

**DATE:** May 17, 2022

**TO:** Board of Trustees

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

**SUBJECT:** Edmonton Public Schools Foundation's Updated Fundraising Priorities

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

**RESOURCE STAFF:** Kyla Amrhein, Catherine Bay

**REFERENCE:** [Original Motion to Expand Fundraising Priorities, February 1, 2022](#)

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**ISSUE**

For more than a decade the Edmonton Public Schools Foundation has focused its fundraising efforts on donations in support of full-day Kindergarten programming in socially vulnerable schools. After careful analysis of a range of factors, it was determined that the Foundation's long-term viability and potential for greatest impact for Division students could be best served by strategically expanding its fundraising priorities to reflect the full context of its Mission statement.

This report is coming forward as information on these updated fundraising priorities.

**BACKGROUND**

The Board of Trustees voted to establish a District Foundation in the spring of 2008 (see Appendix I). Shortly after, a status report (see Appendix II) was delivered to the Board of Trustees, indicating that the role of the Foundation would be:

- To inform the community of the value of a strong public education system and the critical role elected officials play.
- To broaden and deepen the support for Edmonton Public Schools and to engage the community in supporting the priorities of the District.
- To highlight the successes of Edmonton Public Schools. To tell our stories and encourage public engagement.
- To offer community members the opportunity to support teaching and learning through a variety of contributions – financial, in-kind donations and gifts of time.

Additional direction came from the Board of Trustees through a Caucus Committee, February 23, 2010, recommendation that the fundraising priority for the Foundation must provide support for those students who are identified as the District's most vulnerable; and be broad enough in scope so that it can support existing research-based District initiatives, such as offering full-day Kindergarten and early learning opportunities.

On October 25, 2011, (see Appendix III), a progress report around the establishment of the Foundation was delivered to the Trustees that identified the Foundation's priority as securing financial and in-kind

donations to supplement costs associated with early learning and full-day Kindergarten in some of the District's most socially vulnerable elementary schools.

Since beginning its fundraising work in 2010, six full-day Kindergartens have been established with support from the Foundation's annual fundraising: Tipaskan (2010), Lauderdale (2011), Mee-Yah-Noh (2011), Beacon Heights (2013), Calder (2013) and Princeton schools (2013). Going forward within an expanded mandate, this early intervention programming for our most socially vulnerable students remains a priority for the Foundation. The ongoing annual support for full-day Kindergarten is approximately \$75,000 per classroom. Supporting the six classrooms requires the need to sustain an annual fundraising achievement (FRA) of \$450,000. Despite intentional efforts towards this, the Foundation has not met this target since the 2014-2015 fiscal year. Over the last eight years, the Foundation's average FRA has been just under \$345,000. In order to cover the balance, the Foundation has accessed its financial reserves. Over the long term this is not a sustainable plan.

After researching peer organizations and assessing giving trends in Edmonton, the Foundation is confident that by expanding its fundraising priorities, it will be better positioned to attract a greater number of donors wishing to support the Division, thereby increasing our annual FRA. The intent is to focus on areas of need that address the well-being of the whole child and supplement or complement the educational mandate of provincially funded education. The Foundation is optimistic that through focused, intentional donor cultivation and stewardship and awareness of the need for support there will be an increase in annual donations to the Foundation.

On October 25, 2021, the Foundation's Board of Directors unanimously passed a motion to seek the Board of Trustees' approval to expand the Foundation's fundraising priorities to reflect the full context of the Foundation's Mission statement.

On February 1, 2022, the Board of Trustees approved the Foundation's recommendation to strategically expand its fundraising priorities to reflect the full context of its Mission statement, thereby better positioning its efforts to support the many programs and priorities that contribute to student success across the Division (see Appendix IV).

## **CURRENT SITUATION**

After the Board motion to expand fundraising priorities on February 1, 2022, the Edmonton Public Schools Foundation engaged its Board of Directors and Division administration to begin this important work. The Edmonton Public Schools Foundation developed a subcommittee to explore the Division's ongoing work to support evidence-based programming for students impacted by social vulnerability. With this information, the subcommittee's goal has been to create an expanded set of fundraising priorities that align with the Division's research and priorities, while serving the Foundation's mission in the most impactful way.

Sub-Committee meetings were structured with at-home readings and in-person working meetings:

- Discover (Wednesday, March 9, 2022)
  - The committee participated in information sessions to expand their knowledge of the ways in which the Division supports students. At the end of the meeting, members had a broad understanding of EPSB's teaching and programming priorities and the supports available to students. In addition, members increased their understanding of how this work is - or is not - funded by the Government of Alberta's annual education budget.

- o Presentations from Specialized Learning Supports and Curriculum and Learning Supports were heard.
- Analyze (Saturday, April 9, 2022)
  - o This meeting began with a presentation from Strategic Division Supports on the Equity Achievement Project and a discussion on strategic fundraising strategies that could best serve the Foundation's Mission, within the unique institutional context of publicly funded education and the Division.
  - o At the end of this meeting, the committee felt confident in knowing where there are gaps in funding and the broad areas with which the Foundation's priorities should be aligned.
- Develop (Wednesday, April 13, 2022)
  - o At the end of this meeting, the committee drafted the proposed priorities to present as a recommendation to the Foundation's Board of Directors. Each priority includes a tagline, intended to speak to a donor.

A motion of the proposed priorities was presented to the Edmonton Public Schools Foundation Board of Directors on April 27, 2022, and passed unanimously.

Based on this work, the EPSB Foundation's updated fundraising pillars are:

- **Full-Day Kindergarten:** *"Giving children extra time in the classroom, when they need it most."*
  - o Example: Full-Day Kindergarten
- **Learning Enhancements:** *"Providing additional learning support to students in need."*
  - o Examples: Tutoring, Literacy Seed Kits
- **Mental Wellness:** *"Creating safe, caring and responsive school communities."*
  - o Example: Mental Health Therapists, Success Coaches
- **Enrichment Opportunities:** *"Enhancing the student experience through safe and meaningful activities."*
  - o Example: Field Trips, After-School Programming
- **Learning Tools and Technology:** *"Equipping students with the tools they need to learn and succeed."*
  - o Examples: Chromebooks for Kids, At-Home and Classroom Libraries
- **School Nutrition:** *"Filling tummies so that students can learn and grow."*
  - o Examples: School Nutrition Programs, Equipment and Supplies

#### KEY POINTS

- The role of the Edmonton Public Schools Foundation is to raise awareness and funds for the Division.
- Division administration and educators work together continuously to assess and research how to best support student success, and to develop evidence-based programs to meet these needs. As the Division's fundraising team, it is the Foundation's role to stay up-to-date on these priorities and projects, and to determine how we can best support this work - and as a result, our most socially vulnerable students - through our fundraising strategies.
- Additional Considerations included:
  - o The EPSB Foundation will be positioned to be responsive to changing needs.
  - o The EPSB Foundation will complement the work of school-specific fundraising.
  - o The EPSB Foundation will continue to empower site-based decision making at schools.
  - o The EPSB Foundation will align with the Board of Trustees four-year Strategic Plan.
  - o The EPSB Foundation is responsive to feedback from stakeholders, including current Full-Day Kindergarten principals, donors and prospective donors.
  - o Financial transparency and accuracy is critical.

- Next steps include:
  - Begin to create awareness of the newly expanded priorities through the upcoming Reading for Life Read-a-Thon and Fundraiser (May 18 - June 1, 2022)
  - Administration will begin work on a comprehensive fundraising plan reflecting the full six pillars for September 2022.

#### **ATTACHMENTS and APPENDICES**

APPENDIX I	<a href="#">Original Motion to Establish a Division Foundation, February 12, 2008</a>
APPENDIX II	<a href="#">Status Report: District Foundation, October 13, 2009</a>
APPENDIX III	<a href="#">Status Report: District Foundation, October 25, 2011</a>
APPENDIX IV	<a href="#">Original Motion to Expand Fundraising Priorities, February 1, 2022</a>

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EDMONTON PUBLIC SCHOOLS

February 12, 2008

TO: Board of Trustees  
FROM: Trustee B. Esslinger  
SUBJECT: Motion re District-Level Foundation

RECOMMENDATION

That the Board establish a district-level foundation as outlined in the April 10, 2007 Board Report – Framework for a District-Level Foundation.

\* \* \* \* \*

In addition, Trustee Esslinger requested that the administration prepare a revised report clearly outlining the recommended model for consideration of this motion (Attachment #1).

Attached for information is the April 10, 2007 Board Report (Attachment #2).

Notice of the above motion was served at the January 29, 2008 board meeting.

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Attachment #1 – Recommended Model

Attachment #2 – April 10, 2007 Board Report – Framework for a District-Level Foundation

## **Proposed Framework for a District-Level Foundation**

The 2004-2007 Board of Trustees explored the feasibility of establishing a district-level foundation and asked the administration to review existing foundation models. In the April 10, 2007 board report labeled Appendix II, the administration identified the Vancouver Public Schools Foundation model as the most feasible and financially practical option for Edmonton Public Schools. Details regarding the proposed framework are as follows:

### Purpose

The district-level foundation will promote public education and focus on engaging the community's support in specific areas determined by a foundation board.

The intent is for the Foundation to complement rather than replace the current district-level fundraising support system and school specific fundraising societies and foundations. This approach will reduce the possibility of creating negative public perceptions among parent fundraising groups and other community foundations that may view the Foundation as competition.

### Structure

The Foundation will be a separate entity that operates at arm's length to the District and acts as a stand-alone trust with its own board and staff.

### Staffing

Initially, the Foundation will require two staff members: a Director of Fund Development and a Fundraising Assistant. Both staff members would have extensive fund development expertise and leadership skills to oversee the development and implementation process. Much like the Vancouver Foundation model, the Director of Fund Development would act as the liaison between the Foundation Board and the Edmonton Public School Board, as well as oversee the work of the foundation. The Fundraising Assistant would provide fundraising and accounting support and assistance.

### Foundation Board

The Foundation Board should consist of 10 to 12 members who are representative of the District's diverse stakeholder population (e.g., representation from the Board of Trustees, administration, staff group members, parents and influential members of the community).

Initially, the Foundation Board will have to create a clear vision and mission, which are aligned with the District Priorities and focus on broader programs that support the needs of schools. Equally as important, the Foundation Board will be responsible for establishing a name for the Foundation so that it can pursue charitable status and develop its own set of bylaws.

### Reporting Structure

At first, the Foundation's staff members and board will report directly to the Superintendent of Schools. However, the reporting structure will evolve as the Foundation becomes more sustainable.

### Budget

In order to support the initial development and implementation stages of the Foundation, the Edmonton Public School Board would need to allocate physical space, furniture, equipment, and human and financial resources during the Foundation's first three years of operation.

The following list identifies the minimum estimated costs that will be required to establish the Foundation and provide support over a three-year term:

<b>Necessary Resources</b>	<b>Resource Details</b>	<b>Estimated Costs for Year 1</b>	<b>Estimated Costs for Year 2</b>	<b>Estimated Costs for Year 3</b>	<b>Total Estimated Costs</b>
Staffing	Director of Fund Development	\$140,000	\$140,000	\$140,000	\$420,000
	Fundraising Assistant	\$75,000	\$75,000	\$75,000	\$225,000
Furniture	Desks, tables, chairs, lighting, etc.	\$20,000	\$3,000	\$3,000	\$26,000
Equipment	Computers, software programs, fax, printers, etc.	\$25,000	\$10,000	\$10,000	\$45,000
Miscellaneous Financial Support	Advertising and promotions, website development, allowance for lunches and travel, etc.	\$200,000	\$150,000	\$150,000	\$500,000
	<b>TOTAL</b>	<b>\$460,000</b>	<b>\$378,000</b>	<b>\$378,000</b>	<b>\$1,216,000</b>

#### *Note:*

*No estimated cost has been identified for the physical location of the Foundation, as the cost will be dependent upon the suitability of space in the District. Should District space be unsuitable, additional leasing costs would be required.*

### Conclusion

Once the initial three-year term is over, the Foundation will be expected to work autonomously from the District and be financially self-sufficient.

EDMONTON PUBLIC SCHOOLS

April 10, 2007

TO: Board of Trustees

FROM: B. Holt, Acting Superintendent

SUBJECT: Framework for a District-Level Foundation

ORIGINATOR: B. Tams, Executive Director

RESOURCE  
STAFF: Lisa Austin, Noel Gareau, Rebecca Kroetch, Dean Power,  
Alva Shewchuk

RECOMMENDATION

That the framework for a district-level foundation as outlined in this report be approved.

\* \* \* \* \*

**Background**

Edmonton Public Schools has a long history of raising funds to support the district's priorities. Over the years, the district has created its own unique approach to fund development and established an informal, yet successful, infrastructure to effectively and efficiently manage its fundraising efforts. As a result, priorities, procedures and policies have evolved over time, and the district and schools have been the recipient of generous contributions. It is important to note that these contributions have increased significantly over the years.

The flexibility of this current practice has allowed the district to focus on securing support for specific initiatives that complement the fundraising activities being undertaken by schools and central service decision units. Some schools have established foundations, while other schools are engaged in a wide range of fundraising activities, including special events, sponsorships, partnerships, cash donations, in-kind gift donations, scholarships and exclusive product agreements.

In addition, the Administration provides fundraising support directly to schools and the district. Communications provides advice and support to schools regarding educational partnerships, grant applications and gaming activities. The department also oversees fundraising for special Board hosted events such as the Night of Music. Purchasing Services oversees district-level exclusive product agreements; Student Assessment provides writing support for new scholarships (school and district-level) and oversees the selection process of 14 district-based scholarships each year; and Financial Services is responsible for receipting and processing donations, scholarships, grants and gaming funds.

## Updates to the 2003 Foundation Feasibility Study Report

Appendix I provides an update of some school district education foundations in Canada as outlined on pages 8 and 9 of the 2003 Foundation Feasibility Study.

In addition, the following chart outlines the funds received and raised by the district and schools between the 2002-03 and 2005-06 school years. This data is subsequent to the information provided on page 11 of the 2003 Foundation Feasibility Study.

<b>Funds Raised Between 2002-03 and 2005-06</b>				
	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Donations Received	\$ 315,222	\$ 278,149	\$ 287,800	\$ 233,111
In-kind Donations	\$ 64,287	\$ 61,143	\$ 18,299	\$ 59,419
Parent Advisory Council (P.A.C.)	\$ 3,179,949	\$ 3,983,275	\$ 3,846,189	\$ 4,249,315
Other Government Grants (Alberta Lottery Foundation and Alberta Foundation for the Arts)	\$ 460,594	\$ 537,956	\$ 467,847	\$ 469,653
Other Charities and Foundations (Donations not received)	\$189,370	\$ 248,732	\$ 304,042	\$ 580,568
<b>TOTAL</b>	<b>\$ 4,209,422</b>	<b>\$ 5,109,255</b>	<b>\$ 4,924,177</b>	<b>\$ 5,592,066</b>

## Proposed District-level Foundation Framework

As reported in the 2003 Foundation Feasibility Study, there is a growing trend of K-12 education systems establishing foundations to mobilize resources to support teaching and learning and enhance the learning environment. Some districts, like the Calgary Board of Education, have established foundations to take on the majority of fundraising on behalf of the district and schools. The EducationMatters Calgary's Public Education Trust raises significant funds (over \$1 million each year) to support a large portfolio of priorities, manage fundraising and friendraising campaigns, and create alternative giving options such as their recently approved payroll donation plan. To attend to all of these activities, the Calgary Board of Education has hired six full-time staff members.

Other districts, such as Vancouver Public Schools and Red Deer Public Schools, have foundations with a limited number of staff members who focus on a few priorities. Because it is a relatively small rural district, Red Deer Public Schools allocates a portion of two staff members' time to manage the Foundation for Red Deer Public Schools' fundraising activities, which generates less than \$100,000 per year. Although the Foundation for Vancouver Public Schools is currently in transition, the Vancouver Public School district has made a commitment to hire two full-time staff members responsible for raising \$400,000+ each year. The Director of Fund Development will be responsible for overseeing the operations of the Vancouver Public Schools Foundation and acting as a liaison between the Foundation and the division. The priorities of the Foundation are focused on supporting equity in schools, while still allowing schools to engage in their own fundraising activities.

If the Board is interested in exploring a more formal structure for district-level fundraising, the Administration believes that the Vancouver Public Schools Foundation model is the most feasible and financially practical option for the district.

### **Framework Outline**

Much like the Vancouver Public Schools model, the foundation model proposed for Edmonton Public Schools would focus on the district priorities as established by the Board. This approach would complement rather than replace the thriving, although informal, fundraising support system that is presently in place in the district. This means that current fundraising procedures, policies and practices, the establishment of which typically takes up the bulk of a foundation's work in its first year, would remain relatively the same.

In addition, the number of staff required to manage this model would be much less than the number necessary to oversee other, more complex education foundation models such as the EducationMatters Calgary's Public Education Trust. This is a significant factor because school districts typically pay for foundation staff salaries. Lastly, the proposed model would not interfere with existing fundraising activities undertaken by schools and central service decision units. By focusing district-level efforts on the district priorities, this Foundation model would be able to support clusters of schools or all schools.

The proposed framework for the foundation model for Edmonton Public Schools is outlined below.

### Reporting Structure

An educational foundation is typically overseen by a foundation board of directors. Identifying to whom the Foundation will report is vital. One option is for the Foundation staff to report directly to the Superintendent of Schools and the Foundation Board to report to the Board of Trustees.

### Foundation Board Size and Membership

Typically, a foundation board has a mix of stakeholder representatives who are responsible for identifying priorities, developing strategies and creating a plan. Ideally, a foundation board would consist of 10 to 12 people and include no more than two Trustees. The remaining board members could include representation from Administration, the Superintendent's Council (principal group), parents and influential members of the community. Other members could include former students and retired staff.

### Commitment and Support

Each of the school district foundation representatives interviewed during the preparation of this report indicated that an education foundation's success and sustainability is contingent upon the commitment and support of the Foundation Board, Board of Trustees and the district's senior staff members. In addition, research reveals that financial contributions from key Board and staff members can greatly influence and impact community support. This means that the community will probably have an expectation that Trustees and senior staff members will also be making donations to the Foundation.

### Staffing and Supplies and Services

Other district education foundation representatives recommend that education institutions considering a foundation should hire individuals with extensive fund development expertise to lead the implementation process. This individual could assist with liaison between the Foundation Board and the Edmonton Public School Board. In addition, this person would also be responsible for overseeing the Foundation's work and recruiting appropriate Foundation Board members. To support the proposed model, it is recommended that the Foundation would require two staff members:

- A Director of Fund Development (Salary costs of approximately \$140,000)
- Fundraising Assistant (Salary costs of approximately \$75,000)

The above are salary costs only and does not include any supplies, equipment and services. The unit would require an operating budget.

### Mandate, Vision, Mission and Priorities

Creating a clear vision and mission for the Foundation will be crucial for garnering support and securing donations. Also critical are the priorities, which would need to focus on broader programs that support the needs of some, many or all schools.

### Name

Currently, the district has a *Partners in Education* program that engages parents and post-secondary, business and community representatives in public education and specific areas of interest within Edmonton Public Schools. Since the program already has name recognition in the community, one option is to name the Foundation: *Partners in Education Foundation for Edmonton Public Schools*.

### **Conclusion**

The Administration believes that the foundation model proposed in this report could be an additional way to promote the district's focus on student achievement and further enrich and enhance the learning experience for district students. Much like the existing infrastructure, this model will also create additional opportunities to engage our partners in education.

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APPENDIX I: Examples of Canadian Education Foundations (Update to information provided in the 2003 Foundation Feasibility Study)

## Update: Examples of Canadian District Education Foundations

**Vancouver Public Schools Foundation**

## Mission:

- To acquire resources which will be used to make the quality of the learning experience for all students attending Vancouver public schools as equitable, innovative and enriched as possible and to garner support for public education.

Focus	Structure	Staffing and Foundation Board	Support from the Division	Funds Raised
<p>Focused on raising money to support innovation, excellence and equity in schools.</p> <p>Priority funding areas:</p> <ul style="list-style-type: none"> <li>Fostering Citizenship</li> <li>Connecting Students with Community Leaders</li> <li>Ensuring Literacy</li> <li>Enhancing School Facilities</li> </ul> <p>Current projects:</p> <ul style="list-style-type: none"> <li>InnerCity Hot Breakfast Program</li> <li>Strathcona Community Centre</li> <li>Student Emergency</li> <li>Tzu Chi Buddhist Relief</li> <li>PALS and Family Literacy</li> <li>Dream Big Productions</li> <li>Early/Intermediate Literacy</li> <li>Kidsafe</li> <li>Nightingale Organic Garden</li> <li>Ducks Unlimited</li> <li>Scientist in Residence Program</li> <li>Water Curriculum Project</li> <li>Transformative Justice Programs</li> </ul>	<p>Established in 1990.</p> <p>Separate entity that operates at arms length from the division.</p> <p>The Foundation does not preclude School Planning Councils (SPC) from raising funds for their schools.</p> <p>Mission, values and guiding principals are in place.</p> <p>Case for Support has been developed.</p> <p>Grants Committee has been established to review and evaluate programs for funding support.</p>	<p>Currently, the following individuals are overseeing the work of the Foundation.</p> <p>Staff (2 members):</p> <ul style="list-style-type: none"> <li>Superintendent of Schools</li> <li>Secretary Treasurer</li> </ul> <p>The Foundation is in a transition phase and the intent is that the following positions will run the Foundation in the near future.</p> <p>Staff (2 members):</p> <ul style="list-style-type: none"> <li>Director of Fund Development</li> <li>Administrative Assistant</li> </ul> <p>Board currently consists of 12 members: 3 Trustees, 4 district administration representatives, 1 parent representative and 4 community leaders.</p>	<p>The district will pay for the cost of the foundation staff members. It is anticipated that this could amount to between \$150,000 to \$170,000.</p> <p>In addition, the district also provides a limited marketing budget.</p>	<p>Since 1990, approximately an average of \$400,000 has been raised each year.</p> <p>Once the transition phase is completed, the district believes that the Foundation can raise significantly more funds.</p>

## Update: Examples of Canadian District Education Foundations

**EducationMatters Calgary's Public Education Trust - Previously called Calgary Board of Education (CBE) Foundation**

## Mandate:

- To enhance public education by providing grants to innovative programs that help students realize their potential and become productive global citizens.
- To mobilize resources for innovative programs by offering donors a wide range of funds that demonstrate the commitment of Calgarians to innovation and excellence in public education.
- To inspire passion for public education in Calgary by fostering a two-way dialogue about the role of public education in our society.

Focus	Structure	Staffing and Foundation Board	Support from the Division	Funds Raised
<p>Priority is given to enhancement and award programs that are innovative, address critical issues and needs, have system-wide potential and make a difference.</p> <p>Priority funding areas:</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Career and Life Skills Development</li> <li>• Student Awards and Scholarships</li> <li>• Transitions</li> <li>• ESL, Diversity</li> <li>• Disadvantaged Students</li> <li>• Special Needs</li> <li>• Athletics</li> <li>• Others as determined.</li> </ul>	<p>Established in 2003.</p> <p>Separate entity that operates at arms length from CBE and is a stand-alone trust with its own staff and Board of Governors. Two members of the Board of Governors must be CBE Trustees.</p> <p>The Foundation does not preclude Parent Advisory Councils (PAC) from raising funds for their schools.</p> <p>Works closely with CBE and other leaders in Calgary's education sector.</p> <p>Mandate, mission, vision priorities, procedures and policies are in place.</p> <p>Grants committee has been established to review and evaluate programs for funding support.</p>	<p>Staff (6 members):</p> <ul style="list-style-type: none"> <li>• Executive Director</li> <li>• Senior Development Officer</li> <li>• Development Officer</li> <li>• Controller and Information Systems Manager(P/T)</li> <li>• Director of Communications and Community Development</li> <li>• Scholarship and Board Administrator</li> <li>• Community Development Associate P/T student</li> </ul> <p>Board of Governors consists of 13 members, including 2 CBE Trustees and 11 business, community and education leaders.</p>	<p>To launch the foundation, CBE provided a \$750,000 operating grant for the first three years.</p> <p>The balance of operating funds are received from annual fund fees.</p> <p>The Foundation and CBE are currently discussing a new three year funding agreement for Sept. 1 2007.</p>	<p>Funds raised are granted through endowment funds, and flow-through funds, which are distributed within two years of the funds being received.</p> <p>Since 2003, \$2.6 million in contributions has been raised and nearly \$1 million in grants has been distributed. To date 73 funds have been set up through the Foundation.</p> <p>In April 2006, a PLUS Campaign was launched with a goal of raising \$5 million over 3 years.</p> <p>In addition to corporate and individual donors, CBE has approved a payroll donation plan.</p>

Update: Examples of Canadian District Education Foundations

**Foundation for Red Deer Public Schools**

Vision:  
 • Serves as a catalyst in the community to enhance and enrich learning opportunities for all students.

Focus	Structure	Staffing and Foundation Board	Support from the Division	Funds Raised
<p>Focused on raising money to support a broad range of initiatives:</p> <ul style="list-style-type: none"> <li>• Fine Arts</li> <li>• Citizenship</li> <li>• Science and Environment</li> <li>• Canadian Connections</li> <li>• Wellness</li> </ul> <p>Also hosts an annual <i>Striving for Excellence Dinner</i> that recognizes 175+ students from all schools.</p>	<p>Established in 1993.</p> <p>Separate entity that operates at arms length from the division.</p> <p>The Foundation does not preclude Parent Advisory Councils (PAC) from raising funds for their schools.</p> <p>Case for Support is in the development stage.</p>	<p>Currently, the following individuals are overseeing the work of the Foundation.</p> <p>Staff (2 members):</p> <ul style="list-style-type: none"> <li>• Executive Director -- 0.15 FTE</li> <li>• Administrative Support 0.2 FTE</li> </ul> <p>Board currently consists of 14 members: 2 Trustees, Superintendent of Schools, 3 employee group representatives, 4 parent representatives and 4 community leaders.</p>	<p>The district supports the cost of the foundation's operations, including staffing and marketing for approximately \$30,000.</p>	<p>Approximately \$65,000 is raised each year for disbursement by the Foundation, in addition to the \$200,000 secured for school specific projects and grants.</p>

## EDMONTON PUBLIC SCHOOLS

October 13, 2009

TO: Board of Trustees

FROM: E. Schmidt, Superintendent of Schools

SUBJECT: Status Report: Edmonton Public Schools Foundation

ORIGINATOR: B. Coggles, Assistant Superintendent

RESOURCE  
STAFF: Alva Shewchuk, Sandra Woitas

## INFORMATION

Background

On April 10, 2007, the Board received a report: Framework for a District Level Foundation. This report provided information about existing foundation models, costs and operating structures.

On February 12, 2008, the Board passed a motion to create the Edmonton Public Schools Foundation. Funding was approved for three years of operation, with the expectation that the Foundation would be self-sustaining after that time. (Appendix I)

Purpose

Purposes of the Foundation are:

1. To inform the community of the value of a strong public education system and the critical role elected officials play in advancing public education, and to complement the efforts of the Edmonton Public Schools' Board of Trustees to broaden and deepen support for Edmonton Public Schools and to engage the community in supporting the priorities of the District.
2. To highlight the successes of Edmonton Public Schools. To tell our stories and encourage public engagement.
3. To offer community members the opportunity to support teaching and learning through a variety of contributions – financial, in-kind donations and gifts of time.

The Foundation will complement rather than replace the District's current fundraising support system and school-specific fundraising societies and foundations.

## Structure

The Edmonton Public Schools Foundation will exist as a separate entity that operates at arm's length to the District and acts as a stand-alone trust with its own volunteer Board of Governors.

## Foundation Office

An office for the Edmonton Public Schools Foundation has been set up at John A. McDougall School. This location will serve the Foundation well because it is in a school setting where teaching and learning are taking place. It is also at arms length from the District's administration office, yet still in close proximity to the Centre for Education.

Furniture and equipment have been provided to the Edmonton Public Schools Foundation through the District's surplus channels.

## Staffing

The Edmonton Public Schools Foundation will have two staff members: a Director and a Fund Development Associate who will oversee the development and implementation process. Both staff members will be considered employees of the District rather than employees of the Foundation.

Effective September 1, 2009, Sandra Woitas was designated to the position of Director of the Edmonton Public Schools Foundation. The Director will oversee the work of the Foundation and act as the liaison between the Foundation Board of Governors and Edmonton Public Schools' Board of Trustees.

The Fundraising Development Associate will report directly to the Director of the Foundation and be responsible for providing friendraising and fundraising support and assistance. To minimize expenses during the first year of operation, this position will also provide support to get the office established.

In future years, a small FTE staff member will be required to provide office administration support and be responsible for functions such as managing the donor database, co-ordinating special events and attending to general office duties.

## Board of Governors

The Board of Governors will consist of between five and nine volunteer board members, be representative of Edmonton's diverse community and include one representative from the District's Board of Trustees. Governors will be appointed by the Director of the Foundation for a three (3) year term and may be reappointed for an additional three (3) year term for a maximum of six (6) years of service on the Board of Governors.

### Assignment of Trustee from the Board of Trustees

The only exception to the appointment process for the Edmonton Public Schools Foundation's Board of Governors is the Trustee representative who will be assigned each year by the District's Board of Trustees at Organizational Board. Because Organizational Board has already occurred for the current school year, the Administration is requesting that the Board of Trustees identify one Trustee representative for this assignment during the 2009-2010 term.

The assigned Trustee representative will be a voting member of the Board of Governors for the Foundation and will be expected to attend meetings as scheduled by the Board of Governors.

In subsequent years, the Board of Trustees will identify a Trustee to serve on the Edmonton Public Schools Foundation through the Ad-hoc Committees and Board Representative Assignments process that occurs every year at Organizational Board.

### Allocation and Disbursement of Funds Raised

While the Board of Governors will be responsible for the development and implementation of the fundraising strategy undertaken by the Edmonton Public Schools Foundation, the allocation of funds raised will be determined by the District's Board of Trustees.

The Board of Trustees will be responsible for ensuring the contributions realized through the Edmonton Public Schools Foundation are used to support the current needs and priorities of the District. However, all donations identified for specific initiatives and activities by donors will be honoured.

### Friendraising and Fundraising Strategy

Traditionally, the strategy undertaken by most non-profit organizations is focused on fundraising and is accomplished by seeking out donors with money, power and/or influence. Sometimes these donors are individuals, but generally they are corporations. This approach is based on qualifying potential donors and then asking them for specific amounts of money to support identified initiatives. More often than not, these donors choose to contribute for one to three years, but will choose other community investment options in future years.

The friendraising and fundraising strategy to be undertaken by the Edmonton Public Schools Foundation offers a unique way of looking at donors. The strategy is focused primarily on making friends first and is not dependent upon qualifying potential donors in advance. Through this approach, the District will be able to achieve long-term, sustainable commitments for funding by cultivating prospective donors in a way that inspires them to give and to remain committed to the cause. Over time, the Edmonton Public Schools Foundation will have the opportunity to raise millions of unrestricted dollars.

The 4-step friendraising and fundraising program that will be undertaken by the Edmonton Public Schools Foundation is as follows:

### Step 1: Information Sessions

Members of the community will be introduced to Edmonton Public Schools through one-hour information sessions. Key members of the District - volunteers, staff, students and parents – will be involved in delivering compelling messages that will educate participants about the work of the District and the various challenges it faces with respect to providing quality education for all students. These sessions will occur bi-weekly through the year and each session will have between 10 and 15 participants.

### Step 2: Information Session Follow-up

After each information session, Foundation staff members will be responsible for connecting with each participant and cultivating the relationships that were initiated at the session. This follow-up process inspires participants to share information about Edmonton Public Schools with others and consider opportunities for further involvement.

### Step 3: Signature Fundraising Event

Every school year, the Edmonton Public Schools Foundation will host a signature fundraising event in which all information session participants and other interested community members will be invited. The primary purpose for this event is to further engage people in the work of the District and to ask them to make a contribution to enhance the teaching and learning that occurs at Edmonton Public Schools.

Typically, the donations will be provided as unrestricted funding for the District and a number of the donors will choose to make multi-year donations. Immediately after the event, follow-up calls will be made to each and every participant to thank them for coming to the event and to each and every donor to thank them for their generous contribution.

### Step 4: Stewardship Plan

The key to long-term success in this program are the actions taken immediately following the fundraising event. Once the event follow-up is completed, the Board of Governors will administer a stewardship plan that, in many instances, creates additional gifts as donors become more connected to the priorities identified by the Edmonton Public Schools Board of Trustees.

### Official Launch of the Edmonton Public Schools Foundation

An event to celebrate the official launch of the Edmonton Public Schools Foundation is being planned for February 10, 2010 at John A. McDougall School.

The program will include the introduction of the Board of Governors and an overview of the role the Edmonton Public Schools Foundation will play in support of Edmonton Public Schools. An invitation will be extended to Trustees, students, parents, staff and members of the community.

## Recent Activities

In November 2008, the Administration hired Infinity Fundraising Etc. Inc. on a one year contract basis to support the efforts required to develop a strategy for the implementation of the Edmonton Public Schools Foundation. They were hired because of their extensive knowledge about fundraising for education and the network of invaluable community contacts they have developed over the years.

The Director of the Foundation continues to utilize the expertise of Infinity Fundraising Etc. Inc. and will make a decision about the possibility of extending the contact in December 2009.

To ensure the priorities of the Edmonton Public Schools Foundation are aligned with the District Priorities and to support the objectives of the Board of Trustees' Strategic Plan, the Director of the Foundation has been visiting with district staff members in central departments and schools, as well as key members of the community.

The Director of the Foundation has also been meeting with officials from other foundation and fund development offices at other educational institutions. The purpose of these meetings is to engage the community in the work of public education, and to get a better sense of the opportunities and challenges attached to raising funds to support a K to 12 school district.

Prior to the hiring of the Director of the Foundation, the following is a list of items that Infinity Fundraising Etc. Inc. undertook to begin the implementation of the Edmonton Public Schools Foundation:

- the Edmonton Public Schools Foundation was registered under the Alberta Societies Act;
- bylaws were developed for the Edmonton Public Schools Foundation;
- a recruitment strategy for the Board of Governors was developed;
- a friendraising and fundraising strategy for the Edmonton Public Schools Foundation was developed;
- arrangements were made with Financial Services to effectively administer the Foundation's finances; and
- an orientation manual for the Board of Governors of the Edmonton Public Schools Foundation was created.

Currently, the Director of the Foundation, is working to:

- advertise the Fund Development Associate position through the District's Human Resource department's typical hiring practice during November 2009 so that a suitable candidate will be in the position by December 2009;

- actively seek out potential board members for the Board of Governors; it is anticipated that a Board of Governors will be in place by the end of January 2010;
- create a mission statement that will complement the work of the District's Board of Trustees and provide direction for the Board of Governors for the Edmonton Public Schools Foundation; and
- start the implementation of the friendraising and fundraising strategy.

The Edmonton Public Schools Foundation will provide periodic reports on its activities and progress to the Board of Trustees.

BC:ams

APPENDIX I February 12, 2008 Board Report – Motion Re: District-Level Foundation

EDMONTON PUBLIC SCHOOLS

February 12, 2008

TO: Board of Trustees  
FROM: Trustee B. Esslinger  
SUBJECT: Motion re District-Level Foundation

RECOMMENDATION

That the Board establish a district-level foundation as outlined in the April 10, 2007 Board Report – Framework for a District-Level Foundation.

\* \* \* \* \*

In addition, Trustee Esslinger requested that the administration prepare a revised report clearly outlining the recommended model for consideration of this motion (Attachment #1).

Attached for information is the April 10, 2007 Board Report (Attachment #2).

Notice of the above motion was served at the January 29, 2008 board meeting.

BE:mmf

Attachment #1 – Recommended Model

Attachment #2 – April 10, 2007 Board Report – Framework for a District-Level Foundation

## **Proposed Framework for a District-Level Foundation**

The 2004-2007 Board of Trustees explored the feasibility of establishing a district-level foundation and asked the administration to review existing foundation models. In the April 10, 2007 board report labeled Appendix II, the administration identified the Vancouver Public Schools Foundation model as the most feasible and financially practical option for Edmonton Public Schools. Details regarding the proposed framework are as follows:

### Purpose

The district-level foundation will promote public education and focus on engaging the community's support in specific areas determined by a foundation board.

The intent is for the Foundation to complement rather than replace the current district-level fundraising support system and school specific fundraising societies and foundations. This approach will reduce the possibility of creating negative public perceptions among parent fundraising groups and other community foundations that may view the Foundation as competition.

### Structure

The Foundation will be a separate entity that operates at arm's length to the District and acts as a stand-alone trust with its own board and staff.

### Staffing

Initially, the Foundation will require two staff members: a Director of Fund Development and a Fundraising Assistant. Both staff members would have extensive fund development expertise and leadership skills to oversee the development and implementation process. Much like the Vancouver Foundation model, the Director of Fund Development would act as the liaison between the Foundation Board and the Edmonton Public School Board, as well as oversee the work of the foundation. The Fundraising Assistant would provide fundraising and accounting support and assistance.

### Foundation Board

The Foundation Board should consist of 10 to 12 members who are representative of the District's diverse stakeholder population (e.g., representation from the Board of Trustees, administration, staff group members, parents and influential members of the community).

Initially, the Foundation Board will have to create a clear vision and mission, which are aligned with the District Priorities and focus on broader programs that support the needs of schools. Equally as important, the Foundation Board will be responsible for establishing a name for the Foundation so that it can pursue charitable status and develop its own set of bylaws.

## Reporting Structure

At first, the Foundation's staff members and board will report directly to the Superintendent of Schools. However, the reporting structure will evolve as the Foundation becomes more sustainable.

## Budget

In order to support the initial development and implementation stages of the Foundation, the Edmonton Public School Board would need to allocate physical space, furniture, equipment, and human and financial resources during the Foundation's first three years of operation.

The following list identifies the minimum estimated costs that will be required to establish the Foundation and provide support over a three-year term:

Necessary Resources	Resource Details	Estimated Costs for Year 1	Estimated Costs for Year 2	Estimated Costs for Year 3	Total Estimated Costs
Staffing	Director of Fund Development	\$140,000	\$140,000	\$140,000	\$420,000
	Fundraising Assistant	\$75,000	\$75,000	\$75,000	\$225,000
Furniture	Desks, tables, chairs, lighting, etc.	\$20,000	\$3,000	\$3,000	\$26,000
Equipment	Computers, software programs, fax, printers, etc.	\$25,000	\$10,000	\$10,000	\$45,000
Miscellaneous Financial Support	Advertising and promotions, website development, allowance for lunches and travel, etc.	\$200,000	\$150,000	\$150,000	\$500,000
	<b>TOTAL</b>	<b>\$460,000</b>	<b>\$378,000</b>	<b>\$378,000</b>	<b>\$1,216,000</b>

### *Note:*

*No estimated cost has been identified for the physical location of the Foundation, as the cost will be dependent upon the suitability of space in the District. Should District space be unsuitable, additional leasing costs would be required.*

## Conclusion

Once the initial three-year term is over, the Foundation will be expected to work autonomously from the District and be financially self-sufficient.

## EDMONTON PUBLIC SCHOOLS

April 10, 2007

TO: Board of Trustees

FROM: B. Holt, Acting Superintendent

SUBJECT: Framework for a District-Level Foundation

ORIGINATOR: B. Tams, Executive Director

RESOURCE  
STAFF: Lisa Austin, Noel Gareau, Rebecca Kroetch, Dean Power,  
Alva Shewchuk

## RECOMMENDATION

That the framework for a district-level foundation as outlined in this report be approved.

\* \* \* \* \*

**Background**

Edmonton Public Schools has a long history of raising funds to support the district's priorities. Over the years, the district has created its own unique approach to fund development and established an informal, yet successful, infrastructure to effectively and efficiently manage its fundraising efforts. As a result, priorities, procedures and policies have evolved over time, and the district and schools have been the recipient of generous contributions. It is important to note that these contributions have increased significantly over the years.

The flexibility of this current practice has allowed the district to focus on securing support for specific initiatives that complement the fundraising activities being undertaken by schools and central service decision units. Some schools have established foundations, while other schools are engaged in a wide range of fundraising activities, including special events, sponsorships, partnerships, cash donations, in-kind gift donations, scholarships and exclusive product agreements.

In addition, the Administration provides fundraising support directly to schools and the district. Communications provides advice and support to schools regarding educational partnerships, grant applications and gaming activities. The department also oversees fundraising for special Board hosted events such as the Night of Music. Purchasing Services oversees district-level exclusive product agreements; Student Assessment provides writing support for new scholarships (school and district-level) and oversees the selection process of 14 district-based scholarships each year; and Financial Services is responsible for receipting and processing donations, scholarships, grants and gaming funds.

## Updates to the 2003 Foundation Feasibility Study Report

Appendix I provides an update of some school district education foundations in Canada as outlined on pages 8 and 9 of the 2003 Foundation Feasibility Study.

In addition, the following chart outlines the funds received and raised by the district and schools between the 2002-03 and 2005-06 school years. This data is subsequent to the information provided on page 11 of the 2003 Foundation Feasibility Study.

<b>Funds Raised Between 2002-03 and 2005-06</b>				
	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Donations Received	\$ 315,222	\$ 278,149	\$ 287,800	\$ 233,111
In-kind Donations	\$ 64,287	\$ 61,143	\$ 18,299	\$ 59,419
Parent Advisory Council (P.A.C.)	\$ 3,179,949	\$ 3,983,275	\$ 3,846,189	\$ 4,249,315
Other Government Grants (Alberta Lottery Foundation and Alberta Foundation for the Arts)	\$ 460,594	\$ 537,956	\$ 467,847	\$ 469,653
Other Charities and Foundations (Donations not received)	\$189,370	\$ 248,732	\$ 304,042	\$ 580,568
<b>TOTAL</b>	<b>\$ 4,209,422</b>	<b>\$ 5,109,255</b>	<b>\$ 4,924,177</b>	<b>\$ 5,592,066</b>

### Proposed District-level Foundation Framework

As reported in the 2003 Foundation Feasibility Study, there is a growing trend of K-12 education systems establishing foundations to mobilize resources to support teaching and learning and enhance the learning environment. Some districts, like the Calgary Board of Education, have established foundations to take on the majority of fundraising on behalf of the district and schools. The EducationMatters Calgary's Public Education Trust raises significant funds (over \$1 million each year) to support a large portfolio of priorities, manage fundraising and friendraising campaigns, and create alternative giving options such as their recently approved payroll donation plan. To attend to all of these activities, the Calgary Board of Education has hired six full-time staff members.

Other districts, such as Vancouver Public Schools and Red Deer Public Schools, have foundations with a limited number of staff members who focus on a few priorities. Because it is a relatively small rural district, Red Deer Public Schools allocates a portion of two staff members' time to manage the Foundation for Red Deer Public Schools' fundraising activities, which generates less than \$100,000 per year. Although the Foundation for Vancouver Public Schools is currently in transition, the Vancouver Public School district has made a commitment to hire two full-time staff members responsible for raising \$400,000+ each year. The Director of Fund Development will be responsible for overseeing the operations of the Vancouver Public Schools Foundation and acting as a liaison between the Foundation and the division. The priorities of the Foundation are focused on supporting equity in schools, while still allowing schools to engage in their own fundraising activities.

If the Board is interested in exploring a more formal structure for district-level fundraising, the Administration believes that the Vancouver Public Schools Foundation model is the most feasible and financially practical option for the district.

### **Framework Outline**

Much like the Vancouver Public Schools model, the foundation model proposed for Edmonton Public Schools would focus on the district priorities as established by the Board. This approach would complement rather than replace the thriving, although informal, fundraising support system that is presently in place in the district. This means that current fundraising procedures, policies and practices, the establishment of which typically takes up the bulk of a foundation's work in its first year, would remain relatively the same.

In addition, the number of staff required to manage this model would be much less than the number necessary to oversee other, more complex education foundation models such as the EducationMatters Calgary's Public Education Trust. This is a significant factor because school districts typically pay for foundation staff salaries. Lastly, the proposed model would not interfere with existing fundraising activities undertaken by schools and central service decision units. By focusing district-level efforts on the district priorities, this Foundation model would be able to support clusters of schools or all schools.

The proposed framework for the foundation model for Edmonton Public Schools is outlined below.

### Reporting Structure

An educational foundation is typically overseen by a foundation board of directors. Identifying to whom the Foundation will report is vital. One option is for the Foundation staff to report directly to the Superintendent of Schools and the Foundation Board to report to the Board of Trustees.

### Foundation Board Size and Membership

Typically, a foundation board has a mix of stakeholder representatives who are responsible for identifying priorities, developing strategies and creating a plan. Ideally, a foundation board would consist of 10 to 12 people and include no more than two Trustees. The remaining board members could include representation from Administration, the Superintendent's Council (principal group), parents and influential members of the community. Other members could include former students and retired staff.

### Commitment and Support

Each of the school district foundation representatives interviewed during the preparation of this report indicated that an education foundation's success and sustainability is contingent upon the commitment and support of the Foundation Board, Board of Trustees and the district's senior staff members. In addition, research reveals that financial contributions from key Board and staff members can greatly influence and impact community support. This means that the community will probably have an expectation that Trustees and senior staff members will also be making donations to the Foundation.

### Staffing and Supplies and Services

Other district education foundation representatives recommend that education institutions considering a foundation should hire individuals with extensive fund development expertise to lead the implementation process. This individual could assist with liaison between the Foundation Board and the Edmonton Public School Board. In addition, this person would also be responsible for overseeing the Foundation's work and recruiting appropriate Foundation Board members. To support the proposed model, it is recommended that the Foundation would require two staff members:

- A Director of Fund Development (Salary costs of approximately \$140,000)
- Fundraising Assistant (Salary costs of approximately \$75,000)

The above are salary costs only and does not include any supplies, equipment and services. The unit would require an operating budget.

### Mandate, Vision, Mission and Priorities

Creating a clear vision and mission for the Foundation will be crucial for garnering support and securing donations. Also critical are the priorities, which would need to focus on broader programs that support the needs of some, many or all schools.

### Name

Currently, the district has a *Partners in Education* program that engages parents and post-secondary, business and community representatives in public education and specific areas of interest within Edmonton Public Schools. Since the program already has name recognition in the community, one option is to name the Foundation: *Partners in Education Foundation for Edmonton Public Schools*.

### **Conclusion**

The Administration believes that the foundation model proposed in this report could be an additional way to promote the district's focus on student achievement and further enrich and enhance the learning experience for district students. Much like the existing infrastructure, this model will also create additional opportunities to engage our partners in education.

LA:ams

APPENDIX I: Examples of Canadian Education Foundations (Update to information provided in the 2003 Foundation Feasibility Study)

## Update: Examples of Canadian District Education Foundations

**Vancouver Public Schools Foundation**

## Mission:

- To acquire resources which will be used to make the quality of the learning experience for all students attending Vancouver public schools as equitable, innovative and enriched as possible and to garner support for public education.

Focus	Structure	Staffing and Foundation Board	Support from the Division	Funds Raised
<p>Focused on raising money to support innovation, excellence and equity in schools.</p> <p>Priority funding areas:</p> <ul style="list-style-type: none"> <li>Fostering Citizenship</li> <li>Connecting Students with Community Leaders</li> <li>Ensuring Literacy</li> <li>Enhancing School Facilities</li> </ul> <p>Current projects:</p> <ul style="list-style-type: none"> <li>InnerCity Hot Breakfast Program</li> <li>Strathcona Community Centre</li> <li>Student Emergency</li> <li>Tzu Chi Buddhist Relief</li> <li>PALS and Family Literacy</li> <li>Dream Big Productions</li> <li>Early/Intermediate Literacy</li> <li>Kidsafe</li> <li>Nightingale Organic Garden</li> <li>Ducks Unlimited</li> <li>Scientist in Residence Program</li> <li>Water Curriculum Project</li> <li>Transformative Justice Programs</li> </ul>	<p>Established in 1990.</p> <p>Separate entity that operates at arms length from the division.</p> <p>The Foundation does not preclude School Planning Councils (SPC) from raising funds for their schools.</p> <p>Mission, values and guiding principals are in place.</p> <p>Case for Support has been developed.</p> <p>Grants Committee has been established to review and evaluate programs for funding support.</p>	<p>Currently, the following individuals are overseeing the work of the Foundation.</p> <p>Staff (2 members):</p> <ul style="list-style-type: none"> <li>Superintendent of Schools</li> <li>Secretary Treasurer</li> </ul> <p>The Foundation is in a transition phase and the intent is that the following positions will run the Foundation in the near future.</p> <p>Staff (2 members):</p> <ul style="list-style-type: none"> <li>Director of Fund Development</li> <li>Administrative Assistant</li> </ul> <p>Board currently consists of 12 members: 3 Trustees, 4 district administration representatives, 1 parent representative and 4 community leaders.</p>	<p>The district will pay for the cost of the foundation staff members. It is anticipated that this could amount to between \$150,000 to \$170,000.</p> <p>In addition, the district also provides a limited marketing budget.</p>	<p>Since 1990, approximately an average of \$400,000 has been raised each year.</p> <p>Once the transition phase is completed, the district believes that the Foundation can raise significantly more funds.</p>

**Update: Examples of Canadian District Education Foundations**

**EducationMatters Calgary's Public Education Trust - Previously called Calgary Board of Education (CBE) Foundation**

**Mandate:**

- To enhance public education by providing grants to innovative programs that help students realize their potential and become productive global citizens.
- To mobilize resources for innovative programs by offering donors a wide range of funds that demonstrate the commitment of Calgarians to innovation and excellence in public education.
- To inspire passion for public education in Calgary by fostering a two-way dialogue about the role of public education in our society.

Focus	Structure	Staffing and Foundation Board	Support from the Division	Funds Raised
<p>Priority is given to enhancement and award programs that are innovative, address critical issues and needs, have system-wide potential and make a difference.</p> <p>Priority funding areas:</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Career and Life Skills Development</li> <li>• Student Awards and Scholarships</li> <li>• Transitions</li> <li>• ESL, Diversity</li> <li>• Disadvantaged Students</li> <li>• Special Needs</li> <li>• Athletics</li> <li>• Others as determined.</li> </ul>	<p>Established in 2003.</p> <p>Separate entity that operates at arms length from CBE and is a stand-alone trust with its own staff and Board of Governors. Two members of the Board of Governors must be CBE Trustees.</p> <p>The Foundation does not preclude Parent Advisory Councils (PAC) from raising funds for their schools.</p> <p>Works closely with CBE and other leaders in Calgary's education sector.</p> <p>Mandate, mission, vision priorities, procedures and policies are in place.</p> <p>Grants committee has been established to review and evaluate programs for funding support.</p>	<p>Staff (6 members):</p> <ul style="list-style-type: none"> <li>• Executive Director</li> <li>• Senior Development Officer</li> <li>• Development Officer</li> <li>• Controller and Information Systems Manager(P/T)</li> <li>• Director of Communications and Community Development</li> <li>• Scholarship and Board Administrator</li> <li>• Community Development Associate P/T student</li> </ul> <p>Board of Governors consists of 13 members, including 2 CBE Trustees and 11 business, community and education leaders.</p>	<p>To launch the foundation, CBE provided a \$750,000 operating grant for the first three years.</p> <p>The balance of operating funds are received from annual fund fees.</p> <p>The Foundation and CBE are currently discussing a new three year funding agreement for Sept. 1 2007.</p>	<p>Funds raised are granted through endowment funds, and flow-through funds, which are distributed within two years of the funds being received.</p> <p>Since 2003, \$2.6 million in contributions has been raised and nearly \$1 million in grants has been distributed. To date 73 funds have been set up through the Foundation.</p> <p>In April 2006, a PLUS Campaign was launched with a goal of raising \$5 million over 3 years.</p> <p>In addition to corporate and individual donors, CBE has approved a payroll donation plan.</p>

**Update: Examples of Canadian District Education Foundations**

**Foundation for Red Deer Public Schools**

**Vision:**

- Serves as a catalyst in the community to enhance and enrich learning opportunities for all students.

Focus	Structure	Staffing and Foundation Board	Support from the Division	Funds Raised
<p>Focused on raising money to support a broad range of initiatives:</p> <ul style="list-style-type: none"> <li>• Fine Arts</li> <li>• Citizenship</li> <li>• Science and Environment</li> <li>• Canadian Connections</li> <li>• Wellness</li> </ul> <p>Also hosts an annual <i>Striving for Excellence Dinner</i> that recognizes 175+ students from all schools.</p>	<p>Established in 1993.</p> <p>Separate entity that operates at arms length from the division.</p> <p>The Foundation does not preclude Parent Advisory Councils (PAC) from raising funds for their schools.</p> <p>Case for Support is in the development stage.</p>	<p>Currently, the following individuals are overseeing the work of the Foundation.</p> <p>Staff (2 members):</p> <ul style="list-style-type: none"> <li>• Executive Director – 0.15 FTE</li> <li>• Administrative Support 0.2 FTE</li> </ul> <p>Board currently consists of 14 members: 2 Trustees, Superintendent of Schools, 3 employee group representatives, 4 parent representatives and 4 community leaders.</p>	<p>The district supports the cost of the foundation's operations, including staffing and marketing for approximately \$30,000.</p>	<p>Approximately \$65,000 is raised each year for disbursement by the Foundation, in addition to the \$200,000 secured for school specific projects and grants.</p>

**DATE:** October 25, 2011

**TO:** Board of Trustees

**FROM:** David Fraser, Executive Director Corporate Services

**SUBJECT:** Edmonton Public Schools Foundation (EPS Foundation) Progress Report (Response to Trustee Request #121)

**ORIGINATOR:** Sandra Woitas, Director Edmonton Public Schools Foundation

**RESOURCE STAFF:** Alva Shewchuk

**REFERENCE:** September 27, 2011 Board Meeting (Trustee Ripley)

### **ISSUE**

Annually, the Edmonton Public Schools Foundation (EPS Foundation) provides a summary of activities and results to the Board of Trustees. This report outlines the EPS Foundation's 2010-11 successes, as well as future opportunities and challenges, and includes a financial picture of the funds raised during the school year.

### **BACKGROUND**

In 2008, the Board of Trustees approved a recommendation to create an EPS Foundation to complement the District's current fundraising support system and school-specific fundraising societies and foundations. The purpose of the EPS Foundation is as follows:

- to inform the community of the value of a strong public education system and the critical role elected officials play in advancing public education;
- to complement the efforts of the Board of Trustees in broadening and deepening support for Edmonton Public Schools, particularly among the 70 per cent of Edmontonians who presently do not have a direct link to public education;
- to share stories about the teaching and learning occurring in our schools; and
- to offer community members the opportunity to support teaching and learning through a variety of contributions – financial, in-kind donations and gifts of time.

During the 2009-10 school year, a Director (Sandra Woitas) and Fund Development Associate (Alva Shewchuk) were hired and the EPS Foundation was officially launched in February 2010. The EPS Foundation is housed at John A. McDougall School and has a Board of Governors consisting of board members that include:

- an Edmonton Public Schools' staff member;
- a representative from the Board of Trustees who is assigned to the role each year at Organizational Board; and
- volunteers from all walks of life who represent Edmonton's diverse community.

The Board of Governors' priority is to raise friends for public education and raise funds to support early learning intervention and student success. More specifically, they secure financial and in-kind donations to supplement the costs associated with early learning and full-day Kindergarten programs for some of the District's most socially vulnerable elementary schools.

**CURRENT SITUATION**

In the 2010-11 school year, through an extensive cultivation and stewardship process undertaken by the EPS Foundation, over 5,000 community members had an increased awareness about the Edmonton Public Schools system and \$450,000 was realized in contributions achieved through a variety of activities and events.

During 2009-10 and its first year of operation, the EPS Foundation raised enough money to establish a full-day Kindergarten program at Tipaskan School in the 2010-11 school year. Funds raised in 2010-11 ensured sustainability for the full-day Kindergarten program at Tipaskan School and another two full-day Kindergarten programs which were established at Lauderdale and Mee-Yah-Noh schools during the 2011-12 school year. \$120,000 of the total dollars raised was directed to a designated early learning site as per donor's preference.

2010-11 Successes

Over the school year, 19 information sessions were at hosted at John A. McDougall, Evansdale, Youngstown, Montrose and Tipaskan schools. Approximately 350 individuals from the community were invited to come see first-hand the teaching and learning occurring in some of our District's more socially vulnerable elementary schools. At each session, the Director spoke about the purpose of the EPS Foundation and the importance of early learning, a former student shared their experience within the public education system and a school staff member talked about the challenges and opportunities related to their school and student population. Extensive follow-up calls were made to each individual and a handwritten note was sent to each as well.

On November 3, 2010, to celebrate the launch of the full-day Kindergarten program at Tipaskan School, a *Mad Hatters Tea Party* was hosted at the school to showcase how contributions made to the EPS Foundation were used. Over 80 donors, some Trustees, the Superintendent and Board of Governors' members enjoyed a morning of student entertainment and tour of the full-day Kindergarten classroom. On February 17, 2011, 100 parents/guardians and their children enrolled in the full-day Kindergarten program were invited to a family night celebration.

On November 24, 2010, as part of its stewardship approach, the EPS Foundation invited donors and volunteers to an annual *Create in 8 Art Showcase*. During the entire day, students from eight high schools came together to collaborate and create works of art based on the EPS Foundation theme – *Ready for Life!* At the end of the day, at the showcase event, all donors and volunteers were given the opportunity to review and take a piece of artwork as a token of appreciation for their time and/or contributions to public education.

On May 12, 2011, over 275 community members attended the EPS Foundation's second annual fundraising *Ready for Life* breakfast which realized \$200,000 in unrestricted funding support. For a second year, the Royal Bank of Canada Foundation contributed \$50,000, \$40,000 came from EPCOR and an anonymous donor donated \$50,000. One-fourth of the guests had attended information sessions, while others were guests invited by the 30 individuals who hosted tables at the event. The event required an enormous number of volunteer supporters made up of 100 staff, students and Foundation friends. After the breakfast, personal calls were made to thank individuals for attending the event and for their contribution. In addition, students created thank you cards which were sent to all involved.

Throughout the year, events and activities are undertaken to generate interest in the EPS Foundation and to ensure staff and community members are aware of the multiple needs of our schools. For example: the *Welcome Back* campaign, where 1,000 cupcakes were hand-delivered to staff at a variety of sites; the *Mittens for Kittens* campaign, in which staff and community volunteers are asked to make mittens, hats, scarves and socks for schools in need; and the *Slippers for Sweeties* campaign held at the Centre for Education during the same week of Valentines Day.

As a result of the friendraising and stewardship that occurred during the course of 2010-11, a number of third-party fundraising events and activities were also undertaken by other groups and individuals in support of the EPS Foundation.

On April 27, 2011, Kingsway Mall hosted a *Ready to Shine? Student Fashion Show* to showcase the fashion studies program at the District's high schools to 300 supporters. Nineteen teams of 65 students, from Harry Ainlay, L.Y. Cairns, Jasper Place, M.E. LaZerte and Ross Sheppard participated in the event. School site adjudication took place with representatives from Kingsway Mall, Marvel College and the EPS Foundation. A documentary was filmed of the process and event courtesy of Kingsway Mall. The event was featured in The Edmonton Journal, Global TV live morning remote and the Edmonton Examiner. Oxford Properties matched the number of teams with a donation of \$100 per team for a total of \$1,900. Other partners included Burke Group, Sig Plach Couturier & Fabrics and Marvel College which provided two \$1,000 Fashion Design scholarships to a team from M.E. LaZerte. Due to its success, Kingsway Mall has agreed to make this an annual event.

On March 24, 2011, the Edmonton Twestival 2011 committee chose the EPS Foundation as its charity of choice. This grassroots social media initiative engaged a young demographic of people who use Twitter at their primary communication vehicle. Fifty individuals showed up at the downtown pub location and \$2,400 was realized through a silent auction.

On June 21, 2011, Notables Stationers Inc. celebrated 25 years of business with 250+ customers and supporters. The store has a long history of supporting literacy initiatives and public education and, in keeping with [that](#) tradition, 25 per cent of all sales made by the store that day – \$5,000 in total – was gifted to the EPS Foundation.

On June 25, 2011, Terry Sulyma, former Trustee, and his wife held a Summer Solstice at their home. At their annual get together, they encouraged their guests to make a contribution to the EPS Foundation, which resulted in a \$2,100 contribution.

The Bear 100.3 FM radio contributed \$10,000 in total to Tipaskan's full-day Kindergarten classroom. \$5,000 came from The Bear's Children's fund during the launch of the full-day Kindergarten program and another \$5,000 came later in the year as a result of a charity challenge won by Yukon – one of the radio's celebrity hosts. The radio station also provided considerable media attention throughout the year.

As part of the school decommissioning process, Purchasing and Contract Services, Planning and Facilities Operations directed all furniture/equipment sale donations to the EPS Foundation, which resulted in a \$120 contribution.

Partnerships also play a role in promoting the importance of public education. During the year, the EPS Foundation worked closely with the University of Alberta Senate to expand U School from three recipient elementary schools in 2009-10 to seven elementary schools and one junior high school in 2010-11. In total, 240 students benefited from the experience.

Throughout the year, the EPS Foundation staff members served in a variety of capacities on the following boards, councils, associations, etc.: AAFRE (Alberta Association of Fundraising Executives), AFP (Association of Fundraising Professionals); University of Alberta Senate; (Alberta Health Services); Greater Edmonton Region Advisory Health Council; Big Brothers Big Sisters Edmonton; Institute for Sexual Minority Studies and Services (Faculty of Education, Education Policy); Edmonton Community Police Foundation; and Province of Alberta's Great Kids Awards Committee. Such membership has helped raise the EPS Foundation profile in a variety of networks.

In addition, attendance at community events and activities, along with presentations to teaching and non-teaching groups, has increased awareness about the public education system, role of advocacy and importance of early learning and student achievement.

### Challenges

Now that three full-day Kindergarten programs have been funded by the EPS Foundation, significant effort will have to be made by the Board of Governors and Foundation staff members to sustain these programs and to secure additional funding to support other schools in need. As a result, the volunteer Board of Governors and the two-member staff group may not be able to keep up with the demands attached to the EPS Foundation's growing friendraising and fundraising efforts.

### Opportunities

Believing that it takes a whole village to raise a child, the EPS Foundation's long-term goal is to engage the entire community in the work of teaching and learning at Edmonton Public Schools and has identified the following opportunities for future growth.

- Implementing an automatic payroll deduction option for staff. The process started in September 2011 and will be monitored and refined over the 2011-12 school year.
- Encouraging staff members to host events and activities to support the work of the EPS Foundation. A bottle recycling initiative and garage sale project have recently been initiated by Central Service staff members.
- Creating an alumni council with former members of all staff groups. The option will be investigated and determined if it is feasible.
- Involving district schools to think locally and give locally. Have started to ask high school leadership teams to consider the EPS Foundation as its charity of choice as part of their service to community strategies.
- Pursuing the possibilities of implementing a planned/deferred gifts option.

**KEY POINTS**

- Over 5,000 community members were introduced or reintroduced to Edmonton Public Schools. This group of individuals is made up of contributors, volunteers and supporters from private and public companies; service agencies and associations; union and trade groups; media supporters; staff members and former staff members; as well as other interested parties.
- Over \$450,000 was raised during the 2010-11 school year; \$120,000 was donated by an anonymous donor and directed to early learning sites and the remaining dollars were directed to full-day Kindergarten programming at Tipaskan, Lauderdale and Mee-Yah-Noh.
- 350 guests attended 19 information sessions between September 2010 and August 2011.
- 275 guests attended the second annual *Ready for Life* fundraising breakfast which realized \$200,000 in contributions; Royal Bank of Canada Foundation contributed \$50,000, \$40,000 came from EPCOR and an anonymous donor donated \$50,000.
- Most of the *Ready for Life* fundraising breakfast donations were one-time contributions from individuals; the largest being a significant memoriam gift from San San Sy who is a member of the Board of Governors. Eight donations were long-term commitments between two and four years; with four donor pledges of \$1,000 per year over a five-year timeframe.
- Tipaskan, Lauderdale and Mee-Yah-Noh schools received funding during 2010-11, which means 75 Kindergarten students will benefit from full-day Kindergarten programming.
- Currently, Lauderdale School is being funded by the Edmonton Oilers Community Foundation, which provided a five-year commitment of \$300,000; in 2011-12 the EPS Foundation received its first installment of \$100,000.
- Plans are underway for staff to make contributions through an automatic payroll deduction option; and an alumni council of former staff members and a planned/deferred gifts option are being considered.

SBW:ams

**MINUTE BOOK**

**Board Meeting #05**

Minutes of the meeting of the Board of Trustees of Edmonton School Division of the Province of Alberta held via Zoom on Tuesday, February 1, 2022, at 2 p.m.

**Present:**

**Trustees**

Trisha Estabrooks  
Dawn Hancock  
Marcia Hole

Nathan Ip  
Julie Kusiek  
Marsha Nelson

Sherri O'Keefe  
Jan Sawyer  
Saadiq Sumar

**Officials**

Angela Anderson  
Todd Burnstad  
Grace Cooke  
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:** 2:02 p.m.

The Superintendent advised that all Trustees were present.

**B. Approval of the Agenda**

Trustee Sumar advised that he was withdrawing his motion (Agenda Item G5: KN95 masks for Edmonton Public Students and Staff).

**MOVED BY Trustee O'Keefe:**

**“That the agenda for the February 1, 2022, Board meeting be approved as amended.”  
(UNANIMOUSLY CARRIED)**

## MINUTE BOOK

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

The Board Chair noted that February 2022 marked Alberta's fifth annual Black History Month and throughout the month, the Division will honour the lives, histories and accomplishments of Black Albertans and Canadians. To help celebrate the important month, the Division's Diversity Education Unit compiled a variety of resources, including a video entitled: Listen, Hear, Learn: Honouring Black Voices. The video was then played.

The Board Chair thanked Dr. Jennifer Kelly and the Edmonton Heritage Council for sharing, with the Division, their presentation and exhibit titled "And Still We Rise: A Black Presence in Alberta", available at [citymuseumedmonton.ca](http://citymuseumedmonton.ca).

The Board Chair noted that today also marked the beginning of the Lunar New Year celebrations. She said that 2022 is the Year of the Tiger, an animal associated with bravery, courage and strength. The tiger can be seen as an animal that can give people hope – an important symbol as we continue to navigate the global pandemic

The Board Chair said it was important to recognize the ethnocultural diversity in the Division and the community through events such as Black History Month and Lunar New Year. Participating in such events are ways we can learn and act to build a more welcoming, safe and anti-racist world. Over the past weekend, the city and the country witnessed divisive, hateful and intolerant actions and language. The Board stands against hate and believes through education we can become a more tolerant, inclusive society. The Board is committed to living up to the Anti-racism and Equity Policy.

The Board Chair shared that the Division has been dealing with COVID-19 and all the many implications of a global pandemic for the past two years. Children have learned new vocabulary, new ways of doing and making sense of this world we live in, new ways of interacting with people. Students have made sacrifices and continue to make sacrifices in order to do their part to keep everyone safe. Vaccination rates are on the rise in young people - which is encouraging and the hope is that the government of Alberta takes up the Division's offer of hosting in-school vaccination clinics to make the vaccine more accessible.

The Board Chair expressed thanks, on behalf of the Board, to Division staff who were working incredibly hard, under tough circumstances to support kids and their families.

### **D. Communications from the Superintendent of Schools**

The Superintendent advised that today marked the open house season for the Division. The Division shared open house information on social media, the Division News section of SchoolZone and through posters delivered to all schools. Families can visit [openhouse.epsb.ca](http://openhouse.epsb.ca), to find open house dates and times and information on how to make the most of their virtual open house experience. Open house events will run until mid-April.

## **MINUTE BOOK**

The Superintendent welcomed Principals Humphrey and Matthew, who are part of the Division's Superintendent's Community of Practice and Education (SCOPE). Every Board meeting two members are invited to come and listen to the dialogue of the Board. He appreciated them taking the time out of their busy days to attend the Board meeting.

### **E. Minutes**

1. Board Meeting #04 – January 18, 2022

**MOVED BY Trustee Hancock:**

**"That the minutes of Board Meeting #04 held January 18, 2022, be approved as printed."  
(UNANIMOUSLY CARRIED)**

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

The Board of Trustees heard from two registered speakers for this item.

### **G. Reports**

2. COVID-19 Impact on the Division

The Superintendent provided a verbal update on the impact of COVID-19 on the Division.

3. Board Policy CI-BP COVID-19 Vaccination Policy for Trustees

**MOVED BY Trustee Sawyer:**

**"That Board Policy CI.BP COVID-19 Vaccination Policy for Trustees be read for the first time."  
(UNANIMOUSLY CARRIED)**

**"That Board Policy CI.BP COVID-19 Vaccination Policy for Trustees be read for the second time."  
(UNANIMOUSLY CARRIED)**

**"That Board Policy CI.BP COVID-19 Vaccination Policy for Trustees be read for the third and final time and be approved."  
(UNANIMOUSLY CARRIED)**

4. Provincial Funding for Purchase of Stand Alone HEPA Filters for Classrooms

There was a short break in the meeting.

**MINUTE BOOK****MOVED BY Trustee Hole:**

**“That the Board of Trustees, in accordance with the Board Delegation of Authority Policy CHA.BP (section 3), authorize the expenditure of up to \$6,000,000 being a new unanticipated expenditure not accounted for in the current budget that exceeds \$1,200,000, to support the Division’s purchase of stand-alone HEPA air filtrations units.”**

**(UNANIMOUSLY CARRIED)**

**“That the Board of Trustees directs Administration to prepare and submit the required documentation to the Minister of Education seeking approval to access up to \$6,000,000 of the Division’s accumulated operating surplus funds in order to support the purchase of stand alone HEPA air filtration units be approved.”**

**(UNANIMOUSLY CARRIED)**

5. KN95 Masks for Edmonton Public Students and Staff

Trustee Sumar withdrew this motion.

6. Proposed Expansion of the Edmonton Public Schools Foundation’s Fundraising Priorities

**MOVED BY Vice-Chair Ip:**

**“That the Edmonton Public Schools Foundation strategically expand its fundraising priorities to reflect the full context of its Mission Statement, thereby better positioning its effort to support the may programs and priorities that contribute to student success across the Division”**

**(UNANIMOUSLY CARRIED)**

Vice-Chair Ip suggested an addition to the next steps: that the Foundation bring the proposed priorities back to a future Board meeting.

7. Students Accessing Yellow Bus Service for Designated Overflow Schools

Information was provided regarding request for information #002.

There was a short break in the meeting.

8. Ventilation

Information was provided regarding request for information #003.

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

Trustee Kusiek stated that over the past month she was fortunate to be invited to the Strathcona, Lillian Osborne and Nellie Carlson School Council meetings. She also met with Councillor Cartmell, Councillor Janz and MLA Thomas Dang.

## MINUTE BOOK

Trustee Kusiek shared that February 17 she will be hosting with Trustee Ip a joint board Transportation Forum. There will be a special guest panel discussion with the Edmonton Federation of Community Leagues, Ever Active Schools and Councillor Cartmell. The focus will be on school traffic safety, yellow bus and ETS student transportation, and active transportation. All are welcome and can RSVP through her ward [website](#).

Trustee Kusiek hosted a Ward F conversation on January 20 with participation from 50 attendees. A main topic of conversation was the lottery for the Lillian Osborne High School enrolment. Trustee Kusiek thanked Division staff for their support in answering her questions and the questions of constituents over the past month. She also thanked Mr. Christopher Wright for attending the January 20 Ward F conversation and providing insight to questions about the lottery.

Trustee Kusiek shared that Strathcona High School won the Metro Edmonton High School Swim Championship for the thirty-third consecutive year. Strathcona High School swim team is remarkable in that they are a “no cut” team and welcome students from all levels of experience and ability. Trustee Kusiek recognized Coach Kirby Feng, all the community members, teacher volunteers and staff who have supported the team and congratulated the student swimmers.

### **I. Trustee and Board Requests for Information**

Trustee Kusiek submitted the following request for information regarding lotteries:

On December 14, 2021, Division staff provided Trustees an update on the Growth Control Model. This included the addition of two new lottery schools, bringing the total to five. This includes a high school for the first time.

The December 14, 2021, report to Trustees also included information on student enrolment growth, local demographic changes due to residential development, and lottery process changes for the 2022-2023 school year. The Division is seeing student enrolment growth and a current utilization rate of 79%, which essentially means “full” usage of classroom spaces available.

In keeping with this information report above, the following questions are being submitted as a request for information:

- 1. Notification: Since announcing the lottery at Lillian Osborne High School, several questions have come up in regard to the notification timelines for families.**
  - a. When planning for the upcoming school year, how early is the Division able to make a call on the need for a new or existing lottery?
  - b. When is the earliest possible time that families can be made aware of a new or continuing lottery at their designated school?
  
- 2. Growth Enrolment Pressures: At the heart of the issue is insufficient provincial funding for space for students. The Board of Trustees submits a Three-Year Capital Plan to the province each spring which asks for new schools and modernizations. The last modernization announced by the**

### MINUTE BOOK

province for Edmonton Public Schools was in 2018. The last new school announced by the province for Edmonton Public Schools was in 2019 (opening date scheduled for fall 2024). Optionally, please include information on this set of questions with the upcoming Capital Planning report, separate from this Request for Information.

- a. With the current number of spaces for students and expected student growth enrolment, what is the projected increase in the number of lottery schools for Edmonton Public Schools in the next five years, up to 2027?
  - b. How many spaces for students would the province need to announce towards Edmonton Public Schools maintaining up to just five lottery schools over the next five years, up to 2027?
  - c. How many school spaces (seats) for students would the province need to announce for Edmonton Public Schools to move all schools from a Growth Control Model level 3 to a level 1 or 2 and retain all existing level 1 and 2 schools at that level by 2027? (no schools at level 3)
  - d. What impact does the rate of growth in a neighbourhood have in the ongoing ability of a school to accommodate all students within a designated attendance area?
  - e. When thinking about opportunities to collaborate with city planning, what growth rate for school age children in new/developing neighbourhoods is sustainable from an enrolment accommodation perspective?
  - f. How does the Division plan for future stabilized school enrolment when planning attendance area boundaries for a school?
- 3. Community: One important aspect of the Growth Control Model is reducing division and keeping communities together. Some feedback from families impacted by the Lillian Osborne lottery includes a variety of perspectives on community. Can you please comment on what you heard in past engagement on the Growth Control Model regarding different perspectives on community and how that informed the current lottery process?**
- a. Community of peers. What did feedback say about the community of peers, say by keeping a cohort of students from one school together at the next (the idea that as children grow up their peers become increasingly important).
  - b. Community of familial connections. The Division already prioritizes students in a lottery who have a sibling attending the lottery school in the following school year. What feedback was provided about the impact of including families who have an older sibling who recently graduated (say, in the past 1-2 years) from the high school to also give preference to younger siblings? The idea behind this community is that the family already has connections and relationships to the school, sometimes having been avid volunteers and community builders within that school for many years prior.
  - c. Community of location. What did past engagement say in regards to families who live near the school being additionally prioritized within an attendance area? For example, the Calgary Board of Education employs a “walk zone” to further prioritize enrolment in an attendance area.
- 4. Transportation: Families are concerned about the cost of transportation through yellow bus service or ETS passes should they need to go to the overflow designated school.**
- a. What is the current ETS bus subsidization rate? How does this compare with subsidization rates for the previous three years?

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- b. What factors impact the level of subsidy the Division is able to offer for ETS passes for students? For example, the levels of provincial funding or ETS fees set by the City of Edmonton?
- c. When is the timeline for ETS bus subsidization rates set? How can the Division and Trustees work to reduce these costs for all families, and in particular families impacted by the lottery and further travel to a designated overflow school?
- d. In what ways does or could the Division work to inform families in advance that by choosing a home in a high growth neighbourhood, they may need to travel further to school?
- e. How does the availability of current ETS routes factor into decisions around choice of designated overflow school for junior high and high school students?

J. **Notices of Motion** - None

K. **Next Board Meeting:** Tuesday, February 15, 2022, at 2 p.m.

L. **Adjournment:** 5:21 p.m.

**The Board Chair adjourned the meeting.**

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Trisha Estabrooks, Board Chair

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Karen Mills, Director of Board and  
Superintendent Relations