



# AGENDA

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

Via Zoom  
Tuesday, June 23, 2020  
2:00 p.m.

## Board Meeting #18

- A. Roll Call
- B. Approval of the Agenda
- C. Recognition
  - 1. Michael A. Strembitsky Awards (Information)
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Minutes:
  - 2. DRAFT – Board Meeting #17 – June 9, 2020
- G. Comments from the Public and Staff Group Representatives  
*(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, June 22, 2020, to register under this item.)*
- H. Reports:
  - 3. Report #17 of the Caucus Committee (from the meeting held June 9, 2020) (Information)
  - 4. Setting of Ward Boundaries for the 2021 Municipal Election (Recommendation)
  - 5. Board Policy EA.BP Infrastructure Principles (Recommendation)
  - 6. Motion re: Anti-racism and Curriculum Design (Recommendation)
  - 7. Division Plan to Collect Lessons Learned from the COVID-19 Pandemic (Information – Response to Request for Information #071)
  - 8. Instructional Provisions for Students in Full-day Child Care (Information – Response to Request for Information #074)
  - 9. Delegation of Authority- 2020 Summer Recess (Recommendation)
- I. Other Committee, Board Representative and Trustee Reports
- J. Trustee and Board Requests for Information
- K. Notice of Motion
- L. Meeting Dates
- M. Adjournment

## BOARD OF TRUSTEES

Trisha Estabrooks  
Board Chair

Shelagh Dunn  
Board Vice-Chair

Sherry Adams  
Michelle Draper  
Ken Gibson  
Nathan Ip  
Michael Janz  
Cheryl Johner  
Bridget Stirling

**DATE:** June 23, 2020

**TO:** Board of Trustees

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

**SUBJECT:** Michael A. Strembitsky Award Recipients

**ORIGINATOR:** Carrie Rosa, Acting for Director, Communications

**RESOURCE**

**STAFF:** Cathy MacDonald

**REFERENCE:** [Board Policy AGA.BP – Recognition of Students, Staff, Parents and the Community](#)  
[Administrative Regulation HI.AR – Recognition of Students](#)

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## ISSUE

Every year, each Division high school may nominate a student for the Michael A. Strembitsky Award of Excellence. A selection committee adjudicates the nominees based on the award’s criteria and selects three recipients.

## BACKGROUND

The Michael A. Strembitsky Award of Excellence was established to honour the Division’s longest-serving superintendent, Michael A. Strembitsky. A gold, silver and bronze medallion and cheques in the amount of \$2,000, \$1,500 and \$1,000 respectively are presented to the three Grade 12 students who best exemplify the award criteria.

## CURRENT SITUATION

Each of the following nominees will be acknowledged and have a plaque sent to their homes.

<b>Name</b>	<b>School</b>
Tristin Holly	Academy at King Edward
Larissa de la Salle	amiskwacy Academy
Nyah Shem	Argyll Centre
YiMeng Shen	Centre High Campus
Katelyn Lega	Eastglen School
Breanna Rempel	Edmonton Christian High School
Kritika Taparia	Harry Ainlay School
Preetham Baddam	J. Percy Page School
Yosamin Esanullah	Jasper Place School
Alicia Lin	Lillian Osborne School
Mackenzie Buchanan	M.E. LaZerte School
Rajan Maghera	McNally School
Megan Gillespie	Millwoods Christian School
Cindy Liu	Old Scona School
Hussain Alhussainy	Queen Elizabeth School
Sumaya Soufi	Ross Sheppard School
Chiara Concini	Strathcona School
Josie Coutain-Segall	Victoria School
Georgia Hidson	Vimy Ridge Academy
Cole White	W.P. Wagner School

The bronze, silver and gold Michael A. Strembitsky Award of Excellence recipients will be announced by the Board Chair.

CR:cm

**MINUTE BOOK**

**Board Meeting #17**

Minutes of the Board Meeting of the Board of Trustees of Edmonton School Division of the Province of Alberta held via Zoom on Tuesday, June 9, 2020, at 2:00 p.m.

**Present:**

**Trustees**

Sherry Adams  
Shelagh Dunn  
Michelle Draper

Trisha Estabrooks  
Ken Gibson  
Nathan Ip

Michael Janz  
Cheryl Johner  
Bridget Stirling

**Student Trustees**

Josh Karathra

Johanna Lau

Tristin Odnokon

**Officials**

Angela Anderson  
Grace Cooke  
Todd Burnstad  
Ron MacNeil  
Karen Mills

Leona Morrison  
Kathy Muhlethaler  
Lorne Parker  
Nancy Petersen  
Kent Pharis

Darrel Robertson  
Carrie Rosa  
Mike Suderman  
Liz Yule

**Board Chair:** Trisha Estabrooks

**Recording Secretary:** Shirley Juneau

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

**A. O Canada **

Ms Sheila Williams, a teacher from Avalon School, sang O Canada in Cree.

Mr. Terris Mah, the cultural lead, and several drummers from amiskwaciy Academy performed a traditional song in Cree in recognition of National Indigenous Peoples Day.

**B. Roll Call: (2:00 p.m.)**

The Superintendent advised that all Trustees were present.

**C. Approval of the Agenda**

## MINUTE BOOK

Trustee Draper advised that she would be withdrawing her report (Motion re: Edmonton Public Schools Survey Design) from the agenda.

**MOVED BY Trustee Johner:**

**“That the agenda for the June 9, 2020, Board meeting be approved as amended.”  
(UNANIMOUSLY CARRIED)**

**D. Communications from the Board Chair**

The Board Chair acknowledged that June 1-5, 2020, was Pride week at Edmonton Public Schools. She explained that this was the second year for the Division to celebrate Pride Week after the current Board of Trustees voted unanimously in 2019 to declare the first week of June, Pride Week. On behalf of the Board of Trustees she thanked staff, students, parents and community members who celebrated Pride Week last week and those that will continue to celebrate throughout the month of June.

The Board Chair referenced the protests happening in the United States and Canada that have brought to the forefront the deep harm done by racism and discrimination. She stated that as a public school division, we are committed to being a place where every student and staff member feels they belong. That commitment compels Edmonton Public Schools to do the work of promoting anti-racism and inclusion.

The Board Chair explained that in collaboration with community members and students, the Edmonton Public Schools Policy Review Committee has been working to update the Division’s Multicultural Education policy with the goal to bring the Division’s commitment to anti-racist education and practice into a formal Board policy. She said the Division acknowledges that racism and discrimination exist within Edmonton Public Schools, apologized and acknowledged that there is still work to be done. The Board Chair stated that as a publicly elected Board of Trustees, they are committed to learning, and that means they must also be open to learning too. The Division must continue to listen, learn and collaborate, so that Edmonton Public Schools are welcoming, caring, respectful and safe places for all students, staff and families.

The Board Chair thanked the more than 74,000 parents, students and staff who completed the Division’s re-entry survey. She shared that the Board values everyone’s feedback and will keep it in mind as they continue having conversations with the provincial government and health experts as plans are made for September 2020.

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

The Superintendent thanked staff, students and parents for their continued efforts to adapt to distance learning. He also thanked them for their patience as the Division plans for what school will look like in September. The Superintendent explained that the Division has a re-entry committee comprised of school and central staff who are planning for three scenarios:

- In-school classes resume (near normal operations with health measures)

## MINUTE BOOK

- In-school classes partially resume with additional health measures
- At home learning continues (in-school classes are cancelled)

The Superintendent said that while the Division doesn't yet know which scenario it will be in in September because it doesn't know what the COVID-19 situation will look like, the Division does know this for sure:

- The safety and health of students and staff is our priority,
- The Division will follow the guidance of the Chief Medical Officer of Health,
- The Division will be ready for whatever scenario we face, and
- The Division will welcome children back with excitement, care and the supports they need to be successful.

The Superintendent reminded everyone about the power of kindness. He said it's one of the most powerful currencies we have, is available in an endless supply, it costs nothing, and when it's spent, it creates more of itself. He shared that kindness is at the heart of how we do our work and is the foundation upon which relationships are built. The Superintendent recommended that even fierce conversations should come from a place of kindness and care and that nothing is ever lost by showing kindness. He added that kindness only makes our lives richer.

### **F. Minutes**

1. Board Meeting #16 – May 26, 2020

#### **MOVED BY Trustee Adams:**

**“That the minutes of Board Meeting #16 held May 26, 2020, be approved as printed.”  
(UNANIMOUSLY CARRIED)**

### **G. Comments from the Public and Staff Group Representatives - None**

### **H. Reports**

2. Student Senate–Summary of Work Accomplished and Proposed Revisions to Model

#### **MOVED BY Trustee Ip:**

**“That as a means to continue promoting the active engagement and enhanced student voice in the democratic process, the Student Senate Model proposed herein be approved.”  
(UNANIMOUSLY CARRIED)**

Trustee Johner provided feedback that it is cumbersome to find the Student Senate website on the Division's website. The Superintendent advised that this would be reviewed.

**MINUTE BOOK**3. Strategic Plan Update – Student Leadership and Citizenship

The Board of Trustees were provided comprehensive information regarding areas of the Division's efforts in support of Student Leadership and Citizenship.

4. Locally Developed Courses

**MOVED BY Trustee Gibson:**

**"That the following LDCs be approved for use in Edmonton Public Schools until August 31, 2024:**

- Bible Studies Grade 1 to Grade 9
- Biology (Advanced) 35 (3)
- Creative Writing 7-8-9
- Islamic Studies 15-25-35 (5)
- Judaic Studies Kindergarten to Grade 9

**That the following LDCs be approved for use in Edmonton Public Schools until August 31, 2021:**

- Aboriginal Studies 7-8-9
- Band 15-25-35 (3 and 5)
- Extended Essay (IB) 35 (3)
- Forensic Science Studies 35 (5)
- Forensic Studies 25-35 (3)
- Instrumental Jazz 15-25-35 (3 and 5)
- Leadership, Character and Social Responsibility (3 and 5)
- Musical Theatre 15-25-35 (5)
- Vocal Jazz 15-25-35 (3 and 5)."

**(UNANIMOUSLY CARRIED)**

There was a short break in the meeting.

5. Approval of the 2020-2021 Budget

**MOVED BY Trustee Janz:**

**"1. That the 2020-2021 Budget of \$1,195,961,600 be approved."**

**IN FAVOUR: Trustees Adams, Draper, Dunn, Estabrooks, Gibson, Ip, Johner and Stirling.**

**OPPOSED: Trustee Janz**

**(CARRIED)**

**"2. That the budget report for the year ending August 31, 2021, be approved."**

**(UNANIMOUSLY CARRIED)**

There was a short break in the meeting.

**MINUTE BOOK**6. 2021-2022 School Year Calendar**MOVED BY Trustee Stirling:****“That Attachment I - 2021-2022 Division Calendar be approved.”****IN FAVOUR: Trustees Adams, Estabrooks, Janz, Johner and Stirling****OPPOSED: Trustees Draper, Dunn, Gibson and Ip  
(CARRIED)**7. Motion re: Request for information from the Ministry of Education – Program Unit Funding (PUF)**MOVED BY Trustee Dunn:****“That the Edmonton Public School Board request more information from the Ministry of Education about plans for early intervention in Alberta, given reductions to Program Unit Funding (PUF), including:**

- **Potential changes to the number of children able to access early intervention.**
- **Provincial plans for the provision of early intervention for children who will no longer be able to access early intervention through PUF programs.**
- **Plans to address the type and level of intervention needed for students who cannot access early intervention as they enter the school system, in order to maintain long-term student achievement and well-being.”**

**(UNANIMOUSLY CARRIED)**

The following feedback was provided for consideration:

- Consult with other school divisions to request supporting evidence and or data that demonstrates the additional educational supports required later in a child’s school life due to lack of access to early intervention
- That this request for information be sent to the Ministry of Health, Ministry of Children’s Services and the Ministry of Community and Social Services

8. Motion re: Edmonton Public Schools Survey Design

Trustee Draper withdrew this report.

9. Impacts of Funding to Private and Charter Schools  
(Response to Request for Information #066)

Information was provided regarding the impacts to funding to private and charter schools in the 2020 Budget. An explanation of the changes to education property taxes in the 2020 budget was also provided.

The Board Chair referenced the report to confirm that funding is higher for students attending private schools as well as for students who are learning remotely. She requested confirmation

## MINUTE BOOK

from the Administration that private schools are actually receiving higher funding or does it just appear to be higher funding due to a reallocation of grant money. Mr. Burnstad advised that this information would be provided through a Transmittal Memorandum (TM).

**I. Other Committee, Board Representative and Trustee Reports - None**

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

Trustee Stirling requested the following information regarding the School Resource Officer program:

**Funding and Governance:**

- What is the full annual cost to Edmonton Public Schools for the School Resource Officer (SROs) program, and what is the total cost of the program (Edmonton Public Schools and Edmonton Police Service total)?
- What are the intended outcomes of the program, and how are these outcomes measured and reported?
- What are the criteria for schools to be designated as having an SRO, and are there any programs or services that are interrelated or contingent on SROs being present in schools?
- What training or background is required for an officer to become an SRO, and what additional training do they receive to be prepared to work in schools? Beyond criminal record checks, what is Edmonton Public Schools practice in examining disciplinary records for SROs before and during their time working in schools?

**Search and Investigations:**

- What are the processes and protocols for searches of students, lockers, and student property conducted by or in the company of SROs?
- What are the processes and protocols around the unlocking, accessing, and search of students' cell phones by or in the company of SROs?
- What are the processes and protocols regarding entry and search of bathrooms, locker rooms, and other similar areas?
- Are bait phones still being used in Edmonton Public Schools? What is the purpose of this practice? Are other similar practices used in schools?

**Data Collection:**

- In cases where SROs are engaged in investigations of students, what are the nature of these investigations, how many are criminal versus non-criminal in nature, and how many result in arrests, charges, and prosecutions? How many fines are issued to students, and what is the total dollar amount of those fines annually?
- What is the demographic breakdown for students disciplined or arrested in relation to SRO investigations? Include data around race, socioeconomic status, gender, First Nation, Métis and Inuit identification, English Language Learners, immigration status, disability, and mental health status.
- Are SROs armed on school property? If so, how often are firearms drawn in a year, and do we keep records of the use of other weapons such as batons, pepper spray, tasers or other forms of force or restraint?

**MINUTE BOOK**

- Have any research studies or evaluations been conducted on the SRO program in Edmonton Public Schools? If so, what were the findings?

**K. Notices of Motion – None**

Trustee Janz served notice of motion that the Edmonton Public School Board advocate for anti-racism to be included in the curriculum redesign by the provincial Ministry of Education to ensure consistent outcomes across Alberta towards the elimination of racism. Furthermore, that the Edmonton Public School Board advocate for funding from the province for professional development for staff and coursework for pre-service teacher training in post-secondary institutions to support the implementation of these outcomes in Alberta's curriculum.

**L. Next Board Meeting: Tuesday, June 23, 2020, at 2:00 p.m.**

**M. Adjournment: 5:55 p.m.**

**The Board Chair adjourned the meeting.**

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Trisha Estabrooks, Board Chair

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Karen Mills, Director of Board and  
Superintendent Relations

**DATE:** June 23, 2020

**TO:** Board of Trustees

**FROM:** Trustee Shelagh Dunn, Caucus Committee Chair

**SUBJECT:** Report #17 of the Caucus Committee (from the meeting held June 9, 2020)

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

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

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### ISSUE

The Board approved the following recommendations at the March 3, 2015, Board meeting: That a resolution be approved directing 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 June 9, 2020, Caucus Committee meeting:

1. *That the Edmonton Public Schools Board of Trustees support PSBAA's application to become an Intervener in the case pursuing leave to appeal the Saskatchewan Court of Appeal's decision in the Theodore case to the Supreme Court of Canada.*

### BACKGROUND

At the fall Public School Boards' Association of Alberta (PSBAA) meeting, member boards will be asked whether they would like PSBAA to proceed with an application to become an Intervener in the case pursuing leave to appeal the Saskatchewan Court of Appeal's decision in the Theodore case to the Supreme Court of Canada.

2. *That Jeff Waselenchuk be approved as spokesperson to negotiate a collective agreement for maintenance staff with CUPE Local 784.*
3. *That the following objectives for the collective bargaining agreement between the Division and CUPE Local 784 be approved:*
  - *To achieve a revised collective agreement in collective bargaining that:*
    - *enables the Division to recruit and retain the quality and nature of employees needed to operate the Division;*
    - *reflects financial circumstances, both existing and projected;*
    - *enables efficient and effective operations consistent with the legislated mandate, the strategic plan and the financial circumstances of the Division;*
    - *has a length of term consistent with the above.*
  - *To achieve the revision of the collective agreement with no work stoppage.*
  - *To achieve the revision of the collective agreement in accordance with the requirements of the Provincial Bargaining Coordination Office (PBCO).*

4. *That the Board's negotiating committee be authorized to sign a new maintenance collective agreement following Board ratification.*
5. *That Jeff Waselenchuk be approved as spokesperson to negotiate a collective agreement for custodial staff with CUPE Local 474.*
6. *That the following objectives for the collective bargaining agreement between the Division and CUPE Local 474 be approved:*
  - *To achieve a revised collective agreement in collective bargaining that: o enables the Division to recruit and retain the quality and nature of employees needed to operate the Division;*
    - *reflects financial circumstances, both existing and projected;*
    - *enables efficient and effective operations consistent with the legislated mandate, the strategic plan and the financial circumstances of the Division;*
    - *has a length of term consistent with the above.*
  - *To achieve the revision of the collective agreement with no work stoppage*
  - *To achieve the revision of the collective agreement in accordance with the requirements of the Provincial Bargaining Coordination Office (PBCO).*
7. *That the Board's negotiating committee be authorized to sign a new custodial collective agreement following Board ratification.*
8. *That Jeff Waselenchuk be approved as spokesperson to negotiate a collective agreement for support staff with CUPE Local 3550.*
9. *That the following objectives for the collective bargaining agreement between the Division and CUPE Local 3550 be approved:*
  - *To achieve a revised collective agreement in collective bargaining that: o enables the Division to recruit and retain the quality and nature of employees needed to operate the Division;*
    - *reflects financial circumstances, both existing and projected;*
    - *enables efficient and effective operations consistent with the legislated mandate, the strategic plan and the financial circumstances of the Division;*
    - *has a length of term consistent with the above.*
  - *To achieve the revision of the collective agreement with no work stoppage.*
  - *To achieve the revision of the collective agreement in accordance with the requirements of the Provincial Bargaining and Coordination Office (PBCO).*
10. *That the Board's negotiating committee be authorized to sign a new support staff collective agreement following Board ratification.*

## **BACKGROUND**

The collective agreements with CUPE Locals 784 (Maintenance Staff), 474 (Custodial Staff) and 3550 (Support Staff) will expire on August 31, 2020. Under the agreements, notice to bargain can be served not less than 60 days and not more than 120 days prior to their expiration. The Division received formal notice to commence bargaining from all three Locals on May 15, 2020.

**DATE:** June 23, 2020

**TO:** Board of Trustees

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

**SUBJECT:** Setting of Ward Boundaries for the 2021 Municipal Election

**ORIGINATOR:** Dr. Lorne Parker, Assistant Superintendent

**RESOURCE**

**STAFF:** Josephine Duquette, Kim Holowatuk, Hodan Jama, Roshan Kastrinos, Roland Labbe, Cathy MacDonald, Karen Mills, Carrie Rosa, Jennifer Thompson, Katie Woodfine, Christopher Wright

**REFERENCE:** [Election Act](#); [Education Act](#), Sections 76 and 260 (4) (5)

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## ISSUE

The existing Trustee electoral ward boundaries (Attachment II) no longer meet the Trustee Electoral Ward Design Criteria, as amended on January 22, 2013. The *Education Act* requires school divisions to review ward boundaries, prior to December 31, 2020, to be enacted for the 2021 municipal and school board election.

## BACKGROUND

Prior to 1989, all Public and Separate school board Trustees were elected city-wide. In 1989, the Minister of Education required Trustees to be elected by wards. Nine public and seven separate school Trustees were elected from within the existing City of Edmonton six-ward system. For the Edmonton Public School Division (EPSB), the recipient with the highest number of votes from each of the six wards was elected, along with the recipient of the second-highest number of votes in three of the six wards.

In 1995, nine public school Trustee electoral wards were implemented, which were distinct from municipal wards. Boundary alignments were chosen in order to distribute future urban growth and to ensure that ward populations remain within plus or minus 10 per cent of the average public school board supporting population for at least three elections. Wards were designed based on prioritizing a balance of the total public school supporting population among wards, rather than seeking to achieve a balance in the number of schools or students within a ward. The potential for population growth or decline within each ward was also considered. In November 2006, a motion was passed by the Board of Trustees to amend the Trustee Electoral Ward Design Criteria to have a balance of ward population of +/- 15 per cent. A review of the ward boundaries was conducted prior to the election in 2013. The existing ward boundaries did not meet the criteria at the time, as Ward H had a resident population of public school supporters greater than the desired 15 per cent average for all wards. On January 22, 2013, a motion was passed to increase the population criteria from 15 per cent to 25 per cent. This amendment allowed the trustee electoral ward boundaries to remain unchanged. This guideline is consistent with the City of Edmonton's Design Policy Criteria for the City Council ward boundaries. Prior to the municipal election, the Trustee Ward boundaries were amended to adhere to the design criteria. At this time, the boundaries of all wards were amended.

The *Education Act* (as of January 1, 2020) specifies that school divisions must "confirm or amend the boundaries of its existing wards or electoral subdivisions by December 31, 2020" (Section 260 (5)).

The Act, under Section 76 Establishment of wards, also specifies that any bylaw passed to amend ward boundaries:

- “does not apply to the general election next following the passing of the bylaw unless it is passed before December 31 in the year prior to that general election being held”, and
- “does not apply to or affect the composition of the board until the date of the next general election to which the bylaw applies.”

Due to timelines regarding nomination day in the *Local Authorities Election Act*, the City of Edmonton Elections and Census office, who is responsible to the Minister of Municipal Affairs for election matters, has informed our Division’s administration that September 2020 would be the ideal timeline to receive amended Trustee ward boundaries in order to prepare for all the processes that must occur prior to nomination day. The approval of ward boundary options at this time will meet the specified deadlines as set out in the *Education Act* and respects the requirements by which the City of Edmonton Elections and Census Office must abide.

During the March 10, 2020, Caucus meeting, the Board of Trustees were presented with four potential ward boundary realignment concepts to consider: Concept I (EPSB Ward based), Concept II (City of Edmonton Ward based), Concept III (City of Edmonton Planning Sectors based), and Concept IV (MLA Riding based). The Board gave feedback to administration to proceed with gathering stakeholder feedback on Concepts I and IV, which were renamed Concepts A and B to avoid confusion during public engagements.

Administration proceeded with stakeholder engagement between April 17 and May 1, 2020, which included a brief introduction, rationale, and background on why school Trustee Ward Boundaries are under review.

A complete summary of the feedback is provided in Attachment I. The engagement consisted of an online survey and was advertised and communicated through the following channels:

- a news story on epsb.ca and Connect News
- an email to Edmonton Federation of Community Leagues (EFCL) to distribute to community leagues
- information posted to SchoolZone
- news posted on Edmonton Public Schools’ Facebook site
- information posted on Twitter
- letters to City of Edmonton Councilors and Members of the Legislative Assembly (MLA)

## RELATED FACTS

- The *Education Act* requires the Board of Trustees to review and confirm/amend their ward boundaries prior to December 31, 2020.
- The *Local Authorities Election Act* has timelines for nomination day that require ward boundaries to be submitted to the City of Edmonton Elections and Census Office for September 2020, to ensure the boundaries are incorporated into the October 2021 municipal election.
- Administration completed public engagements through an online survey between April 17 and May 1, 2020.
- Once a concept is selected, a bylaw will need to pass the third reading for the new ward boundaries to be in effect for the 2021 Municipal Election.

## RECOMMENDATION

**That Concept A be approved as the recommended concept to inform bylaw amendment for the 2021 Municipal Election.**

## OPTIONS

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

1. Approve Concept A as the recommended concept to inform bylaw amendment for the 2021 Municipal Election.
2. Approve Concept B as the recommended concept to inform bylaw amendment for the 2021 Municipal Election.

## CONSIDERATIONS and ANALYSIS

Concept A (Attachment III) is the concept that most closely resembles the existing Trustee ward boundaries. This concept makes as few changes as possible to the existing wards and still meets the criteria. The stakeholder feedback for this concept indicated that it had a higher level of comfort for the stakeholders. Stakeholders also appreciated fewer changes so that current relationships could be maintained. This concept has the largest distribution of projected population for three election periods. This indicates that this concept is the most likely to require a review in future election years.

Concept B (Attachment IV) is the concept that aligns with Member of Legislative Assembly (MLA) ward boundaries. Of the 20 MLA wards, only four wards were split between two Trustee wards. The stakeholder feedback for this concept indicated that there was a stronger ability to align government and educational needs as well as communicating with similar stakeholders. Stakeholders also said that they felt this was too big of a change and that made them less comfortable with this concept. This concept has the smallest distribution of projected population for three election periods. This indicates that this concept is the least likely to require a review in future election years. In addition, although not a formal criteria, administration looked at the distribution of students and this concept had the best distribution of total current students.

Both concepts meet the Trustee Electoral Ward Design Criteria and while Concept B may be stronger from an analytical point of view, the boundaries represent how Trustees work with stakeholders and stakeholder comfort was higher with Concept A. For this reason, administration is recommending Concept A be considered by the Board of Trustees for inclusion into the bylaw amendment for the 2021 Municipal Election.

## NEXT STEPS

1. A bylaw will be drafted on the recommended concept and will come to future Board meetings for first, second and third readings.
2. Once passed, the bylaw and the approved boundaries will be sent to the City of Edmonton Elections and Census Office for incorporation for the 2021 Municipal Election.
3. In accordance with Section 76(2.2) of the *Education Act*, administration will provide a copy of a bylaw passed under this section to the Minister as information before December 31, 2020. This will meet the deadlines specified in the *Education Act* and the *Local Authorities Election Act*.

## ATTACHMENTS and APPENDICES

ATTACHMENT I	Infrastructure: 2020 Ward Boundaries Survey
ATTACHMENT II	Current Ward Boundaries
ATTACHMENT III	Ward Boundary Realignment Concept A
ATTACHMENT IV	Ward Boundary Realignment Concept B

JT:or

# Infrastructure: 2020 Ward Boundaries Survey

## What We Heard

*April 17-May 1, 2020*

## BACKGROUND

Alberta school boards play an important role in shaping the direction and quality of education within their communities. Under the authority of the provincial government, each school board trustee is elected by, and accountable to, the people and families they serve. School board trustees are elected every four years and represent a ward in the city. A key responsibility for public school trustees is to stay in touch with community stakeholders so that they understand and make decisions based on what citizens value and want from their local public schools.

As the population of the City of Edmonton continues to grow, we need to review and adjust our existing trustee ward boundaries. This needs to be done because they do not currently meet the Trustee Ward Boundary Design Criteria. The criteria are as follows:

1. Each ward must have a population that is one-ninth of the total population of our city, plus or minus 25 per cent.
2. Future population growth or decline must be considered, keeping in mind the goal that each ward has a population of one-ninth of the total population of the city, plus or minus 25 per cent for the next 12 years.
3. Each ward should include entire school attendance areas where possible.
4. Each ward should be regular in shape and follow natural boundaries such as major roadways, railways, ravines, rivers, etc. when possible.
5. Try to keep communities and neighborhoods together in the same ward.

Changes to the ward boundaries must receive Ministerial approval by December 31, 2020, to be recognized for the 2021 municipal and school board elections. The Local Authorities Election Act has timelines for nominations that suggest ward boundaries be submitted to the Elections and Census Office in September 2020. The Board of Trustees is scheduled to vote on changes to the current ward boundaries at the public board meeting on June 23, 2020. The changes will come into effect for the municipal election in October 2021.

## WHAT WAS DONE

An online survey was open to all stakeholders April 17, 2020, to May 1, 2020. 954 responses were received. The survey was advertised and communicated through the following channels:

- A news story on epsb.ca and Connect News (240 unique page views)
- An email to EFCL to distribute to community leagues
- Information posted to SchoolZone
- News posted on EPSB Facebook site (3 likes, 1 share, 1 comment, 2093 reach, 17 clicks)
- Information posted on Twitter (1066 impressions, 2 likes, 2 link clicks)
- A letter was sent to City of Edmonton Councilors and MLA's

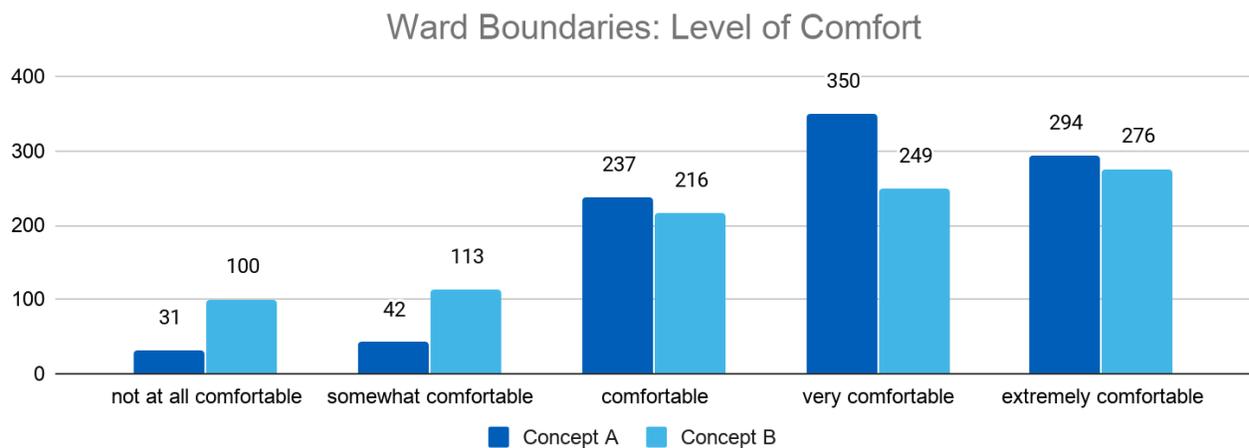
## EXECUTIVE SUMMARY

Below are the results of the 2020 Ward Boundaries Survey. Respondents reported their “level of comfort” on each of the concepts and were able to provide additional comments for each.

## RESULTS AND FINDINGS

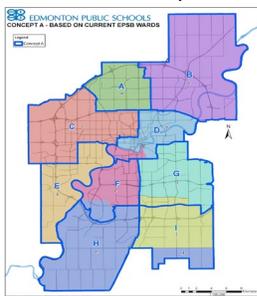
### Summary: Level of Comfort

The data from the survey indicated that respondents were more comfortable with Concept A and expressed higher levels of discomfort with Concept B.



### Additional Comments:

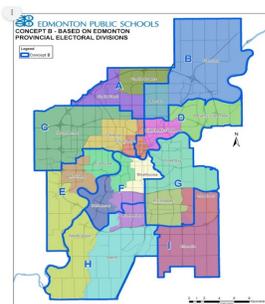
The comments indicated that there was some confusion between trustee ward boundaries and attendance areas, transportation zones and program boundaries. This may have had an effect on the way some stakeholders responded.



#### Concept A

The following feedback themes emerged from Concept A:

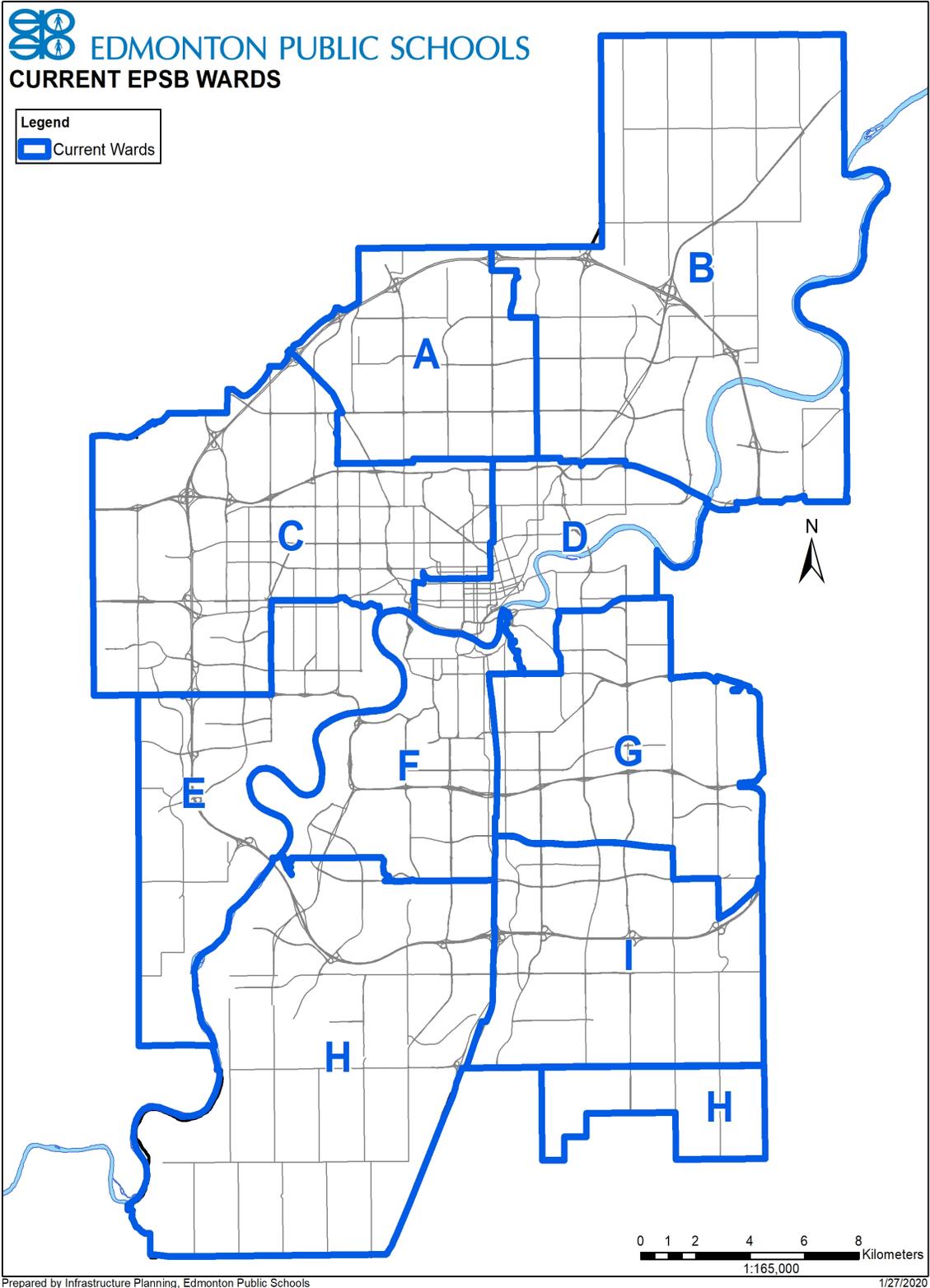
- Proposed boundaries are close to the current boundaries; less change/maintains previous relationships
- Comments regarding the large size and change in location of some boundaries
- Splitting of Ward H; why?
- Splitting communities



#### Concept B

The following feedback themes emerged from Concept B:

- Ability to align government and educational needs and communicate with stakeholders
- Splitting communities
- Too big of a change
- MLA's may control Trustee decisions and actions
- Offers balanced ward representation



Prepared by Infrastructure Planning, Edmonton Public Schools

**Concept A:**

The Trustee electoral ward boundaries would be preserved as much as possible to minimize change. Since the boundary of the Division is expanded to include the annexation of lands south of 41 Avenue effective September 1, 2020, the existing wards will not meet the design criteria. The changes include shifting the boundaries between wards D, F, G, H, and I.

The strength of this concept is that it is the most familiar and incorporates as few changes as possible to meet the design criteria. This model is tied with Concept B for the most equity in terms of the number of schools per ward. The weakness of this concept is that it has a larger range for the 2031 projection; Ward H and Ward E have the largest difference of the wards in the concepts.

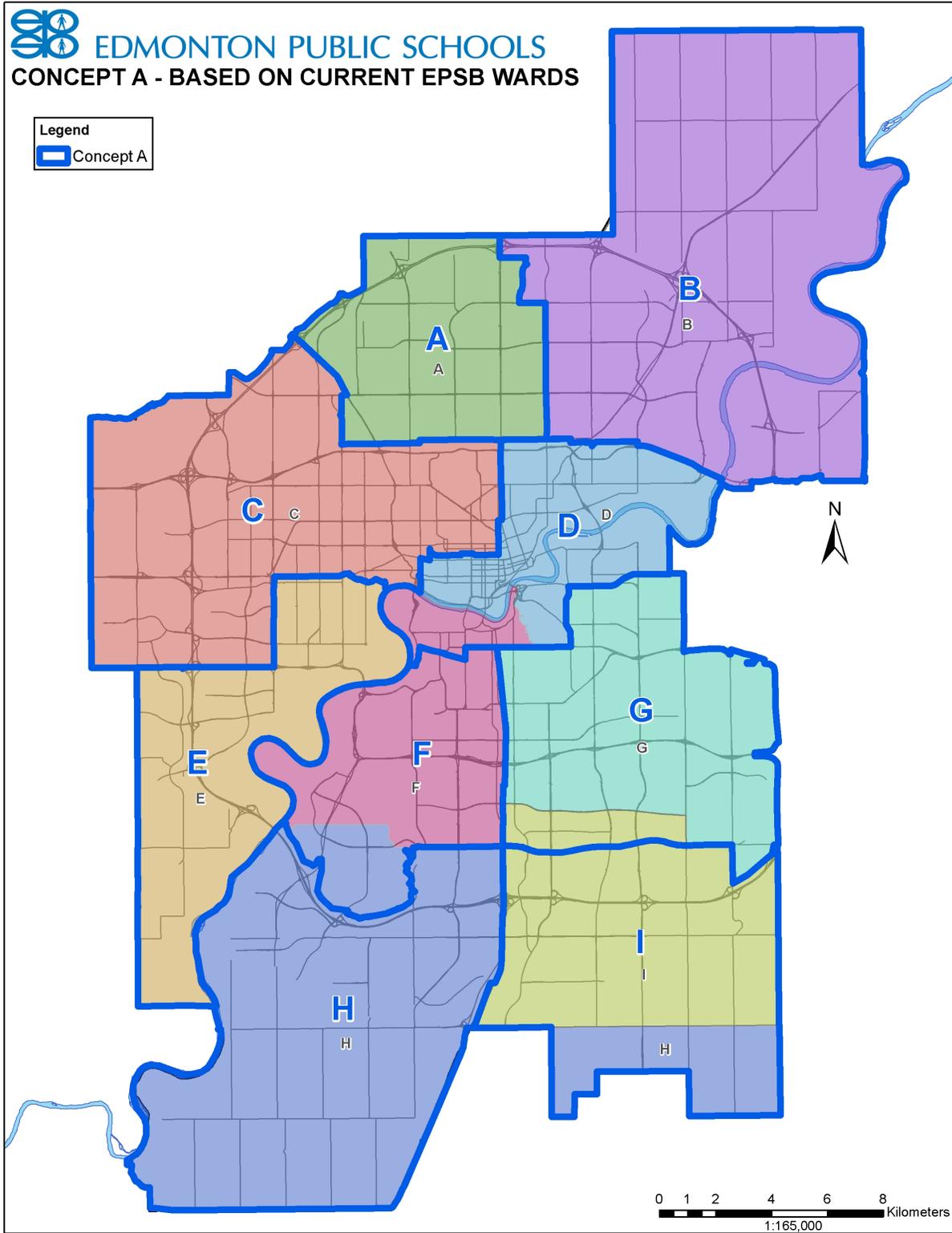
Concept A	2019		Projected 2031	
	Municipal Census Total Population	Total Population Per Cent Deviation (+/- %)	Municipal Census Total Population	Total Population Per Cent Deviation (+/- %)
A	118,446	+9.7%	126,390	+1.2%
B	121,942	+12.9%	141,810	+13.6%
C	110,496	+2.3%	126,444	+1.3%
D	127,255	+17.8%	122,455	-1.9%
E	96,662	-10.5%	97,990	-21.5%
F	117,550	+8.8%	111,890	-10.4%
G	111,868	+3.6%	103,040	-17.5%
H	82,949	-23.2%	155,865	+24.9%
I	84,793	-21.5%	137,665	+10.3%
<b>Total</b>	<b>971,961</b>		<b>1,123,549</b>	
<b>Average</b>	<b>107,996</b>		<b>124,839</b>	

Concept A	2019 Number of Schools	Difference from Ward Average Number of Schools	2019 Number of Students	Difference from Ward Average Number of Students
A	27	+9.0%	12,796	+10.7%
B	23	-7.2%	13,321	+15.2%
C	30	+21.1%	10,461	-9.5%
D	24	-3.1%	7,668	-33.7%
E	27	+9.0%	11,119	-3.8%
F	35	+41.3%	14,059	+21.6%
G	33	+33.2%	12,802	+10.7%
H	8	-67.7%	10,163	-12.1%
I	16	-35.4%	11,671	+0.9%
<b>Total</b>	<b>223**</b>		<b>105,666*</b>	
<b>Average</b>	<b>25</b>		<b>11,562</b>	

\*includes 1,607 students from outside the Division boundary; \*\*all schools including learning stores and alternative sites

 **EDMONTON PUBLIC SCHOOLS**  
**CONCEPT A - BASED ON CURRENT EPSB WARDS**

Legend  
 Concept A



Prepared by Infrastructure Planning, Edmonton Public Schools

3/19/2020

Colours Indicate Current Division Wards

## Concept A List of Schools

A	B	C	D	E
Athlone	Balwin	Aldergrove	Abbott	Afton
Baturyn	Bannerman	amiskwacy Academy	Academy at King Edward	<i>Aleda Patterson</i>
Caernarvon	Belmont	Aspen Program	Argyll Centre	<i>Alex Janvier</i>
Calder	Belvedere	Belmead	Beacon Heights	Bessie Nichols
Dickinsfield	Delwood	Brightview	Centre High	Callingwood
Dunluce	Dr. Donald Massey	Britannia	Delton	Centennial
Elizabeth Finch	Edmonton Christian Northeast	Coronation	Eastglen	Crestwood
Evansdale	Fraser	David Thomas King	Forest Heights	Elmwood
Florence Hallock	Homesteader	Dovercourt	Garneau	Glendale
Glengarry	Horse Hill	Edmonton Christian High	Gold Bar	Hillcrest
Hilwie Hamdon	J. A. Fife	Edmonton Christian West	Hardisty	James Gibbons
Kensington	John Barnett	Glenora	Highlands	Jasper Place
Killarney	John D. Bracco	Grovenor	Ivor Dent	Kim Hung
L. S. at Northgate	Kildare	Inglewood	King Edward	L. S. at West Edm
Lago Lindo	Kirkness	John A. McDougall	McNally	Laurier Heights
Lauderdale	Londonderry	LaPerle	Montrose	Lymburn
Lorelei	M.E. LaZerte	Mayfield	Mount Royal	Lynnwood
Major General Griesbach	McLeod	Michael Phair	Norwood	Meadowlark
Mary Butterworth	Overlanders	Prince Charles	Old Scona	Meadowlark Christian
McArthur	Princeton	Ross Sheppard	Oliver	Michael A. Kostek
Mee-Yah-Noh	Sifton	Spruce Avenue	Riverdale	Ormsby
Northmount	<i>Soraya Hafez</i>	Thornccliffe	Rutherford	Parkview
Queen Elizabeth	Steele Heights	Transitions at the Y	Virginia Park	Patricia Heights
Rosslyn	York	Victoria	Windsor Park	Rio Terrace
Scott Robertson		Westglen		S. Bruce Smith
		Westminster		Sherwood
		Westmount		Stratford
		Winterburn		Talmud Torah
		Youngstown		Westlawn

*Red italicized schools are schools that are under construction or design and not yet open.*

F	G	H	I
Alberta School for the Deaf	A. Blair McPherson	Constable Daniel Woodall	Crawford Plains
Allendale	Avonmore	Donald R. Getty	Daly Grove
Avalon	Bisset	<i>Dr. Anne Anderson</i>	Dan Knott
Belgravia	Braemar	Dr. Lila Fahlman	Ekota
Brander Gardens	Clara Tyner	Dr. M. A. Armour	Ellerslie Campus
Brookside	Donnan	<i>Garth Worthington</i>	Jan Reimer
D. S. MacKenzie	Edith Rogers	George P. Nicholson	<i>Meadows High School</i>
Duggan	Grace Martin	Johnny Bright	Menisa
Earl Buxton	Greenview	<i>Keswick School</i>	Meyokumin
Esther Starkman	Hazeldean	Keheewin	Michael Strembitsky
George H. Luck	Hillview	Roberta MacAdams	Pollard Meadows
Grandview Heights	Holyrood		Sakaw
Greenfield	J. Percy Page		Satoo
Harry Ainlay	Jackson Heights		Shauna May Seneca
L. S. at Blue Quill	Julia Kiniski		Svend Hansen
L. Y. Cairns	Kameyosek		T. D. Baker
Lansdowne	Kate Chegwin		
Lendrum	Kenilworth		
Lillian Osborne	L. S. on Whyte		
Malmo	Lee Ridge		
McKee	Malcolm Tweddle		
McKernan	Meyonohk		
Mount Pleasant	Mill Creek		
Nellie Carlson	Millwoods Christian		
Parkallen	Minchau		
Queen Alexandra	Ottewell		
Richard Secord	<i>Thelma Chalifoux</i>		
Rideau Park	Tipaskan		
Riverbend	Velma E. Baker		
Steinhauer	Vimy Ridge Academy		
Strathcona	W. P. Wagner		
Sweet Grass	Waverley		
Tevie Miller Hrtg Sc	Weinlos		
Vernon Barford			
Westbrook			

*Red italicized schools are schools that are under construction or design and not yet open.*

**Concept B:**

The design principle behind Concept B was to align Trustee ward boundaries as closely as possible to Member of Legislative Assembly (MLA) wards. This alignment could allow for greater communication, advocacy and coordination between MLAs and the Board on geographic issues as well as provide more opportunities for targeted advocacy through enhanced relationship building over shared constituencies. Since there are 19 MLA Wards and nine Trustee Wards total alignment was not possible; however, since the MLA wards are smaller and after balancing for the population only four MLA wards were split: City Centre, Rutherford, Southwest and Mill Woods. The South MLA ward is a minor split with only Magrath and MacTaggart neighbourhoods in a different ward.

The strengths of this concept are that it offers the best current distribution of students and it is tied with Concept A for the most equity in regards to the number of schools. This concept has the most equity in terms of the projected population in 2031. This shows that the model has the best longevity. This concept also shows the demographic difference in school planning.

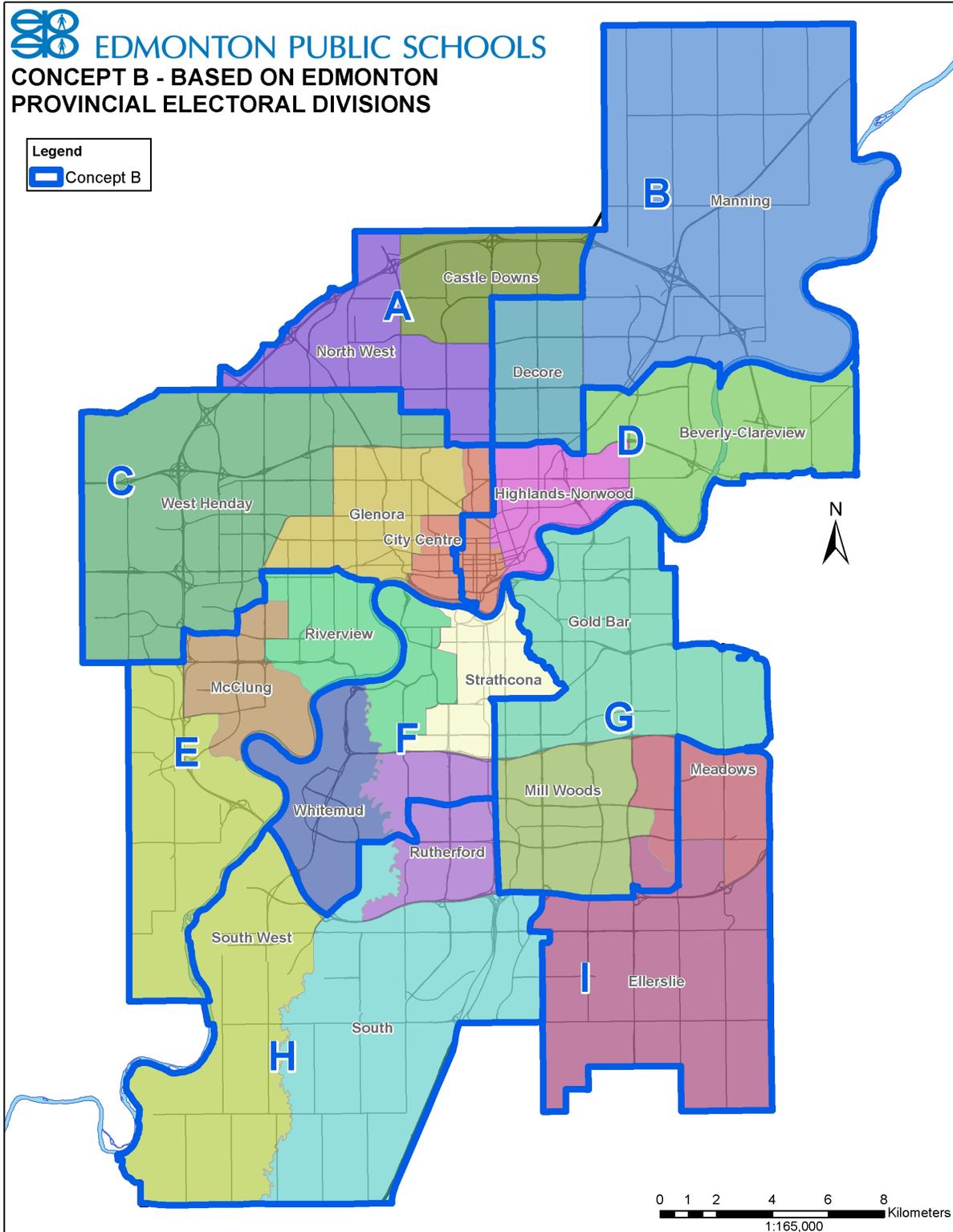
<b>Concept B</b>	2019		Projected 2031	
	Municipal Census Total Population	Total Population Per Cent Deviation	Municipal Census Total Population	Total Population Per Cent Deviation
A	97,733	-9.5%	119,485	-4.3%
B	98,603	-8.7%	108,095	-13.4%
C	123,147	14.0%	139,219	11.5%
D	108,103	0.1%	105,835	-15.2%
E	118,703	9.9%	114,955	-7.9%
F	132,592	22.8%	128,300	2.8%
G	116,970	8.3%	97,174	-22.2%
H	82,949	-23.2%	155,885	24.9%
I	93,161	-13.7%	154,601	23.8%
<b>Total</b>	<b>971,961</b>		<b>1,123,549</b>	
<b>Average</b>	<b>107,996</b>		<b>124,839</b>	

<b>Concept B</b>	2019 Number of Schools	Difference from Ward Average Number of Schools	2019 Number of Students	Difference from Ward Average Number of Students
A	15	-39.5%	10,304	-10.9%
B	25	+0.9%	11,377	-1.6%
C	30	+21.1%	10,322	-10.7%
D	21	-15.2%	8,234	-28.8%
E	37	+49.3%	13,621	+17.8%
F	35	+41.3%	14,300	+23.7%
G	30	+21.1%	12,749	+10.3%
H	8	-67.7%	10,154	-12.2%
I	22	-11.2%	12,999	+12.4%
<b>Total</b>	<b>223**</b>		<b>105,666*</b>	
<b>Average</b>	<b>25</b>		<b>11,562</b>	

\*includes 1,607 students from outside the Division boundary; \*\*all schools including learning stores and alternative sites

 **EDMONTON PUBLIC SCHOOLS**  
**CONCEPT B - BASED ON EDMONTON**  
**PROVINCIAL ELECTORAL DIVISIONS**

Legend  
 Concept B



Prepared by Infrastructure Planning, Edmonton Public Schools

3/19/2020

Colours Indicate Provincial Electoral Divisions

## Concept B List of Schools

A	B	C	D	E
Baturyn	Balwin	amiskwacy Academy	Abbott	Afton
Caernarvon	Delwood	Aspen Program	Bannerman	Aldergrove
Dunluce	Dickinsfield	Athlone	Beacon Heights	<i>Aleda Patterson</i>
Elizabeth Finch	Dr. Donald Massey	Belmead	Belmont	<i>Alex Janvier</i>
Hilwie Hamdon	Edmonton Christian Northeast	Brightview	Belvedere	Bessie Nichols
Kensington	Evansdale	Britannia	Centre High	Callingwood
Lago Lindo	Florence Hallock	Calder	Delton	Centennial
Lauderdale	Fraser	Coronation	Eastglen	Crestwood
Lorelei	Glengarry	David Thomas King	Highlands	Elmwood
Major General Griesbach	Horse Hill	Dovercourt	Homesteader	Glendale
Mary Butterworth	J. A. Fife	Edmonton Christian High	Ivor Dent	Hillcrest
Rosslyn	John Barnett	Edmonton Christian West	John A. McDougall	James Gibbons
Scott Robertson	Kildare	Glenora	John D. Bracco	Jasper Place
	Killarney	Grovenor	Montrose	Kim Hung
	Kirkness	Inglewood	Mount Royal	L. S. at West Edm
	L. S. at Northgate	LaPerle	Norwood	Laurier Heights
	Londonderry	Mayfield	Overlanders	Lymburn
	M.E. LaZerte	McArthur	Riverdale	Lynnwood
	McLeod	Michael Phair	Sifton	Meadowlark
	Mee-Yah-Noh	Oliver	Victoria	Meadowlark Christian
	Northmount	Prince Charles	Virginia Park	Michael A. Kostek
	Princeton	Ross Sheppard		Ormsby
	Queen Elizabeth	Spruce Avenue		Parkview
	<i>Soraya Hafez</i>	Transitions at the Y		Patricia Heights
	Steele Heights	Westglen		Rio Terrace
	York	Westminster		S. Bruce Smith
		Westmount		Sherwood
		Winterburn		Stratford
		Youngstown		Talmud Torah
				Thorncliffe
				Westlawn

*Red italicized schools are schools that are under construction or design and not yet open.*

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Allendale	Bisset	<i>Dr. Anne Anderson</i>	Jan Reimer
Avalon	Braemar	Dr. Lila Fahlman	<i>Meadows High School</i>
Belgravia	Clara Tyner	Dr. M. A. Armour	Michael Strembitsky
Brander Gardens	Crawford Plains	<i>Garth Worthington</i>	Shauna May Seneca
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Esther Starkman	Ekota	L. S. at Blue Quill	
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George H. Luck	Gold Bar	Roberta MacAdams	
Grandview Heights	Grace Martin	Steinhauer	
Greenfield	Greenview	Sweet Grass	
Harry Ainlay	Hardisty		
Hazeldean	Hillview		
King Edward	Holyrood		
L. S. on Whyte	J. Percy Page		
L. Y. Cairns	Jackson Heights		
Lansdowne	Julia Kiniski		
Lendrum	Kameyosek		
Lillian Osborne	Kate Chegwin		
Malmo	Kenilworth		
McKee	Lee Ridge		
McKernan	Malcolm Tweddle		
Mill Creek	McNally		
Mount Pleasant	Menisa		
Old Scona	Meyokumin		
Parkallen	Meyonohk		
Queen Alexandra	Millwoods Christian		
Richard Secord	Minchau		
Rideau Park	Ottewell		
Riverbend	Pollard Meadows		
Strathcona	Rutherford	<b>G (continued)</b>	
Tevie Miller Hrtg Sc	Sakaw	Vimy Ridge Academy	
Vernon Barford	Satoo	W. P. Wagner	
Westbrook	T. D. Baker	Waverley	
Windsor Park	Tipaskan	Weinlos	

*Red italicized schools are schools that are under construction or design and not yet open.*

**DATE:** June 23, 2020

**TO:** Board of Trustees

**FROM:** Trustee Bridget Stirling, Chair, Policy Review Committee  
Trustee Sherry Adams, Policy Review Committee  
Trustee Michael Janz, Policy Review Committee

**SUBJECT:** Board Policy EA.BP Infrastructure Planning Principles

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

**RESOURCE STAFF:** Marnie Beaudoin, Kim Holowatuk, Roland Labbe, Nancy Petersen

**REFERENCE:** [Trustees' Handbook](#) Section 5.4 – Caucus Committee  
[Board Policy CH.BP – Framework for Policy Development and Review](#)  
[Policy Review Committee Work Plan 2019-2020](#)  
[Board Policy EA.BP Infrastructure Planning Principles](#)  
[Education Act](#)  
[Disposition of Property Regulation: Alberta Regulation 86/2019](#)

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## ISSUE

The *Education Act* requires school boards to establish Board policies to address school closure, surplus reserve land and use of school buildings.

## BACKGROUND

- Alberta Education released the new *Education Act* and 21 provincial regulations in August 2019 effective September 1, 2019.
- The provincial *Disposition of Property Regulation 86/2019* directs school boards to establish policies to address surplus reserve land and the use of school buildings.
- Section 62 of the *Education Act* directs school boards to establish a policy to address school closure.
- The Policy Review Committee included the required work to bring Board policies into alignment with the new provincial legislation in their 2019-2020 work plan, including Board Policy EA.BP Infrastructure Planning Principles.
- Board Policy EA.BP Infrastructure Planning Principles has been revised to reflect new provincial legislation and is being presented for first, second, third and final reading. There will be no engagement related to the revised policy as changes reflect required alignment to provincial legislation.

## RELATED FACTS

- Board Policy EA.BP Infrastructure Planning Principles is an overarching policy that guides decisions related to Division infrastructure, in alignment with relevant legislation.
- To ensure compliance with the *Education Act*, the following changes were made to Board Policy EA.BP Infrastructure Planning Principles:
  - The definition of “school closure” was adjusted to align with how school closure is defined in the

*Education Act.*

- Addition of Section 5 to address Surplus Reserve Land in compliance with *Disposition of Property Regulation 86/2019*, including:
  - A statement of alignment with the *Municipal Government Act*.
  - All criteria required by the provincial regulation to be considered when a board is determining its interest in surplus reserve land.
- Addition of Section 6 to address Retention of Closed Schools, in compliance with *Disposition of Property Regulation 86/2019*, including:
  - Criteria and process used to determine whether the Board has use for a school building.
- Addition of new content to the existing Section 7 School Closure and Re-opening to provide information about the process the Board uses to permanently or temporarily close a school or transfer students from one school building to another.
- Removal of content from existing Section 7 School Closure and Re-opening that is not in alignment with the *Education Act*, or is now addressed in the new content added to this section.
- Addition of relevant legislation to the References section, including the *Education Act*, *Disposition of Property Regulation 86/2019*, and the *Municipal Government Act*.
- Addition of the Division's Joint Use Agreements to the References section.

## RECOMMENDED

1. That the Board Policy EA.BP Infrastructure Planning Principles be considered for the first, second, third and final time at this meeting.
2. That the Board Policy EA.BP Infrastructure Planning Principles be considered for the first time.
3. That the Board Policy EA.BP Infrastructure Planning Principles be considered for the second time.
4. That the Board Policy EA.BP Infrastructure Planning Principles be considered for the third and final time.

## OPTIONS

1. Accept and approve Board Policy EA.BP Infrastructure Planning Principles, as presented for first, second, third and final readings.
2. Provide feedback and/or request changes to Board Policy EA.BP Infrastructure Planning Principles.

## CONSIDERATIONS and ANALYSIS

- The *Education Act* requires school boards to establish Board policies to address school closure, surplus reserve land and the use of school buildings.
- While Board Policy EA.BP Infrastructure Planning Principles currently addresses the topic of school closure, this information is not currently aligned with the requirements of the *Education Act* and requires updating to meet these requirements.
- The addition of information regarding surplus reserve land and the use of school buildings to the policy is required to ensure alignment with the *Education Act*.

## NEXT STEPS

Once approved, Board Policy EA.BP Infrastructure Planning Principles will be posted to the Division website.

## ATTACHMENTS and APPENDICES

ATTACHMENT I Draft Board Policy EA.BP Infrastructure Planning Principles

BS:mb

**CODE:** EA.BP

**EFFECTIVE DATE:** (28-01-2020)

**TOPIC:** Infrastructure Planning Principles

**ISSUE DATE:** (29-01-2020)

**REVIEW YEAR:** (2020)

## PURPOSE

To acknowledge the Board of Trustees' responsibility and expectation for effective stewardship of the Division's infrastructure resources to deliver appropriate Kindergarten to Grade 12 education programming for the citizens of the City of Edmonton and establish a set of overarching Infrastructure Planning Principles, to guide facility, capital and student accommodation planning and operations in the Division.

These Board approved Infrastructure Planning Principles will guide the actions of the Superintendent of Schools when administrating and forming places for safe, caring, healthy, respectful, diverse, inclusive and equitable learning; allocating financial resources; recommending priorities for capital funding; maintaining, building and closing or re-opening of schools; acquiring and disposing of land and buildings; and all other infrastructure decisions.

## DEFINITIONS

**Capital Projects** are new school construction and school modernization projects identified in the Division's capital submission, which is approved annually by the Board of Trustees and submitted to Alberta Education for consideration. For each project it approves, Alberta Education establishes the budget and funding. Any contract or scope of work changes that require funding additional to the Alberta Education established capital budget requires Ministerial approval.

**Community** is a unique composition of people based on common interests, needs or geography.

**Deferred Maintenance** is capital investment in facilities that has not yet been performed and is required to keep the asset in suitable operational condition.

**High Quality Learning Environments**, from a facilities point of view, refers to the factors that impact student achievement, for example, thermal comfort, indoor air quality, lighting, acoustical control, appropriate space for program delivery, student gathering places, etc.

**Infrastructure** consists of the basic facilities, services, and installations needed for the functioning of the Division, for example, transportation services, communication systems and schools and administrative buildings.

**Infrastructure Strategy** is a strategic focus that guides future decision-making for the planning, locating, provision, use and maintenance of Division facilities.

**Joint Use Agreement (Facilities and Land)** are contracts between The Board of Trustees of Edmonton School Division, The Board of Trustees of Edmonton Catholic Separate School Division, The Board of Trustees of the regional Authority of the Greater North Central Francophone Education Region No. 2 (Conseil Scolaire Centre-Nord) and the City of Edmonton supporting the sharing of publicly funded land and facilities to maximize benefits to students and citizens of the City of Edmonton.

**Long-term Viability** is based on both the costs to operate, maintain and renovate buildings and the ability for schools to maintain an enrolment within the educational program to provide a high quality learning environment for existing and future students.

**Partner** refers to the City of Edmonton, Provincial and Federal Governments, school jurisdictions, for profit and not for profit agencies and organizations compatible with the vision of the Edmonton Public School Board.

**School Closure** is within the authority of the Board of Trustees as derived from the *Education Act* 62(1) to, only by resolution, permanently or temporarily:

- close a school, or
- transfer students from one school building to another school building.

**Stakeholders** are parents, students, staff, community members, partners and government elected officials and staff.

**Student Accommodation Planning** is governed by Board Policy HC.BP - Student Accommodation and refers to the assignment of a designated school for each student based on student residency and means that this designated school will be responsible for accommodating the student or ensuring the student's placement elsewhere.

**Whole Child** is an educational concept that refers to addressing the physical, psychological, intellectual, emotional, social and spiritual needs of students.

## **POLICY**

The Board of Trustees is responsible for the stewardship of resources placed in its trust for public education service delivery to all resident students within the City of Edmonton. The Board of Trustees acknowledges that infrastructure decisions under its jurisdiction must be in accordance with governing legislation and procedural requirements. The Board of Trustees has the authority and the responsibility to make decisions regarding:

- school site acquisition and disposal within the means available to it, which are key determinants in where public education service delivery will be situated within the Division;
- priorities for school modernization and building of new schools; and
- the closure or re-opening of a school facility.

The Board of Trustees believes that the Division's infrastructure decision-making should reflect an equitable approach to the provision of safe, high quality learning and working environments across the Division; demonstrate sound planning practices; establish equitable priorities for construction, modernization and maintenance; disclose assumptions on which plans are based; employ a collaborative approach to planning and operation through the inclusion of community, external partnerships and multiple orders of government; employ traditional and creative approaches where appropriate; and ensure expenditures of capital funding demonstrate responsible stewardship of public resources.

To achieve these objectives, the following Infrastructure Planning Principles, listed in alphabetical order, shall guide all infrastructure planning and operational decisions:

1. **Accountability:** Infrastructure decisions shall be transparent, evidence based and reflect meaningful engagement with stakeholders.

2. **Centres for Educational Excellence:** Infrastructure assets shall serve as centres for educational excellence that meet the needs of Division students, as well as their families and staff, where appropriate.
3. **Environmental Stewardship:** All decisions relating to infrastructure management shall demonstrate a commitment to environmental conservation and conform to best practices in minimizing environmental impacts.
4. **Equitable Access:** All students and staff shall have fair access to safe, welcoming, high quality learning and working environments that will increase their opportunities and decrease their vulnerabilities.
5. **Fiscal Responsibility:** Decisions on infrastructure shall consider long-term needs and current realities, and reflect effective management of Division resources.
6. **Service to Community:** Division infrastructure assets are public buildings intended to serve Division students, families and staff as well as the broader community where appropriate. Capital investment shall consider the demographics, long-term plans and needs of the community.
7. **Supports for the Whole Child:** Space shall be available to enable partnerships with shared responsibilities to provide integrated services that support Division students.

The Board of Trustees believes that implementation of the Infrastructure Planning Principles will enable the Division to:

1. Achieve equity of educational programming through acknowledging that students and communities have different needs.
2. Allow opportunities for long-term planning, operational efficiencies and coordinated services.
3. Collaborate with other orders of government, school Divisions and for profit and not for profit agencies to support students, children, families and communities.
4. Determine the long-term viability of Division assets and address the long-term deferred maintenance.
5. Engage stakeholders early in ongoing discussions with the Division, considering their perspectives, and working together to achieve positive change and outcomes that benefit students.
6. Evaluate the unique needs of communities and determine the appropriate future use of assets.
7. Maximize the use of space not required for educational purposes by providing opportunities for partnerships that support education, children or the community at no cost to the Division.
8. Minimize the Division's environmental footprint through proactive planning practices.

The Board of Trustees reserves to itself the authority to name schools. In the naming of schools, preference shall be given to the names of persons who have made a valuable contribution to education and/or to the community at large.

The Board of Trustees believes in the principles of the Joint Use Agreement (Facilities) which supports the sharing of publicly funded facilities to maximize benefits to students and citizens of the City of Edmonton. In support of this belief, the Board of Trustees encourages the use of Division buildings by the community provided there is no conflict with the Division's mandate to provide (K-12) education and the use shall be compatible with the Board of Trustees' educational aims and objectives. Surplus space may be utilized in operational and closed school buildings.

The Board of Trustees believes that the preservation of buildings with significant historic value is important to the citizens of the City of Edmonton. The Board of Trustees will consider supporting an application to Alberta Community Development for the designation of a Division building as a historic resource when doing so has no adverse impact on the provision of educational services within the building or elsewhere in the Division.

## EXPECTATIONS

1. The Superintendent of Schools shall implement this policy through establishment of a comprehensive Division Infrastructure Strategy, and appropriate administrative regulations, processes and assignment of responsibilities as required.
2. All facility, capital and student accommodation plans shall address the Infrastructure Planning Principles and Infrastructure Strategy.
3. For each capital project submitted by the Board of Trustees and approved by Alberta Education, the Board of Trustees shall be kept informed of progress.
4. School Site Acquisition and Disposal
  - a. School sites shall be acquired from the reserve land dedication provided under the *Municipal Government Act*, within the terms of the Joint Use Agreement with the City of Edmonton, or purchased using approved Division Capital Reserve funding.
  - b. The Board of Trustees authorizes the Superintendent of Schools to determine the need for, or the relinquishing of need for, school sites and land in new development areas where site lands have not yet been fully dedicated.
  - c. The declaration of lands dedicated for Division use at no cost to the Division, as surplus to Division need, shall require Board of Trustees approval.
  - d. Each sale, transfer or exchange of land titled to the Division shall require Board of Trustees approval.
  - e. Where applicable, the sale of school sites shall be transacted with the terms of the Joint Use Agreement (Land) with the City of Edmonton.
5. Surplus Reserve Land
  - a. As per the *Municipal Government Act*, if a school board holds an interest in a school reserve, municipal and school reserve or municipal reserve according to the *Municipal Government Act* and declares that the reserve is surplus to the school board's needs, the school board must transfer its interest in the land to the municipality where the reserve is located, for the consideration agreed on between them.
  - b. The Board will consider the following when determining whether its interest in a school reserve, municipal and school reserve or municipal reserve is surplus to the board's needs:
    - i. Enrolment trends within the area intended to be served by the school reserve, municipal and school reserve or municipal reserve.
    - ii. Student accommodation and transportation issues.

- iii. Whether a school on school reserve, municipal and school reserve or municipal reserve is included in the Board's capital plan.
- iv. The length of time that the school reserve, municipal and school reserve or municipal reserve has existed and has not been needed by the Board.
- v. Consultation with other boards with respect to their needs for the school reserve, municipal and school reserve or municipal reserve.
- vi. Any other criteria the Board considers necessary.

6. Retention of Closed Schools

- a. The Board will consider the following to determine whether the Board has use for a school building that has been closed:
  - i. Consideration of demographic factors.
  - ii. The length of time the school building has been closed.
  - iii. Other public educational uses for the school building.
  - iv. Any other criteria the Board considers necessary.

7. School Closure and Re-opening

- a. The Board may, only by resolution, permanently or temporarily:
  - i. Close a school(s), or
  - ii. Transfer students from one school building to another school building.
- b. Where the Board is considering the actions referred to in 6.a., the Board shall notify, in writing:
  - i. The parents of every student enrolled in the school(s) that may be affected by the action.
  - ii. Any other person, municipality or community organization who, in the opinion of the Board, may be significantly affected.
- c. When proposing the permanent closure of a school(s), the Board must provide for:
  - i. Adequate opportunity for the public to respond to the Board's proposal.
  - ii. A process to fairly consider responses from the public to the Board's proposal to permanently close a school(s).
  - iii. Consideration of future growth or decline in student enrolment.
  - iv. Consideration of possible alternative educational or community uses for all or part of the building.
- d. Where a Board decides to close a school(s) permanently, the board shall notify the Minister in writing forthwith, and include:
  - i. The name of the school(s).
  - ii. The effective date of the closure.
- e. The Superintendent of Schools shall be responsible for recommending the closure or re-opening of a school to the Board of Trustees in accordance with the Infrastructure Planning Principles.

8. Use of Division Buildings

- a. Members of the community, excluding publicly-traded companies providing day care and early education, can access surplus space through the following methods:
  - i. As a group represented by the City of Edmonton under the Joint Use Agreement: Facilities;
  - ii. As an occasional paid rental for groups not eligible under the Joint Use Agreement: Facilities;
  - iii. As a group with exclusive use of space as specified in a lease agreement;
  - iv. As a group with limited use of space as specified in a license agreement; or
  - v. As a group with shared use of space who provide support services which directly benefit the students at the school through a specific agreement with the school.
- b. Those organizations leasing or licensing space must provide evidence of recognized, acceptable, social and ethical standards through policies, practices and procedures.

- c. Leases are intended to be at no cost to the Division. Information regarding leases in the Division shall be provided to the Board of Trustees annually.
- d. Fees for paid rentals shall be determined annually by the Superintendent of Schools.

## ACCOUNTABILITY

Annually, the Board of Trustees approves the Division's Three Year Capital Plan and reviews the Division's Ten Year Facilities Plan, as required by the Government of Alberta.

## REFERENCES

AA.BP - Stakeholder Relations  
DEA.BP - Student Transportation  
DEA.AR - Transportation Services  
EECA.AR - Identification of a Building as a Historic Resource  
EF.AR - Naming of Schools  
EO.BP - Environment  
HC.BP - Student Accommodation  
IG.AR - Community Use of Division Buildings  
Edmonton Joint Use Agreement: Facilities  
Edmonton Joint Use Agreement: Land  
Education Act Sections 62, 192  
Disposition of Property Regulation 86/2019  
Municipal Government Act (Part 17)

**DATE:** June 23, 2020

**TO:** Board of Trustees

**FROM:** Trustee Michael Janz

**SUBJECT:** Motion re: Anti-racism and Curriculum Redesign

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

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### ISSUE

We need the provincial government to make explicit anti-racism outcomes in the new provincial curriculum.

### BACKGROUND

The genesis of this motion was responding to parent feedback that school boards and the provincial government must collaborate on eliminating racism. We know racism exists in all our institutions, including our schools, and all of us have a role in working towards eliminating it. It is not enough to not be racist; we must explicitly be anti-racist and take an active role in standing up against racism. The new curriculum-- the prescription for what must be taught in all classrooms across Alberta-- is a perfect opportunity for action to create lasting societal change.

Furthermore, the motion advocates for funding, professional development, and anti-racism training for teachers.

We know that public education is the cornerstone of our democratic system and that eliminating systemic racism, hate and ignorance in our communities requires making anti-racism an explicit curricular outcome across Alberta. This is one of many approaches we need to take as a province and school boards play a key role in this. While it is unfortunate that the [UCP cut funding for anti-racism initiatives](#), supporting this motion and thus including anti-racism in the curriculum, could be seen as a win-win for them.

Over the last two years to better support students, staff, and families, Trustees have been engaging community advocates in a rewrite of our EPSB Multicultural Education policy using an anti-racist lens. Our Policy Committee will be engaging the broader community as part of the policy development process and sharing details this fall.

### RECOMMENDATION

**Be it resolved that the Edmonton Public School Board advocate for anti-racism to be included in the curriculum redesign by the provincial Ministry of Education to ensure consistent outcomes across Alberta towards the elimination of racism. Furthermore, that the Edmonton Public School Board advocate for funding from the province for professional development for staff and coursework for pre-service teacher training in the Division's post-secondary institutions to support the implementation of these outcomes in Alberta's curriculum.**

**OPTIONS**

1. Approve the recommendations.
2. Provide feedback and request changes to the recommendations for approval.

**NEXT STEPS**

Upon approval of this recommendation, the Board Chair would write to the Minister of Education asking that anti-racism to be included in the curriculum redesign by the provincial Ministry of Education to ensure consistent outcomes across Alberta towards the elimination of racism.

The Board Chair would also write to the Minister of Education and Minister of Advanced Education asking that the province provide funding for professional development for school staff and coursework for pre-service teacher training in the Division's post-secondary institutions to support the implementation of these outcomes in Alberta's curriculum.

MJ:km

**DATE:** June 23, 2020

**TO:** Board of Trustees

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

**SUBJECT:** Division plan to collect lessons learned from the COVID-19 pandemic  
(Response to Request for Information #71)

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

**RESOURCE  
STAFF:** Janice Aubry, Terry Korte, Kathy Muhlethaler, Ann Parker, Nancy Petersen,  
Christopher Wright, Re-entry Committee

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**ISSUE**

At the April 28, 2020, public Board meeting, Trustee Gibson requested the following information: What is the Division's plan to collect lessons learned from current online delivery of education in the event there is a second shut-down due to COVID-19 in late 2020 or in 2021?

**BACKGROUND**

On March 3, Dr. Hinshaw, Alberta's Chief Medical Officer of Health, confirmed that there were no COVID-19 cases in Alberta. On March 5, the first case of COVID-19 in Alberta was confirmed. On March 10, the risk of exposure was still classified as low and caution around travel was suggested.

By March 11, there were 19 confirmed cases in Alberta and on March 12, Dr. Hinshaw announced that, faced with the "rapidly evolving global threat", the provincial government had adopted aggressive new public health measures such as a ban on all meetings of more than 250 people and a 14-day self-isolation period for anyone who had travelled from outside of Canada.

On March 15, the Alberta government cancelled all Kindergarten through Grade 12 classes indefinitely to help contain the spread of COVID-19.

On April 30, Premier Kenney announced that in-person classes would be cancelled for the remainder of the 2019-2020 school year.

On May 6, the Minister of Education introduced three scenarios being considered for school re-entry in September 2020:

1. In-school classes resume (near normal operations with health measures)
2. In-school classes partially resume with additional health measures
3. At home learning continues (in-school classes are cancelled)

On June 10, 2020, the province introduced their School Re-entry Plan and guidance documents for Scenarios 1 and 2 and stated that their preferred plan was a resumption of in-person classes in the fall.

**CURRENT SITUATION**

One of the key lessons learned to date is that in a pandemic, things can change very quickly. Being as prepared as possible for all eventualities provides assurance and contributes to a consistent, efficient response. Given this, the Division has been collecting and acting on lessons learned in response to the pandemic since February.

**Lessons learned informed this school year**

In February, a Contagious Disease Preparedness Planning Committee was formed, with representatives from across Division units. One of the first exercises the committee undertook was a review of Division plans and lessons learned from previous public health crises (e.g., SARS, H1N1). The committee also compiled and reviewed plans from other school jurisdictions and provincial organizations. The Research and Innovation for Student Learning unit compiled and continues to add to an online repository of articles and reports from around the world on school responses to COVID-19. The review of all of these materials and subsequent meetings with the committee and administration informed the Division's early approach to the pandemic response, which emphasized:

- Student and staff health and safety as paramount and we will follow the direction and guidance of the Chief Medical Officer of Health
- The importance of relationships and maintaining and building connections with staff, students and their families, and our community partners
- Collaboration, both within and outside of the Division
- Clear, frequent communication with all affected stakeholders
- Multidisciplinary planning committees
- Strong support of access to and use of technology for staff and students
- An iterative approach to resource development that incorporates feedback to foster continuous improvement
- Free sharing of resources and best practices with anyone who could benefit from them

This approach informed the early work in the Division to support students, staff and families as everyone adjusted to online and remote learning. Details on the Division's early response to the pandemic can be found in the report, [Edmonton Public Schools response to COVID-19](#), presented at the April 28, 2020, public Board meeting.

Keeping open lines of communication has been key to learning lessons and sharing new supports and adaptations that have been developed as a result of those lessons.

Assistant Superintendents held daily meetings with their catchment principals in March and April and continue to meet with these groups multiple times per week to both give and gather information. An online Q&A system was also developed in which principals could submit questions and receive answers and guidance from central administration. At first, questions were responded to within 24 hours; as school routines and protocols are now more established, responses are provided weekly. Q&A information and discussion highlights are shared with planning committee leads to ensure that school voice is informing their work.

Wherever possible, existing communication sources have been mined for lessons. For example, when the Technology and Information Management unit was hearing from staff that parents needed guidance setting up and navigating technology, they developed and staffed Techhelp.epsb.ca, a new website to help families set up technology at home for distance and online learning. Dedicated pages were added

to epsb.ca with coronavirus information and resources for Distance and Online Learning based on feedback from schools that not all parents could or wanted to access SchoolZone.

Through existing communication channels, school staff requested online professional learning to support them in moving to online instruction and distance education. The Division offered several courses on a wide range of topics. Feedback made it clear that the “on demand”, accessible nature of these courses was very popular and useful for staff, and is now informing professional development planning for the coming year.

Cancellations and fee refunds made necessary due to COVID-19 are also informing reviews of Division processes. For example, issues around travel insurance, contract reviews, payment schedules and communication with parents are all being reviewed.

The refund of transportation and school fees also brought the opportunity to review that system and highlight areas for improvement. Technology and Information Management and Financial Services created short-term, and often resource intensive, fixes for challenges and are now working on more comprehensive and efficient long-term solutions.

An overarching lesson from the first months of the pandemic is the importance of the Division’s Cornerstone Values: accountability, collaboration, equity and integrity. The following illustrative examples show how those values were demonstrated for the benefit of students.

- **Accountability:** Frequent messaging to staff, students, families and partners helped ensure that everyone was aware of the Division’s plans and actions.
- **Collaboration:** High school principals and central staff, with input from students, worked together to put in place graduation ceremonies that celebrated the achievements of students even though in-person events were not possible.
- **Equity:** The Division loaned over 16,000 Chromebooks to students, worked with donors to provide almost 400 free Chromebooks to socially vulnerable families, and facilitated low-cost Chromebook purchase options and internet access to help level the digital playing field for students.
- **Integrity:** The upheaval to the education system and the pace of change have been unprecedented. The uncertainty has created sustained stress; however, the culture of kindness, mutual support and a strengths-based approach has buoyed the Division through this challenging time.

These values will continue to be the foundation for our work as we plan for the coming school year.

#### **Lessons learned will inform the coming school year**

With the announcement that in-person classes would remain cancelled for the rest of the academic year, the Contagious Disease Preparedness Planning Committee ended its work and the Superintendent directed the formation of a Re-entry Committee. The focus of this committee is to prepare a Division plan for a return to learning in September. The Re-entry Committee formed three sub-committees, one for each of the scenarios proposed by the Minister of Education. Each sub-committee includes representatives from a variety of central units as well as principals representing all grade levels and a variety of catchments.

Each sub-committee began their work by reviewing and documenting lessons learned since the onset of COVID-19. These lessons were shared within and across all sub-committees to inform the plans for a return to learning in September.

Planning for the upcoming year is also being informed by interest-specific groups and partners. For example:

- The high school principal group has offered valuable input into the plans for graduation and course scheduling
- The Building Operations unit has brought lessons learned through their contacts in commercial building management to help inform how the Division might best use signage, traffic flow and industrial cleaning practices to keep our buildings and everyone in them healthy
- Staff have gained insights at meetings of the Association of School Business Officials of Alberta and the College of Alberta School Superintendents, which they are sharing with the Re-entry Committee
- Partners who provide nutrition, mental health and specialized learning supports have been consulted to review challenges and possible solutions to support students and their families
- Ongoing discussions with the Division's labour group representatives have resulted in innovative approaches to conducting work in our new environment
- Trustees are contributing the lessons learned through provincial organizations such as the Alberta School Boards Association, the Public School Boards' Association of Alberta and the Alberta School Councils' Association and their contacts in other school jurisdictions

Resource development is also taking into consideration the importance of stakeholder voice and lessons learned. New resources being developed to support online, face-to-face and distance learning for use beginning in September 2020 have been designed based on feedback received through two consultation sessions that involved almost 100 teachers from Kindergarten to Grade 12. These new digital/online and print teaching and learning resources are being created collaboratively by Curriculum and Resource Supports, Research and Innovation for Student Learning and classroom teachers to be used for instruction beginning September 2020, and will include opportunities for ongoing field validation and feedback.

Sub-committee leads maintain regular communication with the District Support Team and the Directors and Managing Directors team so that they can learn about information gathered by these groups, as well as provide updates and receive feedback on their committee work. The Re-entry Committee has also benefited from the input and support of the Division Change Team.

In addition to gleaning information from established channels such as SchoolZone, service requests, school-based inquiries, and calls and emails to central departments, the Division is also using more formal research tools to learn from the experiences of staff, students and families. Recently, the Division reached out through two School Re-entry surveys. The survey for school staff, students and families was administered from May 21-28, and garnered 74,027 responses (44,250 from students, 6,231 from school staff, and 23,546 from parents). The survey for non-school staff was administered from June 4-11 and garnered 665 responses.

The provincial government has said it is developing a lessons learned document to be shared with school divisions. We are also closely monitoring return to classes in other provinces for any lessons from that experience. We look forward to incorporating those learnings into our plans.

The Re-entry Committee is scheduled to provide senior leadership with a plan, encompassing all three scenarios, by the end of June. Refinements will then be made in the following weeks to ensure that, no matter what stage Edmonton is in, Edmonton Public Schools will be prepared to welcome back all students and provide them with the supports they need to be successful.

**KEY POINTS**

- The spread of coronavirus is unpredictable, and the situation can change very quickly. Having to pivot is inevitable; collaboratively planning and drawing on lessons learned to prepare for these pivots minimizes confusion and provides a more consistent and efficient response across the Division.
- Common messaging is critical to decrease misunderstandings or misinterpretations and increase clarity and consistency across the Division.
- Involving those who will be responsible for implementing responses and those who will be affected by responses early in the planning of said responses produces better outcomes.
- Collaboration with other school divisions and sharing of resources and best practices continues to be extremely beneficial.
- The Division will continue to gather lessons learned and use an iterative approach to development when possible, to incorporate lessons and continuously improve.

KM:km

**DATE:** June 23, 2020

**TO:** Board of Trustees

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

**SUBJECT:** Instruction provisions for students in full-day child care  
(Response to Request for Information #74)

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

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**ISSUE**

Trustee Gibson made the following request at the May 26, 2020, public Board meeting:  
As part of the re-entry plans for the 2020-2021 school year, the Division advise how it plans to coordinate access and scheduling of online school sessions for children that will be in full-day child care should both parents be at work.

**BACKGROUND**

On March 15, the Alberta government cancelled all Kindergarten through Grade 12 classes indefinitely to help contain the spread of COVID-19. Daycares were also closed.

As part of the province's relaunch strategy, child care operators were permitted to resume operations, with heightened health requirements, as of June 1.

On June 10, 2020, the province introduced their School Re-entry Plan and guidance documents for Scenarios 1 and 2 and stated that their preferred plan was a resumption of in-person classes in the fall.

**CURRENT SITUATION**

The Division is currently planning for all three scenarios proposed in Alberta Education's [School Re-entry Plan](#):

- Scenario 1: In-school classes resume (near normal operations with health measures)
- Scenario 2: In-school classes partially resume with additional health measures
- Scenario 3: At home learning continues (in-school classes are cancelled)

If transmissions of COVID-19 continue their downward trend and in-school classes resume with health measures in September (Scenario 1), it is expected that the majority of students will return to schools and accommodation for students not returning will be made on a case-by-case basis. It is also difficult to imagine a situation where a student who would be too medically fragile or uncomfortable to attend in-person classes would find day care an acceptable setting, thus a "blanket" solution does not seem warranted or helpful.

Should a classes in an individual school need to be cancelled for a limited time due to a COVID-19 outbreak, plans will be in place to support remote student learning. In the 2020-2021 budget approved at the June 9, 2020, public Board meeting, Trustees approved directing \$4 million from reserves for the development of online instructional videos and accompanying plans and resources for subjects across the grade levels.

Curriculum and Resource Supports has begun creating digital and print teaching and learning packages for teachers and families for core subject areas Kindergarten to Grade 9 to assist teachers to seamlessly support

high quality instruction as they and their students transition in and out of three possible teaching and learning contexts:

- face-to-face
- distance, either online (for students who have connectivity) or paper based (for students without connectivity)
- a blended context, with some instruction provided face-to-face and some instruction provided through a digital environment (or paper based for students without connectivity), with or without synchronicity

Family packages will support teachers to provide families with means to support their students that may need to be learning at home through providing a parallel paper package, or through similar materials with instructions to be posted to a Google Classroom.

Packages will include:

- essential learning outcomes (documents for each grade and each core subject)
- videos of teachers providing direct instruction, and written versions of those instructions
- developed student learning materials (digital and print resources), with recorded instructions from teachers
- instructional design and planning templates
- identified or developed teaching and learning resources to support all learning experiences

Families are encouraged to talk with school staff to explore any apprehensions or assumptions, and ensure a clear understanding of the options available before deciding that a student will not be returning to class for an extended period. The Division's re-entry plans contemplate both having school plans for supporting distance learners and communication between schools and parents to discuss parents' plans for the return to classes and how to best accommodate learners.

Students anticipating not returning to in-person classes for an extended period may investigate learning opportunities such as Parent Directed Home Education, where parents design the student's program according to the Home Education Regulation; Shared Responsibility (Blended) Programming where the parent and teachers are responsible for different aspects of the student's coursework, and teacher-directed online programming. Child care operators' willingness and/or ability to support student learning in their facilities will vary, and so collaboration between the family, the school and the operator will be important to understand expectations, available supports and what is logistically possible.

#### **KEY POINTS**

- The Division is planning for all three scenarios proposed in Alberta Education's School Re-entry Plan.
- Through the Board's investment put forward in the 2020-2021 budget, resources are being prepared to support teachers and families who participate in distance learning.
- Long-term alternatives to in-class learning for students will require collaboration between the Division, families and child care operators.
- Communication between families and schools is encouraged before any decisions about student attendance are finalized.

KM:km

**DATE:** June 23, 2020

**TO:** Board of Trustees

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

**SUBJECT:** Delegation of Authority – 2020 Summer Recess

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

**REFERENCE:** [Board Procedures Regulation](#)  
[Education Act](#)

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## ISSUE

Each year, at the conclusion of the last scheduled public Board meeting prior to the summer recess, the Board delegates authority to the Superintendent of Schools to make decisions on behalf of the Board during the summer recess.

## BACKGROUND

The first recommendation provides for the calling of special Board meetings during the summer recess in the event that special meetings are necessary for Trustees to address critical matters.

The second recommendation is intended to cover other matters which normally would come to the Board but which the Board is authorized to delegate under Section 52(1) of the *Education Act*.

## RELATED FACTS

The delegation of authority is effective June 23, 2020, following the last official meeting of the Board.

## RECOMMENDATION

1. That in accordance with Section 3 of the *Education Act* Board Procedures Regulation, any special Board meetings during the 2020 summer recess be at the call of the Board Chair or, in her absence, the Board Vice-Chair.
2. That in accordance with Section 52(1) of the *Education Act*, effective June 23, 2020, delegation of authority to the Superintendent of Schools to make decisions during the 2020 summer recess on behalf of the Board be approved.
3. That a report of all such decisions be brought to the first public Board meeting in the fall of 2020.

## CONSIDERATIONS and ANALYSIS

Should a special Board meeting be required, the Superintendent of Schools will contact the Board Chair or, in her absence, the Board Vice-Chair.

KM:sj