



AGENDA

BOARD OF TRUSTEES

Trisha Estabrooks
Board Chair

Nathan Ip
Board Vice-Chair

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

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

CFE McCauley Chambers
Tuesday, June 7, 2022
2 p.m.

Board Meeting #14

- A. O Canada
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Approval of the Minutes
 - 1. DRAFT – Board Meeting #12 – May 17, 2022
 - 2. DRAFT – Special Board Meeting #13 - May 27, 2022
- G. **Comments from the Public and Staff Group Representatives**
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 12 p.m. on Monday, June 6, 2022, to speak under this item.)
- H. **Reports**
 - 3. Student Senate – Summary of Work Accomplished (Information)
 - 4. Locally Developed Courses (Recommendation)
 - 5. 2023-2024 School Year Calendar (Recommendation)
 - 6. Confirmation of Trustee Representation on Committees (Recommendation)
 - 7. Governance and Evaluation Committee Work Plan Summary (Information)
 - 8. Annual Seclusion Room Update (Information)
 - 9. Rising Utility Costs (RFI Response)
- I. **Other Committee, Board Representative and Trustee Reports**

- J. Trustees and Board Requests for Information**
- K. Notices of Motion**
- L. Meeting Dates**
- M. Adjournment**

MINUTE BOOK**Board Meeting #12**

Minutes of the Board of Trustees of Edmonton School Division of Alberta meeting held in Centre for Education McCauley Chambers on Tuesday, May 17, 2022, at 2 p.m.

Present:**Trustees**

Dawn Hancock
Marcia Hole
Nathan Ip

Julie Kusiek
Marsha Nelson
Sherri O'Keefe

Jan Sawyer
Saadiq Sumar

Officials

Angela Anderson
Todd Burnstad
Grace Cooke
Ron MacNeil

Karen Mills
Leona Morrison
Kathy Muhlethaler
Kent Pharis

Nancy Petersen
Darrel Robertson
Carrie Rosa
Liz Yule

Acting Board Chair: Nathan Ip

Recording Secretary: Catherine Angeles

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

A. O Canada

B. Roll Call: 2:01 p.m.

The Superintendent advised Board Chair Estabrooks was absent and Trustee Kusiek joined remotely. All other Trustees were present.

C. Approval of the Agenda

MOVED BY Trustee Hole:

**“That agenda item 10, Confirmation of Trustee Representations on Committees, be deferred to the June 7 Board meeting.”
(UNANIMOUSLY CARRIED)**

MINUTE BOOK**MOVED BY Trustee Nelson:**

**“That the agenda for the May 17, 2022, Board meeting be approved as amended.”
(UNANIMOUSLY CARRIED)**

D. Communications from the Acting Board Chair

The Acting Board Chair shared that May is Asian Heritage Month. Trustees wore a pin in support of the Asian Gold Ribbon Campaign. He said the Asian Gold Ribbon Campaign was created by Dr. Gina Wong to celebrate and highlight Asian cultures and heritage as well as to unite in solidarity against all forms of racism and discrimination. He advised that on May 20, several Division schools were also participating in this campaign.

The Acting Board Chair shared that Trustees had the opportunity to officially celebrate the opening of several new schools in the Division. Many of the openings had been delayed due to the pandemic. He acknowledged the previous Board of Trustees who advocated for funding of new schools. He also thanked the Government of Alberta for recognizing the need and funding new learning spaces in rapidly growing neighbourhoods. The Board looks forward to future funding announcements to support the growth of the Division.

The Acting Board Chair thanked everyone involved in the design and construction of the new schools. He said each building thoughtfully reflects the life and contributions of the namesake and the school community. He acknowledged the principals, staff and others involved in the school openings. He stated the new schools are a great addition to the communities, where students will learn and thrive.

E. Communications from the Superintendent of Schools

The Superintendent stated that May 20 is the start of May break. He wished everyone a restful relaxing time with family and friends.

F. Approval of the Minutes

1. Board Meeting #11 – May 3, 2022

MOVED BY Trustee Hole:

**“That the minutes of Board Meeting #11 held May 3, 2022, be approved as printed.”
(UNANIMOUSLY CARRIED)**

MINUTE BOOK**G. Comments from the Public and Staff Group Representatives**

There were no registered speakers for this item.

H. Reports**2. Renaming of Dan Knott School**

A short video presentation was shared acknowledging the new name for Dan Knott School as kisêwâtisiwin (pronounced ki se wât si win), meaning kindness, or the act of being kind.

3. Analysis of Overall Per Student Funding and Impact of the Weighted Moving Average (Response to Request for Information #010)

Information was provided regarding the request for information RFI #010.

4. Allocation of Surplus for Mental Health Support Update

An update was provided regarding the allocation of surplus funds for mental health supports and programs.

There was a short break in the meeting.

5. Report #08 of the Caucus Committee (From the meeting held May 3, 2022)

Information was provided regarding actions taken at the May 3, 2022, Caucus Committee meeting.

6. 2022-2023 Non-Resident Fees and 2024-2024 International Student Fees**MOVED BY Trustee O'Keefe:**

**"That the proposed 2022-2023 Non-Alberta Resident fees and Special Needs Non-Resident fees be approved (Attachment I)."
(UNANIMOUSLY CARRIED)**

MOVED BY Trustee O'Keefe:

**"That the proposed 2023-2024 International Student Tuition fee of \$13,000.00 and an International Student Application fee of \$250.00 be approved (Attachment I)."
(UNANIMOUSLY CARRIED)**

MINUTE BOOK

7. Transportation Fees for 2022-2023

MOVED BY Trustee Sumar:

“That the attached 2021-2022 Student Transportation Fee Schedule (Attachment I) be extended for the 2022-2023 school year.”

(UNANIMOUSLY CARRIED)

8. Board Policy HG.BP Student Behaviour and Conduct Annual Review

MOVED BY Trustee Sawyer:

“That the Policy Review Committee’s recommendation that Board Policy HG.BP Student Behaviour and Conduct remain as written, based on the 2022 annual review be approved.”

(UNANIMOUSLY CARRIED)

9. First, Second, Third and Final Reading of Board Policy CO.BP Fiscal Oversight and Accountability

MOVED BY Trustee Sawyer:

“That Board Policy CO.BP Fiscal Oversight and Accountability be read for the first, second, third and final time and be approved.”

(UNANIMOUSLY CARRIED)

There was a short break in the meeting.

10. Confirmation of Trustee Representations on Committees

This item was deferred to the June 7, 2022, Board meeting.

11. ASBA Issues and Resolutions Committee

MOVED BY Acting Board Chair Ip:

“That the following recommendations be approved as the voting direction for the Edmonton Public School Board at the ASBA 2022 SGM:

- 1. Support a two per cent increase to membership fees for the 2022-2023 Budget.**
- 2. Support the emergent position statement on a fuel contingency fund if it applies to contract carriers.**
- 3. Support the emergent position statement advocating that September 30th be declared a statutory holiday.”**

MOVED BY Acting Board Chair Ip:

“That a motion to divide be approved.”

(UNANIMOUSLY CARRIED)

MINUTE BOOK

The motion was divided and voted on in the following order:

MOVED BY Acting Board Chair Ip:

“That the following recommendation be approved as the voting direction for the Edmonton Public School Board at the ASBA 2022 SGM:

**1. Support a two per cent increase to membership fees for the 2022-2023 Budget.”
(UNANIMOUSLY CARRIED)**

MOVED BY Acting Board Chair Ip:

“That the following recommendation be approved as the voting direction for the Edmonton Public School Board at the ASBA 2022 SGM:

**2. Support the emergent position statement on a fuel contingency fund if it applies to contract carriers.”
(UNANIMOUSLY CARRIED)**

MOVED BY Acting Board Chair Ip:

“That the following recommendation be approved as the voting direction for the Edmonton Public School Board at the ASBA 2022 SGM:

**3. Support the emergent position statement advocating that September 30th be declared a statutory holiday.”
(UNANIMOUSLY CARRIED)**

12. Edmonton Public Schools Foundation’s Updated Fundraising Priorities

An update was provided on the Edmonton Public Schools Foundation’s fundraising priorities.

I. Other Committee, Board Representatives and Trustee Reports

Trustee Kusiek shared that on May 11 she held a meeting with School Council Chairs and Vice-Chairs from across Ward F. Twenty different Chairs and Vice-Chairs of Ward F School Councils, representing 15 different schools, RSVP’d. She advised that there were two strong messages from participants: advocacy and collaboration. The Chairs who attended wanted to be the strongest advocates possible for public education. They want to collaborate to do that and to continue to build stronger School Councils. She is looking forward to continuing to help provide ways for School Councils to get to know one another and share ideas. Trustee Kusiek thanked all School Council volunteers out there. Their work in partnership with the Division principals and schools is vital.

J. Trustees and Board Requests for Information - None

K. Notices of Motions - None

MINUTE BOOK

L. **Next Board Meeting: Friday, May 27, 2022, at 9 a.m.**

M. **Adjournment: 5:56 p.m.**

The Acting Board Chair adjourned the meeting.

Nathan Ip, Acting Board Chair

Karen Mills, Director of Board and
Superintendent Relations

MINUTE BOOK**Special Board Meeting #13**

Minutes of the meeting of the Board of Trustees of Edmonton School Division of Alberta held in Centre for Education McCauley Chambers on Friday, May 27, 2022, at 9 a.m.

Present:**Trustees**

Trisha Estabrooks
Dawn Hancock
Marcia Hole

Nathan Ip
Julie Kusiek
Marsha Nelson

Sherri O’Keefe
Jan Sawyer
Saadiq Sumar

Officials

Angela Anderson
Todd Burnstad
Grace Cooke
Ron MacNeil

Karen Mills
Leona Morrison
Kathy Muhlethaler
Kent Pharis

Nancy Petersen
Darrel Robertson
Carrie Rosa
Liz Yule

Board Chair: Trisha Estabrooks

Recording Secretary: Catherine Angeles

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

A. Roll Call: 9:00 a.m.

The Superintendent advised that all Trustees were present.

B. Approval of the Agenda

MOVED BY Vice-Chair Ip:

**“That the agenda for the May 27, 2022, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

MINUTE BOOK

C. Reports

1. Approval of the 2022-2023 Budget

There was a short break in the meeting before Trustees voted on Recommendation 1.

MOVED BY Trustee Hancock:

**“1. That the 2022-2023 operating budget of \$1,217,462,200 be approved.”
(UNANIMOUSLY CARRIED)**

**“2. That the Alberta Education budget report for the year ended August 31, 2022, be approved.”
(UNANIMOUSLY CARRIED)**

D. Adjournment: 11:18 a.m.

The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: June 7, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Student Senate 2021-2022 Work Plan Summary

ORIGINATOR: Karen Mills, Director, Board and Superintendent Relations

RESOURCE STAFF: Sean Jones, Nancy Petersen

REFERENCE: [November 30, 2021 Board Report: Student Senate 2021-2022 Work Plan](#)

ISSUE

The Student Senate is presenting to the Board of Trustees a summary of their work in support of their 2021-2022 Work Plan.

BACKGROUND

At the November 30, 2021, public Board meeting, Student Trustees brought forward a report to the Board introducing their Student Trustees and executive. At that meeting, the Student Trustees also shared with the Board that the Student Senate had selected anti-discrimination, mental wellness and transitions in education as their project themes for the year.

At the March 8 Board meeting, the Student Senate shared that they had formed seven smaller groups to work on their chosen topics from different perspectives. Each group completed a detailed project plan, which included a SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) outcome, environmental scan, project overview, action plan and evaluation plan.

All groups were interested in gathering feedback from students, so developed a single survey to collect student voice. The Student Senators used the feedback to direct the focus of their work.

CURRENT SITUATION

All groups made great progress on their projects. The following summaries submitted by the students highlight each team's work.

- **Anti-discrimination:** This team subdivided to developed two projects. The first delivers content around anti-racism to elementary students in three different ways. A video incorporates three guest speakers from across EPSB who discuss introductory concepts such as what racism, anti-racism, and privilege are in a child-friendly manner. This then leads into the activity portion in which students can visualize the concept of privilege rather than it solely being presented as an abstract concept - the activity is then debriefed in the video as well. The last part of this package are discussion questions that were created as an additional resource to supplement the video and the activity. The questions are meant to evoke positive and constructive conversation, and

ensure that all students can contribute, regardless of their background. The second project is a slide presentation on how students can respond when faced with discrimination. Beginning with important definitions for words related to anti-discrimination, the presentation moves on to discussing how students can report and respond to discrimination in the school environment, avoid and deal with discrimination, and help those who have faced discrimination. With assistance from an EPSB teacher, the presentation is tailored to helping students advocate for themselves and others. Included in this presentation is an activity for students to understand how intersectionality affects their everyday lives.

- **Mental wellness 1:** Given the restrictions imposed by the pandemic, the group created an online event. They asked school counselors from four Division high schools to create brief videos regarding mental wellness, which will be posted to the Senate website for student access. The counselors got to choose from a supplied list which topics they were interested in talking about. Since mental wellness is such a broad term, the student senators determined through the student survey which topics students were interested in learning about, such as managing stress, dealing with burnout, working through difficult emotions, practicing mindfulness and self care, and supporting others with their mental health. Additionally, under each topic, the team identified questions related to that topic for the counselors to answer.
- **Mental wellness 2:** This group developed a section of the Student Senate website to help students find the mental health resources they need. A page is dedicated to links separated into categories so that students can find exactly what they're looking for to read, listen to, or watch related to their individual mental health challenges. The page will have three sections, one dedicated to stress management, one dedicated to burn out, and one dedicated to depression. In each section, students can find quick links to articles, books, podcasts, videos and more. The website is meant to act as a resource hub to help students find what they need in these difficult times. Though small right now, the site is designed to grow as resources are added.
- **Mental wellness 3 –** This group created a series of blog posts to raise awareness and increase access to information to help Division students deal with stress and its repercussions. The group began by discussing the idea of how to improve the mental health of the students and concluded that students needed resources and information. Informed by the student survey, they developed posts on stress, how the current crisis has affected our lives, and empathy and mindfulness. The group's desire was to not only make posts but also share the voices of others. In order to do that, they interviewed students, keeping their privacy in mind at all times.
- **Transitions in education 1:** To better prepare junior high students for adventures in high school, this group recorded a panel of high school students who answer questions about success, failure, stress, and time management. The high school students provide advice about how to manage a schedule, how to prioritize, and how to make the most of the high school experience.
- **Transitions in education 2:** The goal of this group was to create a page for the Student Senate website that provides junior high students with access to insights and advice from current high school students to ease their transition from junior high to high school. The web resource includes a Frequently Asked Questions section, in which common questions from junior high students are answered by high school students. One goal of the webpage was to design it to have an appealing aesthetic and easily navigated layout for junior high students so that it would catch their interest. The high school students' responses were collected through a submission

process where any high school student at EPSB was offered the chance to answer one of the Frequently Asked Questions in a short video format. These videos were then compiled and added to the project's webpage so that any junior high students could easily find current EPSB high schoolers' answers to their questions regarding the transition to high school.

- Transitions in education 3: This group helped demystify life after high school by inviting current high school students to pose their questions via Instagram and creating a panel of EPSB alumni to respond. They have collected the conversations in a summary document to serve as a more long-standing resource.

All project work can be accessed through the Student Senate [website](#).

The Student Senate wants to thank staff in the Division's Diversity, Comprehensive School Health and Specialized Learning Supports units for reviewing project materials. Your guidance was so helpful!

Other opportunities: In addition to working on their projects, Student Senators had the opportunity to learn through the following activities:

- Electing three Student Trustees: Ryan Fang, Angelina Raina, and Jasmine Virk
- Electing four Student Senate Executives: Chair Helen Pan, Vice Chair Anish Rana, and Secretaries Syeda Abidi and Ryaan Mian
- Sharing happenings at their schools or information about other projects they were involved in that may be of interest to their fellow Student Senators
- Gaining a better understanding of Division governance through a presentation by staff
- Learning about the *Freedom of Information and Protection of Privacy Act* and its relation to their project work
- Providing feedback on the draft 2022-2026 Strategic Plan being developed by the Board
- Participating in an Equity, Diversity and Inclusion workshop

In March, the Student Senate said a fond farewell to advisor Ms. Marko, who left the Division for an opportunity with Alberta Education.

KEY POINTS

- For their 2021-2022 work plan, the Student Senate selected anti-discrimination, mental wellness and transitions in education as their project themes for the year.
- The Student Senate held nine formal meetings and students also committed time outside of regular meetings to further work on their projects.
- To carry out their work, Student Senators formed seven smaller groups.
- Each group delivered projects designed to benefit students. All materials will be available to Division staff and students through the [Student Senate website](#).
- In addition to their project work, Student Senators participated in a variety of other learning and feedback activities.

SJ:KM:NP:km

DATE: June 7, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Locally Developed Courses

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent

RESOURCE STAFF: Marnie Beaudoin, Laurie Houston, Bob Morter, Ann Parker

REFERENCE: [Guide to Education: ECS to Grade 12, 2021–2022](#)
[GA.BP - Student Programs of Study](#)
[GAA.BP - Delivery of Student Programs of Study](#)
[GK.BP - Student Assessment, Achievement and Growth](#)
[GKB.AR - Standards for Evaluation](#)

ISSUE

Alberta Education requires that school authorities approve locally developed courses (LDCs) by a motion of the Board of Trustees prior to implementation in schools.

BACKGROUND

The *Guide to Education: ECS to Grade 12, 2021-2022* (p. 62) states that:

“School authorities have the flexibility to develop or acquire locally developed courses to address particular student and/or community needs. These learning opportunities complement, extend and/or expand upon provincial programs of study. Locally developed courses may be used to:

- accommodate student needs and interests
- encourage and support innovative learning and teaching practices
- address unique community priorities
- encourage students who may be at risk of leaving school early
- promote successful transitions to further education by exposing students to advanced subject matter and learning environments”.

LDCs also support alternative programs in Edmonton Public Schools and the Division Strategic Plan, with a particular focus on Priorities 1 and 2.

Junior and senior high school LDCs are usually approved on a four-year cycle by the developing school authority. Senior high school LDCs must also be authorized by Alberta Education. The maximum duration for Alberta Education authorization is currently four years. However, there may be circumstances that result in Alberta Education granting an authorization of one, two or three years. This approval and/or authorization process is governed by provincial and Division policies.

All LDCs developed by Edmonton Public Schools are written to ensure they meet student, school, community and program needs, as well as provincial and Division requirements. This includes ensuring that these courses:

- contain a sequence introduction, a statement outlining what student needs are addressed and specific learning outcomes aligned with provincial requirements and standards
- contain updated, current content

Supplementary information related to all LDCs, such as assessment information, is available on the Division intranet. Student progress for all LDCs is to be assessed in accordance with GK.BP - Student Assessment, Achievement and Growth and GKB.AR - Standards for Evaluation.

RELATED FACTS

- The Division-developed LDCs in this report were reviewed and revised collaboratively with Division teachers, school administrators and central staff.
- Other school authorities in Alberta request to acquire LDCs from Edmonton Public Schools.
- Edmonton Public Schools acquires LDCs from other school authorities in the province.

RECOMMENDATION

That the following LDCs be approved for use in Edmonton Public Schools from September 1, 2022, to August 31, 2026:

- **Arabic Language and Culture Twelve-year (12Y)**
- **Art and Design: Ceramics 7-8-9**
- **Art and Design: Drawing 7-8-9**
- **Art and Design: Painting 7-8-9**
- **Art and Design: Photography 7-8-9**
- **Exploration of Film 7-8-9**
- **Indigenous Studies 7-8-9**
- **Learning Strategies 15-25-35 (3 and 5 credits)**

OPTIONS

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

1. Approve the LDCs as presented.
2. Do not approve the LDCs.

CONSIDERATIONS and ANALYSIS

- LDCs provide unique opportunities to accommodate student needs and interests, encourage innovation in learning and teaching practices, address community priorities, engage students who are at risk of leaving school early and/or promote successful transitions to further education.
- Many LDCs support alternative programming in Edmonton Public Schools.
- LDCs support the Division Strategic Plan, with a particular focus on Priorities 1 and 2.

NEXT STEPS

Upon approval of this recommendation, the Administration will make these LDCs available for the 2022–2023 school year.

ATTACHMENTS and APPENDICES

- ATTACHMENT I Summaries of Locally Developed Courses Submitted for Approval on June 7, 2022
ATTACHMENT II Enrolment Data for Locally Developed Courses Expiring in 2022

LH:cc

Summaries of Locally Developed Courses Submitted for Approval on June 7, 2022

Arabic Language and Culture Twelve-year (12Y)

Arabic Language and Culture Twelve-year (12Y) is a course sequence developed by the Northern Lights School Division that includes 5-credit courses at the high school level. It is currently being delivered at one Division school and had an enrolment of 157 students, as of March 21, 2022.

Arabic Language and Culture Twelve-year (12Y) is intended for students who begin their study of Arabic language and Arabic-speaking cultures in Kindergarten or Grade 1 and continue their study into high school. This course sequence provides the opportunity for students to learn to use Arabic in a variety of situations and for a variety of purposes. Students in Arabic Language and Culture Twelve-year (12Y) will develop an understanding of historical and contemporary elements of Arabic-speaking cultures, which may enhance their ability to be effective global citizens.

Art and Design: Ceramics 7-8-9

Art and Design: Ceramics 7-8-9 is a course sequence developed by Edmonton Public Schools. It is currently being delivered at three Division schools and had an enrolment of 198 students, as of March 21, 2022.

Art and Design: Ceramics 7-8-9 provides students with the opportunity to enhance their visual arts literacy as they develop their understanding of the elements of art and the principles of design for ceramics. In this course sequence, students explore a variety of media, techniques and processes used in the creation of ceramics. Students in Art and Design: Ceramics 7-8-9 will conceptualize and create ceramics for a range of purposes, including a collaborative exhibition.

Art and Design: Drawing 7-8-9

Art and Design: Drawing 7-8-9 is a course sequence developed by Edmonton Public Schools. It is currently being delivered at eight Division schools and had an enrolment of 987 students, as of March 21, 2022.

Art and Design: Drawing 7-8-9 provides students with the opportunity to enhance their visual arts literacy as they develop their understanding of the elements of art and the principles of design for drawing. In this course sequence, students explore a variety of media, techniques and processes used in the creation of drawings. Students in Art and Design: Drawing 7-8-9 will conceptualize and create drawings for a range of purposes, including a collaborative exhibition.

Art and Design: Painting 7-8-9

Art and Design: Painting 7-8-9 is a course sequence developed by Edmonton Public Schools. It is currently being delivered at two Division schools and had an enrolment of 419 students, as of March 21, 2022.

Art and Design: Painting 7-8-9 provides students with the opportunity to enhance their visual arts literacy as they develop their understanding of the elements of art and the principles of design for painting. In this course sequence, students explore a variety of media, techniques and processes used in the creation of paintings. Students in Art and Design: Painting 7-8-9 will conceptualize and create paintings for a range of purposes, including a collaborative exhibition.

Art and Design: Photography 7-8-9

Art and Design: Photography 7-8-9 is a course sequence developed by Edmonton Public Schools. It is currently being delivered at seven Division schools and also as an online option. This course sequence had an enrolment of 1,032 students, as of March 21, 2022.

Art and Design: Photography 7-8-9 provides students with the opportunity to enhance their visual arts literacy as they develop their understanding of the elements of art and the principles of design for photography. In this course sequence, students explore a variety of media, techniques and processes used in the creation of photography. Students in Art and Design: Photography 7-8-9 will conceptualize and create photographs for a range of purposes, including a collaborative exhibition.

Exploration of Film 7-8-9

Exploration of Film 7-8-9 is a course sequence developed by Edmonton Public Schools. It is currently being delivered at 27 Division schools and also as an online option. This course sequence had an enrolment of 4,776 students, as of March 21, 2022.

Exploration of Film 7-8-9 provides an opportunity for students to explore film, both as an art form and a means of communication, with an emphasis on the various techniques and approaches used by filmmakers to convey meaning. In this course sequence, students broaden their understanding by viewing and analyzing films from a variety of time periods and cultures. In this course sequence, students use their foundational knowledge of cinematic techniques to create a multimedia product.

Indigenous Studies 7-8-9

Indigenous Studies 7-8-9 is a course sequence developed by Edmonton Public Schools. It is replacing Aboriginal Studies 7-8-9, which is currently being delivered at three Division schools and had an enrolment of 367 students, as of March 21, 2022.

Indigenous Studies 7-8-9 provides a positive, meaningful opportunity for students to enhance their foundational knowledge and understanding of the rich and vibrant diversity of First Nations, Métis, and Inuit in Canada. Through an exploration of First Nations, Métis, and Inuit languages, traditions, cultures and histories, students will broaden their understanding of topics that are important in Canada and the world, such as cultural identity, environmental stewardship and the importance of considering diverse ideas and perspectives.

Learning Strategies 15-25-35

Learning Strategies 15-25-35 is a 3- and 5-credit course sequence developed by the Calgary Roman Catholic Separate School Division. It is currently being delivered at 27 Division schools and had an enrolment of 1,692 students, as of March 21, 2022.

Learning Strategies 15-25-35 provides students with an opportunity to explore a range of strategies that have direct applications to learning scenarios in the classroom and beyond. In this course sequence, students develop literacies, skills and values that can be applied to learning in all high school subject areas and in other learning contexts.

Enrolment Data for Locally Developed Courses Expiring in 2022

Locally Developed Course/ Course Sequence Name	Enrolments 2018–2022 as of March 21, 2022				Schools offering in 2021–2022 as of March 21, 2022
	18-19	19-20	20-21	21-22	
Aboriginal Studies 7-8-9 (Renamed: Indigenous Studies 7-8-9)	126	5	187	367	amiskwaciy Academy Bessie Nichols Edith Rogers
Arabic Language and Culture Twelve-year (12Y)	136	147	107	157	Grace Martin
Art and Design: Ceramics 7-8-9	37	110	89	198	Alex Janvier Bessie Nichols Dickinsfield
Art and Design: Drawing 7-8-9	418	392	408	987	Academy at King Edward Edith Rogers Meadowlark Christian Steele Heights Svend Hansen T.D. Baker Thelma Chalifoux Vimy Ridge Academy
Art and Design: Painting 7-8-9	127	103	98	419	Edith Rogers Kim Hung
Art and Design: Photography 7-8-9	431	373	304	1,032	A. Blair McPherson David Thomas King Esther Starkman Kensington McKernan Online Reg K-9 Ottewell Stratford
Exploration of Film 7-8-9	662	602	8,771	4,776	A. Blair McPherson Academy at King Edward Allendale D.S. MacKenzie David Thomas King Dickinsfield Donald R. Getty Edith Rogers Edmonton Christian West

Locally Developed Course/ Course Sequence Name	Enrolments 2018–2022 as of March 21, 2022				Schools offering in 2021–2022 as of March 21, 2022
	18-19	19-20	20-21	21-22	
Exploration of Film 7-8-9 (continued)	662	602	8,771	4,776	Esther Starkman Highlands Hillcrest Hilwie Hamdon Ivor Dent Kate Chegwin Kenilworth Londonderry Major General Griesbach McKernan Meadowlark Christian Millwoods Christian Online Reg K-9 Riverbend Rosslyn Spruce Avenue Steele Heights T.D. Baker Vimy Ridge Academy
Learning Strategies 15-25-35	1,949	1,968	1,493	1,692	Academy at King Edward amiskwaciy Academy Argyll Centre Aspen Program Centre High Dr. Anne Anderson Eastglen Edmonton Christian High Harry Ainlay Hospital Campuses Institutional Service Schools J. Percy Page Jasper Place Learning Store at Blue Quill Learning Store at Londonderry Learning Store on Whyte Learning Store West Edmonton Lillian Osborne M.E. LaZerte McNally Queen Elizabeth Ross Sheppard

Locally Developed Course/ Course Sequence Name	Enrolments 2018–2022 as of March 21, 2022				Schools offering in 2021–2022 as of March 21, 2022
	18-19	19-20	20-21	21-22	
Learning Strategies 15-25-35 (continued)	1,949	1,968	1,493	1,692	Strathcona Transitions at the Y Victoria Vimy Ridge Academy W.P. Wagner

DATE: June 7, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: 2023 – 2024 School Year Calendar

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent

RESOURCE STAFF: Vicki de Haan, Bob Morter, Nancy Petersen

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

ISSUE

Section 60 of the *Education Act* states that:

“A board shall determine and make publicly available for each school year the days, dates and number of days of school operation.”

Additionally, *Board Policy GCA.BP – Approval of the School Year Calendar*, requires that the Board of Trustees approve calendars for two years following the current school year.

BACKGROUND

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

Provincial and federal legislation lists a variety of holidays that need to be incorporated into the calendar, and are also required to be provided to some staff groups through collective agreements. These required holidays include: New Year’s Day, Alberta Family Day, Good Friday, Easter Monday, Victoria Day, Canada Day, August Civic Holiday, Labour Day, the National Day for Truth and Reconciliation, Thanksgiving Day, Remembrance Day, Christmas Day and Boxing Day.

Furthermore, provincial legislation identifies teachers’ convention and assigns the responsibility for these days to the Alberta Teachers’ Association. Alberta Education articulates the number of hours of instruction that students receive in a year and sets the diploma exam testing schedule. For the 2023-2024 school year, the diploma exam writings are; October 26 to November 8, January 9 to 30, April 4 to 16, June 11 to 26 and August 1 to 9. The Advanced Placement and International Baccalaureate testing schedules are set by their respective organizations.

Division Administrative Regulation *GCA.AR – The School Year Calendar* requires a two-week winter recess inclusive of December 24 and January 2. Under the direction of the administrative regulation, the spring recess is to be five consecutive days beginning on the last Monday of March. Additionally, the calendar is designed to balance the two semesters in response to curriculum delivery and to align with the terms and conditions of the “Letter of Understanding #9 Pilot Project on Revised School Calendar” within the Alberta Teachers’ Association September 1, 2018 to August 31, 2020 collective agreement.

Between January 31 and February 10, 2020, an open-access opinion poll of families and staff was administered to gain feedback from stakeholders around the development of the calendar. This poll supported a number of changes to the school year calendar. These changes included additional professional learning days and, where needed, additional board-declared non-instructional days. The other significant feedback identified within the poll was that families preferred the clustering of non-instructional days versus the distribution of those days more broadly throughout the year. Feedback from the poll helped inform the development of the 2020-2021 and 2021-2022 school year calendars.

As part of the approval of the pilot calendar in the spring of 2020, administration outlined a two-year evaluation plan of the calendar pilot. The evaluation was intended to engage families, staff, students and key community stakeholders around the concepts of wellness, access to professional development, opportunities for staff collaboration and the role of community partners on non-instructional days for students.

Spring of 2020 also saw the arrival of COVID-19 and its impact on school operations. For the past two school years students, families and staff have navigated sudden pivots to online learning, health mandated isolation requirements, staying home due to illness and significant health guidelines around how people interact. Within this disruptive and unpredictable context of the pandemic, it was not feasible to move ahead with the original evaluation plan for the calendar as it did not reasonably reflect the context of people’s daily lives during COVID-19.

Additionally, the Division has been approached by members of the community advocating for the inclusion of a number of specific holy days or days of significance in the Division’s calendar. The Board of Trustees is committed to exploring the incorporation of these days where feasible, with the goal of creating a more inclusive school year calendar. The dates under consideration are:

- Monday, September 25, 2023 – Yom Kippur
- Sunday, November 12, 2023 – Diwali/Bandi Choor Divas
- Sunday, February 10, 2024 – Lunar New Year
- Wednesday, April 10, 2024 – Eid al-Fitr
- Monday, June 17, 2024 – Eid al-Adha
- Friday, June 21, 2024 – National Indigenous Day/Summer Solstice

To support and inform the development of the school year calendar going forward, the Division surveyed stakeholders as part of this year’s annual Division Feedback Survey (DFS). The questions related to the school year calendar addressed some aspects from the 2020 pilot and asked various stakeholders questions to help inform changes to the calendar that would support the inclusion of additional days of significance in a more inclusive calendar. This consultation occurred recently in the spring of 2022 and has been considered in the design of the draft 2023-2024 school year calendar that is attached.

Feedback from the DFS indicated strong support for a calendar that would allow students and families to participate in religious and cultural days that are special to them. However, it should be noted that a majority of respondents did not support a calendar with days off in the middle of the week. This suggests that caution should be employed when setting midweek non-instructional days. The concept of clustering versus distributing breaks was also confirmed in the 2022 Division Feedback Survey with over 75 percent of respondents who had a preference indicating support for school breaks that happen less often but with more days grouped together. For a summary of DFS stakeholder feedback related to the calendar see Appendix I of this report.

The Policy Review Committee is reviewing and revising policies on the school year calendar and scheduling. This policy review may also impact how days of significance are recognized.

RELATED FACTS

Key points of the draft 2023-2024 School Year Calendar includes:

- The calendar is built around 178 instructional days;
- The start date for students is Tuesday, September 5, 2023; this aligns with a preference for school to start in the first week of September that was indicated in the 2022 Division Feedback Survey;
- The end date for students is Wednesday, June 26, 2024, aligning with the draft Alberta Education Diploma Exam schedule;
- Instructional days are balanced for first and second semesters;
- A breakdown of instructional days as follows:
 - Semester 1 - 16 Mondays, 19 Tuesdays, 19 Wednesdays, 18 Thursdays, 17 Fridays,
 - Semester 2 - 16 Mondays, 18 Tuesdays, 19 Wednesdays, 19 Thursdays, 17 Fridays.
- A November break for families of four days: one day in lieu for reporting, two Board declared non-instructional days and one professional development day.
- A May break of three days consists of: Victoria Day, one day in lieu for reporting and one Board declared non-instructional day.
- Eight Professional Development days distributed throughout the school year to support Division, school and individual teacher learning. The work of these days both benefit student learning, school-wide initiatives and address the goals of annual teacher Professional Growth Plans.
- The proposed calendar generally reflects clustering of days—the preferred approach indicated by family and staff in the open-access opinion poll administered from January 31 to February 10, 2020, and supported in the 2022 Division Feedback Survey.

RECOMMENDATION

That the 2023-2024 School Year Calendar as shown in Attachment I be approved.

OPTIONS

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

1. Approve the attached 2023-2024 School Year Calendar - Attachment I
2. Approve the attached 2023-2024 School Year Calendar with modifications.
3. Approve the attached 2023-2024 School Year Calendar - Attachment I, and delegate to administration the authority to amend the calendar should Alberta Education adjust the 2023-2024 Diploma Exam Schedule by removing April 10, 2024 and/or June 17, 2024 as a diploma exam date.

4. Approve the attached 2023-2024 School Year Calendar with modifications and delegate to administration the authority to amend the calendar should Alberta Education adjust the 2023-2024 Diploma Exam Schedule by removing April 10, 2024 and/or June 17, 2024 as a diploma exam date.

CONSIDERATIONS AND ANALYSIS

The attached calendar was developed in alignment with the various requirements outlined within the background section of this report. Currently, the calendar is designed around an annual figure for teachers' instructional duties of approximately 890 hours. In addition, the 2018-2020 collective agreement with the ATA specifies that teachers may not be assigned more than 1,800 minutes per week.

The proposed calendar maintains the 178 instructional days present in prior school year calendars. Building the calendar around the same number of days results in a greater consistency of school hours of operation from year-to-year, allowing schools for the most part to retain existing timetables for students and staff. This, in turn, assists parents with creating consistency of drop off and pick up times and contributes to efficient routing and scheduling of buses.

In the last few years, a request was made to the Board of Trustees, and in subsequent meetings with the administration, for the Division to organize seven specific days as non-instructional days in such a way as to avoid school on specified holidays or days of significance from a number of faiths and cultures. For the 2023-2024 school year, two of those dates fall on the weekend (Lunar New Year and Diwali), two have been proposed as non-instructional days (Yom Kippur and Summer Solstice), and three are instructional days (Winter Solstice, Eid al-Fitr and Eid al-Adha). Of these three, two have diploma exams scheduled on them and the last is the Winter Solstice, two days before the winter recess. Eid al-Fitr falls on April 10 during the April examinations and Eid al-Adha falls on June 17 during the June exams. Administration has written to Alberta Education requesting that the diploma exams scheduled for April 10 and June 17, 2024 be rescheduled. Should this change be made by Alberta Education, administration would reopen the 2023-2024 calendar to make this adjustment to reflect April 10 and June 17, 2024 as non-instructional days for students; this would require an adjustment elsewhere in the calendar, as the Division cannot simply add in one more non-instructional day. This revised calendar would be brought back to the Board of Trustees for either approval or information, depending on the option selected by the Board.

It is important to note that the *Education Act* provides that a student is excused from attending school on a day that is recognized by the student's religion as a religious holiday. To further support this crucial legislative provision, to respond to these requests, and to assist schools in creating more welcoming and inclusive schools for students and their families, the Division has created a Multi-Faith Calendar. Based on each specific school's population, school staff will use the calendar as a reference when planning school events, student exams and project deadlines. Schools are to avoid the scheduling of certain events/activities; such as parent-teacher interviews or school performances on these days or the day following. Division staff are able to request paid leave to observe the High Holy Days of their religion.

In addition, professional learning around the use of the Multi-Faith calendar is planned to further support schools. A Multi-Faith Calendar has been developed for the 2021-2022 school year and has been shared with all schools. The 2022-2023 Multi-Faith Calendar is in development and will be produced annually thereafter. This approach, along with the existing provision of the *Education Act* for parents to

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

As alluded to earlier, the Division included a number of questions related to the calendar in the 2022 Division Feedback Survey. A number of these questions related to the Fall, Winter, Spring and May breaks. For the majority of these questions, there was a significant number of responses that indicated “no preference”. Two findings seem to be of particular note. First, among individuals who indicated a preference, there was clear support for starting the Winter Recess on a Monday, the current practice. Regarding Spring Recess there was not a strong preference for the break beginning on the last Monday in March, as currently required in Administrative Regulation. A further question found greater support for Spring Recess being set around the Easter weekend. While the concept of a Spring Break that floats may have other challenges, for the calendar under consideration, it is not critical as the proposed Spring Recess, with the typical start date, already incorporates the Easter weekend.

NEXT STEPS

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

ATTACHMENTS and APPENDICES

ATTACHMENT I Draft 2023-2024 School Year Calendar

APPENDIX I 2022 Division Feedback Survey Results, as related to calendar

BM/al

2023–24 Division Calendar – DRAFT May 30, 2022

epsb.ca

AUGUST • 2023

S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER • 2023

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17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER • 2023

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22	23	24	25	26	27	28
29	30	31				

NOVEMBER • 2023

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19	20	21	22	23	24	25
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DECEMBER • 2023

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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY • 2024

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY • 2024

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18	19	20	21	22	23	24
25	26	27	28	29		

MARCH • 2024

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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL • 2024

S	M	T	W	T	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY • 2024

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE • 2024

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						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

APPROVED HOLIDAYS

Labour Day	September 4
The National Day for Truth and Reconciliation	September 30
Thanksgiving	October 9
Remembrance Day	November 11
Christmas Day	December 25
Boxing Day	December 26
Winter Break	Dec. 25–Jan. 5
New Year's Day	January 1
Family Day	February 19
Teachers' Convention	February 29–March 1
Spring Break	March 25–29
Good Friday	March 29
Easter Monday	April 1
Victoria Day	May 20

First Operational Day (No Students)	September 1
First Day of Classes	September 5
Last Day of Classes	June 26
Last Operational Day	June 27

LEGEND

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

DATES OF SIGNIFICANCE

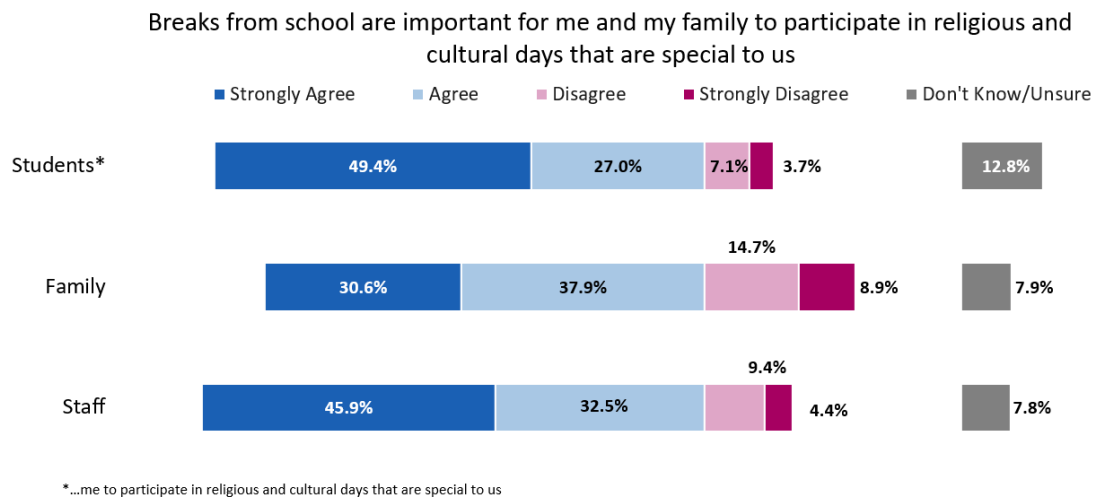
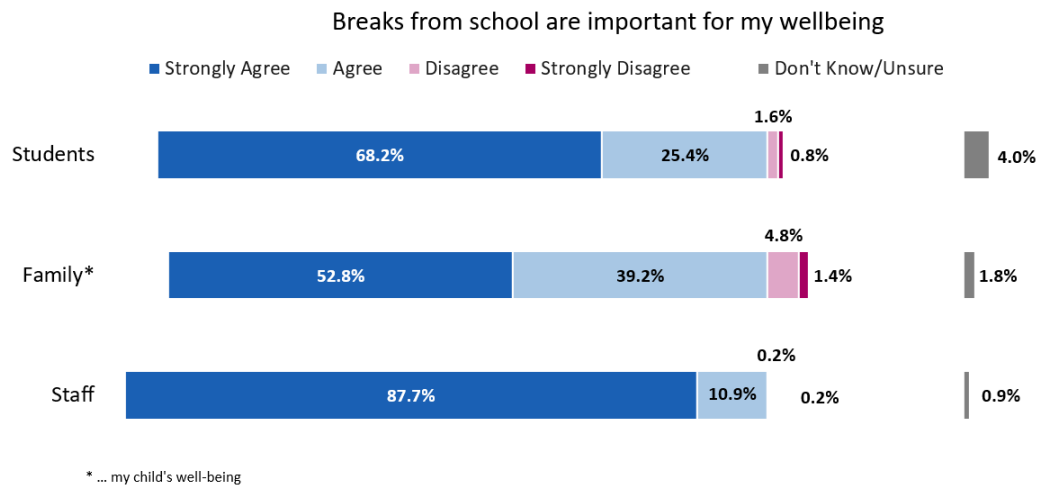
Yom Kippur	September 25
Diwali and Bandi Chhor Divas	November 12
Lunar New Year	February 10
Eid al-Fitr	April 10
Eid al-Adha	June 17
Summer Solstice and National Aboriginal Day	June 21

2021-2022 DIVISION FEEDBACK SURVEY - CALENDAR QUESTIONS ANALYSIS

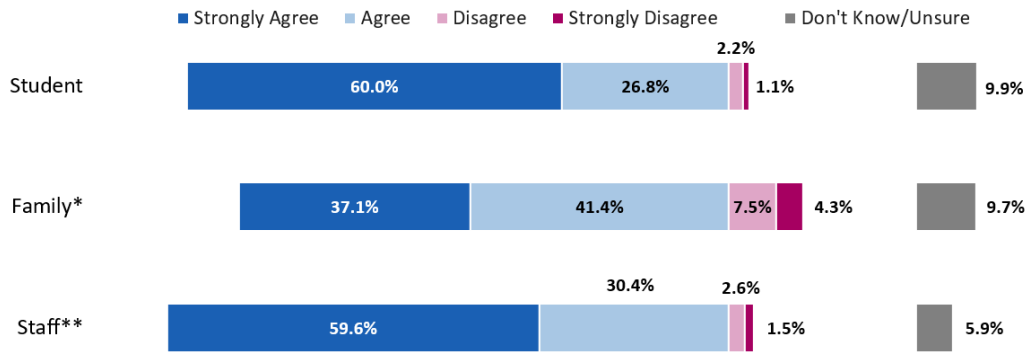
A series of closed-ended questions related to the EPSB school calendar were asked in the 2021-2022 Division Feedback Survey, open for stakeholders to complete from April 4 to May 6, 2022. Student, staff and family responses for each of these questions related to the EPSB school calendar are visualized below. Tables that detail the number of respondents for each question option are also included.

FIGURES

Cultural and Religious Days



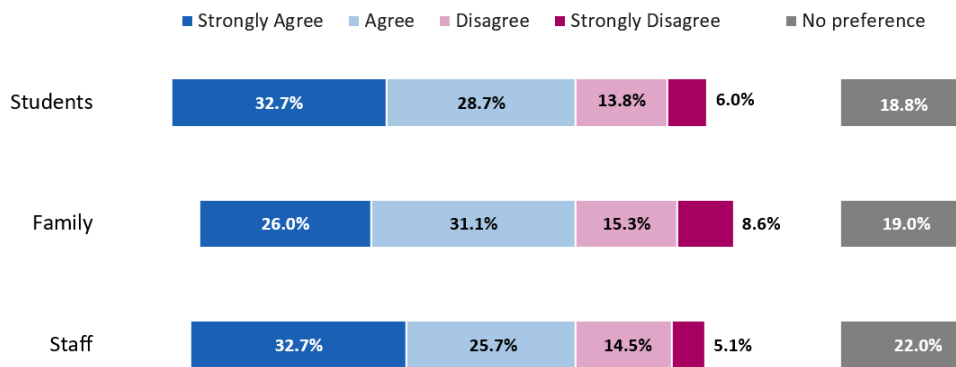
Breaks from school are important for my classmates to participate in religious and cultural days that are special to them



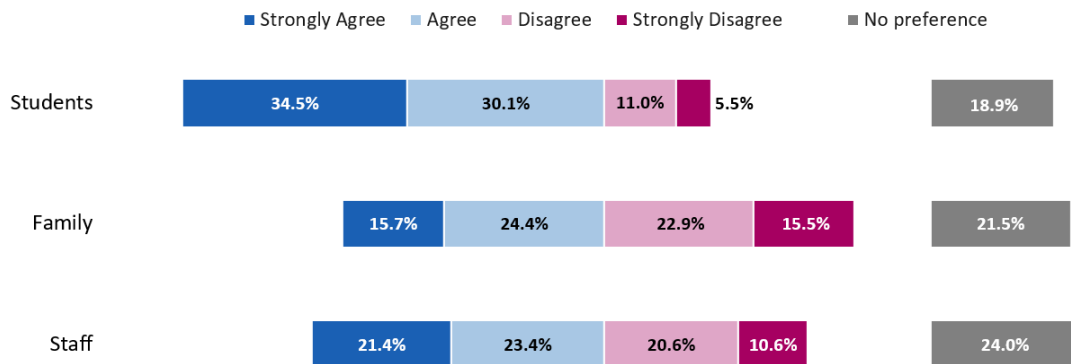
* ...people from my school community to participate in religious and cultural days that are special to them

**...people from my school or work community to participate in religious and cultural days that are special to them

To include more cultural and religious holidays, I support school breaks that happen less often but with more days grouped together



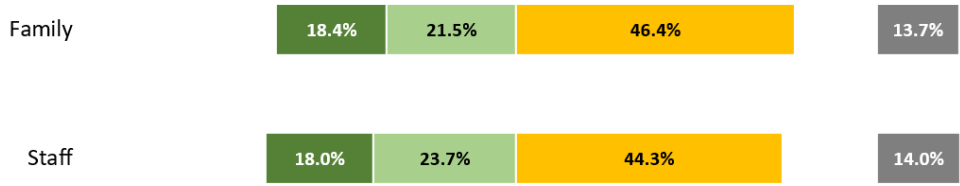
To include more cultural and religious holidays, I support school breaks that happen more often but with fewer days grouped together



School Start Date

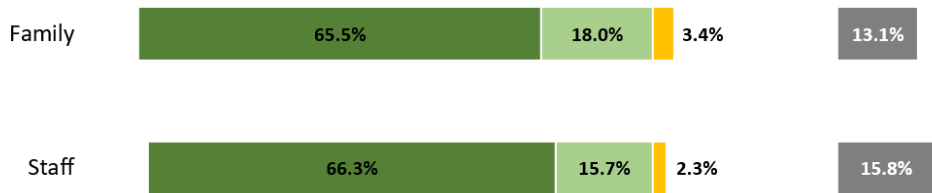
How supportive would you be if school started the last week of August?

■ Very supportive ■ Somewhat supportive ■ Not Supportive at All ■ No preference



How supportive would you be if school started the first week of September?

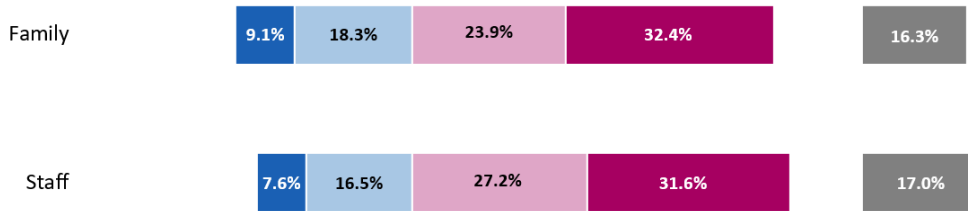
■ Very supportive ■ Somewhat supportive ■ Not Supportive at All ■ No preference



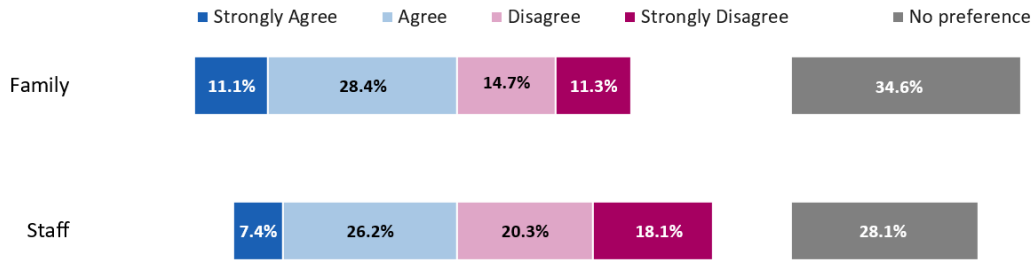
Potential School Calendar Adjustments

Keeping in mind that the total number of days off in the school year will stay the same, I am supportive of a school calendar with days off in the middle of the week

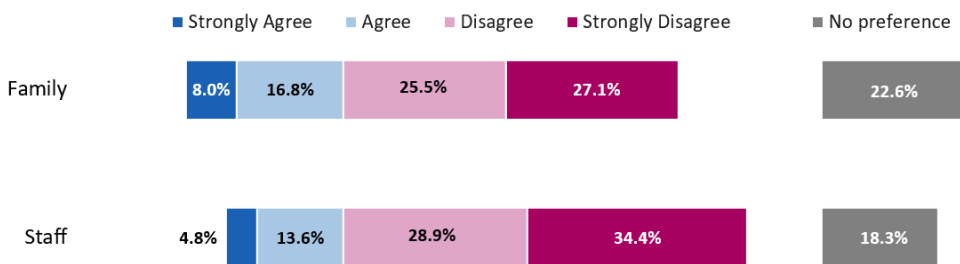
■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ No preference



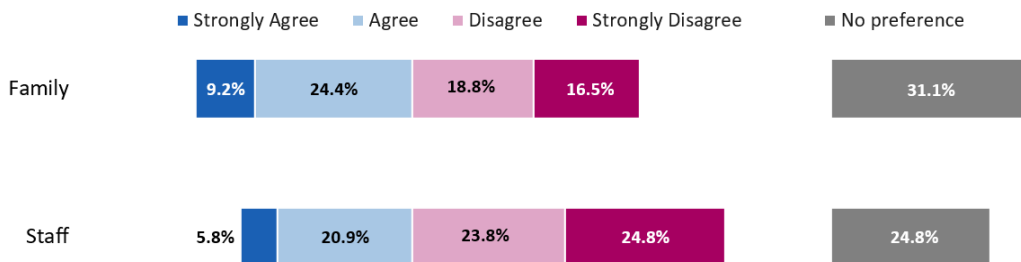
Keeping in mind that the total number of days off in the school year will stay the same, I am supportive of changing November fall break



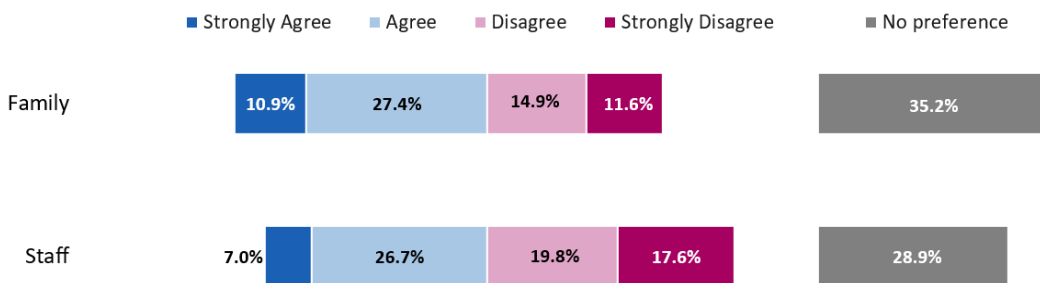
Keeping in mind that the total number of days off in the school year will stay the same, I am supportive of changing winter break



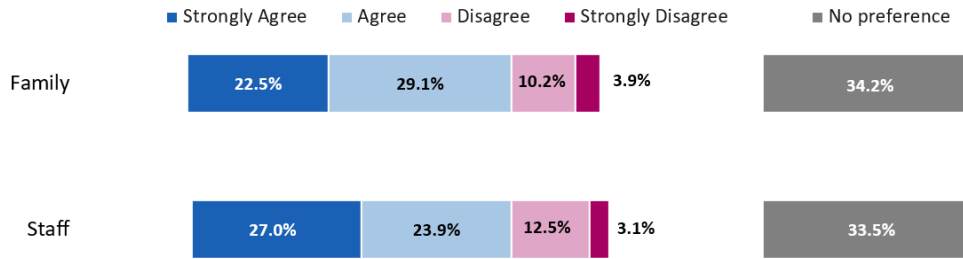
Keeping in mind that the total number of days off in the school year will stay the same, I am supportive of changing spring break



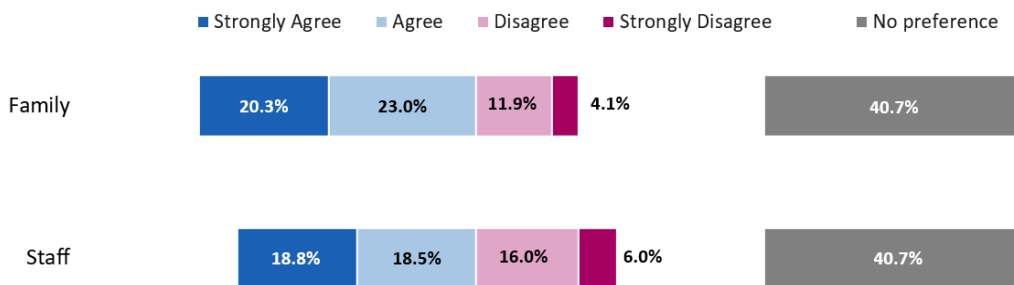
Keeping in mind that the total number of days off in the school year will stay the same, I am supportive of changing May break



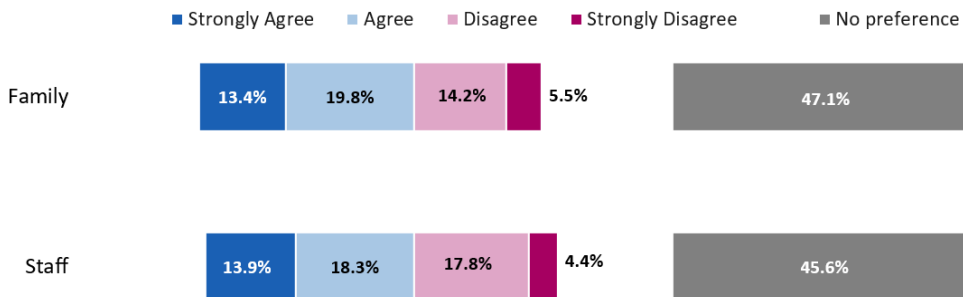
It is important that fall break includes Remembrance Day



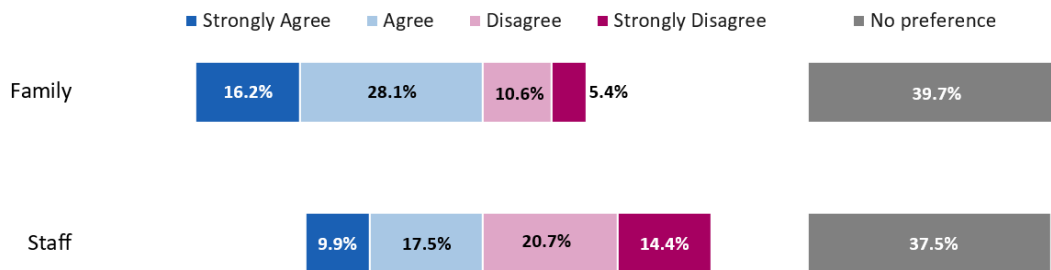
It is important that winter break starts on a Monday



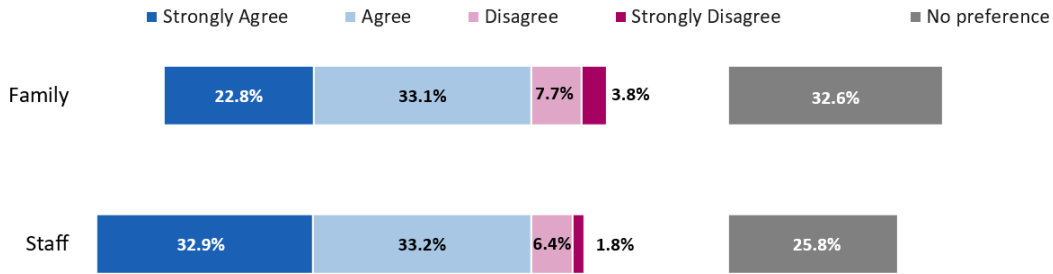
It is important that spring break is always the last week of March



It is important that spring break is set around the spring Monday and Friday holidays

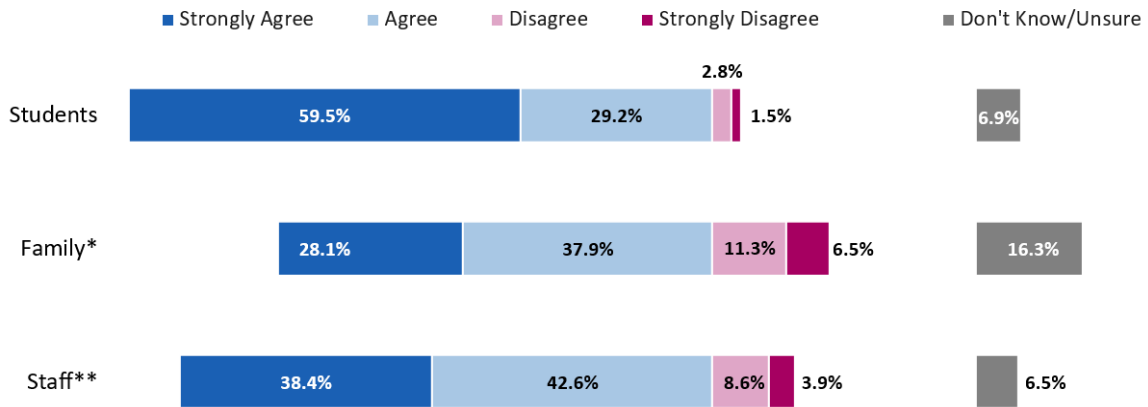


It is important that there is a May break that includes May long weekend



Revised 2020-2021 School Year Calendar

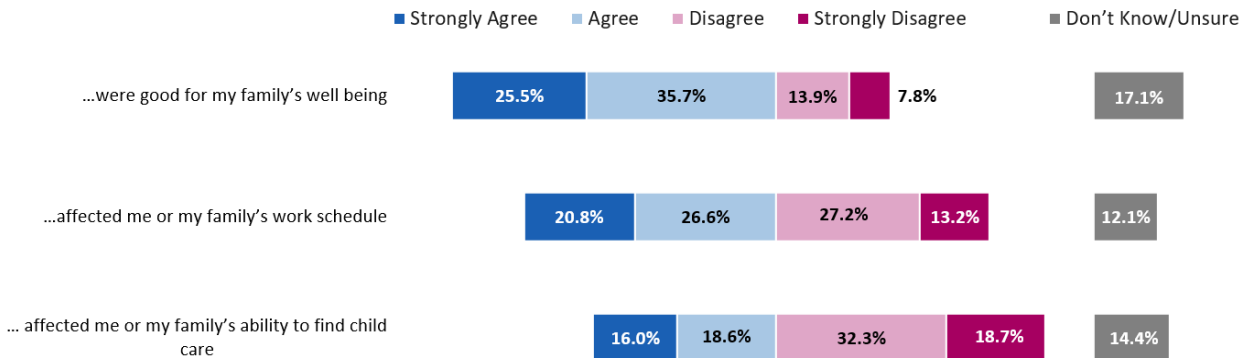
These five extra days off were good for my well being



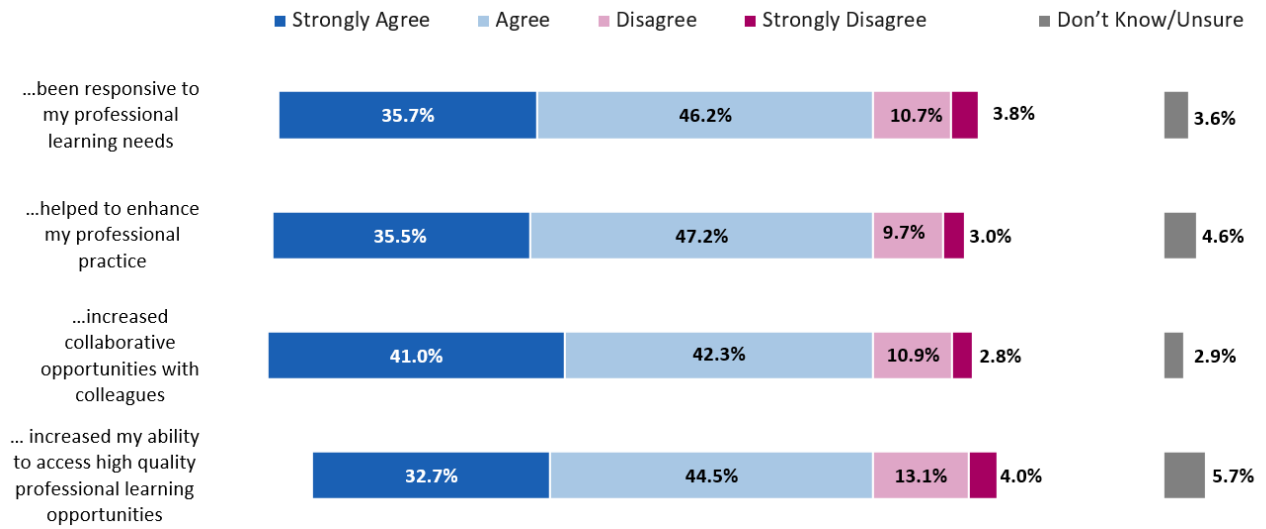
* My child's wellbeing

**The additional PD days have positively impacted my well being.

Family: These five additional days...



Staff: These five additional PD Days...



TABLES

Cultural and Religious Days

Breaks from school are important for my well being

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Unsure	Total
Students	27,602	10,283	642	316	1,610	40,453
Family*	1,966	1,458	180	53	67	3,724
Staff	5,214	647	14	11	56	5,942

*...my child's well-being

Breaks from school are important for me and my family to participate in religious and cultural days that are special to us

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Unsure	Total
Students*	19,980	10,924	2,866	1,508	5,175	40,453
Family	1,141	1,411	548	330	294	3,724
Staff	2,726	1,932	560	260	464	5,942

*...me to participate in religious and cultural days that are special to us

Breaks from school are important for my classmates to participate in religious and cultural days that are special to them

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Unsure	Total
Students	24,289	10,837	896	443	3,988	40,453
Family*	1,380	1,543	281	160	360	3,724
Staff**	3,542	1,806	153	89	352	5,942

* ...people from my school community to participate in religious and cultural days that are special to them

**...people from my school or work community to participate in religious and cultural days that are special to them

To include more cultural and religious holidays, I support school breaks that happen less often but with more days grouped together

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Unsure	Total
Students	12,891	11,332	5,459	2,352	7,419	39,453
Family	968	1,158	570	321	707	3,724
Staff	1,875	1,471	831	291	1,259	5,727

To include more cultural and religious holidays, I support school breaks that happen more often but with fewer days grouped together

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Unsure	Total
Students	13,507	11,792	4,316	2,141	7,405	39,161
Family	584	910	852	577	801	3,724
Staff	1,210	1,322	1,166	599	1,360	5,657

School Start Date

How supportive would you be if school started the last week of August?

	Very supportive	Somewhat supportive	Not Supportive at All	No preference	Total
Family	685	801	1,727	511	3,724
Staff	1,071	1,408	2,632	831	5,942

How supportive would you be if school started the first week of September?

	Very supportive	Somewhat supportive	Not Supportive at All	No preference	Total
Family	2,438	670	128	488	3,724
Staff	3,937	930	134	941	5,942

Potential School Calendar Adjustments

Keeping in mind that the total number of days off in the school year will stay the same, I am supportive of a school calendar with days off in the middle of the week

	Strongly Agree	Agree	Disagree	Strongly Disagree	No preference	Total
Family	340	681	889	1,208	606	3,724
Staff	453	981	1,616	1,880	1,012	5,942

Keeping in mind that the total number of days off in the school year will stay the same, I am supportive of changing November fall break

	Strongly Agree	Agree	Disagree	Strongly Disagree	No preference	Total
Family	412	1,056	548	421	1,287	3,724
Staff	440	1,556	1,205	1,073	1,668	5,942

Keeping in mind that the total number of days off in the school year will stay the same, I am supportive of changing winter break

	Strongly Agree	Agree	Disagree	Strongly Disagree	No preference	Total
Family	297	625	951	1,008	843	3,724
Staff	286	807	1,716	2,046	1,087	5,942

Keeping in mind that the total number of days off in the school year will stay the same, I am supportive of changing spring break

	Strongly Agree	Agree	Disagree	Strongly Disagree	No preference	Total
Family	342	909	700	613	1,160	3,724
Staff	342	1,241	1,414	1,474	1,471	5,942

Keeping in mind that the total number of days off in the school year will stay the same, I am supportive of changing May break

	Strongly Agree	Agree	Disagree	Strongly Disagree	No preference	Total
Family	406	1,022	556	431	1,309	3,724
Staff	418	1,584	1,174	1,047	1,719	5,942

It is important that fall break includes Remembrance Day

	Strongly Agree	Agree	Disagree	Strongly Disagree	No preference	Total
Family	838	1,085	381	146	1,274	3,724
Staff	1,603	1,420	744	184	1,991	5,942

It is important that winter break starts on a Monday

	Strongly Agree	Agree	Disagree	Strongly Disagree	No preference	Total
Family	757	857	443	152	1,515	3,724
Staff	1,118	1,098	953	355	2,418	5,942

It is important that spring break is always the last week of March

	Strongly Agree	Agree	Disagree	Strongly Disagree	No preference	Total
Family	498	738	530	203	1,755	3,724
Staff	827	1,087	1,059	260	2,709	5,942

It is important that spring break is set around the spring Monday and Friday holidays

	Strongly Agree	Agree	Disagree	Strongly Disagree	No preference	Total
Family	604	1,048	393	200	1,479	3,724
Staff	587	1,038	1,230	856	2,231	5,942

It is important that there is a May break that includes May long weekend

	Strongly Agree	Agree	Disagree	Strongly Disagree	No preference	Total
Family	850	1,231	286	142	1,215	3,724
Staff	1,957	1,972	378	104	1,531	5,942

Revised 2020-2021 School Year Calendar

These five extra days off were good for my well being

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Unsure	Total
Students	24,073	11,831	1,142	603	2,804	40,453
Family*	1,045	1,413	419	241	606	3,724
Staff**	1,384	1,534	310	140	233	3,601

* My child's wellbeing

**The additional PD days have positively impacted my well being

Family: These five additional day

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Unsure	Total
...were good for my family's well being	948	1,331	516	291	638	3,724
...affected me or my family's work schedule	776	991	1,013	492	452	3,724
... affected me or my family's ability to find child care	597	691	1,202	696	538	3,724

Staff: These five additional PD Days

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Unsure	Total
...been responsive to my professional learning needs	1,286	1,663	386	138	128	3,601
...helped to enhance my professional practice	1,279	1,699	349	108	166	3,601
...increased collaborative opportunities with colleagues	1,478	1,525	392	102	104	3,601
... increased my ability to access high quality professional learning opportunities	1,177	1,601	473	143	207	3,601

DATE: June 7, 2022
TO: Board of Trustees
FROM: Trisha Estabrooks, Board Chair
SUBJECT: Confirmation of Trustee Representation on Committees

ISSUE

The Equity Advisory Committee and School Renaming Process Committee each require two Trustee participants.

BACKGROUND

In the spring of 2022, the call for Equity Advisory Committee members was [published](#). The Committee will be composed of eight parents or guardians, eight community members, eight members of community organizations or agencies and two Trustees. Division staff will be part of the committee, as needed, to facilitate and support the discussion and work of members. In addition, two Division staff members will co-chair the committee.

On September 7, 2021, the Board unanimously passed the following motion:

That the Board commit to creating a renaming policy, a review of all school names and renaming schools where appropriate. That a special committee made up of students, parents, staff, community members, two Trustees and individuals involved in anti-racism work be formed to propose a process for school renaming and a process for a Division-wide review of all Edmonton Public Schools.

Recruitment for the committee is planned to be concluded in June, with the work of the committee beginning in fall 2022.

RECOMMENDATION

That Board representation on the following Division committees be confirmed:

- a) Equity Advisory Committee (2 members)**
- b) School Renaming Process Committee (2 members)**

NEXT STEPS

Following selection of the Trustee representatives, committee coordinators will be informed and will invite the Trustee representatives to future committee meetings.

TE:km

DATE: June 7, 2022

TO: Board of Trustees

FROM: Governance & Evaluation Committee: Trustee Hole, Trustee Ip,
Trustee O’Keefe (chair)

SUBJECT: Governance and Evaluation Committee 2021-2022 Work Plan Summary

RESOURCE STAFF: Karen Mills

REFERENCE: [Trustees’ Handbook](#), Subsection 6.1.1 – Governance and Evaluation Committee

ISSUE

The Governance and Evaluation Committee is responsible for developing and presenting to the Board of Trustees an annual Work Plan. This report provides a summary of the work accomplished by the Committee over the 2021-2022 school year.

BACKGROUND

Given that this was the first year of the current Board’s term, the Governance & Evaluation Committee had a particularly full agenda. Through good planning and collaboration, the Committee successfully completed all activities identified on its work plan.

CURRENT SITUATION

A priority for every new Board of Trustees is the setting of the Division Priorities through the creation of the Division’s four-year Strategic Plan. The Committee began this process with a two-day working session with all Trustees, the Superintendent, the Managing Director Strategic Division Supports, the Director Board and Superintendent Relations and an external facilitator. The session resulted in the creation of a draft Strategic Plan. Staff, students and families were then invited to provide feedback on the draft through the Division Feedback Survey. The comments provided by over 16,000 individuals were collated and considered at a second session with Trustees on May 16. An evaluation plan is being developed in tandem with the Strategic Plan. The final Plan will be introduced at the June 21, 2022 Board meeting.

The other two major undertakings for the Committee this year were revising the Superintendent’s evaluation and facilitating the revision of the Trustees’ Code of Conduct.

The Superintendent’s evaluation consists of a survey of Division leaders and interviews with Trustees and Division Support Team members. The research is conducted by an external organization to ensure neutrality. The evaluation supports the Division’s practice of acknowledging strengths and striving for continuous improvement, and provides valuable feedback for the Superintendent. This year, the Committee revised the Superintendent’s evaluation to align with Alberta Education’s [Superintendent Leadership Quality Standard](#). Input was received from all Trustees during a facilitated session on February 25 and the research was conducted between April 4th and 26th. The final report has been received and the Board will meet with the Superintendent to discuss the results before the end of this school year. A summary of the results will be shared at a Board meeting in the fall of 2022.

The Trustees' Code of Conduct is contained in the Trustees' Handbook, which is the Board's policy on Board governance. The previous Board had recommended that the Code be updated, given the shift from the *School Act* to the *Education Act*, and the broader use of social media and online meetings. To set the parameters for the revisions, the Governance & Evaluation Committee facilitated two all-Trustee sessions (February 8 and March 1) in which Trustees discussed their values, conduct expectations, thoughts on sanctions and complaint process suggestions. The Board then contracted external legal counsel to draft a revised Code of Conduct. The Committee reviewed the draft Code at their meeting on May 26 and asked that the external counsel make further revisions. A final draft is expected by the end of June and will be presented to all Trustees for consideration in September 2022.

The Committee has accomplished or is in the final stages of all other goals set out in their workplan.

After reviewing the existing Board self-evaluation tool, the Committee decided to use it for the current year and then recommend that it be revised next year to align more closely with the new Strategic Plan. The self-evaluation will be sent to Trustees on June 8. Results will be shared with Trustees in September and a summary of the results will be shared at a Board meeting in the fall.

In addition to the sessions around the Code of Conduct and the Strategic Plan, the Committee arranged for the following learning sessions:

- November 9 - Provincial Government Accountability Measures (Annual Education Results Report, Three-Year Education Plan) to prepare Trustees for Results Review
- November 12 – “How We Do Our Jobs” – an orientation session to create common understanding amongst Trustees around communication, time and behaviour expectations and Board meeting procedures and mechanisms
- December 6 – Belbin Team Roles
- December 7 – Understanding the evolution of the SRO Program in Edmonton Public Schools
- February 9 – Budget information
- February 18 – Understanding FOIP
- January 18 – Real Estate Strategy
- February 4 – Capital Planning and Alternative Programs
- February 11 – Pre-enrolment
- March 1 – Public Engagement
- March 11 – Board and Administration Roles and Responsibilities
- March 17 – Budget process information session
- March 25 – Early Years and Program Unit Funding (PUF)
- April 8 – The Use of Physical Restraint and Seclusion Rooms in the Division

The Committee ensured all Trustees were kept up to date on committee work by encouraging the use of a reporting template for updates at Caucus meetings.

The Committee recommends that next year's Governance & Evaluation Committee continue with the same external contractor for the Superintendent's Evaluation. They demonstrated great expertise and an open, collaborative approach.

The Committee also recommends that a schedule for learning sessions and generative discussions be mapped out during the fall planning meeting and put in the Trustees' shared calendar right away as coordinating all Trustee schedules is challenging.

The Committee thanks all Trustees for making time for the many learning sessions, and for actively engaging in the work of creating the Strategic Plan and revising the Superintendent's Evaluation and the Code of Conduct. They also want to thank Board Chair Estabrooks for attending and providing insight and guidance at all the committee's meetings.

KEY POINTS

- The 2022-2026 Division Strategic Plan will be introduced at the June 21, 2022 Board meeting.
- A revised Code of Conduct is expected to be ready for sharing with all Trustees in September 2022.
- As this was the first year of the Board's term, the Committee organized 14 learning sessions about a wide range of topics.
- The Committee recommends that the same firm be retained for the Superintendent's evaluation
- The Committee recommends that the Board self-evaluation be revised to align with the 2022-2026 Strategic Plan
- The Committee recommends that a schedule of learning sessions and generative discussions be set early in the fall for the year
- The Committee thanks all Trustees for their engaged participation in learning sessions and discussions and Board Chair Estabrooks for her guidance.

ATTACHMENT I Governance and Evaluation Committee Terms of Reference
ATTACHMENT II Governance and Evaluation Committee 2021-2022 Work Plan

SO:km

Governance and Evaluation Committee Terms of Reference

Approved [January 17, 2017](#)

Purpose

The Governance and Evaluation Committee is responsible for assisting the Board of Trustees to conduct:

- an annual Board self-evaluation for continued Board development and improved Board performance with respect to the Board's role and responsibilities;
- an annual evaluation of the Superintendent of Schools in accordance with Board Policy [FGB.BP - Evaluation of Superintendent of Schools](#) and the review and/or renewal of the Superintendent of Schools' contract in accordance with the [Education Act](#).
- identify and develop the priorities that will guide Division operations and the budget planning cycle for the Board's four-year term of office; and
- carry out its duties and commitments in relation to the Division Priorities by making recommendations on governance-related matters

Composition

The committee will consist of three Trustees, from among which a chair will be selected. The chair is responsible for leading the discussion at each meeting and formally reporting back to the Board about the committee's activities.

The Superintendent of Schools will assign a member of the Administration to support the work of the committee. Additional resources may be involved as requested by the Superintendent and/or designate.

Terms of Reference

A. Board Self-Evaluation

The Board will undertake an annual Board evaluation to inform the Board's continued development and improved performance.

The Board self-evaluation process should:

- measure Board performance with respect to the Mission, Vision, Values, Division Priorities, Division Strategic Plan, the roles and responsibilities of the Board, and the principles of operation of the Board;
- assist the Board in identifying Board strengths and areas for improvement;
- provide an opportunity for Trustees to reflect on how they work collectively and as individuals with respect to the Board's mandate and role and responsibilities;
- provide an opportunity for Trustees to discuss the Board evaluation results in the context of Board development; and
- provide an opportunity to recognize the Board's accomplishments.

The committee will:

- develop and recommend to Caucus Committee:
 - a plan for the annual evaluation of the Board of Trustees;
 - a proposed Board result statement based on an analysis of the Board's self-evaluation;

- present the Board evaluation result statement on behalf of the Caucus Committee to public Board for approval; and
- in the last year of a term, assist Administration in the creation of a summary document of the Board’s results and work still to be accomplished to aid in the transition for the next Board.

B. Evaluation of the Superintendent of Schools

The evaluation of the Superintendent of Schools is a vital process toward creating and maintaining a healthy school division. The Board of Trustees believes that organizational outcomes must be clearly and explicitly stated to:

1. ensure the Superintendent of Schools understands what is being expected and evaluated;
2. ensure the Board understands what to expect of the Superintendent; and
3. ensure the Superintendent of Schools and the Board clearly understand their respective roles and responsibilities.

The evaluation process and supporting information sources serve to:

- help to continuously improve the functioning of the Division;
- recognize areas and trends that are showing positive change or progress;
- provide feedback to the Superintendent of Schools regarding his leadership and performance expectations in key areas;
- provide ground work for establishing future goals;
- allow the Superintendent of Schools to report on his successes and challenges during the year, and provide feedback relating to continuous improvement efforts and annual goals;
- enable the Board and Superintendent of Schools to engage in dialogue about results, and discuss any issues or concerns associated with the role and the evaluation process; and
- strengthen the relationship between the Superintendent of Schools and the Board.

Process

1. The committee will be responsible for:
 - a. recommending the evaluation process to be used by the Caucus Committee;
 - b. overseeing the approved evaluation process; and
 - c. reporting the evaluation results to the Caucus Committee and to public Board.
 - d. initiating a timely review and/or renewal process for the Superintendent of Schools contract of employment in accordance with the [Education Act](#) and provisions of the Superintendent’s contract.
2. The evaluation process will provide the Superintendent of Schools with an opportunity to:
 - a. review all pertinent information used in the evaluation;
 - b. discuss the evaluation report with the Trustee subcommittee;
 - c. include a response to the evaluation in the report to Caucus Committee; and
 - d. discuss the evaluation report with the Caucus Committee.
3. Notwithstanding 1 and 2 above, if the evaluation process calls for individual Trustee evaluations of the Superintendent of Schools, the individual evaluations will be compiled and summarized for reporting purposes by the administrator assigned to assist the committee and destroyed once the Superintendent of Schools has an opportunity to review them.

4. The committee Chair will provide the Board Chair with the Superintendent’s evaluation report for review prior to the report being shared with the Superintendent.
5. The Superintendent of Schools will be provided a copy of the evaluation report submitted to Caucus Committee and the final evaluation report to Board.
6. The Caucus Committee evaluation report and Board evaluation report will be filed in the Board corporate records. The records will be accessible to the Superintendent of Schools, a Trustee for that evaluation period, or as directed by motion of the Caucus Committee.

C. Identification and Development of Division Priorities

Division priorities should fit within the scope of the Board's mandate and be few in number so that Division resources may be effectively concentrated to achieve measurable results.

After an election, following the organizational meeting, the Committee will:

- recommend and facilitate a process for each Board member to contribute to the development of the Division Priorities;
- seek student, staff, parent and community stakeholder input into the Division Priorities;
- consider all input received and develop and recommend a Division Priorities statement to public Board for approval.

The Committee will also:

- develop Board retreat agendas and chair the retreats;
- review and monitor Board Work Plan progress;
- review at least once per term or as required, to ensure they are current and relevant, :
 - the Trustee Protocols
 - the School Board Governance and Operations Section of the Policy Manual
 - the Trustee remuneration package
 - the post-election orientation process
- Develop an orientation plan for the next Board
- Seek input from other Board committees to perform this work.

Governance and Evaluation Committee 2021-2022 Work Plan

PURPOSE

The Governance and Evaluation Committee is responsible for assisting the Board of Trustees to:

- conduct an annual Board self-evaluation for continued Board development and improved Board performance with respect to the Board's role and responsibilities;
- conduct an annual evaluation of the Superintendent of Schools in accordance with Board Policy [FGB.BP - Evaluation of Superintendent of Schools](#) and the review and/or renewal of the Superintendent of Schools' contract in accordance with the [Education Act](#);
- identify and develop the priorities that will guide Division operations and the budget planning cycle for the Board's four-year term of office; and
- carry out its duties and commitments in relation to the Division Priorities by making recommendations on governance-related matters.

ACTIVITIES

Board Self-Evaluation

The Committee will:

- Review the Board's Self-Evaluation Instrument to determine if any changes are required. (February 2022)
- Initiate the process for the Board Self-Evaluation. Each individual Trustee will be requested to complete the Board Self-Evaluation Instrument. (May/June 2022)
- With support from the Director Board and Superintendent Relations, compile and summarize the individual evaluations for reporting purposes. (June 2022)
- Provide the final Board Self-Evaluation survey results to Trustees at a meeting for discussion (August 2022)
- Prepare a summary statement of the Board Self-Evaluation results to be read at a public Board meeting. (September 2022)

Superintendent of Schools' Evaluation

The Committee will:

- Review and update the Superintendent's Evaluation Instrument to align with the Superintendent Quality Leadership Standard. Any proposed changes to the instrument or process will require Board approval. (December 2021 – February 2022)
- Initiate the process for the Superintendent's Evaluation. (March 2022)
- With support from an external firm, compile and summarize the individual evaluations and 360-degree feedback. The Superintendent will be provided an opportunity to review the Evaluation and discuss implications with the Committee. (May 2022)
- Submit the final Superintendent's Evaluation results and a report to Caucus Committee, which includes a response to the evaluation from the Superintendent. (June 2022)
- Prepare a summary statement of the evaluation results to be read at a public Board meeting. (September 2022)
- If needed, work with the Policy Review Committee on Board-governance-related policy in the Trustee's Handbook through providing content recommendations to the Policy Review Committee on existing Board Policy [FGB.BP - Evaluation of Superintendent of Schools](#).

Governance

The Committee will:

- Develop schedules for Board off-site meetings, generative discussions and lunch & learn sessions, along with agendas and facilitation plans for each. (December 2021, with updates as needed)
- Oversee the development of the Division Strategic Plan 2022-2026 (January - June 2022)
- Consider the implementation of an evaluation framework for the Board’s Strategic Plan and/or policies (January 2022)
- Review and monitor Board work plan progress. (ongoing)
- Oversee revisions to the Trustees’ Handbook as needed. (ongoing)

REQUESTED RESOURCES

- Staff to assist in the development of the Strategic Plan and Trustees’ Handbook updates will be required. The Committee will have support from the Director Board and Superintendent Relations to define the scope of work and required resources. Funds for stakeholder consultation have been allocated in the current budget.
- Funds for engaging external consultation on revisions to the Superintendent’s evaluation have been allocated in the current budget.

DATE: June 7, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Annual Seclusion Room Update

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent

RESOURCE STAFF: Ian Crichton, Ann Parker, Jana Pedersen

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

ISSUE

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

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

BACKGROUND

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

CURRENT SITUATION

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

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

- Module A: provides a foundational look at positive behaviour supports and universal strategies that can support and promote mental health in the classroom.
- Module B: builds on the foundations of Module A and provides information about how complex behaviours develop, and some of the precipitating factors that can impact a student in the classroom such as executive functioning, regulation and trauma.
- Module C: provides in-depth instruction regarding Individual Behaviour Support Plan (IBSP) creation and building a supportive collaboration between family and school to support students with complex behavioural needs, including data tracking, and developing specific strategies for supporting students.
- In 2021–2022, 558 Division staff attended one or more of the complex behaviour modules.

Module	A: Universal	B: Targeted	C: Specialized
September 2021–May 2022 Number of Staff Participants	236	167	155

NVCI training includes conflict de-escalation training and techniques through online theory modules and virtual/in-person physical competency sessions.

NVCI September 2021–May 2022 Number of Staff Participants	
Online Theory Modules	1343
Physical Competency Training	1028

Alberta Education requires school Divisions to track and provide data each month on the use of operational seclusion rooms in each school. Currently, there are 78 schools that have one or more operational seclusion rooms; for a total of 151 operational seclusion rooms.

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

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

Seclusion Room Data

	RECORD OF USE SELF-SELECTED					
	2019–2020		2020–2021		2021–2022	
	Monthly Self-selected - use of seclusion room	Monthly Self-selected Unique Students	Monthly Self-selected - use of seclusion room	Monthly Self-selected Unique Students	Monthly Self-selected use of seclusion room	Monthly Self-selected Unique Students
September	538	146	113	57	246	65
October	816	119	104	39	142	62
November	329	50	81	36	143	63
December	144	25	64	33	61	38
January	255	14	91	44	104	41
February	132	15	80	36	158	68
March	77	6	78	39	104	53
April	n/a	n/a	100	43	106	42
May	n/a	n/a	41	24	n/a	n/a
June	n/a	n/a	92	40	n/a	n/a
TOTAL	2291	375	844	391	1064	432

In the table below, the data indicates an overall downward trend for non-self-selected seclusion room use from 2019–2020 to 2021–2022.

	RECORD OF USE NON-SELF-SELECTED					
	2019–2020		2020–2021		2021–2022	
	Monthly Seclusion Room usage (non-self-selected)	Monthly Seclusion Room Unique Students	Monthly Seclusion Room usage (non-self-selected)	Monthly Seclusion Room Unique Students	Monthly Seclusion Room usage (non-self-selected)	Monthly Seclusion Room Unique Students
September	267	93	73	31	115	46
October	391	89	92	37	108	62
November	282	36	90	36	141	57
December	250	15	61	31	109	53
January	240	17	61	32	110	47

February	205	29	60	30	208	62
March	76	5	99	41	215	71
April	n/a	n/a	46	36	187	55
May	n/a	n/a	48	24	n/a	n/a
June	n/a	n/a	76	36	n/a	n/a
TOTAL	1711	284	706	334	1193	453

The seclusion room data from September 2021 to April 2022 data indicates there were 2257 uses of these spaces across the Division:

- 1064 (or 47.14 per cent) of uses were self-selected
- 1193 (or 52.86 per cent) of uses were non-self-selected

The Division created a process to collect physical restraint data and provided staff with training relative to the collection of this data. The 2021–2022 school year is the first year that the Division has collected comprehensive physical restraint data.

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

	Physical Restraint		Seclusion and Physical Restraint	
	2021–2022			
	Total Incidents	Unique Students	Total Incidents	Unique Students
September	50	36	30	25
October	81	45	31	27
November	76	44	54	43
December	41	25	32	24
January	44	21	11	11
February	81	35	39	29
March	68	34	45	31
April	75	43	51	36
TOTAL	516	283	293	226

KEY POINTS

- The Division continues to provide professional learning and build staff capacity relative to supporting students with complex behavioural needs.
- Positive and proactive strategies with a focus on de-escalation are always to be used first to prevent the use of seclusion and/or physical restraint.
- Overall, the data indicates a downward trend for non-self-selected seclusion room use from 2019–2020 to 2021–2022.

- The use of seclusion and/or physical restraint is a last resort in a crisis or emergency situation when a student's behaviour has the potential to put their safety or the safety of others at serious and imminent risk of physical harm and de-escalation, preventative strategies or alternative interventions are ineffective.
- This is the first year for the collection of comprehensive physical restraint data across all schools.

JP:kd

DATE: June 7, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Rising Utility Costs
(Response to Request for Information #009)

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent

**RESOURCE
STAFF:** Todd Burnstad, Kym Fudge, Darryl Kaminski, Maegan Lukian, Coreen Moccia,
Madonna Proulx, Christopher Wright

ISSUE

On April 19, 2022, Trustee Ip requested the following information:

Given the rising utility prices in the province, I'd like to request a brief report on the following questions:

1. Please provide a breakdown of Division utility costs (electricity and gas) on a monthly basis over the past 12 months and costs on an annual basis over the last 3 years.
2. Please provide a brief overview on how utility services are procured in the Division and whether there are current long-term contracts with service providers.
3. How is the Division funded for utility costs?
4. How is rising utility prices impacting individual schools and the Division? What are the factors that have contributed to these impacts? Has rising prices impacted classroom resourcing in any way?
5. Please outline other inflationary pressures the Division may be facing.

BACKGROUND

Retail energy prices have proven to be volatile and continue to fluctuate. To protect against this volatility, the Division has entered into long-term contracts for both electricity and natural gas. The future trend for utility costs is upward and there are a number of reasons for this:

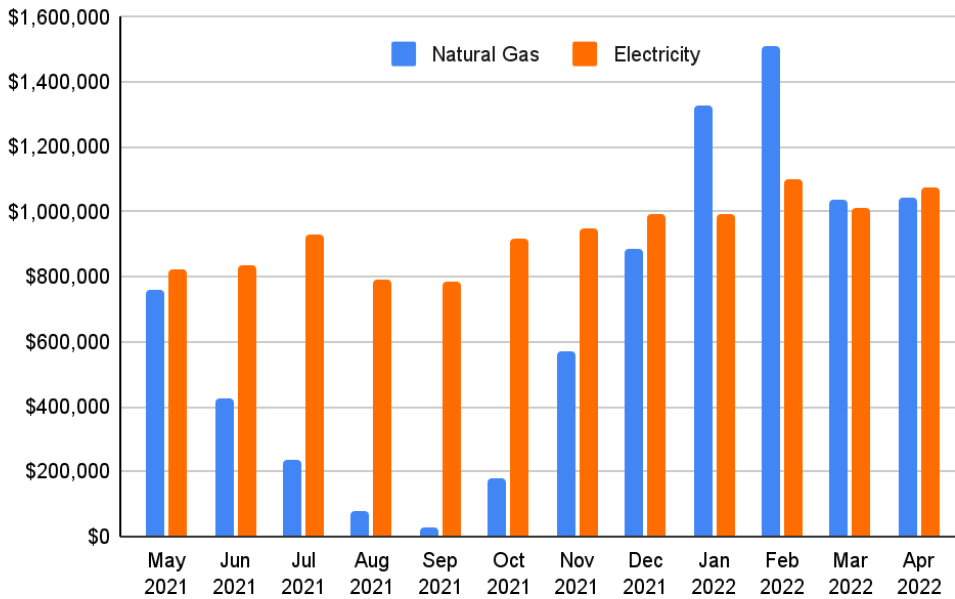
- Increasing economic variability – EPSB has a winter-dominant energy cycle and gas prices tend to increase most during the coldest weather. Additionally, as energy becomes increasingly globalized, supply chain disruptions have led to increased prices.
- Increasing consumption – The Division has implemented numerous efficiency measures; however, consumption continues to rise. Division growth is one factor but others include the introduction of new equipment, increased use of technology and extending air exchange operating hours (coupled with increasing the percentage of outside air).
- Increasing transmission and distribution fees – The regulated portion of energy invoices, which EPSB has less control over, has grown significantly. For electricity, this is affected by items like expanded grid capacity and a growing Technology Innovation and Emissions Reduction (TIER) regulation fee. For natural gas, the most evident fee is the increasing carbon tax.

CURRENT SITUATION

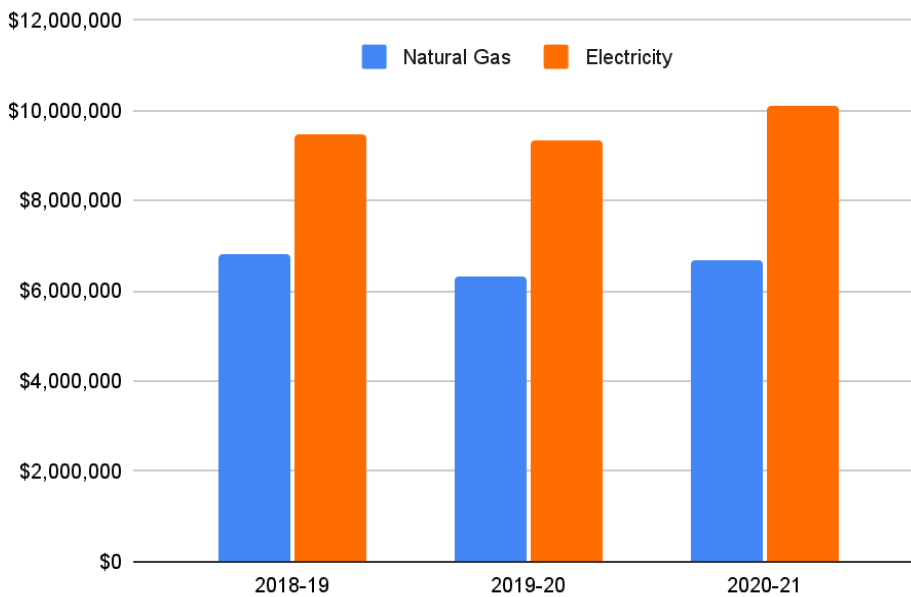
1. Please provide a breakdown of Division utility costs (electricity and gas) on a monthly basis over the past 12 months and costs on an annual basis over the last 3 years.

The breakdown of Division utility costs (without GST) can be found below:

Past 12 Months Energy Costs



Annual Energy Costs



2. *Please provide a brief overview on how utility services are procured in the Division and whether there are current long-term contracts with service providers.*

For over 10 years, the Division has used external energy consultants to provide professional advice on procuring multi-year energy contracts. The length of a contract can vary based on current market volatility and is determined at the time of the procurement. The Division also uses a two-stage procurement process for electricity and natural gas; vendor qualification and obtaining pricing from qualified vendors.

There are long-term contracts in place for both electricity and natural gas:

- The current electricity contract (100 per cent fixed rate) for \$64.54/MWh commenced in January 2021 for a three-year term.
- The current natural gas contract (70 per cent fixed rate, 30 per cent index rate) for \$2.18/Gj commenced in November 2020 for a four-year term, with an option to Blend & Extend for up to an additional three years.

Prior to the expiration of the contracts, an external energy consultant will be secured and their advice on future contracts will be considered.

3. *How is the Division funded for utility costs?*

The Division receives an Operations and Maintenance (O&M) grant from the Province. This grant is provided to school divisions to address the jurisdiction's responsibility for the operation (including utilities), maintenance, safety and security of all school buildings, and the administration of these services. The provincial funding formula for the O&M grant has two components: a weighted moving average (WMA) enrolment factor and a school space component factor.

As per the 2022-2023 [Provincial Funding Manual for School Authorities](#), the majority of the Division's utility costs are categorized under the O&M expense block. Operating expenses for central administration (including utilities) are charged to the System Administration expense block and operating expenses related to student transportation are charged to the Transportation expense block for purposes of financial reporting.

4. *How are rising utility prices impacting individual schools and the Division? What are the factors that have contributed to these impacts? Have rising prices impacted classroom resourcing in any way?*

Similar to the funding formula outlined in the provincial funding manual, schools are allocated a portion of the O&M funding based on a student-driven calculation using their normalized enrolment as well as the individual school's total square footage. Schools larger than 100,000 square feet receive an additional allocation based on square footage.

As reported in the 2022-2023 [Distribution of Funds Report](#), the Province announced that the O&M grant was increased by one per cent for the 2022-2023 school year. For our Division, this translates to an increase of \$1.4 million compared to the previous year. The increase is intended to assist school divisions with rising utility and insurance costs. For the 2022-2023 budget, the Division anticipates utility costs will increase by \$1.4 million and insurance will increase by \$1 million. As both of these are considered fixed operating costs, any increase that is not offset by a corresponding increase in the O&M

grant results in the Division having to use a portion of the other grants that would otherwise be directed to schools.

As reported on Schedule 3 (Consolidated Schedule of Program Operations) in our audited financial statements (available on our website), our O&M expenses have exceeded our O&M grant by \$25 million for the year ended August 31, 2021 and \$22 million for the year ended August 31, 2020.

5. *Please outline other inflationary pressures the Division may be facing.*

- All school building insurance costs are also charged to O&M. Although property insurance premium costs are starting to stabilize, the Division's overall insurance premiums have increased by \$4.4 million, or 125 per cent, over the last five years.
- All custodial charges and costs related to cleaning supplies are also reported as O&M, with the exception of central administration and student transportation. Increased costs in these areas also create inflationary pressures for the Division.
- All our benefit costs have also increased, which impact all our non-teacher staff salaries. The benefit costs include the employer portion of Canada Pension Plan, Employment Insurance, Workers Compensation Board, and extended health premiums.

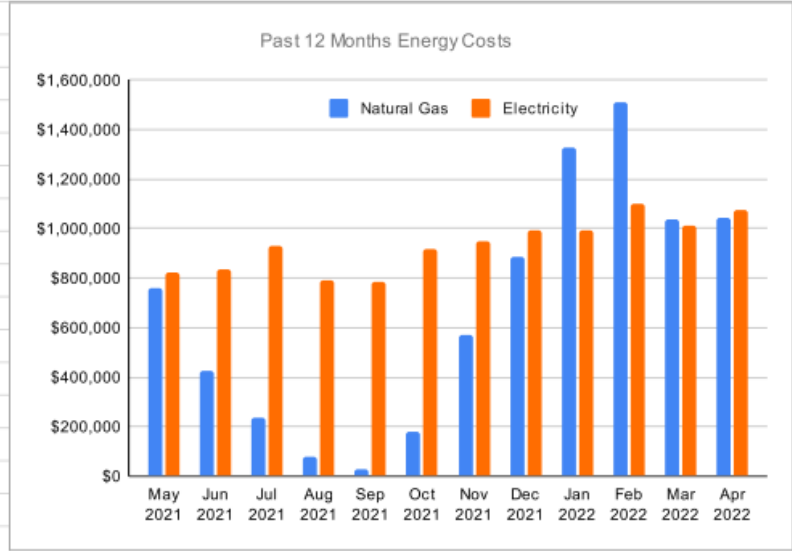
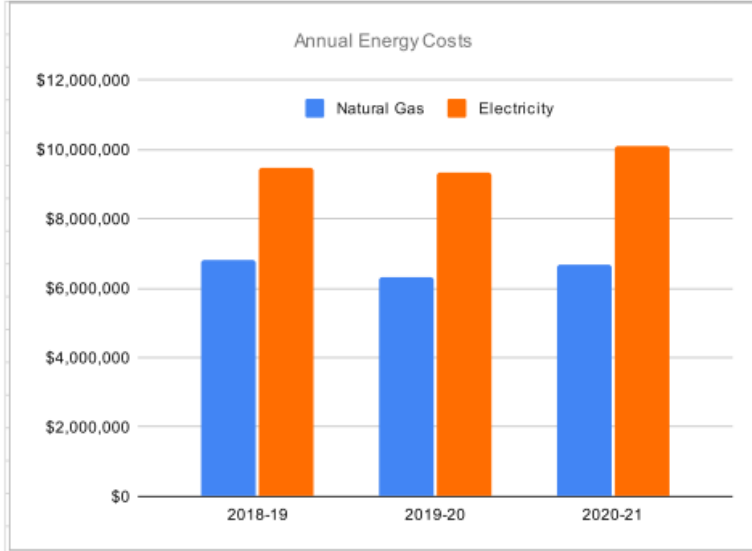
KEY POINTS

- The Division has long-term contracts in place for both electricity and natural gas.
- The trend for utility costs is upward and not all the reasons for this are within our control.
- The majority of the Division's utility costs are categorized under the O&M expense block and our O&M expenses have exceeded our O&M grant by \$25 million.
- Other inflationary pressures include increased insurance premiums as well as increased supplies and benefits costs.

ATTACHMENTS

Attachment I Energy Utilities Summary

DK:ml



Date	Natural Gas	Electricity
2018-19	\$6,836,291	\$9,453,222
2019-20	\$6,319,846	\$9,346,410
2020-21	\$6,697,242	\$10,111,034

Date	Natural Gas	Electricity
May 2021	\$757,302	\$825,549
Jun 2021	\$422,889	\$833,449
Jul 2021	\$235,224	\$929,317
Aug 2021	\$80,056	\$789,919
Sep 2021	\$25,974	\$782,807
Oct 2021	\$182,299	\$915,985
Nov 2021	\$573,377	\$949,907
Dec 2021	\$884,957	\$991,712
Jan 2022	\$1,325,152	\$993,771
Feb 2022	\$1,512,874	\$1,099,131
Mar 2022	\$1,038,072	\$1,011,637
Apr 2022	\$1,042,412	\$1,073,548