



AGENDA

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

CFE McCauley Chambers
Tuesday, May 14, 2024
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 Minutes – April 16, 2024
 - 2. DRAFT – Special Board Minutes – April 30, 2024
- G. Comments from the Public and Staff Group Representatives on Items on the Meeting Agenda
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 12 p.m. on Monday, May 13, 2024, to speak under this item.)
- H. Reports
 - 3. Report #08 of the Caucus Committee
(From the meeting held on March 5, 2024)
(Information)
 - 4. Report #11 of the Caucus Committee
(From the meeting held on April 9, 2024)
(Information)
 - 5. Centre for Education Capital Plan
(Recommendation)
 - 6. Student Transportation Fees 2024-2025
(Recommendation)
 - 7. 2024-2025 Non-Resident and Special Needs Sponsorship Fees and 2025-2026 International Student Fees
(Recommendation)
 - 8. Gaps in Funding: Enrolment/Inflation
(RFI Response)
 - 9. Board Policy HFA.BP Sexual Orientation and Gender Identity
(Recommendation)
 - 10. Seclusion and Physical Restraint Update
(Information)
 - 11. Bereavement
(Information)
- I. Other Committee, Board Representative and Trustee Reports
- J. Trustees and Board Requests for Information
- K. Notices of Motion
- L. Meeting Dates
- M. Adjournment

BOARD OF TRUSTEES

Julie Kusiek
Board Chair

Jan Sawyer
Board Vice-Chair

Trisha Estabrooks
Dawn Hancock
Marcia Hole
Marsha Nelson
Sherri O'Keefe
Saadiq Sumar

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, April 16, 2024, at 2 p.m.

Present:**Trustees**

Trisha Estabrooks
Dawn Hancock
Marcia Hole

Julie Kusiek
Marsha Nelson

Sherri O'Keefe
Jan Sawyer
Saadiq Sumar

Officials

Angela Anderson
Todd Burnstad
Grace Cooke
Andrea Cooper

Karen Mills
Kathy Muhlethaler
Kent Pharis
Nancy Petersen
Cliff Richard

Darrel Robertson
Carrie Rosa
Ron Thompson
Liz Yule

Board Chair: Julie Kusiek

Recording Secretary: Catherine Angeles

The Board Chair called the meeting to order.

The Board Chair said as she opened her heart in preparation for bringing today's land acknowledgement, a beautiful gift was shared by Sophia Lebessis, MC at yesterday's Honouring the Spirit: Indigenous Student Awards hosted by the Alberta School Boards Association. With Ms. Lebessis' permission, Board Chair Kusiek shared the following:

It is said one of the longest distances you can travel is between your mind and your heart. But that in between these spaces is our mouth. And also our chin. And when we feel strong in our culture, we hold our chin up high.

As the Board Chair reflected on the Board's work as a Division towards reconciliation, it is this sentiment of connecting mind and heart, and taking pride in ones' culture that stands out. Today, we gather on Treaty 6 Territory, and it is her wish that each and every student can feel pride in their culture and a connection to both the land from which their ancestors came and to this land, in amiskwaciwâskahikan or Beaver Hills House or Edmonton that we now all share.

A. O Canada

MINUTE BOOK**B. Roll Call: 2:00 p.m.**

The Superintendent advised that all Trustees were present.

C. Approval of the Agenda

MOVED BY Trustee Nelson:

**“That the agenda for the April 16, 2024, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

D. Communications from the Board Chair

The Board Chair thanked everyone for attending the meeting today, both in person and to those who were watching online.

The Board Chair shared that Michelle Beaver, a Grade 12 student at M.E. LaZerte School, was recognized as one of the 12 recipients of the 2024 Honouring Spirit: Indigenous Student Awards, presented by ASBA. The announcement was made yesterday and the Board Chair was excited to share the news with everyone. This prestigious award celebrates exceptional students who embody exemplary leadership, honour, courage, and commitment to their cultures and educational paths. Michelle’s achievement is a testament to her leadership, resilience and outstanding contributions to our community. She is a dedicated participant in her school’s Indigenous activities, including the Circle of Courage and the ReconciliAction initiative. Michelle’s teachers expect that she will impact society significantly and positively in her future endeavours. The Board congratulated Michelle on this well-deserved recognition.

The Board Chair stated that today’s agenda had one main item on it: The Distribution of Funds. This is the first step in the Division’s budgeting process and she wanted to acknowledge that these conversations aren’t easy. She is confident that this Board of Trustees, in partnership with our dedicated Superintendent and staff, will find ways to navigate the challenges posed by the weighted moving average methodology and limited funds for education from the province. She believes that together, we can make informed decisions and allocate resources in ways that best support the needs of our students across the Division.

The Board Chair reminded everyone that the Board of Trustees is hosting the Parent Appreciation Night at the Telus World of Science from 5:30 p.m. to 8:00 p.m. It is a free event and no ticket is required, but capacity is limited to 500. The Board hoped to see everyone there.

E. Communications from the Superintendent of Schools

The Superintendent shared that as of April 8, 2024, pre-enrolment for the 2024-2025 school year was 114,242 students, or about 93 per cent of the projected 2024-2025 enrolment. For the next school year, 28 level 1 schools on our Growth Control Model employed a random selection process for a variety of programs; level 1 schools have open boundaries. Random selection is used when the number of applicants exceeds available space. Five level 2 schools conducted a random selection process for specific programs at the school; level 2 schools are those that are nearing capacity. The Division has seven schools that are at

MINUTE BOOK

level 3 on the Growth Control Model and may conduct a lottery process, due to enrolment pressures. Of the seven, three had to conduct the lottery process this year due to demand for space in the school. Students who were unsuccessful in the lottery process may choose to attend a school nearby that has space or the designated overflow school.

- Lillian Osborne School is at level 3 on the Growth Control Model but was able to accommodate all Grade 10 resident attendance area students who pre-enrolled.
- Jasper Place and Ross Sheppard schools were moved to level 2 this year with closed boundaries. Both schools were able to accommodate all resident students who live in the attendance area.
- Both Dr. Anne Anderson and M.E. LaZerte schools were moved to level 2 on the growth control model, with open boundaries. Both schools conducted a random selection process.
- The other high schools conducting a random selection process included: Elder Dr. Francis Whiskeyjack, Harry Ainlay, J. Percy Page and Strathcona schools.

The Superintendent stated that as the City of Edmonton continues to grow, so does the Division. Administration is addressing the space pressures as best they can and he thought this update would be helpful for the Board of Trustees.

F. Approval of the Minutes

1. Board Meeting – April 9, 2024

MOVED BY Trustee Estabrooks:

**“That the minutes of the Board meeting held April 9, 2024, be approved as printed.”
(UNANIMOUSLY CARRIED)**

G. Comments from the Public and Staff Group Representatives on Items on the Meeting Agenda

There were no registered speakers for this item.

H. Reports

2. Report #06 of the Caucus Committee (From the meeting held January 23, 2024)

Information was provided regarding actions taken at the January 23, 2024, Caucus Committee meeting.

3. 2024-2025 Distribution of Funds

MOVED BY Trustee Hole:

“That Distribution of Funds for the 2024-2025 Budget be approved.”

MOVED BY Trustee Sumar the motion be amended:

“That the Distribution of Funds for the 2024-2025 Budget be amended as follows:

- **up to \$1,000,000 be allocated from Operating Surplus for the renaming of schools for the 2024-2025 school year**

MINUTE BOOK

- **up to \$1,000,000 be allocated from Operating Surplus to provide mental health supports and programs for student for the 2024-2025 school year**
Additionally, request that Administration report back on the use of the funds.”

The Board Chair called the question on the amendment.

IN FAVOUR: Trustees Hole and Sumar

OPPOSED: Trustees Estabrooks, Hancock, Kusiek, Nelson, O’Keefe, and Sawyer
(DEFEATED)

The Board Chair called the question on the original motion.

(UNANIMOUSLY CARRIED)

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

There were no registered speakers for this item.

J. Other Committee, Board Representatives and Trustee Reports - None

K. Trustees and Board Requests for Information

Trustee Estabrooks submitted a Request for Information regarding Gaps in Funding:
Enrolment/Inflation:

1. When EPSB receives our funding manual, could Administration please provide an anticipated breakdown of per student funding for Division students for the 2024-25 school year? How does this spending per student compare to the last ten years, keeping in mind the introduction of a new funding formula in 2020-2021.
2. Could Administration please provide an explanation of the gap between funding provided using the weighted moving average methodology and actual number of new students to the Division each September? Please include information on this gap for each year since the weighted moving average (WMA) has been implemented.
3. Could Administration please provide, for each year since the WMA has been introduced, the total number of unfunded students alongside the approximated dollar value of that gap, and compare that with the supplemental enrolment funding grant provided by the government?
- 3a. Is the supplemental enrolment grant funding or any other funding available to growing school divisions mid-year currently closing the gap due to the WMA methodology and a growing student population?
4. What impact has inflation had on the Division's budget, including on our fixed costs of telecom, insurance, sewer/water, natural gas and electricity? Could Administration please include a graph showing inflation adjusted funding with the actual funding received?

MINUTE BOOK**L. Notices of Motions**

Trustee Nelson gave notice that she would be making the following two motions:

1. Given the completion of the review and input received, the Board is open to Edmonton Police Service having a formal role in Division schools to enhance student and staff safety.
2. That the Board amend CHA.BP Board Delegation of Authority by deleting section 2(c) which currently has the Board retaining authority over decisions, contracts or agreements with or related to policing, security or paramilitary organizations, thereby resulting in this authority reverting back to the Superintendent.

The Board Chair called a Special Board meeting for April 30 at 9:30 a.m., with Trustee Nelson's two motions being the items of business.

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

That the Board of Trustees write a letter to the Minister of Education requesting a timeline for an update to the Standards for Special Education.

M. Next Board Meeting: Special Board meeting on Tuesday, April 30, 2024, at 9:30 a.m. and Board meeting on Tuesday, May 14, 2024, at 2 p.m.

N. Adjournment: 4:17 p.m.

The Board Chair adjourned the meeting.

Julie Kusiek, Board Chair

Karen Mills, Director Board and
Superintendent Relations

MINUTE BOOK**Special Board Meeting**

Minutes of the special meeting of the Board of Trustees of Edmonton School Division of Alberta held in the Centre for Education McCauley Chambers on Tuesday, April 30, 2024, at 9:30 a.m.

Present:**Trustees**

Trisha Estabrooks
Dawn Hancock
Marcia Hole

Julie Kusiek
Marsha Nelson

Sherri O'Keefe
Jan Sawyer
Saadiq Sumar

Officials

Angela Anderson
Todd Burnstad
Grace Cooke
Andrea Cooper

Karen Mills
Kathy Muhlethaler
Kent Pharis
Nancy Petersen
Cliff Richard

Darrel Robertson
Carrie Rosa
Ron Thompson
Liz Yule

Board Chair: Julie Kusiek

Recording Secretary: Catherine Angeles

The Board Chair called the meeting to order and called upon Jason Schweizer, a consultant with the Division, to offer a land acknowledgement.

A. Roll Call: 9:30 a.m.

The Superintendent advised that all Trustees were present.

B. Approval of the Agenda

MOVED BY Vice-Chair Sawyer:

**"That the agenda for the April 30, 2024, Special Board meeting be approved as printed."
(UNANIMOUSLY CARRIED)**

C. Comments from the Public and Staff Group Representatives on Items on the Meeting Agenda

MOVED BY Trustee Sumar:

**"That the 20-minute time allotted for registered speakers be extended to accommodate all registered speakers."
(UNANIMOUSLY CARRIED)**

MINUTE BOOK

The Board of Trustees heard from 32 registered speakers regarding Enhancing School Safety.

There was one break in the meeting mid-way through the public speakers and another before the report on Enhancing School Safety was presented.

D. Reports1. Enhancing School Safety**MOVED BY Trustee Nelson:**

“That, given the completion of the review and input received, the Board is open to Edmonton Police Service having a formal role in Division schools to enhance student and staff safety.”

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

OPPOSED: Trustees Estabrooks, Hole and Sumar

(CARRIED)

There was a short break in the meeting before the vote on Recommendation 2 was considered.

MOVED BY Trustee Nelson:

“That the Board amend CHA.BP Board Delegation of Authority by deleting section 2(c) which currently has the Board retaining authority over decisions, contracts or agreements with or related to policing, security or paramilitary organizations, thereby resulting in this authority reverting back to the Superintendent.”

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

OPPOSED: Trustees Hole and Sumar

(CARRIED)

E. Adjournment: 2:50 p.m.

The Board Chair adjourned the meeting.

Julie Kusiek, Board Chair

Karen Mills, Director Board and
Superintendent Relations

DATE: May 14, 2024

TO: Board of Trustees

FROM: Trustee Sawyer, Caucus Committee Chair

SUBJECT: Report #08 of the Caucus Committee (From the meeting held on March 5, 2024)

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

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

ISSUE

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

The following recommendations were approved at the March 5, 2024, Caucus Committee meeting:

1. Memorandum of Agreement (MOU) with CUPE Local 784 (Maintenance Staff) for a 2020-2024 Maintenance Collective Agreement

That the MOA for a four-year collective agreement with CUPE Local 784 (Maintenance Staff) from September 1, 2020 to August 31, 2024 be approved.

BACKGROUND

On February 12, 2024, following the initial exchange of proposals on March 10, 2023, and thirteen subsequent sessions, the Administration and CUPE Local 784 (Maintenance Staff) signed a MOA to conclude a new collective agreement. Trustees Hole and Nelson represented the Board of Trustees during these negotiations.

2. Market Adjustment

That a market adjustment be approved for ASL Interpreters and Psychologists.

BACKGROUND

The Board has an established practice of considering market supplements for roles where market data indicates a significant variation between salary levels within the Division and other comparable organizations and/or the Division is experiencing significant pressure with recruitment and retention.

3. Support for ASBA Advocacy Regarding Local Authority Election Act

That the Board approves in principle support for ASBA advocacy, on behalf of member boards, to oppose proposed provincial legislative changes that would introduce partisan politics to local school boards.

BACKGROUND

At the annual Organizational Board meeting, the Board of Trustees selects a Trustee to sit as a Director of the Alberta School Boards Association. Directors on the Board of the Alberta School Boards Association provide governance direction for that organization. Also, at the annual Organizational Board meeting, the Board of Trustees selects a representative for Zone 2/3. Zone 2/3 representatives provide feedback to ASBA from the Boards.

KM:ca

DATE: May 14, 2024

TO: Board of Trustees

FROM: Trustee Sawyer, Caucus Committee Chair

SUBJECT: Report #11 of the Caucus Committee (From the meeting held on April 9, 2024)

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

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

ISSUE

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

The following recommendations were approved at the April 9, 2024, Caucus Committee meeting:

1. Request for Funds for 2024 Parent Appreciation Night

That the Board of Trustees approve an allocation of up to \$6,000 from the Board Initiative Fund to host a parent/family appreciation evening.

BACKGROUND

Board-hosted events are one way to thank families, as well as parent and caregiver volunteers, for the role they play in our school communities. It is also an opportunity for Edmonton Public parents and families to connect with their Trustee.

2. Proposed Update to Real Estate Strategy Values Statement

That the following values statement for the Real Estate Strategy be approved:

The Edmonton Public Schools Board of Trustees makes real estate decisions to fulfil our commitment to high quality public education that serve the community and empower each student to live a life of dignity, fulfilment, empathy and possibility.

Our decisions are guided by:

1. Focusing students at the centre of our work
2. Ensuring safe, welcoming and high-quality learning environments
3. Supporting strong and vibrant communities
4. Fiscal and environmental stewardship
5. Using real estate proceeds for public education

BACKGROUND

The Real Estate Strategy was initiated to develop and recommend a course of action for non-operational properties and vacant reserve sites.

KM:ca

DATE: May 14, 2024

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Centre for Education Capital Plan

ORIGINATOR: Cliff Richard, Chief Infrastructure and Technology Officer

RESOURCE STAFF: Todd Burnstad, Leanne Fedor, Terri Gosine, Terry Korte, Coreen Moccia, Christopher Rochford, Carrie Rosa, Mark Strembicke, Christopher Wright

REFERENCE: [Division Energy and Environmental Strategy \(2023–2026\)](#)

ISSUE

The Centre for Education (CFE) has reached 41 years of age and several key building components and systems have reached end-of-life and require renewal at a cumulative cost of approximately \$16–19 million. In order to best address the condition of the facility and systems, a CFE Capital Plan has been created to identify projects that will need to be undertaken over the coming years (Attachment I). These projects include maintenance, technology upgrades, renovations, accessibility improvements, and energy efficiency improvements. This report proposes possible approaches to addressing the near-term and long-term needs of the CFE.

BACKGROUND

Ongoing aging of CFE infrastructure has contributed to a backlog of deferred maintenance while the evolution of technological standards has resulted in obsolescence of some building and IT systems and components. As the wear on the building and its essential systems becomes increasingly apparent, it is prudent to engage in a comprehensive assessment of the capital upgrades necessary to rejuvenate and sustain the structural integrity, functionality and safety of the building. Project engineering assessments, scoping and design work will be required to inform substantive costing; however, rough order costing estimates provide insight into the approximate investment required.

There are three specific project areas to highlight from the Capital Plan, as these projects will need to be addressed in the near term (ideally within four years, if and as Division finances allow), are interconnected, and will require a significant financial investment and public procurement process.

Division Technology

Many of the key infrastructure components of the Division's data centre (located within the CFE) are approaching end-of-life in the next two years and will require replacement or retrofit. These include the emergency battery backups, the cooling systems, the raised flooring and the fire suppression system. Each of these are significant components that require specialized skills to affect the replacements or retrofits, have an impact on the life safety systems within the CFE (e.g., emergency generator) and interface with the building's fire alarm controls. Engineering design, procurement and project planning will take considerable time and external expertise. The Division's data centre is a hub that interconnects all schools and Division sites. In the event one of these systems fails, the resulting impact on the Division

would range from reduced services to a full data centre and network outage for multiple days. In the latter scenario, schools would be without internet access, including a loss of access to Google Workspace, and school phone systems would not work. The rough costing estimate for this project is \$4–5 million. The lifespan of structural components within a newly constructed data centre would be approximately 20–30 years, whereas electronic and mechanical components might have a life span of 10–15 years, depending on the system and technology obsolescence patterns.

Centre for Education Physical Plant

Roofing structure:

The majority of the insulated roof membrane assembly at the CFE is from original construction. The expected serviceable life of this style of roof at time of installation was 30 years, almost twice the 16 year life expectancy of conventional roofing systems. To date, with the exception of some repairs to specific areas, it has remained untouched. A visual inspection in 2020 identified that, although the roof appears to be generally in good condition, some areas of the roof are starting to deteriorate and more is likely to occur as we continue to exceed the expected serviceable life. The changes in weather conditions in Edmonton have increased the freeze and thaw cycles that the structure is subjected to and there has been additional impact with increased temperatures in the summer months. These factors, combined with the age of the roof, increase the risk of material damage and leaks (the building has already experienced leaks in certain areas). A rough costing estimate for this project is \$1.2–2 million. The anticipated lifecycle of a roofing structure replacement would be 40 years.

Electrical system:

When the CFE was constructed, the use of electronic devices was a fraction of what is used today. The electrical system at the CFE has been modified, expanded and upgraded over the life of the building to address some of the growing needs of the organization. In addition to increasing demand on the system from the use of electronic devices, areas identified as requiring additional attention include:

- Expansion of shared office space power needs (*Edmonton Fire Rescue inspection June 2021*).
- Currently, the data centre is connected to the same emergency power generator as the life safety systems; any future work done to either system would require a division between the two (*2021 Canadian Electrical Code, Part I, Section 46 – Emergency power supply, unit equipment, exit signs, and life safety systems*).
- Anticipated future needs of the building to support green initiatives and the replacement of system components that are approaching their expected serviceable life.

The rough costing estimate for this project is \$100,000. Pending no substantial changes to the current electrical or fire codes, the proposed upgrades should provide the necessary requirements for a minimum of 10–15 years.

Water mitigation:

Engineers performed a condition assessment of the CFE exterior plaza deck structure with the intent to review the locations of excessive active water leakage over the past few years in the parkade and sub-level floor of the building, which was constructed in approximately 1982. The assessment included identification of any damage, corrosion-related deterioration and recommendations and probable costs for any structural repairs, waterproofing or protection measures considered necessary throughout the areas of the plaza. An assessment of the drainage system, which is considered to affect the performance and protection of the concrete structure, was also conducted.

The assessment concluded that the plaza deck generally appears to be in good condition; however, concerns with the condition of the membrane below the east staircase due to water staining and leakage suggest that some areas of the membrane are not performing well and will require replacement in the near to mid-term. Test excavations also identified that the assembly did not include a lower level drainage grid, allowing water to pond directly against the membrane and insulation. The waterproofing membrane appears to be from original construction and is, therefore, approximately 41 years old at this time. Removal and replacement of the waterproof membrane assembly, including overburden materials and associated components, are recommended at the concrete staircase topping areas to suitably protect the underlying suspended reinforced concrete structure from further water ingress and concrete delamination. The rough costing estimate for this project is \$2.8 million. The water mitigation assessment provided by the engineers was conducted with the objective of providing ongoing protection for the building's foundation and subgrade structure for its remaining operational life.

Division Security Monitoring

Currently, the Division's security monitoring station is located on the fourth floor of the CFE. Division security staff monitor Division buildings for fire, intrusion and mechanical alarms. The current monitoring station does not meet the code requirements outlined in the *Standards Council of Canada – CAN/ULC-S561-03 and -13*. Specific to fire alarm monitoring, electrical code requires that fire alarm monitoring is done by Underwriter Liability Certificated (ULC) compliant companies. As a result, any new school construction or building alarm upgrades can no longer be monitored by Edmonton Public Schools security staff and must be outsourced. Current security staff continue to monitor schools for intrusion and mechanical alarms, which results in duplication of service. This additional service costs the Division on average \$100 per month per site. Currently, we have 22 schools using external monitoring, realizing a cost of approximately \$2,200 per month or \$26,000 per year to the Division. This cost will continue to increase through the addition of new buildings and when new fire alarm systems are installed. The estimated cost to make the security monitoring station ULC compliant would need to be assessed.

Other Projects

Projects identified in the CFE Capital Plan that could be addressed in the longer term (recommended within eight years, if and as Division finances allow) include:

- Building envelope (exterior windows, balcony structure and membranes, architectural panels and insulation) renewal totalling an estimated \$2.7 million. The anticipated minimum lifecycle of this work would be 40 years.
- Installation of permanent universal washroom facilities totalling an estimated \$2.5 million. This project would have a life cycle until the building's end-of-life assuming there are no significant changes to code or requirements for washroom facilities into the future.
- Interior lighting upgrades (potentially accelerated via energy and environment strategy LED conversion investments) totalling an estimated \$625,000. The average expected lifespan for current LED bulb technology is five years.
 - LED conversions represent a potential savings of 30 per cent in energy efficiency, and LED lighting has four times the lifespan (50,000 hours) of conventional fluorescent tubes (12,000 hours) for less than twice the price, with no hazardous material fee at end of life.
- Upgrading to a dedicated, mechanically-ventilated indoor multi-faith prayer, reflection and smudging space, at a rough order cost of \$200,000, potentially facilitated by and in conjunction with the move of the data centre and/or security monitoring spaces.

RELATED FACTS

- The CFE remains an ideal, purpose-built, centrally-located headquarters, Board chambers and conference facility and is assumed to remain the Division's preferred administrative headquarters location into the future. Its location on Division-owned land and physical attachment to Victoria School further support this assumption.
- The CFE is now 41 years old and several key building components and systems have reached end of life and require renewal at a cumulative estimated cost of approximately \$16 million, inclusive of approximately 15 per cent in contingency. Inflation and cost escalation over a period of several years could bring this total closer to an estimated \$19 million.
- Reviewing capital infrastructure and information technology projects together provides opportunities for savings related to the engineering assessments and building modifications required to upgrade mechanical, structural, electrical, fire suppression and security systems.
- Division security monitoring and the Division's data centre are both located in the CFE. The existing spaces within which these units are located do not meet contemporary specifications or business operations requirements and may restrict upgrading options. Administration recommends a comprehensive review leading to the design and construction of a new security monitoring station and a new data centre at the CFE.
- There can be long lead times on the delivery of components required for building and technology upgrades; for example, there is a two-year lead time on some components required for a data centre upgrade.
- The CFE remains in generally good condition and, with proper maintenance and upkeep, is anticipated to last several more decades. As with any aging facility, maintenance and renewal costs will rise in step with facility age and usage.
- Other options may exist if additional investment into the CFE is not attainable. The Division may consider leasing options or the purchase, construction and/or upfit of another suitable facility elsewhere. Exploration and business case development related to these other options would need to be initiated; however, it is not anticipated that a more affordable long-term option will present itself.
- As the CFE is an administrative facility, it remains ineligible for provincial maintenance and renewal (IMR/CMR) funding; however, may be supported by accessing system administration (operational funding) or the accumulated system administration reserve funds within the Division's accumulated operating surplus.
 - Given the ongoing depletion of Division reserve funds due to enrolment growth, the weighted moving average funding formula, and the requirement to absorb recent inflationary pressures without offsetting increases in provincial grant rates, Administration is appealing to the Province to consider the possibility of allowing the use of maintenance and renewal funds.
 - As provincial maintenance and renewal funding remains insufficient to address the Division's growing deferred maintenance liability, which will surpass \$1 billion this school year, CFE priorities—were they to become eligible—would need to be carefully weighed against maintenance priorities across all Division facilities.

RECOMMENDATION

That the Board of Trustees grant approval to Division Administration to move forward with addressing the most pressing CFE capital needs (Years 1–4, approximately \$8.5 million).

OPTIONS

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

1. Proceed with the recommendation (above) to address the most pressing CFE capital needs (Years 1–4, approximately \$8.5 million) via a phased project supported by an approved funding envelope.

This option would include only the urgent, near-term projects within the CFE Capital Plan, while deferring the decision to invest in less urgent projects. This option would require confirmation of financial support upfront in order to ensure that multi-year design and procurement efforts can be fully supported over the course of the phased project.

2. Address all identified CFE capital needs (Years 1–8, approximately \$16 million) via a phased project supported by an approved funding envelope.

This option would include all projects amenable to the Board identified within the CFE Capital Plan. Projects would be bundled where feasible, phased appropriately to realize financial and project efficiencies, and staged where appropriate to ensure minimal disruption to staff and visitors. Including all forecasted needs per this option would likely generate additional efficiencies through broader bundling of projects and through cost avoidance related to inflation and cost escalation over a number of years. This option also requires an upfront confirmation of financial support in order to ensure that multi-year design and procurement efforts can proceed.

Once a total phased project funding envelope covering multiple years has been approved, Administration can work to align project timelines and cash flows with annual budget and surplus projections, and bring forward requests to access accumulated surplus if and as necessary. Regardless of the option selected, Administration will provide regular progress reports to the Board, communicate and seek approval on project cash flow projections through the annual budget cycle, and present options for the Board's consideration should it become necessary to make adjustments due to a shift in priorities or financial circumstances.

CONSIDERATIONS and ANALYSIS

Environmental Considerations

Included within the *Division Energy and Environmental Strategy (2023–2026)* is a strategy for reducing the Division's carbon footprint and meeting our greenhouse gas emissions reductions targets of five per cent by 2025 and 45 per cent by 2035. By updating systems within the CFE, there is a potential to reduce the Division's carbon footprint. For example, upon preliminary review, by relocating the data centre to the first floor of the CFE, in addition to precluding structural concerns related to the weight of new uninterrupted power supply (UPS) batteries, there may be an opportunity to review air conditioning requirements and potentially find alternative use for residual warm air to be recycled into the building. Other examples would include the efficiencies gained by improving the insulating properties of the building envelope (roof, cladding, insulation and windows), LED lighting conversions, and potentially additional solar capacity. An ongoing environmental lens will be applied for each project, supported by the Division's EnviroMatters office.

All studies and reports procured to move forward with facility upgrades will provide information on the environmental opportunities and cost savings that can be achieved through undertaking these projects. Though difficult to predict with accuracy prior to commissioning the detailed engineering analyses that will inform designs and material/component selection, the combination of all building envelope and

component/system modernization measures included within the CFE Capital Plan are expected to result in a substantial improvement to building performance and occupancy comfort.

Financial

This recommended approach includes planning to complete all priority projects within the CFE Capital Plan. Projects would be bundled where feasible and phased appropriately to realize financial and project efficiencies. Confirmation of financial support will ensure that design and procurement efforts are fully supported. Administration will work to align project timelines and cash flows with annual budget and surplus projections and bring forward requests to access accumulated surplus if and as necessary.

Out of the annual operating funding received from the Government of Alberta, a portion (3.20 per cent as of 2023–2024) is targeted for board and system administration activities. A division is not allowed to spend more than the allocation on system administration activities; however, if a division spends less than the available funds, the surplus can be directed into an internally restricted reserve within the total accumulated operating reserve for use in future years. The 2022–2023 year-end financial statements reflect a total of \$6.1 million in the system administration operating reserve.

Depending on the nature of the work being done, the charge could either be expensed in the current year (general repairs and maintenance), or if the work results in a longer term improvement, the expense might be capitalized and depreciated over the life of the building. Also, depending on the nature of the work (in terms of what the improvement will be supporting), a portion of or all of the work may be considered instructional and not necessarily 100 per cent system administration; this will also impact where the funds can be drawn from.

The integrated project approach presents design, procurement and construction efficiencies and likely represent savings as compared to multiple smaller projects/bundles, particularly where specific building systems are impacted by more than one project (for example—the data centre, security monitoring and facility lighting projects all interface with the building electrical system). Paths that contemplate smaller, discrete projects or project bundles provide additional opportunities to review and approve projects and to consider year-over-year funding opportunities; however, also introduce delays and inefficiencies related to recurring project management/overhead, engineering, design and construction work, and procurement activities.

Even though the recommendation is to proceed with approving an overall funding envelope, Trustees will approve annual allocations and the progression of this work every year through the Division budgeting process. This will allow a staged approach to continuing with work should the fiscal realities of the Division change over the coming years. This approach will also prevent binding future boards to fiscal commitments should a change in approach be required.

Financial Assurance

Consistent with the Division's commitment to responsible fiscal management and long-standing competitive procurement processes that seek best value and lowest costs, Administration will work with project consultants to explore and fully cost all feasible solutions, implementing the most economical solutions that meet the Division's needs while respecting the Division's overall challenging financial circumstances. Where possible, contracts will incorporate project staging and workflow approval measures, effectively "on ramps" and "off ramps," that afford flexibility to accelerate or delay work in response to annual fiscal realities.

Through the annual Division budgeting process, the Board will be presented with opportunities to approve or defer planned project work prior to entering into large value or multi-year financial commitments, and Administration will report annually on project progress through the annual financial audit process.

Bundling of Project Management and Contracts

Project bundling provides a comprehensive delivery solution for addressing the capital needs of the CFE. When projects are bundled there are opportunities to streamline the design process, contracting and construction. It would allow the Division to capitalize on economies of scale to increase efficiency and support greater collaboration during project delivery and construction. Bundling would also provide the opportunity for consistency in the application of an environmental and accessibility lens on all CFE projects.

Accessibility

Building accessibility will be contemplated as part of the larger project design process. Elements that could be included within projects to enhance accessibility with the CFE may include physical modifications such as improved wheelchair accessibility. Technological improvements may also be contemplated, for example, exploring ways to accommodate staff and visitors with hearing impairments (e.g., visual alarms).

Upgrading the existing indoor multi-faith space to a larger, mechanically-ventilated multi-faith prayer, reflection and smudging space would better support Division strategic plan priorities while precluding the potential impacts of scent and smoke that can infiltrate other workspaces.

Alternative Working Arrangements

The Division currently offers a hybrid work option for a number of employees who work out of the CFE. There are currently 552 staff who are assigned to the CFE as their primary work location; the average daily occupancy of the building is 367 people, or 66 per cent of total capacity, which can fluctuate between 81 per cent (Mondays) and 43 per cent (Thursdays). These numbers do not include additional occupancy from the utilization of the conference centre. The hybrid work option has helped to mitigate potential space pressures at the CFE. As enrolment in the Division continues to grow and potential supports for schools increase, the hybrid work model will help enable the Division to manage the demands for space at the CFE.

Potential Disruptions and Impacts on Staff

Projects will be strategically planned and staged to ensure minimal disruption to staff. This may include engaging in projects over time periods where there are minimal staff working in the building. Typically, larger scale projects that have occurred in the CFE in the past have occurred over the summer and during Division operational breaks. An alternative workplace plan will be developed if staff are unable to be on site during construction. This may include relocating staff to other areas of the building, exploring alternate sites if required, or utilizing the hybrid work model.

Communication

Communications will be engaged to build a strategic communications plan to support CFE projects. Information will include any potential displacements, project updates and any other relevant communications. This work will commence when project details and timelines are determined.

NEXT STEPS

Upon Board approval of the above recommendation, Division Administration will proceed with including this initiative in the 2024–2025 Budget, starting with a request to access System Administration surplus funds of \$365,000 to enable the proposed 0 to 1 Year project work (Attachment I).

ATTACHMENTS

ATTACHMENT I Centre for Education Capital Plan

LF:jl

CFE Capital Plan				2023–2024 Rankings
Ranking	Project Name	Justification/Risk	Cost Source	Cost Estimate
0 to 1 Year – \$365,000				
1	Water Infiltration – Phase I	Immediate steps to preclude further damage to foundation.	Engineer Rough Order of Magnitude (ROM)	\$115,000
2	Feasibility Study – Relocating Data Centre to First Floor	Supports upgrade of Data Centre infrastructure to avoid end of life (EOL) and risk of service outage. Ground level location advantageous for structural and HVAC requirements. Determine feasibility and costing. Consider options for a dedicated, mechanically-ventilated smudging space.	Market rates	\$100,000
3	Data Centre UPS Upgrade – Phase 1 – Electrical Study	Determine if any recabling to the emergency circuit is required with UPS replacement.	Market rates	\$50,000
4	Relocate Data Centre Fibre Connection Termination Point	To accommodate renovations and equipment relocation, the fibre termination points will need to be relocated within existing space (regardless of final Data Centre location).	Experience	\$100,000

CFE Capital Plan				2023–2024 Rankings
Ranking	Project Name	Justification/Risk	Cost Source	Cost Estimate
1 to 3 Years – \$5,730,000				
5	Roof Repair and Replacement	Roof design life was 30 years; roof is now 41 years old and has reached end of life.	Previous quotes	\$1,200,000
6	Water Infiltration – Phase 2	Near-term remediation to concrete plaza and foundation.	Engineer ROM	\$700,000
7	Carpet/Flooring Replacement	Current carpet is no longer available; some areas are extremely worn.	Previous Work Request cost	\$1,500,000
8	Data Centre Floor Replacement – Phase 1 – Design/Structural	Structural considerations related to the weight of UPS battery systems and other equipment. Server and network racks, cabling, etc.	Estimates	\$450,000
9	Data Centre UPS Upgrade – Phase 2 – Installation/Configuration	Current UPS end of life is Dec 2024. Parts are no longer available. Limited serviceability and higher risk of outage.	Engineering ROM	\$600,000
10	Data Centre AC Replacement – Phase 1 – Study and RFP	Due to long lead time on equipment, necessary to run this process to determine schedule and cost.	Engineering ROM	\$25,000
11	Data Centre Floor Replacement – Phase 2 – Replace Flooring	The current flooring is becoming unstable, and replacement tiles are no longer available. To support equipment, a suitable floor structure is required. Also ties into structural aspects of UPS and AC projects.	Engineering ROM	\$205,000

CFE Capital Plan				2023–2024 Rankings
Ranking	Project Name	Justification/Risk	Cost Source	Cost Estimate
12	Data Centre Fire Suppression System – Phase 1 – Study/RFP	Study to identify the most effective solution (gas vs. water, etc.) to meet latest Fire Code requirements.	Market rates	\$50,000
13	Data Centre Fire Suppression System – Phase 2 – Replacement	Once flooring is replaced, the fire suppression system project can advance. A study is required to determine scope and size as well as current suppression technology.	Engineering ROM	\$400,000
14	Data Centre AC Replacement – Phase 2 – Replace South Unit	Data Centre AC units have a service life of 15-20 years depending on use. Current units are 15 years old as of 2023. Delivery timeframes have been suggested to be upwards of two years.	Engineering ROM	\$400,000
15	Multi-faith Space – Mechanical Ventilation	Mechanically-ventilated, purpose-built multi-faith prayer, reflection and smudging space.	Estimate	\$200,000
3 to 4 Years – \$2,400,000				
16	Parkade Membrane and Joint Replacement	Prevent further damage to concrete and rusting of joints.	Previous quotes	\$400,000
17	Water Infiltration – Phase 3	Full remediation of concrete plaza.	Engineer ROM	\$1,600,000
18	Electrical System Upgrades	Power availability for expansion.	Previous quotes	\$100,000

CFE Capital Plan				2023–2024 Rankings
Ranking	Project Name	Justification/Risk	Cost Source	Cost Estimate
19	Data Centre AC Replacement – Phase 3 – Replace North Unit	Data Centre AC units have a service life of 15–20 years depending on use. Current units are 15 years old as of 2023. Delivery timeframes have been suggested to be upwards of two years.	Engineering ROM	\$300,000
5 to 8 Years – \$5,825,000				
20	Replace all Fluorescent Lights as Wireless Dimmable LEDs	Energy efficiency and longevity. Fluorescent bulbs are being phased out.	Market rates	\$625,000
21	Exterior Window Repair/Replacement	Seal failures on windows. No thermal properties. Energy efficiency.	Previous Work Request cost	\$500,000
22	Universal Washroom Facilities	Fixtures and fittings are dated. Would provide for a more inclusive building.	Previous quotes	\$2,500,000
23	Balcony Repair and Replace	Same reverse roof design as plaza. Concrete is deteriorating.	Previous quotes	\$700,000
24	Architectural Panel and Insulation Replacement/Repair	Insulation is deteriorating. No thermal properties. Energy efficiency.	Estimate only	\$1,500,000
Sub-total – \$14.3 million		Total (with contingency and potential escalation) – \$16–19 million		

DATE: May 14, 2024

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Transportation Fees for 2024–2025

ORIGINATOR: Cliff Richard, Chief Infrastructure and Technology Officer

RESOURCE STAFF: Alison Cheesbrough, Geoff Holmes, Haydn Sanchez Avery, Christopher Wright

REFERENCE [Student Transportation Task Force: Report to the Minister](#)
[Student Transportation Regulation](#)
[HNB.AR School Fees](#)
[HH.AR Lunch-time Supervision Service for Elementary and Junior High Students](#)

ISSUE

Administration submits proposed student transportation fees to the Board of Trustees for review on an annual basis. Fees were last reviewed by Trustees at the May 16, 2023, Board meeting where Trustees voted to decrease fees. Administration is currently recommending that the current transportation fee schedule be maintained for 2024–2025.

BACKGROUND

Student Transportation is funded from provincial transportation grants and student transportation fees. The structure of the current fee schedule was implemented for the start of the 2020–2021 school year following a survey of stakeholders regarding the future direction of transportation fees and service levels. A key goal of work around the updated fee schedule was to ensure Student Transportation is not reliant on additional Division funds for operations, which the current fee schedule has helped to achieve.

In February 2023, based on recommendations from the provincial Student Transportation Task Force, a new model for Student Transportation was announced that provides additional funding and changes transportation service delivery parameters. The changes increased funding for Student Transportation by approximately 22.5 per cent for 2023-2024 in order to address many of the challenges the yellow bus transportation industry has been facing related to increased costs, greater demand for service, and a shortage of bus drivers.

Along with these challenges, Student Transportation has also experienced growth in demand for service that has outpaced overall growth in Division enrollment. For example, Student Transportation ridership increased by nearly 16 per cent in 2023-2024 compared to an increase of 4.9 per cent in overall Division enrolment. This growth has been driven by a variety of factors such as the establishment of additional Division Centre classrooms and geographic distribution of students relative to available school space. Growth in ridership is expected to continue as available school space is increasingly distant from where students reside.

Student Transportation staff has been working to implement systems and supports that will be needed in the coming years to serve continued growth while providing families with efficient, reliable and sustainable bus service.

Some initiatives and improvements include:

- Full implementation of the new provincial transportation eligibility guidelines in September 2023, which makes more students eligible for service.
 - Changes (required to be implemented by school jurisdictions no later than September 2025) are that students attending their designated school may be eligible for transportation service if they are in Grades K–6 and reside at least one kilometre away, or are in Grades 7–12 and reside at least two kilometres away.
 - Previously, Edmonton Public Schools determined eligibility with a community based system that fit within a provincial distance of 2.4 kilometres.
- Working with schools to facilitate small changes to school start and end times to enable buses to service multiple schools and for programs to share bus routes.
- Implementing feedback from carriers about supporting drivers by continuing to develop and deliver professional learning opportunities. These sessions enhance the quality of bus service and improve driver retention.
- Sharing routes with Edmonton Catholic Schools through a model that is well-established and creates cost and driver savings for both divisions.
- Text and phone late bus notifications—in September 2023, Student Transportation started piloting text and phone call notification of late buses. This technology is now available to all yellow bus riders.
- Collaboration with the City of Edmonton to sell electronic ETS transit passes (Arc cards) directly to Division families through SchoolZone. This technology provides a number of advantages to both Division staff and students.
- Improvements to information available to parents on epsb.ca and SchoolZone, especially for families new to Edmonton or busing who may not be familiar with our system.

The revised provincial funding model for Student Transportation provided a significant increase in grant funds available for 2023–2024. As a result, the Division was able to decrease transportation fees for families as well as adding routes to help relieve system pressures. Looking forward to 2024–2025, it is not currently anticipated that the Division will need to adjust transportation fees in order to maintain service levels.

RELATED FACTS

- For 2024–2025, Student Transportation is expecting an increase in provincial funding of approximately \$3.4 million (8.5 per cent) in comparison to 2023–2024.
- As of April 2024, Student Transportation had approximately 16,200 yellow bus riders. This represents an increase of 3.8 per cent since September 2023 and 16 per cent compared to 2022–2023.
- To accommodate growth in ridership, Student Transportation has added approximately 15 bus routes to the system since January 2024, for a total of 60 new routes since January 2023.
- Of the routes added since January 2023, approximately two-thirds serve Division centre programs.
- For students transported on ETS, Edmonton Public School Division subsidizes the cost of Edmonton Transit passes. The cost for the Division to purchase ETS passes is expected to remain unchanged in the 2024–2025 school year. On average, monthly ETS ridership has increased approximately 14 per cent in comparison to 2022–2023.
- Administrative regulation HNB.AR outlines the Division’s process for school fee waivers, including transportation fees.

- Administrative regulation HH.AR establishes a relationship between lunch fees and transportation fees. Under this regulation, some parents are exempted from paying lunch supervision fees if they already pay a transportation fee for their child as a yellow bus rider.

RECOMMENDATION

That the 2023–2024 Student Transportation Fee Schedule be maintained for 2024–2025, as outlined in the table below.

Proposed 2024–2025 Transportation Fees

Transportation Service	Monthly Fee
Kindergarten to Grade 12 students taking ETS	\$55
Kindergarten to Grade 12 students taking yellow bus	\$30
Pre-Kindergarten to Grade 12 students who need additional care or specialized supports when taking yellow bus	\$0

CONSIDERATIONS and ANALYSIS

If the recommendation to maintain Student Transportation fees at current rates is approved, Student Transportation will require the use of approximately \$2.2 million in accumulated transportation surplus funds in order to offset an increase in transportation fees and continue implementing system improvements and initiatives. In making this recommendation, additional considerations include:

- The forecasted balance in accumulated transportation surplus is estimated to be \$4.4 million by September 1, 2024. This would mean that an estimated \$2.2 million in accumulated surplus would be available to offset increases in transportation fees next year.
- The accumulated surplus was generated in recent years as a result of factors such as a reduced market capacity for additional bus routes due to a shortage of yellow bus drivers.
- The provincial School Transportation regulation states that any surplus from transportation fees charged must be used to subsidize the cost of transportation of students in the two school years following the school year in which the surplus was collected.
- Demand for transportation service is expected to continue increasing as a result of anticipated growth in overall Division enrolment and the establishment of additional Division centre classrooms.
- Annually, provincial student transportation funding applications are reviewed and funding is adjusted to reflect actual enrolment. Any downward adjustments to provincial transportation grant funding resulting from this process may result in a request to access additional surplus funds in 2024–2025.

NEXT STEPS

Upon approval of the 2024–2025 fee schedule, a communications plan will be implemented to inform families.

GH:jl

DATE: May 14, 2024

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: 2024-2025 Non-Resident and Special Needs Sponsorship Fees and 2025-2026 International Student Fees

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE STAFF: Drew Horn, Ann Parker, Jennifer Price, Madonna Proulx, Elizabeth Shen

REFERENCE [Education Act](#)
[Administrative Regulation HC.AR, Student Admission and Enrolment](#)
[2024-2025 Alberta Education Funding Manual](#)

ISSUE

Each year, administration brings forward a recommendation report to the Board of Trustees for approval of non-resident and special needs sponsorship fees. These fees are set annually for the purpose of recovering education costs for non-resident students where the Division is not eligible to receive provincial funding or another school division has received the funding and is requesting Edmonton Public Schools to provide the educational programming for their resident student(s).

International Student Fees are charged as Edmonton Public Schools cannot claim provincial education grants for international students.

BACKGROUND

Non-Alberta Resident Fees

The Division charges a fee for students who are residents of Canada where the parent(s) or legal court-appointed guardian(s) does not reside in Alberta. As the Division does not receive per-student grants for those ineligible students, a fee is necessary to offset educational programming costs.

During the 2023-24 school year, there were four non-Alberta resident students registered with Edmonton Public Schools. For 2024-2025, as there has been no increase in provincial funding rates, Administration is proposing no changes to the Non-Alberta Resident Fee. Further information is available on Attachment I.

Also included in the fee schedule for 2024-2025 is a Distance Education credit enrolment unit (CEU) fee for non-Alberta resident students. The CEU rate being charged matches the provincial funding rate for part-time distance education students as outlined in the 2024-2025 Funding Manual.

Non-Alberta and Alberta Resident Special Needs Sponsorship Fees

The Division also enters into education service agreements (sponsorships) with other school divisions to provide instructional programming for their special needs students. Costs for the programming vary based on each student's specific needs, necessitating additional fees to cover expenses such as extra

educational assistant time and transportation. By including eligible students from other Alberta school divisions in our enrolment count and claiming the provincial funding, the Division reduces the Alberta resident special needs sponsorship fee charged to other school divisions by the non-Alberta Resident fee as outlined in Attachment I.

In the current year, Edmonton Public Schools is providing programming for 18 sponsored special needs students; 16 of these students are from other Alberta school divisions and two are from out of province. The majority of the sponsored students are attending the Alberta School for the Deaf.

For 2024-2025, Administration is proposing no change in fees.

International Program Student Fees

Through International Programs, the Division has 28 years of history offering academic programming to international students from a variety of countries. This school year, 46 Division schools served 297 international students from 31 countries; 263 of these students were full-year students and 35 were partial-year students. This remains a decrease of approximately 50 per cent since the COVID-19 pandemic. Travel restrictions are no longer the contributing factor for this decrease, rather the availability of school space. The program, however, continues to generate revenues in excess of \$3.6 million, with the majority being allocated to schools and the remaining balance being used to support the central administration costs associated with the program.

For the 2024-2025 school year, International Student Programs anticipates accepting approximately 300 new and returning international students. There have been approximately 530 applications to date for the 2024-2025 school year, with more still being submitted. Successful students are carefully selected by International Program staff based on multiple criteria, including address location based on available spaces. Edmonton Public Schools International Programs remains a highly sought-after, high quality program for students from around the world.

Edmonton Public Schools International Student Fees remain consistent in comparison with the Calgary Board of Education for 2025-2026.

Several factors are considered in determining the International Student Tuition Fee: the cost of a senior high program with English As an Additional Language (EAL) instruction and support services; Division operational costs of administering the program including staff salaries; and the current market conditions for programs of a similar nature in Alberta and across Canada.

For 2025-2026, Administration is proposing no change in fees.

RELATED FACTS

- Sponsorship agreements are the mechanism to transfer funds needed for providing high-needs programming from the resident school division to Edmonton Public Schools in addition to provincial funding.
- Sponsored special needs students from outside Alberta and other non-resident students are excluded from the weighted moving average (WMA) calculation for provincial funding (based on Division enrolment).
- Non-Alberta Resident fees and Special Needs Sponsorship fees are reviewed annually based on the costs of programming and in context with changes to student funding rates.

- International Programs student fees are requested two years in advance to ensure sufficient time to communicate the fee schedule to families and partners. As well, the advanced notice is required to respect that families must be afforded adequate time to plan and budget.
- International Programs student fees continue to be allocated in a manner that maximizes revenues to schools but at the same time ensures sufficient financial resources to administer the program.

RECOMMENDATION

1. **That the proposed 2024-2025 Non-Alberta Resident fees and the Special Needs Sponsorship fees as outlined on Attachment I be approved.**
2. **That the proposed 2025-2026 International Student Tuition fee and International Student Application fee as outlined on Attachment I be approved.**

CONSIDERATIONS and ANALYSIS

- Administration reviewed the proposed revisions to Administrative Regulation HC.AR, Student Admission and Enrolments and HEC.BP, Non-Resident Student Admission and Enrolment to ensure that the fee structure being proposed is in alignment.

NEXT STEPS

Once approved, the rates will be communicated to Division staff through *Connect* and International Student materials will be updated.

ATTACHMENTS and APPENDICES

ATTACHMENT I 2024-2025 Proposed Non-Alberta Resident and Special Needs Sponsorship Fees
 2025-2026 Proposed International Student Tuition and Application Fees

MP:ja

**Edmonton Public Schools
2024-2025 Proposed Non-Alberta Resident and Special Needs Sponsorship Fees
2025-2026 Proposed International Students Tuition and Application Fees**

<u>FEE DESCRIPTION</u>	2024-2025	2023-2024	Variance \$	Variance %	Notes
	Proposed Fees	Fee			
NON-ALBERTA RESIDENT FEE					
Non-Alberta Resident Fee	\$ 10,020	\$ 10,020	-	-	
Distance Education/High School per credit enrolment unit (CEU)	\$ 204	\$ 204	-	-	1
NON-ALBERTA RESIDENT SPECIAL NEEDS SPONSORSHIP FEE*					
<u>LEVEL OF SPECIALIZED LEARNING SUPPORTS (Grades Kindergarten - 12)</u>					
Moderate - frequently requires adult support (targeted)	\$ 11,770	\$ 11,770	-	-	2
Severe - extensively dependent on adult support (specialized)	26,416	26,416	-	-	2
Profound - constantly dependent on adult support (specialized)	37,128	37,128	-	-	2
<i>* Additional fees may be added to cover costs such as additional educational assistant time and transportation costs, this is determined on an individual student basis</i>					
ALBERTA RESIDENT SPECIAL NEEDS SPONSORSHIP FEE*					
<u>LEVEL OF SPECIALIZED LEARNING SUPPORTS (Grades Kindergarten - 12)</u>					
Moderate - frequently requires adult support (targeted)	1,750	1,750	-	-	3
Severe - extensively dependent on adult support (specialized)	16,396	16,396	-	-	3
Profound - constantly dependent on adult support (specialized)	27,108	27,108	-	-	3
<i>* Additional fees may be added to cover costs such as additional educational assistant time and transportation costs</i>					
Notes					
	2025-2026	2024-2025	Variance \$	Variance %	
<u>FEE DESCRIPTION</u>	Proposed Fees	Fee			
INTERNATIONAL STUDENT PROGRAM FEE	\$ 13,000	\$ 13,000	-	-	
INTERNATIONAL STUDENT APPLICATION FEE	250	250	-	-	

Notes

- The Distance Education/High School per credit enrolment unit (CEU) fee is equal to the funding rate as outlined in the Funding Manual.
- Non-Alberta Resident special needs sponsorship fees are calculated by taking the provincial base instruction funding rate of \$6,492 (outlined in the Funding Manual) and multiplying it by the same ratios that the Division uses to calculate our internal Weighted Enrolment allocation that is provided to Division schools.
- Special needs sponsorship fees for Alberta Residents is equal to the Non-Alberta Resident special needs sponsorship fee (note 2 above) less the Non-Alberta resident fee.

DATE: May 14, 2024

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Gaps in Funding: Enrolment/Inflation
(Response to Request for Information #021)

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE STAFF: Drew Horn, Jennifer Price, Madonna Proulx, Amanda Wong

REFERENCE: [Funding manual for school authorities 2024/2025 school year](#)
[Fraser Institute: Education Spending in Public Schools in Canada, 2023 Edition](#)
[April 16, 2024, Board Recommendation Report, 2024-2025 Distribution of Funds](#)

ISSUE

The following request for information was made at the April 16, 2024 Board meeting, by Trustee Estabrooks.

1. When EPSB receives our funding manual, could administration please provide an anticipated breakdown of per student funding for division students for the 2024-2025 school year? How does this spending per student compare to the last ten years, keeping in mind the introduction of a new funding formula in 2020-2021.
2. Could administration please provide an explanation of the gap between funding provided using the weighted moving average methodology and actual number of new students to the Division each September? Please include information on this gap for each year since the weighted moving average (WMA) has been implemented.
3.
 - a. Could administration please provide, for each year since the WMA has been introduced, the total number of unfunded students alongside the approximated dollar value of that gap, and compare that with the supplemental enrolment funding grant provided by the government?
 - b. Is the supplemental enrolment grant funding or any other funding available to growing school divisions mid-year currently closing the gap due to the WMA methodology and a growing student population?
4.
 - a. What impact has inflation had on the Division's budget, including on our fixed costs of telecom, insurance, sewer/water, natural gas and electricity?
 - b. Could administration please include a graph showing inflation adjusted funding with the actual funding received?

CURRENT SITUATION

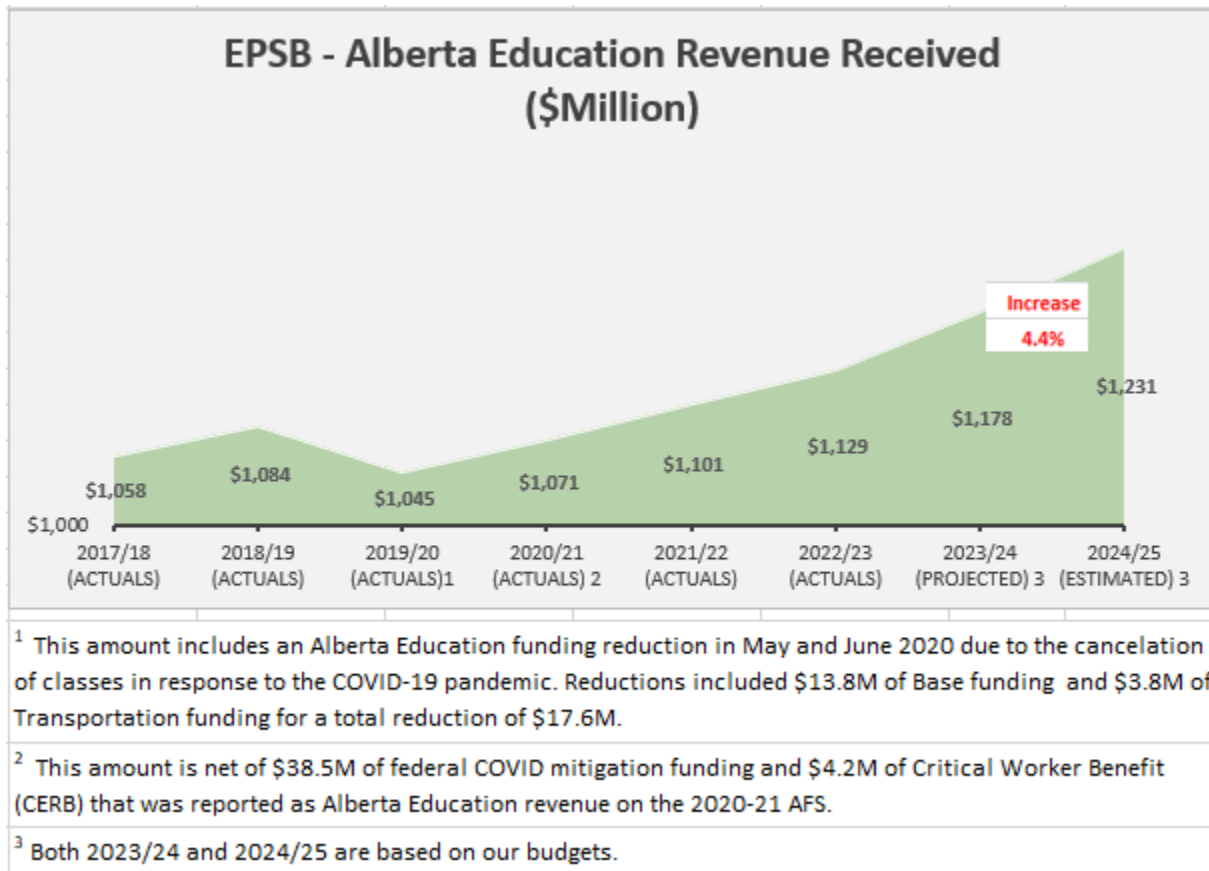
- When EPSB receives our funding manual, could administration please provide an anticipated breakdown of per student funding for division students for the 2024-2025 school year? How does this spending per student compare to the last ten years, keeping in mind the introduction of a new funding formula in 2020-2021.**

Provincial Funding

On February 27, 2020, a new funding framework was released, effective for the 2020-2021 school year. The major change from the previous funding framework was the transition from a per student funding model that funded individual students to a funding model based on a three-year weighted moving average (WMA) of enrolment.

Total Alberta Education Revenue

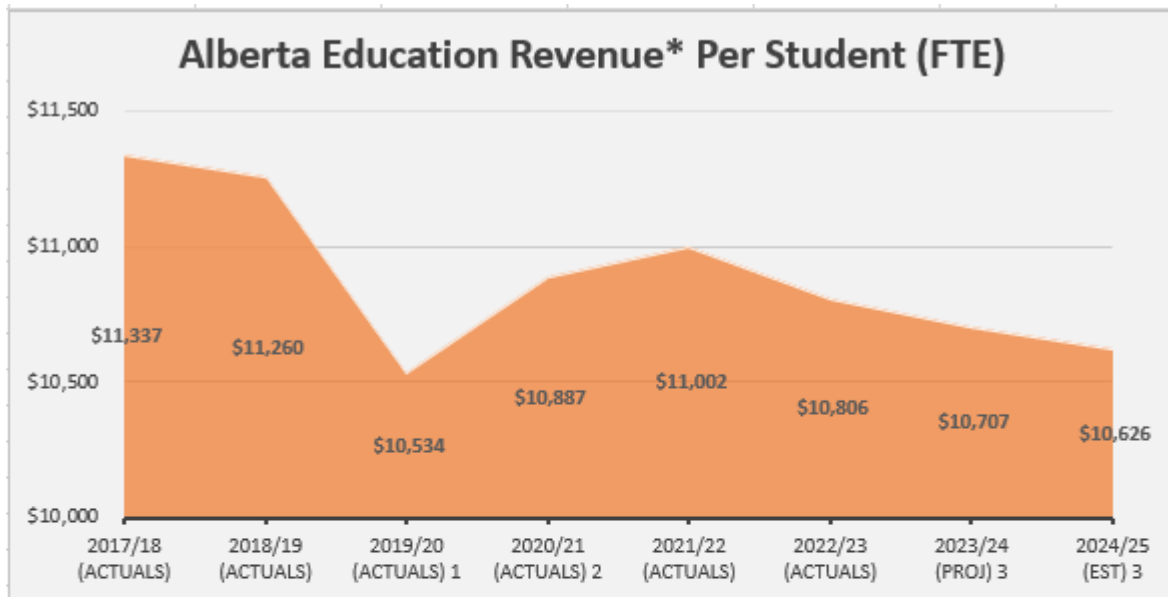
The total Alberta Education Revenue the Division has received over recent years has been increasing. The total budgeted Alberta Education revenue based on the 2024-2025 budget is the largest amount the Division has ever received at \$1.23 billion which is 4.4 per cent higher than the amount we anticipate receiving for the current school year (2023-2024).



Alberta Education Revenue per student

To represent the overall funding per student at a high level, the following table was created by taking the total Government of Alberta revenue as reflected in our annual audited financial statements (up to

and including the year ended August 31, 2023). The approved budget figures were used for the current 2023-2024 year, and draft budget figures have been used for the upcoming 2024-2025 year. This revenue figure includes the majority of our provincial government funding (including Infrastructure Maintenance Renewal (IMR), Operations and Maintenance (O&M), etc.); however, some adjustments have been made as detailed in the notes to adjust for non-recurring or revenue that was received for unique or targeted circumstances. This total revenue figure was then divided by the actual frozen funded September student count information (FTE) (or projected for the budget), as opposed to the WMA enrolment (FTE) figure.



* Alberta Education Revenue figure does not include revenue from: Other Alberta School authorities, Secondments, Other Provincial Grants, and deferred capital revenue.

¹ This amount includes an Alberta Education funding reduction in May and June 2020 due to the cancelation of classes in response to the COVID-19 pandemic. Reductions included \$13.8M of Base funding and \$3.8M of Transportation funding for a total reduction of \$17.6M. Had it been included, per student funding would have been \$10,623

² This amount is net of \$38.5M of federal COVID mitigation funding and \$4.2M of Critical Worker Benefit (CERB) that was reported as Alberta Education revenue on the 2020-21 audited financial statements.

³ Both 2023/24 and 2024/25 are based on our budgets.

In terms of the per student funding trend prior to 2020-2021, and in relation to other Provinces, the Fraser Institute has done a comprehensive study reviewing changes in [Education Spending on Public Schools in Canada from 2012-2013 to 2020-2021](#).

Highlights from the report:

This study reviews changes in education spending on public schools in Canada from 2012/13 to 2020/21. The results clearly demonstrate that education spending on public schools has increased nationally and in most provinces during this time period, even when we account for inflation and enrolment changes. Moreover, the data indicate that compensation continues to

be the costliest component of spending on public education and contributed more to the growth of education spending than any other component.

To evaluate public education spending in Canada, we have analyzed the effects of price changes (inflation) and enrolment increases or decreases by province. Nationally, student enrolment in public schools grew by 2.7% between 2012/13 and 2020/21. The biggest increases in enrolment occurred in Alberta (12.4%) and Saskatchewan (6.9%).

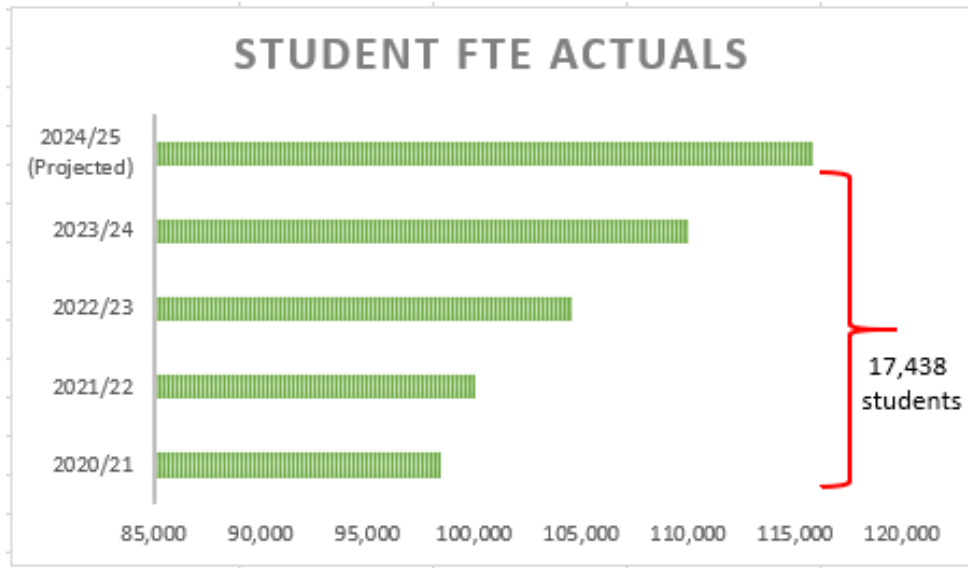
Inflation-adjusted per-student spending increased by 8.3% nationally from 2012/13 to 2020/21. Eight of the 10 provinces saw real per-student spending increase over this time frame. Quebec had the largest increase (32.9%), followed by Nova Scotia (26.9%), and Prince Edward Island (19.0%). Two provinces saw a decline in per-student spending (inflation-adjusted): Saskatchewan and Alberta.

There were substantial changes in the ranks of the provinces for inflation-adjusted per-student spending on public education between 2012/13 and 2020/21. In 2012/13, Alberta had the third highest per-student spending among the provinces. Nine years later, the province ranked last in the same category.

2. Could administration please provide an explanation of the gap between funding provided using the weighted moving average methodology and actual number of new students to the Division each September? Please include information on this gap for each year since the weighted moving average (WMA) has been implemented.

Enrolment Growth

Since the implementation of the new funding framework (including the WMA methodology), the Division has experienced significant enrolment growth, and has grown by more than 17 thousand students.



WMA Funding Model highlights

- The WMA model captures the number of funded students across three school years and does not allocate funding per individual student.
- All Alberta Education funding grants received by the Division, with the exception of the Transportation and the Geographic grant, are either fully or partially calculated using the WMA enrolment.

For the upcoming 2024-2025 school year, the WMA calculation will be based on the following formula:

School Year	Weighted Factor	Enrolment Count (FTE) ¹	Enrolment Count
2022-2023	20%	Actual	104,501
2023-2024	30%	Estimate ²	110,002
2024-2025	50%	Projection ³	115,805
2024-2025 WMA (FTE) Enrolment			111,803

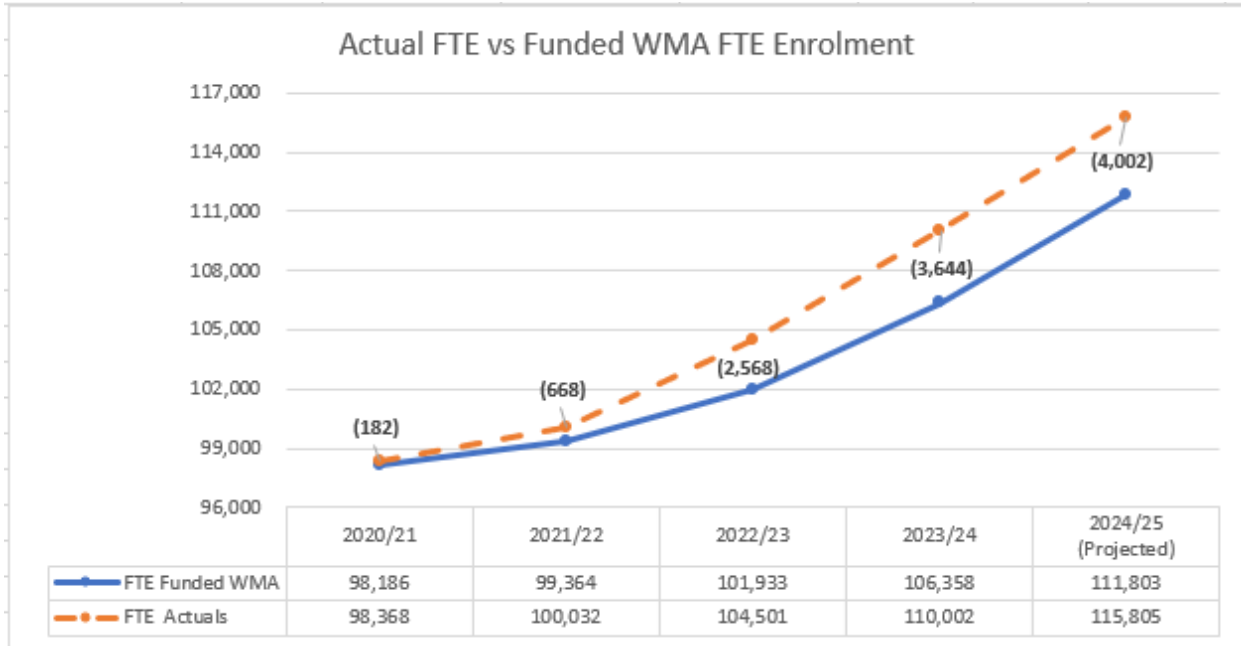
Notes:

¹ Additional details on the Division’s enrolment FTE’s can be found in attachment II of the [2024-2025 Distribution of Funds report](#). FTE enrolment factors in Early Childhood Services (ECS) students at 0.5.

² Estimates are based on the frozen funded enrolment counts and are not usually finalized until the following year.

³ There are no in-year adjustments if the projected enrolment count is different from the actual count. The difference between the projected count and actual student count will be adjusted for in the calculation of the WMA for the subsequent school year. If the projected count is higher than the actual count, the WMA for the next year will be adjusted down, and if the projected count is lower, the WMA for the next year will be adjusted up to account for the difference.

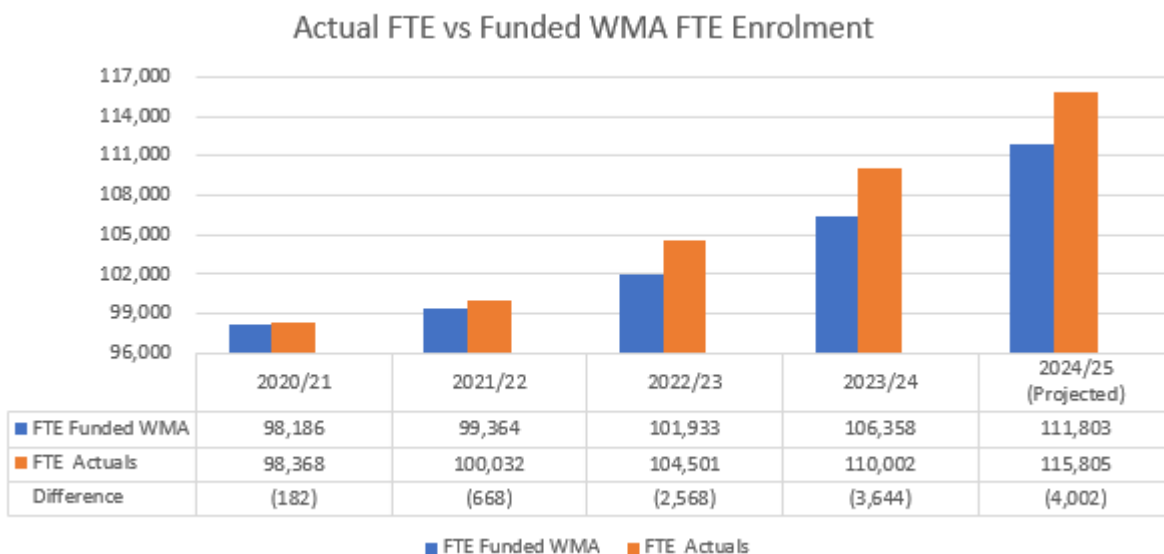
The WMA calculation compared to our actual enrolment is further highlighted in the graph below. For 2024-2025, the WMA FTE enrolment is 4,002, lower than the projected September 2024 FTE enrolment (the actual number of students we anticipate to be in attendance).



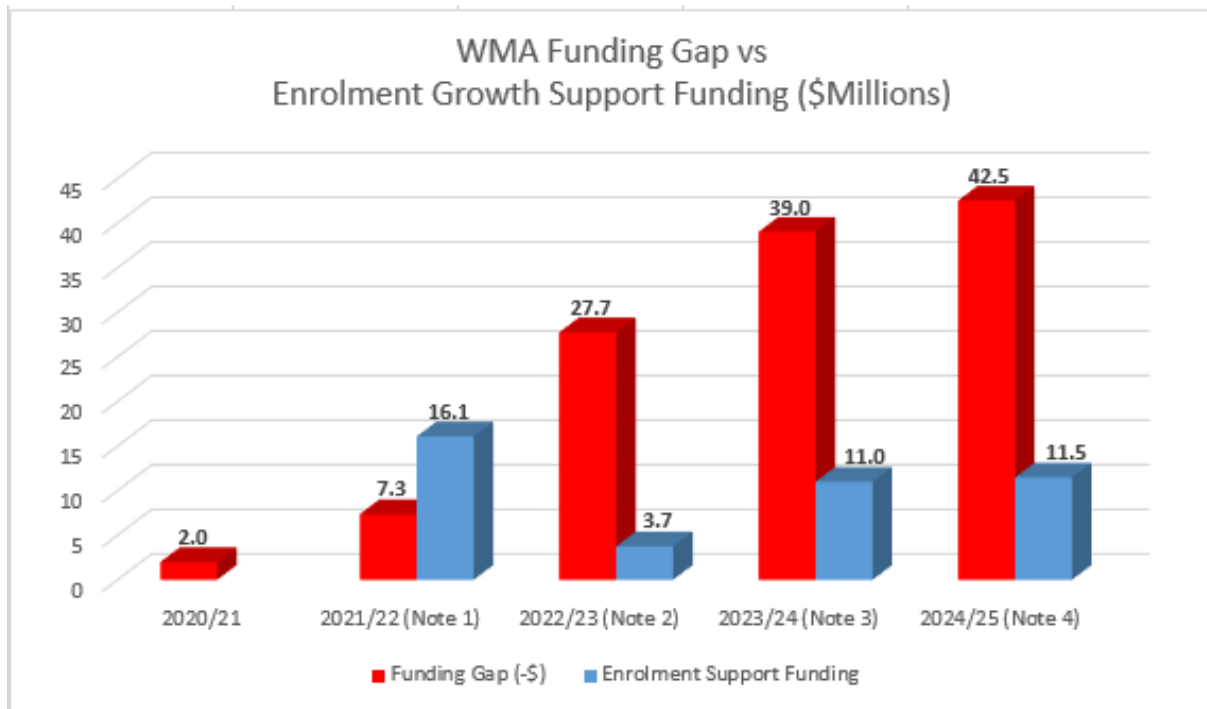
3a. Could administration please provide, for each year since the WMA has been introduced, the total number of unfunded students alongside the approximated dollar value of that gap, and compare that with the supplemental enrolment funding grant provided by the government?

3b. Is the supplemental enrolment grant funding or any other funding available to growing school divisions mid-year currently closing the gap due to the WMA methodology and a growing student population?

The following chart includes the same information as the chart from question 2 but in a different format to highlight the difference in FTE enrolment that will then be used in the second chart below.



The following chart applies the Alberta Education Revenue per student (FTE) per year from the chart in question 1, to the enrolment difference from the above chart. Offsetting this gap is the COVID relief payment that was received in 2021-2022 as well as the Supplemental Enrolment Grant that was first introduced in 2022-2023.



- ¹ In 2021-2022, there was a one time COVID relief payment from Alberta Education.
- ² 2022-2023 was the first year AB Ed provided the "Supplemental Enrolment Growth Grant". This provided \$1,000 per FTE for growth between 2-5%, and \$2,000 for all FTE above 5%.
- ³ 2023-2024 the Supplemental Enrolment Growth Grant formula was updated which provided \$1,500 for FTE increases between 0-100 and \$2,000 for all FTE increases above 100.
- ⁴ 2024-2025 the grant calculations are based on projected enrolment. These will be updated mid year based on actual September enrolment count information.

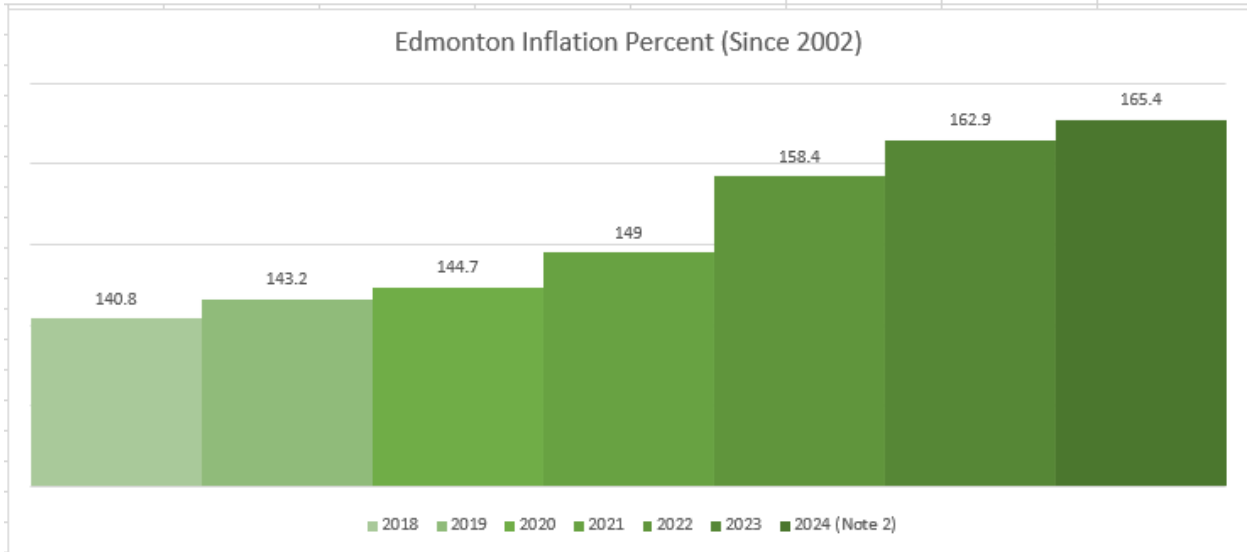
Currently the Supplemental Enrolment Grant is the only grant that provides some relief in the WMA funding gap. During the 2022-2023 school year, there was a Displaced Student Grant that provided some funding for eligible students arriving after the September count date. This grant was discontinued after the first year. Additional information about this grant was included in the [March 5, 2024 Request For Information Report #020](#).

4a. What impact has inflation had on the Division's budget, including on our fixed costs of telecom, insurance, sewer/water, natural gas and electricity?

Operating Expenses

- Inflation continues to increase for Edmonton. According to Stats Canada, inflation increased by 4.5 per cent in 2023 compared to 2022. Although this is a decrease from the 9.4 per cent prior year

increase, with no increase to the grant funding rates, the spending power of school budgets have decreased. The inflation rate for 2024 has been estimated as per below.

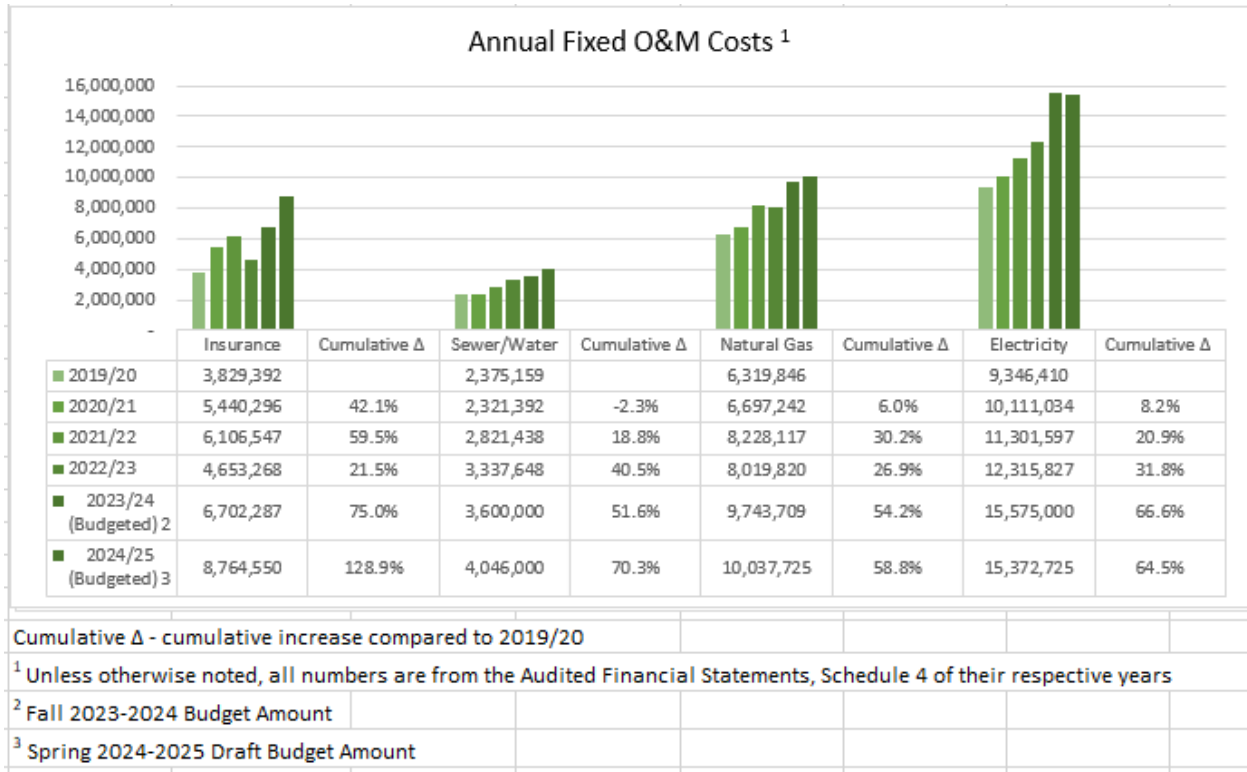


¹ Rates are from Stats Canada for the Edmonton Region. Annual amounts are expressed as a percentage increase since the year 2002
² The rate for 2024 has been based on information from the April 2024 Bank of Canada Monetary Policy Report

	2018	2019	2020	2021	2022	2023	2024 (Note 2)
Inflation Rate (%) (Note 1)	140.8	143.2	144.7	149	158.4	162.9	165.4
Inflation Rate Annual Change	3.7%	2.4%	1.5%	4.3%	9.4%	4.5%	2.5%
Cumulative Increase since 2018	0.0%	2.4%	3.9%	8.2%	17.6%	22.1%	24.6%
Cumulative Increase since 2020				4.3%	13.7%	18.2%	20.7%
Notes:							
¹ Rates are from Stats Canada for the Edmonton Region. Annual amounts are expressed as a percentage increase since the year 2002							
² The rate for 2024 has been based on information from the April 2024 Bank of Canada Monetary Policy Report							

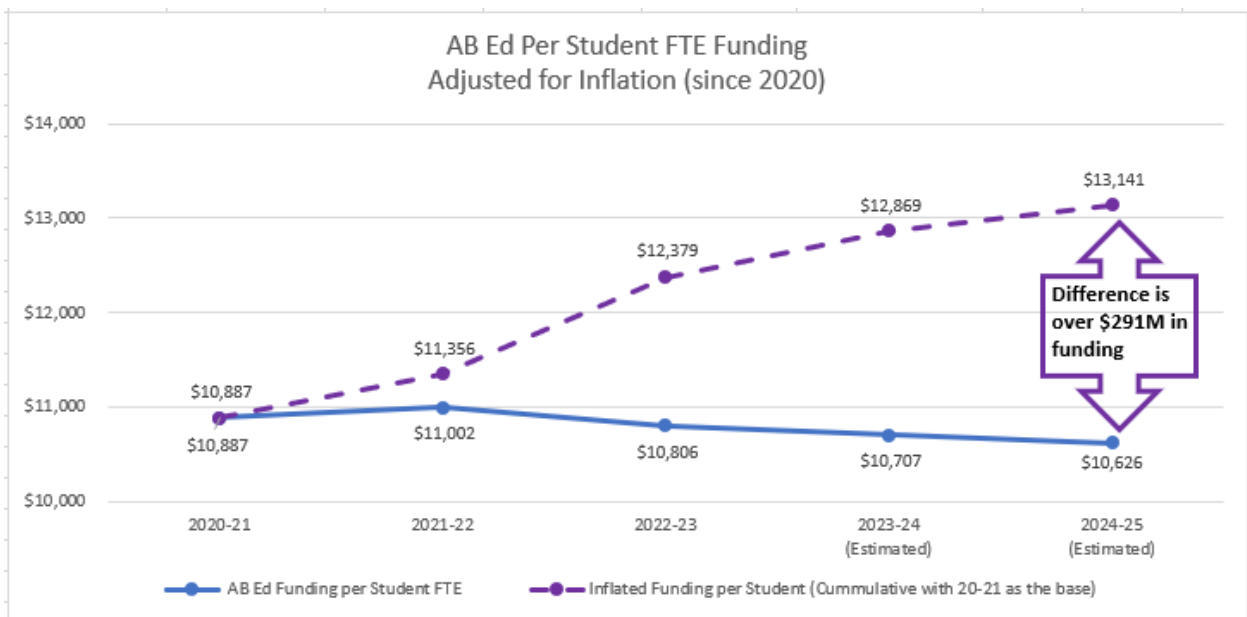
The above table shows the annual inflation rate (per Stats Canada for the Edmonton region) as a percentage increase since the year 2002. For example, for 2023, inflation increased by 4.5 per cent from 2022 (162.9 - 158.4 = 4.5).

Inflationary pressures continue to impact our Division-level fixed costs like utilities and insurance. The following chart shows the history of some of our fixed costs. Also included on the chart is the cumulative percentage increase for each expense item compared to 2019-2020 as these inflationary pressures have been compounding.



4b. Could administration please include a graph showing inflation adjusted funding with the actual funding received?

The following chart uses information included in question 1, then using 2020-2021 as the starting point, the annual inflation rate as detailed in question 4a has been used to highlight the gap in our current year per student funding amount, which has not maintained pace with inflation.



KEY POINTS

- Enrolment increases are currently outpacing funding increases under the WMA funding model resulting in a decreasing per student funding amount.
- Alberta per student education funding has not maintained pace with other Canadian provinces.
- Inflationary pressures continue to impact our operating costs. With no offsetting increase in grant funding, this has resulted in a reduction of spending power for the Division.

TB:ja

DATE: May 14, 2024

TO: Board of Trustees

FROM: Trustee Marcia Hole, Policy Review Committee
Trustee Jan Sawyer, Policy Review Committee
Trustee Saadiq Sumar, Chair, Policy Review Committee

SUBJECT: Board Policy HFA.BP Sexual Orientation and Gender Identity

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE STAFF: Amanda Barrett, Rin Lawrence, Nancy Petersen, Wanas Radwan

REFERENCE: [Trustees Handbook](#) Section 5.4 – Caucus Committee
[Board Policy CH.BP – Framework for Policy Development and Review](#)

ISSUE

The Policy Review Committee (PRC) is presenting Board Policy HFA.BP Sexual Orientation and Gender Identity to the Board of Trustees (the Board) for first reading at public Board.

BACKGROUND

The PRC's 2023-24 work plan includes a review of Board Policy HFA.BP Sexual Orientation and Gender Identity to ensure language is up to date and aligns with language in the *Alberta Human Rights Act*. The PRC is not seeking to change the intent or purpose of the policy from its original development.

The intent of the current policy is to address discriminatory, hostile and unsafe environments that impact the ability of students to feel safe, respected, fully included and capable of ambitious learning in their schools. The policy does not direct or influence the official curriculum taught in Edmonton Public Schools; Division schools follow the Kindergarten to Grade 12 curriculum, as set by Alberta Education.

This work is a continuation of the PRC's 2022-23 work plan.

RELATED FACTS

- Updates to Board Policy HFA.BP Sexual Orientation and Gender Identity have been informed by PRC meetings in the 2023-24 school year. The PRC completed a final review of the draft Board Policy HFA.BP Sexual Orientation, Gender Identity and Gender Expression on February 1, 2024.
- The review of this policy was supported by review of the *Canadian Charter of Rights and Freedoms*, *Alberta Human Rights Act* and *Education Act*, engagement of Division staff who are subject matter experts, as well as some consultation with subject matter experts in the broader community.
- Revisions to this policy include:
 - o Changes to the title of the policy to reflect updated language (i.e., Board Policy HFA.BP Sexual Orientation and Gender Identity is changed to Board Policy HFA.BP Sexual Orientation, Gender Identity and Gender Expression).
 - o The addition of relevant definitions (i.e., "Cisgender," "Cisnormativity," "Gender Expression," "Gender Identity," "Heteronormativity," "Heterosexual" and "Sexual Orientation.>").

- o Updated language throughout the policy to support inclusivity and to reflect current Division practices.
- The draft policy was shared with the Board of Trustees for feedback at the April 16, 2024, special Caucus committee meeting.
- As changes to this policy are focused on updates to language and the direction of the policy aligns with rights guaranteed under the *Canadian Charter of Rights and Freedoms*, *Alberta Human Rights Act* and *Education Act*, engagement will focus on collecting stakeholder input around the clarity and accessibility of language and confirmation of the values that are foundational to the policy. The survey does not seek input to inform revision of direction or intent of the policy.
 - o Public engagement will occur through an online public survey that will be open for four weeks following the policy's first reading at the public Board meeting on May 14, 2024.

RECOMMENDATION

1. **That Board Policy HFA.BP Sexual Orientation, Gender Identity, and Gender Expression be read for the first time and be approved for stakeholder feedback.**

OPTIONS

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

1. Approve first reading of the policy.
2. Provide the PRC with feedback to inform revision of the document to support approval of first reading at an upcoming Board meeting.

CONSIDERATIONS and ANALYSIS

The proposed revised draft Board Policy HFA.BP Sexual Orientation, Gender Identity and Gender Expression supports clarity and alignment with the *Education Act*, and reflects Board values and current practices in place to support a welcoming, inclusive, safe and healthy learning and working environment throughout the Division.

The PRC's 2023-24 work plan includes a review of Board Policy HFA.BP Sexual Orientation and Gender Identity. Approval to move forward with this policy will align with this timeline.

NEXT STEPS

Upon approval of the recommendation, the draft policy and a public survey will be posted to the Division website for four weeks to gather stakeholder feedback.

ATTACHMENTS and APPENDICES

ATTACHMENT I Draft Board Policy HFA.BP Sexual Orientation, Gender Identity and Gender Expression

SS:wr

CODE: HFA.BP

EFFECTIVE DATE: (29-11-2011)

TOPIC: Sexual Orientation, Gender Identity and Gender Expression

ISSUE DATE: (29-01-2020)

REVIEW YEAR: (2031)

PURPOSE

To articulate the Board of Trustees' (the Board) commitment to support all sexual and gender diverse students, staff and families.

To reflect the Board's mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment throughout the Division.

DEFINITIONS

Cisgender is a term used to describe a person whose gender identity aligns with their sex assigned at birth.

Cisnormativity refers to an implicit cultural or social framework that assumes all individuals are either cisgender male or cisgender female. This assumption contributes to the marginalization of gender diverse people (i.e., people who do not identify as cisgender).

Gender Expression, as defined by the Alberta Human Rights Commission, refers to the varied ways a person expresses their gender. This can include a combination of dress, demeanour, social behaviour and other factors.

Gender Identity, as defined by the Alberta Human Rights Commission, refers to a person's internal individual experience of gender, which may or may not align with the sex assigned to them at birth. A person may identify as a woman, a man, transgender, two-spirit, non-binary, gender non-conforming, intersex or another gender. Gender identity is different from sexual orientation.

Heteronormativity refers to an implicit cultural or social framework that assumes all individuals are heterosexual. This assumption contributes to the marginalization of sexually diverse people (i.e., people who do not identify as heterosexual).

Heterosexual is a term used to describe a person who feels physically and emotionally attracted to someone who is considered to be the opposite gender identity.

Perceived Gender Expression refers to the ways in which someone may interpret another person's gender expression.

Perceived Gender Identity refers to the ways in which someone may interpret another person's internal, individual experience of gender.

Perceived Sexual Orientation refers to the ways in which someone may interpret another person's physical, emotional or romantic attraction to others.

Sexual Orientation, as defined by the Alberta Human Rights Commission, refers to a person's physical, emotional or romantic attraction to others. A person may be heterosexual, lesbian, gay, bisexual, pansexual, asexual, queer or any other sexual orientation.

POLICY

The Board is committed to establishing and maintaining a safe, inclusive, equitable and welcoming learning and teaching environment for all members of the school community. This includes students, staff and families who identify or are perceived as sexual and/or gender diverse. The Board expects all members of this diverse community to be welcomed, respected, accepted and supported in every Division working and learning environment.

All members of the school community have the right to learn and work in an environment free of discrimination, prejudice and harassment. This right is guaranteed under the *Canadian Charter of Rights and Freedoms*, *Alberta Human Rights Act* and *Education Act*. These rights will be supported, and enforced, so that all members of the school community may work together in an atmosphere of mutual respect and appreciation for individual differences. The Board strives to create learning and working environments that are free of harassment, bullying, intimidation or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity and/or gender expression.

The Board affirms their commitment to the protection of rights, as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*, of each staff member employed by the Board and each student enrolled in a school operated by the Board.

The Board believes that all sexual and/or gender diverse students, staff and families have the right to:

- Be treated fairly, equitably and with dignity and respect.
- Have their confidentiality protected and respected as per privacy legislation.
- Self-identification and determination.
- Freedom of conscience, expression and association.
- Be fully included and represented in an inclusive, positive and respectful manner by all school personnel.
- Have equitable access to the same supports, services and protections provided to heterosexual and cisgender students, staff and families.
- Have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, prejudice, discrimination, intimidation, bullying and/or violence.
- Have their unique identities, families, cultures and communities included, valued and respected within all aspects of the school environment.

The Board is committed to implementing measures that will:

- Define appropriate expectations, behaviours, language and actions in order to prevent discrimination, prejudice and harassment through greater awareness of, and responsiveness to, their harmful effects.
- Ensure that all reported incidents of discriminatory behaviours are reviewed appropriately.
- Improve understanding of the individual lives of sexual and gender diverse students and their families, cultures and communities throughout the year.
- Develop, implement and evaluate inclusive educational strategies, professional development opportunities and administrative guidelines to ensure that sexual and gender diverse staff, students and their families are welcomed and treated with respect and dignity in all aspects of the school community.

- Work towards the removal of institutional and individual barriers related to heteronormativity and cisnormativity in order to improve the experience of sexual and gender diverse students, staff and families.

The Board also recognizes the need to develop and maintain mutually supportive relationships with a variety of diverse sexual orientation, gender identity and gender expression community groups and stakeholders in order to ensure the ongoing improvement of the implementation of this policy. These community relationships will involve ongoing feedback and collaboration.

ACCOUNTABILITY

The Superintendent will provide an annual update to the Board around progress made in support of student success and achievement within a welcoming, inclusive, safe and healthy environment.

In the Four-Year Education Plan, the Division will identify goals and strategies that reflect the Division's commitment to supporting our diverse school communities, and will provide an annual update on progress and priority strategies in support of this policy through the Annual Education Results Report to Alberta Education.

REFERENCES

AD.BP Vision, Mission, Values, and Priorities
 AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
 AE.BB.BP Wellness of Students and Staff
 FA.BP Human Resources Framework
 FBCA.AR Respectful Working Environments
 FBCB.AR Division Staff Code of Conduct
 FBE.AR Health and Wellness of Staff and Students
 GGDA.AR Guidelines for Student Activities and Organizations
 HF.BP Safe, Caring and Respectful Learning Environments
 HF.AR Safe, Caring and Respectful Learning Environments
 HFA.AR Sexual Orientation and Gender Identity
 HG.BP Student Behaviour and Conduct
 HG.AR Student Behaviour and Conduct
Alberta Human Rights Act
 Alberta Teachers' Association Code of Professional Conduct
 Alberta Teachers' Association Declaration of Rights and Responsibilities
Canadian Charter of Rights and Freedoms
Freedom of Information and Protection of Privacy Act
 United Nations Convention on the Rights of the Child
Education Act Sections 3, 4, 6, 10, 12, 14, 33(1), 35.1(1), 52

DATE: May 14, 2024

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Seclusion and Physical Restraint Update

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent

RESOURCE STAFF: Dave Bennell, Ian Crichton, Ann Parker

REFERENCE [Standards for Seclusion and Physical Restraint in Alberta Schools](#)
[HAH.AR Division Seclusion Rooms and Use of Physical Restraint](#)

ISSUE

On May 25, 2021, the Board passed the following motion:

That data on the use of seclusion and restraint are reported to the Board annually, along with work on systemic changes so that these practices are no longer needed or used.

BACKGROUND

The Standards for Seclusion and Physical Restraints in Alberta Schools are the basis for our Division's Administrative Regulation HAH.AR Seclusion Rooms and Use of Physical Restraint. The Division has established practices and standards that prioritize the safety and well-being of students and staff within a welcoming, inclusive, safe and healthy learning environment providing clear standards and expectations with respect to the use of seclusion rooms and physical restraint in the Division. Seclusion rooms and physical restraint are only to be used by staff who have met the training standards. Training provides staff with the skills to safely recognize and respond to crisis situations, focusing upon proactive approaches and de-escalation techniques.

CURRENT SITUATION

The Division continues to support systemic change through the development of staff capacity to ensure a positive proactive approach to supporting students with complex behavioral needs. This is approached through prevention with a focus on de-escalation, defusing challenging behaviours and building positive relationships. Despite a focus on prevention, a crisis or safety management plan may be necessary in exceptional situations where a student's behaviour has the potential to put their safety or the safety of others at serious and imminent risk of physical harm and when de-escalation, preventative strategies or alternative interventions are ineffective. The use of seclusion and/or physical restraint is a last resort as in a crisis or emergency situation.

Support for staff training is a shared responsibility between central administration and school principals. The Division provides professional learning to meet Division training standards through Non-violent Crisis Intervention (NCI) and three complex behavior modules. The complex behaviour professional learning modules A, B and C provide positive behaviour interventions and strategies through all tiers of the pyramid of intervention:

- Module A: provides a foundational look at positive behaviour supports and universal strategies that can support and promote mental health in the classroom.
- Module B: builds on the foundations of Module A and provides information about how complex behaviors develop, and some of the precipitating factors that can impact a student in the classroom such as executive functioning, regulation and trauma.
- Module C: provides in-depth instruction regarding Individual Behaviour Support Plan (IBSP) creation and building a supportive collaboration between family and school to support students with complex behavioural needs, including data tracking, and developing specific strategies for supporting students.

Historically, there has been strong participation in the Complex Behaviour Modules A, B and C as they are part of Division training standards for staff involved in the use of seclusion and/or physical restraint. When there is potential for the use of a seclusion room and/or physical restraint, schools are required to have a minimum of two staff who meet training standards. Modules B and C as well as Non-violent Crisis Intervention (NCI) are required for staff in schools with operational seclusion rooms. Module A is strongly recommended. All modules are available to any Division staff member interested in taking them.

As most Division staff working in schools with operational seclusion rooms have completed this training, the current Module C participation numbers likely reflect either staff who are new to supporting students with complex behaviour learning needs or other interested staff.

Module	A: Universal	B: Targeted	C: Specialized	B and C Combined	Pre DLM Condensed
September 2023–April 2024 Number of Staff Participants	36	52	38	71	17

- Attendance in these modules is as follows:
 - o As of April 26, 2024, 214 Division staff attended one or more of the complex behavior modules this school year.
 - o Since 2019 up to and including April 26, 2024, there have been a total of 4950 staff who have attended Complex Behaviour Modules professional learning sessions:
 - 1669 staff who have attended Complex Behaviour Module A
 - 1685 Division staff who have attended Complex Behaviour Module B
 - 1483 Division staff who have attended Complex Behaviour Module C
 - 87 Division Staff who have attended Complex Behaviour Modules B and C Combined
 - 26 Division Staff who have attended Complex Behaviour Module C Condensed (Pre- DLM session for administrators)

Non-violent Crisis Intervention (NCI) training includes conflict de-escalation training and techniques through online theory modules and in-person physical competency sessions.

Non-violent Crisis Intervention (NCI) September 2023–April 2024 Number of Staff Participants	1157
--	------

Non-violent Crisis Intervention (NCI) requires recertification every two years. The participation numbers above include staff seeking re-certification as well as staff taking the training for the first time. There are currently 3173 Division staff who are certified in NCI.

Alberta Education requires school Divisions to track and provide data each month on the use of operational seclusion rooms for each school with an operational seclusion room in their building. The following data is provided:

- For the 2021–2022 school year, there were 78 schools with one or more operational seclusion rooms, for a total of 151 operational seclusion rooms.
- For the 2022–2023 school year, there are 83 schools that have one or more operational seclusion rooms, for a total of 174 operational seclusion rooms.
- For the 2023-2024 school year, there are 80 schools that have one or more operational seclusion rooms, for a total of 167 operational seclusion rooms.
- During the 2023-2024 school year, ten seclusion rooms have been decommissioned at the request of schools.

With respect to the tables below, please note the following:

- The 2019–2020 data reflects September to mid-March due to the transition to emergent remote learning for all students on March 16, 2020.
- The 2020–2021 data reflects in-person learners with approximately 30 per cent of Division students learning online.
- The 2021–2022 data reflects in-person learners with approximately five per cent of Division students learning online.
- Unique Students refers to the number of different students using the seclusion room that month (the same student may have used a seclusion room more than once).

Seclusion Room Data

	RECORD OF USE SELF-SELECTED									
	2019–2020		2020–2021		2021–2022		2022–2023		2023–2024	
	Monthly Self-selected - use of seclusion room	Monthly Self-selected Unique Students	Monthly Self-selected - use of seclusion room	Monthly Self-selected Unique Students	Monthly Self-selected use of seclusion room	Monthly Self-selected Unique Students	Monthly Self-selected use of seclusion room	Monthly Self-selected Unique Students	Monthly Self-selected use of seclusion room	Monthly Self-selected Unique Students
September	538	146	113	57	246	65	190	62	205	70
October	816	119	104	39	142	62	239	80	206	73
November	329	50	81	36	143	63	207	60	177	67
December	144	25	64	33	61	38	136	51	184	53
January	255	14	91	44	104	41	160	65	186	53
February	132	15	80	36	158	68	156	62	162	55
March	77	6	78	39	104	53	104	49	133	49
April	n/a	n/a	100	43	106	42	122	44	224	60
May	n/a	n/a	41	24	97	40	151	47	n/a	n/a
June	n/a	n/a	92	40	60	27	84	27	n/a	n/a
TOTAL	2291	375	844	391	1221	499	1549	547	1477	480

	RECORD OF USE NON-SELF-SELECTED									
	2019–2020		2020–2021		2021–2022		2022–2023		2023–2024	
	Monthly Seclusion Room usage (non-self-selected)	Monthly Seclusion Room Unique Students	Monthly Seclusion Room usage (non-self-selected)	Monthly Seclusion Room Unique Students	Monthly Seclusion Room usage (non-self-selected)	Monthly Seclusion Room Unique Students	Monthly Seclusion Room usage (non-self-selected)	Monthly Seclusion Room Unique Students	Monthly Seclusion Room usage (non-self-selected)	Monthly Seclusion Room Unique Students
September	267	93	73	31	115	46	114	54	111	48
October	391	89	92	37	108	62	142	55	235	93
November	282	36	90	36	141	57	172	61	196	69
December	250	15	61	31	109	53	141	66	166	66
January	240	17	61	32	110	47	103	49	185	71
February	205	29	60	30	208	62	88	47	164	65
March	76	5	99	41	215	71	70	40	106	50
April	n/a	n/a	46	36	187	55	97	54	181	80
May	n/a	n/a	48	24	168	52	105	56	n/a	n/a
June	n/a	n/a	76	36	108	44	64	40	n/a	n/a
TOTAL	1711	284	706	334	1469	549	1096	522	1344	542

The seclusion room data from September 2023 to April 2024 indicates there were 2821 uses of these spaces across the Division:

- 1477 (or 52.36 per cent) of uses were self-selected
- 1344 (or 47.64 per cent) of uses were non-self-selected

During the 2020–2021 school year, the Division created a process to collect physical restraint data and provided staff with training relative to the collection of this data. For that school year, some data was collected but it is not considered comprehensive and, as a result, has not been included in this report. The 2022–2023 school year is the second year the Division has collected comprehensive physical restraint data.

With respect to the Physical Restraint table below, the data is separate from the self-selected and non-self-selected seclusion room use data.

	Physical Restraint						Seclusion and Physical Restraint					
	2021–2022		2022–2023		2023–2024		2021–2022		2022–2023		2023–2024	
Month	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students
September	50	36	75	39	61	40	30	25	50	35	45	27
October	81	45	67	45	90	55	31	27	54	34	103	49

	Physical Restraint						Seclusion and Physical Restraint					
	2021–2022		2022–2023		2023–2024		2021–2022		2022–2023		2023–2024	
Month	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students
November	76	44	78	33	66	38	54	43	34	25	64	43
December	41	25	51	35	59	34	32	24	36	23	40	29
January	44	21	51	40	53	29	11	11	47	31	52	33
February	81	35	37	25	64	35	39	29	32	23	37	23
March	68	34	59	41	47	29	45	31	34	23	40	28
April	75	43	63	40	51	34	51	36	42	33	50	37
May	60	35	75	52	n/a	n/a	44	24	44	27	n/a	n/a
June	36	25	54	30	n/a	n/a	55	29	31	18	n/a	n/a
TOTAL	612	343	610	380	497	294	392	279	404	272	431	269

KEY POINTS

- The Division continues to support systemic change through professional learning and building staff capacity relative to supporting students with complex behavioural needs.
- Positive and proactive strategies with a focus on de-escalation are always to be used first to prevent the use of seclusion and/or physical restraint.
- The use of seclusion and/or physical restraint is a last resort in a crisis or emergency situation when a student’s behaviour has the potential to put their safety or the safety of others at serious and imminent risk of physical harm and de-escalation, preventative strategies or alternative interventions are ineffective.
- This is the third year for the collection of comprehensive physical restraint data across all schools.

AP:kd

DATE: May 14, 2024

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](#)

Mr. Victor (Aaron) Kucher passed away on April 18, 2024, at the age of 54 years. Aaron started with the Division in October 1998. He spent his 25-year career as a teacher in Supply Services, J. Percy Page, Harry Ainlay, Strathcona W.P. Wagner and Jasper Place Schools. He is survived by his sisters Betty Ann and Finna Dee; brother Nigel; as well as numerous other family and friends.

A celebration of life will be held on May 26, 2024 at the Derrick Golf and Winter Club from 12:30 pm to 4:00 pm.

AA:cm