigenous

MONTH	DATE	DAY OF SIGNIFICANCE	REFERENCE
JULY 2022	9	Eid al-Adha • ○ +/-	Islam
	10	Martyrdom of Báb • ○	Bahá'í
	13	Asalha Puja/Theravada Dharma Day	Buddhism
	30	First of Muharram	Islam

MONTH	DATE	DAY OF SIGNIFICANCE	REFERENCE
AUGUST 2022	1	Lammas	Wiccan
	18	Sri Krishna Janmashtami •	Hinduism
	23	Paryushana Parva •	Jainism
	31	Samvarsari Parva	Jainism
	31	Vinayak Chaturthi •	Hinduism

PROPOSED RELIGIONS AND DATES FOR INCLUSION:

The last national census that identified religious affiliations is from 2011 and is summarized on the [Statistics Canada Website](#). The religions included in this calendar represent the religions in Alberta with more than a thousand followers during that census. Other religions with large worldwide populations include Caodaism, Confucianism, Muism, Shintoism, Taoism, Traditional Spirituality (Indigenous) and Zoroastrianism. Over a million Albertans identified no religious affiliations in the 2011 census.

DATE: November 30, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: 2022-2023 School Year Calendar

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

RESOURCE STAFF: Vicki de Haan, Bob Morter

REFERENCE: [GCA.BP](#) – Approval of the School Year Calendar
[GCA.AR](#) – The School Year Calendar
[Education Act](#)
[Funding Manual for School Authorities 2021/22 School Year](#)
[ATA - Edmonton School Division, Collective Agreement](#)

ISSUE

Section 60 of the *Education Act* states that: “A board shall determine and make publicly available for each school year the days, dates and number of days of school operation.” Additionally, *Board Policy GCA.BP – Approval of the School Year Calendar*, requires that the Board of Trustees approve calendars for two years following the current school year.

BACKGROUND

The school year calendar is designed with a number of requirements and considerations including provincial and federal employment legislation, Alberta Education requirements, our Division’s Board Policies and Administrative Regulations, and collective agreements with staff groups. These requirements need to be incorporated when designing a school year calendar that best supports the delivery of high quality educational programming to our students.

At the March 23, 2021, Board meeting, the Board of Trustees approved the recommendation to defer the approval of the 2022-23 school year calendar to the fall of 2021. This was due to anticipated changes to external testing dates that would impact the calendar. There is now greater certainty around testing dates.

The Alberta Education Funding Manual requires that a student be present on the September count day in order to be considered a funded student. The count day is typically the last business day of September. The manual also allows for the claiming of additional students, absent on the count date, but who meet additional criteria and attend within five or fifteen days of the count. It is important the Division takes all steps to ensure the fifteen calendar days following the September count date are instructional days in order to maximize the number of students considered in funding for the Division. Provincial and federal legislation lists a variety of holidays that need to be incorporated into the calendar, and are also required to be provided to some staff groups through collective agreements. These required holidays include New Year’s Day, Alberta Family Day, Good Friday, Easter Monday,

Victoria Day, Canada Day, August Civic Holiday, Labour Day, the National Day for Truth and Reconciliation, Thanksgiving Day, Remembrance Day, Christmas Day and Boxing Day.

Furthermore, provincial legislation identifies teachers' convention as "teaching days" and assigns the responsibility for these days to the Alberta Teachers' Association. Alberta Education articulates the number of hours of instruction that students receive in a year, the funding rate and mechanisms for school divisions and sets the diploma exam testing schedule. The Advanced Placement and International Baccalaureate testing schedule is set by their respective organizations.

Division Administrative Regulation *GCA.AR – The School Year Calendar* requires a two-week winter recess inclusive of December 24 and January 2. The spring recess is to be five consecutive days beginning on the last Monday of March.

Additionally, the calendar is designed to balance the length of first and second semesters and to align with the terms and conditions of the pilot program on the school year calendar within the Alberta Teachers' Association collective agreement.

Between January 31 and February 10, 2020, an open-access opinion poll of families and staff was administered. This poll supported a number of changes to the school year calendar. These changes included additional professional learning days and, where needed, additional board-declared non-instructional days. The other significant feedback identified within the poll was that families preferred the clustering of non-instructional days versus the distribution of those days more broadly throughout the year.

The Division is committed to working with and surveying its various stakeholders to determine the impact of this change and to gather further feedback from all stakeholders regarding the considerations they feel are important to consider in the design of the school year calendar. This consultation will occur in the spring of the 2021-22 school year and will be used in the design of the 2023-24 school year calendar that is expected to be presented to the Board of Trustees in late spring of 2022.

Since the 2020 poll, the Board of Trustees and Administration have received a number of submissions to incorporate high holy days or days of significance for a variety of faiths into the Division calendar. As the Division engages in consultation with stakeholders, it will also serve as an opportunity to strengthen the Division culture of inclusiveness, align with the ongoing anti-racism initiative and create a stronger sense of belonging for our community members.

RELATED FACTS

Key points of the draft 2022-23 School Year Calendars include:

- 178 Instructional days
- The start date for students is Thursday, September 1, 2022
- The end date for students is Tuesday, June 27, 2023, aligning with the draft Alberta Education Diploma Exam schedule
- Balanced first and second semesters
- A breakdown of instructional days as follows: 31 Mondays, 37 Tuesdays, 38 Wednesdays, 39 Thursdays, 33 Fridays
- A November break of three days composed of: Remembrance Day, one day in lieu for reporting and one Board declared non-instructional day
- Eight Professional Development days

- The proposed calendar reflects clustering of days, the preferred approach indicated by family and staff in the open-access opinion poll administered from January 31 to February 10, 2020.

RECOMMENDATION

That the 2022-2023 School Year Calendar (Attachment I) be approved.

OPTIONS

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

1. Approve the attached 2022-23 School Year Calendar - Attachment I.
2. Approve the attached 2022-23 School Year Calendar with modifications.

CONSIDERATIONS and ANALYSIS

The attached calendar was developed in alignment with the various requirements outlined within the background section of this report. In addition, the calendar is aligned with the current Letter of Understanding, “Pilot Project on Revised School Year Calendar” between the Division and The Alberta Teachers’ Association. Currently, the calendar is designed around an annual figure for teachers’ instructional duties of approximately 890 hours. In addition, the 2018-2020 collective agreement with the ATA specifies that teachers may not be assigned more than 1,800 minutes per week.

The proposed calendar maintains the 178 instructional days present in prior year school year calendars. Building the calendar around the same number of days results in a greater consistency of school hours of operation from year to year, allowing schools, for the most part, to retain existing timetables for students and staff. This, in turn, assists parents with creating consistency of drop off and pick up times and contributes to efficient routing and scheduling of buses. Last school year a request was made by delegates to the Board of Trustees and in subsequent meetings with administration, for the Division to organize seven non-instructional days in such a way as to avoid school on specified holidays or days of significance from a number of faiths and cultures. Administration has identified operational challenges to accommodate all the days requested. The specified holidays cover a wide range of circumstances; some align with planned instructional days, others conflict with examination days, key operational days, or in some cases currently fall on a non-instructional day. Of the seven requested days, only four occur during the school year and the proposed calendar is able to accommodate one of those days.

It is important to note that the *Education Act* provides that a student is excused from attending school on a day that is recognized by the student’s religion as a religious holiday. To further support this crucial legislative provision to respond to these requests, and to assist schools in creating more welcoming and inclusive schools for students and their families, the Division has created a Multi-Faith Calendar. Based on each specific school’s population, school staff will use the calendar as a reference when planning school events, student exams and project deadlines. Schools are to avoid the scheduling of certain events/activities on these days and the day following; for example, parent-teacher interviews or school performances. The goal is that families who observe the religious holiday can do so without concern of missing important school assessments or activities.

In addition, professional learning around the use of this calendar is planned to further support schools. A Multi-Faith Calendar for the 2021-22 school year has been developed and has been shared with all schools. A Multi-Faith Calendar is in development for the 2022-23 school year and will be produced annually thereafter. This approach, along with the existing provision of the *Education Act* for parents to



excuse their children from school for religious reasons without academic penalty, will create a more inclusive school environment and yet allow for operational needs of the Division.

NEXT STEPS

Following the approval of the calendar, it will be published on the Division website.

ATTACHMENTS and APPENDICES

ATTACHMENT I Draft 2022-23 School Year Calendar

BM:al

2022–23 Division Calendar

epsb.ca

AUGUST • 2022

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
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28	29	30	31			

SEPTEMBER • 2022

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OCTOBER • 2022

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23	24	25	26	27	28	29
30	31					

NOVEMBER • 2022

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20	21	22	23	24	25	26
27	28	29	30			

DECEMBER • 2022

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JANUARY • 2023

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29	30	31				

FEBRUARY • 2023

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MARCH • 2023

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APRIL • 2023

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30						

MAY • 2023

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28	29	30	31			

JUNE • 2023

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JULY • 2023

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23	24	25	26	27	28	29
30	31					

APPROVED HOLIDAYS

Labour Day	September 5
The National Day for Truth and Reconciliation	September 30
Thanksgiving	October 10
Remembrance Day	November 11
Christmas Day	December 25
Boxing Day	December 26
Winter Break	Dec. 26–Jan. 6
New Year's Day	January 1
Family Day	February 20
Teachers' Convention	March 2–3
Spring Break	March 27–31
Good Friday	April 7
Easter Monday	April 10
Victoria Day	May 22

First Operational Day (No Students)	August 30
First Day of Classes	September 1
Last Day of Classes	June 27
Last Operational Day	June 28

LEGEND

PUBLIC HOLIDAY	PUBLIC HOLIDAY
PD DAY (NO STUDENTS)	PD DAY (NO STUDENTS)
FIRST/LAST DAY OF CLASSES	FIRST/LAST DAY OF CLASSES
OPERATIONAL DAY (NO STUDENTS)	OPERATIONAL DAY (NO STUDENTS)
TEACHERS' CONVENTION	TEACHERS' CONVENTION
TEACHERS' DAY IN LIEU (NO TEACHERS OR STUDENTS)	TEACHERS' DAY IN LIEU (NO TEACHERS OR STUDENTS)
BOARD APPROVED NON-INSTRUCTIONAL DAY (NO TEACHERS OR STUDENTS)	BOARD APPROVED NON-INSTRUCTIONAL DAY (NO TEACHERS OR STUDENTS)
WINTER/SPRING BREAK	WINTER/SPRING BREAK



EDMONTON PUBLIC SCHOOLS

DATE: November 30, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

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

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

RESOURCE STAFF: Trish Kolotyluk, Renée Thomson

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

ISSUE

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

BACKGROUND

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

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

RELATED FACTS

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

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

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

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

RECOMMENDATION

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

OPTIONS

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

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

CONSIDERATIONS and ANALYSIS

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

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

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

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

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

Comparison of Total Number of Teachers and Number of Successful Applicants

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

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

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

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

NEXT STEPS

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

ATTACHMENTS and APPENDICES

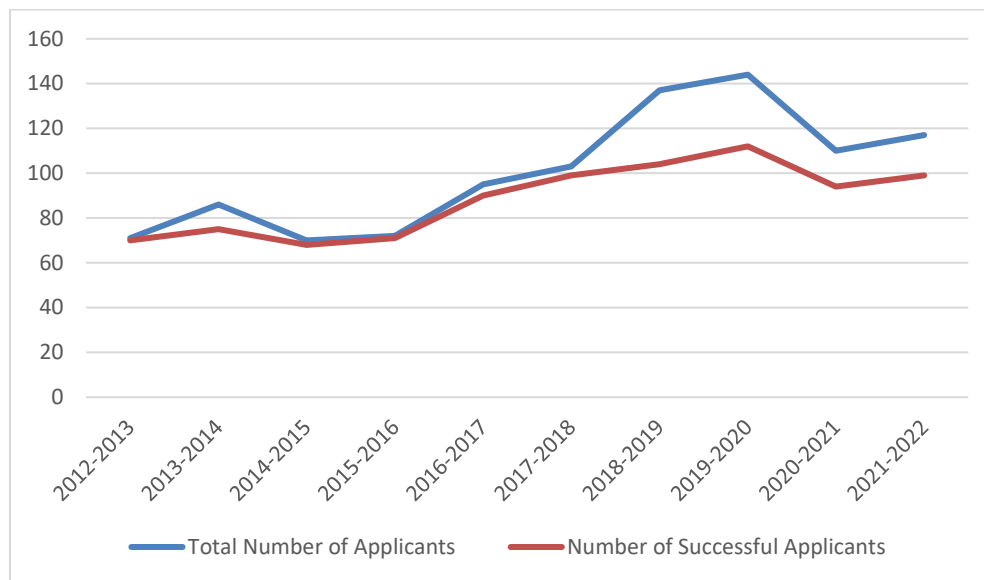
ATTACHMENT I	Comparison by Year: Total Number of Teacher Certificated Applicants and Number of Successful Applicants
ATTACHMENT II	Professional Improvement Program History
ATTACHMENT III	2022-2023 Professional Improvement Program Timeline
ATTACHMENT IV	Selection of Reflective Statements: Benefits of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

AA:sh

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

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

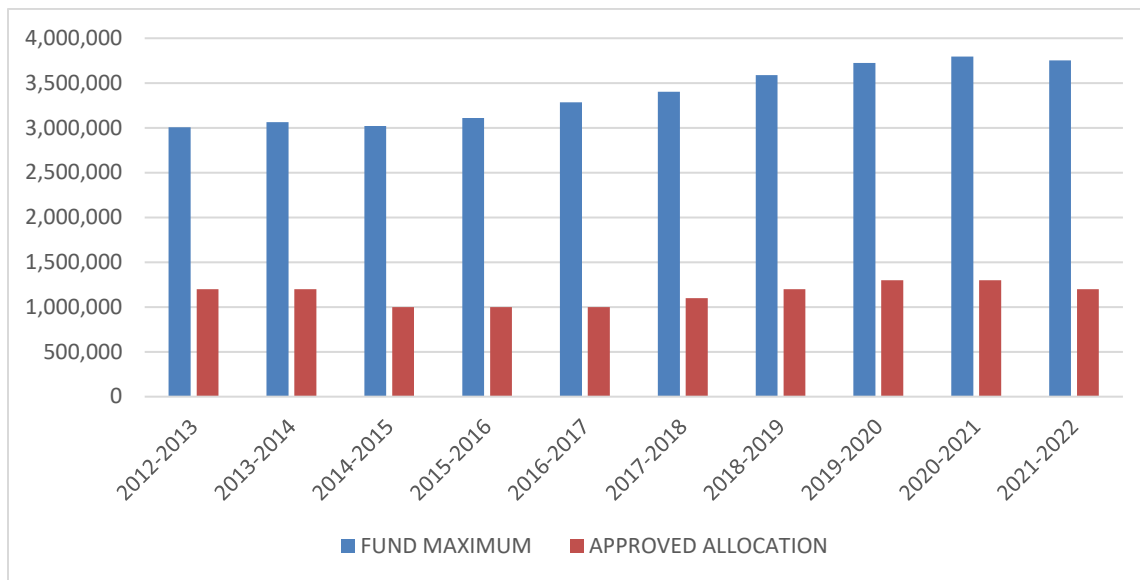
**COMPARISON BY YEAR: TOTAL NUMBER OF TEACHER CERTIFICATED APPLICANTS
AND NUMBER OF SUCCESSFUL APPLICANTS**



PROFESSIONAL IMPROVEMENT PROGRAM HISTORY

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

COMPARISON BY YEAR: FUND MAXIMUM AND APPROVED ALLOCATION



2022-2023 PROFESSIONAL IMPROVEMENT PROGRAM TIMELINE

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

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

Alexis Renwick

University of Calgary, Master of Education in Interdisciplinary Studies

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

Alyssa Prouty

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

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

Andrea Cooper

University of Portland, Doctor of Education in Learning and Leading

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

Bethany Briones

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

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

Bethany Semotiuk

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

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

Chelsey Grant

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

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

Quinton Stotz

Concordia University - Montreal, Master of Arts in Applied Linguistics

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

Rebecca Ho

City University of Seattle, Master of Counselling

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

Shauna Paradis

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

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

Suzanne Picard

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

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

Twyla Armagost

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

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

Waishing Michael Lam

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

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

DATE: November 30, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

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

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

RESOURCE STAFF: Trish Kolotyluk, Renée Thomson

ISSUE

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

BACKGROUND

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

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

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

RELATED FACTS

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

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

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

RECOMMENDATION

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

OPTIONS

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

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

CONSIDERATIONS and ANALYSIS

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

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

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

NEXT STEPS

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

ATTACHMENTS and APPENDICES

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

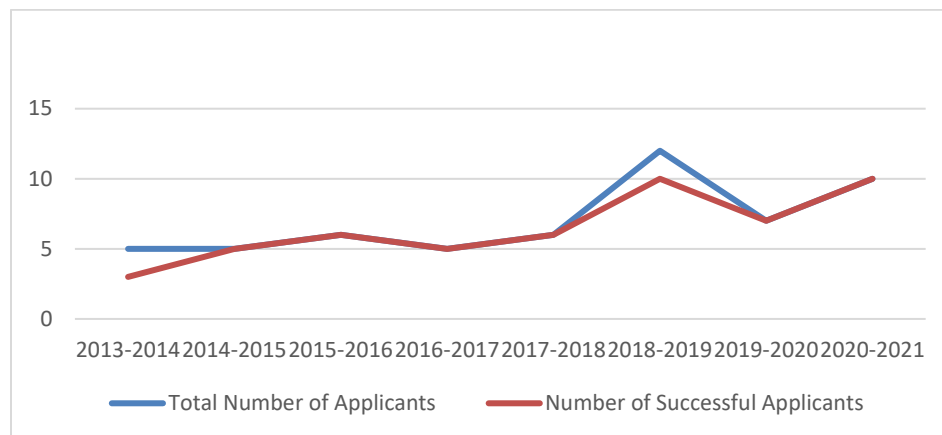
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EXEMPT STAFF PROFESSIONAL IMPROVEMENT PROGRAM**COMPARISON BY YEAR: TOTAL NUMBER OF APPLICANTS AND
NUMBER OF SUCCESSFUL APPLICANTS**

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

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

² The Exempt Staff Professional Improvement Program was established.

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

EXEMPT STAFF PROFESSIONAL IMPROVEMENT PROGRAM HISTORY

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

2022-2023 PROFESSIONAL IMPROVEMENT PROGRAM TIMELINE

JANUARY 2022 APPLICATION INTAKE

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

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

2022-2023 PROFESSIONAL IMPROVEMENT PROGRAM TIMELINE

SEPTEMBER 2022 APPLICATION INTAKE

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

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

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

Husna Foda – Student Information Analyst, Technology and Information Management

Northern Alberta Institute of Technology - Certificate in Project Management

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

Kendall Schultz – Occupational Therapy Consultant, Specialized Learning Supports

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

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

Kristy Rowe – Inventory Coordinator, Distribution Centre

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

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

Linda McFalls – Social Worker Consultant, Specialized Learning Supports

University of Alberta - Doctor of Philosophy in Secondary Education

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

Lisa Kalis – Speech Language Pathology Consultant, Specialized Learning Supports

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

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

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

Shaminder Parmar – Planner, Infrastructure Planning

Thompson Rivers University - Master of Business Administration

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

Sheelin Chandra – Executive Assistant, Human Resources

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

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

DATE: November 30, 2021

TO: Board of Trustees

FROM: Trustee Kusiek

SUBJECT: Advocacy Regarding New Curriculum

REFERENCE: [Education Act, section 16 and 18](#)
[Alberta Draft K-6 Curriculum](#)
[June 23, 2020 Motion re: Anti-Racism and Curriculum Design](#)
[April 27, 2021 Motion re: Proposed Resolutions for ASBA General Meeting](#),
[June 8, 2021 Board Chair comments](#) on importance of word “rewrite”
[November 15, 2021 ASBA Fall General Meeting Emergent Motion](#)
[May 20, 2021 Letter to Minister of Education to halt piloting of curriculum](#)
[Alberta Government Feedback Survey Link on Proposed Curriculum](#)

ISSUE

Trustee Kusiek served notice of motion at the November 9, 2021, public Board meeting to affirm the position of Edmonton Public School Board in regard to the proposed K-6 provincial curriculum.

BACKGROUND

The Edmonton Public School Board has been a steadfast advocate regarding Alberta’s K-6 curriculum. With the recent October 18, 2021, municipal election, seven of the nine Trustees are new to the Board. During the election period, several elected Trustees committed to continue to advocate for a better K-6 curriculum draft. It is important to affirm that the intent and direction of the Edmonton Public School Board’s position regarding the proposed K-6 curriculum has not changed post-election.

RELATED FACTS

Edmonton Public School Board Trustees have taken several advocacy positions on the proposed K-6 curriculum, including:

- Supporting not piloting the draft, alongside 58 of 61 public school divisions
- A motion to embed anti-racism throughout the K-6 curriculum (June 23, 2020)
- Letter to the Minister of Education to halt piloting of draft curriculum (May 20, 2021)
- A resolution to the Alberta School Board Association (ASBA) General Meeting for a non-confidence vote in the proposed K-6 curriculum and a call for a rewrite (April 27, 2021).
 - The word “rewrite” was removed from the approved resolution through discussion at ASBA, and it was amended to emphasize a delay, a review and further engagement.
- Supporting a position resolution from St. Albert Public Schools at the Fall 2021 ASBA General Meeting that environmental literacy and competencies be integrated, across all grades and subjects, into the Alberta K-12 curriculum
- Putting forward an emergent resolution at the November 15, 2021, ASBA Fall General Meeting regarding the curriculum, which was passed. That motion is immediately below.

Given that school boards across Alberta wish to collaborate with the Minister of Education and all stakeholders to leave a legacy of quality curriculum for our students;

And given that our provincial curriculum should prepare our students for post-secondary studies and the workplace by providing experiences that move learners beyond acquiring facts into learners who are engaged students, agile thinkers, and creative problem solvers for the 21st century;

And given that successful implementation of the new curriculum across Kindergarten to Grade 6, will require a range of supports and resources, including:

- quality student resources aligned to curricular outcomes;*
- professional learning opportunities for teachers to understand the new architecture and design;*
- provision and creation of supporting documents needed to understand the new curriculum (e.g., glossaries, illustrative examples, guides to implementation, etc.); and*
- a robust pilot of the new curriculum with opportunities to make refinements through a transparent stakeholder feedback process and field testing of quality assessments to support student learning;*

BE IT RESOLVED THAT, the ASBA advocate to the provincial government that recommended stakeholder revisions to the curriculum be included and released in a second draft in the Spring of 2022, be piloted, field tested and reviewed by stakeholder groups for two years;

BE IT FURTHER RESOLVED THAT, this feedback will include robust engagement with teachers, curriculum experts, subject area experts, parents, Indigenous leaders, francophone leaders, and other key stakeholders including the business community. The feedback gathered will also help inform the phased implementation of the new curriculum beginning in September 2024.

Provincial government timelines regarding implementation of the proposed K-6 curriculum continue to adjust and more feedback is being gathered. A survey is open to the public to provide feedback until spring 2022. Currently, full implementation of all subjects is scheduled for fall 2022.

Community members continue to express their concern over the proposed draft curriculum and process, and have expressed the following:

- A call for a curriculum rewrite
- A desire that some subjects be implemented ahead of others
- Concern over the significant human resource and professional development investments in a very short time should all subjects to implemented at once
- Timing the implementation during the global pandemic, which is still presenting significant impacts on the ability to consistently deliver K-6 instruction

RECOMMENDATION

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

- **anti-racism to be embedded within the K-6 curriculum**
- **environmental and climate change literacy and competencies to be embedded within the K-6 curriculum**
- **a delay in implementing the proposed K-6 curriculum, to be preceded by two years of piloting and field testing**
- **piloting to begin only after the current proposed draft K-6 curriculum has been significantly reviewed and rewritten where necessary, using the advice and feedback of current teachers, curriculum and subject-area experts, Indigenous leaders, francophone leaders and parents**

- transparency in the feedback received by the government and how that feedback was incorporated into the revised draft; specifically, how the feedback of teachers, curriculum and subject-area experts, parents, Indigenous leaders, francophone leaders and other key stakeholders such as employers were incorporated
- phased implementation beginning no earlier than September 2024

OPTIONS

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

1. Approve the recommendation as presented.
2. Provide feedback on desired changes to the recommendation and ask that the revised recommendation be brought to a future meeting.

CONSIDERATIONS and ANALYSIS

Option 1 is consistent with the positions the Edmonton Public School Board of Trustees has taken since the release of the draft K-6 curriculum. Advocating for a significant rewrite prior to piloting is consistent with previous motions served by the Board of Trustees. Advocating for a delay is also consistent and recognizes the challenges of implementing a new curriculum during a global pandemic.

There are no significant disadvantages to affirming advocacy on the proposed K-6 curriculum as presented. School boards across Alberta are taking a similar approach and Edmonton Public Schools is reflecting what we have heard from parents, community members, stakeholders and curriculum experts.

This affirmation of advocacy provides a positive path forward, whereby we are moving towards an updated curriculum that will nurture learners into acquiring not only facts but also into becoming engaged students, lifelong learners and problem solvers. The Edmonton Public School Board of Trustees believes that before any draft or revised curriculum is introduced into Edmonton classrooms, feedback from current teachers, curriculum and subject-area experts, Indigenous leaders, francophone leaders and parents needs to be incorporated and accounted for.

NEXT STEPS

Upon approval of this recommendation, the Board Chair will write to the Minister of Education providing information on each of these points of advocacy. This letter should emphasize EPSB's desire for a new curriculum and our wish to work collaboratively with the Minister on moving towards a curriculum we can all be proud of.

JK:km

DATE: November 30, 2021

TO: Board of Trustees

FROM: Trustee Hole

SUBJECT: COVID-19 Vaccination Policy for Trustees

REFERENCE: [Administrative Regulation \(CIA.AR\)](#)
[Trustee handbook - Section 5.2.2 - Notices of Motion](#)
[An open letter in response to vaccine concerns and misinformation](#)
[Vaccine efficacy, effectiveness and protection](#), The World Health Organization
[COVID19: Effectiveness and benefits of vaccination](#), Health Canada

ISSUE

Trustee Hole served notice of motion at the November 9, 2021, public Board meeting.

BACKGROUND

On October 4, 2021, the Division issued an Administrative Regulation (CIA.AR), 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.

RELATED FACTS

- 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 medical 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 fighting COVID-19.
- At their Organizational meeting on October 26, 2021, newly elected Trustees decided that they would meet in person at the Centre for Education for public Board meetings.

RECOMMENDATION

That the Board of Trustees adopt a COVID-19 vaccination policy for Trustees based on the Division's Administrative Regulation [CIA.AR: COVID-19 Vaccinations](#), and that this work be delegated to the Policy Review Committee for immediate action.

OPTIONS

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

1. Approve the recommendation as presented.
2. Provide feedback on desired changes to the recommendation and ask that the revised recommendation be brought to a future meeting.

CONSIDERATIONS and ANALYSIS

The health and well-being of students, families and staff is a top priority for Edmonton Public Schools, and the Board of Trustees. It is important that the Board of Trustees lead by example and model responsible public health protocols, thereby doing their part to prevent the spread of COVID-19.

By making the decision to meet in person for public Board meetings, Trustees are interacting with Division staff who are currently working at the Centre for Education; we have a responsibility to those folks, their families and all of those whom we serve as elected officials.

Once schools are able to welcome visitors and families back into their buildings, Trustees will be keen to make in-person visits in order to build strong relationships with their school communities. This policy will further ensure that Trustees are protecting our students, families and staff.

NEXT STEPS

Upon approval of this recommendation, the Policy Review Committee will prioritize the creation of a vaccination policy for Trustees that aligns with the Division requirements for on-site partners, contractors, visitors, volunteers and staff.

MH:km