



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

CFE McCauley Chambers
Tuesday, April 4, 2023
2 p.m.

Board Meeting

- A. O Canada
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Approval of the Minutes
 - 1. DRAFT – Board Meeting – March 21, 2023
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 12 p.m. on Monday, April 3, 2023, to speak under this item.)
- H. Reports
 - 2. Division Energy and Environment Strategy Update and Emissions Reduction Targets (Recommendation)
 - 3. Strategic Plan Update Report (Priority 1): Literacy and Numeracy (Information)
 - 4. Information on Pilot Projects Underway or Recently Completed (RFI Response #013)
 - 5. Bereavement (Information)
- I. Other Committee, Board Representative and Trustee Reports
 - 6. Advocacy Committee Update (Information)
- J. Trustees and Board Requests for Information
- K. Notices of Motion
- L. Meeting Dates
- M. Adjournment

MINUTE BOOK**Board Meeting**

Minutes of the meeting of the Board of Trustees of Edmonton School Division of Alberta held in the Centre for Education McCauley Chambers on Tuesday, March 21, 2023, at 2 p.m.

Present:**Trustees**

Trisha Estabrooks
Dawn Hancock
Marcia Hole

Nathan Ip
Julie Kusiek
Marsha Nelson

Sherri O’Keefe
Jan Sawyer
Saadiq Sumar

Officials

Angela Anderson
Todd Burnstad
Grace Cooke
Andrea Cooper

Karen Mills
Kathy Muhlethaler
Nancy Petersen
Cliff Richard

Darrel Robertson
Carrie Rosa
Ron Thompson
Liz Yule

Board Chair: Trisha Estabrooks

Recording Secretary: Catherine Angeles

The Board Chair called the meeting to order with recognition that we gathered here today on Treaty 6 Territory of which Amiskwaciwâskahikan or Edmonton or Beaver Hills House Park is a part of. Today, with the sun shining and the warmer temperatures and the promise of spring, we are reminded of the words used to strengthen Treaty 6 when it was first signed – “as long as the sun shines, the grass grows and the river flows” - and the promise inherent in those words, which is worthy of recognition and reflection.

A. O Canada

B. Roll Call: 2:03 p.m.

The Superintendent advised that all Trustees were present.

C. Approval of the Agenda

MOVED BY Trustee Hancock:

**“That the agenda for the March 21, 2023, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

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

The Board Chair expressed deepest sympathies, on behalf of the Board, to the families, friends and colleagues of the two police officers killed while working in the city last week. Their deaths have impacted the community as a whole, including students, staff and families in the Division. She said their thoughts are with the Edmonton Police Service at this difficult time.

The Board Chair shared that March 21 is the International Day for the Elimination of Racial Discrimination. She said it is a day to remember that while some progress has been made, Black, Indigenous, people of colour, racialized communities and religious minorities continue to face racism and discrimination daily. The Division has taken steps to address racial discrimination in our schools. She said that she is proud to be part of a Division who is making this work a priority.

The Board Chair advised that there have been a number of education funding announcements in the last couple of weeks. This funding will help Edmonton Public staff create resources to support teachers in the implementation of the new K-6 science curriculum. She said that the Board appreciates the leadership of the Superintendent and the curriculum team in collaborating with other metro divisions to create something that will benefit teachers and therefore students across Alberta.

The Board Chair expressed appreciation for the Government of Alberta's support of a pilot program to train educational assistants. She said it is an example of how, working together, we can find solutions to support students.

The Board Chair thanked Vice-Chair Ip, Trustee Hancock and Trustee Hole for attending an event hosted by the Edmonton Chinese Bilingual Education Association on the weekend. The event celebrated students who received scholarships for their academic achievements as well as recognizing students who are excelling in music, visual arts, community service and cultural activities in their schools and in their communities.

The Board Chair thanked student senators who recently met with the Board of Trustees to share their thoughts on the Division's upcoming budget deliberations. The Board appreciated the insight of students and their willingness to engage with Trustees on this important topic. She said as a Board, they are working towards finding ways to ensure they are talking to those they represent about the budget, including sharing information about the budget process at EPSB.

The Board Chair wished a belated Holi to all those who celebrated on March 8. Holi is a significant Hindu festival and is also celebrated as the Festival of Colours. She thanked the Division for recognizing this day of significance and ensuring through the interfaith calendar that all staff in the Division were aware of this day so they could discuss the day with all students and support those students celebrating Holi.

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

The Superintendent reminded everyone that pre-enrolment for the 2023-24 school year is now open. Families can find information about the options on SchoolZone or the Division's website and social media channels. The final day to pre-enrol is April 14.

The Superintendent shared the government announced that funding would be given to the Division for the development of an Educational Assistant training program. He said he is excited about the potential of this project and thanked the government for their support. The Division and others across the province have been having challenges recruiting Educational Assistants. The new program will train educational assistants while also giving them on-the-job training in the classroom. The Division will be working closely with Fort Vermillion Public and Fort McMurray Catholic school divisions to ensure training can be delivered remotely. The pilot will start this spring and include up to 23 educational assistants. Through a three-month program, students will learn about:

- The role of an EA
- Who requires an EA
- Child brain development
- Supporting literacy and numeracy
- Managing anxiety
- Working with students who have complex behavioural needs
- Non-violent crisis intervention

The Superintendent said that in addition to the classroom learning, EAs will spend 60 per cent of the program interning through an in-school placement, giving them on-the-job experience that allows them to earn while they learn. What the Division learns from the prototyping will inform the next steps and allow them to pilot the EA internship program in divisions across the province.

The Superintendent shared that in addition to International Day for the Elimination of Racial Discrimination, March 21 is also World Down Syndrome Day. The day calls for everyone to work *with* folks that have Down Syndrome and not just for them. This is a key aspect of this year's awareness from the Down Syndrome community, which is advocating for the rights, inclusion and well-being of people with Down Syndrome.

The Superintendent wished all staff, students and families a safe and energizing spring break. This break will be a chance for everyone to catch their breath and head into the last months of this school year with new energy.

There was a short break in the meeting to fix technical issues.

MINUTE BOOK**F. Approval of the Minutes**

1. Board Meeting – March 7, 2023

MOVED BY Trustee Kusiak:

**“That the minutes of Board Meeting held March 7, 2023, be approved as printed.”
(UNANIMOUSLY CARRIED)**

G. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

H. Reports

2. Report #07 of the Caucus Committee (From the meeting held January 24, 2023)

Information was provided regarding actions taken at the January 24, 2023, Caucus Committee meeting.

3. Report #08 of the Caucus Committee (From the meeting held March 7, 2023)

Information was provided regarding actions taken at the March 7, 2023, Caucus Committee meeting.

4. Process and Timeline for the 2023-2024 Spring-Fall Proposed Budget

MOVED BY Vice-Chair Ip:

**“That the Process and Timeline for the 2023-2024 Budget as outlined in Attachment I, be approved.”
(UNANIMOUSLY CARRIED)**

5. Ten-Year Facilities Plan 2023-2032

MOVED BY Trustee Sawyer:

**“That the updated Ten-Year Facilities Plan 2023-2032 be approved.”
(UNANIMOUSLY CARRIED)**

There was a short break in the meeting.

6. Three-Year Capital Plan 2024-2027

MOVED BY Trustee Hole:

**“That the draft Three-Year Capital Plan 2024-2027 for submission to the Provincial Government, be approved.”
(UNANIMOUSLY CARRIED)**

MINUTE BOOK**MOVED BY Trustee Hancock:**

**“That the Board meeting be extended beyond 6 p.m.”
(UNANIMOUSLY CARRIED)**

There was a short break in the meeting.

Trustees Hancock, Ip and Kusiek all left the meeting at this point.

7. Anti-Racism and Equity Action Plan Update

The update provided an overview of Division efforts in support of the Anti-racism and Equity Action Plan and reflected progress in support of Priority 2 of the [2022-26 Division Strategic Plan](#), “*Advance action towards anti-racism and reconciliation*”. A short slide presentation was shared with the Board.

I. Comments from the Public and Staff Group Representatives – 5 p.m.

There were no registered speakers for this item.

J. Other Committee, Board Representatives and Trustee Reports

Trustee Sumar shared that he was wearing some J Percy Page gear today and that’s no accident. He noticed through J Percy Page’s social media channels that they have a couple of fundraisers going on this week. One fundraiser is for Islamic Relief Canada for the recent earthquake in Turkey and Syria, as well as a Ramadan Food Drive, and they kicked off Hijab Awareness Week yesterday. He said keep up the great work J Percy Page!

Trustee Sumar said yesterday’s kickoff is very timely as, later this week, the month of Ramadan will begin and many of the Division’s staff and students will be observing this month. He also shared that this week marks the Persian New Year or Nawruz. For his own tradition, Eid-e-Navroz is being celebrated today and coincides with the first day of spring annually.

K. Trustees and Board Requests for Information - None**L. Notices of Motions - None****M. Next Board Meeting: Tuesday, April 4, 2023, at 2 p.m.**

MINUTE BOOK

N. **Adjournment: 7:15 p.m.**

The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director Board and
Superintendent Relations

DATE: April 4, 2023

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Division Energy and Environment Strategy Update and Emissions Reduction Targets

ORIGINATOR: Cliff Richard, Chief Infrastructure and Technology Officer

RESOURCE STAFF: Todd Burnstad, Terri Gosine, Geoff Holmes, Darryl Kaminski, Roland Labbe, Maegan Lukian, Coreen Moccia, Christopher Wright

REFERENCE Division Energy and Environmental Strategy (2023–2026)
[Board Policy EO.BP – Environment](#)

ISSUE

In 2019, the City of Edmonton declared a state of climate emergency. The Board of Trustees had previously (March 2018) supported a [motion](#) to present the Division's Solar Strategy to the Province and request funding for implementation of the plan, and in May 2021 further approved a [motion](#) supporting the Division's membership in the City of Edmonton's Corporate Climate Leaders Program (CCLP). As a requirement of the Division's CCLP membership, emission reduction targets will be established for both 2025 and 2035. Administration has worked with expert consultants to develop recommended targets, as well as an action plan to achieve them. The Board of Trustees will be updated annually on a range of sustainability initiatives conducted across the Division, as well as progress made in relation to the overall reduction targets.

BACKGROUND

The Edmonton Public Schools EnviroMatters Office, created in the fall of 2008, plays a central role in overseeing and coordinating the Division's environmental initiatives. In 2010, Edmonton Public Schools developed an Environmental Policy to guide and support environmental initiatives across the Division.

Since 2015, Administration has been working with a sustainable consulting firm to monitor the Division's carbon footprint and in 2017, began reporting in accordance with the internationally accepted World Resources Institute Greenhouse Gas (GHG) Protocol and International Organization for Standardization (ISO) 14064 protocols.

Operational boundaries refer to the sources of GHG emissions within an organization's operations that are included in their emission profile. These operational boundaries are divided into scopes and fall into the categories of direct emissions or indirect emissions. The scopes that Edmonton Public Schools measures include:

- Scope 1 – All direct emissions from the activities of an organization or under their control, including fuel combustion on site such as gas boilers and fleet vehicles. This scope accounts for approximately 51 per cent of the Division's emissions profile. The consumption of natural gas accounts for the majority of emissions in this scope.

- Scope 2 – Indirect emissions from electricity purchased and used by an organization. This scope accounts for approximately 41 per cent of the Division’s emissions profile.
- Scope 3 – All other indirect emissions from activities of an organization, occurring from sources that they do not own or control, including student bus travel, air travel, land transportation and waste. This scope accounts for approximately eight per cent of the Division’s emissions profile. Student bus transportation and waste make up the majority of emissions in this scope.

Edmonton Public Schools’ buildings and how they operate comprise the largest portion of the Division’s emissions profile, at approximately 92 per cent. Considering projected increases in utility costs and consumption, continuing on a *business as usual* path forward would generate considerable challenges for the Division.

Annual carbon footprint reporting keeps Edmonton Public Schools in line with current environmental reporting standards and practices. The information gathered through annual monitoring and reporting assists the Division in making informed decisions regarding retrofitting, renovations and strategic planning for energy and utility reductions. This data, along with Division Priorities and the Division Environmental Policy, supported the development of the *Division Energy and Environment Strategy*.

Utility and carbon tax costs in the Division are steadily increasing and this trend will continue unless strategic action is taken to reduce emissions and improve efficiencies. Outlined in the updated *Division Energy and Environment Strategy (2023–2026)* (Attachment I), is information on the rising costs of energy in the Division and associated implications.

RELATED FACTS

In the spring of 2018, the Division released its first formal energy and environmental strategy document which outlines current environmental initiatives and serves as a framework to help monitor and determine next steps in the Division’s environmental sustainability efforts. In order to support tangible reductions in the Division’s carbon footprint, the strategy document is organized into four areas of focus or *Key Priorities* including environmentally sustainable planning, buildings, operations and education. Key short-term initiatives in the strategy, include:

- | | |
|---|--|
| ● Curricular resources | ● Environmental Dashboard |
| ● EcoSchools Canada Certification Program | ● Exploring opportunities for additional solar |
| ● Emissions Reduction Strategy | ● Student Transportation feasibility study |
| ● Energy efficiency and utilities | ● Enhanced communications efforts |

Attachment II provides a summarized list of the key 2023 Action Items from within the *Division Energy and Environment Strategy*. Moving forward, the *Strategy* will represent a rolling plan. Administration will present an updated plan—inclusive of progress updates on previous action items and ongoing work, along with identification of key action items and goals for the subsequent year—to the Board annually.

RECOMMENDATION

That the Division’s greenhouse gas emissions reduction targets of five per cent by 2025 and 45 per cent by 2035 be approved.

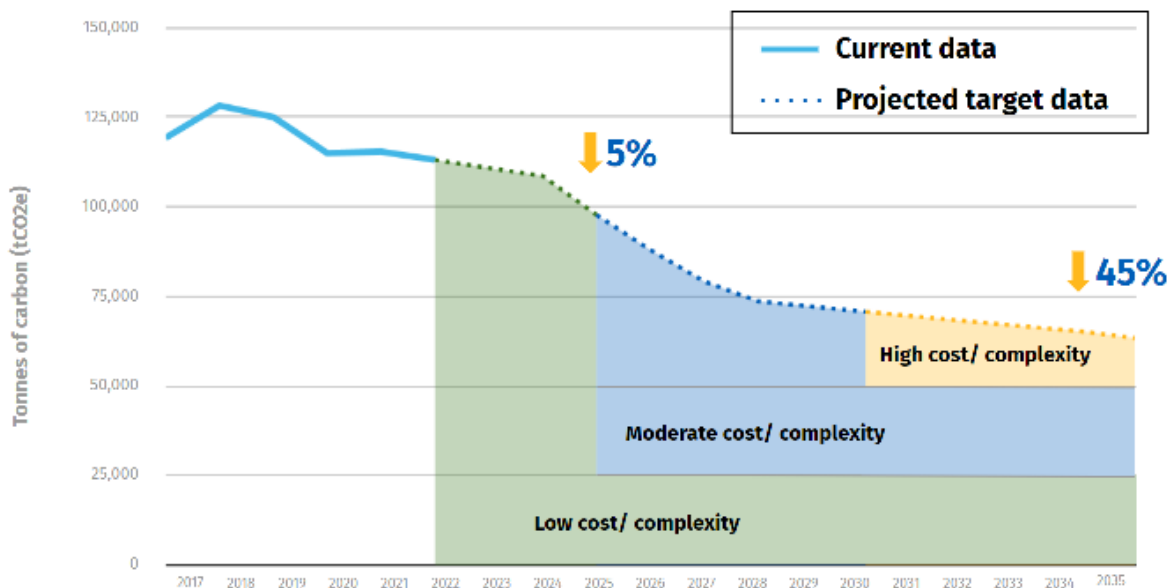
CONSIDERATIONS and ANALYSIS

Administration has worked with expert consultants to develop recommended targets and a plan to achieve them. The priority was to ensure that Edmonton Public Schools plans and targets would challenge the Division, but still be achievable.

Emissions Reduction Plan

The plan to reduce Division emissions has been sorted into actionable short-, medium- and long-term goals to guide the steps forward. Many early actions are building blocks, as it is believed the success of future projects depends on these actions being put into place first. If partnership or funding opportunities arise, more complex or higher cost initiatives will be explored sooner than anticipated.

The graph below visualizes how emissions reductions over the short-, medium- and long-term accumulate over time to reach the emissions reduction targets.



The short-term plan is to prioritize low cost and low complexity initiatives to reduce emissions such as:

- Greening procurement practices and potentially purchasing utilities from renewable sources
- Exploring initiatives and grants to assist with the retrofitting of older buildings
- Investigating the feasibility of standardizing sorting stations across the Division to allow for the separation of organics to decrease waste going to landfills
- Increasing engagement and education around CCLP with staff and students
- Implementing and enhancing behavior change initiatives through EcoSchools and other programs

Related to these efforts, Administration has recently elected to participate in a collaborative energy “consortium” market exploration effort with a number of other public educational institutions. The Division may be able to add our demand and purchasing power into a larger, combined pool with a view to enticing electricity providers to invest in the green energy infrastructure necessary to deliver green electricity to Edmonton Public Schools and partner organizations.

In the longer term, sustainable funding sources are key to continuing the momentum to reduce the Division's GHG emissions. In order to reach the 2035 CCLP targets, more complex and higher cost initiatives will be explored, including:

- Heat pump studies and additional solar installations
- Energy audits at administrative sites
- Working to align with national and international long-term energy transition strategies
- Transitioning to electric fleet vehicles through scheduled replacement and efficiency initiatives
- Energy performance contracts and increased building optimization efforts
- Requiring consultants and vendors to contribute to Division reduction goals
- Enhanced waste reduction efforts through zero waste initiatives and circular economy strategies

Emissions Reduction Targets

When all of the actions from the plan are combined to understand total potential annual carbon emission savings, Administration assesses that emissions could be reduced by five per cent by 2025 from a 2021 starting point. If all actions are implemented by 2035, overall carbon reductions could be in the order of 45 per cent. Administration will continue to engage with expert consultants to evaluate and reassess progress and will monitor and report annually through updates to the Board and the CCLP.

There is a potential energy cost avoidance associated with the projected targeted reductions. Many individual factors contribute to overall potential cost avoidance, such as the availability of capital funding for sustainability initiatives and renewal efforts and fluctuations in energy bills. Administration worked with external consultants to estimate a total potential cost avoidance of approximately \$115 million by 2035, should anticipated initiatives proceed. It is important to note that larger individual initiatives will be reviewed by Administration and supported by business models or feasibility assessments prior to proceeding.

Risks

Regarding the Division's ability to meet its emissions reduction targets, it is important to acknowledge factors outside the Division's direct control. Considerations that Administration will monitor and strive to mitigate include:

- Availability of the capital and operational funding required for a more sustainable approach
- Increasing deferred maintenance on the Division's aging facility infrastructure
- Changes in the political climate and evolving legislation
- Supply chain issues, inflation and cost escalation
- Feasibility of alternative energy initiatives
- Availability of green energy for procurement

Within the Division's control, but also requiring sustained effort, are factors such as:

- Competing demands for resources and staff effort
- Change management in order to shift staff and student behaviors and work processes to support energy and water conservation and waste diversion

The Division will work with internal and external stakeholders, as required, to develop solutions and identify practical actions that can be taken to navigate these types of evolving challenges.

NEXT STEPS

- Once approved, the Division's emissions reduction targets will be submitted to the City of Edmonton as per CCLP membership requirements.
- Administration will begin work on early initiatives, including a robust communications plan.

ATTACHMENTS and APPENDICES

ATTACHMENT I – Division Energy and Environment Strategy (2023–2026)

ATTACHMENT II – Division Energy and Environment Strategy 2023 Action Items

ML:jl



Division Energy and Environment Strategy
(2023–2026)



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1 Introduction

The Vision of Edmonton Public Schools is enhancing pathways for student success. Commitment to high-quality public education serves the community and empowers each student to live a life of dignity, fulfillment, empathy and possibility. Division Priorities include building outstanding learning opportunities for all students by promoting competencies to empower students to meet the needs of a changing society, workforce and climate.

Through commitment to environmental and social responsibility, as well as inclusive education, Edmonton Public Schools is making a strong statement about the Division's ability to address and meet the changing needs of staff and students. This strategy document serves as an overview of existing sustainability efforts and a framework for upcoming initiatives.

1.1 Environmental Sustainability Commitment

Edmonton Public Schools recognizes the importance of environmental education and sustainable learning environments. The Division EnviroMatters Office, within the Infrastructure department, was created in the fall of 2008 to:

- report on past, present and future Division environmental initiatives
- examine the environmental impact of schools and services on their communities
- recommend best practices to reduce environmental impacts
- develop strategies, actions and programs that support sustainable research and innovation within the Division
- track Division utility consumption and explore efficiency strategies
- offer information to staff, students and community about initiatives in Division schools
- provide links to curricular resources, student activities and funding opportunities
- provide links to local, provincial, federal and international energy and environmental websites

1.2 Division Environmental Policy

Under the Division Board Policy [EO.BP-Environment](#), Edmonton Public Schools recognizes that the consumption of resources in the pursuit of teaching and learning impacts the environment. The Division is committed to environmental stewardship through continual improvement and modeling best sustainability practices in the following four areas:

- **Education:** the Division shall promote continual awareness of the environmental impact of Division operations.
- **Conservation:** the Division shall conduct its business in an environmentally responsible manner.
- **Protection:** the Division shall encourage attitudes of continual improvement and lifelong care for the environment.
- **Regulation:** the Division's environmental practices shall meet or exceed the existing regulations, standards and laws, as set out by the various levels of civic, provincial and federal government.

The application of this policy shall maintain a reasonable balance between sustainability and life cycle costs that ensures the primary role of teaching and learning is upheld, and initiatives shall be in alignment with the Division's commitment to reconciliation. The success of this policy is the responsibility of all Edmonton Public Schools' students, staff and community stakeholders.

1.3 Strategy Framework

Edmonton Public Schools' Division Energy and Environment Strategy is supported by Division Priorities and the Division Environmental Policy, which was formalized in 2010. It is a comprehensive, rolling document that will acclimate to the needs of the Division and to the ever-changing environmental landscape. The Strategy outlines Division efforts ranging from small projects working under larger sustainability initiatives, through to Division-wide environmental policy and program development. **Action Items for 2023** are specifically noted throughout the document and summarized in Attachment II of the April 4, 2023, Board Recommendation Report.

2 Measuring Performance and Efficiency

Edmonton Public Schools follows, as a minimum, the Leadership in Energy and Environmental Design (LEED) Silver standard for building new Division schools. For upgrades to existing schools and administrative sites, the Division works with external energy and environmental consultants and looks to best practice models to stay informed of industry trends in an effort to meet or exceed standards in environmental responsibility.

2.1 LEED Certification

Alberta has adopted the LEED Silver standard for all new schools. This started with the Alberta Schools Alternative Procurement (ASAP) Phase I project (opened 2010) and the construction of 18 LEED schools in Edmonton and Calgary, using a Public-Private Partnership (P3) model. LEED schools provide a healthier learning and working environment through natural light and improved air quality, in addition to being more energy efficient and cost effective to operate.

ASAP Phase II (opened 2012) featured 14 additional new schools in the Edmonton and Calgary regions, built to a minimum LEED Silver standard. This standard accommodates a range of green building strategies to augment Division learning environments. The waste diverted from landfills, recycled materials, local content, low volatile organic materials and paints, and energy and water efficiencies all work to reduce the environmental footprint. Outlets to charge electric vehicles and reserve stalls to encourage carpooling are some other green design features. Edmonton Public Schools' existing green cleaning products and recycling programs also meet LEED requirements that complement the ASAP schools.

Lillian Osborne School was Edmonton Public Schools' first LEED building to officially receive the Silver standard designation. This school was not part of the P3 project; it was completed with the consultant and general contractor working directly for Edmonton Public Schools. In some school projects, LEED Gold proved attainable through a combination of design elements and certification points awarded by virtue of external factors such as access to public transit. Division LEED certified schools are listed below.

LEED Gold Schools

- A. Blair McPherson
- Bessie Nichols
- Elizabeth Finch
- Major General Griesbach
- Michael Strembitsky
- Nellie Carlson
- Roberta MacAdams
- Svend Hansen
- Soraya Hafez
- Aleda Patterson
- Alex Janvier

LEED Silver Schools

- Lillian Osborne
- Dr. Donald Massey
- Esther Starkman
- Johnny Bright
- Florence Hallock
- Dr. Margaret-Ann Armour
- Ivor Dent
- Dr. Lila Fahlman
- Jan Reimer
- Constable Daniel Woodall
- Donald R. Getty
- David Thomas King
- Hilwie Hamdon
- Shauna May Seneca
- Michael Phair
- Kim Hung
- Mill Creek
- Thelma Chalifoux
- Garth Worthington

All new Division schools are built to achieve a minimum LEED Silver certification, including the new Southeast High School. Recently completed schools, including Joey Moss, Dr. Anne Anderson and the Highlands School addition, are currently awaiting certification.

2.2 Sustainability Reporting

2.2.1 Utility Reporting

Edmonton Public Schools is committed to reducing utility consumption through conservation and efficiency and conducts utility monitoring, benchmarking and verification projects designed to evaluate utility costs and building performance. This information allows the Infrastructure department to successfully manage and improve on conservation initiatives.

Utility and carbon tax costs in the Division are steadily increasing and this trend will continue unless strategic action is taken to reduce emissions and improve efficiencies. Figure 1 shows the rising costs of energy in the Division. Gas and electricity retail prices continue to rise, as does energy consumption in the Division. It is projected that Edmonton Public Schools will see an increase of \$4 million for electricity in the 2023 fiscal year and another \$4 million for gas in 2024. With business as usual, energy costs could exceed \$45 million per year by 2035.

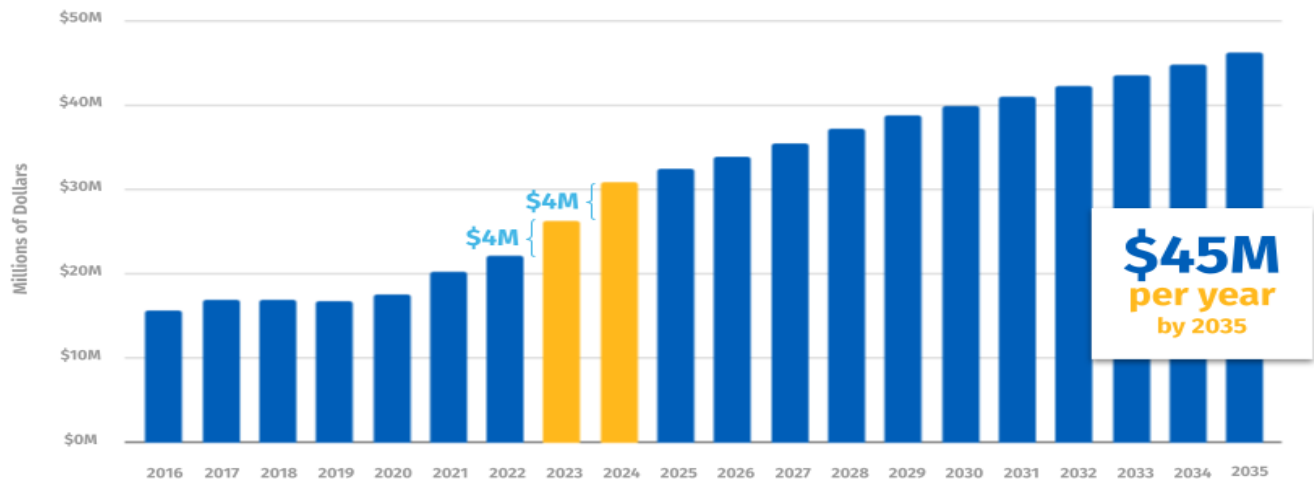


Figure 1. Actual and projected Division cost of electricity and gas (2016–2035)

Edmonton Public Schools monitors waste and recycling totals as well as utility use and solar generation data to provide building performance (environmental footprint and efficiency) information to central and school decision units. These systems support a proactive approach with reporting tools that monitor and report on waste diversion rates and energy consumption, enabling the measurement/metrics necessary to set targets and track progress. Baseline usage levels are established and reports are generated to include Division and site-level data on an annual and quarterly basis.

Currently, Administration is working to develop the Edmonton Public Schools online Environmental Dashboard (Figure 2). The goal is to summarize environmental and utility data in simple charts at both the School and Division level so that patterns will emerge that could assist students and administration to better understand the impact of Division buildings on the environment. Key features include annual carbon footprint charts, monthly and quarterly utility consumption and one-stop access to energy production from Division schools equipped with solar electricity generation capability. While still in a *beta* version until development is finalized, it is anticipated that the dashboard will support curricular units of study, as well as rich project-based learning opportunities across grade levels.

2023 Action Item: Administration will test and finalize the Environmental Dashboard and lead a Division-wide launch.

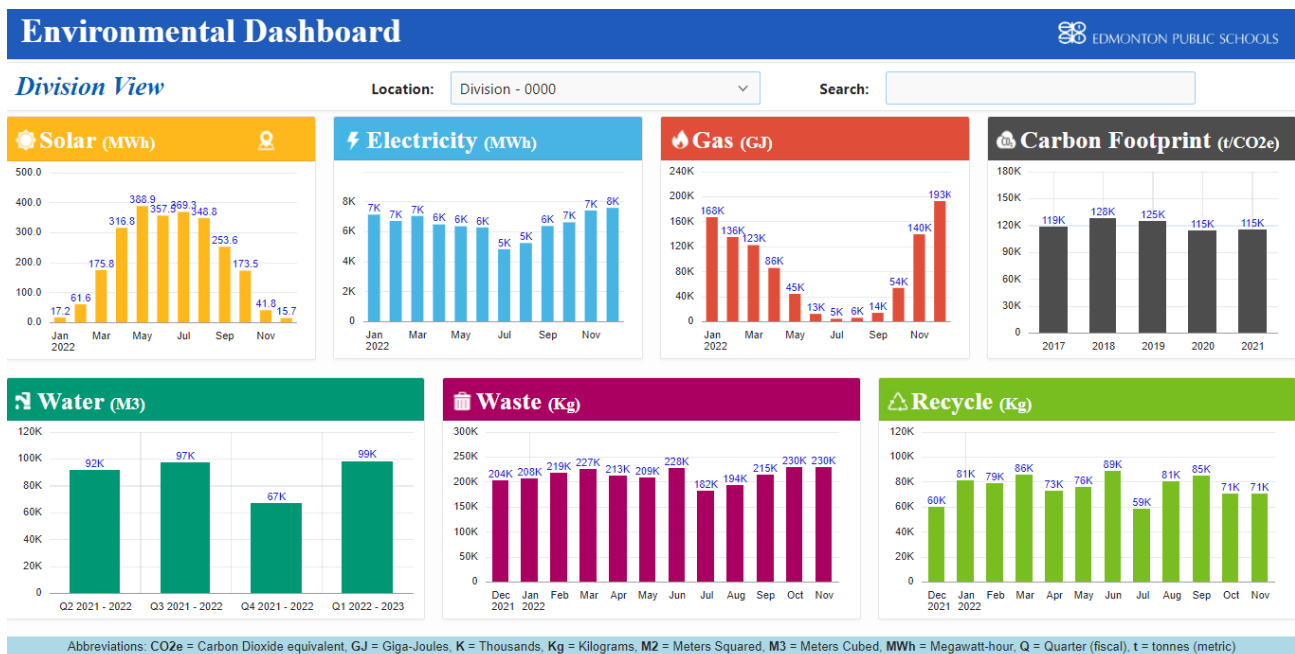


Figure 2. Environmental Dashboard

2.2.2 Carbon Footprint

Monitoring greenhouse gas (GHG) emissions is becoming increasingly important for public facing institutions. Since 2015, Administration has been working with a sustainable consulting firm to monitor the Division’s carbon footprint and in 2017, began reporting in accordance with internationally accepted World Resources Institute Greenhouse Gas Protocol and International Organization for Standardization (ISO) 14064 protocols.

In carbon reporting, *operational boundaries* refer to the sources of GHG emissions within an organization’s operations that are included in their emissions profile. They are commonly referred to as either direct emissions, which are those that an organization has direct control over, or indirect emissions which are a consequence of an organization's activities, yet are controlled by someone else. Operational boundaries are divided into three areas known as Scopes (Figure 3).

The scopes that Edmonton Public Schools measures include:

- **Scope 1** – all direct emissions from the activities controlled by the Division, including onsite fuel combustion in gas boilers and fleet vehicles. This scope accounts for 51 per cent of the Division’s emissions profile. The consumption of natural gas is responsible for the majority of Scope 1 emissions.
- **Scope 2** – all indirect emissions from electricity purchased and used by the Division. This scope accounts for approximately 41 per cent of the Division’s emissions profile.
- **Scope 3** – all other indirect emissions from activities of the Division, occurring from sources that the Division does not own or directly control, including student bus transport, air travel, land transport and landfill waste. This scope accounts for approximately eight per cent of the Division’s emission profile. Student bus transport comprises the majority of emissions in this scope.

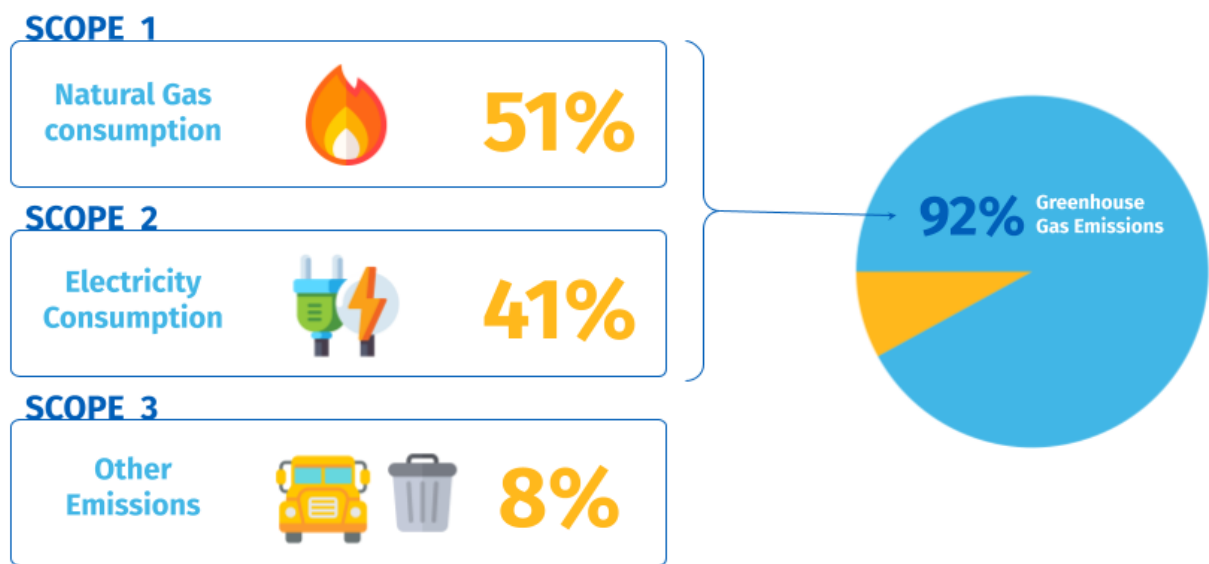


Figure 3. Operational boundaries

Carbon footprint reporting since 2017 has indicated a baseline upon which Edmonton Public Schools can establish reduction targets. Figure 4 outlines the Division footprint, showing both actual emissions and projected emissions in the absence of emissions reduction targets. The projected emissions are based on a moderate growth rate of Division energy (gas and electricity) consumption and represent a *business as usual* scenario.

Numerous factors contribute to fluctuations in actual emissions, including the addition of new schools, energy efficiency initiatives and solar installations, as well as COVID-19 pandemic response measures. Until recently, the Division had been monitoring its carbon footprint to observe trends, without a formal

mandate to decrease emissions. Edmonton Public Schools is now working towards actively decreasing emissions with evidence-based targets and a strategic reduction plan.

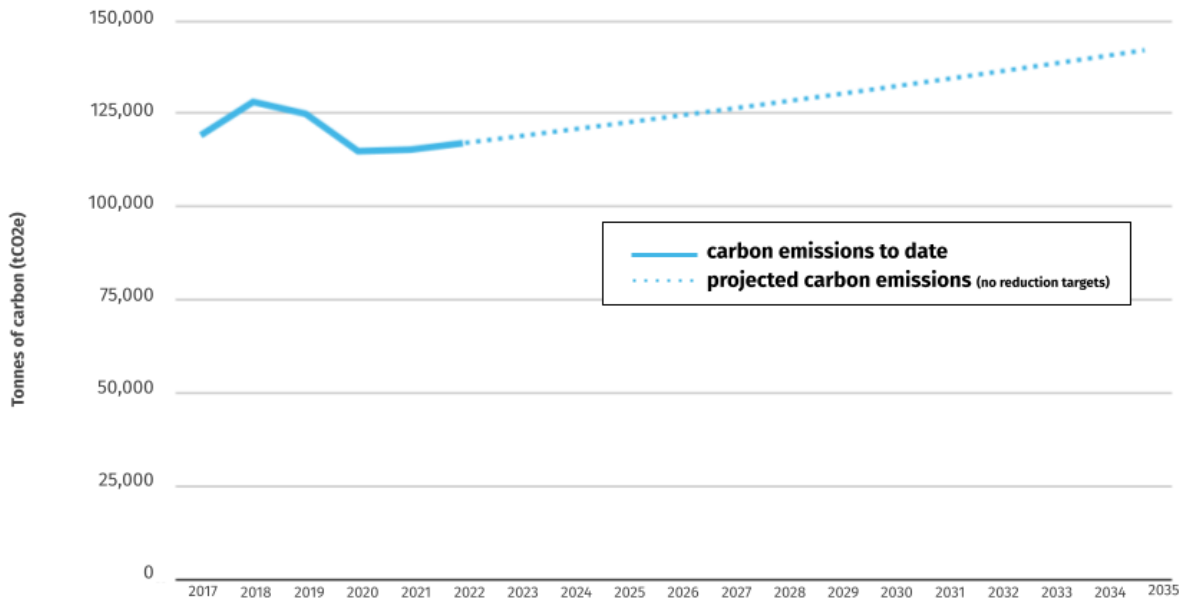


Figure 4. Actual and projected Division carbon emissions (2017-2035)

Annual carbon footprint reporting keeps Edmonton Public Schools in line with current environmental reporting standards and practices. The Division’s goal is to eventually investigate and measure the footprint of individual sites to support the Division in achieving organization-wide GHG reduction targets. Given that the formal tracking and reporting of the Division’s carbon footprint is an emerging body of work, enhanced analytics and reporting structures will be an area of focus for Administration in the near term. Tracking individual sustainability initiatives and the carbon footprint of individual sites and building systems represents a granular level of reporting that will require additional structure and metrics. Moving forward, enhancements in reporting will allow the Division to evolve in how reduction targets are updated and informed. The information gathered through reporting assists the Division in making informed decisions regarding retrofitting, renovations and strategic planning for energy, waste and water reductions.

Edmonton Public Schools’ buildings, and how they operate, comprise the largest portion of the Division’s emissions profile (approximately 92 per cent). Considering the projected increases in utility costs and energy consumption due to enrolment growth, the addition of new infrastructure, and the aging of existing facilities and building systems, moving forward without reduction targets would represent a significant challenge to the Division from both an environmental and fiscal perspective.

2.2.3 Emissions Reductions

In May 2021, the Board of Trustees supported a [motion](#) to have the Division join the City of Edmonton Corporate Climate Leaders Program (CCLP), which is an initiative to help organizations take action on climate change through active GHG management across their operations. Membership calls on corporations to establish and maintain a corporate GHG inventory, develop plans and targets for reducing emissions, and share commitments publicly.

2023 Action Item: The Division will establish GHG emissions reduction targets for 2025 and 2035 and share those targets publicly.

The program facilitates the sharing of best practices and lessons learned, exploring emerging business opportunities related to the low carbon economy, and celebrating success. Edmonton Public Schools is the first Kindergarten to Grade 12 school district in the city to participate. Through membership in the CCLP, the Division has an opportunity to lead by example and incorporate climate action and literacy into schools to benefit staff and students, while also building resilience in the Division and surrounding school community.

This Division Energy and Environment Strategy document serves as a tool to track and report on the Division's sustainability performance and supports the membership requirements of the CCLP. Administration works to monitor the initiatives outlined in the Division Energy and Environment Strategy in collaboration with schools, Division central units, and external agencies. The goal of the Strategy is to seek a *triple bottom line* sustainability approach by focusing on environmental, financial and social factors in program and project development.

In order to support tangible reductions in the Division's carbon footprint, the Division Energy and Environment Strategy document is organized into four areas of focus or *Key Priorities*. Major initiatives are organized within the Key Priorities in thematic groupings, allowing for quick reference and logical progression.

3 Key Priorities

The Division Energy and Environment Strategy focuses on four main areas for implementing environmental initiatives, including environmentally sustainable planning, buildings, operations and education.

3.1 Environmentally Sustainable Planning

3.1.1 EnviroMatters Office

Establishing the Edmonton Public Schools EnviroMatters Office in 2008 was an important step for the Division's sustainability efforts. The EnviroMatters Office provides knowledge to influence budgeting and decision making; it also dedicates resources and staff to sustainability coordination and strategic planning.

The Edmonton Public Schools Environmental Advisory Committee (EAC) was established in 2012 to allow representatives from various departments to discuss environmental solutions and provide advice on existing and proposed sustainable program development. The EAC will assist with ongoing membership requirements related to Division participation in the CCLP, to effectively engage all departments and staff involved and raise awareness in the Division.

3.1.2 Capital Planning

Infrastructure Planning is responsible for the Division's capital strategy development, based on demographic and student data analysis, as well as monitoring building conditions and performance, to inform development of environmental strategies. Using the Division's Integrated Workplace Management System (Archibus), Infrastructure Planning is developing systems to help track efficiencies and equipment for environmental initiatives by monitoring performance and costs. Improvements can be planned for capital investments based on performance measures and cost benefit analysis, with the goal of reducing the Division's carbon footprint and operating costs.

For new school requests, Infrastructure Planning monitors and provides the City of Edmonton with input on urban development plans for future school sites in developing areas based on an analysis of existing and projected student residency.

This allows the Division to continually apply a strategic lens to the need for new schools. The analysis also allows the Division to assess the need for and coordinate the implementation of relocatable classroom space (e.g., portables/modulars) throughout the city. In coordinating school capacity and accommodation, the Division makes every effort to accommodate students closest to where they live. As such, transportation requirements can be minimized to reduce the environmental cost of student travel in vehicles and the impacts of associated emissions. Providing high quality learning environments, which includes minimizing environmental impacts through proactive planning, remains an overarching goal and guiding [Infrastructure Planning Principle](#) in planning Division school facilities. Ultimately, however, funding new school construction is a Provincial decision, meaning the ability of the Division to honor the concept of proximity, avoid the environmental cost of student travel, and glean the environmental benefit of operating newer and more efficient facilities rests largely outside the Division's control.

In terms of modernization and replacement school requests, as noted in the Division's capital planning documents, the average age of an operational school in the Division is 51 years, with 24 buildings built before 1950, 83 buildings built between 1950 and 1969, and 57 buildings built between 1970 and 1989. Due to many schools being built in the same era, a large cohort of schools require substantial maintenance and capital renewal. The Division also prioritizes requests for Provincial funding to support larger modernization or replacements through the annual Three-Year Capital Plan. Building condition is based on eight categories, with an environmental lens incorporated through the consideration of mechanical systems, electrical systems, and a review of building utility costs.

The most impactful manner in which both deferred maintenance and carbon footprint can be addressed in Capital Planning is through consolidation or *solution* projects, which is an integrated solution where more than one school facility will require construction. The Division worked collaboratively with communities to successfully deliver consolidated school replacement projects in the greater Beverly, Westlawn and Highlands areas. The Division's approved Three-Year Capital Plan continues to include a solution project in the mature area of Britannia. The approved consolidation concept was determined through comprehensive consultation with the community including a review of current and projected student enrolment, school utilization, deferred maintenance, cost of utilities, accessibility, and program suitability. The approved concept would consolidate four schools onto two sites and represents the Division's continued commitment to working collaboratively with communities to ensure efficient, sustainable solutions to aging Division infrastructure while supporting a legacy of high quality infrastructure in all parts of the City. Projects identified in the Division's Three-Year Capital Plan require Provincial funding in order to proceed.

Long-term, sustainable funding is key for the Division to reach our emissions reduction goals. The Division is currently investigating a potential internal evergreen or environmental legacy fund, where a portion of savings realized from efficiency initiatives are used to fund further projects.

3.1.3 Real Estate Strategy

In February 2022, the Board of Trustees approved the [Division Real Estate Strategy](#) (RES). Premised on values, such as the belief that the Division must be good stewards of public land and education funding, the RES represents a single strategy to help ensure informed decision making about the Division's real estate assets. The Division currently holds 21 closed school buildings, which collectively represent approximately 4.3 per cent of the Division's total carbon footprint and have carbon tax implications of approximately \$150,000 annually.

2023 Action Item: The Division continues to consider intentional ways in which closed school buildings can be divested, ensuring that community voice is heard and that public lands are used for public benefit.

3.1.4 Collaborations

Edmonton Public Schools is committed to giving back to school communities through community service, public engagement and external collaborations. The Division actively collaborates with local companies, institutions, non-profit organizations and school boards for sustainable initiatives in the Division.

Several external organizations have assisted with sustainable initiatives in the Division, including but not limited to:

- Division-led solar installations in partnership with the Municipal Climate Change Action Centre and the Solar for Schools Program
- schoolyard litter clean up events through the Capital City Clean Up program with the City of Edmonton
- school community electronic waste collection drives in partnership with the Alberta Recycling Management Authority
- the EcoSchools Canada certification program in Division schools with the Alberta Council for Environmental Education
- encouraging safe and sustainable forms of transportation with Ever Active Schools and the Alberta Motor Association's School Safety Patrol program

In an effort to stay informed of industry trends and foster opportunities for collaboration, Edmonton Public Schools is represented on the City of Edmonton's Environmental Advisory Committee and Energy Transition Leadership and Waste Reduction Networks. The Division also has active memberships with the Recycling Council of Alberta and the Canada Green Building Council.

One of the benefits of participating in the CCLP is the opportunity to collaborate, share best practices and learn from the experiences of other member institutions, as part of a team taking collective action to reduce emissions across the city.

3.2 Environmentally Sustainable Buildings

3.2.1 Capital Construction

Through sustainable construction, operation and maintenance practices, Edmonton Public Schools addresses the importance of creating healthy learning spaces while protecting the environment. The Division works to meet and exceed industry standards by incorporating new advancements in sustainable design for projects, from large-scale maintenance projects and the construction of new schools, to small scale retrofits and operating procedures in existing Division schools and buildings. The Division continues to pursue the use of alternative energy, such as solar installations, in new designs and upgrades. For new schools and modernizations, Integrated Infrastructure Services staff instructs consultants to use specific, cost effective and proven energy efficiency measures in their designs and specifications; post-construction results are monitored and evaluated.

Incorporating environmental features and LEED standards into the design and construction of new Division schools involves a range of green building strategies, such as energy-efficient lighting, energy and building management control systems (controls), occupancy sensors, high-efficiency boilers, heat recovery ventilation and select building materials. For new school designs, the long-term goal of Administration is to use data collected from the Division's carbon footprint monitoring and reporting efforts to implement strategies and steer design based on those methodologies proven most effective through actual use and measurement.

The Division has utilized an Integrated Project Delivery (IPD) strategy for new and replacement school projects, focusing on sustainable building design. The IPD strategy supports collaboration between the school community, Division staff, industry and other key stakeholders to provide a strong connection to the project from start to finish. Edmonton Public Schools has completed several IPD projects to date, at Mill Creek, Soraya Hafez, Thelma Chalifoux, Aleda Patterson, Alex Janvier, Dr. Anne Anderson and Garth Worthington schools.

3.2.2 Renewal

Edmonton Public Schools understands the financial and environmental benefits of complex utility conservation initiatives in the Division. Large renewal projects completed to date include:

- A \$16 million energy performance contract (EPC) was completed for 30 school buildings in 2017, which resulted in significant and important infrastructure upgrades, while reducing energy and water consumption. The EPC project generates savings of approximately \$1 million per year and will be paid off via energy savings in less than 20 years.
- An \$18 million two-phase Infrastructure Optimization Project (IOP) was completed in fall 2019 for 34 schools. The plan included addressing a significant amount of deferred maintenance and upgrading aging mechanical systems at the end of their lifespan, while optimizing energy and water savings and avoiding major mechanical issues. The IOP was extended to include boiler system replacement projects at Homesteader, Lymburn and York schools, completed in fall 2021.

Infrastructure Maintenance and Renewal (IMR) and Capital Maintenance and Renewal (CMR) funding are critical annual Provincial funding grants that support the Division's efforts to address component replacement and major repair needs in schools. Through a variety of projects each year, Integrated Infrastructure Services ensures that priority infrastructure needs are addressed. The replacement of major building systems, such as air exchange units, boilers, electrical upgrades, controls systems, and building envelope upgrades help to ensure that energy efficiency in Division facilities is improved.

In 2021, boiler replacement projects were completed at Beacon Heights, Edith Rogers, Fraser, J. Percy Page and Windsor Park schools.

2023 Action Item: Using CMR and IMR funding, Integrated Infrastructure Services intends to:

- Replace controls systems in 12 schools, replacing boilers at Coronation, Laurier Heights, Hillview, Malmo and Sweet Grass schools, as well as replacing the boiler and upgrading the air handling system at McKee School.
- Undertake building envelope upgrades such as window replacements at Jasper Place, Gold Bar, Scott Robertson, The Academy at King Edward, Satoo, Overlanders and Ellerslie schools, and roofing replacements are being completed at Vernon Barford, Overlanders, Queen Elizabeth and Jackson Heights schools.
- Install new LED lighting at Malcolm Tweddle, Calder, Athlone, Mary Butterworth, Waverley, Parkview, Killarney and Laurier Heights schools.

In the coming years, Edmonton Public Schools expects to specifically target approximately 40 to 50 per cent of IMR and CMR funds toward energy efficiency and sustainable operations.

An advantage to replacing the controls system in a school involves the ability to retain a central lens related to mechanical systems. This was beneficial during the COVID-19 pandemic and during air quality advisories through wildfire season, as Infrastructure staff were able to adjust system settings to the situation across the entire Division remotely. Future efforts to respond to energy consumption analytics with system-wide operational parameters will also benefit from a central lens on controls and mechanical systems.

In order to maximize the delivery of recent IMR and CMR projects, the Division has utilized IPD to support larger combined projects across multiple schools. Having smaller individual budgets than a traditional IPD project, these projects include washroom upgrades, boiler replacements, architectural upgrades and roofing replacements. To date, the Division has completed six of these renewal IPD projects. The IPD strategy has allowed the Division to effectively realize sustainability goals, providing approximately \$570,000 in additional scope items to schools. The additional scope provided is a result of efficiencies realized through projects being ahead of schedule and on or under budget. The lessons learned from this integrative design process will be used to guide future projects.

Integrated Infrastructure Services maintains a priority list of sustainability projects so that any surplus or other alternative funds that become available can be rapidly utilized to further enhance building efficiency. The opportunity exists for the Division to consider an ongoing *accelerated renewal program*, funded with savings resulting from energy efficiencies.

The Division is continuing to identify, work with and build relationships with consultants that bring specialized engineering and project management expertise on energy efficient retrofit designs and systems. The Division uses information gained from working with consultants to implement energy efficient systems that provide the best value and energy efficiency in the design of new schools and modernizations. As noted above (Section 2.2.2 Carbon Footprint), the ability to track individual sustainability initiatives represents a granular level of carbon footprint reporting that will require additional structure and metrics.

2023 Action Item: Administration is collaborating with external industry experts and consultants to develop a more robust framework for reporting carbon footprint implications represented by individual maintenance and renewal projects.

3.2.3 Preventative Maintenance

The Infrastructure department works to ensure schools and other Division buildings are properly maintained and enhanced. Integrated Infrastructure Services plays an integral role in preserving, renovating and modifying Division facilities and school grounds. Edmonton Public Schools works to promote productivity in the workplace and classroom by improving ventilation and managing exposure to indoor pollutants. Indoor environment and air quality is addressed by using low volatile organic compound paints; green cleaning products; improved air exchangers in new mechanical upgrades; efficient heating, ventilation and air conditioning (HVAC) systems and controls; and scheduled filter cleaning. The Division also developed a Green Cleaning Committee to provide leadership for the green cleaning initiative and implementation. Integrated Infrastructure Services offers a diverse range of services, leading to a wide range of collection and recycling opportunities.

3.2.4 Resilience

Resilience is an important area of focus for the Division, and an emerging item for the [Government of Alberta](#), given that climate resilient infrastructure will help reduce direct loss or damages associated with severe climatic events and help prevent associated indirect costs such as interruptions to education service delivery to students.

Administration is exploring climate resilience strategies in an effort to determine the qualities of a resilient school and school Division. Developing building and community-scale climate resilience requires a multifaceted approach to inform solutions. Investigating key concepts such as adaptable school communities, resilient school design and climate change education, will allow Edmonton Public Schools to better plan for, recover from, and more successfully adapt to adverse events.

Current practices include:

- water conservation initiatives
- on-site renewable energy
- flood risk assessments
- facilitating social structures and community gathering places

To support these efforts, future strategies can include incorporating climate literacy into schools to benefit staff and students, while also building resilience in the community and working with external experts to conduct climate impact assessments to help create sustainable, low maintenance and resilient schools.

3.3 Environmentally Sustainable Operations

3.3.1 Energy Efficiency

Edmonton Public Schools has focused on replacing, retrofitting and eliminating older lighting systems with energy efficient ones for over 30 years. Light-emitting diode (LED) lighting has been implemented as costs decrease and the technology improves. New building designs focus on optimizing natural light in the interior of buildings; this practice is called daylighting and is also encouraged in existing spaces with available natural light. Sensors are also being installed to automatically shut off lights when spaces are

not being used. Fans and pumps with high efficiency motors are being equipped with variable speed drive systems to adjust motor speed according to varying load conditions, therefore, reducing electricity usage. High efficiency condensing boilers and domestic hot water heaters are being retrofitted in older schools and are the standard for new schools.

Administration is currently exploring partnership opportunities to expand sustainability initiatives and achieve energy cost savings in the Division, including additional EPC's and creative energy procurement models. Future initiatives being considered include energy audits at administrative sites and expanding these efforts to other Division sites as savings are realized. Work will continue on customizing building energy consumption to meet occupancy by enhancing controls and optimization efforts for maximum efficiency, including lighting systems, HVAC settings and schedules and decreasing the run time of buildings.

Upcoming work in this area includes a focus on shifting consumption practices with all staff and students in Division buildings through EcoSchools initiatives and other Division programs, as well as educating staff about efficient building operations through resources and training.

3.3.2 Renewables

Renewable and alternative energy sources are important for creating sustainable learning environments. There are presently 24 schools with Division-led solar installations, which provide alternative energy to the school and serve as teaching and learning tools for students.

The Government of Alberta funded solar modules at nine Division schools, including the Caernarvon, Highlands and Mill Creek school modernizations, as well as new schools Soraya Hafez, Thelma Chalifoux, Aleda Patterson, Alex Janvier, Dr. Anne Anderson, and Garth Worthington.

In 2019, the Infrastructure department conducted a feasibility study that informed the development of a comprehensive Solar Strategy to expand solar installations on existing schools across the Division. The Board of Trustees supported a [motion](#) to present the Division's Solar Strategy to the Province and request funding for implementation of the plan.

As a result of the Solar Strategy, the following 15 schools also had modules installed by the end of 2022:

- Belmont
- Lillian Osborne
- Victoria
- Constable Daniel Woodall
- David Thomas King
- Dr. Lila Fahlman
- George P. Nicholson
- Hilwie Hamdon
- J. Percy Page School
- John D. Bracco
- Mary Butterworth
- S. Bruce Smith
- Shauna May Seneca
- Svend Hansen
- Velma Baker

The most recent phase of work on the Solar Strategy, which included 12 schools, was completed in partnership with the Municipal Climate Change Action Centre and the Solar for Schools Program with funding from the Government of Alberta (the Municipal Climate Change Action Centre is a partnership between the Government of Alberta, Alberta Municipalities, and the Rural Municipalities of Alberta). While the Division is not eligible to receive the emissions reductions that result from these

Provincially-funded solar installations, future financial savings will benefit the Division's operational budget.

The combined Division-led solar initiatives from 2018-2022 are expected to generate approximately 5,500 megawatt-hours of electricity and save an estimated \$650,000 per year. These solar installations are expected to offset about 7.5 per cent of the Division's electricity consumption, or that of about 800 Alberta homes per year. As a result of the Division Solar Strategy, Edmonton Public Schools has the largest solar array installed on a secondary school in western Canada (Lillian Osborne High School).

2023 Action Item: Infrastructure is developing recommendations, funding strategies and possible school locations for future phases of the Division Solar Strategy. Considering potential infrastructure limitations (such as older roofs incapable of supporting solar installations), future phases of the strategy may involve transitioning to a more comprehensive *renewables strategy* and investigating different concepts, including green energy procurement and heat pump studies, with the goal of piloting preferred systems.

2023 Action Item: Infrastructure will review the feasibility of purchasing utilities from renewable sources, such as solar and wind farms. Since electricity contributes to nearly half of the Division's overall carbon footprint, there is an opportunity to reduce the Division's annual emissions by about 40 per cent if electricity is fully sourced from renewable energy. Next steps in this area include contracting a new Division Energy Advisor who will work with Infrastructure to develop a green electricity recommendation report to identify costs and timelines, and exploring a green energy procurement "consortium" with other like-minded public educational organizations.

3.3.3 Grounds

Division grounds crews follow the City of Edmonton's Integrated Pest Management (IPM) Policy (C501A). The IPM program is a multidisciplinary, evidence-based approach to pest management based first on prevention and, when necessary, control. Since 2012, Edmonton Public Schools stopped using non-essential pesticides on school property that the Division maintains, which includes the school building envelope or approximately 10 meters around the school. Grounds crews also strive to utilize native plant species for landscaping.

Some Division schools use naturoscapes, community gardens and outdoor classrooms to teach outdoors. Many of these schools have associated gardening clubs or other supports, like Elmwood School which has a gardener in residence. Administration is always looking for new opportunities to support schools looking to adopt naturoscape and garden programs and has developed a project planning resource for Division schools interested in these opportunities.

EPCOR has been engaging with Edmonton Public Schools on the development of two proposed Low Impact Development (LID) projects near Calder and L. Y. Cairns schools. The objective of these projects is to improve the local stormwater drainage systems. These improvements will include bioretention basins to collect stormwater with ornamental shrubs, grasses and deciduous trees. Edmonton Public Schools can look to these projects as models, should the Division pursue similar LID projects as resiliency and flood mitigation initiatives on school sites in the future.

3.3.4 Transportation

In the area of yellow busing, Edmonton Public Schools is moving toward more sustainable transportation systems to reduce GHG emissions and other pollutants. As per Board Policy [DEA.BP-Student Transportation](#), the Student Transportation department works to create the most efficient routes

possible to ensure the shortest ride times and bus routes. Schools are paired on routes whenever possible so one bus can serve more students. Edmonton Public Schools and Edmonton Catholic Schools also work collaboratively to share bus routes at many schools across Edmonton, which decreases the number of buses on the road and reduces emissions. In total, the Division is responsible for designing approximately 750 daily routes which require approximately 500 buses owned and operated by contract carriers.

Student Transportation has also begun working with other Division departments, including Integrated Infrastructure Services and the Distribution Centre, to utilize existing software and help create efficiencies in their routes. Edmonton Public Schools is continuing to collect information to estimate fuel consumption on field trips to better understand this aspect of the Division environmental footprint.

2023 Action Item: Student Transportation is currently investigating the feasibility of an electric bus pilot project; carriers have indicated that collaboration on charging infrastructure could be a potential strategy to complement adoption of a limited number of electric buses into their fleets. One of the goals of a potential electric bus pilot project would include a better understanding of the opportunities and challenges associated with facilitating an initial capital investment in electric buses within the next competitive procurement process (anticipated within 24 months). The proposed review will capture data related to the following energy and service indicators:

- A business model that considers all costs and any potential efficiencies related to the required infrastructure and equipment to operate electric buses.
- Operational opportunities and challenges related to vehicle reliability and resulting service interruptions, cold weather performance, impacts to current routing practices or bus utilization, as well as staff training.
- Funding opportunities or legislative considerations that could provide support to a sustainable business model.
- Equipment availability and lead times as they relate to potential transition strategies and future timelines.

In terms of active transportation, Edmonton Public Schools supports the School Active Travel Planning Initiative in consultation with Ever Active Schools. The School Active Travel Planning Initiative encourages sustainable travel and increased travel awareness for Edmonton Public School students and their families. Several Division schools have established active transportation plans as a tool to encourage more students to walk to school. The Division provides bike racks at schools and administrative buildings to make them bicycle-friendly. An increasing number of schools also have lockers for skateboards, rollerblades and scooters to further promote alternate transportation options. Edmonton Public Schools is a member of the School Traffic Safety Committee along with representation from Conseil scolaire Centre-Nord (CSCN) and Edmonton Catholic School Division (ECSD), Alberta Motor Association, Edmonton Police Service, Ever Active Schools, and the City of Edmonton (including Transportation, Bylaw, Communications, as well as the Traffic Safety Section).

The Division also developed an idle-free campaign for school sites to raise student, parent and staff awareness about vehicle emissions. Alberta Environment and Edmonton Public Schools worked to introduce an official Idle Free pilot program to elementary schools, where students learned about the effects that idling may have on their health and the environment. This program helped inform a City bylaw passed in 2013, and No-Idling Zone signs were placed around the main entrances of elementary schools.

Future initiatives in the area of electrification and vehicle emissions reductions will also consider Division owned fleet vehicles and involve working to align with national standards to transition to electric vehicles, where possible, through scheduled replacement and efficiency initiatives.

3.3.5 Waste

Administration is increasing waste diversion goals by managing and improving programs focused on waste reduction, reuse, recycling and composting Division waste. These efforts provide savings on landfill and hauling service fees as well as engaging Division sites with sustainability goals. The Division also has centralized waste and recycling services payments to reduce the amount of invoices the Division receives and processes, saving money through paper reduction and administrative costs. Administration is also better able to monitor spending in an effort to reduce costs and enhance waste reduction and recycling initiatives at individual sites.

The Edmonton Public Schools Environmental Policy led to the development of numerous recycling programs, including but not limited to:

- mixed recyclables and beverage containers
- electronics, batteries and printer/toner cartridges
- fluorescent tubes, bulbs and ballasts
- used oil, paint and paint-related materials
- scrap metal and wire

In the fall of 2018, standardized three-stream sorting stations were piloted in the Centre for Education. The sorting stations consist of one bin for general waste, one bin for mixed recycling and one bin for refundable bottle collection and are labeled with signage to indicate how to sort items for waste and recycling. In 2019, the program was successfully expanded to the remaining administrative sites in the Division as well as three pilot schools (Avonmore, Dr. Anne Anderson and Joey Moss). The stations replaced single garbage bins throughout each building, providing options to divert and recycle waste which were not previously available. To build on this program and increase use of the sorting stations, the next steps are to remove personal under desk waste bins at all pilot sites. Administration is conducting further investigations into an expanded waste diversion model involving standardizing sorting stations across the Division to allow for the separation of organics and decreased waste going to landfills. Prior to implementation, any such model would need to ensure financial feasibility and involve additional engagement with schools.

At the school level, some Division schools reduce waste through litterless lunch programs by encouraging students to bring snacks and beverages in reusable containers, when possible. Many Division schools have outdoor composting programs or vermicomposting bins in their classrooms as a teaching tool and to increase waste diversion rates. Administration developed a Waste Reduction Work Plan initiative to help Division schools manage, reduce and divert waste as much as possible.

While landfill waste represents about one per cent (Scope 3) of Edmonton Public Schools overall carbon footprint, waste diversion and waste reduction efforts remain a priority in the Division in terms of utilities savings and resource conservation. Future work in this area will include enhanced waste reduction efforts by exploring zero waste initiatives and circular economy strategies, where possible.

3.3.6 Water

Edmonton Public Schools is dedicated to conserving water and has rolled out numerous initiatives including automated water conservation devices for urinal flushing, low flow toilets and faucets, sensor faucets and waterless urinals. Water conserving cooling towers have been installed at Daly Grove, Minchau, W. P. Wagner and Vernon Barford schools, which use significantly less water. High efficiency domestic hot water heaters are also being installed with regular maintenance and inspection of flush valves to reduce wasted water; regular maintenance and inspection helps to identify leaking valves for repair. An energy performance contract (EPC) also implemented water saving retrofits, including installing water saving toilets with auto flush valves, converting water-cooled refrigeration systems to air-cooled units for walk-in coolers and freezers at eight Division buildings, as well as optimized controls for tank-type urinal flushing systems.

To help prevent flood damage and aid in water conservation, Integrated Infrastructure Services is piloting a leak and flood detection system, within the Integrated Infrastructure Services building and 21 buildings throughout the Division. The system provides early detection of major water leaks and also minor toilet and tap leaks. Each group within the system has wireless devices to sense moisture, temperature and power levels, measure water meter flow and report problems with the location, date and time of each event. The cellular connection sends alerts via email and text messages, including whether a building has lost power. Water consumption and alert history are also stored for review in an online dashboard.

The Infrastructure department has been working with EPCOR as part of their Stormwater Integrated Resource Plan, which provides information to assist the Division in future land planning and stormwater runoff management related to green infrastructure. The resources include a facts-sheet complete with water usage data, flood risk and risk mitigation strategies for all Division sites, with an emphasis on sites in high flood risk areas. Strategies can be developed to address high water usage in schools, both operationally and behaviourally, and flood prevention initiatives can include projects such as dry ponds, bioswales and naturalized drainage ways.

Some Division schools have installed rain barrels to reduce runoff volume and provide a source of untreated water for gardens and compost. Rainwater harvesting is an effective way for schools to maintain a sustainable landscape and complement existing naturescapes, outdoor classrooms and gardens. Rain barrels on school sites have helped foster environmental stewardship and act as a teaching and learning tool for students, teachers and community members.

3.3.7 Purchasing

Edmonton Public Schools has committed to using environmentally-responsible vendors to help influence a sustainable economy. Encouraging higher sustainability standards and vendor codes of conduct from service providers allows the Division to meet higher standards of environmental and social responsibility. Administration works to develop standards for all Division environmental services to ensure the Division is working with the most ethically and environmentally conscious service providers at the best rate.

As per Administrative Regulation [ELA.AR–School Consolidation-Equipment Disposal](#), Purchasing and Contract Services (PCS) manages a site asset management system (SAMS) and surplus website (currently under construction), which allows Division schools and departments to notify PCS of any unused furniture items or related goods. Usable items in good condition are posted on the internal SAMS Surplus Site for use by other schools or departments in the Division. If these items are no

longer required within the Division, they are then posted on the external Surplus Site for sale to the general public.

2023 Action Item: Administration will collaborate with industry to review the feasibility of greening procurement practices which would require consultants and vendors to contribute to Division emissions reduction goals and maintain standards through regular reviews. Updating standard contract terms and conditions to reflect sustainable priorities, where possible, will also be considered.

3.3.8 Technology

Edmonton Public Schools understands that technology enhances learning and performance for students and staff, as per Board Policy [DK.BP–Division Technology](#). Technology is also used to reduce environmental impact. In 2007, the Technology and Information Management (TIM) department provided a study with recommendations for paper conservation and expanding print technologies in the Division. TIM implemented an Enterprise Print strategy to reduce the environmental impacts of printing and increase printed material security in the Centre for Education. This strategy is in the process of being deployed at all school sites.

TIM continuously looks for ways to reduce energy consumption at each site by configuring systems to turn off monitors, Smartboards, projectors and desktop computers automatically after pre-set time periods. Where applicable, TIM recommends devices that consume less power to schools, such as Chromebooks, tablets and laptops instead of desktop computers.

Edmonton Public Schools utilizes information management to examine how all of the Division's records are managed and to efficiently and effectively track and retain them. An electronic file management program allows for a simplified, easy-to-access, secure file management system. Student records and employee files have been digitized and staff can view online personnel files from any location. Positive environmental impacts include reduced paper use and paper production costs, as well as electricity reductions and less printer and toner cartridge waste in landfills. Smaller storage areas use less heating and cooling, and electronic access reduces travel between storage locations and Division schools.

Edmonton Public Schools provides options for online courses, documents and newsletters and promotes technology use to reduce using paper in schools. The Division intranet (*Connect*) and other digital tools, such as Google Drive, are used to share news, updates and resources with staff across the Division. Online pre-enrolment, student transportation applications and route change requests, electronic report cards, pay slips and staff directories are some of the initiatives put in place to reduce paper use and the energy required to produce, distribute and recycle these products. The Division also is piloting electronic timesheets in some departments and anticipates full scale implementation in the near future.

3.3.9 Food

The Centre for Education houses Café 1881, which provides food service and catering to Division staff. Energy and environmentally conscious best practices guide the daily operations of the Café and the culinary team. Energy efficiency is found through the use of Energy Star rated preparation, holding and warewashing equipment in addition to the use of LED lighting within the kitchen. An investment into both reusable melamine plates and stainless steel cutlery reduced the need for single use items. The Café's menu is focused on fresh, in-house made products that allows for items to be purchased in bulk, eliminating the packaging waste generated by prepared items. Events requiring catering held at the

Centre for Education must purchase food and beverages from Café 1881, helping to reduce emissions from delivery trucks as well as the non-reusable packaging associated with outside services.

Many Division schools are exploring food production and urban agriculture as curricular and extra-curricular initiatives. School activities include container gardening, micro-greens, raised vegetable beds, perennial food forests, hydroponics, aquaponics, greenhouse production, mushroom cultivation, vermiculture and composting. Jasper Place School became Canada's first high school to design and build an aquaponics system, which provided tilapia, fresh vegetables and herbs to the school's culinary arts program. A number of Division schools have partnered with Sustainable Food Edmonton, a local not-for-profit that supports urban agriculture through their Community Garden, Urban Ag High and Little Green Thumbs programs. These programs work to support sustainable education through growing food and promoting urban agriculture as a viable career.

Future work in this area will include resources for schools and administrative sites around the importance of minimizing food and packaging waste to save costs and reduce emissions, as well as encouraging increased plant-based food options in Division cafeterias and cafes as a way for sites to lower their carbon footprint.

3.4 Environmentally Sustainable Education

3.4.1 Co-Curricular

Edmonton Public Schools is committed to teaching students and staff to be global citizens by providing resources that help them take an active role in their surrounding community. The Division offers numerous co-curricular activities, resources and outreach campaigns for schools and staff to use outside of the formal curriculum. This includes:

- The annual Earth Day Lights Out Challenge
- Classroom Energy Monitors Program
- Green Your Classroom Checklist
- School Green Space Project Resource
- Waste Reduction Work Plan
- School Waste Audit Worksheet
- Year End Locker Clean-Out Initiative
- Annual Electronic Waste Collection Drives for school communities and Division staff

A toolkit was developed to provide these resources and easy-to-follow steps to help schools plan and adopt successful environmental practices. The Division will be focusing on behavioral change initiatives by reviewing and updating existing resources and increasing engagement with Division schools and administration sites on issues of utility conservation and waste reduction.

The Division takes an active role in teaching and engaging students about sustainable programs and initiatives. Administration created environmental educational events such as the Student Environmental Symposium and the Youth Environmental Stewardship Conference that brought students together from across the Division and province. Edmonton Public Schools was also represented on the Canada Green Building Council Green School Summit Committee to help establish a network of green schools within Alberta and develop a Green School Summit for environmental leaders of all ages. These types of activities allow for an open discussion of ideas and give both students and staff access to the latest initiatives and technologies available to facilitate sustainability in schools.

Many schools host leadership and environmental conferences for students to participate in as a supplement to the existing curriculum. Several schools have peer-to-peer sustainability outreach programs through Green Clubs and Green Teams that allow students to learn about and take a more active role in sustainable practices at school. In 2015, Queen Elizabeth School was named one of Canada's Greenest Schools by the Canada Green Building Council for their environmental education programming. Over the years several Division schools have been recognized by the Alberta Emerald Foundation for outstanding achievements in environmental education. Queen Elizabeth and Westglen schools are past recipients of the Emerald Award and Hillview school is a past recipient of the Emerald People's Choice Award.

In fall 2021, Administration began working with the Alberta Council for Environmental Education to pilot the EcoSchools Canada certification program in Division K-12 schools. This initiative supports schools with a framework for climate action and environmental learning with links to the Alberta curriculum and to Indigenous perspectives. Edmonton Public Schools was represented on the Capital Region EcoSchools Advisory Committee and worked to launch the program in Edmonton. The EcoSchools program provides resources and opportunities to support staff and students.

In 2022, Division schools were leaders in Alberta with two Platinum (Wagner and Elmwood) and four Bronze (Avonmore, Mary Butterworth, Vimy Ridge Academy, and Ross Sheppard) certified schools. A total of 16 schools have signed up to date and it is possible that an additional 10–15 schools may choose to participate in the EcoSchools program through 2023.

3.4.2 Curriculum

Alberta Education has developed programs of study for Kindergarten to Grade 12. The concept of caring for the environment is introduced in Grade 1 Social Studies programs of study, with extensive consideration of environmental and sustainability issues in junior and senior high school science and social studies curriculum. Early introduction and integration of environmentally conscious values helps to equip students to be mindful of environmental sustainability.



Curriculum and Learning Supports (CLS), in collaboration with schools and Infrastructure Supports and Operations, has developed teaching and learning resources to support students in learning about solar energy and solar panels. The resources are called the *Sunshine Series: Solar Energy Lessons* (Figure 5) and are designed to engage teachers in all Division schools, from Kindergarten to Grade 12. These support resources align with the curriculum from Grade 4 to Grade 12. Alberta Education recently authorized a new science curriculum for Kindergarten to Grade 3 beginning in the fall of 2023. Kindergarten to Grade 3 teachers may adapt this resource to support the new curriculum. These resources are intended to provide teachers in multiple subject areas with activity ideas to address solar energy and its use in society.

Figure 5. *Sunshine Series: Solar Energy Lessons*

All of the activities in this resource include explicit references to connections to Alberta Programs of Study and they also include French Immersion resources. Key features of the series include:

- background information for teachers regarding solar panels and solar energy
- curricular and cross-curricular connections identified for each grade from K–12
- curricular connections for each grade, which can support the delivery of curriculum through the context of solar energy and solar panels
- one unit plan with sample lesson plans for each grade, with accompanying student materials
- identification of additional sample resources

Another piece of collaborative work with CLS will potentially see concepts of sustainability and environmental stewardship reflected in resources to support the new science curriculum, which was released by Alberta Education in Spring 2023.

Some Division schools, including W. P. Wagner and L. Y. Cairns, offer natural science and horticulture courses. These courses involve student-built experiments, including herb arrays and outdoor composting, with an emphasis on growing and harvesting sustainable food. Students learn the art and science of plant cultivation, as well as natural methods for insect and pest management. Other schools, like Queen Elizabeth, have career and technology studies courses focused on environmental sustainability.

3.4.3 Communication

Administration works to inform staff, students and the general public about sustainable initiatives in the Division and to recognize Division schools for their everyday environmental successes. Upcoming work in this area will include engagement and feedback with staff and students around Division emissions reduction targets through avenues such as the EAC, Division science consultants, school environmental clubs and the Student Senate.

The Division intranet, *Connect*, is an important communication tool that provides staff with access to resources that help with curricular and co-curricular environmental initiatives across the Division. The Communications department also shares the Division's environmental sustainability work with the public through Division social media channels and information posted on [epsb.ca](https://www.epsb.ca).

2023 Action Item: In order to maximize the Division's efforts to communicate environmental initiatives effectively, Administration will work to enhance the profile of the Division's environmental initiatives on the Division's website. Future Division communication efforts will increase awareness around the CCLP, as well as showcase future successes

Summarized List of 2023 Action Items from the Division Energy and Environment Strategy

1. Establish greenhouse gas (GHG) emissions reduction targets for 2025 and 2035 and share those targets publicly.
2. Increase awareness of the Corporate Climate Leaders Program (CCLP) and enhance the profile of environmental initiatives on the Division's website.
3. Test and finalize the Environmental Dashboard and lead a Division-wide launch.
4. Consider intentional ways in which closed school buildings can be divested, ensuring that community voice is heard and that public lands are used for public benefit.
5. Review the feasibility of purchasing utilities from renewable sources, such as solar and wind farms (includes exploration of the "consortium" opportunity described in the main report).
6. Target approximately 40 to 50 per cent of Infrastructure Maintenance and Renewal (IMR) and Capital Maintenance and Renewal (CMR) funds toward energy efficiency and sustainable operations.
7. Continue to collaborate with external industry experts and consultants to develop a more robust framework for reporting carbon footprint implications represented by individual maintenance and renewal projects.
8. Develop recommendations, funding strategies and possible school locations for future phases of the Division Solar Strategy.
9. Investigate the feasibility of an electric bus pilot project.
10. Review the feasibility of greening procurement practices which would require consultants and vendors to contribute to Division emissions reduction goals.

DATE: April 4, 2023

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Plan Update: Literacy and Numeracy

ORIGINATOR: Nancy Petersen, Managing Director, Strategic Division Supports

RESOURCE

STAFF: Sherry Almeida, Sibin Ammanethu, Clarice Anderson, Marnie Beaudoin, Andrea Colling, Kim Diggle, Kelsey Duebel, Husna Foda, Karen Linden, Bob Morter, Cynthia Pharis, Lisa Shewchuk, Soleil Surette, Mark Wesner, Joy Wicks

ISSUE

This Strategic Plan Update report highlights the importance of the Division's comprehensive approach to high quality teaching and learning in support of literacy and numeracy and the intentionality in its efforts to fulfill Priority 1 of the Strategic Plan, *"Build on outstanding opportunities for all students"*, Goal 2 *"focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes"*.

BACKGROUND

In 2022, Edmonton Public Schools launched the new Division Strategic Plan for the 2022-2026 term. The Division Strategic Plan has three priority areas with supporting goals and outcomes. The plan provides common direction and alignment between the work of the Board of Trustees, the Superintendent of Schools and Division staff. The plan serves as the foundation for a District culture of evidence-based decision making, assurance and accountability.

To demonstrate the District's commitment to transparency and accountability, Strategic Plan Update reports were introduced in 2016–2017 as an extension of the Annual Education Results Report (AERR). The reports are intended to provide the Board of Trustees with detailed progress towards the goals and outcomes of our Strategic Plan.

CURRENT SITUATION

For the past three years learning across the world has been disrupted due to the impact of the COVID-19 pandemic. The delivery of educational programming has transitioned between in-person and online learning, schools have operated through the limitations of health restrictions and students and staff have experienced higher than normal rates of absenteeism. These factors combined have impacted learning, despite extraordinary efforts by the Division to maintain a focus on teaching and learning.

On March 23, 2021, a [Literacy and Numeracy Strategic Plan Report](#) was provided to the Board of Trustees that comprehensively outlined the work undertaken by the Division in support of student literacy and numeracy learning. Through a deeper analysis of Division results contextualized against the high social vulnerability data for each Division school, the report also identified opportunities for the Division to focus its efforts on addressing disparities in learning outcomes and meeting the diverse learning needs of all students.

This Strategic Plan Update Report provides the Board of Trustees with an overview of the Division's intentional efforts to support literacy and numeracy learning within the context of learning disruption and emergence from the COVID-19 pandemic. The report also highlights year one of the Equity

Achievement Project, an initiative introduced in response to the achievement data profiled in the March 23, 2021 Strategic Plan Update Report.

KEY POINTS

This Strategic Plan Update Report provides the Board of Trustees with an overview of the Division's comprehensive approach in support of literacy and numeracy.

ATTACHMENTS and APPENDICES

ATTACHMENT I Strategic Plan Update: Literacy and Numeracy

NP:mh

Introduction

Strategic Plan Update Reports are one way of reporting to the Board of Trustees progress across the three priority areas of the Division's Strategic Plan. This Strategic Plan Update Report provides an overview of Division efforts in support of literacy and numeracy learning and reflects Priority 1 of the [2022-2026 Strategic Plan](#), "Build on outstanding learning opportunities for all students", Goal 2 "Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes".

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This report provides the Board of Trustees with an overview of the Division's intentional efforts to support literacy and numeracy learning within the context of learning disruption and the emergence from the COVID-19 pandemic. The report also highlights year one of the Equity Achievement Project, an initiative introduced in response to the achievement data profiled in the March 2021 [Literacy and Numeracy Strategic Plan Report](#).

Key Highlights of Growth in Literacy and Numeracy

- Division students with teachers participating in training for LLI, MYLI, and ALI¹ **demonstrated reading growth at more than twice the rate expected from students receiving regular instruction**, or an average of 7.6 months of reading growth over an average intervention period of 14 weeks, i.e., three months and two weeks (see pp. 4-5 of this report).
- Comparison between fall 2021 and fall 2022 CAT4 data demonstrates that overall **more students from across the Division were starting school in 2022 at or above average compared to where Division students were at in the fall of 2021**. (see pp. 5, 13-14 of this report).
- In the fall to fall comparison of CAT4 data for all Division students, it was noted that a greater proportion of students in the Equity Achievement Project (EAP) **experienced growth in reading, math and computation and estimation compared to the Division overall**. (see pp. 8-9 of this report).

Background

In 2021-2022, schools returned to more regular in-person learning supported by the Division's [2021-2022 Back to School Plan](#). The plan addressed key elements that would support the resumption of in-person learning, contingency planning for sudden shifts to temporary online learning due to the pandemic and protocols to support safe teaching and learning environments. Within this context, the Division continued to move forward with a comprehensive approach in support of literacy and numeracy learning.

¹ Levelled Literacy Intervention (LLI), Middle Years Literacy Intervention (MYLI), and Adapted Literacy Intervention (ALI)

In preparation for the school year, an intentional focus was placed on three areas critical to ongoing student learning and growth in the areas of literacy and numeracy. This report highlights efforts taken in support of these areas:

1. Professional learning to support high quality teaching and learning.
2. Comprehensive assessment to guide programming and intervention.
3. Equity in literacy and numeracy.

Professional Learning to Support High Quality Teaching and Learning

Curriculum and Learning Supports (CLS) and Specialized Learning Supports (SLS) offered a range of research-based literacy and numeracy professional learning (PL) supporting high quality teaching and learning opportunities. Every year, PL sessions are reviewed and refined to reflect emerging literacy and numeracy research and best practices; in 2021-2022, this included intentional focus on supporting any learning disruption students may have experienced as a result of the pandemic. This included the provision of PL specific to both in-person and online learners.

Improving student academic outcomes requires ongoing responsive, high quality teaching and leading within school communities. Thus, building teaching and leading capacity is a key element for student improvement (OECD, 2017; Parrett & Budge, 2020). Capacity building occurs across multiple levels in the Division (i.e., classroom, school, catchment and Division) and in various formats (e.g., coaching, consultation, professional learning and modeling). Regardless of its format, efforts to build staff capacity are responsive to the professional growth areas of staff and the learning needs of students. Catchment conversations confirm that many schools have embarked on literacy and numeracy PL and initiatives that fit their specific school context and to support the learning needs of their diverse student populations. To support this work CLS offered over 100 unique PL sessions or series in support of literacy and numeracy; 4,783 staff participated in these sessions. A non-exhaustive list of the professional learning opportunities supported by the Division related to literacy and numeracy is available in [Appendix A](#).

Next Steps

- Through the provision of PL and the development of resources, the Division will continue to build upon existing research-based strategies, approaches and interventions and integrate emerging new practices into Division level supports.
- Central staff will work in collaboration with school leadership to identify areas of PL that support continuous improvement in the areas of literacy and numeracy that are responsive to the diverse learning needs of students.
- The Division will continue to use data to inform programming, monitor for growth, identify the need for intervention and report student progress.
- To support easy access and a variety of adult learning preferences, PL will continue to be offered throughout the school year and in a variety of ways, for example synchronous, asynchronous, foundation series with coaching, after-school sessions and drop-in Q & As.
- Additionally, there will be continued professional learning to support teachers with the new curriculum that is being implemented in the 2022-2023 school year.

Comprehensive Assessment to Guide Programming and Intervention

Supporting every student where they are at in their individual learning is foundational to our work and each student’s success. With the challenges and disruption caused by the pandemic, this has become even more important. Every year teachers implement a variety of classroom assessments to support programming and to track student growth in the areas of literacy and numeracy. This work begins in the fall and continues at key points throughout the year, as teachers monitor for growth. These assessments support teachers and schools in differentiating instruction to best meet individual student needs, identifying students in need of additional support and tracking student growth to ensure progress. To further support this work, two significant new system-wide external assessment initiatives were introduced in the 2021-2022 school year; the Canadian Achievement Test, 4th edition (CAT4) for students in Grades 2 to 9 and provincial screeners through Alberta Education’s Provincial Literacy and Numeracy Learning Disruption Initiative. The provincial reading and math screening assessments were administered to students in Grades 1 to 3 who may be ‘at risk’.

The following is a closer look at classroom assessments, the CAT4 and the provincial assessments.

Classroom Assessments and Interventions

Teachers have a repertoire of instructional strategies, including targeted interventions, that they draw upon when responding to the needs of their students and monitoring for evidence of growth. This flexibility to adapt to the specific learning needs within a classroom by applying a range of responsive strategies, supports all students to develop the skills and abilities they need to achieve success in learning. Examples of some of the many ways teachers support literacy and numeracy learning in a whole-class, small group and individual setting are provided in Table 1.

Table 1. Examples of Strategies, Interventions and Assessment Tools used in Schools in Support of Student Learning

	Literacy	Numeracy
Strategies, Interventions and Assessment Tools	<ul style="list-style-type: none"> ● Fountas and Pinnell Benchmark Assessment System ● Guided Reading ● Heggerty (Phonological Awareness) ● HLATs ● Levelled Literacy Intervention (LLI), Middle Years Literacy Intervention (MYLI), and Adapted Literacy Intervention (ALI) for French Immersion and Bilingual programs ● Phonemic Awareness ● Science of Reading ● Targeted individual and/or small group instruction ● Writing and Reading Workshops 	<ul style="list-style-type: none"> ● First Steps in Math ● Guided Math ● Jump Math ● Leaps and Bounds ● Math games and centers ● Math Intervention Programming Instrument (MIPI) ● Math Literature/Stories ● Math manipulatives ● Math talks/Number talks ● Maximizing Math ● Targeted individual and/or small group instruction

Reading interventions are intended to accelerate growth for students who would benefit from additional support. The Division collects data centrally for Levelled Literacy Intervention (LLI), Middle Years Literacy Intervention (MYLI), and Adapted Literacy Intervention (ALI) from teachers participating in a centrally

supported cohort group intended to build capacity and monitor the effectiveness of these interventions. The centrally facilitated cohort for each of the interventions provides evidence of the impact of these interventions. However, it does not provide a complete or comprehensive picture of all students across the Division who received these supports, as the cohort data does not reflect work occurring in schools implementing these interventions and not participating in the cohort group.

Tables 2 and 3 below demonstrate the impact of three evidence-based literacy interventions implemented by the cohort schools. In 2021-2022, data was collected centrally for 342 students whose teachers participated in the centrally facilitated cohorts for LLI, MYLI and ALI. Of this group of students, 247 students, regardless of their enrolled grade level, were reading at a Grade 1 reading level when they started the intervention. Across the cohort group, students gained an average of 7.6 months of reading growth over an average period of 14 weeks (three months and two weeks). This is more than twice the growth expected from students receiving regular instruction.

Data from the student cohort was broken down to look at results for select groups of students; this analysis demonstrated that similar rates of accelerated reading growth were achieved for students who are English Language Learners, students who self-identify as First Nations, Métis or Inuit or students who meet criteria for special education codes.

Table 2. 2021-2022 Combined Results (LLI, ALI and MYLI)

Grade level of the student	Number of students	Average reading growth over an average intervention period of 14 weeks	Average number of lessons
1	59	3.1 months	22
2	106	6.9 months	41
3	78	7.6 months	40
4	24	10 months	37
5	31	10 months	34
6	19	11 months	23
7	17	15.8 months	28
8	1	6 months	40
9	4	11.8 months	27
Cohort Summary	342	7.6 months	34

Table 3. 2021-2022 Combined Results (LLI, ALI and MYLI) for select student populations

	Number of students	Average reading growth over and average period of 14 weeks	Average number of lessons
English Language Learner Students	86	8.3 months	41
Self-identified First Nations, Métis and Inuit Students	41	6.3 months	31
Students with Special Education Coding	35	7.3 months	32

CAT4

Introduced Division-wide for the 2021-2022 school year, the CAT4 supports ongoing work in literacy and numeracy, providing schools and teachers with information that can inform instruction and programming and can measure achievement growth over time. The data from CAT4 can also be used to support Division-level reporting and the work of catchments. Subtests in reading, mathematics and computation/estimation were administered in fall 2021, spring 2022 and fall 2022 for students in Grades 4 to 9. The subtests were administered to students in Grades 2 and 3 fall 2021 and spring 2022 but not fall 2022, based on feedback from teachers and the introduction of mandatory provincial literacy and numeracy screening assessments for all students in Grades 1, 2 and 3 beginning in the fall of 2022.

As this was the first year for this data set, the Division and schools continue to work with these results to determine how the data can best inform planning, programming and interventions. This involves continued professional learning that supports understanding the data and implications for assessment and classroom instruction. The CAT4 provides several different reports to support creating a fulsome picture of student growth. In this report, results are presented as the percentage of students who scored at, above, or below average compared to other same-grade students across Canada.

CAT4 Results: See [Appendix B](#) for graphs showing results for Grades 4 to 9 Division students, comparing fall 2021 results to fall 2022 results. The CAT4 results reflect that, overall, more Division students scored at or above average on the CAT4 in fall 2022 compared to fall 2021. This growth demonstrates the work of teachers to support student learning and growth in the 2021-2022 school year, mitigating the impact of the pandemic and meeting students where they are at in their learning needs.

Provincial Screeners

Alberta Education announced the Provincial Literacy and Numeracy Learning Disruption Initiative in 2021-2022, intended to provide additional targeted literacy and numeracy supports to students from Grades 1 to 3. This initiative builds on the important work school authorities across the province have been engaged in to address learning disruptions caused by the pandemic. These screening assessments help school authorities identify and begin to support those students most in need of additional programming.

During the 2021–2022 school year, Division teachers administered the Letter Name-Sound (LeNS) test for Grades 1 and 2, and the Castles and Colheart 3 (CC3) assessment for Grade 3 to support literacy programming. In addition, the Provincial Numeracy Screening Assessment was administered for Grades 1 to 3 to support numeracy programming. Not all Grades 1 to 3 students were administered the provincial literacy and numeracy screening assessments. The assessments were administered to students identified as potentially ‘at risk’. Both literacy and numeracy screeners played a fundamental role in identifying students requiring additional intervention support, and for providing a baseline understanding of student learning.

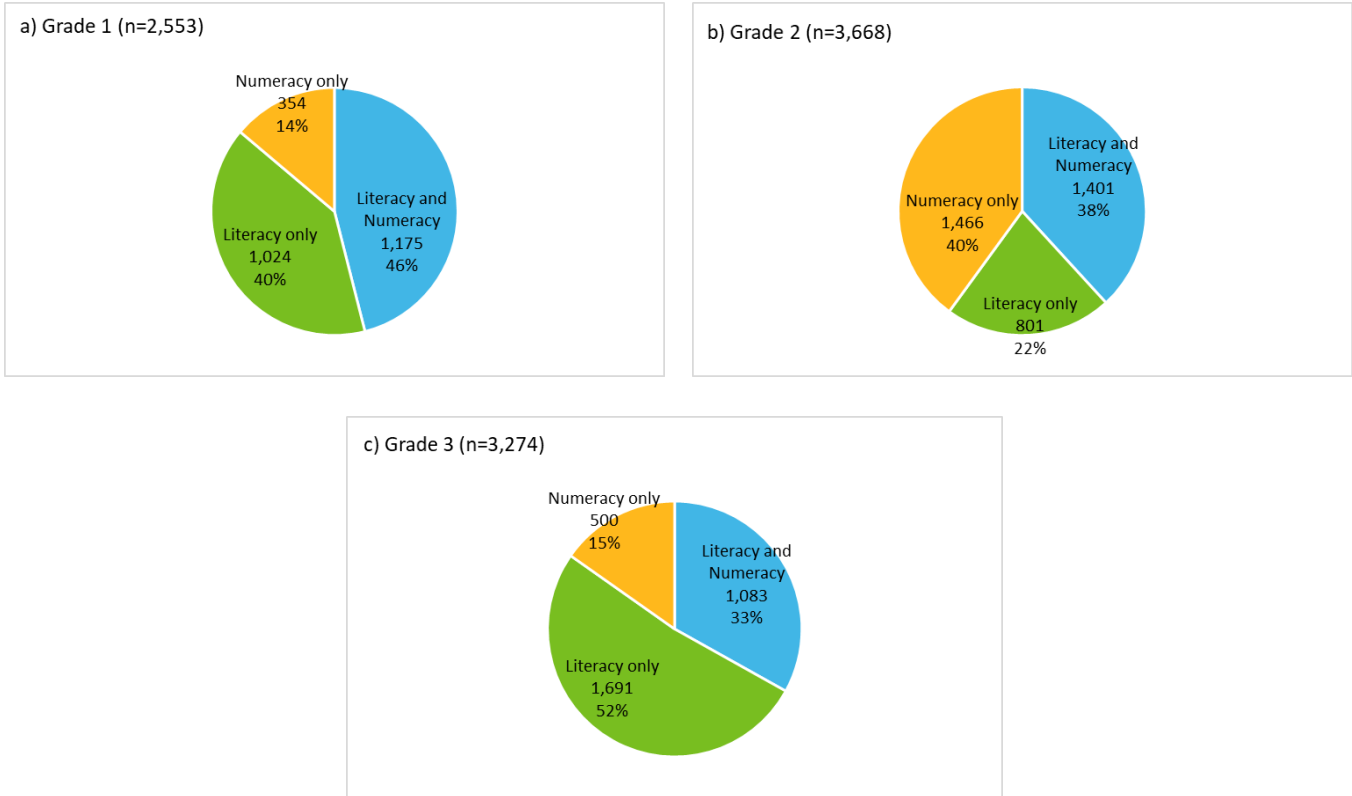
Funding was distributed to schools based on the number of students identified as qualifying for intervention. Schools then had flexibility in providing responsive literacy and numeracy interventions based on student needs, school context and funding guidelines. Table 4, replicated from the AERR, shows the total number of students who received literacy and/or numeracy intervention programming through the provincial Learning Disruption Grant.

Table 4: Number of students supported by the 2021-2022 provincial Learning Disruption Grant funding

2021-2022	Total number of enrolled students as of 2021/22 school year	Out of the students who teachers identified for assessment, the number of students who qualified for intervention	Number of individual students who received literacy intervention	Number of individual students who received numeracy intervention
Grade 1	7,592	2,553	2,199	1,529
Grade 2	8,431	3,668	2,202	2,867
Grade 3	8,272	3,274	2,774	1,583

There is also opportunity to look more closely at these numbers broken out by grade level. Graphs 1a-c illustrate the number and percentage of students at each grade level who qualified for only literacy, only numeracy or both interventions. Students in Grades 2 and 3 were respectively in Kindergarten and Grade 1 when the pandemic began.

Graphs 1a-c. Percentage of students by grade who qualified for literacy, numeracy or literacy and numeracy interventions.



CLS supported schools around the provincial screeners through the provision of a range of asynchronous teaching resources that support the planning of intervention programming. As well, multiple consultant-led PL sessions were offered on *Planning Numeracy Interventions (Gr. 1-3)* and *Division I Informal Reading Interventions*, along with accompanying Q & A drop-in sessions. A total of 182 staff attended the numeracy intervention PL and 174 staff attended the reading interventions PL. As providing high quality learning supports is not a new concept to the Division, many schools already had teachers experienced in providing interventions. The provincial initiative provided funding to enable schools to leverage the capacity of their teaching staff, have dedicated time for intervention and purchase resources to support intervention programming.

Next Steps

- Along with regular classroom assessment, the Division is continuing its work with the CAT4 and the Provincial Literacy and Numeracy screeners (LeNs, CC3 and numeracy) as additional assessment supports to inform programming and interventions for the school year ahead.
- Results will help identify where students are at in respect to particular aspects of literacy and numeracy learning and identify for teachers those students who may benefit from additional supports.
- The Division will continue to monitor student achievement in writing through the HLAT.
- Schools will also continue to use a variety of local assessments in support of student learning that are responsive to the students in their school community.
- The Division will continue to offer professional learning and resources in support of understanding these assessments and using results to inform instructional strategies.

Equity in Literacy and Numeracy

In response to the March 23, 2021, [Literacy and Numeracy Strategic Plan Report](#), the Division has continued to place intentional focus, resources and effort toward supporting equity in literacy and numeracy achievement for students with high social vulnerability. This involves the analysis of achievement data through the lens of equity to further understand potential learning gaps and opportunities for growth. To complement and further expand on the results presented through the [2021-2022 AERR](#), this report provides an overview of achievement results through the following lenses:

- Provincial Achievement Test (PAT) and Diploma exam results for students with special education coding.
- PAT and HLAT results based on Social Vulnerability Index (SVI).

In response to the data story surfaced in the March 23 report, the EAP was developed as a key Division initiative to support equity in achievement for all students, no matter their circumstances. The EAP, which is profiled later in this section, also provides the Division with another opportunity to understand the impact of a range of evidence-based instructional strategies related to literacy and numeracy and the impact of these strategies on student achievement.

Provincial Achievement Test and Diploma Exam Results

The [2021-2022 AERR](#) provided a comprehensive review of PAT results that reflect all enrolled students, including those who did not write the exam, across three cohorts: the Division, self-identified First Nations, Métis and Inuit students and English Language Learner students compared to their provincial cohorts. [Appendix C](#) provides English Language Arts and Mathematics PAT results for these same three cohorts with the addition of results for Division students with special education codes. The results in [Appendix C](#) provide achievement data for the students who wrote the exams only (versus all students who are enrolled, as is reported in the AERR based on provincial reporting requirements). Diploma results from the AERR are also reiterated in [Appendix D](#) with the addition of students with special education codes. Both Appendix C and Appendix D display the percentage of students who achieved the acceptable standard or standard of excellence for that subject.

PAT and Diploma Exam Results: When looking at the Division's provincial results, overall the impact of the pandemic is evident across all measures; however, this pattern is also consistent with Provincial results. The further analysis of provincial results surfaces the following observations:

- Self-identified First Nations, Métis and Inuit students who challenged diploma exams achieved at or close to Division results for most exam categories.

- English Language Learners achieved stronger in Grades 6 and 9 areas of assessment, than ELL students who challenged diploma exams.

Social Vulnerability Index (SVI)

Similar to the March 23, 2021, [Literacy and Numeracy Strategic Plan Report](#), PAT results along with HLAT results have also been analyzed through the SVI. The SVI is a research and evidence-based measure that takes into account three factors that research has demonstrated have a direct impact on school success: student mobility (Division data); median family income (Census data); lone parent family status (Census data).

To inform a better understanding of the impact of high social vulnerability within the Division, these three factors are applied to the demographic profile of Division students using postal codes. Based on this information, all Division schools are then ranked. This results in a listing of Division schools ranking from the most to least socially vulnerable. As this calculation is linked to student enrolment by school, this list is calculated on an annual basis. The information from the list is used to determine the allocation of provincial funding targeted to address high social vulnerability; annually this funding is provided to the Division's 60 most socially vulnerable schools. Additionally, information from the list is used to help inform decisions around other community supports and partnerships intended to support students who are at greater risk.

PAT and HLAT results through SVI lens: See [Appendix E](#) for graphs showing 2021-2022 PAT and HLAT results analysed through an SVI lens for Grades 4, 6 and 9. Highlights of the results include the following key point:

- Results demonstrate similar patterns to what was shared in the March 23, 2021, [Literacy and Numeracy Strategic Plan Report](#), confirming the importance of actions like the EAP model as a response to addressing this disparity in achievement.

Overall, the Division's results affirm the priorities and goals of the 2022-2026 Strategic Plan. Research indicates the interconnectedness between learning, a sense of belonging and well-being for students. As the Division takes intentional steps in support of the Strategic Plan priorities, we are confident we will see continuous growth and progress in student achievement, as driven by the high quality teaching and learning environment that teachers and school leaders create every day across the Division.

Key Division Initiative: The Equity Achievement Project (EAP)

A key initiative that emerged from the March 23, 2021, [Literacy and Numeracy Strategic Plan Report](#) was the EAP. The EAP was developed in response to the [Board of Trustees' motion](#) for an action plan to improve literacy and numeracy skills for the Division's most vulnerable students. Focused on programming in Grades K to 6, forty-one schools were identified to participate in the project based on provincial and Division achievement results and the school's high social vulnerability (HSV) index score². The EAP launched at the start of the 2021-2022 school year, with a goal to provide intentional support of student learning, leading to improved academic outcomes for our most vulnerable students.

After just one year, the positive impact of EAP is evidenced by teachers, principals and students from across the 41 participating schools. The [Year One Evaluation Report](#) provides a comprehensive overview of the intentional work undertaken in the development of the EAP model, the goals and expected outcomes of EAP and initial results of the project. Highlights of initial results are outlined below. This

² An internal metric created by the Division using Statistics Canada and Division data comprising median family income, lone parent status and student mobility.

feedback represents the voices of EAP staff from focus groups, Communities of Practice and surveys, teacher observations of student learning and CAT4 data.

Growth in lead teacher instructional leadership: Lead teachers are increasing their knowledge of instructional processes for literacy and numeracy while also developing their leadership capacity and coaching skills. Through survey responses, over 90 per cent of literacy and mathematics lead teachers strongly agreed or agreed that their capacity for instructional leadership has grown as a result of their role as a lead teacher.

Increased collaboration in support of learning: Collaboration is a key foundation for the EAP as teachers learn with and from each other, with the support of CLS consultants. This approach has directly supported the development of a common language and understanding through the use of shared instructional practices across schools. Principals are observing more in-school collaboration and teachers appreciate having the lead teachers supporting them to try new and different practices. Over 85 per cent of staff survey respondents perceived that the role of the lead teacher and the opportunity to be a part of the EAP had a positive impact to at least some extent on collaboration at their school.

Growth in teacher practice: Through the EAP project, staff work together through shared PL and Communities of Practice to develop their personal capacity while also building a strong sense of community and collective responsibility. This approach supports scaffolding of learning to support the key shift from learning to doing. Through survey responses, a majority of teachers reported integrating literacy instructional processes and routines from PL into their classroom practices to at least some extent (approximately 85 per cent for literacy and 79 per cent for mathematics).

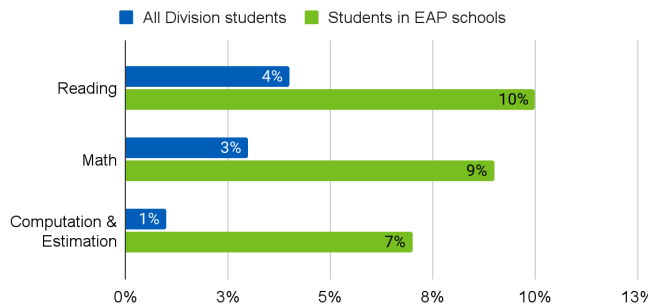
Observed changes in student learning behaviours and initial evidence of academic improvement: School staff are beginning to observe changes in student learning behaviour that include: more engagement with learning, a wider array of strategies being used and transferred to other contexts, and growing confidence and willingness to take risks and make mistakes in learning.

Preliminary results intended to measure student growth in literacy and numeracy achievement are encouraging. Graphs 2a-c illustrate the difference between the EAP cohort and the Division. These results show the percent of students scoring at or above average in fall 2022 compared to fall 2021 by grade. There is a consistent pattern demonstrating that the EAP cohort experienced greater improvement than the Division cohort when comparing results from fall 2021 to fall 2022. Examples of this growth include:

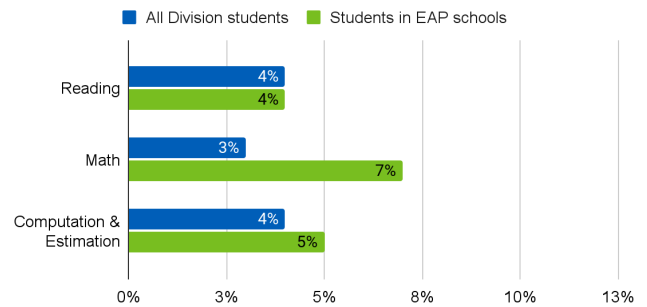
- **Grade 4 Computation and Estimation:** At EAP schools, 7 per cent more students scored at or above average in fall 2022 compared to fall 2021.
 - Division-wide, 1 per cent more students scored at or above average in fall 2022 compared to fall 2021.
- **Grade 5 Math :** At EAP schools 7 per cent more students scored at or above average in fall 2022 compared to fall 2021.
 - Division-wide, an average of 3 per cent more students scored at or above average in fall 2022 compared to fall 2021
- **Grade 6 Reading:** At EAP schools, 8 per cent more students scored at or above average in fall 2022 compared to fall 2021.
 - Division-wide, an average of 4 per cent more students scored at or above average in fall 2022 compared to fall 2021.

Graphs 2a-c. CAT4 results for Grade 4 to Grade 6 comparing changes in achieving at or above average between fall 2022 and fall 2021.

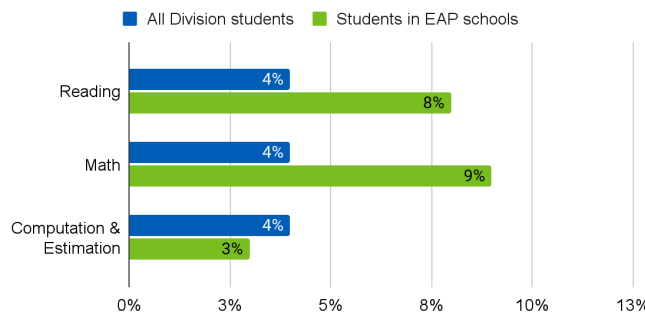
a. Difference in percent of Grade 4 students achieving at or above average in fall 2022 compared to fall 2021



b. Difference in percent of Grade 5 students achieving at or above average in fall 2022 compared to fall 2021



c. Difference in percent of Grade 6 students achieving at or above average in fall 2022 compared to fall 2021



The following quotes from EAP school communities further emphasize the positive impact this project has had across school communities in support of high quality teaching and learning. Year one has laid the foundation for ongoing growth and improvement.

*"The **shift** in our school **culture** from working in isolation to **collaboration** made a **great impact** on the implementation of high quality practice and **growth** for our children" -Principal*

*"It has helped me look at the way I teach and what I can **improve** on. I have **colleagues** that I can turn to when I have questions or concerns, and we can **collaborate** to find **solutions** and answers to **help students.**" -Teacher*

*A couple of students have reported not liking to **read** at the start of the year, but when they **found books** that they were **more interested** in, they reported being "**hooked on reading**".*
-Teacher

*Now I read **chapter books** and the chapter books helped me to stretch out words and read **good fit books**. Now I **love reading**... You guys should read books because it's **fun**. Before I hated reading." -Student*

*I have had **more conversations** with kids **ABOUT math**, or how their **reasoning** gives them answers, which is Neat!*
-Teacher

*"An extremely **powerful** initiative that has **only scratched the surface** of its potential. Our leads are essential in growing our **collective capacity** and will make **enduring contributions** to our division as they continue to develop. The model makes collaboration and intervention much more **approachable** for our team." -Principal*

Next Steps

- The Division will continue to take intentional, research-informed steps to address equity for students impacted by the challenges and complexities of HSV through the EAP.
- Year two will continue to build on the continuum of the EAP model, with work focusing on observing growth in learner behaviour and in students' self-efficacy as readers, writers and mathematicians, while continuing to strengthen and build capacity in high impact research-informed instructional practices and school leadership.
- Through central and school leaders working together, the Division is exploring how to build out the impact of the EAP model. This includes exploring how to sustain teacher capacity to deliver high quality literacy and numeracy programming, positioning principals to lead this work at the school level, exploring the role of catchments going forward and understanding what kinds of central supports will be required long term to sustain this work.
- Collectively, we will continue to explore the practices that have the greatest impact on student success and learning, document key processes, build capacity and awareness and work toward ensuring the model's sustainability.

CONCLUSION

Supporting students in their literacy and numeracy learning journey is foundational to the work of the Division and to the success of each student. With the ongoing disruption caused by the COVID-19 pandemic, this work to support each child is even more important and requires thoughtful and intentional planning and action. The Division remains steadfast in its commitment to high quality teaching and learning in both literacy and numeracy through the provision of ongoing professional learning, comprehensive assessment practices that guide programming and intervention strategies and by supporting equity for all students including those who are most vulnerable.

The Division's work in support of literacy and numeracy learning reflects the responsive, collective and adaptive efforts of central staff, catchments and schools to support teaching and learning. This work is complex, requiring efforts to understand where each student is in their learning and what practices would best support the progression of skills. With a focus on continuous improvement and student growth, the Division is committed to efforts that will enable students to experience success and develop the necessary skills in literacy and numeracy for lifelong learning.

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APPENDIX A: Examples of Division Supported Literacy and Numeracy Professional Learning

<p>Literacy</p>	<ul style="list-style-type: none"> ● Adapted Literacy Intervention (ALI) For French Immersion and Bilingual ● An Overview of the Five Pillars of Reading ● Book Clubs (Divisions 2, 3 & 4) ● Building on Assessment: From Data to Action ● Developing the Word Solving Skills of Beginning Readers ● Educational Assistants Supporting Student Literacy in Elementary ● Emergent Literacy for Students with Significant Disabilities and Complex Communication Needs ● Engaging Students in Writing Using Mentor Texts ● How to use the new Bilingual Reading Growth Assessment Tool ● Supporting Below Grade Level Readers in Content Areas - Elementary ● Supporting Below Grade Level Readers and Writers in the Classroom - Elementary Series, Junior High Series ● Supporting Below Grade Level Readers - Secondary ● Supporting English Language Learners during Formal Interventions - Elementary ● Supporting Division 2, 3 and 4 Readers with Word-level Reading Difficulties ● Supporting Students with Word Work during Formal Interventions - Elementary <ul style="list-style-type: none"> ● Using Literature to Weave First Nations, Métis and Inuit Knowledge into Your Elementary Classroom ● Weaving Foundational Knowledge Through Literary Texts
<p>Numeracy</p>	<ul style="list-style-type: none"> ● Building Number Sense through Area and Array Models (Grades 4-9) ● Building Number Sense through Number Lines (Grades 4-9) ● Building Number Sense through Ratio Tables (Grades 4-9) ● Centering on Math Manipulatives - Dice, Pattern Blocks and Tangrams (Grades K-3) ● High School Math Series: Deep Dive into Algebraic Reasoning ● High Impact Mathematical Strategies and Models for Computation (Grades 4-9) ● Loving Literature in Your Math Classroom (Grades K-3) ● Managing a Math Rich Environment (Grades K-3) ● Math Games and Puzzles for Your Online Classroom ● Math Talks

APPENDIX B: CAT4 Results

The CAT4 provides several different reports to support creating a fulsome picture of student growth. In this report, results are presented as the percentage of students who achieved at, above, or below average compared to other same-grade students across Canada, using stanine scores. Stanine scores are a score based on percentiles using a nine-unit scale from 1 to 9. Stanine scores of 1–3 are considered below average, scores of 4–6 are considered average and scores of 7–9 are considered above average, based on Canadian pre-COVID norms. The following graphs represent the fall 2021 and fall 2022 CAT4 results in reading, math, and computation and estimation broken out by grade level for all Division students in Grades 4 to 9. Comparison between fall 2021 and fall 2022 data demonstrates that overall more students from across the Division were starting school in 2022 scoring at or above average compared to how Division students were scoring in the fall of 2021.

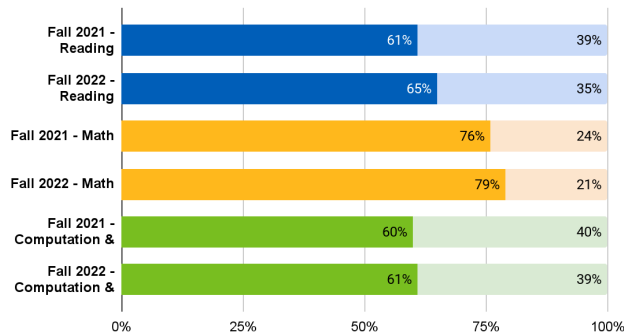
Legend

Reading	 % of students scoring at or above average (stanines 4 to 9)	 % of students scoring below average (stanines 1 to 3)
Math	 % of students scoring at or above average (stanines 4 to 9)	 % of students scoring below average (stanines 1 to 3)
Computation and Estimation	 % of students scoring at or above average (stanines 4 to 9)	 % of students scoring below average (stanines 1 to 3)

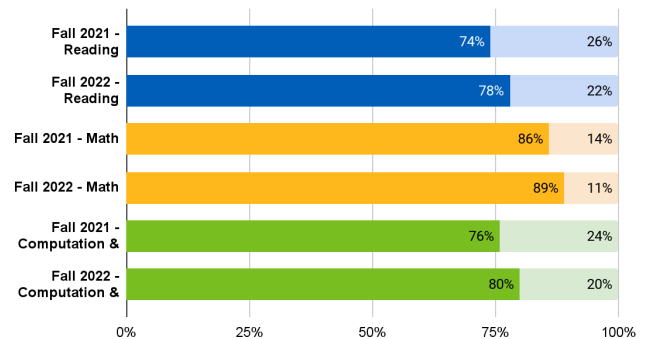
Graphs 3a-f. CAT4 results for Grade 4 to Grade 9 by stanines comparing fall 2021 to fall 2022

CAT4 Results for the Division

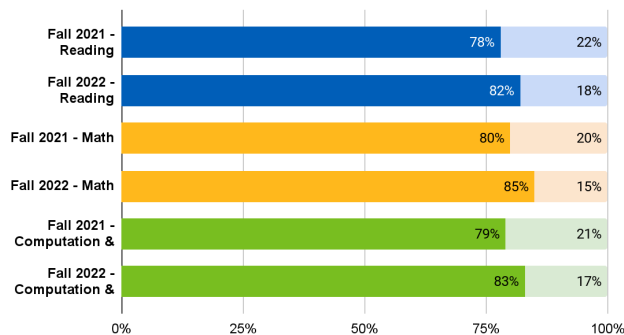
a) All Division Students - Grade 4



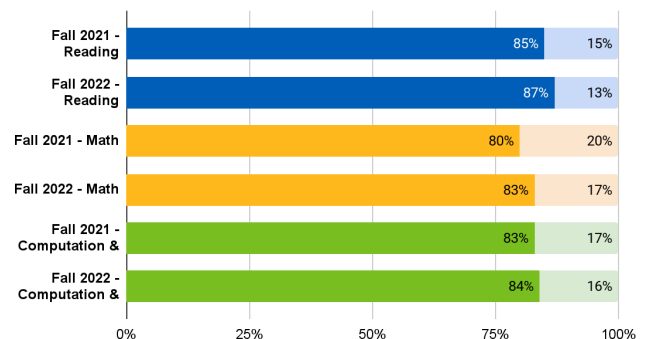
b) All Division Students - Grade 5



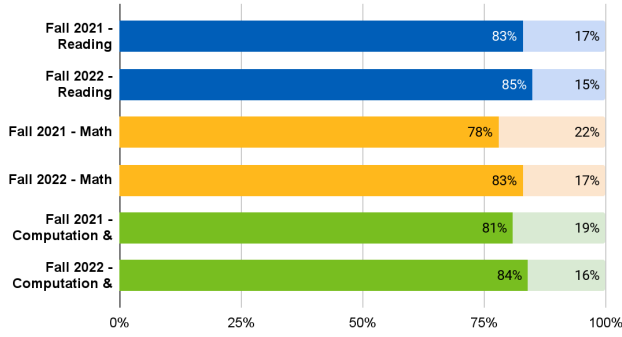
c) All Division Students - Grade 6



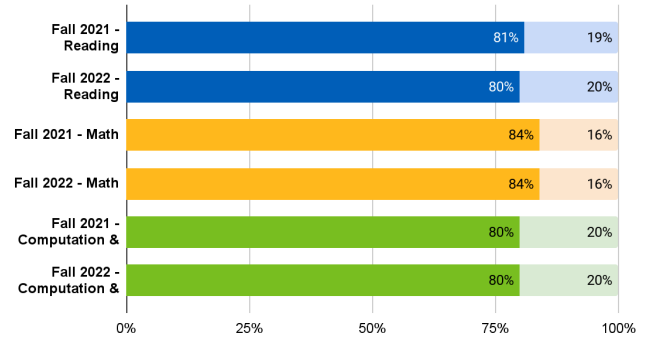
d) All Division Students - Grade 7



e) All Division Students - Grade 8

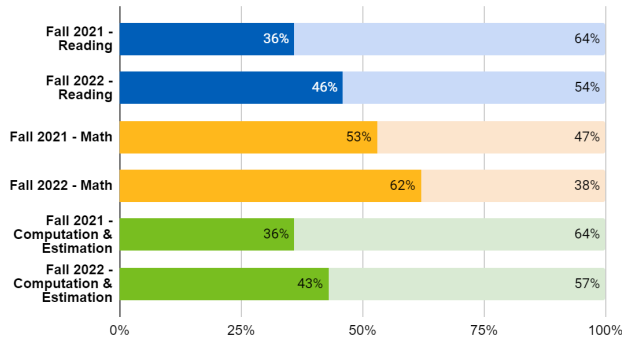


f) All Division Students - Grade 9

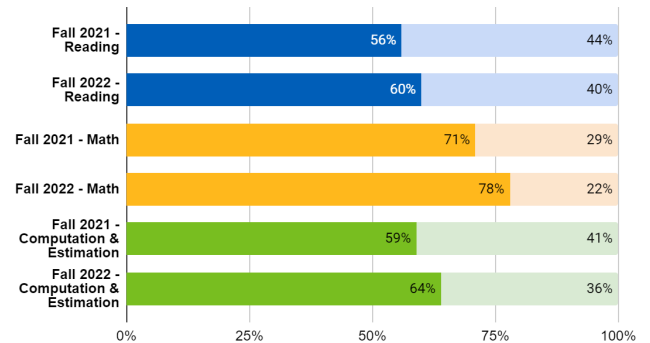


CAT4 EAP Schools (Grades 4 to 6 only)

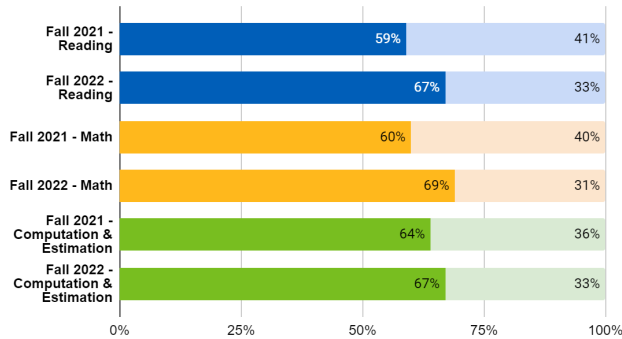
g) EAP Schools - Grade 4



h) EAP Schools - Grade 5

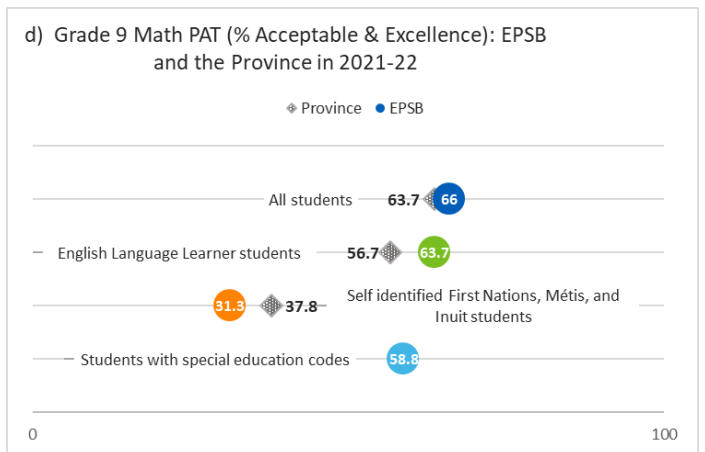
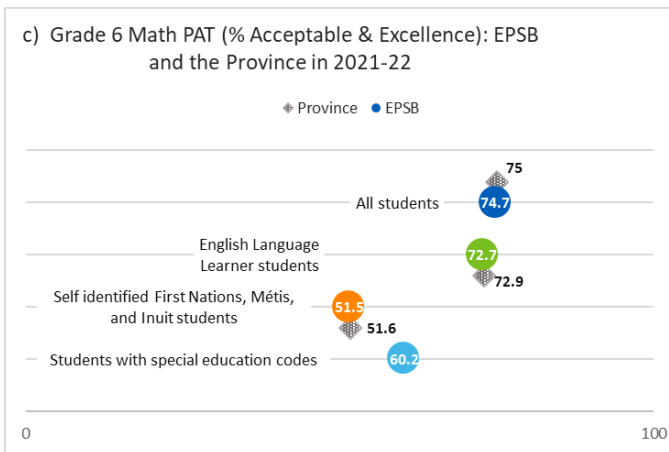
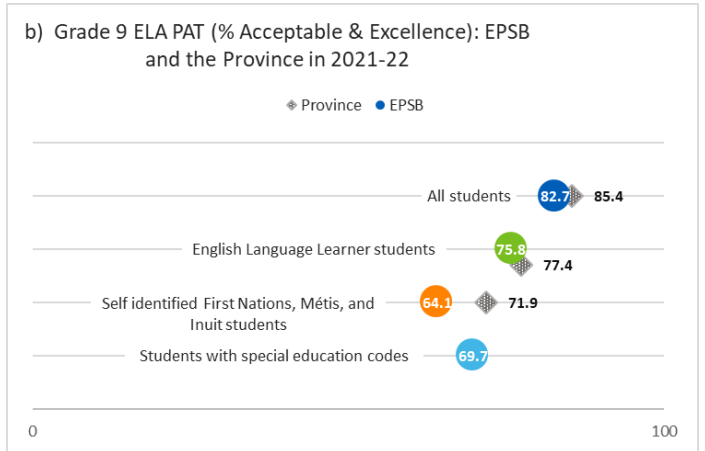
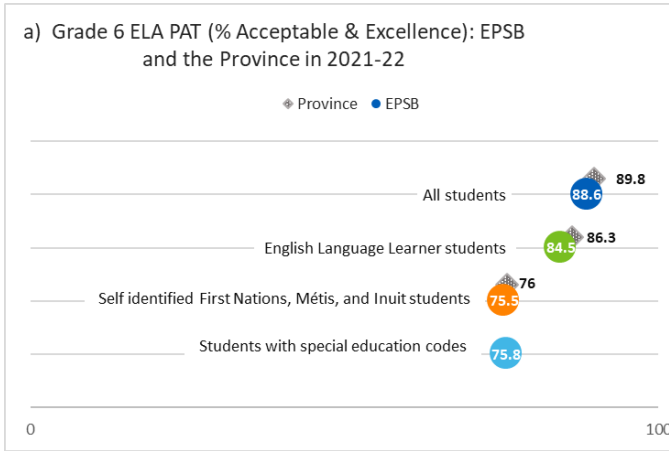


i) EAP Schools - Grade 6



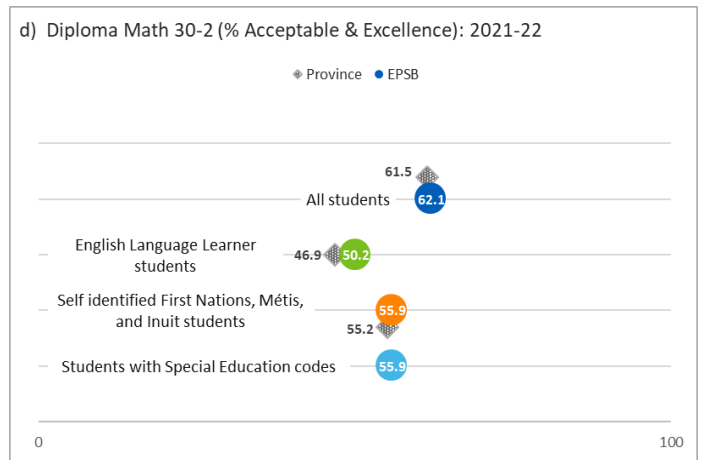
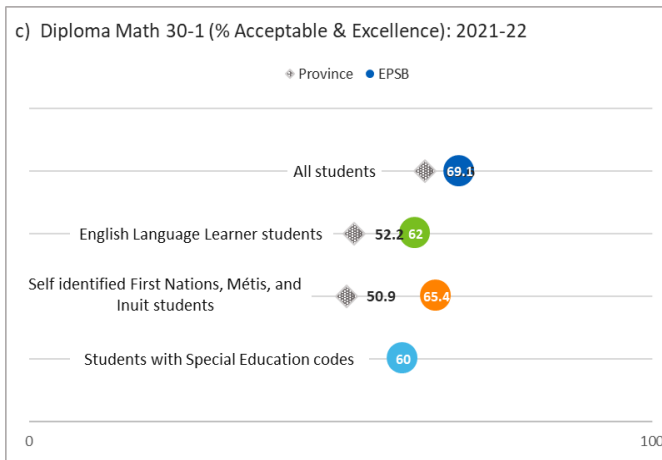
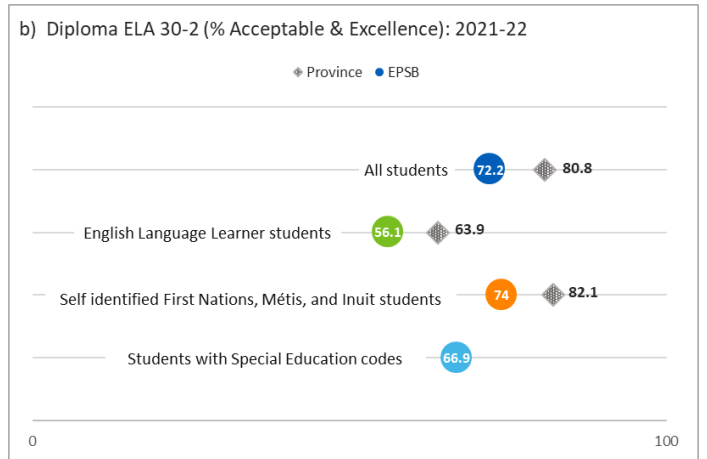
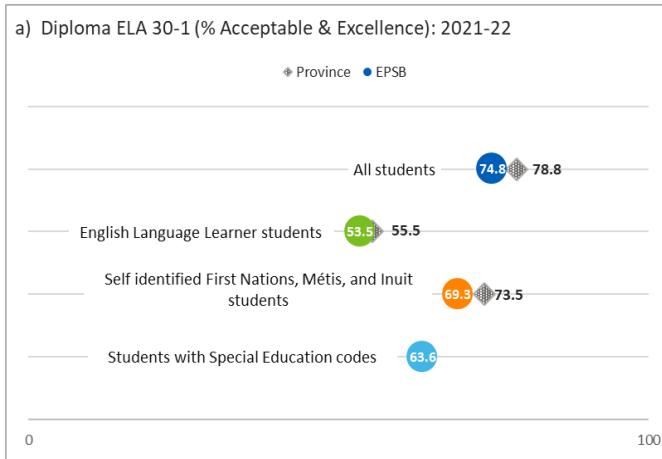
APPENDIX C: Provincial Achievement Test Results

Graphs 4a-d. Grades 6 and 9 Cohort English Language Arts (ELA) and Math PATs vs provincial achievement.



APPENDIX D: Diploma Results

Graphs 5a-d. Cohort English Language Arts (ELA) and Math Diploma 30-1 and 30-2 vs provincial achievement.

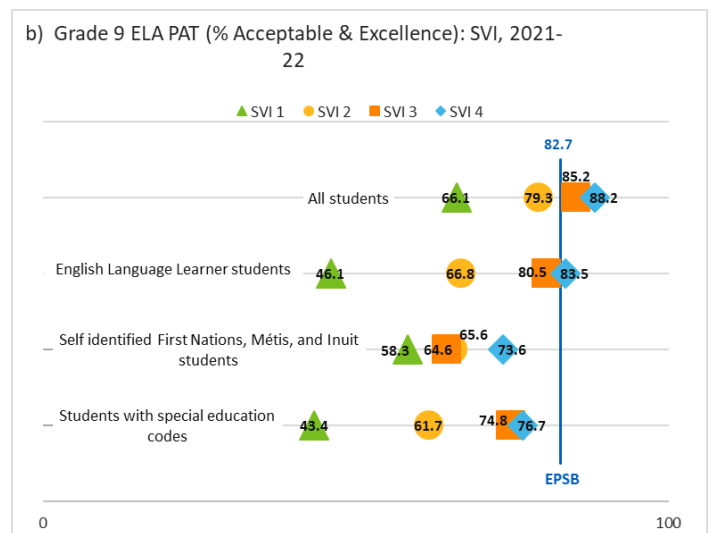
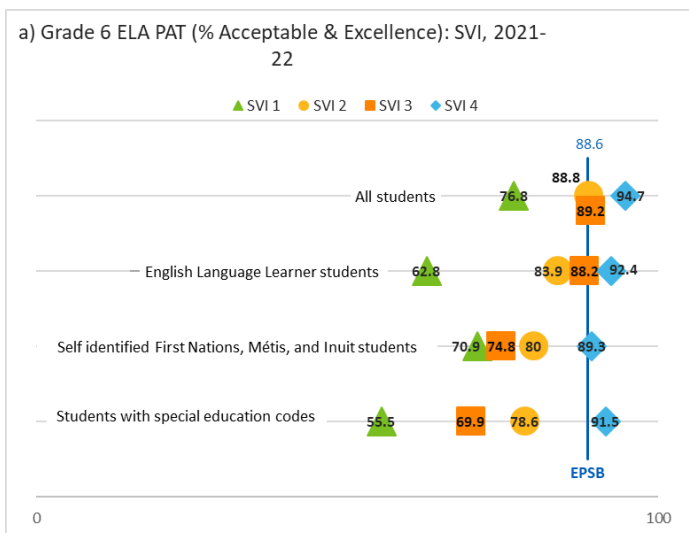


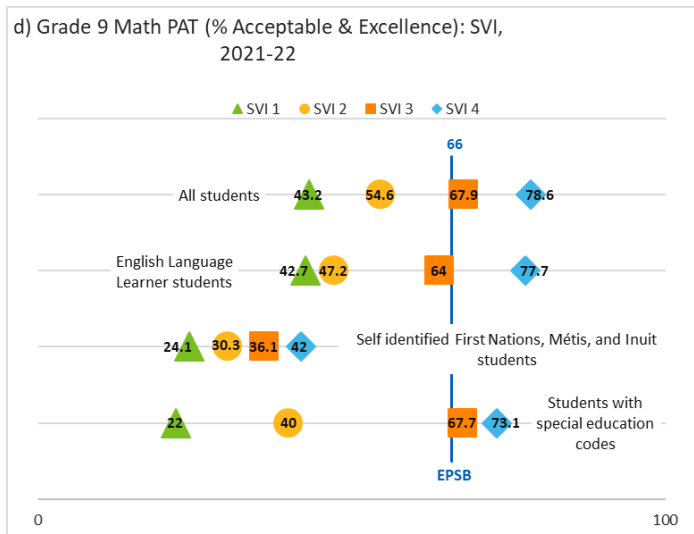
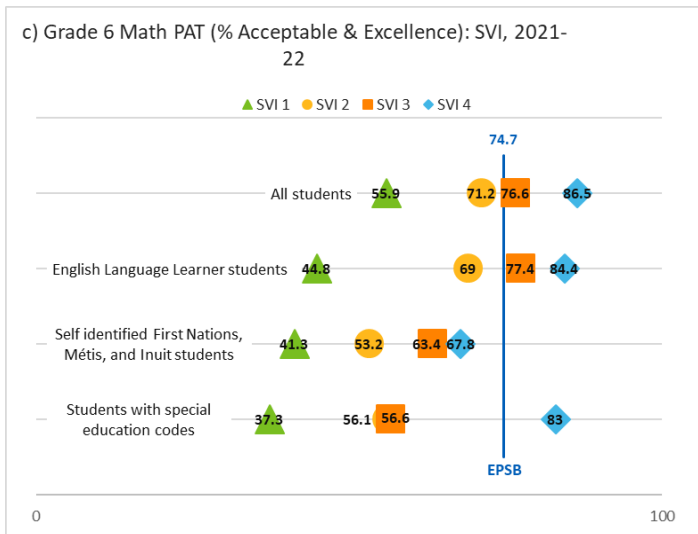
APPENDIX E: PAT and HLAT Results by Social Vulnerability Index Group

The following analyses use the SVI rankings from the 2021-2022 school year. To frame the analysis, the Division schools were divided into four school groupings:

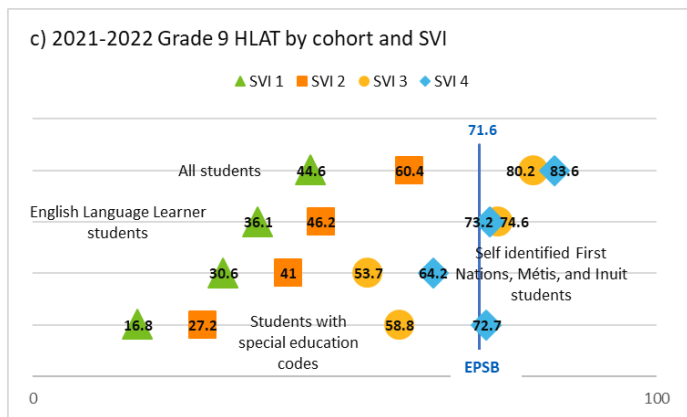
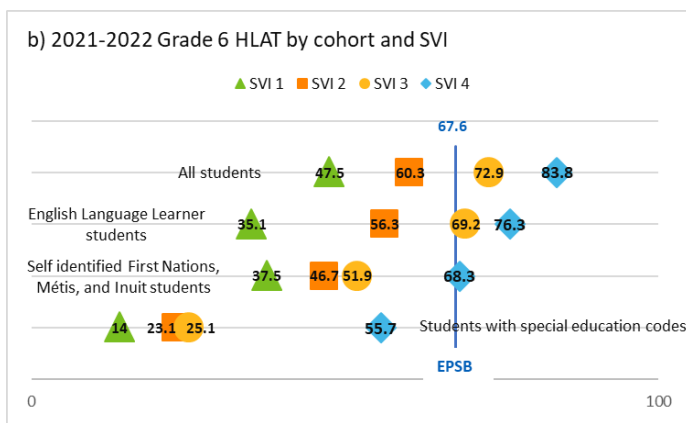
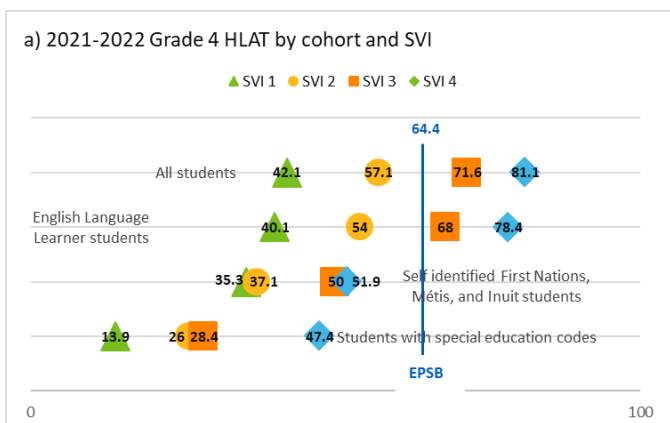
- SVI 1 includes the top 60 schools on the 2021-2022 HSV List (i.e. the most vulnerable) (green diamond).
- SVI 2 makes up one third of the remaining Division schools based on the 2021-2022 list (yellow circle).
- SVI 3 makes up the next third of remaining Division schools based on the 2021-2022 list (orange square).
- SVI 4 makes up the final third of remaining Division schools based on the 2021-2022 list (this final group represents the Division’s least socially vulnerable students) (light blue diamond).
- The Division’s overall achievement is also included as a dark blue vertical line to provide further context.

Graphs 6 a-d. Grades 6 and 9 Cohort English Language Arts (ELA) and Math PATs by SVI (SVI 1-most vulnerable)





Graphs 7a-c. Grades 4, 6 and 9 HLAT by SVI (SVI 1-most vulnerable)



DATE: April 4, 2023

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Response to Request for Information #013
Information on Pilot Projects Underway or Recently Completed

ORIGINATOR: Todd Burnstad, Chief Financial Officer

**RESOURCE
STAFF:** Andrea Cooper, Ann Parker, Nancy Petersen

ISSUE

At the February 7, 2022, Board Meeting, Trustee Kusiek noted that the Division has a number of pilot projects underway or that have been recently completed. The following information has been requested: Provide further information on pilots that the Division advises would be ideal to continue, but that ongoing funding is a barrier to doing so and include the following:

1. Information on both projects initiated by the Division and those funded directly by the Province
 - a. the name of the pilot project
 - b. brief description
 - c. sources of initial funding and duration
 - d. approximate number of students served by this pilot
 - e. approximate annual dollar value to move the pilot to a standard program of support within Edmonton Public Schools.

BACKGROUND

The below pilot projects were funded by accessing the Division's accumulated operating surplus.

1. Online resource development (\$2M, 2021-2022)

Beginning in March 2020, in response to the COVID-19 pandemic and direction from the Province to suspend in-person learning, the Division transitioned to an online delivery model for teaching and learning. Throughout 2020-2021, the Division created online instructional videos, and accompanying plans and resources for subjects across various grade levels.

2. Anti-Racism & Equity Action Plan (\$1M, 2021-2022 & \$500K, 2022-2023)

This initiative, to support the collection of extended student demographic data, is a necessary step in working to dismantle systemic racism and racial discrimination in Edmonton Public Schools. This work included:

- the hiring of a psychometrician to support the development of a model to collect extended student demographics
- professional learning around anti-racism and equity
- hosting stakeholder engagement sessions
- contracting external expertise to support specific areas or initiatives of the Division's Anti-Racism and Equity Action Plan.

3. **September Actual Enrolment vs Projected Enrolment relief (\$5M, 2021-2022 & \$5M, 2022-2023)**
 With the implementation of the new funding framework and the weighted moving average, funding is provided to school Divisions based on historical enrolment as well as projected enrolment for the upcoming school year. To match this methodology, school budgets are completed in April with allocations being calculated using the individual school's projected enrolment. Surplus funds are required to support schools in the fall where there is a gap between their projected enrolment and the actual number and composition of students.
4. **Equity Achievement Project (\$6.5M, 2021-2022 & \$2M, 2022-2023)**
 This initiative focuses on an evidence-and research-based approach to supporting academic growth and achievement in schools serving our most socially vulnerable communities. The pilot is focused around early intervention, high quality literacy and numeracy instruction, social-emotional well-being, school nutrition and critical enrichment programming.
5. **Menstrual Products Initiative (\$2.5M (\$1M Infrastructure requirements, \$1.5M product), 2021-2022)**
 The Division recognizes that menstrual products are a basic need and is providing these essential products in our washrooms free of charge. In order to accommodate this, an initial investment was required to outfit each washroom with a dispensing mechanism. For the first year of this initiative, the cost of providing the products was covered through access to surplus funds. Following the first year, the cost of these products was covered through the individual school budgets. The Division continues to look for opportunities like partnerships or bulk purchase orders that may reduce the total cost of this initiative in order to maximize the amount of education dollars that can be directed towards instruction.
6. **Solar Strategy (\$3M Capital Reserve - Net of Gov't matching, 2021-2022)**
 Funding for this project was net drawdown of capital reserve funds which was matched by an equal contribution from the government towards installation of solar panels. The maximum amount of the grant matching was approximately \$3 million.
7. **New School Startup Costs (\$1M, 2022-2023)**
 Although the 2022-2023 funding manual references a new school start-up grant, neither Dr. Anne Anderson nor Joey Moss school qualified for this funding. However, both schools required an allocation to help with start-up costs, such as furniture, equipment, textbooks, etc.
8. **Growth Accommodation / Purchase of Portables (\$5.8M Capital Reserve, 2021-2022, \$4.9M Capital Reserve, 2022-2023)**
 Due to the timing and nature of construction, site work and invoicing timelines resulted in a need to carry forward approved funds into the current year. Furthermore, during the COVID-19 pandemic, there have been significant delays in portable construction.

While some relief in K-9 schools will be provided through portables, work will still likely be required in schools to accommodate growth. Work in high school spaces will also be required over the next several years to accommodate student enrolment growth. At this time, the Division is also uncertain of the number of portables the Province will approve for 2022-2023 and future years.

The following pilot projects were funded within the Division's operating budget through the use of education funding where the Division has the discretion on how the funding could be used.

9. **Mental Health (\$460K)**
 - a. **Child, Adolescent and Family Mental Health (CASA) Mental Health Classroom**
 The Division and CASA are working collaboratively to launch a mental health classroom at J.A. Fife School with an anticipated opening date of September, 2023. CASA will be providing mental health and cross-disciplinary supports and the Division has committed to providing the teacher

and a full-time educational assistant. The CASA classroom will operate on a two semester system serving up to 24 Grade 4 to Grade 6 students throughout the school year.

The Division unit costs associated with the provision of a full-time teacher and a full-time educational assistant for J.A. Fife School is \$159,847 annually. It is anticipated that this will be a multi-year collaborative initiative with the possibility of expansion to other schools based on resources available through CASA and the Division.

b. Division Mental Health Classroom - Aldergrove School

The Division has opened a mental health classroom at Aldergrove School beginning in the 2022-2023 school year. Current resources through Hospital School Campuses and Specialized Learning Supports are providing mental health and cross-disciplinary supports for students enrolled in the class. The Aldergrove mental health classroom operates on a tri-semester system with a 12-week student rotation. This classroom will serve up to 30 Grade 4 to Grade 6 students throughout the school year.

For the 2023-2024 school year, the teacher and educational assistant assigned to the mental health classroom at Aldergrove School will be hired through Hospital School Campuses. The Division unit costs associated with the provision of a full-time teacher and a full-time educational assistant is \$159,847 annually. It is anticipated that this will be a multi-year initiative with the possibility of expansion to other schools based on availability of resources.

c. Hospital School Campuses Mental Health Team

As part of the Division's Coordinated Approach to Mental Health, effective for the 2022-2023 school year, a Mental Health Team administered through Hospital School Campuses has been created. This cross-disciplinary team streamlines and utilizes existing resources available through Hospital School Campuses and Specialized Learning Supports to respond to school requests for mental health supports and services for students and families. A new assistant principal position was created during the 2022-2023 school year dedicated to supporting the administration of the Mental Health Team. An ongoing allocation of \$141,062 to Hospital School Campuses is required to ensure the continuation of the administrative support necessary for the operation and coordination of this team. This initiative is currently funded through the Division's budget. To date, the Mental Health Team has responded to approximately 400 requests for service and/or supports from schools.

10. First Nations Métis and Inuit High School Completion Coaches (\$1M)

For the 2022-2023 school year, the First Nations Métis and Inuit High School Completion Coach initiative is offered at three Division high schools: Eastglen, Jasper Place and Queen Elizabeth. The high school completion coaches work with and support 577 self-identified students across the three schools.

This initiative is coordinated through Curriculum and Learning Supports (CLS) and funded through the Division's budget, specifically the First Nations Métis, and Inuit Grant funding. All staffing, supplies, equipment and resource costs for this initiative are funded through the allocation provided to CLS. The CLS allocation receives funds to cover the costs associated with the current model through two mechanisms:

- The school's First Nations, Métis and Inuit allocation is redirected to CLS to support the unit costs of the high school completion coaches assigned to the school
- The First Nations Métis, and Inuit budget allocation provided to CLS

The costs of the current First Nations, Métis and Inuit High School Completion Coach model are provided in the table below:

Location	Position	FTE	Cost	School FNMI Allocation Redirected to CLS	Funds from CLS FNMI budget allocation
CLS	Supervisor	1.0	\$ 150,026	\$ -	
Eastglen	Cultural Liaison	0.20	\$ 15,546	\$ -	
Jasper Place	Cultural Liaison	0.20	\$ 15,546	\$ -	
Queen Elizabeth	Cultural Liaison	0.20	\$ 15,546	\$ -	
Eastglen	High School Completion Coach	2.00	\$ 192,802	\$ 198,829	
Jasper Place	High School Completion Coach	4.00	\$ 385,604	\$ 310,814	
Queen Elizabeth	High School Completion Coach	3.00	\$ 289,203	\$ 137,124	
Total		9.60	\$ 1,064,274	\$ 646,767	\$417,507

It is anticipated this will be a multi-year initiative with the possibility of expansion to other Division schools.

11. **Virtual School (\$1M for the next two years)**

Virtual School is a new initiative of the Bennett-Argyll-Metro (BAM) Centres. It is a re-imagined model for public education within the Edmonton Public School Division that will provide student-centered, blended, hybrid (asynchronous/synchronous) learning to students across the Division. There is potential to offer this programming to students across Alberta. This blended or hybrid approach will deliver virtual learning and local in-person opportunities for those who would like access to enriched experiences.

Virtual School rethinks the purpose of school, acknowledging that current traditional conceptions of schools and online learning are hindered by a largely Eurocentric worldview, privileging certain students over others. In order to address issues of systemic racism and the unnecessary marginalization of groups of students within our learning communities, Virtual School will center curriculum and pedagogies around Indigenous, holistic, digital, and place based practices. Indigenous teaching and learning practices will go beyond the stand-alone, one-off cultural experiences that are often presented as solutions to the calls to action from the Truth and Reconciliation Commission. This project anticipates intergenerational teachings and learning for students, teachers, school administrators, and interested community partners. The Virtual School project builds on BAM's successful legacy of providing online and home education services for students across Alberta and delivering new iterative approaches to teaching and learning. It responds to growing interest in online schooling and addresses challenges students might

experience in the existing traditional public education system (anxiety, mental health, poverty, transiency, cultural responsiveness of curricula and pedagogy). Additionally, space in Division high schools is nearing capacity.

The Virtual School project, built by educators, allows us to create a responsive system to the evolving needs of students that also addresses the many barriers to access to virtual learning that exist in current models.

- Virtual school focuses on the specific tasks, skills, and knowledge outcomes of the various division 3 and 4 subjects rather than the siloed courses themselves. This way, students are empowered to design projects based on their interests, while also discovering and building new interests and passions.

Partial grant funding of \$12,000 was received from Alberta Social Innovation: Community Catalyst Fund from March 2020 to October 2020. This allowed the creation of a Virtual School roadmapping report to explore our partnership and prototype with Animikii as lead community partner on the Virtual School Project.

Approximately 200 students will be served by this pilot in year one, with growth planned for following years.

12. Reaching Out for Junior High (\$0.5M)

Reaching Out is an alternative outreach/inreach education program with the goal of trying to remove barriers that impede students from experiencing positive school success. Reaching Out is a hybrid learning program that combines online learning with in-person learning aimed to create an accessible experience for students. Through the partnership of Argyll Centre and EPSB schools, Reaching Out supports students who, for various reasons, have stopped attending or are inconsistently attending school. A teacher from Argyll Centre works within various junior high schools to provide individualized-small group support to students. Students work in a hybrid model where they complete asynchronous lessons and assignments but have in-person support from a teacher a few times a week. The teacher works closely with the students and their families to rebuild their accessibility and relationship to their school and their learning. The instructional focus is on relationship building, celebrating success and providing students with multiple opportunities to succeed. Students are enrolled into the program by the administration at their sites and the administration at Argyll Centre. The program is scheduled, coordinated and supported by administration at Argyll Centre.

- 2019-2020 - four schools, 1.0 FTE
- 2020-2021 - no program offering during this year (COVID-19)
- 2021-2022 - eight junior high schools, 2.0 FTE
- 2022-2023 - 22 junior high schools across the division, 4.0 FTE
 - Started the year with FTE 2.0 (two teachers)
 - These two teachers started the year by going to one of the sites we work with to spend September in those buildings to form connections with students and staff
 - Schools chosen through social vulnerability data

Funding for Reaching Out has been at no cost to the partner schools. Argyll Centre provides concurrent programming to Jr High students across the division.

Number of students served by this pilot:

- 2019-2020 - 38 students through four junior high schools
- 2020-2021 - not offered due to COVID Safety Plan

- 2021-2022 - 90 students through eight junior high schools
- 2022-2023 - 150 students (as of March 13) through 22 junior high schools. It is estimated this will continue to increase.

13. All in for Youth

All in for Youth is a community partnership that provides wrap-around supports in eight of Edmonton's most socially vulnerable schools, with the goal of removing barriers that impact school and life well-being and success. The partnership was initiated in 2016 and includes school nutrition, mentoring, success coach, mental health, Roots and Wings and after school programming supports for students and their families. The majority of these supports are co-located within the school community, with agency and school staff taking a shared responsibility for the well-being and success of students. The All in for Youth approach is grounded in evidence-based practices and uses a strength-based approach in working alongside students and their families.

The model is supported by a group of community partners, with both the Division and Edmonton Catholic Schools participating as well. The community partners include the following service providers and funders: Boys and Girls, Big Brothers Big Sisters Edmonton Area, The Family Centre, E4C, The Edmonton Community Foundation, The City of Edmonton, The United Way, Reach Edmonton and the Community University Partnership.

In the absence of a predictable, sustainable funding source, the model's viability has been maintained year to year through the contributions of the All in for Youth partners, grants and various community donors. The Division provides \$182,000 annually towards the initiative, as well as in-kind leadership support for stewardship and evaluation. Since 2016, the Division has, on multiple occasions, provided bridge funding when annual fund raising targets were not met and service to students and families was at risk of being reduced mid-school year. The annual All in for Youth operating budget for the eight schools sits around \$3.5 million dollars.

All in for Youth is currently in place in the following Division schools and St. Alphonsus of Edmonton Catholic Schools:

- Abbott
- Delton
- Eastglen
- Ivor Dent
- John A. McDougall
- Norwood
- Spruce Avenue

The long-term goal of All in for Youth is to achieve a predictable, sustainable funding source that would support ongoing programming in the current group of eight schools and would enable the model to be expanded into more high socially complex schools within the Edmonton area.

TB/ja

DATE: April 4, 2023

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Bereavements

ORIGINATOR: Angela Anderson, Chief Human Resources Officer

RESOURCE STAFF: Cindy Maksymuik

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

Mrs. Karen Bellous passed away on March 10, 2023, at the age of 47 years. Karen started with the Division in August 1999. She spent her 22-year career as a teacher at Elmwood, Garneau/Queen Alexandra schools; Assistant Principal at Edmonton Christian Northeast School; Principal at Youngstown School. Mrs. Bellous was on a leave of absence prior to her passing. She is survived by her husband Dave; son Lucas; daughter Amelie; parents, Dale and Marlene; brother Keith; sister Shauna; as well as numerous other family and friends.

A celebration of life was held on Sunday, March 19, 2023 at Connelly-McKinley Funeral Home.

AA:cm

DATE: April 4, 2023

TO: The Board of Trustees

FROM: Advocacy Committee – Trustees Nelson (Chair), Kusiek and Ip

SUBJECT: Advocacy Committee Update

ORIGINATOR: Trustee Marsha Nelson, Advocacy Committee Chair

RESOURCE STAFF: Karen Mills

ISSUE

The Advocacy Committee wishes to provide the Board of Trustees with an update on the pre-election advocacy work completed by the committee.

BACKGROUND

The Advocacy Committee work plan identified three key areas of advocacy to be pursued this year. They included mental health, space needs and funding.

The Advocacy Committee committed to developing key messages, along with other communication materials as needed, including the materials developed by the previous Advocacy committee, for each area of focus and identifying target audiences and desired outcomes for all advocacy efforts. One item of focus was the development of “Questions to Ask Candidates”, along with messaging about what Edmonton Public Schools needs and advocacy efforts already made by the Board.

CURRENT SITUATION

The Advocacy Committee has created four one-page documents to be distributed to the general community both in hardcopy and electronic versions. The goal is to get the community to make Education an election issue for all parties. The pages provide key questions for the public to ask, backed by facts for context. The public can then make informed decisions on election day based on the responses they get from candidates.

KEY POINTS

- Trustees are encouraged to share advocacy materials with their School Councils.
- Trustees are encouraged to share the messages through their newsletters and social media accounts.
- Trustees are encouraged to share the pages with community partners who can help their communities be more involved in the election.
- Trustees will be given hard copies to distribute as they see fit.

ATTACHMENTS

ATTACHMENT I Candidate Questions - Public Education
ATTACHMENT II Candidate Questions - Mental Health
ATTACHMENT III Candidate Questions - Infrastructure
ATTACHMENT IV Candidate Questions - Funding

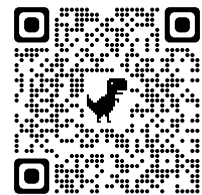
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IMAGINE WHAT'S POSSIBLE:
Public dollars going to public schools
that welcome and support all students



With adequate government funding for public education,
it's possible

Help Edmonton Public Schools Trustees make
EDUCATION
an election issue for all parties



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PUBLIC EDUCATION MATTERS

What should I ask candidates?

QUESTION

1. What does “choice in education” mean to your party? Does “choice” to you mean choice within the public system; or choice of public, private, or charter schools?

FAST FACTS

- Investing in public education is **investing in choice for ALL students.**
 - Public dollars belong in public education.
 - With more than 25 alternative programs to choose from and hundreds of options within regular programs, Edmonton Public Schools students have access to academic programs, arts and language programs, sports alternative and faith-based programs.
 - Public schools provide no- or low-cost access to all programs.
- Investing in public education is **investing in community.**
 - Public schools welcome all students, regardless of a student’s background, abilities or economic status.
- Investing in public education is **investing in our future.**
 - Edmonton Public students do more than achieve great academic results. They also learn citizenship and the importance of hearing and learning from diverse voices.
- Investing in public schools is **investing in accountability.**
 - Publicly elected trustees govern public schools.
 - We publicly report our budgets and achievement results.
 - We engage with students, staff, families and community members on decisions that affect them.



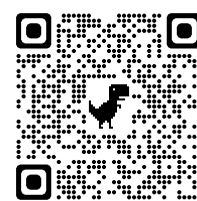
EDMONTON PUBLIC SCHOOLS



IMAGINE WHAT'S POSSIBLE:
Adequate supports for all students
where and when they need them

With adequate government funding for public education,
it's possible

Help Edmonton Public Schools Trustees make
EDUCATION
an election issue for all parties



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MENTAL HEALTH IN SCHOOLS

What should I ask candidates?

QUESTIONS

1. One in four youth will be affected by mental illness.¹ What is your party's plan to provide adequate, sustainable supports for kids in public schools?
2. Will your party commit to using healthcare dollars for mental health so schools don't have to use education dollars that should go to classrooms?
3. What is your party's plan to provide a coordinated approach between all ministries that support the mental health of students (e.g. Health, Education, Children's Services)?

FAST FACTS

- Mental illness or poor mental health can significantly impact a student's ability to learn and thrive in school. 38% of Division students told us they were not doing well.²
- Asking teachers and school staff to provide mental health care adds to the already heavy demands in classrooms. Educators are not mental health professionals. Access to dedicated mental health professionals in schools would provide more effective care for students and allow teachers to focus on education.
- The government's Child and Youth Well-Being Panel looked into how the pandemic has affected young people. Eight of the 10 recommendations call for increasing access to supports for young people and strengthening ways schools can respond. It's time to put these recommendations into action and see greater mental health support delivered right in our schools.

¹ Mental Health Foundation (mentalhealthfoundation.ca), accessed March 16, 2023

² 2021-22 Division Feedback Survey

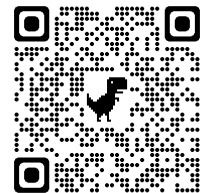


IMAGINE WHAT'S POSSIBLE:
School construction that keeps pace
with growing student enrolment



With adequate government funding for public education,
it's possible

Help Edmonton Public Schools Trustees make
EDUCATION
an election issue for all parties



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PUBLIC SCHOOL INFRASTRUCTURE

What should I ask candidates?

QUESTION

1. How will you address the space shortage at Edmonton Public Schools?
2. Over 70% of Edmonton Public's schools are 50 years old or older. How will your party provide adequate funds for the maintenance or replacement of these buildings?

FAST FACTS

- We are one of the fastest growing school divisions in Alberta. We welcomed almost 4500 students this school year, and are expecting about the same for the 2023-24 school year. That's enough students to fill **12 elementary schools** or **4 high schools** each year!
- The Province funds new school construction, decides when and where schools are built and controls how much money we get to repair our older buildings.
- In the 2021 and 2022 provincial budgets, EPSB did not get funding for any new schools and we're feeling the impacts.
- In Budget 2023, we received funding for one K-9 school. That will provide 950 seats. However, it takes 3 to 5 years to build a new school.
- Because funding for school space has not kept up with our growth, the Division has:
 - added as many modular classrooms as possible
 - had to introduce a lottery in 7 schools because they can't fit all the children in the neighbourhood
- 70% of our schools are more than 50 years old. It would cost about \$900 million to modernize all of our buildings.

See the Division's Capital and Facilities Plans at <https://epsb.ca/ourdistrict/results/capitalplanning/>



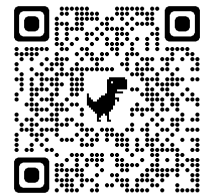
EDMONTON PUBLIC SCHOOLS

IMAGINE WHAT'S POSSIBLE:
Every public school student gets what they need to thrive



**With adequate government funding for public education,
it's possible**

Help Edmonton Public Schools Trustees make
EDUCATION
an election issue for all parties



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PUBLIC SCHOOL FUNDING

What should I ask candidates?

QUESTIONS

1. Edmonton Public Schools is facing rapidly growing enrolment. How will your party ensure every student gets what they need to thrive?
2. What is your party's plan to ensure children who need additional support get the resources they need?

FAST FACTS

- Until recently, the total Education budget was frozen.
- The current funding formula doesn't keep pace with a growing school division and we are not funded for the actual number of students we have in our schools. We are not adequately funded to support students who require specialized supports.
- In eight years (2012-2020), Alberta went from having the third highest per student spending (inflation adjusted) in the country to ranking last.¹
- 77% of Division funds go to support students in the classroom. The remainder covers building operations and maintenance, fixed costs like utilities, insurance and software licenses as well as administrative costs required for Division operations.

¹ Fraser Institute, [Education Spending in Public Schools in Canada 2022](#)

