



# AGENDA

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

McCauley Chambers/Zoom  
Tuesday, November 24, 2020  
2:00 p.m.

## Board Meeting #06

- A. O Canada 
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Minutes:
  - 1. DRAFT – Board Meeting #05 – November 3, 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, November 23, 2020, to speak under this item.)*
- H. Reports:
  - 2. Report #20 of the Caucus Committee (From the meeting held November 3, 2020) (Information)
  - 3. Amendment to the 2020-21 School Year Calendar (Recommendation)
  - 4. Funds for the 2021-2022 Professional Improvement Program – Teacher Certificated Staff (Recommendation)
  - 5. Funds for the 2021-2022 Exempt Staff Professional Improvement Program (Recommendation)
  - 6. Annual Education Results Report (2019-2020) (Recommendation)
  - 7. 2019-2020 Audited Financial Statements (Recommendation)
  - 8. COVID-19 Impact on the Division during Quarter 1 (Information – Response to Request for Information #083)
- I. Other Committee, Board Representative and Trustee Reports
- J. Trustee and Board Requests for Information
- K. Notices of Motion

## BOARD OF TRUSTEES

Trisha Estabrooks  
Board Chair

Shelagh Dunn  
Board Vice-Chair

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

**L. Meeting Dates**

**M. Adjournment**

**MINUTE BOOK****Board Meeting #05**

Minutes of the Board Meeting of the Board of Trustees of Edmonton School Division of the Province of Alberta held in McCauley Chambers via Zoom on Tuesday, November 3, 2020, at 2:00 p.m.

**Present:****Trustees**

Sherry Adams  
Michelle Draper  
Shelagh Dunn

Trisha Estabrooks  
Ken Gibson  
Nathan Ip

Michael Janz  
Bridget Stirling

**Officials**

Angela Anderson  
Todd Burnstad  
Grace Cooke  
Ron MacNeil

Karen Mills  
Leona Morrison  
Kathy Muhlethaler  
Nancy Petersen

Kent Pharis  
Darrel Robertson  
Carrie Rosa  
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.

The Board Chair advised that the fire alarm system at the Centre for Education is a two-stage alarm system. Stage One is a single repeating alarm tone indicating a warning only and that evacuation is not required. Stage Two is a triple repeating alarm tone indicating that evacuation is required.

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

The Superintendent advised that all Trustees were present.

**B. Approval of the Agenda**

**MOVED BY Trustee Janz:**

**“That the agenda for the November 3, 2020, Board meeting be approved as printed.”  
(UNANIMOUSLY CARRIED)**

**C. & D. O Canada and Lillian Osborne Remembrance Ceremony**

## **MINUTE BOOK**

Lillian Osborne School conducted a Remembrance Ceremony.

There was a short break in the meeting.

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

The Board Chair welcomed the Student Senators, three Student Trustees Elect and guests attending virtually. The Board Chair explained that the Student Senate is comprised of students from across the Division's 24 high schools

The Board Chair advised that the Honouring Spirit Indigenous Student Awards are intended to recognize First Nations, Métis and Inuit students who model strength and commitment in the pursuit of their personal education path and embrace their own gifts, strengths and potential while celebrating the ways of their people.

The Board Chair shared that this award is sponsored by the Alberta Schools Boards Association (ASBA) and is co-hosted by the Ministry of Indigenous Relations and Alberta Education, in collaboration with the College of Alberta School Superintendents (CASS), Alberta School Councils' Association (ASCA) and the Alberta Teachers' Association.

The Board Chair said that student nominees have demonstrated commitment to their culture and community, learning or speaking their traditional language, traditional dancing, participating in celebrations and ceremonies and teaching others about their culture.

On behalf of the Board of Trustees, the Board Chair congratulated the students being honoured in 2020.

- Miranda Gilchrist-McCollum – Grade 5 – Afton School
- Angel Applegarth – Grade 8 – Dan Knott Junior High

The Board Chair stated that as COVID-19 cases in the City of Edmonton continue to increase, Edmonton Public schools continue to see cases increase in Division schools. She said while it is a relief that in-school transmission remains relatively low, it is concerning to see more than 250 cases in about half of the Division's schools. The Board Chair reminded everyone that there is a collective responsibility to stop the spread of COVID-19 and thereby keep it out of schools.

The Board Chair acknowledged the passing of Joey Moss and said that though she never had the opportunity to meet Mr. Moss, the way in which he led his life and inspired so many made her feel like she had. The Board Chair shared that Joey Moss was an inspiration, not just to sports fans but to so many Edmontonians. His life was an example of what can happen when we believe in inclusion and embracing people's abilities.

The Board Chair stated that on November 11, people will reflect and remember those who have served or are currently serving with our country's Armed Forces. Though Remembrance Day will be very different this year than in years past, it is important to still take a moment to honour the sacrifices of those during times of war, but also times of peace.

## **MINUTE BOOK**

The Board Chair thanked principals and other Division staff who took part in catchment conversations, sharing what is working and the challenges of returning to school in a pandemic. The Board Chair reports that it was inspiring to hear the importance Division leaders are placing on supporting students right now and also to hear about all the hard work and creativity happening in Division schools during a global pandemic.

### **F. Communications from the Superintendent**

The Superintendent thanked the Trustees who attended the 2020 catchment conversations and said their attendance is very much appreciated.

The Superintendent advised that next week there are no classes from November 11 to November 13. He explained that this is due to Remembrance Day, a Teacher's Day in Lieu, and a Board Declared Non-instructional Day. On behalf of the Division's staff, the Superintendent thanked the Board of Trustees for their approval of the 2020-2021 school year calendar.

The Superintendent shared that it has been a very busy first couple months of school and that he hopes everyone has a chance to slow down and catch their breath during the short November break.

### **G. Receipt of Oaths of Office – Student Trustees Elect:**

Oaths of Office were received from:

- Sarah Freeman – Strathcona School
- Helen Pan – Old Scona School
- Ellen You – Harry Ainlay School

### **H. Minutes**

1. Board Meeting #04 – October 20, 2020

**MOVED BY Vice-Chair Dunn:**

**“That the minutes of Board Meeting #04 held October 20, 2020, be approved as printed.”**

**(UNANIMOUSLY CARRIED)**

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

There were no registered speakers for this item.

### **J. Reports**

2. Student Senate 2020-2021 Work Plan

## **MINUTE BOOK**

The Student Trustees presented the Student Senate work plan for the 2020-2021 school year.

3. **Board Chair Discretionary Expense Allowance Report 2019-2020**

A report of the expenses incurred under the Board Chair's discretionary allowance for the period of September 2019 – June 2020 was provided for information.

4. **Impact of Changes to the Regional Collaborative Service Delivery (RCSD)  
(Response to Request for Information #079)**

Trustee Dunn requested the following information:

Please confirm if the 2019-2020 column included all of the AHS employees (or all staff who would have been paid through the previous RCSD banker board).

How many professionals were available to students including both EPSB-employed staff and AHS-employed staff in 2019-2020 and how does this compare to the current year? Or another way to put it, I'd like to know what the \$11 million RCSD grant was spent on in 2019-2020 and what the \$11 million we now receive directly is spent on — did we replace all of the positions that had previously been paid for by the banker board/AHS?

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

Trustee Ip had the pleasure of bringing greetings on behalf of the Board of Trustees at the grand opening of the Donald R. Getty School playground on October 29, 2020. Trustee Ip presented a certificate to the playground society, school council and community volunteers in recognition of their fundraising efforts for the playground. Councillor Cartmell, MLA Dang, Principal Collier and former Principal Steenwinkel also attended.

During Read-In Week, Trustee Ip spoke about the role of a trustee to Mr. Skinner's Grade 6 class at Nellie Carlson School as part of their social studies unit on local government. Trustee Ip would also like to thank Dr. Margaret Ann Armour School, Dr. Lila Fahlman School, and Constable Daniel Woodall School for inviting him to participate in Read-In Week.

Trustee Ip also thanked the many schools in Ward H for the opportunity to connect with school councils at their virtual meetings over the months of September and October. Trustee Ip appreciated being a part of Principal Lundell's meeting with parents in preparation for Quarter Two.

Trustee Adams said that she appreciated the 2020 catchment conversations very much and complimented the principals and teachers for their continual collaboration. Trustee Adams reported participation in online parent council meetings is increasing, which is encouraging.

**MINUTE BOOK**

- L. **Trustee and Board Requests for Information** – None
- M. **Notices of Motion** - None
- N. **Meeting Dates:** Tuesday, November 24, 2020, at 2:00 p.m.
- O. **Adjournment:** 3:40 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:** November 24, 2020

**TO:** Board of Trustees

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

**SUBJECT:** Report #20 of the Caucus Committee (From the meeting held November 3, 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 November 3, 2020, Caucus Committee meeting:**

#### Advocacy Committee 2020-2021 Work Plan

1. *That the Board approve the Advocacy Committee 2020-2021 Work Plan.*

### BACKGROUND

The Advocacy Committee is an ad hoc committee of the Board, affirmed at the June 23, 2020, organizational Board meeting. The Committee Terms of Reference were finalized at the October 21, 2020, Committee meeting.

This Advocacy Committee developed the proposed 2020-2021 work plan at their September 23 and October 21 meetings, informed the Board's annual August planning meeting.

#### Audit Committee External Member – Extension of Term

2. *That Christopher Sprysak's term as external audit committee member be extended for the period of December 1, 2020 to November 30, 2024, be approved.*

### BACKGROUND

Mr. Sprysak was appointed as an external audit committee member on November 3, 2015, for a four year term. This term was extended from November 30, 2019 to November 30, 2020 in order to provide a two-year overlap period between our external audit committee members.

#### Publicly Posting Board Correspondence

3. *That all future letters sent by the Board Chair, Committees, and by the Board as a whole except those that would be protected under Caucus guidelines be posted to the Trustee section of epsb.ca two business days from the date of sending. Letters will be posted for the term of the Board plus one year.*

### BACKGROUND

Accountability, a cornerstone value of our Division, and a commitment to transparency guide all Board endeavours. Sharing correspondence will enhance the Board's accountability and transparency by allowing any interested parties to see the Board's position and advocacy efforts on a wide array of subjects.

KM/sj

**DATE:** November 24, 2020

**TO:** Board of Trustees

**FROM:** Darrel Robertson

**SUBJECT:** Amendment to the 2020–21 School Year Calendar

**ORIGINATOR:** Kathy Muhlethaler, Assistant Superintendent

**RESOURCE**

**STAFF:** Bob Morter

**REFERENCE:** [GCA.BP](#) – Approval of the School Year Calendar  
[GCA.AR](#) – The School Year Calendar

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## ISSUE

An amendment to the 2020-21 School Year Calendar which was approved at the February 25, 2020, Board meeting, is being requested to accommodate the transition between learning quarters.

## BACKGROUND

When the 2020-21 School Year Calendar was approved in February 2020, Edmonton Public Schools operated primarily on a semester system. Professional development days, particularly the one scheduled for February 1, were scheduled to support an even distribution through the year and transitions between semesters. The transition time supports staff in preparing to teach new classes and prepare for incoming students.

To enhance family choice in its Re-entry Strategy, Edmonton Public Schools shifted from semesters to organizing the school year into four instructional quarters (two-month periods of learning).

On the current 2020-21 School Year Calendar, the November break falls between the end of Quarter 1 and the beginning of Quarter 2 and a professional development day falls between the end of Quarter 2 and the beginning of Quarter 3. However, Quarter 3 ends on Tuesday, April 20 and the professional development day is scheduled for Monday, April 26. Therefore, Administration requests that the professional development day be rescheduled to Wednesday, April 21.

## RELATED FACTS

- The 2020-21 School Year Calendar approved in February 2020 has a professional development day schedule for Monday, April 26.
- The quarter system, introduced in September 2020, has Quarter 3 ending on Tuesday, April 20, Quarter 4 beginning on Wednesday, April 21, and a professional development day scheduled for Monday, April 26.
- Changes to any previously approved school year calendar made necessary by information not available at the time the calendar was adopted require Board approval.

## RECOMMENDATION

**That the professional development day in the 2020-21 School Year Calendar be rescheduled from Monday, April 26 to Wednesday, April 21.**

## OPTIONS

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

1. Approve the recommendation as proposed.
2. Provide feedback and request changes to the recommendation for approval.

## CONSIDERATIONS and ANALYSIS

No changes to instructional time will occur as a result of rescheduling the professional development day.

## NEXT STEPS

If approved, the amended 2020-21 School Year Calendar will be posted to the Division's website and the change will be shared with staff, students and families through all of the Division's communication channels.

KM:km

**DATE:** November 24, 2020

**TO:** Board of Trustees

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

**SUBJECT:** Funds for 2021-2022 Professional Improvement Program - Teacher Certificated Staff

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

**RESOURCE STAFF:** Trish Kolotyluk, Renée Thomson

**REFERENCE:** Teachers' Collective Agreement - September 1, 2016 to August 31, 2018, Clause 9

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## ISSUE

An allocation of funds from the 2021-2022 operating budget is requested to support the Professional Improvement Program – Teacher Certificated Staff, through which teachers would be able to access tuition and leave support for post-secondary coursework as per Clause 9 of the Teachers' Collective Agreement. An allocation of funds to support this program is an investment that will benefit our Division in several ways, including improving student achievement, building capacity in our teaching staff and sharing knowledge and expertise through our Division's model of professional learning. The request for a commitment of funds is made well in advance of the distribution of the funds to accommodate application and university admission processes.

## BACKGROUND

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

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

## RELATED FACTS

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

- Clause 9.2.7 specifies that tuition support for professional improvement may be granted, upon application, to a teacher on continuing contract and with two or more years of service with Edmonton Public Schools.
- Clause 9.2.8 states the maximum amount that may be allocated for the Professional Improvement Program – Teacher Certificated Staff is “3/4 of 1% of the annual grid costs, calculated as of the preceding November 30”.
- The Professional Improvement Program application process is rigorous. Assessment of applications is completed by a committee of Division leadership staff who consider the alignment of applicants’ proposed professional improvement plans with Division Priorities and identified programming needs. Additional considerations are the anticipated benefits to learners, the school and the Division, as well as connections to the applicants’ professional growth plans and career goals.
- Successful applicants agree to a return of service to Edmonton Public Schools of one year for tuition support and three years for a full-time leave with an allowance; part-time leaves are prorated accordingly.
- For the 2020-2021 Professional Improvement Program, support was granted primarily for courses and programs of study in the areas of leadership, counselling/mental health, curriculum, literacy, inclusion and mathematics.
- It has been an administrative practice to maintain a holdback of a portion of the allocation to address potential increases to leave allowance costs and tuition fees in the next academic year, as well as potential fluctuations in the exchange rate for tuition fees paid to international post-secondary institutions. The holdback for the 2020-2021 Professional Improvement Program was 2.9 per cent.
- In order to facilitate application, review and approval processes for the Professional Improvement Program – Teacher Certificated Staff, it is necessary that they be initiated a year in advance of the period of support (Attachment III).
- In addition to the support available through the Professional Improvement Program, tuition support for coursework related to core subject areas, second languages and selected priorities established by Edmonton Public Schools will continue to be available to teachers through the Teacher Development Program.
- The Teachers’ Collective Agreement also includes a commitment of Division funds to Edmonton Public Teachers Local 37 of the Alberta Teachers’ Association to administer and distribute funds in support of professional development activities or resources related to teachers’ individual professional growth plans. Edmonton Public Schools will provide \$875,000 in 2020-2021 and 2021-2022 to Local 37 in support of the Teacher Development Fund.
- Access to and support for professional development has been a significant bargaining issue in negotiations with the Alberta Teachers’ Association.
- Teachers are encouraged to access support through the provincial government’s bursary programs in the areas of mathematics and second language education, and to explore scholarship opportunities through their post-secondary institution and other community organizations.

## RECOMMENDATION

**That an allocation of \$1,200,000 from the 2021-2022 operating budget be approved for the Professional Improvement Program – Teacher Certificated Staff for the purpose of granting professional improvement leaves and tuition support to teachers for the 2021-2022 school year.**

## OPTIONS

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

1. The allocation of funds for 2021-2022 is decreased to \$1,200,000.
2. The allocation of funds for 2021-2022 remains at \$1,300,000

## **CONSIDERATIONS and ANALYSIS**

The Professional Improvement Program is grounded in all four cornerstone values; however, the cornerstone value of collaboration is most evident in program participants' descriptions of how they are sharing their learning and experience with colleagues within their schools, catchments and communities of practice. Our culture of collaboration is also evident in how Professional Improvement Program participants are leveraging school and catchment professional development activities to build capacity and develop shared understandings. Those program participants who are consultants within the Division describe the ripple effect of learning that occurs when they share their knowledge, skills and experience with a broad audience across the Division through professional development sessions and targeted direct supports to schools. As well, staff in both informal and formal leadership roles explain how they are using their learning from post-secondary studies to inform how they guide and support staff and students in their schools.

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

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

For the past several years, the number of teachers hired to the Division has increased to keep pace with our growing student enrolment. This resulted in a consistent increase in the number of applications for support through the Professional Improvement Program over several years. As a comparison, in 2014-2015, 70 certificated staff requested support through this program, while in 2019-2020, there were 144 requests for support. In 2020-2021, however, there was a shift in this upward trend with 110 applications for support received (Attachment I).

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

### Comparison of Total Number of Teachers and Number of Successful Applicants

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

Of the 110 requests for support through this program in 2020-2021, based on the relative strength of the applications, 42 applicants were granted the support they requested and were eligible to receive, 52 were granted partial support and 16 were not granted support.

Over the past decade, the gap between the maximum possible allocation and the approved allocation has widened. In 2011-2012, the approved allocation of \$1,200,000 was 41 per cent of the maximum possible allocation. The approved allocation of \$1,300,000 for 2020-2021 was 34 per cent of the maximum possible allocation (Attachment II).

The Professional Improvement Program – Teacher Certificated Staff is one of several ways that professional learning is supported for Division staff. The chart below outlines sources of support for professional learning.

Funds for Professional Learning	Details
School Budgets	Funds are allocated for staff professional learning within schools and catchments.
Decision Units	Several central decision units allocate funds for the delivery of targeted professional learning courses and sessions for Division staff. These include sessions offered through Instructional Supports, Technology and Information Management and Human Resources.
Division Programs: Teacher Development Program and Professional Improvement Program – Teacher Certificated Staff	Tuition support is available to teachers for post-secondary coursework related to core subjects and second languages, as well as for courses related to specific Division priorities through the Teacher Development Program. Tuition and leave support is available to teachers through the Professional Improvement Program for post-secondary coursework aligned with the Division’s Strategic Plan.

Alberta Teachers' Association	Support is available to teachers through the Teacher Development Fund for a range of professional learning activities.
Bursaries and Scholarships	Bursaries and scholarships may be available through the ATA, government of Alberta, universities, businesses and other organizations.

We acknowledge the importance of supporting post-secondary professional learning for our teacher certificated staff. We also acknowledge that the economic situation anticipated for the 2021-2022 school year will continue to be challenging. Maintaining the allocation of funds for this program near the current level would continue to allow a number of teacher certificated staff to develop a deeper understanding of educational theories and practice, curricula and subject content that is aligned with Division initiatives and will ensure that we continue to build in-house expertise to support our Division's model of professional learning. In consideration of our challenging economic circumstances and decreased number of applications for the current school year, this recommendation is for a small reduction in the allocation of funds for this program.

### NEXT STEPS

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

### ATTACHMENTS and APPENDICES

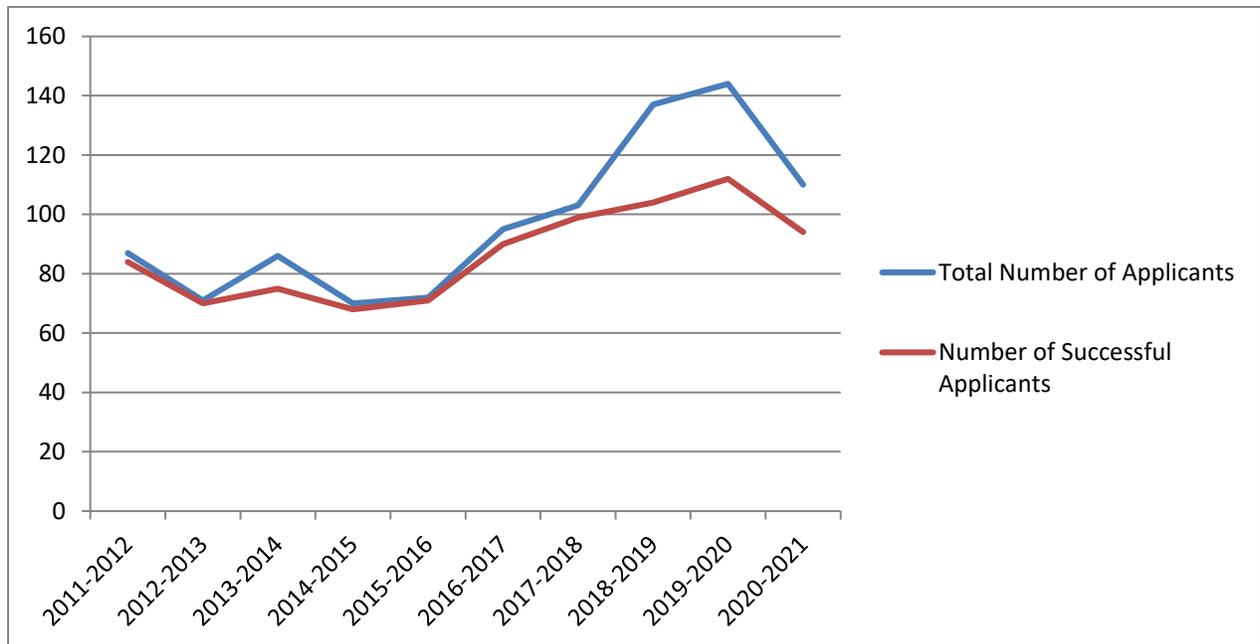
ATTACHMENT I	Comparison by Year: Total Number of Teacher Certificated Applicants and Number of Successful Applicants
ATTACHMENT II	Professional Improvement Program History
ATTACHMENT III	2021-2022 Professional Improvement Program Timeline
ATTACHMENT IV	Selection of Reflective Statements: Benefits of Program Participation
ATTACHMENT V	Comparison by Year: Number of Teachers and Number of Teacher Certificated Applicants

AA:sh

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

YEAR	TOTAL NUMBER OF APPLICANTS	NUMBER SUCCESSFUL
2011-2012	87	84
2012-2013	71	70
2013-2014	86	75
2014-2015	70	68
2015-2016	72	71
2016-2017	95	90
2017-2018	103	99
2018-2019	137	104
2019-2020	144	112
2020-2021	110	94

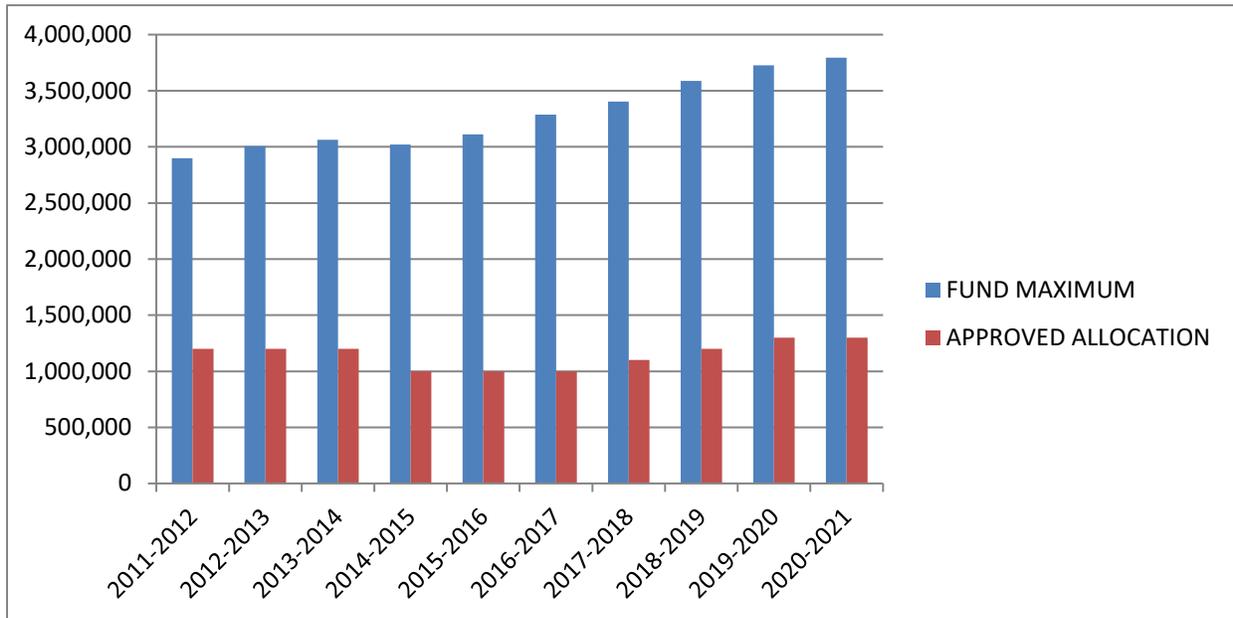
**COMPARISON BY YEAR: TOTAL NUMBER OF TEACHER CERTIFICATED APPLICANTS  
AND NUMBER OF SUCCESSFUL APPLICANTS**



**PROFESSIONAL IMPROVEMENT PROGRAM HISTORY**

YEAR	FUND MAXIMUM AS PER CLAUSE 9.2.8	APPROVED ALLOCATION	% OF MAXIMUM	APPROVED TOTAL LEAVE FTE	ACTUAL \$ GRANTED FOR LEAVES	ACTUAL \$ GRANTED FOR TUITION	TOTAL ACTUAL \$ GRANTED FOR LEAVES & TUITION
2011-2012	2,899,830	1,200,000	41%	15.65	768,459	316,283	1,084,742
2012-2013	3,005,090	1,200,000	40%	12.48	785,786	296,530	1,082,316
2013-2014	3,062,822	1,200,000	39%	11.56	706,110	354,758	1,060,868
2014-2015	3,019,266	1,000,000	33%	7.20	517,762	367,680	885,442
2015-2016	3,111,487	1,000,000	32%	8.026	561,457	400,757	962,214
2016-2017	3,286,102	1,000,000	30%	9.40	577,248	371,809	949,057
2017-2018	3,402,751	1,100,000	32%	7.818	521,808	545,100	1,066,908
2018-2019	3,587,437	1,200,000	33%	8.09	589,115	581,762	1,170,877
2019-2020	3,725,511	1,300,000	35%	11.072	679,106	584,120	1,263,226
2020-2021	3,795,407	1,300,000	34%	8.478	621,109	641,150	1,262,259

**COMPARISON BY YEAR: FUND MAXIMUM AND APPROVED ALLOCATION**



## 2020-2021 PROFESSIONAL IMPROVEMENT PROGRAM TIMELINE

<b>Activity</b>	<b>Date</b>
Professional Improvement Program – Teacher Certificated Staff and application package communicated to Division teachers and made available online	October 30
Information meetings for interested staff (4:00 - 6:00 p.m. Google Meet)	November 17, 23
Obtain data to calculate maximums as per 9.2.8 of the Teachers’ Collective Agreement	November 30
Due date for applications	January 8
Processing of applications <ul style="list-style-type: none"> <li>• Receipt of applications confirmed</li> <li>• Background information compiled (previous leaves, degrees, grid placement, years of service, summary of request, projected costs)</li> <li>• Applications prepared for review by committee of leadership staff</li> </ul>	January 11 - 29
Review of applications <ul style="list-style-type: none"> <li>• Application packages prepared for committee review</li> <li>• Committee workshop conducted</li> <li>• Review of applications completed</li> </ul>	January 11 - February 8 February 9 February 16
Compile background information and committee input	February 17 - March 2
Recommendation to the Superintendent	March 3
Approval of leaves and tuition support by the Superintendent	March 10
Communication of support granted <ul style="list-style-type: none"> <li>• Letters and agreements sent to successful applicants</li> <li>• TM to Board</li> <li>• Division News announcement</li> </ul>	March 15 - 19 March 24 March 26

**Selection of Reflective Statements: Benefits of Program Participation  
2019-2020 Professional Improvement Program – Teacher Certificated Staff**

**Twyla Armagost, Acting for Assistant Principal**

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

“I found this new learning to be very powerful and it has certainly increased my understanding of the intricacies involved in attempting to create truly inclusive schools, classrooms, and teaching practices...[I]t has provided me with specific insights that will strengthen my educational practice and skill set as a future leader with Edmonton Public Schools.”

**Andrea Gleddie, Teacher**

*University of Alberta - Master of Education in Secondary Education*

“I've gained knowledge and understanding in school curriculum as well as how best to implement it into my classroom. I'm looking forward to connecting theory to practice and putting my learning into action...in Mathematics in particular.”

**Rebecca Ho, Teacher**

*City University of Seattle - Master of Arts in Counselling*

“Studying the theoretical knowledge and skills has informed my teaching every day as I see the lessons I have learned in class in real life situations. In the short term I have been working on providing a trauma-informed classroom and using mediation techniques to help ground my students. In the long term, I can see my education allowing me to implement this knowledge on a school wide level, creating programs and structures that ensure a safe and positive wellness environment for all.”

**Marie Kleckner, Teacher**

*University of Alberta - Master of Education in Educational Studies*

“I have learned a lot about First Nations, Metis, and Inuit education, deepening my understanding and appreciation for the complexities faced by marginalized populations in education. Overall, my understanding of the education system, leadership styles, and of current research has shifted my teaching practice, and my own leadership style within the school system. Although I am not in a formal leadership position, I am a leader within my school and amongst my colleagues. In the long term, I do see myself in a more formal leadership role. When this time comes, I know I will be a much different leader based on my experiences in the MES program.”

**Stéphanie La France, Teacher**

*University of Alberta - Master of Education in Secondary Education with a specialization in Mathematics*

“Within the BEd programme, a student learns the immediately applicable and foundational knowledge and skills required for teaching; however, the masters programme provides a space for further growth in professional identity and the development or strengthening of teaching and learning philosophies which form the basis for quality education. It is the masters programme that enables deep (often ideological) reflection on what education could be; it empowers professionals to explore what they dream for a better education system. This is a vital step in the continued improvement and shifting of perspectives. I found this to be the case particularly in mathematics.”

**Kelcey Letersky, Teacher - Counsellor**

*University of Alberta - Master of Education in Educational Psychology with a specialization in School Counselling*

I believe that I am capable of providing more effective, evidence-based support and interventions for students, teachers, and families than I was before I began the program. This means that individual students are better able to succeed in school and life, changing their lives for the better, as well as improving the school community as a whole. I also think that my training positions me to be a better support to staff in my school, not only in terms of providing strategies for helping students but also in providing personal, professional support and education. This, in turn, improves the quality of teaching in our school and the rest of the Division.

**Andrea Lowe Davis, Teacher**

*University of Alberta - Master of Education in Educational Psychology with a specialization in School Counselling*

“The MEd in School Counselling program has already and will continue to benefit my professional development, students, their families, colleagues, school, community and the District, as it fills a need in EPSB for mental health supports that is essential to student success.”

**Brett Ludwig, Teacher**

*University of Portland - Master of Education with a specialization in Educational Leadership*

“I will absolutely be a better ESL teacher in the future as a result of my studies. By taking night classes, I am able to test out what I learned the next day in class. I’ve been able to develop lesson plans using best practices and backed by sound research. I have presented to my staff at the end of each course, what I learned, and how they can incorporate that into their subject areas. I’ve been able to further help the district, by meeting with ESL consultants and sharing my learning. I look forward to continuing to share what I learn in my second year with my staff, consultants and communities of practice. At the end of the day, I hope what I share will benefit ESL students across the district.”

**Melissa F. Maduro, Teacher**

*University of Portland - Master of Education with a specialization in Educational Leadership*

“The courses I completed and activities I have been involved in have been invaluable in substantially increasing my knowledge about the multitude of intricacies involved in becoming a successful leader who can create a culture of efficacy and collaboration within a school, cohort, catchment and community.”

**Kylie Marshall, Teacher**

*Memorial University - Master of Education in Curriculum, Teaching and Learning Studies with a specialization in Language and Literacy Studies*

“My understandings regarding lesson delivery, planning, and student success has changed greatly. Through critical inquiry, I have been exposed to theories and research that supports planning and administering lessons to teach early literacy to my students in a way that is applicable, differentiated and meaningful. I’ve gained a greater capacity to collaborate with my catchment group and support my colleagues to plan Tier II interventions and address specific needs to strive for equity for all our students. As I continue my studies, I believe the students in my classroom will develop stronger reading and writing skills. I will become better equipped to address, plan for, and assess the reading gaps within my classroom and successfully implement supports to promote equity for all students.”

**Kevin McBean, Teacher**

*University of Alberta - Master of Education in Secondary Education*

“Much of what I learned has shaped my daily teaching practice - both in the pedagogical theories that underlie my approach to education as well as in practical activities that I have borrowed from my courses and adapted for use in my classroom. I know that I am a better teacher because of this. I have also been grateful for the encouragement I received from my colleagues to share what I have learned in formal presentations and informal conversations. I look forward to taking on more formal leadership roles and continuing to share.”

**Tess O'Shaughnessy, Teacher**

*Kent State University - Master of Music in Music Education*

“Rather than guessing at what might work, I am trying research-proven techniques, and it is making a huge difference in my ability to reach the great variety of students that I teach.”

**Megan Paran, Consultant**

*University of Alberta - Master of Education in Elementary Education with a focus on early learning and Indigenous ways of being and knowing*

“As I have continued to learn and engage in my own co-constructed curriculum-making alongside educators, children and families, I share my reflections and wonders with educators striving to shape their own practices. This has occurred across the landscapes of school places, instructional leadership opportunities, across Inclusive Learning teams, and allowed me to deepen my relationships, the competency I am most strongly connected to.”

**Elisha Pinter, Consultant**

*University of Alberta - Master of Education in Educational Studies*

“My specific focus on spatial reasoning in mathematics has allowed me to embed my knowledge into numerous professional learning sessions and series for teachers within the Division. As well, sharing my learning journey with my colleagues has led to rich conversations, greater depth of exploration of our own mathematical understanding and critical analysis of the professional learning opportunities we currently offer. I believe the information and access to research I have gained and shared with colleagues will help to provide more targeted supports for teachers and administrators.”

**Karen Plant, Consultant - Technology**

*University of Portland - Master of Education with a specialization in Educational Leadership*

“No one could have predicted the immense, worldwide uptake of technology for “emergency remote teaching.” My masters course work greatly impacted my approach to leading the 6000 plus educators to online schooling. I took pride in the fact that my team looked to me to guide parts of our response because of my current coursework and research experience.”

**Alexis Renwick, Consultant - Education and Behaviour**

*University of Calgary - Master of Education in Interdisciplinary Studies with a specialization in Educating Children with Autism Spectrum Disorder*

“Over the course of the year, I have learned new ways of programming to meet the educational needs of an autistic child, and am confident in passing on this learning to teachers who are looking for creative and new ways to meet the needs of their students. I have learned new ways of bringing parents and school teams together to support the short and long term goals of the individual child. I feel empowered to ask questions, invite collaboration, and to work with all ranges of stakeholders to

ensure success for each child, and to promote the amazing opportunities that neurodiversity has to offer.”

**Jodie Schwartz, Teacher**

*University of Calgary - Master of Education in Interdisciplinary Studies with specializations in Collaborative Creativity and Design Thinking for Innovation*

“I cannot begin to explain the benefits from this program for my work this year. Not only was it a help in my classrooms with creating opportunities for students to think their way through dilemmas and hypotheses, but it has given me, and therefore, my students the ability to pivot into this new world of covid learning. We have worked together to create opportunity within the constraints of online learning and to apply those constraints as simply a part of our new reality. We learned and grew together and I have a deep respect for the work my students were able to do.”

**Jason Smith, Teacher**

*City University of Seattle - Master of Education in Educational Leadership*

“What it all really comes down to is, how will this work help the students of EPSB succeed? I feel more prepared to lead groups of people, whether it be a class of students, a basketball team, the student services department, or a school. I'm confident that I will be able to help all of those that I lead to reach their potential and achieve success (in whatever way that looks like for them).”

**Kim St. Amand, Department Head**

*University of Alberta - Master of Education in Educational Policy Studies with a specialization in Educational Administration and Leadership*

“I have been able to build greater capacity in the areas of supporting staff and strengthening opportunities that promote student growth. The benefits gained through the Professional Improvement Program have grown beyond the initial investment towards my academic advancement as I have been able to, in turn, equip and build capacity in others.”

**Quinton Stotz, Teacher**

*Concordia University - Montreal - Master of Arts in Applied Linguistics*

“I feel that I have the theoretical foundation to assist my school and division in supporting, creating, and implementing language programs that embody the communities they serve. This knowledge is important given the diversity of language education at Edmonton Public Schools, which includes bilingual language education, ESL, French immersion, heritage language education, indigenous language education, and second language programs.”

**DATE:** November 24, 2020

**TO:** Board of Trustees

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

**SUBJECT:** Funds for 2021-2022 Exempt Staff Professional Improvement Program

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

**RESOURCE STAFF:** Trish Kolotyluk, Renée Thomson

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## ISSUE

An allocation of funds from the 2021-2022 operating budget is requested to support the Exempt Staff Professional Improvement Program, through which exempt staff would be able to access tuition and leave support for post-secondary coursework. An allocation of funds to support this program is an investment that benefits our Division and builds capacity in our staff. This request for a commitment of funds is made well in advance of the distribution of the funds to accommodate application and post-secondary admission processes.

## BACKGROUND

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

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

## RELATED FACTS

- The Exempt Staff Professional Improvement Program is aligned with the Division’s Strategic Plan and cornerstone values.
- The program ensures that exempt staff members across the Division have access to opportunities that would serve to enhance their professional capacity and allow them to stay current with industry standards and trends.
- Support for professional development assists in the attraction of exempt staff to the Division and in the retention of those employees.
- In order to facilitate application, review and approval processes for this program, it is necessary that they be initiated well in advance of the period of support (Attachment III).
- Exempt staff have the opportunity to apply for support in January for courses that take place between July 1, 2021, and August 31, 2022, or in September for courses that take place between December 1, 2021, and August 31, 2022, (Attachment III).

- The application process for this program is rigorous. Assessment of applications is completed by a committee of Division leadership staff who consider the alignment of applicants' proposed professional improvement plans with Division Priorities and identified needs. Additional considerations are the anticipated benefits to the Division, as well as connections to the applicants' professional growth plans and career goals.
- For the 2020-2021 Exempt Staff Professional Improvement Program, requests for support from exempt staff varied as greatly as their roles in the Division.
- It has been an administrative practice to maintain a holdback of a portion of the allocation to address potential increases to leave allowance costs and tuition fees in the next academic year, as well as potential fluctuations in the exchange rate for tuition fees paid to international post-secondary institutions.

## RECOMMENDATION

**That an allocation of \$140,000 from the 2021-2022 operating budget be approved for the Exempt Staff Professional Improvement Program for the purpose of granting professional improvement leaves and tuition support to exempt staff for the 2021-2022 school year.**

## OPTIONS

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

1. The allocation of funds for 2021-2022 is decreased to \$140,000.
2. The allocation of funds for 2021-2022 remains at \$150,000.

## CONSIDERATIONS and ANALYSIS

Based on the number of applications we have received over the past few years, as well as the number of exempt staff in the Division, it is anticipated that maintaining the allocation of funds for this program near the current level would adequately cover the requests for support in 2021-2022. This school year, approximately 1.5 per cent of the just over 660 exempt staff working in the Division requested and were granted support through this program.

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

We acknowledge the importance of professional learning for exempt staff that continues to support skills and knowledge that benefit our students, schools and central decision units. In consideration of the challenging economic circumstances anticipated for the 2021-2022 school year, this recommendation is for a small reduction in the allocation of funds for this program.

## NEXT STEPS

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

## ATTACHMENTS and APPENDICES

- ATTACHMENT I      Comparison by Year: Total Number of Applicants and Number of Successful Applicants  
ATTACHMENT II     Exempt Staff Professional Improvement Program History

ATTACHMENT III 2021-2022 Exempt Staff Professional Improvement Program Timelines  
ATTACHMENT IV Selection of Reflective Statements: Benefits of Program Participation

RT:sh

**EXEMPT STAFF PROFESSIONAL IMPROVEMENT PROGRAM**

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

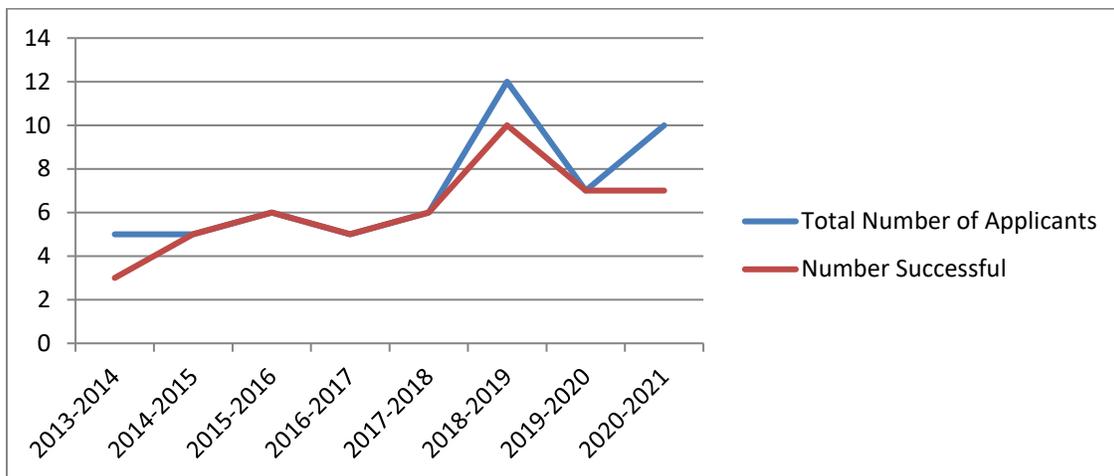
YEAR	TOTAL NUMBER OF APPLICANTS	NUMBER SUCCESSFUL
2013-2014 <sup>1</sup>	5	3
2014-2015 <sup>1</sup>	5	5
2015-2016 <sup>1</sup>	6	6
2016-2017 <sup>2</sup>	5	5
2017-2018	6	6
2018-2019	12	10
2019-2020	7	7
2020-2021	10	7 <sup>3</sup>

<sup>1</sup> Applications from exempt staff were assessed using processes outlined in the Teachers’ Collective Agreement.

<sup>2</sup> The Exempt Staff Professional Improvement Program was established.

<sup>3</sup> Three applications from the September intake are currently being reviewed.

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



## EXEMPT STAFF PROFESSIONAL IMPROVEMENT PROGRAM HISTORY

<b>YEAR</b>	<b>APPROVED ALLOCATION</b>	<b>APPROVED TOTAL LEAVE FTE</b>	<b>ACTUAL GRANTED FOR LEAVES</b>	<b>ACTUAL GRANTED FOR TUITION</b>	<b>TOTAL ACTUAL GRANTED FOR LEAVES &amp; TUITION</b>
2016-2017	\$150,000	1.467	\$106,861	\$35,585	\$142,446
2017-2018	\$150,000	0.644	\$47,129	\$39,304	\$86,433
2018-2019	\$150,000	0.600	\$47,147	\$52,902	\$100,049
2019-2020	\$150,000	0.440	\$32,699	\$37,730	\$70,429
2020-2021 <sup>1</sup>	\$150,000	1.000	\$67,572	\$30,450	\$98,022

<sup>1</sup> Three applications from the September intake are currently being reviewed.

## 2021-2022 PROFESSIONAL IMPROVEMENT PROGRAM TIMELINE

### JANUARY 2020 APPLICATION INTAKE

(for courses that take place between July 1, 2021 and August 31, 2022)

Activity	Date
Exempt Professional Improvement Program information and application package are communicated to Division exempt staff and made available online	October 30
Information meeting for interested staff (4:00 - 6:00 p.m., Google Meet)	December 3
Due date for applications	January 8
Processing of applications <ul style="list-style-type: none"> <li>• Receipt of applications confirmed</li> <li>• Background information compiled (previous leaves, degrees, grid placement, years of service, summary of request, projected costs)</li> <li>• Applications prepared for review by committee of leadership staff</li> </ul>	January 11 - 29
Review of applications <ul style="list-style-type: none"> <li>• Application packages prepared for committee review</li> <li>• Committee workshop conducted</li> <li>• Review of applications completed</li> </ul>	January 11 – February 8 February 9 February 16
Compile background information with input from assessors	February 17 – March 2
Recommendation to the Superintendent	March 3
Approval of leaves and tuition support by the Superintendent	March 10
Communication of support granted <ul style="list-style-type: none"> <li>• Letters and agreements sent to successful applicants</li> <li>• TM to Board</li> <li>• Division News announcement</li> </ul>	March 15 - 19 March 24 March 26

## 2021-2022 PROFESSIONAL IMPROVEMENT PROGRAM TIMELINE

### SEPTEMBER 2021 APPLICATION INTAKE

(for courses that take place between December 1, 2021 and August 31, 2022)

Activity	Date
Due date for applications	September 17
Processing of applications <ul style="list-style-type: none"> <li>• Receipt of applications confirmed</li> <li>• Background information compiled (previous leaves, degrees, grid placement, years of service, summary of request, projected costs)</li> <li>• Applications prepared for review by committee of leadership staff</li> </ul>	September 21-25
Review of applications <ul style="list-style-type: none"> <li>• Application packages prepared for committee review</li> <li>• Review of applications completed</li> </ul>	September 20 - 24 October 4
Compile background information with input from assessors	September 28 - October 8
Recommendation to the Superintendent	October 15
Approval of leaves and tuition support by the Superintendent	October 22
Communication of support granted <ul style="list-style-type: none"> <li>• Letters and agreements sent to successful applicants</li> <li>• TM to Board</li> <li>• Division News announcement</li> </ul>	October 25 - 29 November 3 November 5

**Selection of Reflective Statements: Benefits of Program Participation  
2019-2020 Exempt Staff Professional Improvement Program**

**Amie Mangan, Athletic Trainer**

*University of Alberta - Master of Arts in Kinesiology, Sport and Recreation*

“New classes and projects opened my eyes to better ways to provide physical activity programs to all students and required me to think critically about how I am meeting the needs of those students who are more vulnerable. SPH 501: Social Determinants of Health forced me to examine how determinants such as socioeconomic status and race might be affecting the ability of students to lead healthier lives and participate in physical activity opportunities. This will impact how I create and run programs in the future to ensure that all students have access. In addition, KSR 530 Adapted Physical Activity allowed me to question how we can better support students participating in Adapted Physical Education programs.”

**Linda McFalls, Social Worker Consultant**

*University of Alberta - Doctor of Philosophy in Secondary Education with a focus on the interplay of social emotional development, trauma, mental health and neuroscience in educational settings*

“I hope to contribute to educational leadership development by supporting the 'uncovering (and discovering) of their not yet known parts of self' and the competing and compelling implications in their relationships with students, staff, parents, community and organizational structures within and outside of Edmonton Public Schools.”

**DATE:** November 24, 2020

**TO:** Board of Trustees

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

**SUBJECT:** Annual Education Results Report (2019-2020)

**ORIGINATOR:** Nancy Petersen, Managing Director, Strategic District Supports

## RESOURCE

**STAFF:** Angela Anderson, Clarice Anderson, Carolyn Baker, Marnie Beaudoin, Todd Burnstad, Patti Christensen, Grace Cooke, Maureen Crawford, Laurie Elkow, Jan Favel, Husna Foda, Rachel Foley, Terri Gosine, Lee Hodgkinson, Kim Holowatuk, Marlene Hornung, Trish Kolotyluk, Debbie Jackson, Sean Jones, Terry Korte, Willa Kung-Sutton, Roland Labbe, Amanda Lau, Terri Leedell, Valerie Leclair, Karen Linden, Owen Livermore, Cathy MacDonald, Wendy Malanthen, Marilyn Manning, Karen Mills, Bob Morter, Ann Parker, Madonna Proulx, Natalie Prytuluk, Carrie Rosa, Andrea Sands, Adam Snider, Emmy Stuebing, Soleil Surette, Jennifer Thompson, Renee Thomson, Carol Van Kuppeveld, Christopher Wright, Amanda Wong

**REFERENCE:** Alberta Education Policy and Requirements for Planning and Results Reporting 2019

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## ISSUE

Alberta Education requires school jurisdictions to submit an Annual Education Results Report (AERR) by November 30, 2020.

## BACKGROUND

School jurisdictions are required to annually report on their results and prepare three-year education plans guided by Alberta Education's Assurance Framework.

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

The 3 Year Education Plan (3YEP) and AERR serve as two of the annual planning, reporting and monitoring tools the Division uses to advance its strategic direction. The 3YEP and AERR have historically been combined as one document; however, moving forward, will be presented as two separate documents in alignment with new Alberta Education assurance requirements. The 3YEP will be brought to the Board of Trustees at the December 8, 2020, Board meeting.

This year's AERR reflects the work of the Division over the past year. One section is committed to the first several months of the school year and our progress made towards the priority strategies set out for 2019-2020. There is a second section that addresses the pandemic and our unanticipated pivot to emergent remote learning.

## **RELATED FACTS**

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

## **RECOMMENDATION**

**That the Edmonton Public Schools' Annual Education Results Report (2019-2020) be approved.**

## **CONSIDERATIONS and ANALYSIS**

- The AERR and two-page AERR Summary will be submitted to Alberta Education by November 30, 2020.
- The 3YEP will be submitted to Alberta Education by December 14, 2020.

## **NEXT STEPS**

- The AERR and two-page AERR Summary will be posted on the Division website upon submission to Alberta Education.

## **ATTACHMENTS and APPENDICES**

ATTACHMENT I Annual Education Results Report (2019-2020)

NP:rf



# **Annual Education Results Report** **(AERR)** 2019–2020 *School Year*

3020 The Edmonton School Division  
Submitted to Alberta Education  
November 2020

## *Table of Contents*

Message from the Board Chair and Superintendent of Schools	4
Introduction: Assurance	5
Accountability Statement	6
Who We Are	7
Accountability Pillar Overall Summary (May)	9
How to Read this Report	10
Section 1 September-March	10
Section 2 March-August	11
Alberta's Students are Successful	14
Early Learning	15
Comments on Results	16
Key Strategies and Results (2019-2020)	16
Literacy and Numeracy Foundations	21
Comments on Results	22
Key Strategies and Results (2019-2020)	23
High School Completion	25
Comments on Results	28
Key Strategies and Results (2019-2020)	28
Safe and Caring Learning Environments	31
Comments on Results	32
Key Strategies and Results (2019-2020)	32
Specialized Supports and Services	34
Comments on Results	35
Key Strategies and Results (2019-2020)	35
Community Partnerships	36
Key Strategies and Results (2019-2020)	36
First Nations, Métis and Inuit Students in Alberta are Successful	39
Comments on Results	40
Key Strategies and Results (2019-2020)	40
Alberta has Excellent Teachers, School Leaders, and School Authority Leaders	45
Comments on Results	46
Key Strategies and Results (2019-2020)	46
Alberta's K-12 Education System is Well Governed and Managed	49
Comments on Results	50

Key Strategies and Results (2019-2020)	50
Summary of 2019-2020 Financial Results	55
Edmonton Public Schools' Response to COVID-19	59
Introduction	59
Family Choice	63
Continuity of Learning	64
Safety	66
Conclusion	67
Whistleblower Protection	68
Appendix A: Accountability Pillar Evaluation Reference	69

# Message from the Board Chair and Superintendent of Schools

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

This was never more evident than in the past school year, when educators, community and families came together in response to the global pandemic. Though only affecting three months of the school year, the pandemic was a catalyst to significant change and challenge for our community. In partnership with families, we responded and continued to provide quality teaching and learning opportunities for our students.

This year's Annual Education Results Review reflects the work of the Division over the 2019-2020 school year. One section is committed to the first several months of the school year and our progress made towards the priority strategies set out for 2019-2020. There is a second section that addresses the pandemic and our unanticipated pivot to emergent remote learning.

We are proud to be sharing both stories and their results within this report.



Trisha Estabrooks  
Board Chair



Darrel Robertson  
Superintendent of Schools



## Introduction: Assurance

Edmonton Public Schools' Annual Education Results Review (AERR) presents the Division's accomplishments and results for the 2019-2020 school year. It provides an overview of how the Division has advanced its priorities and the priorities of the province over the previous year and complements the other reporting available to our stakeholders including Results Review, Catchment Results Review and Strategic Plan update reports.

Results Review conversations provide school and central decision units the opportunity to report on their progress through a presentation and dialogue with Trustees; staff and families are welcome to join these conversations. Catchment Results Review conversations bring together principals from across catchments to engage and share in a conversation with Division Leaders. Through these reflective conversations, leaders are able to learn from each other, celebrate progress and identify implications for our future work. Strategic Plan update reports build upon key areas of the Division's Strategic Plan and are provided to the Board of Trustees as an extension of the AERR. A critical component to the act of reporting and assurance is the budget planning process. Each spring the Division engages in work to plan and prioritize for the coming school year. This work is informed by data and the voice of stakeholders.

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

Evidence-based decision-making is central to the Division's assurance model, where data is used to reflect on what has been accomplished and to help inform actions and use of resources going forward.

The 2019-2020 school year has been unlike any other as the COVID-19 global pandemic was declared in March, affecting all aspects of daily living for our community. Across Alberta all in-person classes were cancelled and teaching and learning was directed to at-home learning. This necessitated a significant shift in resources and much innovation across the Division and among community partners as we strove to remain in service to children and families. This year's AERR tells the story of how the Division worked to advance the priorities of the Division in support of high quality teaching and learning before COVID-19 and how it pivoted to continue these efforts after the pandemic was declared.

The interruption to the traditional delivery of Kindergarten to Grade 12 education also impacted what data was gathered to support and inform our work, including the planning and reporting cycle. Many of the data sources typically used to support reporting were either postponed or incomplete due to the COVID-19 disruption. Upon approval from the Board of Trustees, the AERR will be submitted to Alberta Education. The AERR and the two-page AERR Summary of Accomplishments document are also posted on the Division's website at [epsb.ca/ourdistrict/results/aerr](https://epsb.ca/ourdistrict/results/aerr). As well, results review documents and budget plans are available on [epsb.ca](https://epsb.ca).

# Accountability Statement

The Edmonton School Division Annual Education Results Report for the 2019-2020 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2019-2020 was approved by the Board on (month and day), 2020.



Trisha Estabrooks  
Board Chair



# Who We Are

## 2019-2020 Board of Trustees

Edmonton Public Schools is the second largest school division in Alberta and proudly serves 105,000 students. The Board is composed of nine elected Trustees whose efforts are focused on establishing Division policies that set direction for administration and focus our efforts towards students receiving the best public education possible across our 213 schools and many learning programs. Learn more about the Board of Trustees at: [epsb.ca/ourdistrict/board](https://epsb.ca/ourdistrict/board).

The Edmonton Public School Board of Trustees is comprised of:

- Cheryl Johner (Ward A) (resigned from the Board in June 2020)
- Michelle Draper (Ward B)
- Shelagh Dunn (Ward C)
- Trisha Estabrooks (Ward D)
- Ken Gibson (Ward E)
- Michael Janz (Ward F)
- Bridget Stirling (Ward G)
- Nathan Ip (Ward H)
- Sherry Adams (Ward I)

## 2019-2020 Leadership

The Division is supported through the leadership of the Superintendent, who provides advice and support to the Board, ensures the Division meets expectations set out in Board policy and Alberta Education legislation and works toward the goals and outcomes of the Strategic Plan. The District Support Team assists the Superintendent in these efforts.

The 2019-2020 District Support Team was comprised of:

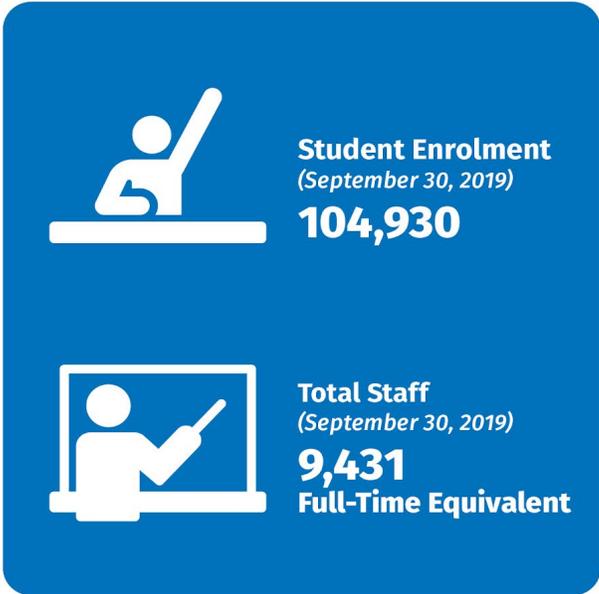
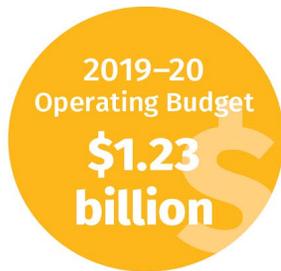
- Darrel Robertson, Superintendent of Schools
- Ron MacNeil, Assistant Superintendent of Schools and Learning Services
- Leona Morrison, Assistant Superintendent of Schools and Learning Services
- Kathy Muhlethaler, Assistant Superintendent of Schools and Learning Services
- Dr. Lorne Parker, Assistant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

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

# 2019-2020 Division Overview



<b>127</b>	Elementary
<b>36</b>	Elementary/Junior High
<b>5</b>	Elementary/Junior/Senior High
<b>27</b>	Junior High
<b>4</b>	Junior/Senior High
<b>14</b>	Senior High



# Accountability Pillar Overall Summary (May)

Measure Category	Measure	Edmonton School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	88.6	88.5	89.1	89.4	89.0	89.2	Very High	Declined Significantly	Acceptable
Student Learning Opportunities	Program of Studies	83.5	83.2	83.4	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	90.2	90.2	90.7	90.3	90.2	90.1	Very High	Declined	Good
	Drop Out Rate	2.5	2.5	2.5	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	76.4	75.1	74.8	79.7	79.1	78.4	High	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	76.1	75.6	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	25.6	24.7	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	83.9	83.4	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	28.2	27.1	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	61.2	60.2	60.4	56.4	56.3	55.6	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	65.7	63.9	62.5	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	64.6	63.7	62.6	60.1	59.0	58.5	High	Improved Significantly	Good
	Work Preparation	83.5	83.2	82.9	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	83.0	83.2	83.9	83.3	82.9	83.2	Very High	Declined Significantly	Acceptable
Parental Involvement	Parental Involvement	79.3	80.0	79.7	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	81.3	81.1	81.1	81.5	81.0	80.9	Very High	Maintained	Excellent

## Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
- Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

# How to Read this Report

This report is divided into two sections: the first reports on the work undertaken between September and March (pre-COVID-19) in response to the key priority strategies laid out in the Division’s 2019-2022 3-Year Education Plan (3YEP). The second section outlines how the Division pivoted in response to the COVID-19 pandemic. The following is a brief overview of how each section of the report has been developed.

## Section 1: September-March

This section of the report provides an overview of the Division’s accomplishments and plans, organized by Alberta Education’s four outcome areas. For each area, the following information has been included:

- **Key Performance Indicators:** a select list of provincial and local indicators used to monitor the Division’s progress for each outcome. The following indicators were interrupted due to COVID-19 and are not available for 2019-2020:
  - Provincial Achievement Tests (PATs)
  - Diploma Exams
  - Highest Level of Achievement Test (writing)
  - Division Feedback Survey
- **Comments on Results:** observations on the Division’s performance for provincial and local indicators, with an acknowledgement of areas for improvement.
- **Key Strategies and Results:** a summary of the work the Division accomplished relevant to identified strategies from last year's 3YEP and any emergent priorities that arose throughout the year. If the completion of an action was interrupted due to COVID-19 it has been noted; otherwise, the impact that COVID-19 had on the work of the Division is discussed in more detail in Section 2.

### Key Performance Indicators

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

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

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

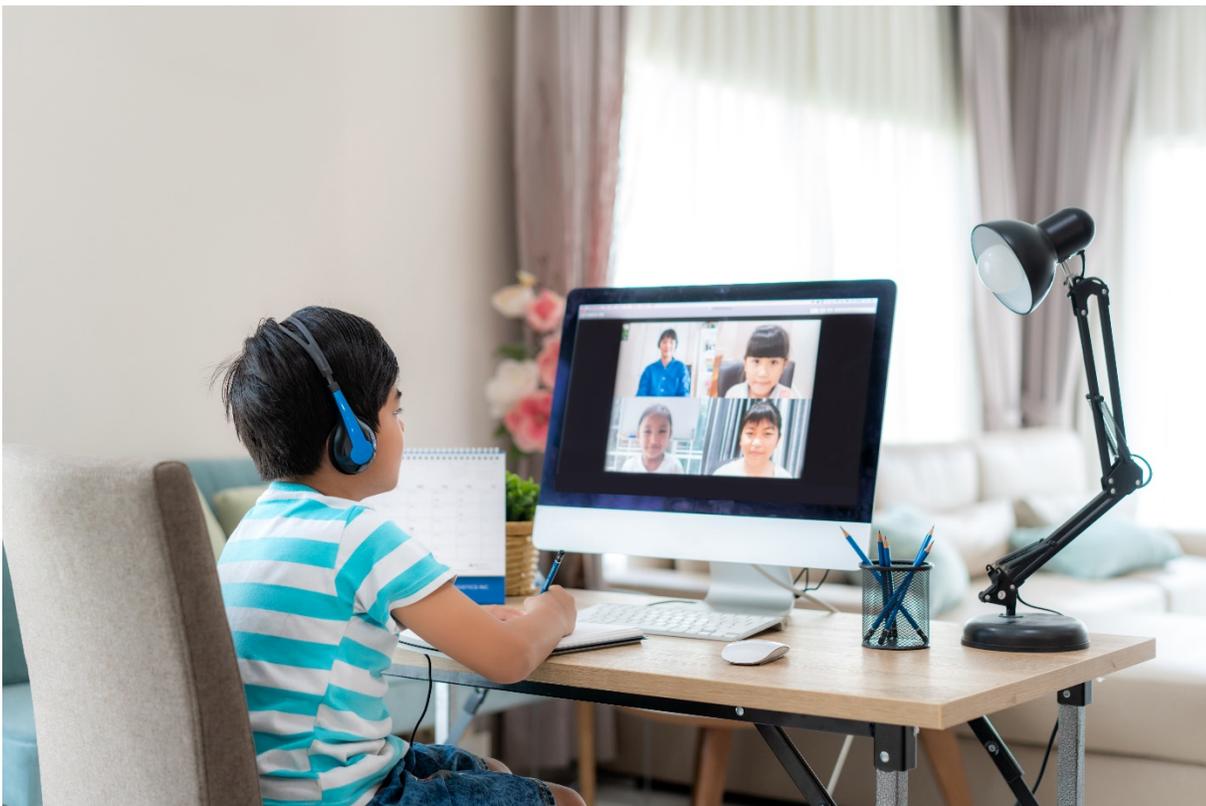
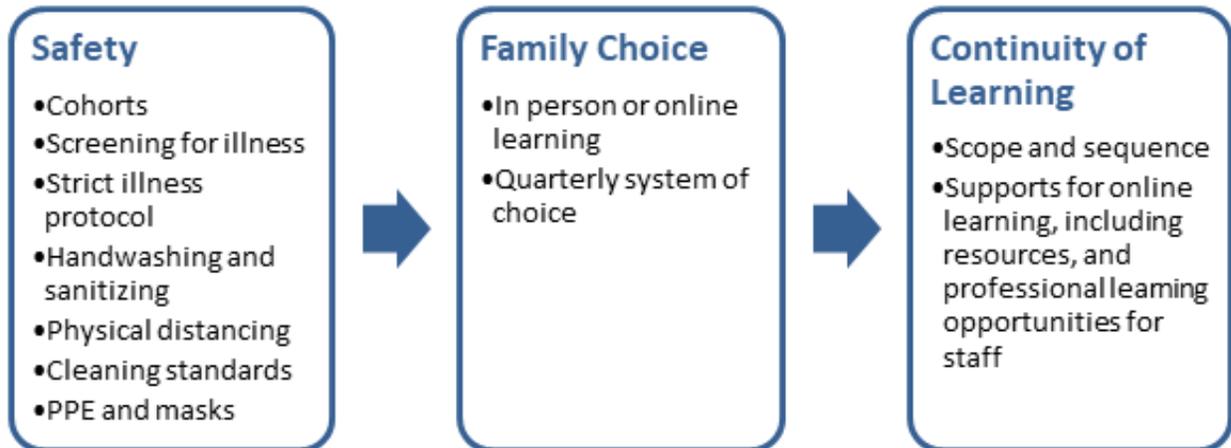
A detailed explanation of the evaluation is found in Appendix A: Accountability Pillar Evaluation Reference. Note that the category overall evaluations can only be calculated if both improvement and achievement evaluations are available.

Notes for assisting with understanding and interpreting Accountability Pillar data are provided in the Accountability Pillar Overall Summary (page 9) and Accountability Pillar Overall FNMI Summary (page 39).

## Section 2: March-August

This section provides an overview of the impact COVID-19 had on the work of the Division between March and June and throughout the summer. It lays out how the Division pivoted along with the broader community to support safety during the pandemic and continued to provide teaching and learning between March and June. This section also profiles the work that was undertaken in preparation for school re-entry in September 2020.

The work to support school re-entry was informed by provincial direction related to COVID-19. Using provincial direction as the foundation, the Division then framed its planning around three key areas:





**September**  
to **March**



## ***Alberta's students are successful***

# Alberta's Students are Successful

In 2019-2020, the Division served over 104,000 students from diverse backgrounds. The increasing complexity of classrooms at the Division is illustrated in the table below. Over the past nine years, the growth in English Languages Learners and self-identified First Nations, Métis and Inuit students has outperformed the overall increase of the Division's student population.

Students	Sep 2011	Sep 2019	Growth
English Language Learners	14,206	26,573	87.1%
First Nations, Métis and Inuit (self-identified)	7,072	9,420	33.2%
Requiring specialized services	10,880	13,342	22.6%
<b>Total Student Enrolment</b>	<b>80,569</b>	<b>104,930</b>	<b>30.2%</b>

The Division walks alongside all students on their Kindergarten to Grade 12 journey towards the goal of high school completion and a life of dignity and fulfillment. Though each student's journey will be unique, there are key areas that are fundamental to student success across the Division. These are:

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

The following is a summary of the Division's results in respect to these six key areas in support of this diverse student population.



## Early Learning

Research provides evidence that the early years are an important time in children’s lives where they are forming the skills they need to support their growth and lifelong learning. As a result, the Division provides high quality Early Childhood Services through Pre-Kindergarten and full and half-day Kindergarten programming, enabling more children to attain emotional, social, intellectual and physical developmental milestones before they enter Grade 1.

Early Years Demographics	2015-16	2016-17	2017-18	2018-19	2019-20
Total number of children enrolled in Pre-Kindergarten	1,207	1,292	1,519	1,536	1,509
Total number of children enrolled in Kindergarten	7,312	7,484	7,675	7,621	8,083
Total number of children identified as English Language Learners in Kindergarten	1,254	1,324	1,303	1,521	1,690
Total number of children self-identified as First Nations, Métis or Inuit in Kindergarten	540	504	545	552	553

Over the past five years the Division has experienced a 10.5 per cent enrolment growth in Kindergarten. A closer look at Kindergarten enrolment indicates the number of children identified as English Language Learners (ELL) has increased by 34.7 per cent, while enrolment of children self-identifying as First Nations, Métis or Inuit has increased by 2.4 per cent.

### EYE-TA

As there is no Alberta Education data provided to the Division relevant to work in early learning, the Division uses the Early Years Evaluation - Teacher Assessment (EYE-TA) tool with all Kindergarten children as one tool to assess the individual growth and development of Kindergarten children and their developmental readiness for Grade 1.

The EYE-TA is a research-based assessment tool that measures children’s development in five domains important to school readiness: awareness of self and environment, social skills and approaches to learning, cognitive skills, language and communication and fine motor and gross motor physical development. The tool is administered by Kindergarten teachers in the fall and again in the spring. Baseline results from the EYE-TA inform each child’s instructional needs in one of the following categories:

- Tier 1 - regular, quality classroom instruction
- Tier 2 - regular, quality classroom instruction plus targeted small groups group instruction
- Tier 3 - regular, quality classroom instruction plus individualized instruction

The data serves as a source of information to inform programming and the potential need for additional assessment. This early identification enables the Division to be responsive and provide intervention sooner.

EYE-TA Division Indicator	Results (in percentages)									
	2015-16		2016-17		2017-18		2018-19		2019-20	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
	Improvement		Improvement		Improvement		Improvement		Improvement	
EYE-TA Percentage of children entering (Fall) and leaving (Spring) EPSB programs meeting developmental milestones	61	81	62	82	59	81	58	81	59	n/a
	+20		+20		+22		+23		n/a	
Awareness of Self and Environment	80	92	80	92	80	92	79	92	79	n/a
	+12		+12		+12		+13		n/a	
Social Skills and Approaches to Learning	77	89	77	89	76	89	76	89	77	n/a
	+12		+12		+13		+13		n/a	
Cognitive Skills	62	89	62	89	60	88	60	88	60	n/a
	+27		+27		+28		+28		n/a	
Language and Communication	75	88	76	89	75	89	74	89	74	n/a
	+13		+13		+14		+15		n/a	
Physical Development Fine Motor	70	92	69	92	69	92	68	92	71	n/a
	+22		+22		+23		+24		n/a	
Gross Motor	76	92	79	93	79	93	76	93	77	n/a
	+16		+14		+14		+17		n/a	

**Notes:**

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

## Comments on Results

EYE-TA results from fall 2019-2020 were similar to previous years and it was anticipated that had the school year continued as normal, spring results would have shown the same growth in children in their readiness for Grade 1 as previous years. However, due to the March pivot to learning from home, the spring administration of the EYE-TA was not feasible. Realistically, it is anticipated that the switch to learning from home in March may have had an impact on the percentage of children meeting developmental milestones.

## Key Strategies and Results (2019-2020)

Throughout the year, the Division worked to support the development and well-being of children in early learning through the provision of high quality teaching and learning. This work continued, despite the March pivot, as the Division explored new ways to engage with its youngest learners in the online learning environment. The following is a summary of key strategies implemented to support early years programming.

## Pre-Kindergarten

The Division's work in support of Pre-Kindergarten took on an unanticipated focus with the indication from the province that there would be significant changes in the provincial Program Unit Funding (PUF) model. The work to prepare for these changes became a priority focus for the Division and included:

- Engaging with Pre-Kindergarten stakeholders to explore a new model of programming for the fall of 2020-2021.
- Working with the Pre-Kindergarten Advisory Team and Pre-Kindergarten school leaders to develop a recommendation report that included the identification of program sites and a programming model that worked within the constraints of the provincial funding framework and new provincial eligibility criteria for PUF children.
- Working with staff, families and community partners around the transition and readiness for the 2020-2021 school year.

The work to prepare for the 2020-2021 learning year also included a comprehensive comparison of the 2019-2020 and 2020-2021 provincial PUF models. This work highlighted the following:

- PUF continues to be funded to support Pre-Kindergarten children with severe disabilities and delays, between the ages of two years eight months to four years eight months, for a maximum of two years preceding Kindergarten.
- The previous model allowed for three years of funded programming, up to and including Kindergarten aged children. Going forward, programs less than 800 hours but greater than 400 hours are funded as a half day program.
  - Our Division has always operated under a half day programming model, however under the previous model sites were permitted to claim family-oriented programming sessions (FOPS) which would maximize allowable funding. Under the new model FOPS do not qualify for funding.
- The following summarizes the reasons why PUF funding has been reduced:
  - Moving from a three-year to a two-year model (PUF funding for Kindergarten programming is discontinued however the province has indicated that supports for specialized services are now in the Specialized Learning Supports grant).
  - Moving to the Weighted Moving Average (WMA) enrolment model.
  - Elimination of FOPS for funding purposes.

For the 2019-2020 learning year, the PUF funding model enabled the Division to serve approximately 1,040 children. The 2020-2021 PUF funding model supports programming for approximately 600 children.

**2019-2020 Priority Strategy:** Continue to provide leadership in managing, planning and supporting Pre-Kindergarten programming through the Pre-Kindergarten Advisory Team.

- Comprised of staff from across Central and school leaders of Pre-Kindergarten programs, the advisory team met regularly to collaborate around programming.
  - The work of this group was instrumental in planning and responding to the changes in PUF funding for the 2020-2021 school year.

**2019-2020 Priority Strategy:** Continue to partner with Alberta Health Services and Multicultural Health Brokers to support family access to and engagement around early screening and programming opportunities.

- Alberta Health Services no longer provided screening for school-based Pre-Kindergarten programming effective spring 2020.
  - The responsibility for this work transitioned to staff from Inclusive Learning.
  - The Division continued to work with key partners around communication and engagement of families.
  - Due to the COVID-19 restrictions put in place in March, the ability to conduct in-person screening was significantly delayed prior to the 2020-2021 school year.
  - Screening was reinstated in July and August, with COVID-19 safety protocols in place. Division staff conducted the screening.
    - This work included assessing children who had completed their first year of Pre-Kindergarten programming to confirm eligibility for year two PUF funding due to changes in provincial funding criteria.
  - Despite the late start to screening, 600 Pre-Kindergarten program spots were filled in September.

**2019-2020 Priority Strategy:** Continue to review Pre-Kindergarten locations to respond to demand for programs and explore alternate locations to reduce pressure on space in schools.

- The change to PUF funding required a complete revision of the Division’s Pre-Kindergarten program model, ultimately resulting in the decommissioning of 26 of 32 sites. For the 2020-2021 school year, six sites were identified to remain operational with the capacity to serve approximately 600 children. The work to determine 2020-2021 program locations included consideration to such factors as:
  - Pre-Kindergarten enrolment trends.
  - Identifying locations throughout the Edmonton area to promote equity of access.
  - The overall utilization of space within the school.
  - Transportation routes.



**2019-2020 Priority Strategy:** Continue to assess and monitor developmental milestones and readiness for school across all Kindergarten children using the EYE-TA.

- The EYE-TA pre assessment was only administered in the fall, with 7,977 Kindergarten children being assessed; these results were similar to the previous five years and demonstrated that:
  - 4,689 children (59 per cent) were developmentally on track to be ready for Grade 1 and would be supported through Tier 1- regular quality classroom instruction.
  - 2,054 children (26 per cent) were identified as benefitting from Tier 2 - regular quality instruction plus targeted small group instruction.
  - 1,234 children (15 per cent) were identified as benefitting from Tier 3 - regular quality instruction plus individualized instruction and/or further assessment.
- Due to COVID-19 the spring administration of the tool was not able to be completed.

**2019-2020 Priority Strategy:** Continue to provide training, data analysis, professional learning and resources for teachers and school administrators to help them support children requiring intervention in Kindergarten and into Grade 1.<sup>1</sup>

- Continued to track children coming into Kindergarten from Division Pre-Kindergarten programs and from other early childhood service providers.
  - Information, such as the EYE-TA, was shared with principals and teachers to develop supports and programming for children.

### **Edmonton Public Schools Foundation**

The work of the Foundation and the generosity of donors continued to support children at six full-day Kindergarten programs for the 2019-2020 school year; 155 students benefited from this enhanced start to learning.

- The Division's full-day Kindergarten programs are located in schools serving families impacted by the complexities and challenges of high social vulnerability. For a complete list of full-day Kindergarten schools visit [EPSB.CA](https://www.edmonton.ca/epsb).

### **Building Staff Capacity**

The provision of high quality early childhood education and care that is responsive to the needs of individual children and their families, can significantly lift students' achievement levels in later schooling (Organization for Economic Co-Operation and Development: *Promising Practices in Supporting Success for Indigenous Students*, OECD 2017, p.19).

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<sup>1</sup> This priority has been moved from the Literacy and Numeracy Foundations section of the 2019-2022 3YEP to Early Learning in the 2019-2020 AERR.

**2019-2020 Priority Strategy:** Continue to offer high quality professional learning (PL) for staff working in early years settings.

- Participated in year two of the research project, *Exploring Early Learning & Family Engagement: A Professional Learning Partnership Between Enoch Cree Nation and Edmonton Public Schools*.
  - This second year built upon the relationships formed between the two jurisdictions.
  - Participants continued to look at child development through the perspectives of Indigenous and Western pedagogies, specifically, traditional Cree child development and play-based learning.
- A targeted Pre-Kindergarten Professional Learning Day was held in January for all Division staff involved in Pre-Kindergarten programming, including exempt, teacher and support staff.
  - There were 27 sessions offered to support professional learning, which included such topics as: Supporting English Language Learners in the Early Years; Neurodiversity is my superpower: Thriving with Autism; ADHD and other neurodevelopmental differences; Let's Go Puddle Jumping! (outdoor play); and Implementing First Nations, Métis and Inuit play-based approaches into the Pre-Kindergarten classroom.
  - 413 staff participated in the learning day.

**For a more comprehensive overview of the Division's efforts in support of early learning, please refer to the October 8, 2019, Board Report: [Strategic Plan Update: Early Years](#).**

## Literacy and Numeracy Foundations

Literacy and numeracy are fundamental skills. In all aspects of daily life, we rely on information to make decisions. Educational stakeholders have long recognized that literacy and numeracy are foundational to successful learning and living. Developing strong literacy and numeracy skills in students is essential for them to reach their full potential in school, the workplace and to experience a better quality of life.

Division achievement results are a story of both growth and opportunity and confirm the importance of initiatives focused on quality teaching and learning. These results are being achieved within the context of the Division's increasingly complex enrolment demographics. With this in mind, the Division is encouraged by areas of growth and improvement and remains committed to supporting the individual success of each student. The following is a closer look at the Division's 2019-2020 intentional efforts in support of literacy and numeracy.

Accountability Pillar Survey					
Students in Grades 4-12 reporting they can get help with reading and writing at school when they need it.					
Edmonton Public Schools (in percentages)					
	2016	2017	2018	2019	2020
Grades 4-6	89	89	89	88	88
Grades 7-9	87	88	88	87	88
Grades 10-12	81	82	80	81	80

Reading Level Results for 2015-16 to 2019-20 Showing Students AT or ABOVE Grade Level					
Enrolment Grade	Percentage of Students At or Above Grade Level				
	2015-16 *	2016-17	2017-18	2018-19	2019-20**
1	70.8	67.9	64.7	64.6	54.3
2	73.8	73.4	71.5	72	65.9
3	76.4	74.6	75.4	73.7	68.8
4	76.4	75.4	73.4	72.9	68.7
5	74.8	73.8	73.7	72.6	69.7
6	76.8	73.1	75.3	74.4	70.6
Total (1-6)	74.8	73	72.3	71.6	66.3
Total Students with Results (Gr 1-6)	41,939	43,335	45,357	47,098	47,936
7 ***			74.5	74.9	75
Total (1-7)			72.5	72.1	67.5
Total Students with Results (Gr 1-7)			52,119	54,255	55,818

8 ****				74.1	73.6
Total (1-8)				72.3	68.2
Total Students with Results (Gr 1-8)				61,119	63,156
9 *****					73.3
Total (1-9)					68.7
Total Students with Results (Gr 1-9)					69,720

\* Fort McMurray students were included in 2015-2016 data as reported from the Division database

\*\*Assessment is based on in-person evidence collected up to March 2020 and limited online evidence gathered from March to June

\*\*\* Grade 7 became mandatory in 2017-18

\*\*\*\* Grade 8 became mandatory in 2018-19

\*\*\*\*\* Grade 9 became mandatory in 2019-20

Math Intervention Programming Initiative (MIPI)				
Results for 2017 to 2020 Showing Students Achieving AT Grade Level				
Enrolment Grade	Percentage of Students At or Above Grade Level			
	2016-17	2017-18	2018-19	2019-20
2	84.9	86	86.6	86.3
3	77.1	73	73.5	75.3
4	75.5	70	71.5	72
5	76.4	69	68.7	69.3
6	77.8	68.7	67.4	68.5
7	65.2	62	61.2	60.5
8	65.5	61.1	59.7	60.8
9	59.1	54.5	53.8	52.8
10 *	50.3	50.4	53.1	52.3
<b>Total (Gr 2-10) *</b>	<b>71.2</b>	<b>67</b>	<b>66.9</b>	<b>67.4</b>
<b>Total Students Writing (Gr 2-10) *</b>	<b>53,515</b>	<b>58,847</b>	<b>62,506</b>	<b>62,451</b>

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

## Comments on Results

Based on available Division data, there are areas in literacy and numeracy that demonstrate evidence of success as well as opportunities for growth. The move to online learning in the spring meant that teachers primarily used evidence gathered from September to mid-March to evaluate students' reading levels. For this reason, 2019-2020 reading level results are not strictly comparable to previous years. Division reading results continue to reinforce the importance of intentional efforts that focus on literacy assessment and intervention.

The MIPI, one means of assessing students' knowledge of math concepts learned in the previous years, is conducted each year in the fall to help inform programming and the potential need for review or intervention. The results from 2019-2020 demonstrate the importance of the ongoing work being carried out to explore practices with the greatest impact and intervention strategies.

### **Key Strategies and Results (2019-2020)**

Throughout the year, the Division worked to support the growth and achievement of students in the areas of literacy and numeracy through the provision of high quality teaching and learning. This work continued even as, beginning in March, COVID-19 interrupted many of the intended ways in which the Division was doing this work.

#### **Literacy, Numeracy and Mathematics**

Literacy work is informed through the Division-wide Focus on Reading, HLAT, reading interventions and literacy focused communities of practice. Numeracy work is informed through the efforts of the Mathematics Teacher Collaboration Sub-Committee, the Division's *Numeracy Guiding Document and Action Plan* and numeracy focused communities of practice.

Across the Division literacy and numeracy work is supported through intentional and focused efforts of central decision units, catchments and schools. The following strategies reflect these collective efforts.

**2019-2020 Priority Strategy:** Implement the Benchmark Assessment System (BAS) in Grades 1-3, as a common assessment tool to measure and capture reading growth at the school, catchment and Division level, for students who were identified as reading below grade level.

- The BAS was implemented in 168 elementary schools in the fall for pre-assessment, but the June assessment could not be completed due to COVID-19.
  - Schools used the fall data to inform programming for students.
- Literacy consultants worked with schools around the fall BAS results to help inform literacy programming and intervention supports for students.

**2019-2020 Priority Strategy:** Pilot the Canadian Achievement Tests (CAT-4) in Grade 7 classrooms in 51 schools across the Division; the CAT-4 is a tool that assesses the essential learning outcomes of the following basic skills areas: reading, language, spelling and mathematics. Data from the CAT-4 will inform programming at the classroom level, support the work of schools and has the potential to inform catchment and Division level work going forward, should the pilot be adopted at the Division level.

- The CAT-4 was piloted in 51 schools in the fall for pre-assessment, but the June assessment could not be completed due to COVID-19.
  - Schools used the fall data to inform programming for students.
  - Catchments used the fall data as evidence to support numeracy focused discussions.
- A professional learning session, "Data to Action", was offered to help participants make instructional decisions based on an analysis of the CAT-4 data.
  - 38 of the 51 schools participated.

**2019-2020 Priority Strategy:** Explore further math interventions and resources to support students in their math learning. This work will also include locally developed resources in support of mathematics instruction and intervention.

- The following professional learning sessions and series supported teachers and principals to understand math more deeply and learn about frameworks they could use to support math interventions.
  - 140 principals and teachers from 60 schools participated in centrally coordinated training in the math intervention program *First Steps in Mathematics*.
  - 58 participants received training in the math intervention program *Leaps and Bounds*.
- 45 principals and teachers, along with math consultants, participated in the Division's Math Teacher Collaboration Committee working group. Collaboratively they explored diagnostic math tools and interventions.
  - From this work, a numeracy Pyramid of Intervention was created to guide the provision of supports and services to students.
- Curriculum Resource Supports created a variety of resources that support interventions such as Anytime Help Anywhere videos, EPSB Together App and Maximizing Math.
  - Additionally, through the Division's initiative of Learning and Demonstration Sites, one group focused on a Guided Approach to Math.

### Preparing for the New Curriculum

Literacy and numeracy are fundamental life skills and woven throughout the Alberta Education curriculum, which is defined as what students are expected to know, understand and be able to do in each subject and grade. The Division continued to use the *New Provincial Curriculum Division Implementation Plan* to guide its preparation for the new curriculum.

- The intent of the plan at this stage was to build teacher capacity around good teaching practices that would serve as the foundation of instruction when paired with the release of a provincial curriculum.

**2019-2020 Priority Strategy:** Continue to provide provincial leadership and Division support in preparation for the new provincial curriculum.

- The Division provided leadership to two provincial working groups established in anticipation of the new curriculum.
  - The Multi-District Curriculum Conversation Group, consisting of more than 40 leaders from across Alberta school divisions, met monthly. The group continued to share information and discuss key topics related to the anticipated new provincial curriculum.
  - The Multi-District Assessment Think Tank invited school divisions from across Alberta to contribute their thinking, processes and products in support of quality assessment practices.
- The pivot to emergent remote learning in March created the need for resources that support teachers when there is unpredictability, like during the pandemic. To address this need, work was initiated on teacher support packs in preparation for the 2020-2021 school year.

## Building Staff Capacity

A critical component of the work to support literacy and numeracy learning is the ongoing growth and capacity of staff. Staff capacity was built through school, catchment and Division professional learning, as well as in-servicing, classroom and school consultations and coaching.

**2019-2020 Priority Strategy:** Implement a Learning and Demonstration Sites Initiative with 31 schools across the Division to focus on capacity building in teaching and learning for conceptual understanding. Sites may also use high impact instructional approaches such as design thinking, project-based, workshop, etc.

- Teachers from 31 Division schools participated in seven days of in-person training until March and then moved to online learning sessions.
  - Teachers were encouraged to lead portions of the sessions. Learnings from the sessions were taken back and applied to actual classroom experiences, as well as shared amongst colleagues.
  - Information on this initiative was also shared in two principal sessions.

For a more comprehensive overview of the Division's efforts in support of literacy and numeracy, please refer to the February 11 and March 10, 2020, Board Reports: [Strategic Plan Update: Literacy](#) and [Strategic Plan Update: Numeracy](#).

## High School Completion

Preparing students for their futures and equipping them to be productive contributors to society, whether as post-secondary students, members of the workplace or citizens in the community, is one of the priority outcomes of public education. Throughout Kindergarten to Grade 12, students are provided opportunities that focus on the development of foundational knowledge, competencies and attitudes that will support them in being successful in school and enable them to transition into post-secondary and/or the world of work.

The Alberta Education Accountability Pillar assesses multiple factors beyond diploma exams and high school completion rates that are indicators towards a life of dignity and fulfillment. The following is an overview of Division results relevant to the journey of school completion. It should be noted that new for this year, the province has also provided an Accountability Pillar of the results for Division's students identified as English Language Learners.

Alberta Education Accountability Pillar		Results (in percentages)					Evaluation		
		2014-15	2015-16	2016-17	2017-18	2018-19	Achievement	Improvement	Overall
<b>HIGH SCHOOL COMPLETION</b>									
Percentage of students who completed high school within three, four and five years of entering Grade 10. <sup>11</sup>	3-yr	72.3 (n=6,199)	75.4 (n=6,308)	73.8 (n=6,271)	75.1 (n=6,567)	76.4 (n=6,615)	High	Improved Significantly	Good
	4-yr	77.6 (n=6,204)	77.9 (n=6,262)	80.1 (n=6,357)	79.0 (n=6,328)	80.4 (n=6,626)	High	Improved	Good
	5-yr	78.4 (n=6,517)	80.6 (n=6,215)	80.3 (n=6,274)	83.0 (n=6,386)	81.9 (n=6,334)	High	Maintained	Good
Percentage of Grade 12 students eligible for a Rutherford Scholarship. <sup>8</sup>		59.3 (n=9,490)	61.1 (n=9,635)	62.5 (n=9,444)	63.9 (n=9,848)	65.7 (n=10,061)	Intermediate	n/a	n/a
Annual dropout rate of students aged 14 to 18.		3.0 (n=25,457)	2.7 (n=25,785)	2.2 (n=26,041)	2.5 (n=26,120)	2.5 (n=26,880)	Very High	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10. <sup>2 11</sup>		60.1 (n=6,199)	60.7 (n=6,308)	60.2 (n=6,271)	60.2 (n=6,567)	61.2 (n=6,615)	High	Maintained	Good
<b>TRANSITIONS/CAREER PLANNING</b>									
Percentage of high school students who transition to post-secondary (including apprenticeship) within six years of entering Grade 10.		61.1 (n=6,471)	61.5 (n=6,513)	62.6 (n=6,213)	63.7 (n=6,273)	64.6 (n=6,385)	High	Improved Significantly	Good

Alberta Education Accountability Pillar		English Language Learners Results (in percentages)					Evaluation		
		2014-15	2015-16	2016-17	2017-18	2018-19	Achievement	Improvement	Overall
<b>HIGH SCHOOL COMPLETION</b>									
Percentage of students who completed high school within three, four and five years of entering Grade 10. <sup>11</sup>	3-yr	65.9 (n=470)	76.1 (n=631)	78.0 (n=765)	68.1 (n=763)	68.9 (n=622)	Intermediate	Declined Significantly	Issue
	4-yr	70.3 (n=288)	78.9 (n=430)	83.4 (n=565)	84.8 (n=670)	78.3 (n=663)	Intermediate	Declined	Issue
	5-yr	78.4 (n=223)	78.0 (n=276)	84.6 (n=406)	87.0 (n=535)	88.4 (n=620)	Very High	Improved Significantly	Excellent
Percentage of Grade 12 students eligible for a Rutherford Scholarship. <sup>8</sup>		44.1 (n=1,273)	50.3 (n=1,462)	54.5 (n=1,654)	52.3 (n=1,661)	50.8 (n=1,629)	Low	n/a	n/a

Annual dropout rate of students aged 14 to 18.	1.3 (n=2,558)	2.4 (n=3,307)	1.4 (n=3,704)	1.8 (n=3,704)	1.8 (n=3,806)	Very High	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10. <sup>2</sup> <sup>11</sup>	59.2 (n=470)	63.2 (n=631)	65.0 (n=765)	59.7 (n=763)	54.0 (n=691)	Intermediate	Declined Significantly	Issue
<b>TRANSITIONS/CAREER PLANNING</b>								
Percentage of high school students who transition to post-secondary (including apprenticeship) within six years of entering Grade 10.	64.2 (n=240)	62.5 (n=220)	63.2 (n=267)	69.9 (n=394)	69.5 (n=519)	Very High	Improved	Excellent

Accountability Pillar Survey					
Teachers, parents and students who are satisfied that students model the characteristics of active citizenship.					
Edmonton Public Schools (in percentages)					
	2016	2017	2018	2019	2020
Overall	84.9	84.9	83.7	83.2	83.0
Teacher	94.8	94.3	93.7	93.6	93.8
Parent	83	83	82	82	81
Student	77.1	78	75.8	74.2	74.3
Teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.					
Overall	84	82.9	82.7	83.2	83.5
Teacher	92	91.3	90.7	91.5	92.7
Parent	76.1	74.5	74.8	74.9	74.3
Teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.					
Overall	70.8	69.9	70.1	70.4	71.5
Teacher	76.8	76.6	76.2	78.1	79.9
Parent	64.7	63.2	64	62.7	63.2
Grades 7 and 10 students reporting that they get the help they need planning for a career.					
Grades 7-9	56	60	61	59	58
Grades 10-12	77	78	78	78	77

## Comments on Results

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

The Division's three- and four-year high school completion rates improved as did the six-year transition rate to post-secondary; the drop out rate remained unchanged at 2.5 per cent, reflecting a provincial achievement of Very High.

The Rutherford Scholarship eligibility rate continued to improve and Work Preparation results were maintained at an achievement of High and while there was a slight decrease in Safe and Caring and Student Citizenship results, they remained at an overall rating of Very High.

These results are encouraging; however, the data does suggest the need for ongoing, targeted supports for ELL students, as there is opportunity for growth in the following areas:

- Three- and four-year high school graduation rates.
- Eligibility for the Rutherford Scholarship.
- Number of students writing four or more exams within three years of entering Grade 10.

As the Division strives for improvement, there is the opportunity to build off of the strength of results achieved for our ELL students in respect to the annual dropout rate, the five-year completion rate and the six-year transition rate to post-secondary.

Overall, Division results indicate that our intentionality and efforts in support of providing a high quality learning and teaching environment that supports students in their learning journeys are being successful. This is encouraging.

## Key Strategies and Results (2019-2020)

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

- The Board of Trustees' approval of the Equity Fund to support emergent needs related to the success of students.
- Kindergarten to Grade 12 catchment groupings that promote a professional shared responsibility for the success of all students.
- School-based wrap-around services that address barriers to school success.
- Career Pathways serves as a philosophy and approach to teaching and learning that engages students from Kindergarten to Grade 12 to think about, explore and plan what their life might look like beyond school.

**2019-2020 Priority Strategy:** Continue to explore partnerships with post-secondary organizations. These partnerships take into consideration factors such as labour market demand, student interest, course transferability, school facility requirements and potential fees associated with the learning opportunity<sup>2</sup>.

- Career Pathways liaised between post-secondary institutions and Division schools to ensure the success of partnerships that enable the following learning experiences:

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<sup>2</sup> COVID-19 has slowed this work down.

- Campus EPSB expanded to include:
  - Exploring Trades in Metalworking
  - STEAM: Architecture and Engineering
- 162 students registered in dual credit courses or programs offered through six Division high schools.
  - Two new dual credit courses offered for 2019-2020 were:
    - Foundations of Design ADST 200 in collaboration with Athabasca University
    - Literary Analysis English 1011 in collaboration with NorQuest College

**2019-2020 Priority Strategy:** Continue to support and increase awareness of Career Pathways, myBlueprint, Community Marketplace and Inquiring Minds among students, staff, school leaders, families and community members.

- The Career Pathways team continued to support and increase awareness of opportunities through a communication strategy that included engaging with students, school leaders, families and community members on 92 occasions.
  - A total of 2,938 students, 1,988 staff members and 837 community members learned more about Career Pathways through professional learning opportunities and presentations.
- The Community Marketplace included 33 participating organizations that offered 46 unique sessions to classes across the Division.
- Every student in the Division is set up with a myBlueprint account. As of March there had been 87,601 account activities and by July 1 there was a total of 133,302 activities recorded.
- 148 Division classes accessed an Inquiring Minds program between September to March; these experiential learning opportunities were postponed from March onward due to COVID-19.

Central and high school leaders continue their work around the Enhanced Coordination of High School Programming. These efforts are informed by lessons learned over the past years and the flexibility enabled through High School Redesign, Dual Credit, Campus EPSB and the broad range of learning programs available to students throughout the Division.

**2019-2020 Priority Strategy:** Grades 10 to 12 students will be able to access courses beyond the walls of their home school, through a variety and means, and at different times of day through flexible programming offered by Metro, Argyll, Centre High Campus, Division Outreach Programs and Campus EPSB.

- Through engagement with high school principals, a Campus EPSB Three-Year Strategic Plan was drafted.
- This work helped to inform the merging of Argyll and Metro for the 2020-2021 school year.
  - Student voice helped to inform Division work in support of evolving high school programming.

**2019-2020 Priority Strategy:** All high schools will be exploring a learning day that reflects blocks 1 through 6 programming to support flexibility for students.

- In spring of 2020 high schools developed a timetable for the 2020-2021 school year that reflected blocks 1 through 6 and coordinated to offer certain courses relative to student interest.
- This initiative was delayed due to COVID-19.

**2019-2020 Priority Strategy:** Argyll will continue to provide leadership in the exploration and development of an online virtual high school to increase flexibility and access to high school courses; this work has the potential to support Grades 10 to 12 students across Alberta.

- Argyll took the lead on this work with an initial scan of existing programming in the area of online learning programs, with an intentional interest around existing online learning platforms that effectively meet the needs of both teachers and students.
  - This work shifted dramatically in March, with the Division’s immediate pivot to emergent remote learning. Work to date towards this strategy proved to be a significant support to the Division at this time.
  - With in-person learning still not in place for July, Metro moved to an online platform to offer summer school. Argyll was able to support Metro in the development of online course materials.



## Safe and Caring Learning Environments

The Division aspires that throughout their learning journey, every student grows and thrives academically, socially and emotionally. This is fostered within a welcoming, inclusive, safe and healthy school environment that enables students to focus on their learning and help them gain a strong sense of citizenship and social responsibility.

The Division takes a Comprehensive School Health approach, an internationally recognized strategy, to supporting improvement in students' educational outcomes and well-being, while addressing school health in a planned, integrated and holistic way. All of the Division's work in support of student success and well-being is fostered through the direction and intent of Board Policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments.

Accountability Pillar Survey					
Teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.					
Edmonton Public Schools (in percentages)					
	2016	2017	2018	2019	2020
Overall	89.5	89.8	89	88.5	88.6
Teacher	95.1	95	94.8	94.5	94.7
Parent	89.3	89.3	88.7	88.9	88.6
Student	84.2	85	83.4	82.1	82.4

Alberta Education Accountability Pillar	Results (in percentages)				
	2015-16	2016-17	2017-18	2018-19	2019-20
<b>CITIZENSHIP/ LEADERSHIP</b>					
Your child is encouraged at school to be involved in activities that help the community. (Parents)	79 (n=3,744)	79 (n=3,912)	78 (n=4,015)	78 (n= 3,618)	78 (n= 4,078)
Students are encouraged at your school to be involved in activities that help the community. (Teachers)	92.0 (n=3,936)	91.0 (n=4,181)	91 (n=4,431)	92 (n= 4,533)	92 (n= 4,705)
<b>WELCOMING</b>					
Students at your child's school respect each other. (Parents)	81 (n= 3,737)	80 (n= 3,906)	80 (n= 4,013)	79 (n= 3,621)	78 (n= 4,078)
Students at your school respect each other. (Teachers)	94 (n= 3,966)	93 (n= 4,207)	92 (n= 4,454)	92 (n= 4,551)	92 (n= 4,756)
<b>INCLUSIVE</b>					
Students at your child's school help each other when they can. (Parents)	79 (n= 3,757)	79 (n= 9,916)	78 (n= 4,021)	79 (n= 3,616)	78 (n= 4,078)
Students at your school help each other when they can. (Teachers)	97 (n= 3,962)	96 (n= 4,204)	96 (n= 4,452)	96 (n= 4,564)	96 (n= 4,750)

## Comments on Results

Overall, results for the Safe and Caring Accountability Pillar performance measure over the past five years have been very high; however, there has been a slight downward trend across all stakeholder groups. In response, the Division continues to focus on mental health, building healthy relationships, anti-racism actions, sexual health and intercultural communication skills to ensure welcoming, inclusive, safe and healthy school environments.

## Key Strategies and Results (2019-2020)

Throughout the year the Division worked to support the development and well-being of students through the framework of Comprehensive School Health. This work continued even as, beginning in March, COVID-19 interrupted many of the ways in which the Division, schools and community partners were able to engage with each other and students.

**2019-2020 Priority Strategy:** Continue to work with a range of community partners to enhance the capacity to support mental health and well-being, as well as foster school communities that are welcoming, inclusive, safe and healthy.

- Partnerships and community connections were maintained at both the Division and school level. These opportunities helped to provide additional universal mental health supports, promote welcoming school environments and support the provision of wrap-around services.
- As a response to the pandemic, in partnership with Alberta Metro School Boards, resources were developed to support the implementation of mental health strategies for school re-entry (including Success for Student Learning Activities, tip sheets, and videos, along with a principal toolkit).

**2019-2020 Priority Strategy:** Finalize and publish the revised English as a Second Language Guiding Document to assist teaching staff and school leaders in supporting their work with students.

- A final draft was created and revised with feedback from principals; it is anticipated the guiding document will be launched prior to winter break 2020.

## Building Staff Capacity

A critical component of the work to support safe, caring and inclusive learning environments is the ongoing growth and capacity of staff.

**2019-2020 Priority Strategy:** Schools, catchments and central decision units will continue to work together to provide PL related to mental health, building healthy relationships, sexual health, intercultural communication skills and anti-racism.

There were many opportunities for professional learning related to the area of well-being and safe and caring school environments. This work is planned and provided at the Division, catchment and school levels. The following provides highlights of some of these efforts:

- A universal mental health session to support learning on catchment professional development (PD) days was developed; 778 staff participated in this learning.
- Go-To Educator training was offered online, with 282 staff participating in a workshop.

- A Division website mental health toolkit and complementary pre-DLM session was developed to support mental health capacity building through principal leadership training.
  - This work included videos that could be used to support professional learning in schools.
- Staff from across the Division engaged in the work of Dr. Jody Carrington.
  - 3,125 registered for her online course "Kids these Days".
  - Many schools or catchments are extending this work by looking at Carrington's work through a book study of *Kids these Days*.
- Dr. Michael Unger worked with school and central staff in the area of resilience and strength-based approaches to working with students. Opportunities included:
  - 440 participants from nine Division schools, three central units, six agency partners and one Edmonton Catholic school attended the half-day session on *Working with Children, Youth and Families with Complex Needs: Skills to Build Resilience*.
    - All in for Youth school teams extended this learning by working directly with Dr. Unger in each of their school communities.
    - 102 staff participated in Dr. Unger's Summer Institute half-day sessions on nurturing resilience.

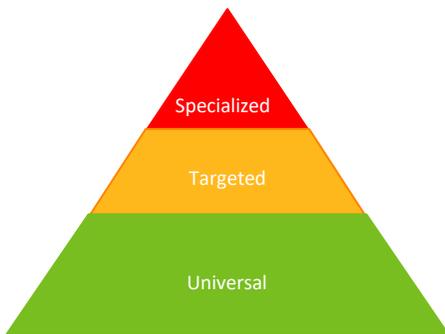
**For a more comprehensive overview of the Division's efforts in support of student leadership and citizenship, please refer to the June 9, 2020, Board Report: [Strategic Plan Update: Student Leadership and Citizenship](#).**



## Specialized Supports and Services

Each of the Division’s students takes their own unique journey towards the goal of high school completion. For some of our students, this journey will require specialized supports and services in order for them to engage, thrive and experience success in their learning. The work to provide these additional supports is the responsibility of the Division’s Inclusive Learning school-linked teams and is accomplished in partnership with school staff, families and our Regional Collaborative Service Delivery (RCSD) partners; the following is an overview of the various specialized supports and services provided to Division students:

- Speech and language therapy
- Behavioural/emotional supports
- Occupational therapy
- Social work
- Mental health therapy
- Psychological assessments
- English language learning
- Physical therapy
- Adaptive physical education
- Assistive technology for learning
- Educational audiology/deaf or hard of hearing
- Vision and braille
- Reading specialists



The work of Inclusive Learning is best demonstrated through the Pyramid of Intervention: the Pyramid of Intervention is a framework that uses a tiered process to provide supports and services, within a comprehensive system of instruction and intervention guided by evidence-based data. It is designed to address learning difficulties and/or emotional/behavioural challenges by systematically delivering a range of interventions based on student need.

- **Universal:** The majority of Division students thrive within the programming at the base of the pyramid; this universal work reflects the efforts of teachers and school staff in collaboration with families and is the first step in identifying students at risk. Universal strategies include high quality instruction, research-based interventions, school-wide screening and the use of a variety of accommodations.
- **Targeted:** These strategies are intended for small groups of students struggling with specific skills. Appropriate strategies are identified in collaboration between schools, Inclusive Learning and families and might include instructional accommodations and/or adaptations, supplemented or differentiated supports and small-group instruction.
- **Specialized:** These strategies and supports address the unique needs of individual students. Inclusive Learning, schools and families work together to determine the intensity of support needed for a student to experience success. These plans are often documented in an Individual Program Plan (IPP) or Individual Behaviour Support Plan (IBSP).

Accountability Pillar Survey					
Parent and teacher satisfaction with supports for students with special needs in schools					
Edmonton Public Schools (in percentages)					
	2016	2017	2018	2019	2020
Parents	83	86	85	86	85
Teachers	82	84	84	85	82

## Comments on Results

The work of the Division's Inclusive Learning school-linked teams accomplished in partnership with school staff, families and our RCSD partners is reflected in the positive levels of satisfaction that parents whose children are receiving specialized supports and services at their school indicated in the Accountability Pillar survey. There was a slight decrease noted in staff satisfaction relative to supports available for students.

There were over 14,000 school-initiated referrals for Inclusive Learning supports in the 2019-2020 school year. This number reflects a decrease in referrals compared to last year (over 17,000), as would be anticipated with the disruption to in-person learning at the end of March.

## Key Strategies and Results (2019-2020)

The Division's work in support of the development, well-being and success of students took on an unanticipated focus with the redirecting of RCSD funds from Alberta Health Services to school divisions across the province, effective for the 2020-2021 school year. The work to address this funding change through the lens of student well-being and specialized supports included:

- Engaging with staff from across the Division to better understand effective elements of a service delivery model.
- Examining current data related to service requests to inform key staffing positions.
- Working with Alberta Health Services around this transition.
- Developing a transitional model of service for the 2020-2021 school year, informed by the Division's mental health framework and designed within the constraints of funding available.

**2019-2020 Priority Strategy:** Continue to work with school leaders and central staff to define Division criteria for identifying students who are gifted and talented and develop standardized assessment tools to support this work.

- Central and school leaders continued to meet and discuss programming elements, criteria and assessment tools to support the identification of students who are gifted and talented.
  - This work resulted in the development of a new model to identify Gifted and Talented students; the new model will be introduced for the 2020-21 school year.

**2019-2020 Priority Strategy:** Provide Division training through Modules A, B and C focused on supporting students with complex needs.

- To build capacity, promote safety and demonstrate alignment with Ministerial Order #042/2019 Standards of Seclusion and Physical Restraint Division-level training was developed and implemented. Training in Nonviolent Crisis Intervention (NVCI) and a series of three sessions to support complex behaviour, targeted interventions and trauma were offered for Division leaders and staff to assist them in proactively responding to emergent needs in the classroom.
  - 856 staff were trained in NVCI.
  - 2,982 staff attended the complex behaviour professional development series.

**2019-2020 Priority Strategy:** Continue to co-facilitate, with school principals, the Interactions

community of practice.

- This group intends to meet seven times this year and will focus on developing best practices in instruction and assessment, as well as an administrator guide for principals.
- The group will also explore how best to collaborate across sites and plans to expand the community of practice to include teachers as well.

- The Interactions community of practice was established. During initial meetings, 50 principals engaged in conversations around programming.
  - Though the group did not meet after March and the pivot to remote emergent learning, they remain committed to collaborating around best practices for students with Autism.

## Community Partnerships

The Division recognizes that the path to student success does not occur in isolation. The responsibility to support our students on their K-12 educational journey is a shared one between the Division and the broader community. The diversity and complexity of need across our student body requires expertise, knowledge and opportunities beyond that of education. For all students to engage, learn and thrive in the classroom, no matter their background, capabilities or circumstances, the Division needs to work closely with our fellow community stakeholders who share our commitment to the success and well-being of children and youth in the Edmonton area.

### *Key Strategies and Results (2019-2020)*

As all work with community partners was interrupted by COVID-19, the Division and community partners worked together to re-vision their collaborations in order to continue to provide services to students and their families in a safe manner.

**2019-2020 Priority Strategy:** Schools will continue to work strategically with a diverse range of community partners and be responsive to the needs of the students and families they serve.

- Schools across the Division formed connections with community members in ways that made sense for their school community and enabled them to be responsive to the students and families they serve. Many of these connections are celebrated on school websites, as schools acknowledge the contributions of the community towards the success of their students. Data from last year indicated:
  - There were more than 740 unique community connections across Division schools.
  - These community partners covered a broad range of supports, including but not limited to:
    - School nutrition
    - After school enrichment programs and extracurricular athletics
    - Career Pathway Marketplace participants
    - Mental health or wrap-around supports
    - Before and after school care providers
    - Alternative and second language programming
    - Donations and sponsorships
- Many of these community connections were disrupted in March at the start of the pandemic, but like the Division several community partners worked to be responsive during COVID-19.

- Unfortunately some community connections were unable to make that pivot and had to step back from their work in support of Division students.

**2019-2020 Priority Strategy:** Continue to assist Division leaders and community partners to best leverage community resources for our students through the ongoing support of existing initiatives and the exploration of potential new opportunities.

- Central staff provided support to a number of areas related to maintaining community partnerships. Examples of this work are:
  - Worked with funders and service providers to support year four of All in for Youth.
  - Worked with several school nutrition funders and service providers to support and expand school nutrition programming in Division schools.
  - Worked with multiple donors to bring a range of supports to schools across the Division (scholarships, literacy materials, out of school time programming, school supplies).
  - Worked with non-for-profit organizations around grants, signed agreements, FOIP requirements.
  - Supported the renewal of agreements with Athabasca University, MacEwan University and NorQuest College in support of Dual Credit learning opportunities.

**2019-2020 Priority Strategy:** Support the implementation of the 2019-2020 Alberta Education School Nutrition Program (AESNP).

- Two new schools were onboarded, bringing the total to 24 schools being supported through this provincially funded program.
  - Participating schools are able to provide their students with access to a daily meal.
  - From October 2019 to March 2020 1,275 students across the 24 Division schools participated in the program.
  - The AESNP is delivered in partnership with e4c.

**For a more comprehensive overview of the Division's efforts in support of school nutrition, please refer to the September 10, 2019, Board Report: [Strategic Plan Update School Nutrition Program](#).**



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

# First Nations, Métis and Inuit Students in Alberta are Successful

The Division strives to support the success of every student on their Kindergarten to Grade 12 educational journey. The achievement data reflecting the results of our self-identified First Nations, Métis or Inuit students demonstrates the importance of the work to be done in support of their success.

The Division is committed to closing the achievement gap and is taking focused, strategic steps towards this end. We know the success of our efforts is dependent upon our working closely with our students, their families, caregivers, Elders, Knowledge Keepers and members of the broader community.

First Nations, Métis and Inuit Students									
Alberta Education Accountability Pillar		Results (in percentages)					Evaluation		
		2014-15	2015-16	2016-17	2017-18	2018-19	Achievement	Improvement	Overall
<b>HIGH SCHOOL COMPLETION</b>									
Percentage of self-identified FNMI students who completed high school within three, four and five years of entering Grade 10. <sup>2</sup>	3-yr	38.3 (n= 560)	45.6 (n= 587)	41.3 (n= 633)	40.9 (n= 607)	42.6 (n= 585)	Very Low	Maintained	Concern
	4-yr	46.8 (n= 564)	43.3 (n= 557)	50.7 (n= 560)	48 (n= 614)	49.9 (n= 594)	Very Low	Maintained	Concern
	5-yr	43.3 (n= 536)	51.9 (n= 563)	48.7 (n= 547)	56.4 (n= 559)	54.3 (n= 597)	Very Low	Maintained	Concern
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship. <sup>8</sup>		32.7 (n= 877)	31.8 (n= 902)	34.9 (n= 911)	36.2 (n= 950)	37.5 (n= 911)	Very Low	n/a	n/a
Annual dropout rate of self-identified FNMI students aged 14 to 18.		8.5 (n= 2,409)	6.8 (n= 2,430)	4.7 (n= 2,387)	6.9 (n= 2,422)	7.4 (n= 2,447)	Low	n/a	n/a
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10. <sup>5 6 7</sup>		20.3 (n= 560)	20.5 (n= 587)	21.6 (n= 633)	18.9 (n= 607)	18.4 (n= 585)	Very Low	Maintained	Concern
<b>TRANSITIONS/CAREER PLANNING</b>									
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.		26.3 (n= 480)	23.9 (n= 529)	29.7 (n= 552)	28.6 (n= 536)	31.3 (n= 546)	Very Low	Improved	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

## Comments on Results

Our results confirm the importance of the role we have in education to fulfill our calls to action in support of Truth and Reconciliation and reinforce the critical importance of the work we have ahead. Within these results there are areas that demonstrate the growth, progress and success of our students. We maintained our results when compared to the previous three-year average, and experienced growth in some areas, including:

- Three- and four-year high school completion rates increased compared to the previous year.
- Eligibility for a Rutherford Scholarship increased slightly.
- Transition rates to post-secondary showed improvement.

Overall though, there remains significant work to close the achievement gap and supporting all First Nations, Métis and Inuit students on their path to high school completion.

## Key Strategies and Results (2019-2020)

Using the six areas of policies and practices identified as being critical to improving achievement for Indigenous students in the OECD report *Promising Practices in Supporting Success for Indigenous Students* as a framework to guide our work, the following key strategies were undertaken in support of student achievement and success in 2019-2020.

**2019-2020 Priority Strategy:** Initiate a project at Queen Elizabeth High School that will see two high school completion coaches work one-on-one with self-identified First Nations, Métis and Inuit students to monitor their progress and success towards school completion: work will focus on school attendance, course planning, assignment completion and supporting the youth in their exploration and preparation of the world of work.

- The two high school completion coaches worked with 147 self-identified First Nations, Métis and Inuit students. The coaches met with students monthly to monitor progress towards graduation requirements, facilitated cultural programming, supported learning and provided opportunities for students to explore their options for post-secondary education or employment. They engaged with families through a newsletter and reaching out through phone calls.
  - A critical strategy to remain connected with students, was a monthly meet and mentor session held between the completion coach and individual students. These sessions enabled the coaches to build relationships, coach or mentor the students towards goals and helped to remove barriers to school success.

- Coaches remained connected with students after the March pivot, helping to support engagement to learning and touching base around wellness.
- The June 2020 3-year high school complete rate for Queen Elizabeth’s cohort of self-identified First Nations, Métis and Inuit students was 28 per cent. This is up from the 2019 completion rate of 19.4 per cent.

**2019-2020 Priority Strategy:** Continue to collaborate with Elders, Knowledge Keepers and community partners in support of the success of self-identified First Nations, Métis and Inuit students.

- A significant portion of the 731 requests made to the First Nations, Métis and Inuit Unit’s consultants involved connecting schools to an Elder and/or Knowledge Keeper to support student activities, storytelling or facilitating various teachings.

**2019-2020 Priority Strategy:** Continue to be intentional in efforts to build respectful, meaningful connections with families.

- Schools continued to be intentional in their efforts to develop respectful and trusting relationships with families. This occurred in many ways, including:
  - Celebrating Indigenous culture and activities at events such as school assemblies or performances.
  - Hosting a Pipe Ceremony or a Mini Round Dance.
  - Hosting a meal as part of a school event.
  - Ensuring there are Indigenous art and artifacts throughout the school.
  - Having a First Nations, Metis and Inuit Culture Club.
  - Embedding Cree storytelling and language into monthly meetings.
  - Having a morning smudge.
  - Having wrap-around supports to work closely with families around non-educational needs and challenges.



## Building Staff Capacity

A critical component of the work to support First Nations, Métis and Inuit students is the ongoing growth and capacity of staff. Staff capacity was built through school, catchment and Division professional learning, lead teachers and consultations with the First Nations, Métis and Inuit unit.

**2019-2020 Priority Strategy:** Continue with year two of *Exploring Early Learning & Family Engagement: A Professional Learning Partnership Between Enoch Cree Nation and Edmonton Public Schools* focused on building collective capacity related to high quality, culturally responsive Pre-Kindergarten programming.

- Year two continued to focus on building relationships between the two jurisdictions as well as building upon Indigenous and Western pedagogy, specifically, traditional Cree child development and play-based learning.

**2019-2020 Priority Strategy:** Continue to support high quality teaching and learning through professional learning opportunities that increase foundational knowledge of First Nations, Métis and Inuit cultures, worldviews, histories and current realities and support staff confidence meeting the Leadership Quality Standards (LQS) and Teacher Quality Standards (TQS).

- The First Nations, Métis and Inuit Unit facilitated professional learning opportunities, accessible for all Division staff, focused on increasing awareness and understanding of First Nations, Métis and Inuit worldviews and histories.
  - 328 participants attended sessions prior to March 2020, and over 650 staff attended online sessions between March and June.
  - Nine sessions were offered to aspiring, first and second year principals on a variety of topics including residential schools, treaties and agreements with First Nations and the *Indian Act*.

**2019-2020 Priority Strategy:** Continue to facilitate the lead teacher model to support schools and build capacity in the area of First Nations, Métis and Inuit education.

- The First Nations, Métis and Inuit Unit hosted a one-day professional learning opportunity for all lead teachers in November 2019. The focus was on reconciliation, treaties, trauma-informed practices and Indigenous education resources.
  - 264 lead teachers participated in this learning.
  - The second professional learning day scheduled for April had to be postponed due to COVID-19.

**2019-2020 Priority Strategy:** Collaborate with Curriculum and Resource Supports (CRS) to identify and/or develop resources to support the learning outcomes in new curriculum specific to Indigenous perspectives and ways of knowing.

- The First Nations, Métis and Inuit Unit collaborated with CRS to create lessons for Kindergarten to Grade 4 based on anticipated new provincial curriculum.
  - Lessons were created for all subject areas and K-2 has been completed thus far.
  - The resources developed will support teachers in meeting the requirements of the TQS.

**For a more comprehensive overview of the Division's efforts in support of First Nations, Métis and Inuit students, please refer to the May 26, 2020, Board Report: [Strategic Plan Update Report: First Nations, Métis and Inuit](#).**



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

# Alberta has Excellent Teachers, School Leaders, and School Authority Leaders

High quality teaching and learning environments are at the heart of student success. By preparing staff with quality professional learning opportunities, leadership development, opportunities for collaboration and effective supports and services the Division strives to provide high quality teaching and learning environments foundational to student success. The following is an overview of Division efforts in support of building staff capacity.

Supervision and evaluation of teachers at the Division is guided by Administrative Regulation [FGCA.AR Supervision and Evaluation of Teachers](#) available on the epsb.ca site and the Continuing Contract Recommendation Handbook.

- The Division has a formal evaluation process for new teachers and beginning principals.
- Teachers develop yearly professional growth plans, which are reviewed by their principal.
- Certificated leaders and teachers are held accountable to the Leadership Quality Standards (LQS) and Teacher Quality Standards (TQS).

<b>Teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.</b>					
<b>Edmonton Public Schools (in percentages)</b>					
	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Overall	83	83.3	83.5	83.2	83.5
Teacher	89.6	89.7	90.5	90.6	90.7
Parent	80.6	81.8	81.2	81.1	80.9
Student	78.9	78.5	78.8	77.9	78.9
<b>Teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth</b>					
	84.1	85.8	86.8	87.9	86.2
<b>Thinking back over the past three years, to what extent do you agree that professional development opportunities made available through the jurisdiction have:</b>					
Been focused on the priorities of the jurisdiction	92	92	92	92	92
Effectively addressed your professional development needs	80	83	84	86	84
Significantly contributed to your ongoing professional development	80	83	84	86	83

## Comments on Results

Teachers report that in the past three to five years professional learning and in-servicing received from the Division has been focused, systematic and contributed to their ongoing professional growth. This aligns well with the very high percentage of students, families and staff who are satisfied with the Division's ability to provide a broad range of programming opportunities for students, which is reflective of the Division's commitment to high quality learning opportunities.

## Key Strategies and Results (2019-2020)

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

**2019-2020 Priority Strategy:** Continue to provide professional learning opportunities to support certificated staff in meeting LQS and TQS competencies.

- All experienced, first and second year principals received their LQS certification.
- All modules in the Leadership Development Framework now align with the LQS.
  - 46 modules were delivered to 843 participants.
    - 90 per cent of participants would recommend the modules and 91 per cent indicated they would apply knowledge or skills learned to their work.
- Programming for the Aspiring Principal Development Program now aligns with the LQS.
  - 29 staff participated in the Aspiring Principal Development Program.
- Leadership Development staff collaborated with the First Nations, Métis and Inuit Education Team to develop and offer nine professional learning sessions that supported competency five of the LQS; 110 Division leaders participated in this learning.
- The First Nations, Métis, and Inuit team offered sessions in support of competency five of the TQS; topics included Métis Legislations & Agreements; Residential Schools and their Legacy; and Treaties & Agreements with First Nations. In total 326 staff participated in this learning.
  - This professional learning transitioned to online learning after March 2019; an additional 290 Division staff engaged in these learning sessions.

**2019-2020 Priority Strategy:** Continue to support the development of Division leadership with a focus on readiness for the principalship.

- A new three-part professional learning series entitled *Growing Your Capacity as an Emerging Leader* was designed, developed and delivered to 50 emerging leaders.
- Monthly leadership programming was provided for 21 first year and 13 second year principals.
- Implemented Inquiry-Based Professional Growth Plans for leaders and aspiring leaders in which participants develop a driving question related to their professional practice and worked in like-minded groups throughout the year to explore their question. Feedback included:

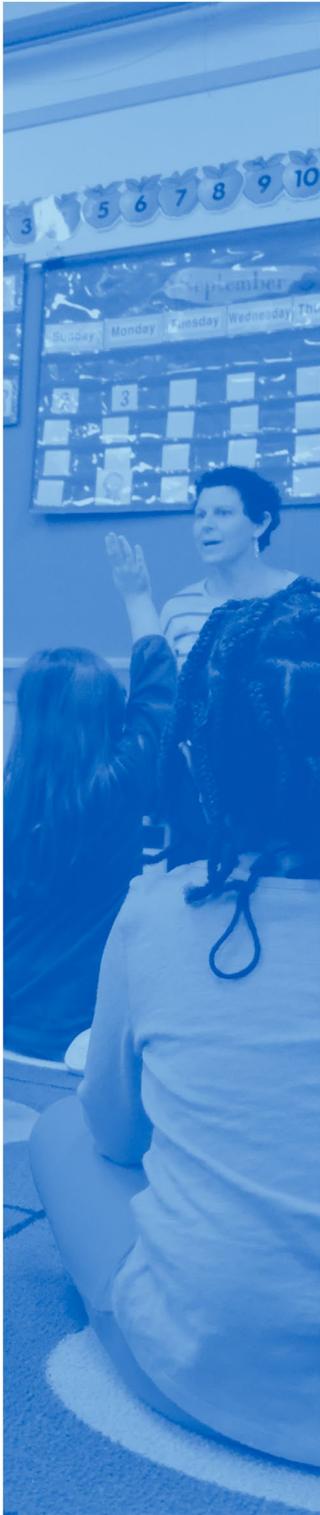
- Participants in the Aspiring Principal program felt higher levels of accountability, more equipped to lead change and an increased awareness that meaningful change takes time.
- Supervisors observed growth in leadership ability.
- Many catchments also used Inquiry-Based Professional Growth Plans as a means to bring staff together around a common area of growth and to support the personal professional efficacy of teachers.
- Administrators perceived staff taking on a wide variety of leadership roles related to this work.

**2019-2020 Priority Strategy:** Support the implementation of centrally provided professional learning on the five Division professional learning days.

- Schools and catchments appreciated the centrally hosted Division professional learning days, as they provided foundational sessions on topics such as: literacy, numeracy, assessment and First Nations, Métis and Inuit. They also helped build a sense of Division-wide collaboration, as staff from across catchments had opportunities to learn together.
- The Division’s five common professional learning days were intentionally planned to support all staff in their growth and development; the following is a summary of the number of sessions offered across staffing groups.
  - 160 sessions for teachers.
  - 116 sessions for educational assistants.
  - 74 sessions for office staff.
  - 65 sessions for custodial staff.
  - 23 sessions for library technicians.

**2019-2020 Priority Strategy:** Implement a new online orientation module to support the onboarding of teaching and exempt staff prior to their first day of work. This online orientation includes *Sharing our Journey*, a resource supporting foundational knowledge of First Nations, Métis and Inuit.

- For the 2020-2021 school year, staff new to the Division will be supported with an online orientation package prior to beginning their role with Edmonton Public Schools.
  - The creation of this online orientation session was a collaborative effort across the Division.
  - Staff from all staffing groups will participate in the online orientation.
  - Key concepts covered in the orientation include:
    - A welcome message from the Superintendent and orientation to our Vision, Mission and Priorities.
    - Review of terms and conditions of employment.
    - Review of the Staff Code of Conduct and respectful working environments.
    - Overview of Connect, PeopleSoft and various professional development opportunities.



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

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

Edmonton Public Schools believes in public accountability and transparency, equitable practices, continuous improvement and striving for efficiencies. The Division has heightened its focus on evidence-based decision-making as an approach to support its intended outcome of success for every student.

The Division strives for transparent and trusting relationships with all educational stakeholders, students, staff, families, community and partners through inclusive and responsive communication and processes. The Division is laying the foundation for generative participation, public assurance and confidence in decision-making and policy development through communication, engagement and accountability.

Accountability Pillar Survey					
Percentage of teachers, parents and students satisfied with the overall quality of basic education.					
Edmonton Public Schools (in percentages)					
	2016	2017	2018	2019	2020
Overall	90.8	91.1	90.8	90.2	90.2
Teacher	96.7	96.8	96.5	96.4	96.7
Parent	86.2	86.6	87.0	85.9	86.0
Student	89.7	89.8	88.9	88.2	87.9
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.					
Overall	78.9	79.6	79.4	80.0	79.3
Teacher	86.3	86.8	87.1	87.7	88
Parent	71.5	72.5	71.7	72.2	70.5
Teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.					
Overall	80.9	81.8	80.4	81.1	81.3
Teacher	78.8	79.7	78.9	82.2	84.4
Parent	78.3	79.6	78.4	78.5	77.2
Student	85.5	86.1	83.9	82.6	82.2
Teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.					
Overall	71.5	72.9	72.5	73.1	74.2
Teacher	76	78.7	78.3	80.1	76.9
Parent	58.6	59.3	58.7	58.9	65.4
Student	79.9	80.7	80.6	80.2	80.2

Alberta Education Accountability Pillar	Results (in percentages)				
	2015-16	2016-17	2017-18	2018-19	2019-20
<b>PARENTAL INVOLVEMENT DETAILED</b>					
To what extent are you involved in decisions about your child's education (parents)?	81 (n=3,648)	81 (n=3,801)	81 (n=3,934)	82 (n= 3,542)	79 (n= 3,976)
To what extent are you involved in decisions at your child's school (parents)?	59 (n=3,674)	59 (n=3,818)	58 (n=3,943)	59 (n= 3,538)	57 (n= 3,994)
How satisfied or dissatisfied are you that your input into decisions at your child's school is considered (parents). *response reflects satisfaction	64 (n=3,557)	67 (n=3,703)	64 (n=3,833)	66 (n= 3,340)	64 (n= 3,884)
How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education (parents). *response reflects satisfaction	79 (n=3,681)	79 (n=3,830)	80 (n=3,953)	79 (n= 3,430)	78 (n= 3,986)
How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school (parents). *response reflects satisfaction	74 (n=3,642)	76 (n=3,781)	75 (n=3,898)	75 (n= 3,518)	74 (n= 3,969)

### *Comments on Results*

Satisfaction with the overall quality of basic education remains high across stakeholders though there is some room for growth in parental satisfaction with parental involvement in decisions about their children's education. Of note is the significant improvement in parental satisfaction with accessibility, effectiveness and efficiency of programs and services for students in their community.

### *Key Strategies and Results (2019-2020)*

#### **Evidence-Based Culture of Accountability**

The Division values accountability in regard to its results and decisions. To support this transparency, there are systems and structures in place that enable ongoing reporting of results and support a culture of evidence-based decision-making. This year, due to COVID-19, the Division did not run the Division Feedback Survey (DFS). The DFS is part of the Division's Accountability Framework, and solicits feedback from families, community members and staff on how well the Division is meeting the goals of the [Strategic Plan](#). The feedback also helps inform future planning and continuous improvement for schools, central departments and the Division as a whole.

**2019-2020 Priority Strategy:** The Division Strategic Plan will continue to inform decision-making across the Division: Administration will continue to provide the Board of Trustees with Strategic Plan Update Reports reflecting progress towards the Strategic Plan.

- The following seven Strategic Plan Update Reports were presented to the Board of Trustees by Administration, with Student Senators presenting the Student Leadership and Citizenship report:
  - [School Nutrition Program](#)
  - [Family Engagement](#)
  - [Early Years](#)
  - [Literacy](#)
  - [Numeracy](#)
  - [First Nations, Métis and Inuit](#)
  - [Student Leadership and Citizenship](#)

**2019-2020 Priority Strategy:** The Division will continue to use an evidence-based decision-making approach to inform reporting and actions moving forward.

- Budget Planning Process: The Division uses the budget planning and results review processes each year to set priority strategies and support the allocation of its resources.
  - This work is conducted through an evidence-based perspective as schools and central decision units use data, information and stakeholder feedback to inform the planning process.
  - This year schools requested feedback from staff and families on priority areas for their school community in response to anticipated budget reductions.
    - Central units engaged with school leaders for feedback to inform their budget planning in respect to service to schools amidst anticipated budget reductions.
- Internal Dashboard: The dashboard serves as a one-stop data shop for the Division. School and central leaders can access multiple sources of data that help support our culture of evidence-based decision-making. This past year work was done in support of the following areas of data and information:
  - Accountability Pillar survey results
  - Accountability Pillar Online Reporting Initiative (APORI) report
  - Diploma details for all 30-1 and 30-2 courses
- The annual Division Feedback Survey was cancelled this year due to the disruption of COVID-19; however, later in the spring as the Division prepared for school re-entry, a survey was developed around returning to school during the pandemic and shared with stakeholders.
  - Over 74,000 people participated in the survey and feedback from the survey was used to help inform the Division's Re-Entry Strategy.

## **Board Policy and Administrative Regulations**

Board policies and administrative regulations serve as documents that guide and direct the work of the Division. Board policies are the responsibility of the Board of Trustees and administrative regulations are written directives of the Superintendent. The following is an overview of work done in support of both of these areas.

**2019-2020 Priority Strategy:** Administration will continue to support the Policy Review Committee in their work to review, revise and develop board policies; additionally, support will be provided to the Superintendent in respect to administrative regulations:

- Established an internal committee to conduct a detailed review and cross-referencing between the new *Education Act*, associated provincial regulations and EPSB board policies and administrative regulations.
  - All board policies requiring low level changes to align with the legislation were updated and approved through an omnibus report at the January 28, 2020, Board meeting.
    - Additionally, an omnibus review of low level changes to administrative regulations was completed to align with the *Education Act*.
  - Work to update board policies and administrative regulations requiring a moderate and high level of change was initiated and continues.
- Division administration supported the Policy Review Committee's work plan addressing:
  - Board Policy GGAJ.BP Early Years (ongoing)
  - Board Policy GGAB.BP Multicultural Education (ongoing)
  - Board Policy DK.BP Division Technology (approved)
  - Board Policy HG.BP Student Behaviour and Conduct (required annual review)
- Division administration completed work in support of the development and/or review of the following:
  - Administrative Regulation FCAA.AR Contracts for Certificated Staff
  - Administrative Regulation FJC.AR Staff Secondments to External Agencies
  - Administrative Regulation HAH.AR Division Seclusion Rooms and Use of Physical Restraint
  - Administrative Regulation HC.AR Student Accommodation
  - Administrative Regulation HHCD.AR Prescription and Non-Prescription Medication Management (to reflect alignment with provincial legislation regarding school Epi-pens)

**2019-2020 Priority Strategy:** Continue to work with the Multicultural Education Policy Review Advisory Committee to inform the review of Board Policy GGAB.BP Multicultural Education.<sup>3</sup>

- Three engagement sessions were held with the Multicultural Education Policy Review Advisory Committee in November 2019, February 2020 and May 2020 (online).
  - Feedback from the three sessions has been used to help inform the development of the policy revision.

## Engagement

Engaging with our stakeholders – staff, parents, students and members of the community - serves as a meaningful way in which everyone can play a role in support of student achievement. Both the Board of Trustees and Division administration value stakeholder engagement and hold themselves accountable by seeking input prior to taking action.

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<sup>3</sup> This priority has been moved from the Safe and Caring Learning Environments section of the 2019-2022 3YEP to Alberta's K-12 Education System is Well Governed and Managed in the 2019-2020 AERR.

**2019-2020 Priority Strategy:** Administration will continue to support the work of the Student Senate. The Student Senate, comprised of students from across Division high schools, serves as a means to promote student governance and provide meaningful student voice.

- The Student Senate's 2019-2020 work plan focused on developing a spring symposium on life skills for Division high school students, organized into the following four themes:
  - Financial Literacy
  - Insightful People
  - Mental and Physical Health
  - Student PerspectivesUnfortunately, the in-person symposium had to be cancelled due to COVID-19. Many community members who were arranged to participate in the symposium shifted to share their work virtually, making it available to students across the Division.
- The Student Senate provided feedback to either the Board of Trustees or Administration on the following topics:
  - The Division's exploration of a six-block day for high school.
  - What is essential for the basic education of an Edmonton Public School student.
  - Potential changes to the Division's transportation fees and services.
- The Student Senate was asked by the Board of Trustees to help explore a new model or approach for student voice and governance in response to budgetary changes.
  - The Student Senate brought forward to the Board a revised model, with fewer in-person meetings, more direct student engagement and more focus on providing feedback on issues of importance to youth.

**2019-2020 Priority Strategy:** The Division will continue to explore meaningful ways to communicate with families.

- Each school community has its own way of connecting with and building relationships with the families it serves. Examples of how schools reached out and connected with families include, but are not limited to:
  - Family Nights or special events (numeracy night, celebrations, family game night, Round Dance).
  - Student-led initiatives such as science fairs or community bazaars.
  - Drop-in morning coffee and muffins with the principal to support informal conversations and foster positive working relationships.
  - Family dinners as part of key evenings like family-teacher conferences; these dinners often remove logistical barriers and enable more families to participate in these learning-focused conversations.
  - Encouraging opportunities for families to volunteer in the school community.
  - Enhanced features on SchoolZone promoting more meaningful communication with families.

**2019-2020 Priority Strategy:** The Division will continue to engage with stakeholders around key areas of decision-making.

- Schools Working with Families:
  - School Councils: School councils serve as a structure that enable families, principals and members of the school community to work together to effectively support and enhance student learning.
    - To support equity, the Board of Trustees paid the Alberta School Councils' Association (ASCA) membership fees on behalf of the Division, ensuring the potential barrier of a fee is removed and all school communities are on equal footing to establish a school council.
  - Budget Planning Process: As part of the budget planning process, principals invite family input to help inform the school plan and decisions around the allocation of resources. Many schools across the Division engaged with their school council around this important conversation.
- Engagement to inform Program Planning:
  - For the 2019-2020 school year the Division engaged with stakeholders around:
    - Setting attendance areas and growth accommodation; more than 300 people attended these sessions to share their feedback.
    - Alternative program distribution in respect to enrolment growth, space challenges and rising transportation costs; almost 2,000 individuals provided feedback through in-person sessions or online opportunities.
  - To support equal opportunity for participation this work was supported by the Division's cultural consultants who assisted with language support and cultural advice.
- Community and Parent Advisory Councils and Committees:
  - The Inclusive Education Parent and Community Advisory Committee, which is composed of five parents, five community members and two Division representatives, met three times during the 2019-2020 school year.
    - These meetings provided feedback to help inform the delivery of inclusive education in the Division.
  - The First Nations, Métis and Inuit External Advisory Council, which is comprised of members of the broader community and staff from the First Nations, Métis and Inuit Education Team, provided feedback to inform the development of Division resources and ongoing dialogue between council members.
    - The Council also served as a means of communication and awareness for the Division regarding work across the community in support of Indigenous youth and families.
  - The Multicultural Education Policy Review Advisory Committee was established specifically to support the review and revision of Board Policy GGAB.BP Multicultural Education and is comprised of 25 members (eight community members, seven parents, three students and seven staff).
    - The Board of Trustees' Policy Review Committee members attend the advisory meetings. Feedback from this group helps to inform the revision of GGAB.BP. Multicultural Education.

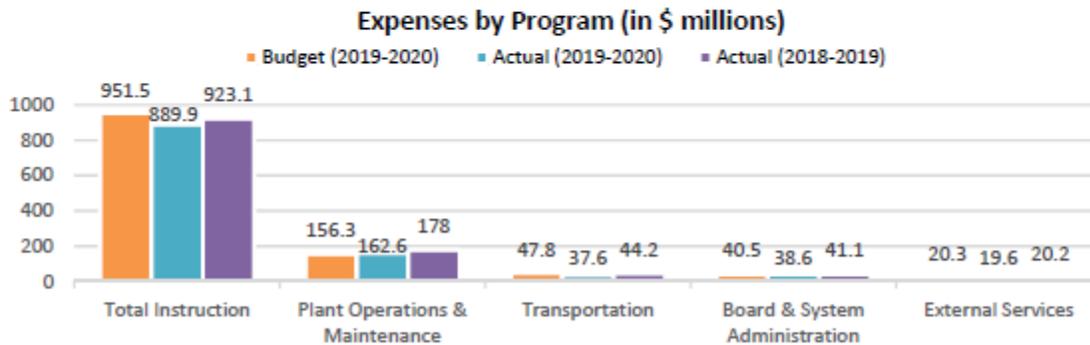
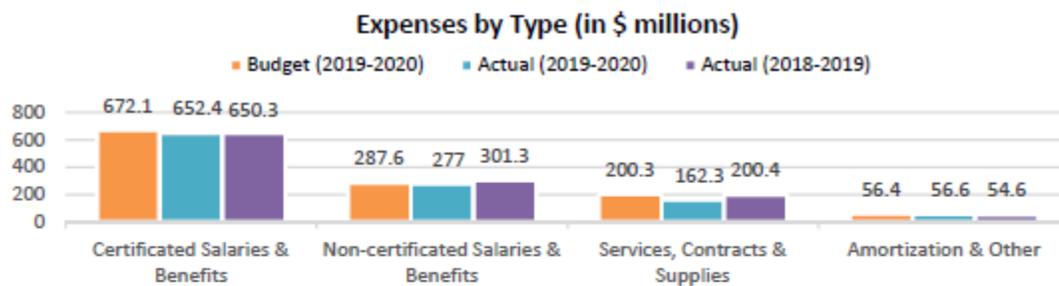
**For a more comprehensive overview of the Division's efforts in support of family engagement, please refer to the September 24, 2019, Board Report: [Strategic Plan Update Report: Family Engagement](#).**

# Summary of 2019-2020 Financial Results

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

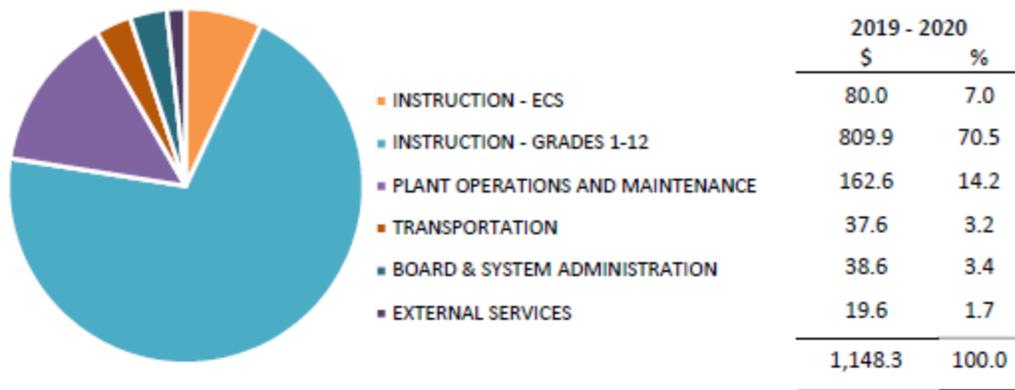
## Operational Results

The Division’s total operating expenses for 2019-2020 were \$1,148.2 million, compared to the spring approved budget total of \$1,216.4 million. This \$68.1 million (or 5.6 per cent) variance is attributed to an overall reduction in provincial funding, as well as school closures due to COVID-19, where additional measures were implemented by the Division to reduce operating expenses.

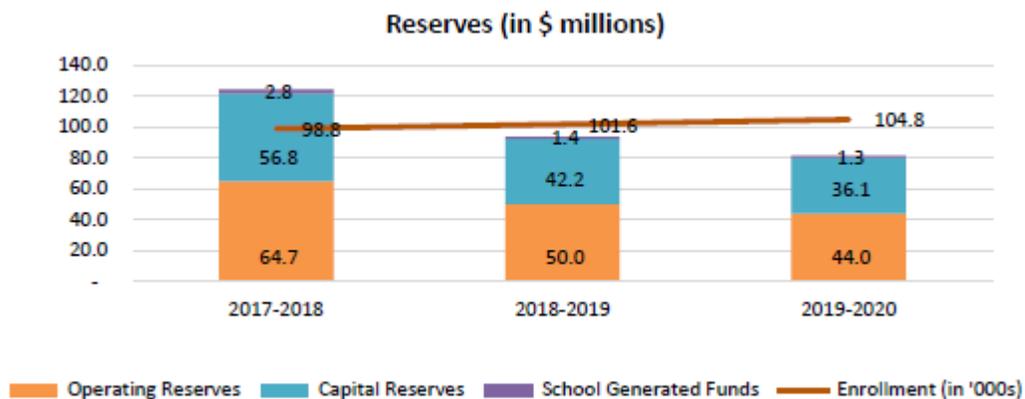


- Operational expenses do not include capital expenditures.
- Total expenses exceed revenues by \$1.3 million, resulting in an operating deficit.
- 80.9 per cent of total expenses represent staffing, 14.1 per cent represent goods and services and the remaining balance represents amortization.

### 2019-2020 Expenses by Program (in \$ millions)



- The Division's total operational expenses for 2019-2020 were \$1,148.3 million as compared to \$1,206.6 million in 2018-2019.
- Average per student spending for 2019-2020 was \$11,016. This figure does not include School Generated Funds or the cost for External Services.



Total accumulated surplus decreased by \$1.3 million, consisting of the following net changes:

- Transfer from internally restricted operating reserves of \$6.1 million.
- Net decrease of \$6.1 million to capital reserves.
- Investment in capital assets increased by \$10.9 million.

The capital reserve decreased by \$6.1 million:

- \$10.5 million was used to fund a number of Board approved projects including:
  - Energy Retrofit Project (\$0.8 million)
  - Various Modular Acquisition and Relocation Projects (\$1.7 million)
  - Growth Accommodation (\$1.4 million)
  - Division Centre Program Establishment (\$0.7 million)
  - Westlawn Cluster replacement school, in partnership with Alberta Education (\$5.9 million)
- \$4.4 million was received for the sale of surplus land dry ponds at Parkallen School.

## School Generated Funds (SGF):

- Unexpended SGF at August 31, 2020, was \$4.4 million compared to \$4.0 million at the beginning of the school year.
  - \$2.0 million of the current year unexpended funds is included in Deferred Revenue
  - \$1.1 million is included in Unearned Revenue
  - \$1.3 million is included in Accumulated Surplus
- Gross receipts in SGF during the year were \$19.0 million comprised of:
  - \$9.6 million in fees
  - \$1.4 million in fundraising
  - \$4.3 million in gifts and donations
  - \$3.7 million in other sales and services
- Uses of SGF totaled \$14.1 million and related primarily to extra-curricular activities and field trips.
- Additional SGF expenses of \$4.5 million relate to direct costs of other sales and services and fundraising.

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

<https://epsb.ca/media/epsb/ourdistrict/districtbudget/2019-2020AuditedFinancialStatements.pdf>.

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

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





# ***March to August***

# Edmonton Public Schools' Response to COVID-19

## Introduction

*On March 15, 2020, Premier Jason Kenney, in response to the COVID-19 global pandemic, announced in-person classes for Grades K-12 would be cancelled indefinitely.*

Based on this provincial direction:

- All Edmonton Public School in-person classes were cancelled; the Division remained operational, with school buildings closed to students.
- All playgrounds closed.
- All school bus transportation stopped.
- All community joint-use agreements were suspended.
- All work with community partners was initially suspended.
- All in-person professional learning was cancelled.

In the following weeks, additional direction from the Province resulted in the Division confirming the following:

- All Provincials Achievement Tests and Grade 12 Diploma Exams were cancelled, as well as Division-level assessments (Fountas & Pinnell, HLATs, EYE-TA, etc.).
- A work-from-home protocol was implemented for Division staff, where operationally possible.
- Work was initiated to support the shift to emergent remote teaching and learning.
- All in-person Division events for the remainder of the 2019-2020 operational year were cancelled.
- Division leaders explored safe, new ways to work with students, families and community stakeholders.

The provincial directive came the week prior to the Division's spring break. Staff worked throughout the two-week period from Monday, March 16 through to the recommencement of instruction on Monday, March 30 to prepare for the pivot to emergent remote learning. Through this transition students adjusted to being at home and prepared for learning online. Though unexpected and sudden, this immediate transition only resulted in approximately one week of planned instruction being disrupted due to the unprecedented closures.

Upon the return from spring break, all EPSB students became at-home learners. The vast majority of students began learning in the online environment in a manner that was coined, *emergent remote learning*. A minority of students began using distance learning packages that their families picked up from the school.



Throughout this time Division staff leaned on each other and drew on their collective professional expertise to provide innovative and practical solutions in response to this extraordinary situation. This work included:

- Establishing initial COVID-19 safety protocols for Division operations, such as:
  - Processes for students to collect their belongings from the school.
  - Systems to safely provide families with paper work packages.
  - Heightened cleaning and disinfecting protocols.
- Working to get all students and families connected with technology; this work was done with additional support and donations from the community and included:
  - Coordinating the lending of over 16,000 Division Chromebooks to students.
  - Working with community donors to support another 595 families from 43 schools on the high social vulnerability list in receiving a Chromebook for their family and connecting families from 79 schools to the “Internet for Good” program providing Internet at \$10 a month for service.
  - Establishing a parent purchase program, enabling families access to EPSB pricing for a device.
  - Developing a website - Tech Help - to support families in navigating technology.
  - Leveraging the diversity of languages spoken by Technology and Information Management staff to support the translation of key information; this resulted in support for families in seven languages other than English.

- Developing and providing professional learning and resources related to online learning and technology; examples of this work included:
  - The establishment of the *Resource Hub* at Edmonton Public Schools. Within the first six weeks of its launch, the Resource Hub site had an international following with 30,860 visits from 40 countries and 6,180 downloads.
  - *Supports for Students Working at Home*, a two-page document with links to Division and Alberta Education resources in support of online learning.
  - Professional learning focused on enhancing teacher confidence and capacity in the use of G-Suite and technology.
- Working with key community partners to enable continued support in the areas of mental health, well-being and food security. The Division worked with community partners around the following supports for students and families:
  - Several school nutrition service providers, funders and members of the community stepped up to support food security for families. This resulted in 6,099 food hampers being provided to families between April and August and \$96,725 of grocery gift card support to families over this same period of time. One thousand eight hundred and seventeen families from 76 Division schools were supported through these efforts.
  - Mental health service providers pivoted to find a way to provide mental health supports in a COVID-19 safe manner. This resulted in thousands of connections with families to check on their well-being, assist families in accessing supports or helping families adjust to their new reality.
  - Schools worked collaboratively with police, RCMP and social workers around heightened concerns of child abuse, domestic violence or neglect.
  - Many community partners walked alongside schools to help remain connected with children and youth and support students to engage in learning from home.
  - The Province enabled school council funding to be redirected to COVID-19 relief efforts; with this flexibility, several parent councils worked with their principal to fund initiatives that removed barriers and provided critical support to families of the school community.
- Working to maintain connectedness in a meaningful way, as isolation and online interactions were our new normal at the start of the pandemic. Division staff took the following steps to maintain relationships and positive connections:
  - Finding unique and new ways to engage with students and families through a range of virtual events (assemblies, birthday celebrations, staff videos, etc.)
  - High schools worked together to find meaningful and creative ways to celebrate the accomplishments of their graduating students and wish them well in their lives ahead.
  - Schools worked with community partners to reach out to families who seemed disconnected during this time to ensure they were well or to help get them connected to services if necessary.

### **Preparing for School Re-entry: September 2020**

At the beginning of May the Province announced students would not return to in-school classes for the remainder of the 2019-2020 school year. This was followed by emerging provincial direction to support a re-entry to school in September. To help the Division prepare for re-entry, a committee was established, composed of staff from across central units and school leaders. The committee was made up of three sub-committees - one for each of the three provincial school re-entry scenarios outlined by the province.

1. Normal return to operations.
2. Schools are open for classes with some health restrictions.
3. Schools remain closed for in-person classes and at-home learning continues.

In May, to help inform its re-entry plan, the Division reached out to staff, students and parents with a survey to gain a better understanding of people's feelings about coming back to school during the pandemic. This engagement proved to be a very significant action, as more than 74,000 responses were received (44,250 from students, 6,231 from school staff, and 23,546 from parents).

- A second survey was conducted with Division staff who work in non-school locations; 665 staff responded to this survey.

The Division learned a lot about how people were feeling in respect to school re-entry during the pandemic and perspectives around some of the ways the Division may need to organize for instruction depending upon provincial direction. The collective voice of survey participants revealed the following important themes:

- Appreciation for the opportunity to participate in a survey and share concerns, feelings, etc.
- The need for flexibility and choice around when students return to in-person learning.
- The need for more consistency or clarity in respect to the online learning environment.
- The importance of how people pulled together in the spring and were able to lean on each other.
- A concern for the mental health and well-being of students, staff and members of the community.
- The recognition that some of the new ways of doing things as a result of the pandemic have strength and we need to hold on to them post COVID-19.
- The importance of rigorous cleaning and safety measures; though at the time of the survey, stakeholders did not feel masks were a key component of safety.

On August 4, 2020, the Division publicly released the [COVID-19 Division Re-entry Strategy](#), a comprehensive document which established the foundation for what school re-entry would look like for the 2020-2021 school year amidst the COVID-19 pandemic. The Division's Re-entry Strategy focused on three key areas: *safety, family choice* and *continuity of learning*. The following takes a closer look at Division efforts in support of a safe return to school during COVID-19.

## Family Choice

Family choice focuses on the Division's efforts to connect families to instruction while ensuring they have an ability to pick an educational option that best supports their sense of safety and well-being amidst COVID-19.

As a Division of choice, there was the recognition that in-person classes might not be the right fit for all families during the 2020-2021 school year. As a result, a decision was made to offer online learning as a family option throughout the 2020-2021 school year. In August all families were asked how they wished for their child(ren) to return to school.

As part of family choice, the Division also recognized that a family's circumstances may change throughout the year and a family may want to move in between online and in-person learning. The Division's commitment to family choice resulted in the year being organized into instructional quarters, each consisting of approximately two-month periods. The quarters allow families to decide at four key times throughout the school year whether their child will attend school in-person or learn at home through online instruction. Families who wish to transition to a different learning environment have the opportunity to do so at the start of each new quarter.

To support quality learning experiences and ensure students have the opportunity to build connections, work was completed over July and August to prepare for the online learning environment. The Division drew upon lessons learned during emergent remote learning in the spring and developed new materials and resources to support online instruction for the 2020-2021 school year.



## Continuity of Learning

Providing students the opportunity to move between in-person and online learning throughout the year, while ensuring limited disruption to their learning, required a cohesive and coordinated approach to teaching, assessment and reporting practices. Additionally the Division needed to think about how to support continuity of learning should there be another sudden pivot as a result of the pandemic.

To support student transitions and a potential need to pivot to online learning, the Division developed scopes and sequences for curricular learning outcomes, aligned with the quarterly schedule. For the 2020-2021 year, teachers across the Division will address the same set of identified outcomes for each quarter. This coordination of learning will allow students to shift between in-person and online learning with limited disruption to their learning, whether the shift is a result of family choice, illness, requirements to self-isolate or in the event that the Division is moved into Scenario 3.

The Division identified a range of resources and tools to support the consistency and flexibility required by the new quarterly system and significant funding was invested to develop this set of comprehensive resources. The work to prepare for the 2020-2021 school year was initiated in the summer and includes the following:

- K-9 Scope and Sequences for English Language Arts, Mathematics, Science, Social Studies and French Language Arts. These scope and sequences are aligned with the quarterly schedule, address all outcomes from the programs of study and identify Priority Learning Outcomes (PLOs).
- K-9 Teacher Support Packs for use in either in-person and online learning environments. These support packs focus on the identified PLOs, consist of sample lesson sequences, assessment materials, exemplars, instructional videos and home packs to support parents using the lessons with their children.
- Scope and sequences for high school courses that mapped out learning outcomes for over 30 courses aligned with the quarterly planning tool and with identified PLOs. This included sample quarterly course and lesson plan documents, applicable to in-person and online learning environments.
- Assessment resources to support teachers in the online learning environment, including:
  - The development of online Early Years Evaluation-Teacher Assessment (EYE-TA) and Individual Program Plan (IPP) training resources.
  - Distance and Online Learning Kindergarten to Grade 12 - Assessment, Evaluation and Reporting: Information for Staff at Edmonton Public Schools.
  - Five Quick Guides with various assessment topics:
    - Beginning to Plan for Assessment for Learning
    - Ongoing Assessment for Learning Practices
    - Assessment of Learning: Getting Started
    - Assessment of Learning: A Focus on Grading
    - Reporting and Progress Reports
- A Comprehensive School Health Approved Resources page on Connect containing links to materials on topics such as mental health and physical literacy to help students build their resilience and their capacity to cope with uncertainty.
  - These resources were developed collectively between the four metro boards with the realization that student mental health would be a priority focus upon the return to school in September.
- Resources for teachers and parents, sorted for teachers by grade and by subject area.

- Links to tools and resources that teachers could use with students requiring specialized supports, including the development of online videos for early learners.

Professional learning opportunities were instrumental to ensuring the Division would successfully transition from emergent remote teaching of the early spring to a model of carefully planned, research-informed delivery of instruction for the 2020-2021 school year. This range of professional learning supports included:

- ‘Pop up’ professional learning for online teachers in areas including literacy, assessment and student engagement which included brief videos and scheduled Q & A support with a teacher consultant.
- A series of online sessions to support teachers with distance and online learning entitled “Getting Started with Alternative Delivery: Essentials for Teachers” which included:
  - Session 1: Determining Priorities for Teaching K-12 (254 teachers attended).
  - Session 2: Initial Curriculum-supportive Routines for Managing Delivery of Instruction K-12 (264 teachers attended).
  - Session 3: Initial Approaches/Strategies to Teach Curricular Content K-12 (224 teachers registered).
  - Session 4: Resources to Support Student Learning K-12 (235 teachers registered).
  - Session 5: Monitoring and Supporting Student Growth K-12 (244 teachers registered).
- Online professional learning opportunities to support foundational knowledge of First Nations, Métis and Inuit.
- The creation of Staff Communities of Practice (CoPs) to provide support for remote instruction (more than 1,000 staff members participated in online CoPs).

Together, these new resources and learnings, along with the common scope and sequence to the curriculum, will help ensure that students continue to receive high quality education, whether in person or online.

## Safety

Protecting each other is a shared responsibility among all members of the school community. To support re-entry to school in September, the Division worked closely with health officials to develop a safety plan made up of seven protocols intended to work together to mitigate or reduce the risk of COVID-19. The following is an overview of the protocols that serve as the foundation to the Division's Re-entry Strategy:



The Division's focus on safety is not dependent upon a single strategy, but has been built around many strategies that work together to support the safest environment possible within the complex dynamics of a school community. The Division strategy follows provincial requirements and may exceed those requirements when extra precautions are necessary to mitigate risk in school communities located in a large urban centre. The strategy is reviewed and revised as required based on provincial direction and local context relative to COVID-19.

The Division takes the responsibility of safety seriously. There is nothing more important than the safety and well-being of our staff and students.

# Conclusion

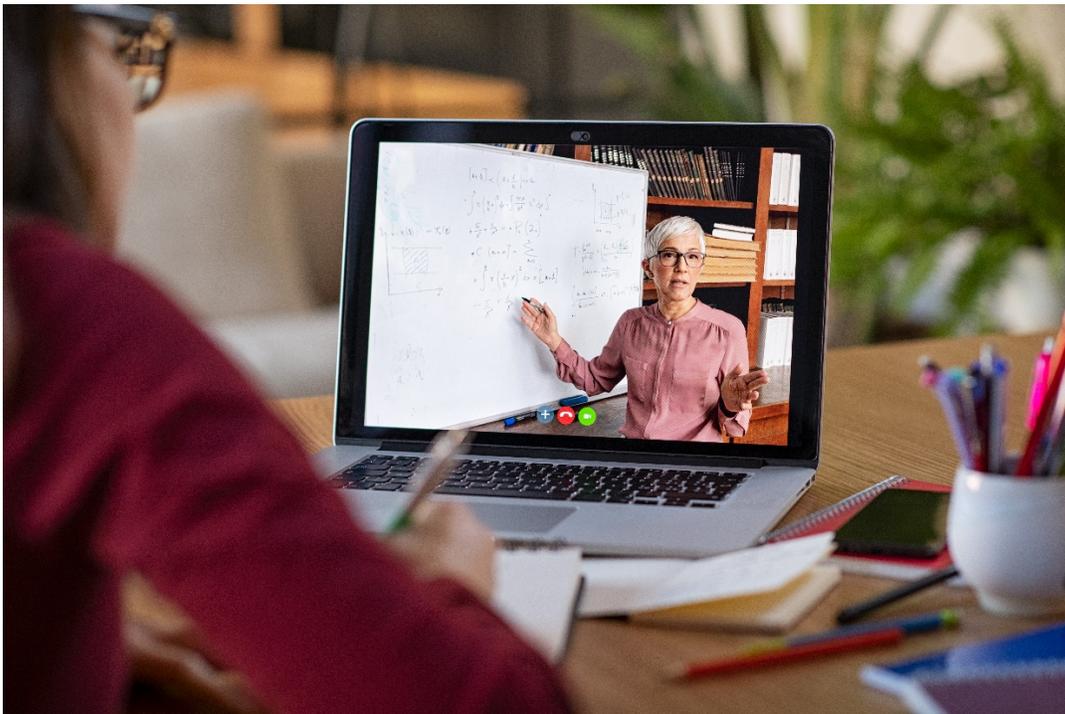
The 2019-2020 school year will be one that is not soon forgotten. It started like any other year with excitement and enthusiasm for the learning, relationships and experiences that lay ahead.

As a Division we were in service to 104,000 plus students and their families. Soon classrooms across the Division were focused on literacy, numeracy, solving new problems, learning about histories and exploring new ideas. We made connections and welcomed parents and partners into our schools to walk alongside our students in their learning.

Then in March we were tested - as a school system and a community. In the face of the pandemic, our resilience and strength came through as we prioritized safety and made the immediate shift to emergent remote learning.

From there we planned and prepared for a safe re-entry to school for the 2020-2021 school year. This work prioritized safety, family choice and continuity of learning. In the first week of September we welcomed 75,000 students back for in-person learning and 28,000 students to our online learning cohort.

The occurrence of the global pandemic changed many processes, but it did not change our commitment to our vision: success, one student at a time.



*We have tested our resolve, our creativity, and pushed past our limitations to do what's best, and what's right, for our students.*

*- Darrel Robertson, Superintendent Edmonton Public Schools*

## Whistleblower Protection

Section 32 of the *Public Interest Disclosure (WhistleBlower Protection) Act* (2013) requires that school authorities include their annual report of disclosures in the Annual Education Results Report.

Edmonton Public Schools reported no disclosures for 2019-2020.

# Appendix A: Accountability Pillar Evaluation Reference

## Measure Evaluation Reference

### Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00

English Language Arts 9	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00

Notes:

- 1) The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

## Improvement Table

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

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

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

## Overall Evaluation Table

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

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

## Category Evaluation

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



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[epsb.ca](http://epsb.ca)

**DATE:** November 24, 2020

**TO:** Board of Trustees

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

**SUBJECT:** 2019-2020 Audited Financial Statements

**ORIGINATOR:** Todd Burnstad, Chief Financial Officer

**RESOURCE STAFF:** Madonna Proulx, Amanda Wong

**REFERENCE:** N/A

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## ISSUE

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

## BACKGROUND

This report includes:

- the audited financial statements, notes to the financial statements and unaudited schedules
- the Auditor's report from PricewaterhouseCoopers LLP (PwC) regarding their audit opinion.

## RELATED FACTS

For the most recent year end, our operating expenditures exceeded revenues by \$1.3 million resulting in an operating deficit. This was intentional and was funded through our operating reserves.

The Division started the 2019-2020 school year with an accumulated operating surplus balance of \$50 million (excluding School Generated Funds). On October 24, 2019, the provincial government tabled a budget that removed three grants including the classroom improvement fund, the class size fund and the provincial fee support for school and transportation fees, although these were partially offset by a one-time transition grant, this still created a \$34.4 million funding shortfall to Edmonton Public. To minimize the impact of the funding shortfall on our students, the decision was made to use our operating surplus to bridge the funding gap instead of re-opening school and central budgets. This was in addition to other initiatives that were already approved that required access to surplus funds. The 2019-2020 fall budget was approved with the understanding that the operating surplus could be drawn down by \$47.5 million in order to balance.

In conjunction with this, additional cost saving measures were put into place and minimum targets were established in order to end the 2019-2020 year with a positive accumulated operating surplus balance, with the goal to maintain the surplus balance in order to reduce the anticipated impact of upcoming provincial budgets.

These cost saving measures along with the impact of the COVID-19 pandemic, contributed to the actual 2019-2020 financial results and the net drawdown of \$6 million with the Division ending the 2019-2020

year with an accumulated operating surplus balance of \$44 million (excluding School Generated Funds). This equates to 3.8 per cent of our annual operating budget and is within Alberta Education's guideline of between 1 and 5 per cent.

The Division also has a capital reserve balance of \$36 million; however, this balance includes committed project costs of \$31 million leaving an uncommitted capital reserve balance of \$5 million.

On November 20, 2020, the Audit Committee had an opportunity to review and discuss the audited financial statements and auditor's letter regarding the opinion.

The Audit Committee approved the following recommendation be brought forward to the Board of Trustees for approval.

### **RECOMMENDATION**

**That the 2019-2020 audited financial statements, notes to the financial statements and unaudited schedules be approved.**

### **NEXT STEPS**

Once approved, the 2019-2020 Audited Financial Statements will be posted on the Division website and also forwarded to the Minister of Education by November 30, 2020.

### **ATTACHMENTS and APPENDICES**

ATTACHMENT I Audited Financial Statements for year ended August 31, 2020

TB:ja

**AUDITED  
CONSOLIDATED FINANCIAL STATEMENTS  
FOR THE YEAR ENDED AUGUST 31, 2020**  
[Education Act, Sections 139, 140, 244]

**The Board of Trustees of Edmonton School Division**

Legal Name of School Jurisdiction

**One Kingsway NW Edmonton AB T5H 4G9**

Mailing Address

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

Contact Numbers and Email Address

**SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING**

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

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

***Board of Trustees Responsibility***

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

***External Auditors***

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

***Declaration of Management and Board Chair***

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

**BOARD CHAIR**

**TRISHA ESTABROOKS**

Name

Signature

**SUPERINTENDENT**

**DARREL ROBERTSON**

Name

Signature

**SECRETARY-TREASURER OR TREASURER**

**TODD BURNSTAD**

Name

Signature

Board-approved Release Date

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch  
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**TABLE OF CONTENTS**

	<b>Page</b>
<b>INDEPENDENT AUDITOR'S REPORT</b>	<b>3</b>
<b>CONSOLIDATED STATEMENT OF FINANCIAL POSITION</b>	<b>6</b>
<b>CONSOLIDATED STATEMENT OF OPERATIONS</b>	<b>7</b>
<b>CONSOLIDATED STATEMENT OF CASH FLOWS</b>	<b>8</b>
<b>CONSOLIDATED STATEMENT OF CHANGE IN NET FINANCIAL ASSETS (NET DEBT)</b>	<b>9</b>
<b>CONSOLIDATED STATEMENT OF REMEASUREMENT GAINS AND LOSSES</b>	<b>10</b>
<b>SCHEDULE 1: CONSOLIDATED SCHEDULE OF NET ASSETS</b>	<b>11</b>
<b>SCHEDULE 2: CONSOLIDATED SCHEDULE OF DEFERRED CONTRIBUTIONS</b>	<b>13</b>
<b>SCHEDULE 3: CONSOLIDATED SCHEDULE OF PROGRAM OPERATIONS</b>	<b>14</b>
<b>SCHEDULE 4: CONSOLIDATED SCHEDULE OF PLANT OPERATIONS AND MAINTENANCE EXPENSES</b>	<b>15</b>
<b>SCHEDULE 5: CONSOLIDATED SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS</b>	<b>16</b>
<b>SCHEDULE 6: CONSOLIDATED SCHEDULE OF TANGIBLE CAPITAL ASSETS</b>	<b>17</b>
<b>SCHEDULE 7: CONSOLIDATED SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES</b>	<b>18</b>
<b>NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS</b>	<b>19</b>
<b>SCHEDULE 8: UNAUDITED CONSOLIDATED SCHEDULE OF FEES</b>	<b>36</b>
<b>SCHEDULE 9: UNAUDITED CONSOLIDATED SCHEDULE OF CENTRAL ADMINISTRATION EXPENSES</b>	<b>37</b>

PAGE 3-5 INDEPENDANT AUDITORS REPORT

**CONSOLIDATED STATEMENT OF FINANCIAL POSITION**  
As at August 31, 2020 (in dollars)

		2020	2019 (Reclassified - Note 21)
<b>FINANCIAL ASSETS</b>			
Cash and cash equivalents	(Schedule 5; Note 3)	\$ 181,373,183	\$ 156,923,356
Accounts receivable (net after allowances)	(Note 4)	\$ 36,268,437	\$ 39,092,477
Portfolio investments			
Operating		\$ -	\$ -
Endowments		\$ -	\$ -
Inventories for resale		\$ -	\$ -
Other financial assets		\$ -	\$ -
<b>Total financial assets</b>		\$ 217,641,620	\$ 196,015,833
<b>LIABILITIES</b>			
Bank indebtedness	(Note 7)	\$ -	\$ -
Accounts payable and accrued liabilities	(Note 8)	\$ 91,340,904	\$ 83,230,574
Unspent deferred contributions	(Schedule 2)	\$ 42,498,179	\$ 15,037,112
Employee future benefits liabilities	(Note 9)	\$ 9,912,400	\$ 10,038,000
Environmental liabilities		\$ -	\$ -
Other liabilities		\$ -	\$ -
Debt			
Supported: Debentures		\$ -	\$ -
Unsupported: Debentures	(Note 10)	\$ 11,081,693	\$ 11,735,925
Mortgages and capital loans		\$ -	\$ -
Capital leases		\$ -	\$ -
<b>Total liabilities</b>		\$ 154,833,176	\$ 120,041,611
<b>Net financial assets</b>		\$ 62,808,444	\$ 75,974,222
<b>NON-FINANCIAL ASSETS</b>			
Tangible capital assets	(Schedule 6)	\$ 1,223,930,983	\$ 1,142,421,534
Inventory of supplies		\$ 3,346,944	\$ 2,834,357
Prepaid expenses	(Note 11)	\$ 4,229,163	\$ 3,122,762
Other non-financial assets		\$ -	\$ -
<b>Total non-financial assets</b>		\$ 1,231,507,090	\$ 1,148,378,653
<b>Net assets before spent deferred capital contributions</b>		\$ 1,294,315,534	\$ 1,224,352,875
Spent deferred capital contributions	(Schedule 2)	\$ 1,099,288,349	\$ 1,027,993,791
<b>Net assets</b>		\$ 195,027,185	\$ 196,359,084
<b>Net assets</b>			
Accumulated surplus (deficit)	(Schedule 1)	\$ 195,027,185	\$ 196,359,084
Accumulated remeasurement gains (losses)		\$ -	\$ -
		\$ 195,027,185	\$ 196,359,084
<b>Contractual rights</b>	(Note 5)		
<b>Contingent assets</b>	(Note 6)		
<b>Contractual obligations</b>	(Note 13)		
<b>Contingent liabilities</b>	(Note 14)		

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

**CONSOLIDATED STATEMENT OF OPERATIONS**  
**For the Year Ended August 31, 2020 (in dollars)**

	Budget 2020	Actual 2020	Actual 2019 (Reclassified - Note 21)
<b>REVENUES</b>			
Government of Alberta	\$ 1,143,090,000	\$ 1,090,215,986	\$ 1,126,694,519
Federal Government and other government grants	\$ 2,403,300	\$ 2,418,509	\$ 2,312,333
Property taxes	\$ -	\$ -	\$ -
Fees	\$ 30,556,800	\$ 19,593,298	\$ 27,672,898
Sales of services and products	\$ 19,093,400	\$ 16,893,299	\$ 18,998,188
Investment income	\$ 3,123,200	\$ 1,943,915	\$ 4,039,184
Donations and other contributions	\$ 9,020,900	\$ 8,277,890	\$ 11,156,432
Other revenue	\$ 4,139,300	\$ 7,598,317	\$ 4,471,451
<b>Total revenues</b>	\$ 1,211,426,900	\$ 1,146,941,214	\$ 1,195,345,005
<b>EXPENSES</b>			
Instruction - ECS	\$ 62,703,378	\$ 80,040,937	\$ 81,693,906
Instruction - Grades 1 - 12	\$ 888,759,768	\$ 809,821,041	\$ 841,378,411
Plant operations and maintenance (Schedule 4)	\$ 156,345,634	\$ 162,564,420	\$ 177,994,002
Transportation	\$ 47,763,819	\$ 37,623,642	\$ 44,215,625
Board & system administration	\$ 40,532,077	\$ 38,585,787	\$ 41,090,034
External services	\$ 20,255,886	\$ 19,637,286	\$ 20,204,875
<b>Total expenses</b>	\$ 1,216,360,562	\$ 1,148,273,113	\$ 1,206,576,853
<b>Annual operating surplus (deficit)</b>	\$ (4,933,662)	\$ (1,331,899)	\$ (11,231,848)
Endowment contributions and reinvested income	\$ -	\$ -	\$ -
<b>Annual surplus (deficit)</b>	\$ (4,933,662)	\$ (1,331,899)	\$ (11,231,848)
<b>Accumulated surplus (deficit) at beginning of year</b>	\$ 196,359,084	\$ 196,359,084	\$ 207,590,932
<b>Accumulated surplus (deficit) at end of year</b>	\$ 191,425,422	\$ 195,027,185	\$ 196,359,084

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

**CONSOLIDATED STATEMENT OF CASH FLOWS**  
For the Year Ended August 31, 2020 (in dollars)

	2020	2019 (Reclassified - Note 21)
<b>CASH FLOWS FROM:</b>		
<b>A. OPERATING TRANSACTIONS</b>		
Annual surplus (deficit)	\$ (1,331,899)	\$ (11,231,848)
Add (Deduct) items not affecting cash:		
Amortization of tangible capital assets	\$ 55,693,503	\$ 53,556,860
Net (gain)/loss on disposal of tangible capital assets	\$ (4,417,397)	\$ -
Transfer of tangible capital assets (from)/to other entities	\$ -	\$ -
(Gain)/Loss on sale of portfolio investments	\$ -	\$ -
Spent deferred capital recognized as revenue	\$ (43,526,706)	\$ (42,363,941)
Deferred capital revenue write-down / adjustment	\$ -	\$ -
Increase/(Decrease) in employee future benefit liabilities	\$ (125,600)	\$ 261,600
Donations in kind	\$ -	\$ -
	\$ 6,291,901	\$ 222,671
(Increase)/Decrease in accounts receivable	\$ 2,824,040	\$ (3,358,992)
(Increase)/Decrease in inventories for resale	\$ -	\$ -
(Increase)/Decrease in other financial assets	\$ -	\$ -
(Increase)/Decrease in inventory of supplies	\$ (512,587)	\$ 279,504
(Increase)/Decrease in prepaid expenses	\$ (1,106,401)	\$ 244,028
(Increase)/Decrease in other non-financial assets	\$ -	\$ -
Increase/(Decrease) in accounts payable, accrued and other liabilities	\$ 8,110,330	\$ 3,961,691
Increase/(Decrease) in unspent deferred contributions	\$ 27,461,067	\$ (1,838,082)
Increase/(Decrease) in environmental liabilities	\$ -	\$ -
Tangible capital asset accruals	\$ (19,941,774)	\$ (14,975,836)
<b>Total cash flows from operating transactions</b>	\$ 23,126,576	\$ (15,465,016)
<b>B. CAPITAL TRANSACTIONS</b>		
Acquisition of tangible capital assets	\$ (109,316,061)	\$ (85,520,355)
Net proceeds from disposal of unsupported capital assets	\$ 4,417,397	\$ -
	\$ -	\$ -
<b>Total cash flows from capital transactions</b>	\$ (104,898,664)	\$ (85,520,355)
<b>C. INVESTING TRANSACTIONS</b>		
Purchases of portfolio investments	\$ -	\$ -
Proceeds on sale of portfolio investments	\$ -	\$ 130,000,000
	\$ -	\$ -
	\$ -	\$ -
<b>Total cash flows from investing transactions</b>	\$ -	\$ 130,000,000
<b>D. FINANCING TRANSACTIONS</b>		
Debt issuances	\$ -	\$ -
Debt repayments	\$ (654,232)	\$ (634,683)
Increase (decrease) in spent deferred capital contributions	\$ 106,876,147	\$ 70,506,136
Capital lease issuances	\$ -	\$ -
Capital lease payments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
<b>Total cash flows from financing transactions</b>	\$ 106,221,915	\$ 69,871,453
<b>Increase (decrease) in cash and cash equivalents</b>	\$ 24,449,827	\$ 98,886,082
<b>Cash and cash equivalents, at beginning of year</b>	\$ 156,923,356	\$ 58,037,274
<b>Cash and cash equivalents, at end of year</b>	\$ 181,373,183	\$ 156,923,356

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

**CONSOLIDATED STATEMENT OF CHANGE IN NET FINANCIAL ASSETS (NET DEBT)**

For the Year Ended August 31, 2020 (in dollars)

	2020	2019 (Reclassified - Note 21)
Annual surplus (deficit)	\$ (1,331,899)	\$ (11,231,848)
Effect of changes in tangible capital assets		
Acquisition of tangible capital assets	\$ (109,316,061)	\$ (85,520,355)
Amortization of tangible capital assets	\$ 55,693,503	\$ 53,556,860
Net (gain)/loss on disposal of tangible capital assets	\$ (4,417,397)	\$ -
Net proceeds from disposal of unsupported capital assets	\$ 4,417,397	\$ -
Write-down carrying value of tangible capital assets	\$ -	\$ -
Transfer of tangible capital assets (from)/to other entities	\$ (7,945,117)	\$ (6,258,476)
Other changes           Tangible capital asset accruals	\$ (19,941,774)	\$ (14,975,836)
<b>Total effect of changes in tangible capital assets</b>	<b>\$ (81,509,449)</b>	<b>\$ (53,197,807)</b>
Acquisition of inventory of supplies	\$ (734,357)	\$ (103,545)
Consumption of inventory of supplies	\$ 221,770	\$ 383,049
(Increase)/Decrease in prepaid expenses	\$ (1,106,401)	\$ 244,028
(Increase)/Decrease in other non-financial assets	\$ -	\$ -
Net remeasurement gains and (losses)	\$ -	\$ -
Change in spent deferred capital contributions       (Schedule 2)	\$ 71,294,558	\$ 34,400,671
Other changes	\$ -	\$ -
<b>Increase (decrease) in net financial assets (net debt)</b>	<b>\$ (13,165,778)</b>	<b>\$ (29,505,452)</b>
<b>Net financial assets (net debt) at beginning of year</b>	<b>\$ 75,974,222</b>	<b>\$ 105,479,674</b>
<b>Net financial assets (net debt) at end of year</b>	<b>\$ 62,808,444</b>	<b>\$ 75,974,222</b>

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

**CONSOLIDATED STATEMENT OF REMEASUREMENT GAINS AND LOSSES**  
**For the Year Ended August 31, 2020 (in dollars)**

	2020	2019
Unrealized gains (losses) attributable to:		
Portfolio investments	\$ -	\$ -
Derivatives	\$ -	\$ -
Other	\$ -	\$ -
Amounts reclassified to the statement of operations:		
Portfolio investments	\$ -	\$ -
Derivatives	\$ -	\$ -
Other	\$ -	\$ -
Other Adjustment (Describe)	\$ -	\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -
<b>Accumulated remeasurement gains (losses) at beginning of year</b>	\$ -	\$ -
<b>Accumulated remeasurement gains (losses) at end of year</b>	\$ -	\$ -

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

**SCHEDULE 1**

**CONSOLIDATED SCHEDULE OF NET ASSETS  
For the Year Ended August 31, 2020 (in dollars)**

	NET ASSETS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED SURPLUS (DEFICIT)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
<b>Balance at August 31, 2019</b>	\$ 196,359,084	\$ -	\$ 196,359,084	\$ 102,691,828	\$ -	\$ -	\$ 51,420,404	\$ 42,246,852
<b>Prior period adjustments:</b>								
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted Balance, August 31, 2019</b>	\$ 196,359,084	\$ -	\$ 196,359,084	\$ 102,691,828	\$ -	\$ -	\$ 51,420,404	\$ 42,246,852
Operating surplus (deficit)	\$ (1,331,899)		\$ (1,331,899)			\$ (1,331,899)		
Board funded tangible capital asset additions				\$ 22,381,689		\$ (11,853,566)	\$ -	\$ (10,528,123)
Disposal of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ -		\$ (4,417,397)		\$ 4,417,397
Write-down of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -						
Endowment expenses & disbursements	\$ -		\$ -		\$ -	\$ -		
Endowment contributions	\$ -		\$ -		\$ -	\$ -		
Reinvested endowment income	\$ -		\$ -		\$ -	\$ -		
Direct credits to accumulated surplus (Describe)	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets	\$ -			\$ (55,693,503)		\$ 55,693,503		
Capital revenue recognized	\$ -			\$ 43,526,706		\$ (43,526,706)		
Debt principal repayments (unsupported)	\$ -			\$ 654,233		\$ (654,233)		
Additional capital debt or capital leases	\$ -			\$ -		\$ -		
Net transfers to operating reserves	\$ -					\$ 6,090,298	\$ (6,090,298)	
Net transfers from operating reserves	\$ -					\$ -	\$ -	
Net transfers to capital reserves	\$ -					\$ -		\$ -
Net transfers from capital reserves	\$ -					\$ -		\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Balance at August 31, 2020</b>	\$ 195,027,185	\$ -	\$ 195,027,185	\$ 113,560,953	\$ -	\$ -	\$ 45,330,106	\$ 36,136,126

**SCHEDULE 1**

**CONSOLIDATED SCHEDULE OF NET ASSETS  
For the Year Ended August 31, 2020 (in dollars)**

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		Board & System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
<b>Balance at August 31, 2019</b>	\$ 51,420,404	\$ 42,246,852	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Prior period adjustments:</b>										
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted Balance, August 31, 2019</b>	\$ 51,420,404	\$ 42,246,852	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operating surplus (deficit)										
Board funded tangible capital asset additions	\$ -	\$ (10,528,123)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Disposal of unsupported tangible capital assets or board funded portion of supported		\$ 4,417,397		\$ -		\$ -		\$ -		\$ -
Write-down of unsupported tangible capital assets or board funded portion of supported		\$ -		\$ -		\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year										
Endowment expenses & disbursements										
Endowment contributions										
Reinvested endowment income										
Direct credits to accumulated surplus (Describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Additional capital debt or capital leases										
Net transfers to operating reserves	\$ (6,090,298)		\$ -		\$ -		\$ -		\$ -	
Net transfers from operating reserves	\$ -		\$ -		\$ -		\$ -		\$ -	
Net transfers to capital reserves		\$ -		\$ -		\$ -		\$ -		\$ -
Net transfers from capital reserves		\$ -		\$ -		\$ -		\$ -		\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Balance at August 31, 2020</b>	\$ 45,330,106	\$ 36,136,126	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

**CONSOLIDATED SCHEDULE OF DEFERRED CONTRIBUTIONS  
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)  
For the Year Ended August 31, 2020 (in dollars)**

	Alberta Education					Other GOA Ministries					Other Sources				Total
	IMR	CMR	Safe Return to Class	Others	Total Education	Alberta Infrastructure	Children's Services	Health	Other GOA Ministries	Total Other GOA Ministries	Gov't of Canada	Donations and grants from others	Other	Total other sources	
<b>Deferred Operating Contributions (DOC)</b>															
Balance at Aug 31, 2019	\$ 1,221,942	\$ -	\$ -	\$ 326,035	\$ 1,547,977	\$ 74,114	\$ -	\$ -	\$ 2,052,619	\$ 2,126,733	\$ 22,952	\$ 2,326,055	\$ -	\$ 2,349,007	\$ 6,023,717
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted ending balance Aug. 31, 2019</b>	<b>\$ 1,221,942</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 326,035</b>	<b>\$ 1,547,977</b>	<b>\$ 74,114</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,052,619</b>	<b>\$ 2,126,733</b>	<b>\$ 22,952</b>	<b>\$ 2,326,055</b>	<b>\$ -</b>	<b>\$ 2,349,007</b>	<b>\$ 6,023,717</b>
Received during the year (excluding investment income)	\$ 29,627,693	\$ -	\$ -	\$ 4,052,763	\$ 33,680,456	\$ -	\$ -	\$ -	\$ 229,592	\$ 229,592	\$ 11,476	\$ 6,674,890	\$ -	\$ 6,686,366	\$ 40,596,414
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year	\$ 303,025	\$ -	\$ -	\$ -	\$ 303,025	\$ -	\$ -	\$ -	\$ 33,328	\$ 33,328	\$ -	\$ -	\$ -	\$ -	\$ 336,353
Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from UDCC	\$ (12,631,872)	\$ -	\$ -	\$ -	\$ (12,631,872)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (12,631,872)
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain: Revenue	\$ (5,377,439)	\$ -	\$ -	\$ (4,064,745)	\$ (9,442,184)	\$ (2,907)	\$ -	\$ -	\$ (1,890,138)	\$ (1,893,045)	\$ (34,428)	\$ (6,427,551)	\$ -	\$ (6,461,979)	\$ (17,797,208)
<b>DOC closing balance at Aug 31, 2020</b>	<b>\$ 13,143,349</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 314,053</b>	<b>\$ 13,457,402</b>	<b>\$ 71,207</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 425,401</b>	<b>\$ 496,608</b>	<b>\$ -</b>	<b>\$ 2,573,394</b>	<b>\$ -</b>	<b>\$ 2,573,394</b>	<b>\$ 16,527,404</b>
<b>Unspent Deferred Capital Contributions (UDCC)</b>															
Balance at Aug 31, 2019	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,629,763	\$ -	\$ -	\$ -	\$ 8,629,763	\$ -	\$ 383,632	\$ -	\$ 383,632	\$ 9,013,395
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted ending balance Aug. 31, 2019</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 8,629,763</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 8,629,763</b>	<b>\$ -</b>	<b>\$ 383,632</b>	<b>\$ -</b>	<b>\$ 383,632</b>	<b>\$ 9,013,395</b>
Received during the year (excluding investment income)	\$ -	\$ 21,980,000	\$ -	\$ -	\$ 21,980,000	\$ 57,015,967	\$ -	\$ -	\$ -	\$ 57,015,967	\$ -	\$ (383,632)	\$ 1,834,000	\$ 1,450,368	\$ 80,446,335
UDCC Receivable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,541,526	\$ -	\$ -	\$ -	\$ 30,541,526	\$ -	\$ -	\$ -	\$ -	\$ 30,541,526
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings	\$ -	\$ 58,576	\$ -	\$ -	\$ 58,576	\$ 155,218	\$ -	\$ -	\$ -	\$ 155,218	\$ -	\$ -	\$ -	\$ -	\$ 213,794
Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) DOC	\$ 12,631,872	\$ -	\$ -	\$ -	\$ 12,631,872	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,631,872
Transferred from (to) SDCC	\$ (12,631,872)	\$ (6,165,874)	\$ -	\$ -	\$ (18,797,746)	\$ (87,667,797)	\$ -	\$ -	\$ -	\$ (87,667,797)	\$ -	\$ -	\$ (410,604)	\$ (410,604)	\$ (106,876,147)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>UDCC closing balance at Aug 31, 2020</b>	<b>\$ -</b>	<b>\$ 15,872,702</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 15,872,702</b>	<b>\$ 8,674,677</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 8,674,677</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,423,396</b>	<b>\$ 1,423,396</b>	<b>\$ 25,970,775</b>
<b>Total Unspent Deferred Contributions at Aug 31, 2020</b>	<b>\$ 13,143,349</b>	<b>\$ 15,872,702</b>	<b>\$ -</b>	<b>\$ 314,053</b>	<b>\$ 29,330,104</b>	<b>\$ 8,745,884</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 425,401</b>	<b>\$ 9,171,285</b>	<b>\$ -</b>	<b>\$ 2,573,394</b>	<b>\$ 1,423,396</b>	<b>\$ 3,996,790</b>	<b>\$ 42,498,179</b>
<b>Spent Deferred Capital Contributions (SDCC)</b>															
Balance at Aug 31, 2019	\$ 88,444,606	\$ -	\$ -	\$ -	\$ 88,444,606	\$ 938,232,008	\$ -	\$ -	\$ -	\$ 938,232,008	\$ -	\$ 1,317,177	\$ -	\$ 1,317,177	\$ 1,027,993,791
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted ending balance Aug. 31, 2019</b>	<b>\$ 88,444,606</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 88,444,606</b>	<b>\$ 938,232,008</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 938,232,008</b>	<b>\$ -</b>	<b>\$ 1,317,177</b>	<b>\$ -</b>	<b>\$ 1,317,177</b>	<b>\$ 1,027,993,791</b>
Donated tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,945,117	\$ -	\$ -	\$ -	\$ 7,945,117	\$ -	\$ -	\$ -	\$ -	\$ 7,945,117
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from UDCC	\$ 12,631,872	\$ 6,165,874	\$ -	\$ -	\$ 18,797,746	\$ 87,667,797	\$ -	\$ -	\$ -	\$ 87,667,797	\$ -	\$ -	\$ 410,604	\$ 410,604	\$ 106,876,147
Amounts recognized as revenue (Amortization of SDCC)	\$ (7,677,961)	\$ -	\$ -	\$ -	\$ (7,677,961)	\$ (35,776,740)	\$ -	\$ -	\$ -	\$ (35,776,740)	\$ -	\$ (72,005)	\$ -	\$ (72,005)	\$ (43,526,706)
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>SDCC closing balance at Aug 31, 2020</b>	<b>\$ 93,398,517</b>	<b>\$ 6,165,874</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 99,564,391</b>	<b>\$ 998,068,182</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 998,068,182</b>	<b>\$ -</b>	<b>\$ 1,245,172</b>	<b>\$ 410,604</b>	<b>\$ 1,655,776</b>	<b>\$ 1,099,288,349</b>

**CONSOLIDATED SCHEDULE OF PROGRAM OPERATIONS  
for the Year Ended August 31, 2020 (in dollars)**

REVENUES	2020							2019
	Instruction		Plant Operations and Maintenance	Transportation	Board & System Administration	External Services	TOTAL	TOTAL
	ECS	Grades 1 - 12						
(1) Alberta Education	\$ 74,765,494	\$ 807,445,577	\$ 91,070,072	\$ 25,498,220	\$ 41,821,188	\$ 4,260,127	\$ 1,044,860,678	\$ 1,083,552,757
(2) Alberta Infrastructure	\$ -	\$ -	\$ 39,265,176	\$ -	\$ -	\$ -	\$ 39,265,176	\$ 37,671,599
(3) Other - Government of Alberta	\$ -	\$ 2,262,746	\$ 1,809,261	\$ -	\$ 602	\$ 660,430	\$ 4,733,039	\$ 3,262,774
(4) Federal Government and First Nations	\$ -	\$ 785,573	\$ -	\$ 4,317	\$ -	\$ 1,628,619	\$ 2,418,509	\$ 2,312,333
(5) Other Alberta school authorities	\$ -	\$ 767,711	\$ 74,521	\$ 17,268	\$ 91,309	\$ 406,284	\$ 1,357,093	\$ 2,207,389
(6) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(7) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(9) Fees	\$ 277,338	\$ 12,919,840	\$ -	\$ 6,227,563	\$ -	\$ 168,557	\$ 19,593,298	\$ 27,672,898
(10) Sales of services and products	\$ 290,762	\$ 4,417,605	\$ 470,347	\$ 4,467	\$ 365,753	\$ 11,344,365	\$ 16,893,299	\$ 18,998,188
(11) Investment income	\$ -	\$ -	\$ 1,941,113	\$ -	\$ -	\$ 2,802	\$ 1,943,915	\$ 4,039,184
(12) Gifts and donations	\$ 449,840	\$ 6,317,032	\$ 74,839	\$ -	\$ 13,072	\$ 10,209	\$ 6,864,992	\$ 8,958,771
(13) Rental of facilities	\$ -	\$ 171,355	\$ 1,827,646	\$ -	\$ 7,070	\$ 1,174,849	\$ 3,180,920	\$ 4,471,451
(14) Fundraising	\$ -	\$ 1,412,898	\$ -	\$ -	\$ -	\$ -	\$ 1,412,898	\$ 2,197,661
(15) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ 4,417,397	\$ -	\$ -	\$ -	\$ 4,417,397	\$ -
(16) Other revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>(17) TOTAL REVENUES</b>	<b>\$ 75,783,434</b>	<b>\$ 836,500,337</b>	<b>\$ 140,950,372</b>	<b>\$ 31,751,835</b>	<b>\$ 42,298,994</b>	<b>\$ 19,656,242</b>	<b>\$ 1,146,941,214</b>	<b>\$ 1,195,345,005</b>
<b>EXPENSES</b>								
(18) Certificated salaries	\$ 26,617,615	\$ 492,943,260	\$ -	\$ -	\$ 6,442,046	\$ 4,886,679	\$ 530,889,600	\$ 531,368,770
(19) Certificated benefits	\$ 6,275,507	\$ 112,796,012	\$ -	\$ -	\$ 1,408,796	\$ 1,069,180	\$ 121,549,495	\$ 118,922,299
(20) Non-certificated salaries and wages	\$ 33,537,645	\$ 103,201,356	\$ 58,630,480	\$ 1,228,864	\$ 17,702,944	\$ 4,399,693	\$ 218,700,982	\$ 239,242,476
(21) Non-certificated benefits	\$ 9,820,210	\$ 26,913,268	\$ 16,209,560	\$ 296,538	\$ 4,111,895	\$ 865,500	\$ 58,216,971	\$ 62,099,871
(22) SUB - TOTAL	\$ 76,250,977	\$ 735,853,896	\$ 74,840,040	\$ 1,525,402	\$ 29,665,681	\$ 11,221,052	\$ 929,357,048	\$ 951,633,416
(23) Services, contracts and supplies	\$ 3,743,810	\$ 64,381,721	\$ 43,003,896	\$ 36,098,010	\$ 7,193,022	\$ 7,940,832	\$ 162,361,291	\$ 200,349,525
(24) Amortization of supported tangible capital assets	\$ -	\$ -	\$ 43,526,706	\$ -	\$ -	\$ -	\$ 43,526,706	\$ 42,363,941
(25) Amortization of unsupported tangible capital assets	\$ 45,831	\$ 9,164,102	\$ 815,878	\$ 230	\$ 1,717,360	\$ 423,396	\$ 12,166,797	\$ 11,192,919
(26) Supported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(27) Unsupported interest on capital debt	\$ -	\$ -	\$ 344,729	\$ -	\$ -	\$ -	\$ 344,729	\$ 364,551
(28) Other interest and finance charges	\$ 319	\$ 421,322	\$ 33,171	\$ -	\$ 9,724	\$ 52,006	\$ 516,542	\$ 672,501
(29) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(30) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>(31) TOTAL EXPENSES</b>	<b>\$ 80,040,937</b>	<b>\$ 809,821,041</b>	<b>\$ 162,564,420</b>	<b>\$ 37,623,642</b>	<b>\$ 38,585,787</b>	<b>\$ 19,637,286</b>	<b>\$ 1,148,273,113</b>	<b>\$ 1,206,576,853</b>
<b>(32) OPERATING SURPLUS (DEFICIT)</b>	<b>\$ (4,257,503)</b>	<b>\$ 26,679,296</b>	<b>\$ (21,614,048)</b>	<b>\$ (5,871,807)</b>	<b>\$ 3,713,207</b>	<b>\$ 18,956</b>	<b>\$ (1,331,899)</b>	<b>\$ (11,231,848)</b>

**CONSOLIDATED SCHEDULE OF PLANT OPERATIONS AND MAINTENANCE EXPENSES**  
for the Year Ended August 31, 2020 (in dollars)

EXPENSES	Custodial	Maintenance	Utilities and Telecomm.	Expensed IMR/CMR, Modular Unit Relocations & Lease Payments	Facility Planning & Operations Administration	Unsupported Amortization & Other Expenses	Supported Capital & Debt Services	2020 TOTAL Operations and Maintenance	2019 TOTAL Operations and Maintenance
Non-certificated salaries and wages	\$ 35,685,216	\$ 15,703,341	\$ -	\$ -	\$ 7,241,924			\$ 58,630,481	\$ 66,862,403
Non-certificated benefits	\$ 8,969,904	\$ 5,716,316	\$ -	\$ -	\$ 1,523,340			\$ 16,209,560	\$ 18,764,335
Sub-total Remuneration	\$ 44,655,120	\$ 21,419,657	\$ -	\$ -	\$ 8,765,264			\$ 74,840,041	\$ 85,626,738
Supplies and services	\$ 2,745,708	\$ 2,393,104	\$ 685,583	\$ 5,377,439	\$ 573,761			\$ 11,775,595	\$ 18,897,829
Electricity			\$ 9,346,410					\$ 9,346,410	\$ 9,453,222
Natural gas/heating fuel			\$ 6,319,846					\$ 6,319,846	\$ 6,836,291
Sewer and water			\$ 2,375,159					\$ 2,375,159	\$ 2,185,177
Telecommunications			\$ 346,346					\$ 346,346	\$ 409,163
Insurance					\$ 3,829,392			\$ 3,829,392	\$ 2,488,267
ASAP maintenance & renewal payments							\$ 3,481,255	\$ 3,481,255	\$ 2,895,013
Amortization of tangible capital assets									
Supported							\$ 43,526,706	\$ 43,526,706	\$ 42,363,941
Unsupported						\$ 815,878		\$ 815,878	\$ 873,018
Total Amortization						\$ 815,878	\$ 43,526,706	\$ 44,342,584	\$ 43,236,959
Interest on capital debt									
Supported							\$ -	\$ -	\$ -
Unsupported						\$ 344,729		\$ 344,729	\$ 364,551
Lease payments for facilities				\$ 5,529,892				\$ 5,529,892	\$ 5,278,460
Other interest charges						\$ 33,171		\$ 33,171	\$ 322,332
Losses on disposal of capital assets						\$ -		\$ -	\$ -
<b>TOTAL EXPENSES</b>	\$ 47,400,828	\$ 23,812,761	\$ 19,073,344	\$ 10,907,331	\$ 13,168,417	\$ 1,193,778	\$ 47,007,961	\$ 162,564,420	\$ 177,994,002

SQUARE METRES									
School buildings								1,197,351	\$ 1,196,505
Non school buildings								112,588	\$ 96,084

**Note:**

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

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

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

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

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

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

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

**CONSOLIDATED SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS**  
for the Year Ended August 31, 2020 (in dollars)

**Cash & Cash Equivalents**

	Average Effective (Market) Yield	2020		2019
		Cost	Amortized Cost	Amortized Cost
Cash		\$ 148,383,912	\$ 148,383,912	84,965,854
Cash equivalents				
Government of Canada, direct and guaranteed	0.00%	-	-	-
Provincial, direct and guaranteed	0.00%	-	-	-
Corporate	0.00%	-	-	-
Other, including GIC's	1.87%	32,989,271	32,989,271	71,957,502
Total cash and cash equivalents	0.34%	\$ 181,373,183	\$ 181,373,183	\$ 156,923,356

See Note 3 for additional detail.

**Portfolio Investments**

	Average Effective (Market) Yield	2020			2019
		Cost	Fair Value	Balance	Balance
<b>Interest-bearing securities</b>					
Deposits and short-term securities	0.00%	\$ -	\$ -	\$ -	\$ -
Bonds and mortgages	0.00%	-	-	-	-
	0.00%	-	-	-	-
<b>Equities</b>					
Canadian equities	0.00%	\$ -	\$ -	\$ -	\$ -
Global developed equities	0.00%	-	-	-	-
Emerging markets equities	0.00%	-	-	-	-
Private equities	0.00%	-	-	-	-
Pooled investment funds	0.00%	-	-	-	-
Total fixed income securities	0.00%	-	-	-	-
<b>Other</b>					
Other (Specify)	0.00%	\$ -	\$ -	\$ -	\$ -
Other (Specify)	0.00%	-	-	-	-
Other (Specify)	0.00%	-	-	-	-
Other (Specify)	0.00%	-	-	-	-
Total equities	0.00%	-	-	-	-
Total portfolio investments	0.00%	\$ -	\$ -	\$ -	\$ -

See Note 5 for additional detail.

**Portfolio investments**

**Operating**

Cost  
Unrealized gains and losses

**Endowments**

Cost  
Unrealized gains and losses  
Deferred revenue

**Total portfolio investments**

	2020	2019
Operating		
Cost	\$ -	\$ -
Unrealized gains and losses	-	-
Total	-	-
Endowments		
Cost	\$ -	\$ -
Unrealized gains and losses	-	-
Deferred revenue	-	-
Total	-	-
<b>Total portfolio investments</b>	\$ -	\$ -

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

	2020	2019
Under 1 year	0.0%	0.0%
1 to 5 years	0.0%	0.0%
6 to 10 years	0.0%	0.0%
11 to 20 years	0.0%	0.0%
Over 20 years	0.0%	0.0%
	0.0%	0.0%

**SCHEDULE 6**

School Jurisdiction Code: 3020

**CONSOLIDATED SCHEDULE OF TANGIBLE CAPITAL ASSETS  
For the Year Ended August 31, 2020 (in dollars)**

Tangible Capital Assets	2020						2019	
	Land	Work In Progress*	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total	
Estimated useful life			10-50 Years	10 Years	10 Years	5 Years		
<b>Historical cost</b>								
Beginning of year	\$ 837,590	\$ 166,552,798	\$ 1,654,561,145	\$ 154,396,940	\$ 3,788,153	\$ 60,398,766	\$ 2,040,535,392	1,933,812,371
Prior period adjustments	-	-	-	-	-	-	-	-
Additions	-	126,362,431	5,035,913	2,553,708	75,133	3,175,767	137,202,952	106,754,667
Transfers in (out)	-	(122,560,147)	117,167,708	5,168,129	-	224,310	-	-
Less disposals including write-offs	-	-	-	-	(68,837)	-	(68,837)	(31,646)
Historical cost, August 31, 2020	\$ 837,590	\$ 170,355,082	\$ 1,776,764,766	\$ 162,118,777	\$ 3,794,449	\$ 63,798,843	\$ 2,177,669,507	\$ 2,040,535,392
<b>Accumulated amortization</b>								
Beginning of year	\$ -	\$ -	\$ 729,760,755	\$ 121,820,622	\$ 2,886,523	\$ 43,645,958	\$ 898,113,858	844,588,644
Prior period adjustments	-	-	-	-	-	-	-	-
Amortization	-	-	43,285,696	6,189,271	178,561	6,039,975	55,693,503	53,556,860
Other additions	-	-	-	-	-	-	-	-
Transfers in (out)	-	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	-	-	(68,837)	-	(68,837)	(31,646)
Accumulated amortization, August 31, 2020	\$ -	\$ -	\$ 773,046,451	\$ 128,009,893	\$ 2,996,247	\$ 49,685,933	\$ 953,738,524	\$ 898,113,858
<b>Net Book Value at August 31, 2020</b>	\$ 837,590	\$ 170,355,082	\$ 1,003,718,315	\$ 34,108,884	\$ 798,202	\$ 14,112,910	\$ 1,223,930,983	
<b>Net Book Value at August 31, 2019</b>	\$ 837,590	\$ 166,552,798	\$ 924,800,390	\$ 32,576,318	\$ 901,630	\$ 16,752,808		\$ 1,142,421,534

	2020	2019
Total cost of assets under capital lease	\$ -	\$ -
Total amortization of assets under capital lease	\$ -	\$ -

\*Work in Progress consists of six new schools, two of which are expected to open in 2020-2021, and the remaining expected to open in 2021-2022; one modernization expected to be complete in the 2021-2022 school year, and all of their respective furniture and equipment. Infrastructure Maintenance Renewal and Capital Maintenance Renewal Capital Projects, as well as other Board Funded Capital Projects not substantially complete by August 31, 2020 are also included.

Proceeds of \$4,417,397 were received in the year from a sale of a parcel of land, which is not reflected in this schedule due to the Edmonton Joint Use Agreement (See Note 2(b) - "Other Assets").

**SCHEDULE 7**

School Jurisdiction Code: 3020

**CONSOLIDATED SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES  
For the Year Ended August 31, 2020 (in dollars)**

Board Members:	FTE	Remuneration	Benefits	Allowances	Performance Bonuses	ERIP's / Other Paid	Other Accrued Unpaid Benefits (1)	Expenses
Chair: ESTABROOKS, TRISHA	1.00	\$54,300	\$8,248	\$3,377			\$3,169	\$1,758
ADAMS, SHERRY	1.00	\$40,972	\$7,555	\$3,377			\$9,315	\$1,763
DRAPER, MICHELLE	1.00	\$41,552	\$7,585	\$3,377			\$9,317	\$9,804
DUNN, SHELAGH	1.00	\$46,555	\$7,846	\$3,377			\$4,583	\$984
GIBSON, KEN	1.00	\$40,972	\$7,555	\$3,377			\$9,114	\$853
IP, NATHAN	1.00	\$40,972	\$4,780	\$3,377			\$9,092	\$1,092
JANZ, MICHAEL	1.00	\$40,972	\$7,555	\$3,377			\$13,893	\$2,789
JOHNER, CHERYL (2)	0.83	\$50,488	\$6,204	\$2,808			\$0	\$1,798
STIRLING, BRIDGET	1.00	\$41,225	\$7,568	\$3,377			\$6,113	\$4,301
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
<b>Subtotal</b>	<b>8.83</b>	<b>\$398,008</b>	<b>\$64,896</b>	<b>\$29,824</b>			<b>\$64,596</b>	<b>\$25,142</b>
ROBERSTON, DARREL, Superintendent	1.00	\$288,764	\$41,025	\$50,579	\$0	\$0	\$114,268	\$2,096
BURNSTAD, TODD, Treasurer	1.00	\$212,706	\$33,921	\$3,377	\$0	\$0	\$49,358	\$2,423
MILLS, KAREN, Secretary	1.00	\$143,419	\$28,884	\$0	\$0	\$0	\$16,960	\$526
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Certificated		\$530,600,836	\$119,346,542	\$782,717	\$0	\$0	\$1,214,364	
School based	5,309.40							
Non-School based	191.90							
Non-certificated		\$217,946,849	\$46,415,209	\$3,496,837	\$0	\$599,584	\$7,413,525	
Instructional	2,622.00							
Plant Operations & Maintenance	954.00							
Transportation	17.30							
Other	421.67							
<b>TOTALS</b>	<b>9,528.10</b>	<b>\$749,590,582</b>	<b>\$165,930,477</b>	<b>\$4,363,334</b>	<b>\$0</b>	<b>\$599,584</b>	<b>\$8,873,071</b>	<b>\$30,187</b>

(1) Other Accrued Unpaid Benefits Include: Accrued untaken vacation leave, Trustees' severance, and Superintendent's SERP benefits

(2) Cheryl Johner - Tendered Resignation on June 24, 2020



## 1. AUTHORITY AND PURPOSE

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

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

## 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

### (a) Reporting Entity and Method of Consolidation

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

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

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

### (b) Basis of Financial Reporting

#### **Valuation of Financial Assets and Liabilities**

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

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

#### **Financial Assets**

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

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



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

Cash and Cash Equivalents

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

Accounts Receivable

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

**Liabilities**

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

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

Accounts Payable and Accrued Liabilities

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

Deferred Contributions

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

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

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



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

Employee Future Benefits

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

The Division accrues its obligations and related costs including both vested and non-vested benefits under employee future benefit plans. Benefits include the non-registered Supplemental Executive Retirement Program (SERP), retirement allowances and non-vested accumulating sick leave. The future benefits cost is actuarially determined using the projected benefit actuarial cost method pro-rated on service and using management's best estimate of expected salary escalation, benefit usage, termination and retirement rates and mortality. The discount rate used to measure obligations is based on the combined expected future cash flows of each benefit and the long-term high-quality Canadian corporate bond rates as of August 31, 2020.

Asset Retirement Obligations

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

The Division has determined that it has a conditional asset retirement obligation relating to certain school sites. These obligations will be discharged in the future by funding through the Government of Alberta. The Division believes that there is insufficient information to estimate the fair value of the asset retirement obligation because the settlement date or the range of potential settlement dates has not been determined and information is not available to apply an expected present value technique. As such, there is no asset retirement obligation recorded as at August 31, 2020.

Debt

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

**Non-Financial Assets**

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

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



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

Tangible Capital Assets

The following criteria apply:

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

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

Inventory of Supplies

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

Prepaid Expenses

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

Other Assets

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



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

### Operating and Capital Reserves

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

### Revenue Recognition

Revenues are recorded on an accrual basis. Instruction and support allocations are recognized in the year to which they relate. Fees for services related to courses and programs are recognized as revenue when such courses and programs are delivered and recorded as unearned revenue until such time.

Volunteers contribute a considerable number of hours per year to schools to ensure that certain programs are delivered such as kindergarten, lunch services and the raising of school generated funds. Contributed services are not recognized in these consolidated financial statements.

*Eligibility criteria* are criteria that the Division has to meet in order to receive certain contributions. *Stipulations* describe what the Division must perform in order to keep the contributions. Contributions without eligibility criteria or stipulations are recognized as revenue when the contributions are authorized by the transferring government or entity. Contributions with eligibility criteria but without stipulations are recognized as revenue when the contributions are authorized by the transferring government or entity and all eligibility criteria have been met.

Contributions with stipulations are recognized as revenue in the period that the stipulations are met, except to the extent that the contributions give rise to an obligation that meets the definition of a liability in accordance with PS 3200. Such liabilities are recorded as deferred contributions.

### Expenses

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

### Benefit Plans

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

Current and past service costs of the Alberta Teachers Retirement Fund (ATRF) are met by contributions by active members and the Government of Alberta. Under the terms of the *Teacher's Pension Plan Act*, the Division does not make pension contributions for certificated staff. The Government portion of the current service contribution to the ATRF on behalf of the Division is included in both revenues and expenses. For the school year ended August 31, 2020, the amount contributed by the Government was \$57,807,058 (2019 - \$56,735,999).

### Pensions

The Division participates in a multi-employer pension plan, the Local Authorities Pension Plan (LAPP), and does not report on any unfunded liabilities. The expense for this pension plan is equivalent to the annual contributions of \$18,592,719 for the year ended August 31, 2020 (2019 - \$19,726,106). At December 31, 2019, the LAPP reported a surplus of \$7,913,261,000 (2018 - surplus of \$3,469,347,000).

The Division and the Superintendent participate in a multi-employer registered Supplemental Integrated Pension Plan (SIPP). The plan provides a supplement to the ATRF pension to a full 2% of pensionable earnings multiplied by pensionable service, limited by the *Income Tax Act*. The annual expenditure for this pension plan is equivalent to the annual contributions of \$7,675 for the year ended August 31, 2020 (2019 - \$7,496).



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

### Pensions (cont'd)

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

### Program Reporting

The Division's operations have been segmented as follows:

- **ECS Instruction:** The provision of Early Childhood Services education instructional services that fall under the basic public education mandate.
- **Grade 1 – 12 Instruction:** The provision of instructional services for grades 1 – 12 that fall under the basic public education mandate.
- **Plant Operations and Maintenance:** The operation and maintenance of all school buildings and maintenance shop facilities.
- **Transportation:** The provision of regular and special education bus services (to and from school), whether contracted or board operated, including transportation facility expenses.
- **Board and System Administration:** The provision of board governance and system-based / central office administration.
- **External Services:** All projects, activities, and services offered outside the public education mandate for ECS children and students in grades 1-12. Services offered beyond the mandate for public education must be self-supporting, and Alberta Education funding may not be utilized to support these programs.

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

### Trusts Under Administration

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

Trusts under administration have been excluded from the financial reporting of the Division. A summary of Trust balances is listed in Note 15.

### Financial Instruments

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

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



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

#### **Financial Instruments (cont'd)**

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

#### **Measurement Uncertainty**

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

The estimated employee future benefits liability of \$9,912,400 (2019 - \$10,038,000) recognized and disclosed in these consolidated financial statements is subject to measurement uncertainty. Actual experience may vary from the assumptions used in the calculations.

#### **Future Accounting Changes**

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

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

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

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

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

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

### **3. CASH AND CASH EQUIVALENTS**

Cash and cash equivalents include \$369,004 (2019 - \$537,604) for the Foundation.

The cash equivalents balance is made up of a Notice Plan with a floating interest rate. The average rate for the year was 1.87% (2019 - 2.56%). Interest is compounded monthly.

Interest earned on the Notice Plan totaled \$1,117,064 (2019 - \$2,790,088) and is included in investment income.



#### 4. ACCOUNTS RECEIVABLE

	2020			2019
	Gross Amount	Allowance for Doubtful Accounts	Net Realizable Value	Net Realizable Value
Alberta Education - Grants	\$ 995,803	\$ -	\$ 995,803	\$ 862,772
Alberta Education - (Release Time)	61,072	-	61,072	42,067
Alberta Education - (First Nations ESA)	-	-	-	221,552
Other Alberta school jurisdictions	80,161	-	80,161	186,273
Alberta Health Services	119,731	-	119,731	95,877
Post-secondary institutions	39,707	-	39,707	1,095
Community & Social Services	428,149	(206,483)	221,666	203,651
Children's Services	9,167	-	9,167	-
Justice & Solicitor General	15,698	-	15,698	-
Alberta Infrastructure	30,544,140	-	30,544,140	29,925,203
Government of Alberta Ministries	-	-	-	800
Federal government	2,107,556	-	2,107,556	2,635,258
First Nations	19,082	-	19,082	62,240
Other	3,510,579	(1,455,925)	2,054,654	4,855,689
Total	<u>\$37,930,845</u>	<u>\$(1,662,408)</u>	<u>\$36,268,437</u>	<u>\$39,092,477</u>

#### 5. CONTRACTUAL RIGHTS

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

	2020	2019 (Restated)
Contractual rights from operating leases	\$ 2,184,883	\$ 1,769,144
Contractual rights from service agreements	4,901,958	7,891,766
Contractual rights from grant agreements	6,785,025	828,370
Contractual rights from capital grant agreements	86,379,142	162,432,134
Contractual rights from other agreements	-	4,418,290
Total	<u>\$ 100,251,008</u>	<u>\$ 177,339,704</u>

The Province's March 31, 2020 fiscal year-end required disclosure of the capital grant agreements between Alberta Infrastructure and Alberta's school Divisions. As such, due to this disclosure requirement, contractual rights from capital grant agreements have been added for the 2019-2020 year, with 2018-2019 comparatives.



## 5. CONTRACTUAL RIGHTS (CONT'D)

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

	Operating Leases	Service Agreements	Grant Agreements	Capital Grant Agreements
2020-2021	\$ 2,184,883	\$ 3,704,640	\$ 1,370,625	\$ 82,760,656
2021-2022	-	967,902	1,350,851	3,618,486
2022-2023	-	114,708	1,358,888	-
2023-2024	-	114,708	1,359,450	-
2024-2025	-	-	1,345,211	-
Thereafter	-	-	-	-
<b>Total</b>	<b>\$ 2,184,883</b>	<b>\$ 4,901,958</b>	<b>\$ 6,785,025</b>	<b>\$ 86,379,142</b>

## 6. CONTINGENT ASSETS

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

## 7. BANK INDEBTEDNESS

The Division has negotiated a line of credit in the amount of \$42,000,000 Canadian dollars and \$200,000 US dollars (the equivalent of \$265,900 Canadian at August 31, 2020) that bears interest at prime less 0.50%. This line of credit is secured by a borrowing bylaw and a security agreement, covering all revenue of the Division. There was no balance outstanding at August 31, 2020 or August 31, 2019.

## 8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2020	2019
Alberta Education	\$ 7,005,582	\$ 5,332,506
Other Alberta school jurisdictions	-	106
Alberta Health Services	-	4,465
Post-secondary institutions	-	1,833
Other Government of Alberta ministries (Service Alberta)	-	888
Other Government of Alberta ministries (Alberta Infrastructure)	96,009	-
Federal government	13,657,108	1,000,489
Accrued vacation pay liability	8,873,071	8,812,690
Other salaries & benefit costs	9,700,436	14,001,667
Other trade payables and accrued liabilities	46,516,973	44,103,264
Unearned Revenue		
School Generated Funds, Other	1,147,887	1,029,802
School Generated Funds, Advanced fees	367,101	2,740,081
Other unearned revenue over \$5,000*	3,976,737	6,202,783
<b>Total</b>	<b>\$91,340,904</b>	<b>\$83,230,574</b>

\* Unearned Revenue > \$5,000 for 2019-20 can be broken down as follows:

- \$3,647,811 in funds received from students enrolled in the International Students Program. Funds are held in Unearned Revenue and are recognized at the start of the applicable school semester.
- \$193,520 in tuition amounts paid by students at Metro Continuing Education for classes that start at a later date.
- \$36,920 in tuition amounts collected in advance from Non-Resident English Language Learners (ELL).
- \$20,758 in unused gift certificates issued by Metro Continuing Education.
- \$71,303 in long-term lease receivable at John A McDonald School.
- \$6,425 in lunchroom fees deferred to the 2020-21 year, and other miscellaneous items.



## 9. EMPLOYEE FUTURE BENEFIT LIABILITIES

Employee future benefit liabilities consist of the following:

	2020	2019
Accumulating sick pay liability (vested)	3,504,200	3,799,800
Retirement allowances	6,107,800	5,992,600
Other employee future benefits	300,400	245,600
Total	\$ 9,912,400	\$10,038,000

## 10. DEBT

	2020	2019
Unsupported debenture outstanding at August 31, 2020 has an interest rate of 3.06%. The maturity date is September 17, 2033, with payments made semi-annually.	\$ 11,081,693	\$ 11,735,925
Total	\$11,081,693	\$11,735,925

### Unsupported Debenture – Alberta Capital Finance Authority

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

	Principal	Interest	Total
2020-2021	\$ 674,385	\$ 333,653	\$ 1,008,038
2021-2022	695,159	312,879	1,008,038
2022-2023	716,572	291,466	1,008,038
2023-2024	738,645	269,393	1,008,038
2024-2025	761,398	246,640	1,008,038
2025 to maturity	7,495,534	1,072,788	8,568,322
Total	\$ 11,081,693	\$ 2,526,819	\$ 13,608,512

## 11. PREPAID EXPENSES

Prepaid expenses consist of the following:

	2020	2019
Prepaid insurance	\$ 857,468	\$ 629,340
International Baccalaureate Fees	112,979	116,379
Building Lease Payments	387,847	451,275
Enterprise Systems	2,775,168	1,663,737
Professional Development	1,030	50,085
Other	94,671	211,946
Total	\$ 4,229,163	\$ 3,122,762



## 12. ACCUMULATED SURPLUS

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

	2020	2019
Unrestricted surplus	\$ -	\$ -
Operating reserves	45,330,106	51,420,404
Accumulated surplus (deficit) from operations	45,330,106	51,420,404
Investment in tangible capital assets	113,560,953	102,691,828
Capital reserves	36,136,126	42,246,852
Accumulated surplus (deficit)	<u>\$195,027,185</u>	<u>\$196,359,084</u>

Accumulated surplus from operations (ASO) includes funds of \$1,349,005 that are raised at the school level and are not available to spend at the board level. The Division's adjusted surplus from operations is calculated as follows:

	2020	2019
Accumulated surplus (deficit) from operations	\$ 45,330,106	\$ 51,420,404
Deduct: School generated funds included in accumulated surplus (Note 16)	<u>1,349,005</u>	<u>1,427,323</u>
Adjusted accumulated surplus (deficit) from operations <sup>(1)</sup>	<u>\$ 43,981,101</u>	<u>\$ 49,993,081</u>

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

## 13. CONTRACTUAL OBLIGATIONS

	2020	2019
Building projects <sup>(1)</sup>	\$ 101,040,180	\$ 139,364,489
Building leases <sup>(2)</sup>	14,731,988	21,269,566
Service providers <sup>(3)</sup>	21,626,212	11,295,763
Total	<u>\$ 137,398,380</u>	<u>\$ 171,929,818</u>

- (1) Building Projects: the Division is committed to capital expenditures of \$15,888,976 for the modernization at one school, as well as further capital expenditures to complete other schools of approximately \$78,488,567, all of which will be fully funded by capital contributions from Alberta Infrastructure. The Division is also committed to \$6,662,636 in Maintenance Projects, some of which are anticipated to be funded by Infrastructure Maintenance Renewal and Capital Maintenance Renewal funding from Alberta Education.
- (2) Building Leases: the Division is committed to lease office space to provide learning spaces for various outreach and alternative academic programs.
- (3) Service Providers: as at August 31, 2020, the Division has \$21,626,212 in commitments relating to service contracts. None of these are paid to other school jurisdictions.



### 13. CONTRACTUAL OBLIGATIONS (CONT'D)

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

	Building Projects	Building Leases	Service Providers
2020-2021	\$ 96,353,101	\$ 4,418,353	\$ 14,531,057
2021-2022	4,687,079	2,805,427	2,276,889
2022-2023	-	2,805,427	2,251,600
2023-2024	-	1,274,168	2,200,000
2024-2025	-	1,274,168	366,666
Thereafter	-	2,154,445	-
Total	<u>\$101,040,180</u>	<u>\$ 14,731,988</u>	<u>\$ 21,626,212</u>

### 14. CONTINGENT LIABILITIES

- a) The Division is involved in legal matters where damages are being sought. The Division has been named in 28 (2019 - 28) claims of which the outcome is not determinable. The resolution of indeterminable claims may result in a liability, if any, that may be significantly lower than the claimed amount. Accruals have been made in specific instances where it is likely that losses will be incurred based on a reasonable estimate. None of these contingent liabilities involves related parties.
- b) The Division is a member of Urban Schools Insurance Consortium (USIC). Under the terms of its membership, the Division could become liable for its proportionate share of any claim losses in excess of the funds held by USIC. The Division's share of the pool as at August 31, 2020 was \$1,405,464 (2019 - \$1,771,065). This amount has not been recognized in the Division's consolidated financial statements.

### 15. TRUSTS UNDER ADMINISTRATION

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

	2020	2019
Deferred salary leave plan	\$ 1,887,971	\$ 2,250,445
Scholarship trusts	756,568	723,314
International Student Health Insurance	4,566	14,311
Total	<u>\$2,649,105</u>	<u>\$2,988,070</u>



**16. SCHOOL GENERATED FUNDS**

	<b>2020</b>	<b>2019</b>
School Generated Funds, Beginning of Year	\$ 4,049,006	\$ 4,741,852
Gross Receipts:		
Fees	9,618,600	13,847,531
Fundraising	1,429,095	2,164,397
Gifts and donations	4,302,614	5,867,735
Grants to schools	99,900	38,752
Other sales and services	3,612,101	4,304,506
Total gross receipts	19,062,310	26,222,921
Total Related Expenses and Uses of Funds	14,135,840	20,966,467
Total Direct Costs Including Cost of Goods Sold to Raise Funds	4,524,494	5,949,300
School Generated Funds, End of Year	<u>\$ 4,450,982</u>	<u>\$ 4,049,006</u>
Balance included in Deferred Contributions	\$ 1,954,090	\$ 1,591,881
Balance included in Accounts Payable	\$ 1,147,887	\$ 1,029,802
Balance included in Accumulated Surplus (Operating Reserves)	\$ 1,349,005	\$ 1,427,323



## 17. RELATED PARTY TRANSACTIONS

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

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

	Balances		Transactions	
	Financial Assets (at cost or net realizable value)	Liabilities (at amortized cost)	Revenues	Expenses
<b>Government of Alberta (GOA):</b>				
<b>Alberta Education</b>				
Accounts receivable / Accounts payable	\$ 1,056,875	\$ 7,005,582		
Prepaid expenses / Deferred operating contributions	-	13,457,402		
Unspent deferred capital contributions		15,872,702		
Spent deferred capital contributions		99,564,391	7,677,961	
Grant revenue & expenses			979,255,528	
ATRF payments made on behalf of district			57,807,058	
Other revenues & expenses			120,131	222,209
<b>Other Alberta school jurisdictions</b>	80,161	-	1,171,779	357,517
<b>Alberta Health Services</b>	119,731	143,043	840,935	81,539
<b>Post-secondary institutions</b>	39,707	-	185,314	164,345
<b>Alberta Infrastructure</b>				
Alberta Infrastructure	30,544,140	167,216	3,488,436	488
Unspent deferred capital contributions		8,674,677		
Spent deferred capital contributions		998,068,182	35,776,740	
<b>Human Services</b>	221,666	8,040	1,949,468	-
<b>Culture &amp; Tourism</b>	-	7,488	1,364	-
<b>Foundation for the Arts</b>	-	8,688	65,395	-
<b>Child &amp; Family Services</b>	9,167	-	285	-
<b>Environment &amp; Parks</b>	-	258,142	1,789,150	-
<b>Justice &amp; Solicitor General</b>	15,698	-	15,698	5,390
<b>Other GOA ministries</b>	-	-	70,744	-
<b>Other:</b>				
Alberta Capital Financing Authority		11,081,693		344,729
<b>TOTAL 2019/2020</b>	<u>\$ 32,087,145</u>	<u>\$ 1,154,317,246</u>	<u>\$ 1,090,215,986</u>	<u>\$ 1,176,217</u>
<b>TOTAL 2018/2019</b>	<u>\$ 31,539,290</u>	<u>\$ 1,056,057,153</u>	<u>\$ 1,126,697,321</u>	<u>\$ 1,101,620</u>



## 17. RELATED PARTY TRANSACTIONS (CONT'D)

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

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

## 18. NUTRITION PROGRAM

	Budget 2020	2020	2019
<b>Revenues</b>			
Alberta Education	1,206,089	1,206,089	1,206,089
Alberta Education - Prior Year	-	389,053	2,273
<b>Total Revenues</b>	\$ 1,206,089	\$ 1,595,142	\$ 1,208,362
<b>Expenses</b>	-	1,594,718	819,309
<b>Annual Surplus (deficit)</b>	<u>\$ 1,206,089</u>	<u>\$ 424</u>	<u>\$ 389,053</u>

The average estimated number of students served per meal is 808 (2019 – 1,694).

## 19. ECONOMIC DEPENDENCE ON RELATED THIRD PARTY

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

## 20. BUDGET AMOUNTS

The budget was prepared by the school jurisdiction and approved by the Board of Trustees on June 25, 2019.

## 21. COMPARATIVE FIGURES

The comparative figures have been reclassified where necessary to conform to the 2019-2020 presentation.

Spent Deferred Capital Contributions (SDCC), previously Expended Deferred Capital Contributions (EDCC), have been segregated from Deferred Contributions and are presented below Net Financial Assets. For the 2018-2019 year, the following balances have been reclassified:

	Originally Reported	Adjustment	Reclassified
Liabilities	\$1,148,035,402	\$ (1,027,993,791)	\$120,041,611
Net Financial Assets (Debt)	(952,019,569)	1,027,993,791	75,974,222



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## **22. EFFECTS OF COVID-19**

In March 2020, the World Health Organization declared the outbreak of a novel coronavirus (COVID-19) as a global pandemic, which continues to spread in Canada and around the world. As a result, the Division cancelled in-school classes for the rest of the 2019-20 school year, and implemented other ways to support students in their learning.

On March 31, 2020, Alberta Education announced a temporary funding adjustment to reflect reduced service requirements due to the cancellation of in-person learning. The Division's reduction to 2019-2020 revenue was \$13,776,068 to base instruction and \$3,758,345 to transportation. In response to this development, the Division implemented measures to reduce operational expenses.

On August 26, 2020, the Federal Government committed to provide funding of up to \$2 billion related to the Safe Return to Class Fund to provinces and territories in response to the pandemic. The Division's portion of \$37,353,050 is to be received in two instalments. The first disbursement of \$18,676,525 was received in September 2020 and the remainder will be available in early 2021. These funds must be spent on providing a safe environment throughout the Division as schools reopened in the 2020-21 year, amidst the ongoing pandemic. As at August 31, 2020, no expenses have been incurred, nor funds recognized, related to this funding.

The pandemic is evolving and the Division continues to respond with public health measures and evaluate financial implications as necessary. The duration and potential impacts of the COVID-19 pandemic will depend on future developments, which cannot be predicted at this time. No allowance has been made to the consolidated financial statements for this item.

# **The Board of Trustees of Edmonton School Division**

Unaudited Schedules  
**August 31, 2020**

**SCHEDULE 8**

**UNAUDITED CONSOLIDATED SCHEDULE OF FEES**  
For the Year Ended August 31, 2020 (in dollars)

	Actual Fees Collected 2018/2019	Budgeted Fee Revenue 2019/2020	(A) Actual Fees Collected 2019/2020	(B) Unspent September 1, 2019*	(C) Funds Raised to Defray Fees 2019/2020	(D) Expenditures 2019/2020	(A) + (B) + (C) - (D) Unspent Balance at August 31, 2020*
<b>Transportation Fees</b>	\$7,672,694	\$9,119,400	\$6,227,563	\$0	\$0	\$37,623,642	\$0
<b>Basic Instruction Fees</b>							
Basic instruction supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Fees to Enhance Basic Instruction</b>							
Technology user fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Alternative program fees	\$111,840	\$227,440	\$140,026	\$195,741	\$0	\$294,744	\$41,023
Fees for optional courses	\$2,664,011	\$3,902,459	\$1,878,310	\$369,549	\$0	\$1,868,535	\$379,324
Activity fees	\$7,962,246	\$7,583,579	\$5,604,190	\$112,596	\$0	\$5,457,939	\$258,847
Early childhood services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other fees to enhance education	\$873,264	\$802,400	\$449,619	\$0	\$0	\$449,693	\$0
<b>Non-Curricular fees</b>							
Extracurricular fees	\$2,552,548	\$3,077,097	\$2,107,599	\$465,764	\$0	\$2,235,794	\$337,569
Non-curricular travel	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Lunch supervision and noon hour activity fees	\$4,570,702	\$4,983,000	\$2,923,563	\$0	\$0	\$3,781,918	\$0
Non-curricular goods and services	\$1,265,593	\$861,425	\$380,513	\$58,417	\$0	\$307,806	\$131,124
Other Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL FEES</b>	<b>\$27,672,898</b>	<b>\$30,556,800</b>	<b>\$19,711,383</b>	<b>\$1,202,067</b>	<b>\$0</b>	<b>\$52,020,071</b>	<b>\$1,147,887</b>

\*Unspent balances cannot be less than \$0

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products", "Fundraising", or "Other revenue" (rather than fee revenue):	Actual 2020	Actual 2019
Cafeteria sales, hot lunch, milk programs	\$1,232,066	\$1,012,543
Special events, graduation, tickets	\$525,970	\$1,166,779
International and out of province student revenue	\$6,009,041	\$6,338,486
Sales or rentals of other supplies/services (clothing, agendas, yearbooks)	\$1,093,984	\$1,248,469
Adult education revenue	\$0	\$0
Preschool	\$0	\$0
Child care & before and after school care	\$0	\$0
Lost item replacement fee	\$0	\$0
Library fines, book donations	\$147,608	\$167,317
Other (Describe)	\$0	\$0
Other (Describe)	\$0	\$0
<b>TOTAL</b>	<b>\$9,008,669</b>	<b>\$9,933,594</b>

**SCHEDULE 9**

**UNAUDITED CONSOLIDATED SCHEDULE OF CENTRAL ADMINISTRATION EXPENSES**  
**For the Year Ended August 31, 2020 (in dollars)**

EXPENSES	Allocated to Board & System Administration			
	Salaries & Benefits	Supplies & Services	Other	TOTAL
Office of the superintendent	\$ 531,832	\$ 20,991	\$ -	\$ 552,823
Educational administration (excluding superintendent)	\$ 4,097,306	\$ 191,472	\$ -	\$ 4,288,778
Business administration	\$ 5,569,244	\$ 3,623,587	\$ -	\$ 9,192,831
Board governance (Board of Trustees)	\$ 882,174	\$ 479,584	\$ -	\$ 1,361,758
Information technology	\$ 2,055,985	\$ 272,906	\$ -	\$ 2,328,891
Human resources	\$ 9,066,578	\$ 747,299	\$ -	\$ 9,813,877
Central purchasing, communications, marketing	\$ 4,051,888	\$ 729,047	\$ -	\$ 4,780,935
Payroll	\$ -	\$ -	\$ -	\$ -
Administration - insurance			\$ 159,857	\$ 159,857
Administration - amortization			\$ 1,717,360	\$ 1,717,360
Administration - other (admin building, interest)			\$ 367,206	\$ 367,206
Building operations/facilities services	\$ 1,184,996	\$ 523,009	\$ -	\$ 1,708,005
Division support services/student information	\$ 1,630,302	\$ 29,614	\$ -	\$ 1,659,916
Archives museum/foundation	\$ 595,375	\$ 58,175	\$ -	\$ 653,550
<b>TOTAL EXPENSES</b>	<b>\$ 29,665,680</b>	<b>\$ 6,675,684</b>	<b>\$ 2,244,423</b>	<b>\$ 38,585,787</b>

**DATE:** November 24, 2020

**TO:** Board of Trustees

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

**SUBJECT:** COVID-19 Impact on the Division during Quarter 1  
(Response to Request for Information #83)

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

**RESOURCE  
STAFF:** Laurie Barnstable

**REFERENCE:** October 20, 2020, Special Caucus Committee meeting (Trustee Janz)

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**ISSUE**

At the October 20, 2020, special caucus meeting, Trustee Janz requested the following information: That the Administration provide a first quarter COVID-19 impact report for the Division related to absences, isolations, and number of affected schools per quarter.

**BACKGROUND**

On July 21, 2020, the Government of Alberta announced that in-person classes would resume in September with health measures in place. Our Division introduced our [COVID-19 Division Re-entry Strategy](#) on August 4 to help families understand what school would look like this year. Our strategy follows the guidance and direction from the chief medical officer of health and Government of Alberta and focuses on three themes: family choice, mitigating risk and continuity of learning.

**CURRENT SITUATION**

Our schools are doing everything they can to mitigate risk by following the safety guidelines outlined in the Government of Alberta's school re-entry plan and our Division's Re-entry Strategy. This includes: screening for illness, handwashing and sanitizing, physical distancing where possible, enhanced cleaning standards, strict illness protocols, personal protective equipment (PPE), masks and cohorts.

All staff and students in Grades 4–12 are required to wear a mask when physical distancing at school and in the classroom is not possible, as one way to help reduce the risk of spreading the virus. We are also asking K–3 students who are physically, psychologically or developmentally able to wear a mask, to do so.

Even with these precautions, there have been incidences of COVID cases in our schools as the community transmission rate is mirrored in our classrooms. In the first quarter of this school year (September 3 to November 10):

- we received notice that 450 individuals in the Division tested positive for COVID-19
- 111 of our 215 schools have had COVID-19 cases
- 10,500 students were recommended or required to self-isolate
- 1075 staff were recommended or required to self-isolate

Alberta Health confirmed that as of November 9, there were 60 schools in the Edmonton Zone where in-school transmission has occurred. To date, there have been 124 schools total in Alberta. The Edmonton Zone includes the entire Capital Region. Alberta Health is not releasing the information by Division; however, Alberta Health Services has made us aware that from September 1 to November 8, there were 54 cases from 26 different schools, showing as having likely been acquired at school.

On November 11, 2020, Dr. Hinshaw, Alberta's Chief Medical Officer of Health, stated that, "I do not see evidence in Alberta of schools driving that increasing community transmission. It does seem to be the reverse, with community transmission causing increased pressure in schools."

Alberta Health inspectors have reviewed several of our schools and have commented on how impressed they are with the Division's Re-entry Strategy and its implementation. They have commended schools on their work with students, staff and families to ensure that protocols are well understood and adhered to.

KM:km