



AGENDA

BOARD OF TRUSTEES

Trisha Estabrooks
Board Chair

Nathan Ip
Board Vice-Chair

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

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

Via Zoom
Tuesday, November 29, 2022
2 p.m.

Board Meeting

- A. Roll Call
- B. Approval of the Agenda
- C. Communications from the Board Chair
- D. Communications from the Superintendent of Schools
- E. Approval of the Minutes
 - 1. DRAFT – Board Meeting – November 1, 2022
 - 2. DRAFT – Special Board Meeting – November 15, 2022
- F. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 12 p.m. on Monday, November 28, 2022, to speak under this item.)
- G. Reports
 - 3. 2021-2022 Audited Financial Statements
(Recommendation)
 - 4. Funds for the 2023-2024 Professional Improvement Program – Teacher
Certificated
(Recommendation)
 - 5. Funds for the 2023-2024 Exempt Staff Professional Improvement Program
(Recommendation)
 - 6. Student Transportation Update
(Information)
 - 7. Student Accommodation Plan 2022-2023
(Information)
- H. Other Committee, Board Representative and Trustee Reports
- I. Trustees and Board Requests for Information
- J. Notices of Motion
- K. Meeting Dates
- L. Adjournment

MINUTE BOOK**Board Meeting**

Minutes of the meeting of the Board of Trustees of Edmonton School Division of Alberta held in Centre for Education McCauley Chambers on Tuesday, November 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
Andrea Cooper

Karen Mills
Kathy Muhlethaler
Kent Pharis
Nancy Petersen

Cliff Richard
Darrel Robertson
Carrie Rosa
Ron Thompson
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: 2:01 p.m.

The Superintendent advised that all Trustees were present.

B. Approval of the Agenda

MOVED BY Trustee Nelson:

**"That the agenda for the November 1, 2022, Board meeting be approved as printed."
(UNANIMOUSLY CARRIED)**

MINUTE BOOK**C. O Canada – Vimy Ridge Academy Remembrance Ceremony**

Vimy Ridge Academy conducted a Remembrance Ceremony.

D. Communications from the Board Chair

The Board Chair said that last week, Trustees were invited to listen in on catchment conversations in the Division. These were conversations with principals who shared successes and challenges of the past year as well as how they plan to address the priorities and goals in the new Strategic Plan. She said the discussions were inspiring - the dedication of leaders in the Division to support kids is truly amazing. The Board Chair stated that the appreciation of and commitment to the new Strategic Plan were affirming. She heard consistently that the new Strategic Plan, in particular, Priorities 2 and 3 around anti-racism and reconciliation as well as promoting a comprehensive approach to student and staff mental health and well-being, resonated with principals and staff in the Division. She heard that these priorities were visionary, that staff could see themselves reflected in this plan and that, most importantly, this plan is what is needed for students in the Division.

The Board Chair shared that the Board of Trustees is committed to their own journey of better understanding Truth and Reconciliation as well as anti-racism. They have, as a Board, taken part in valuable professional development on the *Indian Act*. Later this fall they will also be participating in anti-racism training so that they can better understand their own biases.

The Board Chair thanked Administration and school leaders in the Division who are working with students and their families in the administration of the Division's new extended student demographic survey. By responding, students are providing valuable information about the diversity within EPSB. She said this data will help lead to action to help all students feel safe, experience success and have a sense of belonging in our schools. The decision to collect this data began a couple of years ago with a Board motion requesting that a model be developed to support the collection of student race-based data. She said it is encouraging to see where the Division is today and she looks forward to hearing about this work going forward.

E. Communications from the Superintendent of Schools

The Superintendent thanked the Board on behalf of the Administration, for attending the catchment conversations and for listening to the amazing work that is happening in the classrooms across the Division.

The Superintendent congratulated Jorgianne Talbot, who is this year's recipient of the Alberta Kodály Association's Teacher Recognition Award. Jorgianne is an elementary and choral music specialist. She served as a consultant for the Division and is currently seconded to Alberta Education.

The Superintendent advised that since October 19, the Division has six additional schools on outbreak, as determined by Alberta Health Services, for respiratory illness. The Division continues to ensure that there are practices in place such as hand sanitizing and making sure that we're encouraging students and staff to

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stay home when they are sick. There are increased runtimes with the ventilation systems, as well as the HEPA filters in classrooms. Optional masking continues and we certainly want to respect everyone's right to wear a mask and help keep each other safe.

F. Approval of the Minutes

1. Board Meeting – October 18, 2022

MOVED BY Trustee O'Keefe:

**"That the minutes of the Board meeting held October 18, 2022, be approved as printed."
(UNANIMOUSLY CARRIED)**

G. Comments from the Public and Staff Group Representatives

The one speaker registered did not attend the meeting.

H. Reports

2. Student Senate 2022-2023 Work Plan

Student Trustees Akhalya Arulmozhi, Abinash Saravanan and Tia Dobbernack presented the 2022-2023 Student Senate Work Plan.

3. Report #02 of the Caucus Committee (From the meeting held September 20, 2022)

Information was provided regarding actions taken at the September 20, 2022, Caucus Committee meeting.

4. Recommendation on Voting in Advance of the ASBA Fall General Meeting

MOVED BY Board Chair Estabrooks:

**"1a. That Edmonton Public Schools propose that Position Statement 1 be amended to read: BE IT RESOLVED THAT, Alberta Education (with new funds) fully fund full-time (950 hours) Kindergarten for all Kindergarten students of Alberta *who are living in low socio-economic circumstances and those with the highest need* to ensure they develop the important language, social, motor, literacy, and numeracy skills that create a foundation of success for their future learning."
(UNANIMOUSLY CARRIED)**

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**"2. That Edmonton Public Schools Trustees vote in favour of Position Statement 2."
(UNANIMOUSLY CARRIED)**

**"3. That Edmonton Public Schools propose that Position Statement 3 be amended to read: BE IT RESOLVED THAT, ASBA advocate to the Minister of Education to bring together education partners and associated child-centered ministries, agencies, and organizations to focus engagement for a review of the Standards for Special Education *and that ASBA advocate for a clear timeline for implementation.*"
(UNANIMOUSLY CARRIED)**

**"4. That Edmonton Public Schools Trustees vote in favour of Position Statement 4."
(UNANIMOUSLY CARRIED)**

**"5. That Edmonton Public Schools Trustees vote in favour of Position Statement 5."
(UNANIMOUSLY CARRIED)**

**"6. That the Board put forward the following emergent position statement:
Given the critical role public education plays in providing accessible and high-quality education for Alberta students and given:**

- the strength of Alberta's world-renowned public education system that already promotes choice;
- that a voucher system has not shown improved educational outcomes for students;
- evidence showing a voucher system erodes public education;
- and that a voucher system promotes inequity among students and fragments communities;

**Be it resolved, that ASBA oppose a voucher system for Alberta students."
(UNANIMOUSLY CARRIED)**

**"7. That the Board withdraw the following position statement: That the ASBA advocate to the Province for school boards to submit a disaggregated Three-Year Capital Plan, with one list for modernization/replacements and one for new construction projects."
(UNANIMOUSLY CARRIED)**

There was a short break in the meeting.

5. Policy Review Committee 2022-2023 Work Plan

MOVED BY Trustee Sawyer:

**"That the Policy Review Committee 2022-2023 Work Plan be approved."
(UNANIMOUSLY CARRIED)**

MINUTE BOOK6. Motion to Reinstate Grant Funding to the Alberta Schools Councils' Association**MOVED BY Trustee Hole:**

"That the Edmonton Public School Board of Trustees write to the Minister of Education requesting that the provincial government ~~reinstate~~ **return to the practice of approving grant funding to the Alberta School Councils' Association to be used for the purposes of delivering educational workshops to school councils, **as it has been from 2004 through to 2019.**"**
(UNANIMOUSLY CARRIED)

7. Board Chair Discretionary Expense Allowance Report for 2021-2022

Information was provided regarding the Board Chair discretionary expense allowance for 2021-2022.

8. Bereavement

Vice-Chair Ip reported on the passing of Ms. Hafsa Ali and Mrs. Heather Hay.

I. Other Committee, Board Representatives and Trustee Reports

Trustee O'Keefe shared an Edmonton Public Schools Foundation (Foundation) update. She thanked the Foundation community partner, Kingsway Mall, who hosted the Foundation as one of two community groups at last night's Halloween festivities. In addition to setting up the Foundation at a candy station in the mall, they hosted a large photo backdrop for families as they came around trick or treating. The evening was busy and an awesome opportunity to highlight the work the Foundation does to support students across the Division. She thanked Kingsway Mall for their incredible support of the Foundation.

Trustee O'Keefe invited everyone to learn more about the work being done to support students across the Division. The Foundation's team will be in the CFE atrium on Wednesday, November 2, between 10-3, and can share how you and your teams may wish to become involved.

Trustee Nelson shared a Public School Boards' Association of Alberta (PSBAA) update. The PSBAA has their fall professional learning and council meeting on November 16-18. There will be a dinner and lecture from Paul McLoughlin, a long-time journalist and political commentator. Professional learning includes Christine Sewell who will share her expertise on the Guide to Education, Funding Manual and capital funding. A final review of the PSBAA Strategic Planning process with their external consultant, Catherine Keill, will complete the meeting. The PSBAA has also asked to meet with the entire board of trustees of every member board to discuss emergent issues to help with direction setting of the association.

Trustee Kusiek reflected on the touching Remembrance Day ceremony at the beginning of today's Board meeting and about the power of storytelling. She took a moment to reflect on the Strathcona High School motto "as one who serves." She shared that when you walk into the building, on one side is the motto. On the opposite wall are the names of Strathcona students who fought in WWI and WWII and a quote from the former principal, Mr. G.W. Robertson. A small bit of this quote reads, "When we look at the names of the

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boys who will not come back, we have both a feeling of pride and of great sorrow. I knew these boys and I loved them." Trustee Kusiek said she will have those former students in her mind this November 11.

Trustee Kusiek also spoke about the historical archives of Edmonton Public Schools at McKay School. In this space is another story of the Flying Aces who shot down the German Red Baron during WWI. She said this storytelling is so important. She will also be thinking of those students on Remembrance Day, and she thanked all who continue to tell those stories.

Trustee Kusiek shared a story from her recent visit to Richard Secord School. Principal Ramsey gave her a tour and introduced her to Etta, a super cute chocolate brown service dog. Etta works with the school's Wellness Coach, Danielle Beeson. Together, they help to serve students at Richard Secord who may be experiencing anxiety or would otherwise find the calming personality of Etta helpful to getting them feeling regulated and ready for learning. For Trustee Kusiek, this spoke to one of the many creative ways that Edmonton Public Schools supports pathways to student success.

J. Trustees and Board Requests for Information

Board Chair Estabrooks submitted a Request for Information regarding operational efficiencies:

Could Administration please provide an update to the Board of Trustees on operational efficiencies undertaken in the past year as well as other operational efficiencies being considered as a way to direct as many dollars as possible directly to the classroom? If this information could be provided prior to budget discussions, that would be appreciated.

K. Notices of Motions - None**L. Next Board Meeting: Tuesday, November 29, 2022, at 2 p.m.****M. Adjournment: 5:00 p.m.**

The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director Board and
Superintendent Relations

MINUTE BOOK**Special Board Meeting**

Minutes of the meeting of the Board of Trustees of Edmonton School Division of Alberta held via Zoom on Tuesday, November 15, 2022, at 8:30 a.m.

Present:**Trustees**

Trisha Estabrooks
Dawn Hancock
Marcia Hole

Nathan Ip
Julie Kusiek
Marsha Nelson

Sherri O'Keefe
Jan Sawyer
Saadiq Sumar

Officials

Angela Anderson
Todd Burnstad
Grace Cooke

Andrea Cooper
Kent Pharis
Nancy Petersen
Cliff Richard

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: 8:30 a.m.

The Superintendent advised that all Trustees were present.

B. Approval of the Agenda

MOVED BY Trustee Hancock:

**"That the agenda for the November 15, 2022, Board meeting be approved as printed."
(UNANIMOUSLY CARRIED)**

MINUTE BOOK**C. Reports**

1. Motion to Write to the Chief Medical Officer of Health to Request Clarity on Data Used to Determine Additional Health Protocols

MOVED BY Trustee Sumar:

That the Board of Trustees grant waiver of notice to consider the following motion at the November 15, 2022, Special Board meeting.

(UNANIMOUSLY CARRIED)

Given that the Edmonton Public absenteeism rate due to illness has been rising steadily since school started in August, exceeding 13 per cent on November 7, 2022,

Given that more than 150 EPSB schools have met or exceeded the 10 per cent threshold for contacting Alberta Health Services as of November 7, 2022,

Given that these numbers exceed pre-pandemic rates of absence due to illness, and

Given the October 27, 2022, ruling from the Court of King's Bench,

I move that the Edmonton Public School Board of Trustees write to Alberta's Chief Medical Officer of Health requesting thresholds to determine when additional health protocols, including mandatory isolation periods and masking requirements, should be put in place for schools.

MOVED BY Trustee Hole that the motion be amended:

Given that the ~~Edmonton Public absenteeism rate of student absences due to illness in~~ **Edmonton Public Schools** has been rising steadily since school started in August, exceeding 13 per cent on November 7, 2022,

Given that more than 150 EPSB schools have met or exceeded the 10 per cent threshold for contacting Alberta Health Services as of November 7, 2022,

Given that these numbers exceed pre-pandemic rates of absence due to illness, ~~and~~

Given the October ~~2627~~, 2022, ruling from the Court of King's Bench **CM v Alberta, 2022 ABKB 716**, and

Given the simultaneous spread of COVID, influenza and RSV (Respiratory Syncytial Virus) never seen before in our community,

I move that the Edmonton Public School Board of Trustees write to Alberta's Chief Medical Officer of Health requesting thresholds to determine when additional health protocols, including mandatory isolation periods and masking requirements, should be put in place for schools.

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Furthermore, be it moved that the Edmonton Public School Board request that, during periods when schools are on outbreak status, the CMOH alongside the Provincial Government reinstate safety protocols including masking, and other previously implemented measures as per the CMOH's recommendations, to help reduce the spread of illness in schools.

The Board of Trustees, along with Administration, request a meeting with the CMOH, Minister of Education and Minister of Health.

There was a short break in the meeting before the Trustees voted on the amended motion.

The Board Chair called the question on the amendment.
(UNANIMOUSLY CARRIED)

The Board Chair called the question on the amended motion.
(UNANIMOUSLY CARRIED)

D. **Adjournment:** 10:56 a.m.

The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Darrel Robertson, Superintendent

DATE: November 29, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: 2021-2022 Audited Financial Statements

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE STAFF: Madonna Proulx, Amanda Wong

ISSUE

Each year, Alberta Education requires the Division to complete and submit audited financial statements on an August 31 fiscal year-end by November 30.

BACKGROUND

This report includes:

- The audited financial statements, notes to the financial statements and unaudited schedules.

RELATED FACTS

Under section 138 of the *Education Act*, the Board of Trustees must appoint an auditor. PwC was appointed by the Board of Trustees and completed their examination of the 2021-2022 Financial Statements.

Pursuant to section 139(2)(b) of the *Education Act*, the auditor must send to the Minister, on or before November 30 in each year, copies of:

- (i) the Board's financial statements,
- (ii) the auditor's report on the Board's financial statements, and
- (iii) any written communications between the auditor and the Board respecting the systems of internal control and accounting procedures of the Board.

Pursuant to section 142 of the *Education Act*, the Board of Trustees has established an Audit Committee who are responsible for the review of the Division's audited financial statements. On November 25, 2022, the Audit Committee had an opportunity to review and discuss the audited financial statements and auditor's letter regarding the opinion.

The Audit Committee approved the following recommendation be brought forward to the Board of Trustees for approval. Board approval of the financial statements is a requirement of the *Education Act*.

RECOMMENDATION

That the 2021-2022 audited financial statements, notes to the financial statements and unaudited schedules be approved.

NEXT STEPS

Once approved, the 2021-2022 Audited Financial Statements will be posted on the Division website and also forwarded to the Minister of Education.

ATTACHMENTS and APPENDICES

ATTACHMENT I Audited Financial Statements for the year ended August 31, 2022

TB:ja

**AUDITED
CONSOLIDATED FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2022**
[Education Act, Sections 139, 140, 244]

The Board of Trustees of Edmonton School Division

Legal Name of School Jurisdiction

One Kingsway NW Edmonton AB T5H 4G9

Mailing Address

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

Contact Numbers and Email Address

SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

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

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

Board of Trustees Responsibility

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

External Auditors

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

Declaration of Management and Board Chair

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

BOARD CHAIR

TRISHA ESTABROOKS

Name

Signature

SUPERINTENDENT

DARREL ROBERTSON

Name

Signature

SECRETARY-TREASURER OR TREASURER

TODD BURNSTAD

Name

Signature

November 29, 2022

Board-approved Release Date

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
EMAIL: EDC.FRA@gov.ab.ca
PHONE: Ash Bhasin: (780) 415-8940; Jianan Wang: (780) 427-3855 FAX: (780) 422-6996

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INDEPENDENT AUDITOR'S REPORT

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CONSOLIDATED STATEMENT OF FINANCIAL POSITION
As at August 31, 2022 (in dollars)

		2022	2021
FINANCIAL ASSETS			
Cash and cash equivalents	(Schedule 5; Note 4)	\$ 153,590,641	\$ 199,466,807
Accounts receivable (net after allowances)	(Note 5)	\$ 24,830,968	\$ 27,502,331
Portfolio investments			
Operating		\$ -	\$ -
Endowments		\$ -	\$ -
Inventories for resale		\$ -	\$ -
Other financial assets		\$ -	\$ -
Total financial assets		\$ 178,421,609	\$ 226,969,138
LIABILITIES			
Bank indebtedness	(Note 8)	\$ -	\$ -
Accounts payable and accrued liabilities	(Note 9)	\$ 74,787,512	\$ 96,400,347
Unspent deferred contributions	(Schedule 2)	\$ 33,088,116	\$ 45,603,992
Employee future benefits liabilities	(Note 10)	\$ 9,556,400	\$ 9,797,600
Environmental liabilities		\$ -	\$ -
Other liabilities		\$ -	\$ -
Debt			
Unsupported: Debentures	(Note 11)	\$ 9,712,149	\$ 10,407,308
Mortgages and capital loans		\$ -	\$ -
Capital leases		\$ -	\$ -
Total liabilities		\$ 127,144,177	\$ 162,209,247
Net financial assets		\$ 51,277,432	\$ 64,759,891
NON-FINANCIAL ASSETS			
Tangible capital assets	(Schedule 6)	\$ 1,355,562,538	\$ 1,310,528,414
Inventory of supplies		\$ 4,147,005	\$ 3,862,333
Prepaid expenses	(Note 12)	\$ 6,520,130	\$ 4,575,454
Other non-financial assets		\$ -	\$ -
Total non-financial assets		\$ 1,366,229,673	\$ 1,318,966,201
Net assets before spent deferred capital contributions		\$ 1,417,507,105	\$ 1,383,726,092
Spent deferred capital contributions	(Schedule 2)	\$ 1,205,221,250	\$ 1,172,959,123
Net assets		\$ 212,285,855	\$ 210,766,969
Net assets	(Note 13)		
Accumulated surplus (deficit)	(Schedule 1)	\$ 212,285,855	\$ 210,766,969
Accumulated remeasurement gains (losses)		\$ -	\$ -
		\$ 212,285,855	\$ 210,766,969
Contractual rights	(Note 6)		
Contingent assets	(Note 7)		
Contractual obligations	(Note 14)		
Contingent liabilities	(Note 15)		

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

CONSOLIDATED STATEMENT OF OPERATIONS
For the Year Ended August 31, 2022 (in dollars)

	Budget 2022	Actual 2022	Actual 2021
REVENUES			
Government of Alberta	\$ 1,125,511,300	\$ 1,161,775,132	\$ 1,158,556,557
Federal Government and other government grants	\$ 1,999,600	\$ 2,145,253	\$ 2,005,495
Property taxes	\$ -	\$ -	\$ -
Fees	\$ 29,774,800	\$ 18,774,222	\$ 9,139,584
Sales of services and products	\$ 11,005,900	\$ 16,731,659	\$ 10,095,146
Investment income	\$ 900,000	\$ 1,598,029	\$ 1,367,828
Donations and other contributions	\$ 9,038,900	\$ 6,614,148	\$ 5,025,134
Other revenue (Note 16)	\$ 6,149,300	\$ 4,534,715	\$ 4,749,075
Total revenues	\$ 1,184,379,800	\$ 1,212,173,158	\$ 1,190,938,819
EXPENSES			
Instruction - ECS	\$ 49,104,800	\$ 50,637,258	\$ 41,347,885
Instruction - Grades 1 to 12	\$ 881,228,700	\$ 881,079,987	\$ 863,240,718
Operations and maintenance (Schedule 4)	\$ 184,519,300	\$ 190,393,707	\$ 186,031,703
Transportation	\$ 41,472,800	\$ 37,343,103	\$ 33,174,006
System administration	\$ 37,257,200	\$ 36,401,252	\$ 36,821,005
External services	\$ 15,806,800	\$ 14,798,965	\$ 14,583,718
Total expenses	\$ 1,209,389,600	\$ 1,210,654,272	\$ 1,175,199,035
Annual operating surplus (deficit)	\$ (25,009,800)	\$ 1,518,886	\$ 15,739,784
Endowment contributions and reinvested income	\$ -	\$ -	\$ -
Annual surplus (deficit)	\$ (25,009,800)	\$ 1,518,886	\$ 15,739,784
Accumulated surplus (deficit) at beginning of year	\$ 210,766,969	\$ 210,766,969	\$ 195,027,185
Accumulated surplus (deficit) at end of year	\$ 185,757,169	\$ 212,285,855	\$ 210,766,969

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

School Jurisdiction Code: 3020		
CONSOLIDATED STATEMENT OF CASH FLOWS For the Year Ended August 31, 2022 (in dollars)		
	2022	2021
CASH FLOWS FROM:		
A. OPERATING TRANSACTIONS		
Annual surplus (deficit)	\$ 1,518,886	\$ 15,739,784
Add (Deduct) items not affecting cash:		
Amortization of tangible capital assets	\$ 61,197,964	\$ 56,040,799
Net (gain)/loss on disposal of tangible capital assets	\$ (1,013,402)	\$ (1,623,677)
Transfer of tangible capital assets (from)/to other entities	\$ -	\$ -
(Gain)/Loss on sale of portfolio investments	\$ -	\$ -
Spent deferred capital recognized as revenue	\$ (48,260,635)	\$ (44,633,089)
Deferred capital revenue write-down / adjustment	\$ 571,016	\$ -
Increase/(Decrease) in employee future benefit liabilities	\$ (241,200)	\$ (114,800)
Donations in kind	\$ -	\$ -
	\$ -	\$ -
	\$ 13,772,629	\$ 25,409,017
(Increase)/Decrease in accounts receivable	\$ 2,671,363	\$ 8,766,106
(Increase)/Decrease in inventories for resale	\$ -	\$ -
(Increase)/Decrease in other financial assets	\$ -	\$ -
(Increase)/Decrease in inventory of supplies	\$ (284,672)	\$ (515,389)
(Increase)/Decrease in prepaid expenses	\$ (1,944,678)	\$ (346,291)
(Increase)/Decrease in other non-financial assets	\$ -	\$ -
Increase/(Decrease) in accounts payable, accrued and other liabilities	\$ (21,612,835)	\$ 5,059,443
Increase/(Decrease) in unspent deferred contributions	\$ (12,515,876)	\$ 3,105,813
Increase/(Decrease) in environmental liabilities	\$ -	\$ -
Increase/(Decrease) in tangible capital asset accruals	\$ (2,618,556)	\$ (8,604,102)
Total cash flows from operating transactions	\$ (22,532,625)	\$ 32,874,597
B. CAPITAL TRANSACTIONS		
Acquisition of tangible capital assets	\$ (62,606,538)	\$ (123,759,202)
Net proceeds from disposal of unsupported capital assets	\$ 1,040,230	\$ 1,666,256
	\$ -	\$ -
Total cash flows from capital transactions	\$ (61,566,308)	\$ (122,092,946)
C. INVESTING TRANSACTIONS		
Purchases of portfolio investments	\$ -	\$ -
Proceeds on sale of portfolio investments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
Total cash flows from investing transactions	\$ -	\$ -
D. FINANCING TRANSACTIONS		
Debt issuances	\$ -	\$ -
Debt repayments	\$ (695,159)	\$ (674,385)
Increase (decrease) in spent deferred capital contributions	\$ 38,917,926	\$ 107,986,358
Capital lease issuances	\$ -	\$ -
Capital lease payments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
Total cash flows from financing transactions	\$ 38,222,767	\$ 107,311,973
Increase (decrease) in cash and cash equivalents	\$ (45,876,166)	\$ 18,093,624
Cash and cash equivalents, at beginning of year	\$ 199,466,807	\$ 181,373,183
Cash and cash equivalents, at end of year	\$ 153,590,641	\$ 199,466,807

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

CONSOLIDATED STATEMENT OF CHANGE IN NET FINANCIAL ASSETS

For the Year Ended August 31, 2022 (in dollars)

	2022	2021
Annual surplus (deficit)	\$ 1,518,886	\$ 15,739,784
Effect of changes in tangible capital assets		
Acquisition of tangible capital assets	\$ (56,505,978)	\$ (121,025,632)
Amortization of tangible capital assets	\$ 61,197,964	\$ 56,040,799
Net (gain)/loss on disposal of tangible capital assets	\$ (1,013,402)	\$ (1,623,677)
Net proceeds from disposal of unsupported capital assets	\$ 1,611,246	\$ 1,666,256
Write-down carrying value of tangible capital assets	\$ -	\$ -
Transfer of tangible capital assets (from)/to other entities	\$ (41,604,836)	\$ (10,317,505)
Other changes Tangible capital asset accruals	\$ (8,719,116)	\$ (11,337,672)
Total effect of changes in tangible capital assets	\$ (45,034,122)	\$ (86,597,431)
Acquisition of inventory of supplies	\$ (9,543,102)	\$ (12,024,197)
Consumption of inventory of supplies	\$ 9,258,430	\$ 11,508,808
(Increase)/Decrease in prepaid expenses	\$ (1,944,678)	\$ (346,291)
(Increase)/Decrease in other non-financial assets	\$ -	\$ -
Net remeasurement gains and (losses)	\$ -	\$ -
Change in spent deferred capital contributions (Schedule 2)	\$ 32,262,127	\$ 73,670,774
Other changes	\$ -	\$ -
Increase (decrease) in net financial assets	\$ (13,482,459)	\$ 1,951,447
Net financial assets at beginning of year	\$ 64,759,891	\$ 62,808,444
Net financial assets at end of year	\$ 51,277,432	\$ 64,759,891

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

CONSOLIDATED STATEMENT OF REMEASUREMENT GAINS AND LOSSES
For the Year Ended August 31, 2022 (in dollars)

	2022	2021
Unrealized gains (losses) attributable to:		
Portfolio investments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
Amounts reclassified to the statement of operations:		
Portfolio investments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
Other Adjustment (Describe)	\$ -	\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -
Accumulated remeasurement gains (losses) at beginning of year	\$ -	\$ -
Accumulated remeasurement gains (losses) at end of year	\$ -	\$ -

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

SCHEDULE 1

CONSOLIDATED SCHEDULE OF NET ASSETS
For the Year Ended August 31, 2022 (in dollars)

	NET ASSETS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED SURPLUS (DEFICIT)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
Balance at August 31, 2021	\$ 210,766,969	\$ -	\$ 210,766,969	\$ 127,161,983	\$ -	\$ -	\$ 38,806,069	\$ 44,798,917
Prior period adjustments:								
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2021	\$ 210,766,969	\$ -	\$ 210,766,969	\$ 127,161,983	\$ -	\$ -	\$ 38,806,069	\$ 44,798,917
Operating surplus (deficit)	\$ 1,518,886		\$ 1,518,886			\$ 1,518,886		
Board funded tangible capital asset additions				\$ 25,736,133		\$ (20,947,448)	\$ -	\$ (4,788,685)
Disposal of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ (26,829)		\$ (1,013,401)		\$ 1,040,230
Write-down of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -						
Endowment expenses & disbursements	\$ -		\$ -		\$ -	\$ -		
Endowment contributions	\$ -		\$ -		\$ -	\$ -		
Reinvested endowment income	\$ -		\$ -		\$ -	\$ -		
Direct credits to accumulated surplus (Describe)	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets	\$ -			\$ (61,197,964)		\$ 61,197,964		
Capital revenue recognized	\$ -			\$ 48,260,635		\$ (48,260,635)		
Debt principal repayments (unsupported)	\$ -			\$ 695,159		\$ (695,159)		
Additional capital debt or capital leases	\$ -			\$ -		\$ -		
Net transfers to operating reserves	\$ -					\$ 8,443,140	\$ (8,443,140)	
Net transfers from operating reserves	\$ -					\$ -	\$ -	
Net transfers to capital reserves	\$ -					\$ (243,347)		\$ 243,347
Net transfers from capital reserves	\$ -					\$ -		\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2022	\$ 212,285,855	\$ -	\$ 212,285,855	\$ 140,629,117	\$ -	\$ -	\$ 30,362,929	\$ 41,293,809

SCHEDULE 1**CONSOLIDATED SCHEDULE OF NET ASSETS
For the Year Ended August 31, 2022 (in dollars)**

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
Balance at August 31, 2021	\$ 33,880,510	\$ 44,798,917	\$ -	\$ -	\$ 3,329,895	\$ -	\$ 1,595,664	\$ -	\$ -	\$ -
Prior period adjustments:										
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2021	\$ 33,880,510	\$ 44,798,917	\$ -	\$ -	\$ 3,329,895	\$ -	\$ 1,595,664	\$ -	\$ -	\$ -
Operating surplus (deficit)										
Board funded tangible capital asset additions	\$ -	\$ (4,788,685)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Disposal of unsupported tangible capital assets or board funded portion of supported		\$ 1,040,230		\$ -		\$ -		\$ -		\$ -
Write-down of unsupported tangible capital assets or board funded portion of supported		\$ -		\$ -		\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year										
Endowment expenses & disbursements										
Endowment contributions										
Reinvested endowment income										
Direct credits to accumulated surplus (Describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Additional capital debt or capital leases										
Net transfers to operating reserves	\$ (9,953,519)		\$ -		\$ -		\$ 1,510,379		\$ -	
Net transfers from operating reserves	\$ -		\$ -		\$ -		\$ -		\$ -	
Net transfers to capital reserves		\$ 243,347		\$ -		\$ -		\$ -		\$ -
Net transfers from capital reserves		\$ -		\$ -		\$ -		\$ -		\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2022	\$ 23,926,991	\$ 41,293,809	\$ -	\$ -	\$ 3,329,895	\$ -	\$ 3,106,043	\$ -	\$ -	\$ -

SCHEDULE 2

**CONSOLIDATED SCHEDULE OF DEFERRED CONTRIBUTIONS
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)
For the Year Ended August 31, 2022 (in dollars)**

	Alberta Education					Other GoA Ministries				
	IMR	CMR	Safe Return to Class/Safe Indoor Air	Others	Total Education	Alberta Infrastructure	Children's Services	Health	Other GOA Ministries	Total Other GoA Ministries
Deferred Operating Contributions (DOC)										
Balance at August 31, 2021	\$ 25,128,406	\$ -	\$ -	\$ 304,586	\$ 25,432,992	\$ 71,207	\$ -	\$ -	\$ 315,373	\$ 386,580
Prior period adjustments - please explain:	\$ -			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2021	\$ 25,128,406	\$ -	\$ -	\$ 304,586	\$ 25,432,992	\$ 71,207	\$ -	\$ -	\$ 315,373	\$ 386,580
Received during the year (excluding investment income)	\$ (2,973,171)	\$ -	\$ (1,944,465)	\$ 15,285,504	\$ 10,367,868	\$ -	\$ -	\$ -	\$ 142,872	\$ 142,872
Transfer (to) grant/donation revenue (excluding investment income)	\$ (14,073,887)	\$ -	\$ 1,944,465	\$ (10,124,724)	\$ (22,254,146)	\$ (16,727)	\$ -	\$ -	\$ (372,636)	\$ (389,363)
Investment earnings - Received during the year	\$ 143,244	\$ -	\$ -	\$ -	\$ 143,244	\$ -	\$ -	\$ -	\$ 458	\$ 458
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from UDCC	\$ 4,445,646	\$ -	\$ -	\$ -	\$ 4,445,646	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
DOC closing balance at August 31, 2022	\$ 12,670,238	\$ -	\$ -	\$ 5,465,366	\$ 18,135,604	\$ 54,480	\$ -	\$ -	\$ 86,067	\$ 140,547
Unspent Deferred Capital Contributions (UDCC)										
Balance at August 31, 2021	\$ -	\$ 8,338,846	\$ -	\$ 124,224	\$ 8,463,070	\$ 8,143,145	\$ -	\$ -	\$ -	\$ 8,143,145
Prior period adjustments - please explain:	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2021	\$ -	\$ 8,338,846	\$ -	\$ 124,224	\$ 8,463,070	\$ 8,143,145	\$ -	\$ -	\$ -	\$ 8,143,145
Received during the year (excluding investment income)	\$ -	\$ 28,857,156	\$ -	\$ (137,385)	\$ 28,719,771	\$ (5,035,761)	\$ -	\$ -	\$ -	\$ (5,035,761)
UDCC Receivable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,495,669	\$ -	\$ -	\$ -	\$ 15,495,669
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings - Received during the year	\$ -	\$ 448,463	\$ -	\$ -	\$ 448,463	\$ 35,524	\$ -	\$ -	\$ -	\$ 35,524
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) DOC	\$ (4,445,646)	\$ -	\$ -	\$ -	\$ (4,445,646)	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) SDCC	\$ 4,445,646	\$ (36,514,711)	\$ -	\$ 13,161	\$ (32,055,904)	\$ (12,933,038)	\$ -	\$ -	\$ -	\$ (12,933,038)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
UDCC closing balance at August 31, 2022	\$ -	\$ 1,129,754	\$ -	\$ -	\$ 1,129,754	\$ 5,705,539	\$ -	\$ -	\$ -	\$ 5,705,539
Total Unspent Deferred Contributions at August 31, 2022	\$ 12,670,238	\$ 1,129,754	\$ -	\$ 5,465,366	\$ 19,265,358	\$ 5,760,019	\$ -	\$ -	\$ 86,067	\$ 5,846,086
Spent Deferred Capital Contributions (SDCC)										
Balance at August 31, 2021	\$ 93,598,214	\$ 29,964,241	\$ -	\$ 247,318	\$ 123,809,773	\$ 1,042,405,997	\$ -	\$ -	\$ -	\$ 1,042,405,997
Prior period adjustments - please explain:	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2021	\$ 93,598,214	\$ 29,964,241	\$ -	\$ 247,318	\$ 123,809,773	\$ 1,042,405,997	\$ -	\$ -	\$ -	\$ 1,042,405,997
Donated tangible capital assets				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects					\$ -	\$ 41,604,836				\$ 41,604,836
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from UDCC	\$ (4,445,646)	\$ 36,514,711	\$ -	\$ (13,161)	\$ 32,055,904	\$ 12,933,038	\$ -	\$ -	\$ -	\$ 12,933,038
Amounts recognized as revenue (Amortization of SDCC)	\$ (6,973,377)	\$ (798,578)	\$ -	\$ (23,415)	\$ (7,795,370)	\$ (40,440,428)	\$ -	\$ -	\$ -	\$ (40,440,428)
Disposal of supported capital assets	\$ (571,016)	\$ -	\$ -	\$ -	\$ (571,016)	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SDCC closing balance at August 31, 2022	\$ 81,608,175	\$ 65,680,374	\$ -	\$ 210,742	\$ 147,499,291	\$ 1,056,503,443	\$ -	\$ -	\$ -	\$ 1,056,503,443

SCHEDULE 2

School Jurisdiction Code:

3020

**CONSOLIDATED SCHEDULE OF DEFERRED CONTRIBUTIONS
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)
For the Year Ended August 31, 2022 (in dollars)**

	Other Sources				Total
	Gov't of Canada	Donations and grants from others	Other	Total other sources	
Deferred Operating Contributions (DOC)					
Balance at August 31, 2021	\$ -	\$ 3,178,205	\$ -	\$ 3,178,205	\$ 28,997,777
Prior period adjustments - please explain:	-	-	-	\$ -	\$ -
Adjusted ending balance August 31, 2021	\$ -	\$ 3,178,205	\$ -	\$ 3,178,205	\$ 28,997,777
Received during the year (excluding investment income)	\$ -	\$ 17,139,489	\$ -	\$ 17,139,489	\$ 31,539,159
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ (12,341,022)	\$ -	\$ (12,341,022)	\$ (38,873,461)
Investment earnings - Received during the year	\$ -	\$ -	\$ -	\$ -	\$ 143,702
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from UDCC	\$ -	\$ -	\$ -	\$ -	\$ 4,445,646
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
DOC closing balance at August 31, 2022	\$ -	\$ 7,976,672	\$ -	\$ 7,976,672	\$ 26,252,823
Unspent Deferred Capital Contributions (UDCC)					
Balance at August 31, 2021	\$ -	\$ -	\$ -	\$ -	\$ 16,606,215
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2021	\$ -	\$ -	\$ -	\$ -	\$ 16,606,215
Received during the year (excluding investment income)	\$ -	\$ -	\$ (5,500,000)	\$ (5,500,000)	\$ 18,184,010
UDCC Receivable	\$ -	\$ -	\$ -	\$ -	\$ 15,495,669
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings - Received during the year	\$ -	\$ -	\$ -	\$ -	\$ 483,987
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) DOC	\$ -	\$ -	\$ -	\$ -	\$ (4,445,646)
Transferred from (to) SDCC	\$ -	\$ -	\$ 5,500,000	\$ 5,500,000	\$ (39,488,942)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
UDCC closing balance at August 31, 2022	\$ -	\$ -	\$ -	\$ -	\$ 6,835,293
Total Unspent Deferred Contributions at August 31, 2022	\$ -	\$ 7,976,672	\$ -	\$ 7,976,672	\$ 33,088,116
Spent Deferred Capital Contributions (SDCC)					
Balance at August 31, 2021	\$ -	\$ 1,243,353	\$ 5,500,000	\$ 6,743,353	\$ 1,172,959,123
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2021	\$ -	\$ 1,243,353	\$ 5,500,000	\$ 6,743,353	\$ 1,172,959,123
Donated tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects				\$ -	\$ 41,604,836
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from UDCC	\$ -	\$ -	\$ (5,500,000)	\$ (5,500,000)	\$ 39,488,942
Amounts recognized as revenue (Amortization of SDCC)	\$ -	\$ (24,837)	\$ -	\$ (24,837)	\$ (48,260,635)
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ (571,016)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
SDCC closing balance at August 31, 2022	\$ -	\$ 1,218,516	\$ -	\$ 1,218,516	\$ 1,205,221,250

CONSOLIDATED SCHEDULE OF PROGRAM OPERATIONS
For the Year Ended August 31, 2022 (in dollars)

REVENUES	2022							2021
	Instruction		Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
	ECS	Grades 1 - 12						
(1) Alberta Education	\$ 49,835,929	\$ 863,651,567	\$ 113,862,178	\$ 31,556,266	\$ 38,457,152	\$ 3,189,181	\$ 1,100,552,273	\$ 1,113,753,561
(2) Alberta Infrastructure	\$ -	\$ -	\$ 44,918,633	\$ -	\$ -	\$ -	\$ 44,918,633	\$ 40,675,458
(3) Other - Government of Alberta	\$ -	\$ 13,896,402	\$ 205,840	\$ -	\$ 5,304	\$ 714,969	\$ 14,822,515	\$ 2,714,859
(4) Federal Government and First Nations	\$ -	\$ 806,795	\$ -	\$ -	\$ -	\$ 1,338,458	\$ 2,145,253	\$ 2,005,495
(5) Other Alberta school authorities	\$ -	\$ 683,274	\$ 67,919	\$ -	\$ 138,777	\$ 591,741	\$ 1,481,711	\$ 1,412,679
(6) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(7) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(9) Fees	\$ 194,909	\$ 11,223,380		\$ 7,297,216		\$ 58,717	\$ 18,774,222	\$ 9,139,584
(10) Sales of services and products	\$ -	\$ 4,343,895	\$ 4,227,351	\$ -	\$ 203,285	\$ 7,957,128	\$ 16,731,659	\$ 10,095,146
(11) Investment income	\$ -	\$ 4,000	\$ 1,591,600	\$ -	\$ -	\$ 2,429	\$ 1,598,029	\$ 1,367,828
(12) Gifts and donations	\$ 348,586	\$ 5,610,528	\$ 160	\$ -	\$ 520	\$ -	\$ 5,959,794	\$ 4,802,162
(13) Rental of facilities	\$ -	\$ 215,322	\$ 1,823,574	\$ -	\$ 18,178	\$ 1,437,411	\$ 3,494,485	\$ 3,082,819
(14) Fundraising	\$ -	\$ 654,354	\$ -	\$ -	\$ -	\$ -	\$ 654,354	\$ 222,972
(15) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ 1,040,230	\$ -	\$ -	\$ -	\$ 1,040,230	\$ 1,666,256
(16) Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(17) TOTAL REVENUES	\$ 50,379,424	\$ 901,089,517	\$ 167,737,485	\$ 38,853,482	\$ 38,823,216	\$ 15,290,034	\$ 1,212,173,158	\$ 1,190,938,819
EXPENSES								
(18) Certificated salaries	\$ 24,839,808	\$ 507,102,894			\$ 4,380,583	\$ 3,591,085	\$ 539,914,370	\$ 537,680,711
(19) Certificated benefits	\$ 6,070,118	\$ 120,033,941			\$ 1,125,765	\$ 818,707	\$ 128,048,531	\$ 121,912,765
(20) Non-certificated salaries and wages	\$ 14,012,916	\$ 123,195,237	\$ 63,484,837	\$ 1,147,842	\$ 16,474,785	\$ 3,487,313	\$ 221,802,930	\$ 223,178,320
(21) Non-certificated benefits	\$ 3,761,320	\$ 34,483,404	\$ 19,859,725	\$ 290,165	\$ 4,379,297	\$ 768,887	\$ 63,542,798	\$ 60,760,966
(22) SUB - TOTAL	\$ 48,684,162	\$ 784,815,476	\$ 83,344,562	\$ 1,438,007	\$ 26,360,430	\$ 8,665,992	\$ 953,308,629	\$ 943,532,762
(23) Services, contracts and supplies	\$ 1,935,787	\$ 85,213,388	\$ 57,535,589	\$ 35,905,037	\$ 9,102,595	\$ 5,632,287	\$ 195,324,683	\$ 174,807,120
(24) Amortization of supported tangible capital assets	\$ -	\$ -	\$ 48,260,635	\$ -	\$ -	\$ -	\$ 48,260,635	\$ 44,633,089
(25) Amortization of unsupported tangible capital assets	\$ 17,309	\$ 10,641,751	\$ 880,417	\$ 59	\$ 916,110	\$ 481,683	\$ 12,937,329	\$ 11,407,710
(26) Unsupported interest on capital debt	\$ -	\$ -	\$ 303,235	\$ -	\$ -	\$ -	\$ 303,235	\$ 324,297
(27) Other interest and finance charges	\$ -	\$ 382,544	\$ 69,269	\$ -	\$ 22,117	\$ 19,003	\$ 492,933	\$ 451,478
(28) Losses on disposal of tangible capital assets	\$ -	\$ 26,828	\$ -	\$ -	\$ -	\$ -	\$ 26,828	\$ 42,579
(29) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(30) TOTAL EXPENSES	\$ 50,637,258	\$ 881,079,987	\$ 190,393,707	\$ 37,343,103	\$ 36,401,252	\$ 14,798,965	\$ 1,210,654,272	\$ 1,175,199,035
(31) OPERATING SURPLUS (DEFICIT)	\$ (257,834)	\$ 20,009,530	\$ (22,656,222)	\$ 1,510,379	\$ 2,421,964	\$ 491,069	\$ 1,518,886	\$ 15,739,784

CONSOLIDATED SCHEDULE OF OPERATIONS AND MAINTENANCE EXPENSES
For the Year Ended August 31, 2022 (in dollars)

EXPENSES	Custodial	Maintenance	Utilities and Telecomm.	Expensed IMR/CMR, Modular Unit Relocations & Lease Payments	Facility Planning & Operations Administration	Unsupported Amortization & Other Expenses	Supported Capital & Debt Services	2022 TOTAL Operations and Maintenance	2021 TOTAL Operations and Maintenance
Non-certificated salaries and wages	\$ 38,703,821	\$ 17,523,821	\$ -	\$ -	\$ 7,257,195			\$ 63,484,837	\$ 65,219,052
Non-certificated benefits	\$ 10,405,132	\$ 7,287,686	\$ -	\$ -	\$ 2,166,906			\$ 19,859,724	\$ 19,061,225
SUB-TOTAL REMUNERATION	\$ 49,108,953	\$ 24,811,507	\$ -	\$ -	\$ 9,424,101			\$ 83,344,561	\$ 84,280,277
Supplies and services	\$ 2,297,902	\$ 2,403,486	\$ 550,918	\$ 14,073,887	\$ 537,270			\$ 19,863,463	\$ 23,026,872
Electricity			\$ 11,301,597					\$ 11,301,597	\$ 10,111,034
Natural gas/heating fuel			\$ 8,228,117					\$ 8,228,117	\$ 6,697,242
Sewer and water			\$ 2,821,438					\$ 2,821,438	\$ 2,321,392
Telecommunications			\$ 365,857					\$ 365,857	\$ 418,549
Insurance					\$ 6,106,547			\$ 6,106,547	\$ 5,440,296
ASAP maintenance & renewal payments							\$ 4,478,023	\$ 4,478,023	\$ 3,472,943
Amortization of tangible capital assets									
Supported							\$ 48,260,635	\$ 48,260,635	\$ 44,633,089
Unsupported						\$ 880,417		\$ 880,417	\$ 750,640
TOTAL AMORTIZATION						\$ 880,417	\$ 48,260,635	\$ 49,141,052	\$ 45,383,729
Interest on capital debt									
Unsupported						\$ 303,235		\$ 303,235	\$ 324,297
Lease payments for facilities				\$ 4,370,548				\$ 4,370,548	\$ 4,477,531
Other interest charges						\$ 69,269		\$ 69,269	\$ 72,130
Losses on disposal of capital assets						\$ -		\$ -	\$ 5,411
TOTAL EXPENSES	\$ 51,406,855	\$ 27,214,993	\$ 23,267,927	\$ 18,444,435	\$ 16,067,918	\$ 1,252,921	\$ 52,738,658	\$ 190,393,707	\$ 186,031,703

SQUARE METRES

School buildings								1,240,993	\$ 1,218,001
Non school buildings								122,165	\$ 112,588

Notes:

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

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

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

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

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

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

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

CONSOLIDATED SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS
For the Year Ended August 31, 2022 (in dollars)

Cash & Cash Equivalents

	2022			2021
	Average Effective (Market) Yield	Cost	Amortized Cost	Amortized Cost
Cash		\$ -	\$ 123,438,399	\$ 166,126,468
Cash equivalents				
Government of Canada, direct and guaranteed	0.00%	-	-	-
Provincial, direct and guaranteed	0.00%	-	-	-
Corporate	0.00%	-	-	-
Other, including GIC's	2.20%	-	30,152,242	33,340,339
Total cash and cash equivalents		\$ -	\$ 153,590,641	\$ 199,466,807

See Note 3 for additional detail.

Portfolio Investments

	2022			2021
	Average Effective (Market) Yield	Cost	Fair Value	Balance
Interest-bearing securities				
Deposits and short-term securities	0.00%	\$ -	\$ -	\$ -
Bonds and mortgages	0.00%	-	-	-
	0.00%	-	-	-
Equities				
Canadian equities	0.00%	\$ -	\$ -	\$ -
Global developed equities	0.00%	-	-	-
Emerging markets equities	0.00%	-	-	-
Private equities	0.00%	-	-	-
Pooled investment funds	0.00%	-	-	-
	0.00%	-	-	-
Other				
0	0.00%	\$ -	\$ -	\$ -
0	0.00%	-	-	-
0	0.00%	-	-	-
0	0.00%	-	-	-
	0.00%	-	-	-
Total portfolio investments	0.00%	\$ -	\$ -	\$ -

See Note 5 for additional detail.

Portfolio investments**Operating**

Cost
Unrealized gains and losses

Endowments

Cost
Unrealized gains and losses
Deferred revenue

Total portfolio investments

2022	2021
\$ -	\$ -
-	-
-	-
\$ -	\$ -
-	-
-	-
-	-
\$ -	\$ -

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

	2022	2021
Under 1 year	0.0%	0.0%
1 to 5 years	0.0%	0.0%
6 to 10 years	0.0%	0.0%
11 to 20 years	0.0%	0.0%
Over 20 years	0.0%	0.0%
	0.0%	0.0%

SCHEDULE 6School Jurisdiction Code: 3020

CONSOLIDATED SCHEDULE OF TANGIBLE CAPITAL ASSETS
For the Year Ended August 31, 2022 (in dollars)

Tangible Capital Assets	2022							2021
	Land	Work In Progress*	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total	Total
Estimated useful life			10-50 Years	10 Years	10 Years	5 Years		
Historical cost								
Beginning of year	\$ 837,590	\$ 211,498,837	\$ 1,864,602,447	\$ 164,349,357	\$ 3,794,449	\$ 53,582,443	\$ 2,298,665,123	2,177,669,507
Prior period adjustments	-	-	-	-	-	-	-	-
Additions	-	94,177,679	8,069,716	2,071,145	65,559	2,445,832	106,829,931	142,680,812
Transfers in (out)	-	(217,566,691)	207,044,965	7,000,762	-	3,520,964	-	-
Less disposals including write-offs	-	-	(4,186,910)	(55,127)	-	-	(4,242,037)	(21,685,196)
Historical cost, August 31, 2022	\$ 837,590	\$ 88,109,825	\$ 2,075,530,218	\$ 173,366,137	\$ 3,860,008	\$ 59,549,239	\$ 2,401,253,017	\$ 2,298,665,123
Accumulated amortization								
Beginning of year	\$ -	\$ -	\$ 817,198,030	\$ 130,408,381	\$ 3,140,768	\$ 37,389,530	\$ 988,136,709	953,738,524
Prior period adjustments	-	-	-	-	-	-	-	-
Amortization	-	-	48,208,416	6,051,436	118,099	6,820,012	61,197,963	56,040,800
Other additions	-	-	-	-	-	-	-	-
Transfers in (out)	-	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	(3,602,090)	(42,103)	-	-	(3,644,193)	(21,642,615)
Accumulated amortization, August 31, 2022	\$ -	\$ -	\$ 861,804,356	\$ 136,417,714	\$ 3,258,867	\$ 44,209,542	\$ 1,045,690,479	\$ 988,136,709
Net Book Value at August 31, 2022	\$ 837,590	\$ 88,109,825	\$ 1,213,725,862	\$ 36,948,423	\$ 601,141	\$ 15,339,697	\$ 1,355,562,538	
Net Book Value at August 31, 2021	\$ 837,590	\$ 211,498,837	\$ 1,047,404,417	\$ 33,940,976	\$ 653,681	\$ 16,192,913		\$ 1,310,528,414

	2022	2021
Total cost of assets under capital lease	\$ -	\$ -
Total amortization of assets under capital lease	\$ -	\$ -

* Work in Progress consists of new modular projects, anticipated to be substantially complete in the 2022-2023 school year, Infrastructure Maintenance Renewal and Capital Maintenance Renewal Capital Projects, as well as other Board Funded Capital Projects not substantially complete by August 31, 2022. Additionally, two schools in progress managed by Alberta Infrastructure are also part of this balance.

Proceeds of \$1,040,230 were received in the year for one parcel of land related to the sale of surplus sites, which is not reflected in this schedule due to the Edmonton Joint Use Agreement (See Note 2(b) - "Other Assets").

SCHEDULE 7School Jurisdiction Code: 3020**CONSOLIDATED SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES**
For the Year Ended August 31, 2022 (in dollars)

Board Members:		FTE	Remuneration	Benefits	Allowances	Performance Bonuses	ERIP's / Other Paid	Other Accrued Unpaid Benefits (1)	Expenses
Chair: ESTABROOKS, TRISHA		1.00	\$66,219	\$9,615	\$3,377			\$7,827	\$5,126
ADAMS, SHERRY*		0.15	\$20,072	\$1,292	\$505			\$0	\$119
DRAPER, MICHELLE*		0.15	\$18,275	\$1,197	\$505			\$0	\$0
DUNN, SHELAGH*		0.15	\$11,967	\$1,197	\$505			\$0	\$0
GIBSON, KEN*		0.15	\$18,028	\$1,197	\$505			\$0	\$207
HANCOCK, DAWN		0.85	\$36,198	\$7,339	\$2,872			\$1,581	\$5,540
HOLE, MARCIA		0.85	\$34,667	\$7,256	\$2,872			\$1,524	\$3,044
IP, NATHAN		1.00	\$46,358	\$5,512	\$3,377			\$13,660	\$7,796
JANZ, MICHAEL*		0.15	\$22,832	\$1,197	\$505			\$0	\$294
KUSIEK, JULIE		0.85	\$34,945	\$7,271	\$2,872			\$1,534	\$5,580
NELSON, MARSHA		0.85	\$34,876	\$4,445	\$2,872			\$1,532	\$3,382
O'KEEFE, SHERRI		0.85	\$34,675	\$4,062	\$2,872			\$1,532	\$2,979
SAWYER, JAN		0.85	\$36,560	\$7,288	\$2,872			\$1,514	\$6,764
STIRLING, BRIDGET*		0.15	\$15,036	\$1,197	\$505			\$0	\$2,139
SUMAR, SAADIQ		0.85	\$34,388	\$7,241	\$2,872			\$1,514	\$3,989
		-	\$0	\$0	\$0			\$0	\$0
		-	\$0	\$0	\$0			\$0	\$0
Subtotal		8.85	\$465,096	\$67,306	\$29,888			\$32,218	\$46,959
Name, Superintendent 1	ROBERTSON, DARREL	1.00	\$313,450	\$44,437	\$38,782	\$0	\$0	\$92,945	\$13,728
Name, Superintendent 2	BURNSTAD, TODD	1.00	\$229,540	\$36,463	\$3,377	\$0	\$0	\$49,358	\$3,824
Name, Superintendent 3	MILLS, KAREN	1.00	\$153,738	\$30,888	\$0	\$0	\$0	\$27,603	\$469
Name, Treasurer 1		-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Name, Treasurer 2		-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Name, Treasurer 3		-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Name, Other		-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Certificated			\$539,600,920	\$125,956,389	\$762,293	\$0	\$0	\$1,153,685	
School based	5,178.00								
Non-School based	230.00								
Non-certificated			\$220,954,556	\$49,654,814	\$3,922,148	\$0	\$1,970,440	\$7,718,295	
Instructional	2,128.00								
Operations & Maintenance	986.00								
Transportation	14.00								
Other	473.00								
TOTALS		9,020.85	\$761,717,300	\$175,790,297	\$4,756,488	\$0	\$1,970,440	\$9,074,104	\$64,980

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

*Non returning Trustees - Terminated October 25, 2021

**Newly elected Trustees - Effective October 26, 2021 (One vacancy prior to election)

The Board of Trustees of Edmonton School Division

Notes to the Consolidated
Financial Statements
August 31, 2022



1. AUTHORITY AND PURPOSE

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

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

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

(a) Reporting Entity and Method of Consolidation

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

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

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

(b) Basis of Financial Reporting

Valuation of Financial Assets and Liabilities

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

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

Financial Assets

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

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



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

Cash and Cash Equivalents

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

Accounts Receivable

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

Liabilities

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

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

Accounts Payable and Other Accrued Liabilities

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

Deferred Contributions

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

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

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



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

Employee Future Benefits

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

The Division accrues its obligations and related costs including both vested and non-vested benefits under employee future benefit plans. Benefits include the non-registered Supplemental Executive Retirement Program (SERP), retirement allowances and non-vested accumulating sick leave. The future benefits cost is actuarially determined using the projected benefit actuarial cost method pro-rated on service and using management's best estimate of expected salary escalation, benefit usage, termination and retirement rates and mortality. The discount rate used to measure obligations is based on the combined expected future cash flows of each benefit and the rates provided by the Alberta Loans to Local Authorities Office as of August 31, 2022.

Asset Retirement Obligations

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

The Division has determined that it has a conditional asset retirement obligation relating to certain school sites. These obligations will be discharged in the future by funding through the Government of Alberta. The Division believes that there is insufficient information to estimate the fair value of the asset retirement obligation because the settlement date or the range of potential settlement dates has not been determined and information is not available to apply an expected present value technique. As such, there is no asset retirement obligation recorded as at August 31, 2022.

Debt

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

Non-Financial Assets

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

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



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

Tangible Capital Assets

The following criteria apply:

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

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

Inventory of Supplies

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

Prepaid Expenses

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

Other Assets

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



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

Operating and Capital Reserves

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

Revenue Recognition

All revenues are reported on the accrual basis of accounting. Cash received for which goods or services have not been provided by year end is recognized as unearned revenue and recorded in accounts payable and other accrued liabilities.

Government transfers

Transfers from all governments are referred to as government transfers.

Government transfers and associated externally restricted investment income are recognized as deferred contributions if the eligibility criteria for use of the transfer, or the stipulations together with school jurisdiction's actions and communications as to the use of the transfer, create a liability. These transfers are recognized as revenue as the stipulations are met and, when applicable, school jurisdiction complies with its communicated use of these transfers.

All other government transfers, without stipulations for the use of the transfer, are recognized as revenue when the transfer is authorized and the school jurisdiction meets the eligibility criteria (if any).

Donations and non-Government contributions

Donations and non-government contributions are received from individuals, corporations, and private sector not-for-profit organizations. Donations and non-government contributions may be unrestricted or externally restricted for operating or capital purposes.

Unrestricted donations and non-government contributions are recognized as revenue in the year received or in the year the funds are committed to the Division if the amount can be reasonably estimated and collection is reasonably assured.

Externally restricted donations, non-government contributions and realized and unrealized gains and losses for the associated externally restricted investment income are recognized as deferred contributions if the terms for their use, or the terms along with the Division's actions and communications as to the use, create a liability. These resources are recognized as revenue as the terms are met and, when applicable, the Division complies with its communicated use.

In-kind donations of services and materials are recognized at fair value when such value can reasonably be determined. While volunteers contribute a significant amount of time each year to assist the Division, the value of their services are not recognized as revenue and expenses in the consolidated financial statements because fair value cannot be reasonably determined.

Investment income

Investment income includes interest income earned on the Division's general bank account, Notice Plan account, and Guaranteed Investment Certificate.

Expenses

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



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

Program Reporting

The Division's operations have been segmented as follows:

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

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

Trusts Under Administration

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

Trusts under administration have been excluded from the financial reporting of the Division. A summary of Trust balances is listed in Note 17.

Financial Instruments

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

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

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



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

Measurement Uncertainty

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

The estimated employee future benefits liability of \$9,556,400 (2021 - \$9,797,600) recognized and disclosed in these consolidated financial statements is subject to measurement uncertainty. Actual experience may vary from the assumptions used in the calculations.

3. FUTURE CHANGES IN ACCOUNTING STANDARDS

During the 2022-2023 fiscal year, the Division will adopt the following accounting standard issued by The Public Sector Accounting Board:

- **PS 3280 Asset Retirement Obligations**

This accounting standard provides guidance on how to account for and report liabilities for retirement of tangible capital assets. On guidance from Alberta Education, the Division plans to adopt this accounting standard on a modified retroactive basis, consistent with the transitional provisions in PS 3280, and information presented for comparative purposes will be restated. The impact of the adoption of this accounting standard on the financial statements is current being analyzed.

In addition to the above, the Public Sector Accounting Board has also issued the following standards which are effective for fiscal years starting on or after April 1, 2023.

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

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

- **PSG 8 Purchased Intangibles (effective for years beginning on or after April 1, 2023)**

This standard provides guidelines on how to account for and report on identifiable non-monetary economic resources without physical substance acquired through an arm's length exchange transaction between knowledgeable, willing parties who are under no compulsion to act.

- **PS 3160 Public Private Partnerships**

This accounting standard provides guidance on how to account for public private partnerships between public and private sector entities, where the public sector entity procures infrastructure using a private sector partner.

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

4. CASH AND CASH EQUIVALENTS

Cash and cash equivalents include \$430,062 (2021 - \$686,054) for the Foundation.

On November 30, 2021, the Division transferred its balance in a Notice Plan with a floating interest rate (1.06% at the time of transfer) to its general bank account. Effective December 1, 2021, the Notice Plan Agreement stated an interest rate of 0.80%, 2 basis points lower than rates earned in the general bank account, to which the funds were transferred to.



4. CASH AND CASH EQUIVALENTS (CON'T)

On June 22, 2022, the Division purchased a Guaranteed Investment Certificate (GIC) for \$30,000,000, with a maturity date of June 22, 2023. Interest is paid and compounded monthly at a rate of 2.20%.

Interest earned on the Notice Plan prior to transfer totaled \$199,736 (2021 - \$351,068). Interest earned on the GIC totaled \$152,242 (2021 - \$0). These amounts are all included in investment income.

5. ACCOUNTS RECEIVABLE

	2022			2021
	Gross Amount	Allowance for Doubtful Accounts	Net Realizable Value	Net Realizable Value
Alberta Education - Grants	\$ 241,989	\$ -	\$ 241,989	\$ 219,390
Alberta Education - Other	200,763	-	200,763	-
Other Alberta school jurisdictions	70,393	-	70,393	103,640
Alberta Health Services	156,005	-	156,005	272,066
Post-secondary institutions	877	-	877	347
Community & Social Service	221,584	-	221,584	89,190
Alberta Infrastructure	15,495,670		15,495,670	20,996,114
Federal government	2,467,070	-	2,467,070	2,901,805
Municipalities	1,259,192	-	1,259,192	1,843,624
First Nations	17,424	-	17,424	20,331
Other	6,495,601	(1,795,600)	4,700,001	1,055,824
Total	\$ 26,626,568	\$ (1,795,600)	\$ 24,830,968	\$ 27,502,331

6. CONTRACTUAL RIGHTS

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

	2022	2021
Contractual rights from operating leases	\$ 2,511,248	\$ 2,420,710
Contractual rights from service agreements	8,616,845	4,778,211
Contractual rights from grant agreements	4,063,549	5,414,400
Contractual rights from capital grant agreements	9,855,442	15,913,553
Contractual rights from other agreements *	1,996,560	2,536,790
Total	\$ 27,043,644	\$ 31,063,664

* Other agreements consist of a revenue sharing agreement with the City of Edmonton for the sale of surplus sites, as well as financial contributions from the Canada Community Revitalization Fund.



6. CONTRACTUAL RIGHTS (CON'T)

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

	Operating Leases	Service Agreements	Grant Agreements	Capital Grant Agreements	Other
2022-2023	\$ 2,511,248	\$ 5,389,042	\$ 1,358,888	\$ 9,855,442	\$ 1,075,076
2023-2024	-	2,976,908	1,359,450	-	921,484
2024-2025	-	250,895	1,345,211	-	-
2025-2026	-	-	-	-	-
2026-2027	-	-	-	-	-
Thereafter	-	-	-	-	-
Total	\$ 2,511,248	\$ 8,616,845	\$ 4,063,549	\$ 9,855,442	\$ 1,996,560

7. CONTINGENT ASSETS

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

8. BANK INDEBTEDNESS

The Division has negotiated a line of credit in the amount of \$42,000,000 Canadian dollars and \$200,000 US dollars (the equivalent of \$262,220 Canadian at August 31, 2022) that bears interest at prime less 0.50%. This line of credit is secured by a borrowing bylaw and a security agreement, covering all revenue of the Division. There was no balance outstanding at August 31, 2022 or August 31, 2021.



9. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2022	2021
Alberta Education - WMA *	\$ 10,935,800	\$ 16,074,738
Alberta Education - Other	-	1,041
Other Alberta school jurisdictions	99,685	1,996
Alberta Health Services	13,675	100
Post-secondary institutions	-	56,824
Alberta Infrastructure	86,117	134,539
Alberta Foundation for the Arts	6,300	-
Other Government of Alberta ministries	3,546	1,338
Federal government	19,260	63,244
Accrued vacation pay liability	9,074,104	9,495,688
Other salaries & benefit costs	10,362,422	7,808,482
Other trade payables and accrued liabilities	38,469,257	57,701,423
School Generated Funds, Other	1,195,501	1,245,171
School Generated Funds, Advanced Fees	1,043,971	662,891
Other unearned revenue over \$5,000 **	3,477,874	3,152,872
Total	\$74,787,512	\$96,400,347

* WMA (Weighted Moving Average) – under the new funding model starting in the 2020-2021 school year, the base instruction grant is allocated using the three-year WMA enrolment of school authorities. The amount accrued as accounts payable above is the difference between actual and projected enrolment count, which ultimately affects the total base instruction grant funding received in the subsequent school year.

** Unearned Revenue over \$5,000 for 2021-22 can be broken down as follows:

1. \$2,994,431 in funds received from students enrolled in the International Students Program. Funds are held in Unearned Revenue and are recognized at the start of the applicable school semester.
2. \$334,462 in tuition amounts paid by students at Metro Continuing Education for classes that start at a later date.
3. \$46,945 in tuition amounts collected in advance from Non-Resident English Language Learners (ELL).
4. \$21,533 in unused gift certificates issued by Metro Continuing Education (\$21,083) & Café 1881 (\$64).
5. \$58,003 in long-term lease receivable at John A. McDonald School.
6. \$22,500 in funds received from the City of Edmonton for use of the sign at Dr. Anne Anderson High School.

10. BENEFIT PLANS

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

Current and past service costs of the Alberta Teachers Retirement Fund (ATRF) are met by contributions by active members and the Government of Alberta. Under the terms of the *Teacher's Pension Plan Act*, the Division does not make pension contributions for certificated staff. The Government portion of the current service contribution to the ATRF on behalf of the Division is included in both revenues and expenses. For the school year ended August 31, 2022, the amount contributed by the Government was \$55,553,241 (2021 - \$55,003,266).

The Division participates in a multi-employer pension plan, the Local Authorities Pension Plan (LAPP), and does not report on any unfunded liabilities. The expense for this pension plan is equivalent to the annual contributions of \$17,427,090 for the year ended August 31, 2022 (2021 - \$18,574,578). At December 31, 2021, the LAPP reported a surplus of \$11,922,000,000 (2021 - surplus of \$4,961,337,000).



10. BENEFIT PLANS (CON'T)

The Division and the Superintendent participate in a multi-employer registered Supplemental Integrated Pension Plan (SIPP). The plan provides a supplement to the ATRF pension to a full 2% of pensionable earnings multiplied by pensionable service, limited by the *Income Tax Act*. The annual expenditure for this pension plan is equivalent to the annual contributions of \$8,405 for the year ended August 31, 2022 (2021 - \$6,053).

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

Employee future benefit liabilities consist of the following:

	2022	2021
Accumulating sick pay liability (vested)	\$ 2,862,700	\$ 3,227,400
Retirement allowances	6,277,000	6,205,100
Other employee future benefits	416,700	365,100
Total	\$ 9,556,400	\$ 9,797,600

11. DEBT

	2022	2021
Unsupported debenture outstanding at August 31, 2022 has an interest rate of 3.06%. The term of the debenture is 20 years, with payments made semi-annually.	9,712,149	10,407,308
Total	\$ 9,712,149	\$10,407,308

Unsupported Debenture – Alberta Capital Finance Authority

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

	Principal	Interest	Total
2022-2023	\$ 716,572	\$ 291,466	\$ 1,008,038
2023-2024	738,645	269,393	1,008,038
2024-2025	761,398	246,640	1,008,038
2025-2026	784,852	223,186	1,008,038
2026-2027	809,029	199,009	1,008,038
2027 to maturity	5,901,653	650,591	6,552,244
Total	\$ 9,712,149	\$ 1,880,285	\$11,592,434



12. PREPAID EXPENSES

Prepaid expenses consist of the following:

	2022	2021
Prepaid insurance	\$ 1,344,033	\$ 1,296,516
International Baccalaureate Fees	149,911	99,649
Building Lease Payments	386,245	371,015
Enterprise Systems and Software	4,519,180	2,752,119
Professional Development, Programs and Fees	75,561	44,767
Total	\$ 6,520,130	\$ 4,575,454

13. NET ASSETS

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

	2022	2021
Unrestricted surplus	\$ -	\$ -
Operating reserves	30,362,929	38,806,069
Accumulated surplus from operations	30,362,929	38,806,069
Investment in tangible capital assets	140,629,117	127,161,983
Capital reserves	41,293,809	44,798,917
Accumulated surplus	\$ 212,285,855	\$ 210,766,969

Accumulated surplus from operations (ASO) includes funds of \$1,640,261 that are raised at the school level and are not available to spend at the board level. The Division's adjusted surplus from operations is calculated as follows:

	2022	2021
Accumulated surplus from operations	\$ 30,362,929	\$ 38,806,069
Deduct: School generated funds included in accumulated surplus (Note 18)	1,640,261	1,313,954
Adjusted accumulated surplus from operations ⁽¹⁾	\$ 28,722,668	\$ 37,492,115

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



14. CONTRACTUAL OBLIGATIONS

	2022	2021
Building projects ⁽¹⁾	\$ 9,001,286	\$ 10,683,450
Building leases ⁽²⁾	10,085,820	11,666,350
Service providers ⁽³⁾	25,308,052	32,994,636
Total	\$ 44,395,158	\$ 55,344,436

- (1) Building Projects: The Division is committed to capital expenditures of \$1,898,578 for the modernization at one school, as well as further capital expenditures to complete other schools of approximately \$468,949, all of which will be fully funded by capital contributions from Alberta Infrastructure. The Division is also committed to \$6,633,759 in Maintenance Projects, some of which are anticipated to be funded by Infrastructure Maintenance Renewal and Capital Maintenance Renewal funding from Alberta Education.
- (2) Building Leases: The Division is committed to lease office space to provide learning spaces for various outreach and alternative academic programs.
- (3) Service Providers: as at August 31, 2022, the Division has \$25,308,052 in commitments relating to service contracts. None of these are paid to other school jurisdictions.

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

	Building Projects	Building Leases	Service Providers
2022-2023	\$ 9,001,286	\$ 4,619,019	\$ 20,109,563
2023-2024	\$ -	\$ 1,623,814	\$ 4,477,925
2024-2025	\$ -	\$ 1,552,584	\$ 401,723
2025-2026	\$ -	\$ 1,377,853	\$ 25,294
2026-2027	\$ -	\$ 73,004	\$ 25,294
Thereafter	\$ -	\$ 839,546	\$ 268,253
Total	\$ 9,001,286	\$ 10,085,820	\$ 25,308,052

15. CONTINGENT LIABILITIES

- a) The Division is involved in legal matters where damages are being sought. The Division has been named in 30 (2021 - 15) claims of which the outcome is not determinable. The resolution of indeterminable claims may result in a liability, if any, that may be significantly lower than the claimed amount. Accruals have been made in specific instances where it is likely that losses will be incurred based on a reasonable estimate. None of these contingent liabilities involves related parties.
- b) The Division is a member of Urban Schools Insurance Consortium (USIC). Under the terms of its membership, the Division could become liable for its proportionate share of any claim losses in excess of the funds held by USIC. The Division's share of the pool as at August 31, 2022 was \$3,046,916 (2021 - \$3,370,395). This amount has not been recognized in the Division's consolidated financial statements.



16. OTHER REVENUE

Other revenue consists of the following:

	2022	2021
Rental of facilities	\$ 3,494,485	\$ 3,082,819
Gains on disposal of capital assets	1,040,230	1,666,256
Total	\$ 4,534,715	\$ 4,749,075

17. TRUSTS UNDER ADMINISTRATION

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

	2022	2021
Deferred salary leave plan	\$ 1,474,538	\$ 1,770,961
Scholarship trusts	1,544,775	1,605,230
International Student Health Insurance	112,415	14,751
Total	\$ 3,131,728	\$ 3,390,942

18. SCHOOL GENERATED FUNDS

	2022	2021
School Generated Funds, Beginning of Year	\$ 4,420,248	\$ 4,450,982
Gross Receipts:		
Fees	5,887,402	1,379,675
Fundraising	617,089	210,634
Gifts and donations	2,944,902	2,197,953
Grants to schools	80,258	62,846
Other sales and services	3,442,341	1,439,856
Total gross receipts	12,971,992	5,290,964
Total Related Expenses and Uses of Funds	9,351,276	3,792,722
Total Direct Costs Including Cost of Goods Sold to Raise Funds	3,450,521	1,528,976
School Generated Funds, End of Year	\$ 4,590,443	\$ 4,420,248
Balance included in Deferred Contributions	1,754,681	1,861,122
Balance included in Accounts Payable	1,195,501	1,245,171
Balance included in Accumulated Surplus (Operating Reserves)	1,640,261	1,313,954



19. RELATED PARTY TRANSACTIONS

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

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

	Balances		Transactions	
	Financial Assets (at cost or net realizable value)	Liabilities (at amortized cost)	Revenues	Expenses
Government of Alberta (GOA):				
Alberta Education				
Accounts receivable / Accounts payable	\$ 442,752	\$ 10,935,800	-	-
Prepaid expenses / Deferred operating revenue	-	18,135,604	-	-
Unexpended deferred capital contributions	-	1,129,754	-	-
Expended deferred capital revenue		147,499,291	7,795,370	
Grant revenue & expenses	-	-	1,037,069,940	-
ATRF payments made on behalf of district			55,553,241	
Other revenues & expenses	-	-	133,722	217,995
Other Alberta school jurisdictions	70,393	99,685	1,340,416	11,317
Alberta Health Services	156,005	65,905	8,601,836	473,655
Post-secondary institutions	877	-	141,295	1,572,307
Alberta Infrastructure	-	-	-	-
Alberta Infrastructure	15,495,670	140,597	44,918,633	488
Unexpended deferred capital contributions	-	5,705,539	-	-
Spent deferred capital contributions		1,056,503,443		
Alberta Community and Social Services	221,584	9,815	1,544,060	-
Alberta Children's Services	-	-	58,292	-
Alberta Culture & Status for Women	-	25,000	-	-
Alberta Environment & Parks	-	-	177,022	-
Alberta Foundation for the Arts	-	6,300	22,915	-
Alberta Ministry of Health	-	-	4,327,042	-
Other GOA ministries	-	2,568	91,348	5,675
Other:				
Alberta Capital Financing Authority	-	9,712,149	-	303,235
TOTAL 2021/2022	\$ 16,387,281	\$ 1,249,971,450	\$ 1,161,775,132	\$ 2,584,672
TOTAL 2020/2021	\$ 21,680,747	\$ 1,235,319,440	\$ 1,158,556,557	\$ 3,084,509

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

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



20. ECONOMIC DEPENDENCE ON RELATED THIRD PARTY

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

21. BUDGET AMOUNTS

The budget was prepared by the school jurisdiction and approved by the Board of Trustees on June 8, 2021.

The Board of Trustees of Edmonton School Division

Unaudited Schedules
August 31, 2021

SCHEDULE 8

UNAUDITED CONSOLIDATED SCHEDULE OF FEES
For the Year Ended August 31, 2022 (in dollars)

	Actual Fees Collected 2020/2021	Budgeted Fee Revenue 2021/2022	(A) Actual Fees Collected 2021/2022	(B) Unspent September 1, 2021*	(C) Funds Raised to Defray Fees 2021/2022	(D) Expenditures 2021/2022	(A) + (B) + (C) - (D) Unspent Balance at August 31, 2022*
Transportation Fees	\$3,828,048	\$10,089,400	\$7,297,216	\$0	\$0	\$37,343,102	\$0
Basic Instruction Fees							
Basic instruction supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fees to Enhance Basic Instruction							
Technology user fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Alternative program fees	\$108,256	\$212,300	\$69,743	\$18,024	\$0	\$32,625	\$55,142
Fees for optional courses	\$695,997	\$3,436,000	\$1,765,998	\$346,676	\$0	\$1,772,894	\$339,780
Activity fees	\$493,508	\$6,877,200	\$2,339,585	\$414,733	\$0	\$2,420,009	\$334,309
Early childhood services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other fees to enhance education	\$894,863	\$1,021,800	\$902,664	\$0	\$0	\$902,664	\$0
Non-Curricular fees							
Extracurricular fees	\$99,155	\$2,789,900	\$1,407,748	\$373,091	\$0	\$1,422,214	\$358,625
Non-curricular travel	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Lunch supervision and noon hour activity fees	\$2,978,527	\$4,567,000	\$4,414,591	\$0	\$0	\$5,245,436	\$0
Non-curricular goods and services	\$136,774	\$781,200	\$507,848	\$92,647	\$0	\$492,850	\$107,645
Other Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL FEES	\$9,235,128	\$29,774,800	\$18,705,393	\$1,245,171	\$0	\$49,631,794	\$1,195,501

*Unspent balances cannot be less than \$0

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products", "Fundraising", or "Other revenue" (rather than fee revenue):	Actual 2022	Actual 2021
Cafeteria sales, hot lunch, milk programs	\$653,332	\$174,805
Special events, graduation, tickets	\$1,281,877	\$270,232
International and out of province student revenue	\$2,971,148	\$3,565,599
Sales or rentals of other supplies/services (clothing, agendas, yearbooks)	\$867,410	\$583,509
Adult education revenue	\$0	\$0
Preschool	\$0	\$0
Child care & before and after school care	\$0	\$0
Lost item replacement fee	\$0	\$0
Library fines, book donations	\$89,805	\$51,924
	\$0	\$0
	\$0	\$0
TOTAL	\$5,863,572	\$4,646,069

SCHEDULE 9

UNAUDITED CONSOLIDATED SCHEDULE OF SYSTEM ADMINISTRATION
For the Year Ended August 31, 2022 (in dollars)

	Allocated to System Administration 2022			
EXPENSES	Salaries & Benefits	Supplies & Services	Other	TOTAL
Office of the superintendent	\$ 564,754	\$ 29,602	\$ -	\$ 594,356
Educational administration (excluding superintendent)	3,859,237	1,312,126	-	5,171,363
Business administration	6,338,151	3,518,581	-	9,856,732
Board governance (Board of Trustees)	956,332	1,011,435	-	1,967,767
Information technology	1,933,672	177,832	-	2,111,504
Human resources	8,693,707	808,076	-	9,501,783
Central purchasing, communications, marketing	2,067,514	329,075	-	2,396,589
Payroll	-	-	-	-
Administration - insurance			657,187	657,187
Administration - amortization			916,110	916,110
Administration - other (admin building, interest)			669,943	669,943
Building operations/closed school management	1,111,840	451,233	-	1,563,073
Student information	603,466	81,377	-	684,843
Other (describe)	231,757	78,245	-	310,002
TOTAL EXPENSES	\$ 26,360,430	\$ 7,797,582	\$ 2,243,240	\$ 36,401,252
Less: Amortization of unsupported tangible capital assets				(\$916,110)
TOTAL FUNDED SYSTEM ADMINISTRATION EXPENSES				35,485,142

REVENUES	2022
System Administration grant from Alberta Education	38,007,171
System Administration other funding/revenue from Alberta Education (ATRF, secondment revenue, etc)	449,981
System Administration funding from others	366,064
TOTAL SYSTEM ADMINISTRATION REVENUES	38,823,216
Transfers (to)/from System Administration reserves	-
Transfers to other programs	(3,338,074)
SUBTOTAL	35,485,142
2021 - 22 System Administration expense (over) under spent	\$0

DATE: November 29, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Funds for the 2023-2024 Professional Improvement Program – Teacher Certificated Staff

ORIGINATOR: Angela Anderson, Chief Human Resources Officer

RESOURCE STAFF: Trish Kolotyluk, Renée Thomson

REFERENCE: Teachers' Collective Agreement-September 1, 2018 to August 31, 2020, Clause 9

ISSUE

An allocation of funds from the 2023-2024 operating budget is requested to support the Professional Improvement Program – Teacher Certificated Staff. Through this program, teachers can access tuition and leave support for post-secondary coursework as per clause 9 of the Teachers' Collective Agreement. An allocation of funds to support this program is an investment that will benefit our Division in several ways, including improving student achievement, building capacity in our teaching staff and sharing knowledge and expertise through professional learning opportunities. The request for a commitment of funds is made well in advance of the distribution of the funds to accommodate application and university admission processes.

BACKGROUND

Edmonton Public Schools recognizes that professional development for staff is a critical aspect in supporting successful outcomes for students, as well as for succession planning. The Professional Improvement Program – Teacher Certificated Staff is in direct support of [Board Policy GE.BP - Organization for Instruction](#), which states that “effective teachers who have strong knowledge of pedagogy and subject content knowledge, make a significant difference to student learning and achievement.” The program is aligned with the [Division Strategic Plan](#) and is grounded in our values of accountability, collaboration, equity and integrity. The program is also in direct support of our Division's vision of “Enhancing pathways for student success”, as well as our mission, which states that “Our commitment to high-quality public education serves the community and empowers each student to live a life of dignity, fulfilment, empathy and possibility.”

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

RELATED FACTS

- The Professional Improvement Program – Teacher Certificated Staff is guided by clause 9 of the Teachers' Collective Agreement.

- Clause 9.2.2 outlines the conditions under which, upon application, leave for professional improvement may be granted to a teacher for a school year or portion of the year.
- Clause 9.2.7 specifies that tuition support for professional improvement may be granted, upon application, to a teacher on continuing contract and with two or more years of service with Edmonton Public Schools.
- Clause 9.2.8 states the maximum amount the Division may allocate for the Professional Improvement Program – Teacher Certificated Staff as “3/4 of 1% of the annual grid costs, calculated as of the preceding November 30”.
- Through this program, teacher certificated staff have the opportunity to apply for support for courses that take place between July 1, 2023, and August 31, 2024 (Attachment III).
- The Professional Improvement Program application process is rigorous. Assessment of applications is completed by a committee of Division leadership staff who consider the alignment of applicants’ proposed professional improvement plans with Division priorities and identified programming needs. Additional considerations are the anticipated benefits to learners, the school and the Division, as well as connections to the applicants’ professional growth plans and career goals.
- Successful applicants agree to a return of service to Edmonton Public Schools of one year for tuition support and three years for a full-time leave with an allowance; part-time leaves are prorated accordingly.
- For the 2022-2023 Professional Improvement Program, support was granted primarily for courses and programs of study in the areas of leadership, counselling/mental health, inclusion and diversity. More teaching staff accessed coursework related to wellness and mental health than in previous years.
- Of the 120 requests for support through this program in 2022-2023, based on the relative strength of the applications, 36 applicants were granted the support they requested and were eligible to receive, 61 were granted partial support and 23 were not granted support. Seventy-six of the 120 (63 per cent) were first time applicants, while 44 (37 per cent) submitted applications in previous years.
- It has been an administrative practice to maintain a holdback of a portion of the allocation to address potential increases to leave allowance costs and tuition fees in the next academic year, as well as potential fluctuations in the exchange rate for tuition fees paid to international post-secondary institutions. The holdback for the 2022-2023 Professional Improvement Program was 2.7 per cent.
- The Professional Improvement Program – Teacher Certificated Staff is one of several ways that professional learning is supported for Division staff. The chart below outlines sources of support for professional learning.

Funds for Professional Learning	Details
School Budgets	Funds are allocated for staff professional learning within schools and catchments.
Central Decision Units	Central decision units allocate funds for the delivery of targeted professional learning courses and sessions for staff. These include sessions offered through Instructional Supports, Technology and Information Management and Human Resources, among others.

Division Programs: Teacher Development Program and Professional Improvement Program	Tuition support is available to teachers for post-secondary coursework related to core subjects and second languages, as well as for courses related to specific Division priorities through the Teacher Development Program. Tuition and leave support is available to teachers through the Professional Improvement Program for post-secondary coursework aligned with the Division Strategic Plan.
Teacher Development Fund (administered through the ATA)	The Teachers' Collective Agreement includes a commitment of Division funds to Edmonton Public Teachers Local 37 of the Alberta Teachers' Association (ATA) to administer and distribute funds in support of professional development activities or resources related to teachers' individual professional growth plans.
Bursaries and Scholarships	Teachers are encouraged to access support through the provincial government's bursary programs and to explore scholarship opportunities through their post-secondary institution and other community organizations.

RECOMMENDATION

That an allocation of \$1,300,000 from the 2023-2024 operating budget be approved for the Professional Improvement Program – Teacher Certificated Staff for the purpose of granting professional improvement leaves and tuition support to teachers for the 2023-2024 school year.

OPTIONS

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

1. The allocation of funds for 2023-2024 is increased to \$1,300,000.
2. The allocation of funds for 2023-2024 remains at \$1,200,000.

CONSIDERATIONS and ANALYSIS

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

The in-depth learning acquired from post-secondary studies is a key tenet of the Division's professional learning model. Focused study in university programs, that are aligned with our Strategic Plan and areas of need, results in significant benefits across the Division. A selection of reflective statements from staff who were supported through the Professional Improvement Program highlight this in Attachment IV. Several program participants explain that the integration of new strategies and perspectives, learned through their post-secondary studies, results in improved student academic success and wellness. Many

participants reflect on the positive impact a deeper understanding of subject content and refinement of their teaching practices has had on their ability to meet the increasingly complex needs of students.

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

Over the past decade, the gap between the maximum possible allocation and the approved allocation has widened. In 2012-2013, the approved allocation of \$1,200,000 was 40 per cent of the maximum possible allocation (Attachment II). An approved allocation of \$1,300,000 for 2023-2024 would be approximately 34 per cent of the maximum possible allocation, while an allocation of \$1,200,000 would be approximately 31 per cent of the maximum.

The number of teachers who request and receive support through this program is small relative to the total number of teachers in the Division. As we continue to build capacity by supporting a small number of teaching staff each year to participate in post-secondary studies aligned with our Division Strategic Plan, those teachers, in turn, work collaboratively with colleagues to support the academic success and wellness of our students. The chart below shows a five-year comparison of the number of teachers working in the Division, the number of Professional Improvement Program applicants and the number of applicants who were granted support.

Comparison of Total Number of Teachers and Number of Successful Applicants

Year	Number of Teachers (Sept. 30)	Number of Applicants	Number of Successful Applicants	Percentage of Teachers Supported
2018-2019	5673	137	104	1.83%
2019-2020	5788	144	112	1.94%
2020-2021	5607	110	94	1.68%
2021-2022	5647	117	99	1.75%
2022-2023	5591	120	97	1.73%

For several years, the number of teachers hired to the Division increased to keep pace with our growing student enrolment. This resulted in a fairly consistent number of applications for support through the Professional Improvement Program (Attachment I). Recent years have seen fluctuations in our teacher hiring patterns as our Division pivoted to online learning through a pandemic and then back to in-person learning. Through these changes, our teachers have accessed professional learning, including university coursework, to best respond to the complex needs of our students.

Post-secondary professional learning is critical to building staff capacity and supporting student learning. In 2021-2022, in response to a challenging economy, the allocation of funds for this program was

reduced by \$100,000 (7.7 per cent) over the previous year. The allocation remained at the reduced level for the 2022-2023 school year (Attachment II). An allocation of \$1,300,000 for the 2023-2024 Professional Improvement Program would help to offset increasing tuition costs and would allow a greater number of teacher certificated staff to develop a deeper understanding of educational theories and practice, curricula and subject content in support of Division students. For these reasons, Option 1 is considered most appropriate.

NEXT STEPS

Upon approval of this recommendation, the program timelines for the application intake will be implemented (Attachment III).

ATTACHMENTS and APPENDICES

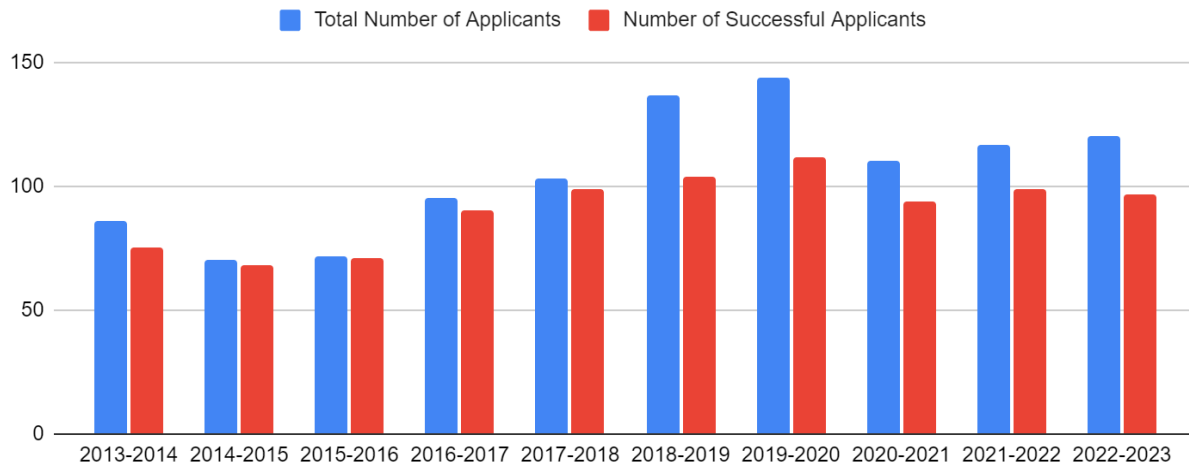
ATTACHMENT I	Total Number of Applicants and Number of Successful Applicants
ATTACHMENT II	Professional Improvement Program History
ATTACHMENT III	Professional Improvement Program Timeline
ATTACHMENT IV	Selection of Reflective Statements: Benefits of Program Participation

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Total Number of Applicants and Number of Successful Applicants

YEAR	TOTAL NUMBER OF APPLICANTS	NUMBER SUCCESSFUL
2013-2014	86	75
2014-2015	70	68
2015-2016	72	71
2016-2017	95	90
2017-2018	103	99
2018-2019	137	104
2019-2020	144	112
2020-2021	110	94
2021-2022	117	99
2022-2023	120	97

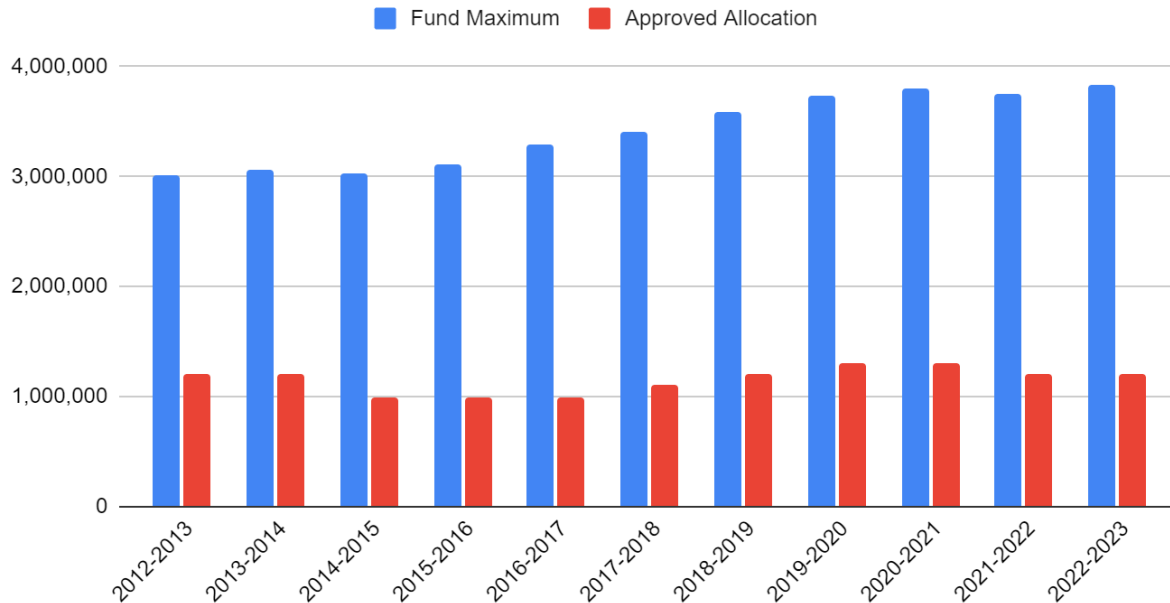
Total Number of Applicants and Number of Successful Applicants



Professional Improvement Program History

YEAR	FUND MAXIMUM AS PER CLAUSE 9.2.8	APPROVED ALLOCATION	% OF MAXIMUM	APPROVED TOTAL LEAVE FTE	ACTUAL \$ GRANTED FOR LEAVES	ACTUAL \$ GRANTED FOR TUITION	TOTAL ACTUAL \$ GRANTED FOR LEAVES & TUITION
2012-2013	3,005,090	1,200,000	40%	12.48	785,786	296,530	1,082,316
2013-2014	3,062,822	1,200,000	39%	11.56	706,110	354,758	1,060,868
2014-2015	3,019,266	1,000,000	33%	7.20	517,762	367,680	885,442
2015-2016	3,111,487	1,000,000	32%	8.026	561,457	400,757	962,214
2016-2017	3,286,102	1,000,000	30%	9.40	577,248	371,809	949,057
2017-2018	3,402,751	1,100,000	32%	7.818	521,808	545,100	1,066,908
2018-2019	3,587,437	1,200,000	33%	8.09	589,115	581,762	1,170,877
2019-2020	3,725,511	1,300,000	35%	11.072	679,106	584,120	1,263,226
2020-2021	3,795,407	1,300,000	34%	8.478	621,109	641,150	1,262,259
2021-2022	3,754,228	1,200,000	32%	9.079	515,900	651,700	1,167,600
2022-2023	3,828,254	1,200,000	31%	10.117	492,070	680,170	1,172,240

Fund Maximum and Approved Allocation



2023-2024 PROFESSIONAL IMPROVEMENT PROGRAM TIMELINE

Activity	Date
Professional Improvement Program – Teacher Certificated Staff announced on Division Staff News and application available on Connect	October 31
Information meetings for interested staff (4:00 - 6:00 p.m. Google Meet)	November 22 and 28
Obtain data to calculate maximums as per Clause 9.2.8 of the Teachers' Collective Agreement	November 30
Due date for applications	January 13
Processing of applications <ul style="list-style-type: none"> • Receipt of applications confirmed • Background information compiled (previous leaves, degrees, grid placement, years of service, summary of request, projected costs) • Applications prepared for review by committee of leadership staff 	January 16 – February 3
Review of applications <ul style="list-style-type: none"> • Application packages prepared for committee review • Committee workshop conducted • Review of applications completed 	January 16 – February 8 February 9 February 16
Compile background information with input from assessors	February 16 – March 3
Recommendation submitted for approval	March 10
Approval of leaves and tuition support	March 17
Communication of support granted <ul style="list-style-type: none"> • Applicants notified; letters and agreements sent to successful applicants • TM to Board • Division Staff News announcement 	March 20 - 24 April 5 April 6

**Selection of Reflective Statements: Benefits of Program Participation
2021-2022 Professional Improvement Program – Teacher Certificated Staff**

Kari Harris - Teacher, Vimy Ridge Academy

Yorkville University - Master of Arts in Counselling Psychology

“This program has given me an enriched and thorough knowledge base about the mental health issues that individuals experience. Understanding the complexities of mental illness allows me to assist staff with providing appropriate accommodations to students when needed, and to help identify those individuals who may need to receive extra support.”

Sherri Humphrys - Principal, Julia Kiniski School

University of Portland - Doctor of Education in Learning and Leading

“Accessing the coursework around leadership has expanded my skills and competencies directly related to all aspects of the [Leadership Quality Standard]. I am more intentional about my own leadership, sharing with my principal colleagues, and building the capacity of emerging leaders at my school and within the division.”

Alexandra Stewart - Teacher, Dr. Donald Massey School

University of British Columbia - Master of Education in Special Education

“My learning has far exceeded my expectations. I learned about how multiple disabilities impact the individual, the current research on what works best for teaching and learning with these disabilities and uncovered resources to put theory into practice. My program has significantly increased my self-efficacy to design an effective inclusive classroom where no student is left behind.”

Jennifer Williams - Assistant Principal, Argyll Centre/Metro Continuing Education

University of Alberta, Campus Saint-Jean - Master of Science in Education, Leadership and School Administration

“The course work that I completed supported my continued journey in the area of anti-racism, responding to the Truth & Reconciliation Commission’s Calls to Action, multiple and varied assessment strategies, and issues impacting bilingual programs. ... I know that by continuing to develop expertise in such important areas affecting education, I am now better equipped to support and foster success for individual students.”

Nicole Nelubowich - Teacher, Oliver School

Bellarmino University - Master of Arts in Education, Teacher Leadership and Trauma Informed Practice

“I have gained a deep understanding of childhood trauma and the effects on learning and behaviors. With this information I am able to implement strategies that create a safe learning community accepting of all students. ... I plan to share the culturally responsive teaching strategies with my colleagues so benefits can be seen school-wide. Some of these strategies include understanding each student’s cultural background, inviting families to share their culture, ensuring resources and curricular objectives contain diverse perspectives and fully dissecting my own conscious and unconscious biases.”

Lindsay Misiwich - Teacher, Ross Sheppard School

Royal Roads University – Master of Arts in Educational Leadership and Management

"I have learned how to provide evidence-based assessment and intervention of reading difficulties, writing difficulties, oral language difficulties, complex cases, and methods of educational research. During the final phase of my program, I completed a culminating capstone project, which allowed me to integrate my knowledge and skills that I have acquired during the program into a 3-session professional development series for teachers."

Kelsey Reiner - Teacher, Scott Robertson School

University of Alberta - Certificate in Teaching Students with Complex Communication Needs

"This certificate expanded my knowledge of emergent and conventional literacy, emergent numeracy, and alternative and augmentative communication (AAC)."

Cory MacTaggart - Principal, Dr. Lila Fahlman School

Concordia University of Edmonton – Master of Education in Educational Leadership

"... [T]his research highlights the impact of working as a community to create intentional spaces for Indigenous teachings and learning. ... This collaborative research provides insights into the importance of weaving Indigenous knowledge in meaningful ways and seeking truth alongside children, families, Knowledge Keepers, Elders, teachers, and community. In the spirit of reconciliation, we must seek the truth and work to create more inclusive and belonging spaces through collaborations with Indigenous colleagues."

Amanda Donst - Teacher, Jasper Place School

University of Alberta - Certificate in Teaching Students with Complex Communication Needs

"The three courses I took in emergent literacy, conventional literacy and numeracy have improved my ability to help my students succeed in the classroom. As I was taking the courses I was immediately able to use the strategies I gained in the classes to support my students' learning."

Denise Alexander - Teacher, Coronation School

University of Ottawa - Master of Education in Second Language Education

"Through my coursework, I gained knowledge and expertise in how to best support second language learners, linguistically, socially, and culturally. This applies not only to my work as an FSL teacher, but also to my work with the many ESL students in our district. An unexpected but incredible blessing of this program was its focus on culturally inclusive, anti-racist education."

Anna Burn - Department Head, J. Percy Page School

University of Alberta - Graduate Certificate in School Leadership

"I have been able to better understand and apply the TQS and LQS framework through an anti-racism lens. The coursework will lead me to become a stronger leader, develop evidence-based practices in my teaching and leadership, and develop an understanding of local, provincial, national, and international issues and trends and their implications for education. This was all done with the ultimate goal of being able to better support my students, school, and district."

DATE: November 29, 2022

TO: Caucus Committee

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Funds for the 2023-2024 Exempt Staff Professional Improvement Program

ORIGINATOR: Angela Anderson, Chief Human Resources Officer

RESOURCE

STAFF: Trish Kolotyluk, Renée Thomson

ISSUE

An allocation of funds from the 2023-2024 operating budget is requested to support the Exempt Staff Professional Improvement Program. Through this program, exempt staff can access tuition and leave support for post-secondary coursework. An allocation of funds to support this program is an investment that will benefit our Division in several ways, including improving student achievement, building capacity in our exempt staff and sharing knowledge and expertise. The request for a commitment of funds is made well in advance of the distribution of the funds to accommodate application and program admission processes.

BACKGROUND

Edmonton Public Schools recognizes that professional development for staff is a critical aspect in supporting successful outcomes for students, as well as for succession planning. The Exempt Staff Professional Improvement Program is aligned with the [Division Strategic Plan](#) and is grounded in our values of accountability, collaboration, equity and integrity. The program is also in direct support of our Division's vision of "Enhancing pathways for student success", as well as our mission, which states that "Our commitment to high-quality public education serves the community and empowers each student to live a life of dignity, fulfilment, empathy and possibility."

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

RELATED FACTS

- The program ensures that exempt staff members across the Division have access to opportunities that would serve to enhance their professional capacity and allow them to stay current with industry standards and trends.
- Support for professional development assists in the attraction of exempt staff to the Division and in the retention of those employees.
- Exempt staff have the opportunity to apply for support in January for courses that take place between July 1, 2023, and August 31, 2024, or in September for courses that take place between December 1, 2023, and August 31, 2024 (Attachment III).
- The Professional Improvement Program application process is rigorous. Assessment of applications is completed by a committee of Division leadership staff who consider the alignment of applicants' proposed professional improvement plans with identified areas of need in the Division. Additional

considerations are the anticipated benefits to the Division, as well as connections to the applicants' professional growth plans and career goals.

- Successful applicants agree to a return of service to Edmonton Public Schools of one year for tuition support and three years for a full-time leave with an allowance; part-time leaves are prorated accordingly.
- For the 2022-2023 Exempt Staff Professional Improvement Program, requests for support from exempt staff varied as greatly as their roles in the Division. All ten applicants were granted the support they requested and were eligible to receive. Seven (70 per cent) were first time applicants, while three (30 per cent) submitted applications in previous years.
- It has been an administrative practice to maintain a holdback of a portion of the allocation to address potential increases to leave allowance costs and tuition fees in the next academic year, as well as potential fluctuations in the exchange rate for tuition fees paid to international post-secondary institutions.
- The Exempt Staff Professional Improvement Program is one way that professional learning is supported for Division staff. The chart below outlines sources of support for professional learning.

Funds for Professional Learning	Details
Decision Unit Budgets	Funds are allocated for staff professional learning within decision units.
Central Decision Units	Central decision units allocate funds for the delivery of targeted professional learning courses and sessions for staff. These include sessions offered through Instructional Supports, Technology and Information Management and Human Resources, among others.
Professional Improvement Program	Tuition and leave support is available to exempt staff through the Professional Improvement Program for post-secondary coursework aligned with the Division's identified areas of need.
Bursaries and Scholarships	Staff are encouraged to access support through bursary programs and to explore scholarship opportunities through their post-secondary institution and other community organizations.

RECOMMENDATION

That an allocation of \$140,000 from the 2023-2024 operating budget be approved for the Exempt Staff Professional Improvement Program for the purpose of granting professional improvement leaves and tuition support to exempt staff for the 2023-2024 school year.

OPTIONS

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

1. The allocation of funds for 2023-2024 remains at \$140,000.
2. The allocation of funds for 2023-2024 is decreased to \$130,000.

CONSIDERATIONS and ANALYSIS

Based on the number of applications and the types of requests we have received over the past few years, it is anticipated that maintaining the allocation of funds for this program at the current level would adequately cover the requests for support in 2023-2024. There is a relatively small pool of applicants to the Exempt Staff Professional Improvement Program. Fluctuations in the support granted each year are significantly influenced by the nature of the requests for leaves and tuition support, as

well as associated allowance and tuition costs. A decreased allocation may not adequately support anticipated fluctuations in funds required to support requests.

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

While post-secondary professional learning is critical to building staff capacity and supporting student learning, we acknowledge the current economic climate. We continue to see strong demand for support through the Exempt Staff Professional Improvement Program. For these reasons, Option 1, which would maintain the allocation of funds for this program at the current level, is considered most appropriate. In 2021-2022, the allocation of funds was reduced by \$10,000 (6.7 per cent) over the previous year (Attachment I).

NEXT STEPS

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

ATTACHMENTS

ATTACHMENT I	Total Number of Applicants and Number of Successful Applicants
ATTACHMENT II	Exempt Staff Professional Improvement Program History
ATTACHMENT III	Exempt Staff Professional Improvement Program Timelines
ATTACHMENT IV	Selection of Reflective Statements: Benefits of Program Participation

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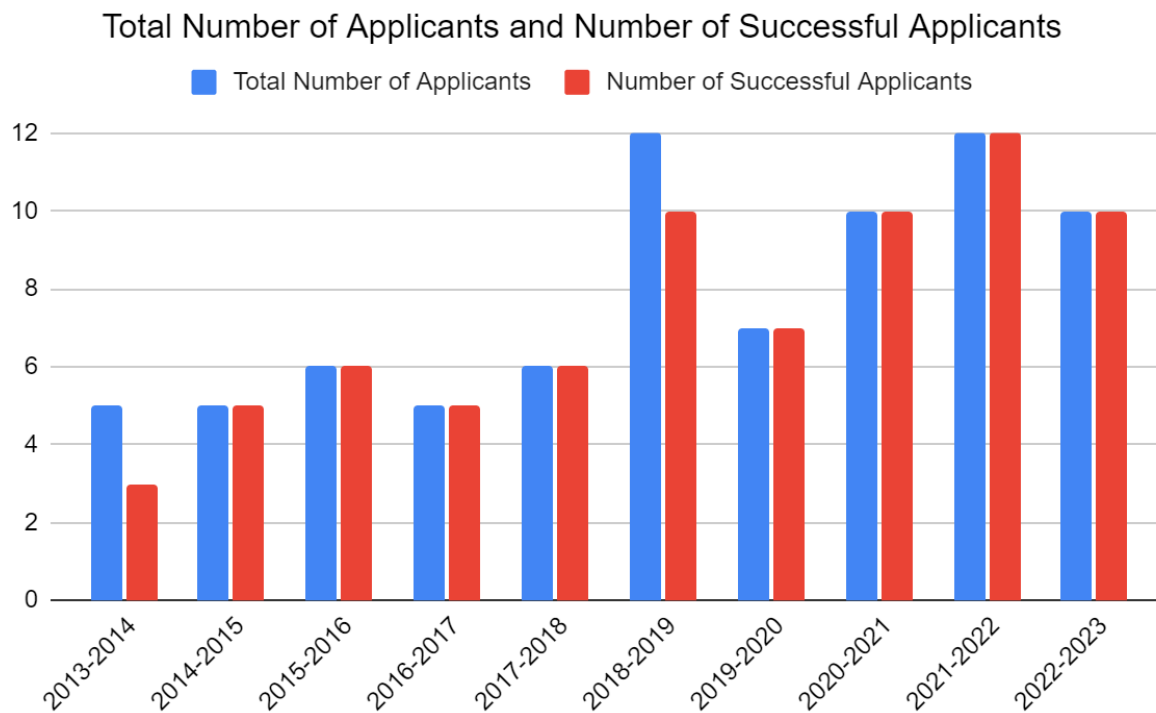
EXEMPT STAFF PROFESSIONAL IMPROVEMENT PROGRAM

Total Number of Applicants and Number of Successful Applicants

Year	Total Number of Applicants	Number Successful
2013-2014 ¹	5	3
2014-2015 ¹	5	5
2015-2016 ¹	6	6
2016-2017 ²	5	5
2017-2018	6	6
2018-2019	12	10
2019-2020	7	7
2020-2021	10	10
2021-2022	12	12
2022-2023	10	10

¹ Applications from exempt staff were assessed using processes outlined in the Teachers' Collective Agreement.

² The Exempt Staff Professional Improvement Program was established.



EXEMPT STAFF PROFESSIONAL IMPROVEMENT PROGRAM HISTORY

YEAR	APPROVED ALLOCATION	APPROVED TOTAL LEAVE FTE	ACTUAL GRANTED FOR LEAVES	ACTUAL GRANTED FOR TUITION	TOTAL ACTUAL GRANTED FOR LEAVES & TUITION
2016-2017	\$150,000	1.467	\$106,861	\$35,585	\$142,446
2017-2018	\$150,000	0.644	\$47,129	\$39,304	\$86,433
2018-2019	\$150,000	0.600	\$47,147	\$52,902	\$100,049
2019-2020	\$150,000	0.440	\$32,699	\$37,730	\$70,429
2020-2021	\$150,000	1.000	\$67,572	\$30,450	\$98,022
2021-2022	\$140,000	0.216	\$19,564	\$58,327	\$77,891
2022-2023	\$140,000	0.00	\$0	\$77,065	\$77,065

2023-2024 PROFESSIONAL IMPROVEMENT PROGRAM TIMELINE

JANUARY 2023 APPLICATION INTAKE

(for courses that take place between July 1, 2023 and August 31, 2024)

Activity	Date
Exempt Professional Improvement Program announced on Division Staff News and application package available on Connect	October 31
Information meeting for interested staff (4:00 - 6:00 p.m., Google Meet)	December 1
Due date for applications	January 13
Processing of applications	January 16 - February 3
<ul style="list-style-type: none"> • Receipt of applications confirmed • Background information compiled (previous leaves, degrees, grid placement, years of service, summary of request, projected costs) • Applications prepared for review by committee of leadership staff 	
Review of applications	
<ul style="list-style-type: none"> • Application packages prepared for committee review • Committee workshop conducted • Review of applications completed 	January 16 - February 8 February 9 February 16
Compile background information with input from assessors	February 16 - March 3
Recommendation submitted for approval	March 10
Approval of leaves and tuition support	March 17
Communication of support granted	
<ul style="list-style-type: none"> • Applicants notified; letters and agreements sent to successful applicants • TM to Board • Division Staff News announcement 	March 20 - 24 April 3 April 6

2023-2024 PROFESSIONAL IMPROVEMENT PROGRAM TIMELINE

SEPTEMBER 2023 APPLICATION INTAKE

(for courses that take place between December 1, 2022 and August 31, 2023)

Activity	Date
Due date for applications	September 22
Processing of applications	September 25 - 29
<ul style="list-style-type: none"> • Receipt of applications confirmed • Background information compiled (previous leaves, degrees, grid placement, years of service, summary of request, projected costs) • Applications prepared for review by committee of leadership staff 	
Review of applications	
<ul style="list-style-type: none"> • Application packages prepared for committee review • Review of applications completed 	October 2 - 6 October 13
Compile background information with input from assessors	October 2 - 6
Recommendation submitted for approval	October 20
Approval of leaves and tuition support	October 27
Communication of support granted	
<ul style="list-style-type: none"> • Applicants notified; letters and agreements sent to successful applicants • TM to Board • Division Staff News announcement 	October 30 – November 3 November 8 November 10

**Selection of Reflective Statements: Benefits of Program Participation
2021-2022 Exempt Staff Professional Improvement Program**

Lisa Casillas – School Based Wellness Coach, M. E. LaZerte School

University of Calgary - Combined Bachelor and Master degree in Social Work with a specialization in Clinical, Trauma-Informed Practice

“The Professional Improvement Program has provided great benefits already and will continue to do so as I complete my Masters in Clinical Social Work. This program has allowed me to support the mental health of students in our school through a very difficult couple of years of the pandemic. Because of this funding, I have been able to invest more time into my education, ensuring I have the time to learn the most up to date research and strategies on how to most effectively support our students from a trauma-informed lens. Along with this, I plan to use my graduate education to benefit the district for years to come. We all know that the mental health of our students is critical to their success in school and I am confident I will be able to increase my capacity to support their mental health because of my education. I appreciate your investment in my education and will continue to work hard at my studies knowing the district is invested in my education as well.”

Ellen MacGregor - Social Worker, Alberta School for the Deaf

University of Calgary - Master of Social Work with a clinical specialization in Child and Adolescent Mental Health

“The educational experiences I had during the program provided me the knowledge and skills to begin clinical work ... and until then, share my awareness of varying services and interventions that best support student and family mental health. I learned about my own power, privilege, and personal framework and how I can work with others to create empowering, authentic change and connection. I hope to further utilize my clinical skills if/when a position becomes available in the Division and continue to support the wellbeing of students within the school setting. I am very grateful for the support I received from the Professional Improvement Program ...”

Jennifer Lesko - Supervisor, Staff Relations, Human Resources

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

“The tuition support that I have received through the Professional Improvement Program has afforded me the opportunity to engage in meaningful learning relevant to my current leadership role as Supervisor, Staff Relations ... This advanced learning in school leadership, system operations, and the capacities outlined in the Leadership Quality Standard further extended my understanding in these areas, and the research, literature review, and collaborative discussions embedded in each provided me with an even greater ability to apply and share the foundational principles of school leadership with school leaders as they work through challenges with staff performance, evaluation, and conduct. Within schools, leaders play a crucial role in providing staff with the resources, knowledge, and support necessary to meet Division priorities and student needs, and the knowledge I have attained through these educational experiences has greatly enhanced my ability to support leaders in this crucial Division work.”

Shaminder Parmar - Planner, Infrastructure Planning

Thompson Rivers University – Master of Business Administration

“There are significant benefits that will be derived from the business-related courses I have been taking and the ones I am planning to take. I am currently involved in a graduation project that explores how Canadian organizations are adapting and persevering through pandemic conditions. This will be

important for the Division because we are constantly working to adapt to changing political, economic, and social conditions. My research shows that organizations that are slow to adapt, reap the fewest benefits and it is important that I use my learnings to ensure the Division leads rather than reacts. I ... will continue to engage regarding pandemic and crisis-related issues that the Division must navigate through.”

Danielle Pawliuk - Mental Health Nurse, Hospital School Campuses
Douglas College - Bachelor of Science in Psychiatric Nursing

“Being supported by the Professional Improvement Program is beneficial in both short and long term. Short term, I am able to take courses which help me to build capacity in nursing knowledge. These courses can be applied directly in the work I do with the mental health transition team. In the long term, support by this program will help me achieve my goal of having a BSPN, which will then allow me to apply to master of nursing programs. My overall goal is to become better and more knowledgeable at my job working with students, teachers and families.”

DATE: November 29, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Student Transportation Update

ORIGINATOR: Cliff Richard, Chief Infrastructure and Technology Officer

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

REFERENCE: [December 14, 2021 Board Meeting](#)
[April 19, 2022 Board Meeting](#)

ISSUE

Over the past year, Student Transportation has faced operational challenges related to the ongoing shortage of yellow bus drivers (reported at the December 14, 2021 and April 19, 2022 public Board meetings). While the situation has improved this year, it continues to impact routes and families across the Division. Administration is currently providing an update on the issues impacting yellow bus transportation services and how the situation has evolved since April 2022.

BACKGROUND

Edmonton Public Schools provides daily transportation service to approximately 14,000 students on yellow buses. Student Transportation provides oversight, guidance, and support to carriers, parents, and schools on issues related to Division transportation service.

Student Transportation has been facing an ongoing shortage of yellow bus drivers since the beginning of the 2020-2021 school year. The shortage has several contributing factors, including the COVID-19 pandemic, changes in the busing industry which have created increased competition for a limited driver pool, and increased need to bus students longer distances to schools with space. In short, more students are requiring busing from fewer available drivers.

Our contract carriers have used a variety of strategies to recruit and retain new drivers, but there continues to be a gap between drivers needed and drivers available. As well, carriers report pressures related to increased costs in many areas including wages, fuel prices, insurance, and general operating costs.

The shortage of bus drivers impacts families in a number of ways:

- Delayed routes resulting in missed classes, disrupted family and work schedules.
- Due to the last-minute nature of many delays, communication may be inconsistent or late, removing certainty about schedules.
- High turnover in bus drivers results in parents and students not having a personal connection with their driver.

The shortage of bus drivers also results in impacts on drivers and carrier employees:

- Drivers may be asked to perform double routes twice daily, sometimes at the last minute, resulting in longer hours and driver attrition.
- Drivers are on the front lines of hearing from parents who are upset and frustrated over service delays.
- Carrier management is frequently providing route coverage, resulting in less time available for timely communication or overall improvements.

Over the past year, Student Transportation has responded in the following targeted ways to help manage the impacts of the continuing bus driver shortage:

- We have worked hard to find efficiencies and limit the number of bus drivers needed while ensuring that ride times remain reasonable.
 - In preparation for September 2022, Student Transportation worked closely with schools to make small adjustments to start and end times so that buses are able to visit multiple schools and different programs can share routes. This year, changes were supported at 137 schools. This allowed the Division to accommodate three new alternative program sites, 13 new Division Centre program locations and changes to school designations without exacerbating the driver shortage.
 - Route allocations were reviewed, and, where possible, routes were moved to carriers that had additional driver capacity.
- Through carriers, feedback was collected from bus drivers about:
 - Route changes that make for attractive routes.
 - Supports that would encourage drivers to stay in the profession.
 - In response, Student Transportation was able to implement changes to many of our routes in preparation for September 2022 based on driver feedback. In the upcoming year, Student Transportation intends to explore providing further professional development opportunities to support drivers.
- In combination with the Provincial Fuel Price Contingency Program, support was provided to carriers in order to offset inflationary costs.
- A number of refinements to our late bus notification system are being investigated in order to provide better information on bus delays.

CURRENT SITUATION

Yellow bus ridership has increased by approximately 2,500 riders since the last day of school in June 2022. This represents an increase of 20 per cent from our peak ridership last year and means that yellow bus ridership has reached pre-pandemic levels at over 14,000 riders. In comparison to the increase of 4.2 per cent in overall Division enrollment, the growth in demand for transportation service is outpacing enrollment growth by nearly 5:1.

Student Transportation anticipated growth in ridership for the 2022-2023 school year and worked to accommodate these new or returning riders within our existing routes as a strategy to mitigate the impact of the driver shortage. The collaborative work with schools to harmonize bell times helped us combine routes and move resources to areas of growth. Consequently, we were able to accommodate the 20 per cent growth in ridership without additional resources. As a result, Student Transportation is currently transporting a similar number of students as in March 2020, with 13 per cent fewer bus routes.

The growth in ridership was accommodated while maintaining the proportion of one-way ride times under 60 minutes at 95 per cent. The average ride time across the division was also maintained at

approximately 26 minutes. A summary of ride time data in December 2021 and November 2022 is contained in Table 1. The longest ride times are typically observed among students who live in new and developing neighborhoods geographically distant from programming.

Table 1: Summary of ride times, December 2021 and November 2022

	One-Way Ride (Minutes)			
	December 2021		November 2022	
Program Type	Average	Maximum	Average	Maximum
Regular	15.7	89.0	15.9	80.0
Division Centre	34.0	94.3	35.2	100.0
Pre-Kindergarten	33.6	94.0	33.8	93.0
Alternative	32.0	106.5	33.0	90.0
Conditional (All Programs)	27.5	85.6	28.4	97.0
Totals	26.3	106.5	26.3	100

During the summer months of 2022, carriers were able to recruit additional drivers due to the support provided through the provincial Fuel Price Contingency Program and extended service agreements. This, combined with our ability to accommodate growth with existing resources, was reflected in a 63 per cent reduction in routes without a permanent driver in September 2022 (3 per cent of routes versus 8 per cent last year). When routes were delayed, there was an 18 per cent decrease in the average number of days they were impacted (3.8 days versus 4.5 days).

In the upcoming year, Student Transportation will continue to be responsive to the needs of the Division as enrollment and transportation ridership continue to grow. This includes:

- Ongoing investigation of possible changes and improvements to late bus notification technology as families indicate that it is a high priority.
- Development and delivery of professional learning opportunities for bus drivers on topics identified by carriers to support staff well-being and driver retention.
- Continued evaluation of existing bus routes in order to minimize ride times for students, and strategically adding routes to areas of greatest need as additional driver capacity becomes available.

KEY POINTS

In recent years, there has been an ongoing shortage of yellow bus drivers that has had a number of impacts on Division families, staff and contracted carrier employees. In response, Student Transportation has undertaken a number of initiatives:

- In September 2022, yellow bus ridership increased by 20 per cent (2,500 riders) in comparison to the last day of school in June 2022. This means that yellow bus ridership has returned to pre-pandemic levels and is currently outpacing Division enrollment growth by 5:1.
- In order to mitigate the impact of the ongoing shortage of yellow bus drivers, Student Transportation accommodated ridership growth, three new alternative program sites, and 13 new Division Centre program sites without additional resources and while maintaining the proportion of one-way ride times under 60 minutes at 95 per cent and the average ride time at

26 minutes. Student Transportation is currently transporting a similar number of riders on yellow buses as in March 2020 with approximately 13 per cent fewer bus routes.

- In the upcoming year, Student Transportation will continue to be responsive to the needs of Division families and stakeholders as enrollment and transportation ridership continue to grow. This will include a number of initiatives to strategically improve ride times and support carriers to manage and resolve the ongoing shortage of yellow bus drivers.

GH:jl

DATE: November 29, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent

SUBJECT: Student Accommodation Plan 2022–2023

ORIGINATOR: Cliff Richard, Chief Infrastructure and Technology Officer

RESOURCE STAFF: Jenifer Elliott, David Evans, Roland Labbe, Valerie Leclair, Allison Sylvester, Jennifer Thompson, Kyle Wagner, Christopher Wright

REFERENCE: [HC.AR Student Admission and Enrolment](#)

ISSUE

The Student Accommodation Plan is updated annually. The plan is informed by:

- residential growth and development
- changes to attendance areas
- new school openings
- current school enrolment and residency patterns

BACKGROUND

Planning for student accommodation is an ongoing process as we adapt to the evolving needs of our communities and students. Actions and decisions consider feedback obtained from community engagement to ensure accommodation challenges are addressed in a transparent manner. These challenges include:

- schools and programs being too full
- schools and programs with declining enrolment
- shifts in student demographics

The Student Accommodation Plan provides timely and transparent information to stakeholders to build an awareness of the intricacies of student accommodation. Stakeholders will gain a better understanding of student accommodation initiatives completed for the current school year as well as decisions made to address challenges in the following school year. Any additional measures and successes will also be shared.

Provincial Requirements for Capital Planning

The Ten-Year Facilities Plan provides a broad overview of the Division's facilities. The plan includes information about growth and development, demographic shifts, enrolment trends, building condition, building locations in relation to students, and the need to expand, reduce or modernize existing school buildings. The Ten-Year Facilities Plan 2023–2032 highlights challenges within the inventory of facilities for the coming decade. One key theme in the plan that represents the most pressing infrastructure challenge is the lack of available space to accommodate Division students. The lack of new construction funding results in capacity limitations, additional strain on the student transportation network, and more complex accommodation scenarios as per the Growth Control Model.

The Three-Year Capital Plan is prepared annually. It identifies and prioritizes Division-wide needs for new school construction, modernizations and replacement schools. The plan is presented and approved by the Board of Trustees, and submitted to Alberta Education each spring. The Division is in the process of completing one new school capital project approved from a previous Three-Year Capital Plan – a new high school in The Meadows. No additional new school projects are currently funded for design or construction.

Student Accommodation Plan

It typically takes three years minimum from the announcement of funding for a new school to design and build it. A series of measures from the Growth Control Model can be deployed to support accommodating student growth in the absence of new school construction. With the ongoing challenge in predictability and timing of new school funding from the Province, we will likely need to apply higher levels of the Growth Control Model in more situations.

Currently, the overall average utilization rate of the Division is at 80 per cent and estimated to increase this school year, with many individual schools already well past that rate. We do know that when schools hit the 85 per cent utilization rate, they feel full and retain little flexibility to organize students for instruction.

The amount of space available to accommodate students is declining, creating challenges for student accommodation including:

- Maintaining the ability to provide choice through open boundaries.
- Accommodating alternative and Division centre programs that require dedicated space.
- Limiting the ability to deliver quality learning environments for all students regardless of where they live and our ability to provide diverse learning environments.
- Increasing travel distance to designated schools and creating challenges for families and Student Transportation.

Fundamentally, choice for students and families will shrink due to these space and infrastructure limitations.

The annual Student Accommodation Plan will provide consistent and ongoing communication with Trustees, administration, parents and community stakeholders. Informed by the Growth Control Model (Attachment I) and Low Enrolment Model, the Plan highlights current issues and future student accommodation initiatives for Level Two and Three schools.

Funding for new school construction is controlled by the province. In the absence of new school announcements, initiatives in support of growing enrolment patterns over time may include:

- closing boundaries (Attachment II)
- reclaiming leased spaces
- adding of modular classrooms or facility modifications
- new neighbourhood designations
- suspending the sibling rule
- reconfiguring grades (including the removal of grades)
- school or program consolidations
- program establishments

The Student Accommodation Plan is organized into sectors and outlines:

- the school
- the Growth Control Model level assigned to the school for the 2022–2023 school year
- current and projected enrolment
- issue(s)
- action(s) taken for this current year and required for the upcoming school year

All Division schools are at one of three levels within the Growth Control Model; however, for the Student Accommodation Plan, only Level Two and Three schools are addressed. As enrolment fluctuations, demographic shifts, new school construction and programming changes may trigger a school to move between levels, Administration will update the Student Accommodation Plan annually to reflect the Division's current environment.

Residential Growth and Development

The City of Edmonton continues to grow. Several neighbourhoods across the city are in the early stages of development. In addition to the large undeveloped areas of Riverview (West), Horse Hill (Northeast) and Decoteau (Southeast), two areas of land annexed from Leduc County and the Town of Beaumont became part of the City of Edmonton in 2019. Edmonton Public Schools' boundaries have expanded to match the new City of Edmonton municipal boundaries. As Area Structure Plans come into effect, future students in these new neighbourhoods will require a designated school.

Riverview (West) is in the early stages of development and designated schools have been identified for the approved neighbourhoods in this area. Prior to pre-enrolment for 2023–2024, designated schools will be assigned to new neighbourhoods in the Decoteau (Southeast) area.

To provide school designations in a timely fashion, Administration monitors the pace of residential development. When identifying designations for new neighbourhoods, Administration looks to provide access to schools located near each neighbourhood while balancing enrolment at existing schools. A stakeholder engagement plan is developed to inform affected families about new designations. In some cases, Administration may explore other options in collaboration with communities. Other times, there may be only one possible solution, in which case there will not be an opportunity for input into the final decision.

In addition to new development in the suburban areas of Edmonton, there are several residential redevelopment projects scheduled to occur in mature neighbourhoods. These projects may impact student residency data as they come to fruition. Administration will continue to monitor development progress and impacts on enrolment. The annual Student Accommodation Plan also notes current projects and impacted schools.

New School Construction and Attendance Areas

Administration examines and reviews school attendance areas on an ongoing basis to reflect new information and/or developments. Factors that may influence change include developments related to new construction included within the Division's Three-Year Capital Plan, Space for Students in Mature Neighbourhoods, and demographic fluctuations. When new construction priorities receive funding, Administration establishes attendance areas for these schools, adjusting current attendance areas to accommodate the greatest sustainable number of students as close to where they reside as possible.

The Meadows high school, opening in September 2024, is the only approved new school project for the Division. The lack of new construction funding is contributing to a decreasing amount of space available to accommodate students as well as limiting choice for students and families.

New School Opened in September 2022

Joey Moss School opened in September 2022. Public engagement on attendance area boundaries occurred virtually in June 2021. Administration shared the final decision on the attendance area prior to pre-enrolment in February 2022.

The primary attendance area for Joey Moss School is Keswick. The secondary attendance area for this school includes Keswick Southwest, an area of the neighbourhood that is currently undeveloped. The goal with the attendance area is to allow as many students as possible to attend a school close to home and allow the school to grow at a comfortable pace. Joey Moss School is offering Kindergarten to Grade 7 for the 2022–2023 school year. Grades 8 and 9 will be phased in over subsequent years.

Growth Control Model for Student Accommodation

It typically takes a minimum of three years to design and build a school once funding is announced. A series of measures can be taken to support accommodating student growth in the absence of new school construction. To continue to respond to the growth in new and developing neighbourhoods, and in response to continued enrolment pressures, Administration developed a model to manage student enrolment growth, to meet demand for student learning space, and to be as transparent with stakeholders as possible. Like previous growth accommodation strategies, Administration considered long-term sustainability, equitable access to high-quality learning environments, and the potential level of disruption for students. The Growth Control Model for Student Accommodation, informed by feedback from families over the past few years, is a dynamic, transparent strategy with a responsive approach to student accommodation Division-wide. This model does not create additional space for students but rather serves to create efficiencies, provide clarity, and minimize impact on students where possible in the absence of capital funding for new construction.

Within the Growth Control Model, Administration monitors and manages enrolment on an ongoing basis. All Division schools are at one of three levels (Attachment II). Enrolment fluctuations that trigger a school to move between levels is specific to regular programming only. Enrolment limits and the random selection process can control capacity challenges within alternative programs.

1. Level One – Division schools have the capacity to accept new students. These schools have open boundaries and, in some cases, may also have a secondary attendance area. Resident students who live within the attendance area and siblings of current students who are returning to the school the following year are guaranteed a space.
2. Level Two – Division schools move from Level One to Level Two when they near capacity. Most Level Two schools, but not all, have closed boundaries (Appendix I).
3. Level Three – When Division schools have reached capacity and cannot accommodate all attendance area resident students, the school moves from Level Two to Level Three. In Level Three, further measures must be taken to restrict access to a school beyond those taken in Level Two. In response to researching best practices from other jurisdictions and in respecting feedback received from community members in previous Growth Accommodation engagements, the Division uses a lottery process. This process employs a standardized course of actions to manage enrolment and ensure equitable access to a school that is at or overcapacity with its own attendance area resident students.

Level One – Open Access

The majority of Division schools are at Level One on the Growth Control Model. The Division uses enrolment limits at Level 1 schools to manage enrolment of students who do not reside in a given school's attendance area. As per HC.AR Student Admission and Enrolment, Division schools are required to accommodate their resident attendance area students first and, if there is space in the school, may accommodate other students in the Division. Schools will accommodate as many students as possible up to their enrolment limit.

Following the close of pre-enrolment, a Level One school may become full in planned classes in certain grades for the following school year, meaning they can no longer accept students other than those resident students newly moved into the school's attendance area. These schools do not move to Level Two because they are not nearing the school's overall capacity, they are just full in certain planned classes.

Level Two – Limit Access

Some schools are experiencing such high demand for space that measures must be taken to limit enrolment to resident attendance area students only. Adding modular classrooms, reclaiming leased space, facility modifications and closing attendance area boundaries are measures the Division can take to ensure schools are able to accommodate resident attendance area students.

While before and after school care programs are not operated by the Division, several licensed service providers work with Property Management to lease space in Division schools to provide this service to families and the community. As enrolment growth begins to outpace capacity in a school, the availability of space for leased groups becomes increasingly limited. As utilization rates increase overall, there will be a reduction of lease space available in schools and current leased space may be removed to accommodate enrolment growth. Seven classroom spaces (from five schools) were reclaimed due to enrolment growth in 2022. Aleda Patterson, Constable Daniel Woodall, Donald R. Getty, Jan Reimer and Michael Phair schools reclaimed classrooms spaces to accommodate additional students for the 2022–2023 school year.

The amount of space available to accommodate Division students is decreasing, making it difficult to offer choice for students, or to maintain open attendance area boundaries. The current overall utilization for the Division is at 80 per cent and estimated to increase. The number of Division schools with closed boundaries continues to increase each year. For 2022–2023, there are thirty-two closed boundary schools—double the number from the 2018–2019 school year only four years later. Pressure for new school construction in developing areas is expected to continue, as most projected new students reside in developing areas where schools are at or nearing capacity. Further increases in utilization rates reduce choice for families through greater travel distances for students, fewer seats for Division centre and alternative programming, elimination of open boundaries for schools and reclamation of spaces used for CTS, music, library and art programming.

In scenarios where continued enrolment growth is putting pressure on existing capacity, the Division can request modular classrooms from the Province. Since 2010–2011, the Division has installed (or relocated) 433 modular classrooms in lieu of receiving funding for new school construction. Annually, the Division submits a request to Alberta Education for new modular classrooms or funding to relocate existing units. Over the past few years, the Division has not received funding for all requested modular classrooms. The Division has been required to use Capital Reserve funds to acquire and install unfunded requests. The addition of modulars is an unsustainable practice moving forward. Where it is not possible

to add modular classrooms, facility modifications may be completed to create additional capacity in non-traditional learning spaces. Projects undertaken during the 2021–2022 school year included creating classrooms in pre-existing staff workrooms and Learning Commons space.

As long as enrolment growth continues to outpace Provincial funding for new construction projects, the amount of available space, and ultimately the amount of choice in our Division, will continue to decrease. In response to growth in enrolment and decreasing space in the Division, an increasing number of schools may move to Level Three on the Growth Control Model.

Level Three – Restrict Access (Lottery Process)

The lottery process allows schools at (or reaching) capacity to stabilize enrolment while maximizing the capacity of a school by limiting the intake of students. It determines which attendance area resident students can access their designated school when there are more resident students than spaces. The lottery process most directly impacts resident students who are new to a school. (Non-resident students are not able to attend a Level Three school.) For those resident students not selected to attend the school through the lottery process, Administration has provided an overflow designated school.

This process is transparent and provides a clear and consistent answer to both staff and families with respect to the order in which a school accepts resident students when the school does not have enough space for all resident students from the attendance area. A benefit to this process is that it can be applied to individual grade levels and be turned on and off on a yearly basis, as needed.

During pre-enrolment for 2022–2023, Svend Hansen, Dr. Lila Fahlman and Dr. Margaret-Ann Armour schools took part in the lottery process for the third year in a row. David Thomas King and Lillian Osborne schools also used the lottery process for the first time. These five schools are at Level Three on the Growth Control Model and are experiencing growth pressure within their own attendance areas. The lottery process did not impact students currently attending these schools but did impact resident students new to the school. Resident students not selected to attend these schools through the lottery process were provided an overflow designated school or could choose to attend another Division school with space.

Low Enrolment Schools

It is equally challenging to organize and deliver programming in schools or programs with low enrolment. This is evident with both regular and alternative programs. In some Division schools, although they may have a healthy overall enrolment in other programs, the regular program has not been viable over several years. The opposite is also true; some alternative programs do not have enough students enrolled to make the program viable at a site.

Low Enrolment Model

To address programs experiencing low enrolment, Edmonton Public Schools created the Low Enrolment Model. This new process, shared across the Division in the spring of 2021, will help the Division identify programs with low enrolment at schools. Schools will work together with families in the program and the school community to develop a community-driven plan to increase enrolment before deciding next steps for the program. The model uses a two-phase approach over two years. This provides an appropriate amount of time to consult and walk alongside community, ensuring all programs in the Division are viable and sustainable. Each year, Administration will evaluate program enrolment across all Division schools after the September count date.

If a program is identified as a low enrolment program, it will move into Phase One of the model. Steps include:

- Administration will notify applicable schools and provide timelines for the program(s) experiencing low enrolment.
- The school will work with families to come up with a plan informed by stakeholders to increase numbers during pre-enrolment for the upcoming school year.
- If enrolment increases during pre-enrolment, the program may continue and the community will continue to work on increasing the enrolment.
- If enrolment decreases and the program is not viable, the program will move into Phase Two of the model.

If a program enters Phase Two of the Low Enrolment Model, next steps will be taken, including:

- Hosting additional conversations between the school, Edmonton Public Schools and families to ensure a smooth transition for students currently enrolled in the program.
- Exploring solutions, such as consolidating the program into one location, phasing out the program over a few years, and/or suspending/deactivating the program.
- Implementing the plan before the next pre-enrolment period.

McKernan and Holyrood Schools

For the 2020–2021 school year, McKernan and Holyrood schools did not offer Kindergarten in the regular program. Following the close of pre-enrolment in 2020, registrations were not high enough to offer a viable program at that level. The decision was made to suspend Kindergarten at both schools and redirect the students to schools close by. Both schools offered Grades 1 to 6.

For the 2021 pre-enrolment, the schools made another attempt to offer Kindergarten. Following the close of that pre-enrolment, again the numbers were insufficient to offer a viable program in Kindergarten and Grade 1. McKernan and Holyrood schools offered Grades 2 to 6 for the 2021–2022 school year.

After a final attempt during pre-enrolment to offer a viable Kindergarten and/or Grade 1 class, due to low enrolment numbers, a recommendation report was approved by the Superintendent in June 2022 to phase out the regular elementary program at both schools. Avonmore School will accommodate students living in the Holyrood School attendance area and Garneau School will accommodate students living in the McKernan School attendance area.

High School Accommodation Framework

The High School Accommodation Framework, approved in January 2017, was created to balance student distribution and increase Division infrastructure capacity as it relates to high school programming.

As Edmonton continues to grow, the Division continues to face challenges in accommodating high school students. Typically, high school accommodation is managed through enrolment limits and program choices students make. Enrolment limits are designed to support under-utilized schools and keep highly utilized schools at optimal levels. However, in recent years, as student enrolment has grown and space has become limited, the focus has shifted towards helping over-utilized schools manage and accommodate students. Specific to high school, students choose to pre-enrol at schools outside of their attendance area because of choice of courses/programs. This has traditionally helped shift students to schools with space. High school accommodation is also managed through facility modifications to

transform under-utilized spaces into flexible classroom environments. These initiatives are focused on improved programming and increased student capacity.

Despite enrolment limits, student choice and the completion of a major addition to increase capacity, Lillian Osborne School has seen an increase in enrolment due to a greater number of attendance area students. As the number of resident high school students living in the attendance area continues to grow, Lillian Osborne School moved to Level Three on the Growth Control Model. To ensure enrolment does not exceed capacity, Lillian Osborne School used the lottery process during pre-enrolment for 2022–2023. Eighty-five per cent of all students entered into the lottery were accepted - the highest percentage of all lottery schools in the Division. As with all lottery schools, Lillian Osborne School kept a callback list for all grades for spaces becoming available until September 29, 2022. Lillian Osborne School was able to call the majority of the students on their callback list, and was ultimately able to accommodate over ninety per cent of the students that participated in pre-enrolment.

CURRENT SITUATION

Donald R. Getty School for 2023–2024

Donald R. Getty School has been at a Level Two on the Growth Control Model for two years. As we continue to monitor growing enrolment at the school, Administration is exploring options to accommodate additional enrolment growth while sustaining a high-quality learning environment. Options include facility modifications, class configurations, and requesting modular classrooms from the Province. As the school is not yet at Level Three, the support of a Lottery Process is not being recommended at this time.

Lottery Process: Updates/Changes for 2023–2024

As enrolment continues to grow, especially in developing communities where new construction funding cannot keep up with demand, accommodating students as close to home as possible will remain the focus. For the 2023–2024 school year, David Thomas King, Dr. Lila Fahlman, Dr. Margaret-Ann Armour, Lillian Osborne and Svend Hansen schools will remain at Level Three and will once again be supported by the lottery process. Administration will be adding two new schools to Level Three for the 2023–2024 school year. Jan Reimer and Shauna May Seneca schools will become Level Three schools and will use the lottery process to manage incoming enrolment at grade levels where needed. These schools are all reaching or exceeding capacity; the lottery process will allow enrolment to stabilize while maximizing the capacity of these schools by limiting intake at Kindergarten. Overflow designated schools have been identified as close to these schools as possible to accommodate any attendance area resident students not selected in the lottery process:

Proposed Lottery School	Proposed Overflow Designated School	
Jan Reimer	Satoo	kisêwâtisiwin
Shauna May Seneca	Grace Martin	Edith Rogers

Feedback from stakeholders continues to inform best practices within the lottery process.

KEY POINTS

- The Student Accommodation Plan is updated annually to summarize student accommodation issues that have been addressed as well as highlight upcoming issues. It provides consistent and ongoing communication with Trustees, Administration, parents and community stakeholders.
- The Province determines new school funding. The Board of Trustees have been tireless in their advocacy for new school funding.
- The Growth Control Model was developed, as per feedback received following stakeholder engagement, to help manage enrolment at schools as our Division continues to grow.
- The Growth Control Model toolkit was developed to support school administration when having conversations with their school community about the levels within the model and the level for their school.
- A Communication Plan with updated information will be developed to keep communities and families informed and ensure transparency is reflected through ongoing student accommodation work. Updated information will be added online to school profiles to allow parents easy access to this information.

ATTACHMENTS and APPENDICES

ATTACHMENT I	Growth Control Model for Student Accommodation Recommendation Report
ATTACHMENT II	Levels of Student Accommodation (2022–2023) and Closed Boundary List (2022–2023)
APPENDIX I	Definitions

JE:ks

DATE: February 4, 2020
TO: Darrel Robertson, Superintendent of Schools *DR* February 20, 2020
FROM: Dr. Lorne Parker, Assistant Superintendent
SUBJECT: Growth Control Model for Student Accommodation *P*
ORIGINATOR: Christopher Wright, Managing Director, Infrastructure
RESOURCE STAFF: Kevin Carson, Jenifer Elliott, Gail Haydey, Jeremy Higginbotham, Geoff Holmes, Kim Holowatuk, Veronica Jubinville, Roland Labbe, Valerie Leclair, Erin McFarlane, Bob Morter, Carrie Rosa, David Sloan, Carla Stolte, Jennifer Thompson
REFERENCE: N/A

ISSUE

Division schools continue to experience enrolment pressures due to growth in new and developing neighbourhoods. This challenges organization and program delivery in schools. Consequently, Administration has developed a comprehensive plan to manage student growth and to meet the demand for student learning space as a result of a projected increase in enrolment.

BACKGROUND

Planning for City Growth

In recent years, the City of Edmonton has experienced strong residential growth that affects the Division's ability to provide local accommodation to students within the growth areas.

When looking at growth in Edmonton, City Council approves residential development which is then implemented through applications to City Administration. As stakeholders in this process, school divisions have opportunities for input at various stages of the development process.

The planning process for a new suburban area begins with the City of Edmonton developing an Area Structure Plan (ASP). This plan, which covers a large portion of land, identifies a long-term development plan for the new area. The next step in the planning process is the development of a Neighbourhood Structure Plan (NSP). The NSP goes into greater detail in the type of housing that will be built (low, medium or high density). At this point, Division staff work with the City to determine the number of children who may wind up living in the area. This projected student population, in turn, determines school sites.

These plans provide the Division with an estimate of how many children are expected to live in any given neighbourhood, as well as the location of future school sites. However, it may be a long time between the completion of an NSP and the beginning of construction. In that time, there may be many changes made to the NSP that affect the number of people who may live in the area and subsequently, the student generation figures. For example, if lots are set aside for large estate homes and the developer decides that they would have more success selling smaller homes or row housing, this decision can have a significant effect on the number of school-aged children in the area. Throughout this process, the City

informs Division staff of any changes. Even with this information, the size and location of the school site is very difficult to change. For example, in the Laurel neighbourhood, the predicted number of K–9 students in the NSP (2007) was 767, yet there are currently 1,539 K–9 students living in Laurel attending a Division school. Since the approval of this plan in 2007, there have been seven changes to the NSP—with four of these amendments resulting in a significant increase in the number of single-family homes being built. Regardless of the amendments, the number of school sites set aside in the final statutory plan and the maximum size of schools funded by the Province does not change.

This complex mix of factors predicts the outcome of a neighbourhood build out and many of these factors also influence each other. The rate of city development varies greatly by neighbourhood. The various timelines for development can create challenges when projecting future student populations in a specific area of the City. Rapid development causes rapid increases in student residency, often accompanied by high peak numbers. In addition to rate of development, several other factors influence the number of school-aged children living in a neighbourhood. For example, the presence of a school, housing type, housing market, and the community culture.

Continual Refinement of our Accommodation Process

The process for developing recommendations to accommodate the current growth is complex. In 2010 and 2012, the Division opened nine schools. By the third year of operation, Administration had made changes to attendance areas and/or grade configurations at seven of the nine schools:

- A. Blair McPherson (attendance area)
- Bessie Nichols (attendance area)
- Dr. Donald Massey (attendance area)
- Elizabeth Finch (attendance area)
- Esther Starkman (attendance area and grades)
- Johnny Bright (attendance area and grades)
- Michael Strembitsky (attendance area and grades)

Challenges with overcapacity are not limited to new schools. As new school construction has not kept up to the pace of residential development, several growing neighbourhoods are designated to schools outside of the community. Since 2014, Administration has restricted access to the following schools by reducing the size of the attendance areas:

- Bisset
- Brander Gardens
- Daly Grove
- Ellerslie
- Michael A. Kostek
- Winterburn

In 2016 and 2017, the Division opened 14 more schools. As we continue to improve our student accommodation process, only one of the 14 schools, Dr. Lila Fahlman, has had an attendance area/grade reconfiguration in the second year of operation.

In the 10-year period between 2009 and 2019, our Division enrolment increased from 79,780 students to 104,930 students, and our utilization rate increased from 67 per cent to approximately 79 per cent.

RELATED FACTS

A growing number of Division schools are facing overcapacity issues. Planning for student accommodation is an ongoing process as we adapt to the evolving needs of our communities and students. Previous growth accommodation measures (such as attendance area changes and reconfiguration of grades) have divided communities and families, something we continue to hear is a concern through community engagement. Actions and decisions must consider feedback from the community to ensure growth challenges are addressed in a transparent manner.

The Growth Control Model (Attachment I) is a newly developed strategy that manages growth and is a dynamic responsive approach to student accommodation Division-wide. Like previous growth accommodation strategies, Administration considered long-term sustainability, equitable access to high-quality learning environments and the potential level of disruption for students. This model, informed by feedback from families over the past few years, serves to create efficiencies, provide clarity, and minimizes impact on students as much as possible.

Regarding this proposed approach to student accommodation, Administration consulted with staff from Budget Services, Communications, District Support Services, Human Resources, Student Information and Student Transportation.

RECOMMENDATION

Approve the Growth Control Model approach to student accommodation (Attachment I), effective immediately.

CONSIDERATIONS and ANALYSIS

With the Growth Control Model, Administration will monitor and manage enrolment on an ongoing basis. All Division schools offering K-9 programming will be at one of the three levels (Appendix I).

1. Level One – Division schools will begin at Level One with open access.
2. Level Two – Division schools will move from Level One to Level Two when they near their enrolment limit. The school will have a closed boundary and only accept new students from the school's attendance area.
3. Level Three – When Division schools near their enrolment limit with attendance area students only, they will then move from Level Two to Level Three.

Enrolment fluctuations that trigger a school to move between levels is specific to regular programming only. Enrolment limits and the random selection process can control capacity challenges within Alternative programs.

Level One—Low (Open Access)

As per the provincial *Education Act*, the Division establishes an attendance area for each Division school. When developing attendance areas, administration ensures that they:

- Allow as many students as possible to attend a school close to their home, and keep communities and families together.
- Remain stable as communities continue to grow, so that a school is not overcapacity soon after opening.
- Allow students from outside the attendance area to attend the new school if there is available space.

Open Boundaries

At Level One, schools have open boundaries. As a Division of choice, open boundaries allow families to consider their options to determine their preferred school. Although a student's designated school ensures they have access to that school, the student may choose to attend any Division school as long as the school has space in planned classes.

Enrolment Limit

Setting enrolment limits is a method the Division uses to manage enrolment of students who do not necessarily reside in a given school's attendance area. Enrolment limits are established and confirmed with school principals on an annual basis, and school administration are expected to adhere to the limits. Enrolment limits provide:

- Increased ability to manage enrolment issues/concerns
- Opportunity to balance enrolment
- Equity for admission

Schools are required to accommodate attendance area students first and if there is space in the school, may accommodate other students in the Division. Schools will accommodate as many Division students as possible up to their enrolment limit. Many schools nearing (or beyond) their enrolment limit will primarily accommodate students from within their attendance area. When nearing or beyond their enrolment limit, based on either current or projected enrolment patterns, the school will then move to Level Two on the Growth Control Model.

Administration recommends that all Division schools have consistent enrolment limits, depending on grade configurations offered:

- K-6: number of classes per grade and total number of students
- K-9: number of classes per grade and total number of students
- 7-9: manage Grade 7 entry and total number of students
- 10-12: manage Grade 10 entry and total number of students

Level Two—Medium (Limit Access)

Some schools are experiencing such high demand for space that Administration must take measures to further limit enrolment to attendance area students only. Regulation HC.AR—Student Accommodation states that "each school shall be responsible for accommodating all students in its attendance area". Schools are required to accommodate students residing within their attendance area prior to enrolling students who do not reside in their attendance area.

The following measures ensure that designated schools are able to accommodate attendance area students:

- Close Boundaries
 - Limit incoming enrolment to attendance area students only.
- Reclaim tenant space
 - Remove leased space to increase classroom space available to a school.
- Add capacity
 - Portables: Division staff review enrolment and utilization rates on an annual basis to develop a portable request list for Alberta Infrastructure in hopes of receiving government funding for additional portables. Challenges with this approach to student accommodation include:
 - Site constraints

- Funding uncertainty
- High costs
- These are not always approved
- Facility modifications: in some instances, a school is able to have space reconfigured to create additional classroom spaces.

In Level Two, families learn about the steps taken by the Division to limit access to the school, and information is shared about potential implications that could come into effect should the school reach Level Three.

In some cases, especially in developing areas of the City, enrolment from within a given attendance area exceeds (or is projected to exceed) the enrolment limit of a school despite measures taken in Level Two. At this point, access to the school needs to be restricted to ensure capacity is not exceeded. When enrolment from within the attendance area places a school close to their enrolment limit and/or capacity of a school is reached, the school will move to Level Three on the Growth Control Model.

Level Three—High (Restrict Access)

In previous growth accommodation conversations with communities, options to address overcapacity were limited to attendance area changes and grade reconfigurations. The challenge with changing attendance area boundaries and grade configurations within a school, is that neighbourhoods and learning communities may be divided. Keeping families together is a priority for both families and Administration as we seek to find equitable solutions to address growth challenges.

In Level Three, further measures must be taken to restrict access to a school beyond those taken in Level Two. In response to researching best practices from other jurisdictions and in respecting feedback received from community members in previous Growth Accommodation engagements, the Division will use a lottery process. This process employs a standardized course of actions to manage enrolment and ensure equitable access to a school that is at or overcapacity.

What is the Lottery Process?

A lottery process determines which attendance area students can access their designated school when there are too many students compared to spaces. An overflow designated school is provided to those who are not selected in the lottery.

A benefit to this process is that it provides a straightforward answer to both staff and families with respect to the order in which a school, that does not have enough space for all students from the attendance area, accepts students.

In circumstances where a school does not have space to accommodate all resident students living within the school's designated attendance area, a lottery process will be implemented as follows:

- Administration will determine the number of classes per grade that can be accommodated based on the capacity of the school.
- Kindergarten and new attendance area students can register at the school just as a student would normally do with their designated school.
- Following the close of pre-enrolment, siblings will be placed first in the open spaces. The remaining new students will then be placed. Should there be more students than spaces in planned classes, this will activate a lottery process.

- Student Information will conduct the lottery process and provide school administration with a list of names of students who were not selected. Students who were not selected will be placed on a callback list. Student Information will keep this list and provide names as is needed.
- As with random selection, students are not placed on a first come first serve basis.

The lottery process only impacts students who are new to a school. It allows for schools at (or reaching) capacity to stabilize enrolment while maximizing the capacity of a school by limiting the intake at Kindergarten. This process can be turned on and off on a yearly basis as needed.

NEXT STEPS

Upon approval of this recommendation:

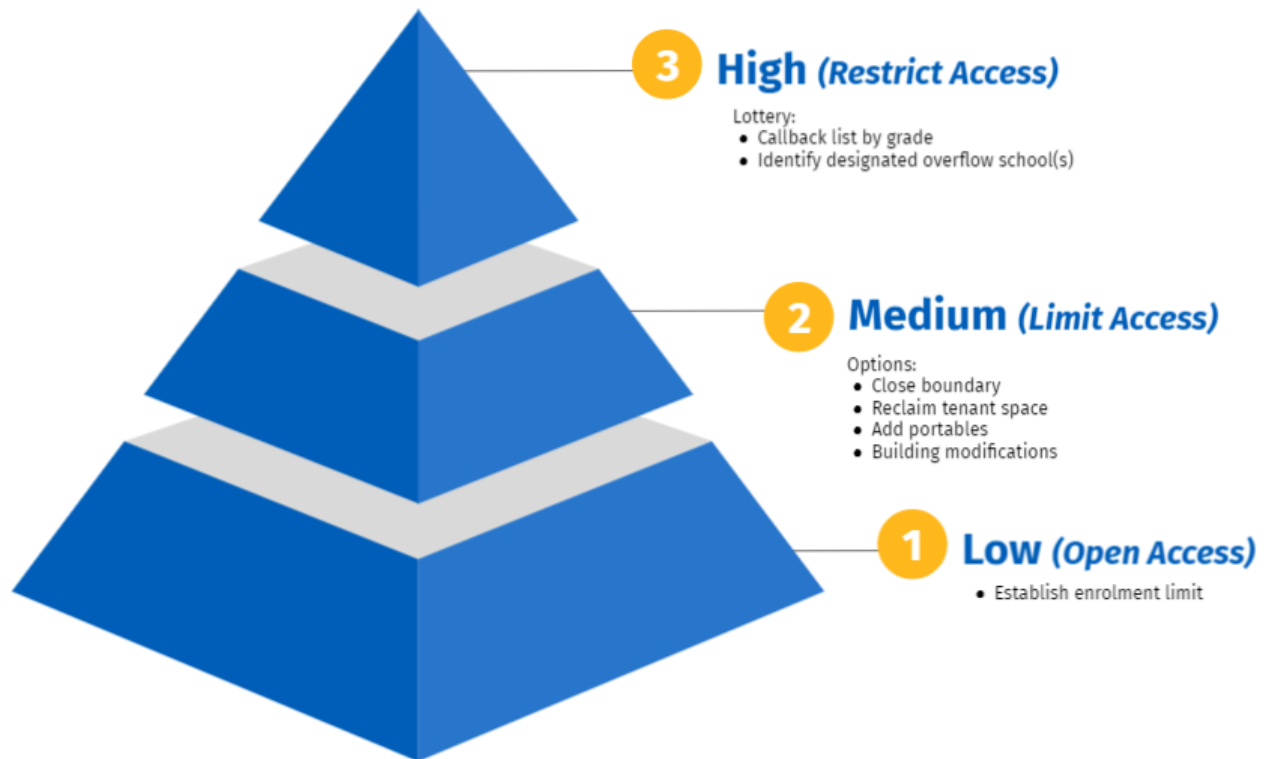
- The Growth Control Model approach to student accommodation will be used immediately for all Division schools.
- The lottery process will be outlined in greater detail in the HC.AR Student Accommodation regulation.
- Communications will develop a communication plan for schools to provide information about the Growth Control Model.
- Administration will develop an annual comprehensive Student Accommodation Plan summarizing current and future student accommodation challenges.
- In conjunction with the Student Accommodation Plan, a communication strategy will be developed to keep communities and families informed and ensure transparency is reflected through ongoing student accommodation work. This information will be added online to a schools' profile to allow parents access to this information.

ATTACHMENTS and APPENDICES

Attachment I: Growth Control Model
Appendix I: List of Schools

JE:ks

Levels of Student Accommodation



Level One (2022–2023)

Abbott	Gold Bar	McNally
Academy at King Edward	Grace Martin	Michael A. Kostek
Alberta School for the Deaf	Greenfield	Millwoods Christian
Aldergrove	Greenview	Mount Pleasant
Aleda Patterson	Grovenor	Northmount
amiskwaciy Academy	Hardisty	Old Scona
Argyll	Harry Ainlay	Oliver
Athlone	Hazeldean	Ormsby
Avalon	Hillcrest	Ottewell
Avonmore	Hillview	Overlanders
Balwin	Holyrood	Parkallen
Bannerman	Homesteader	Parkview
Beacon Heights	Horse Hill	Patricia Heights
Belgravia	Inglewood	Pollard Meadows
Belmead	J. Percy Page	Prince Charles
Belmont	J.A. Fife	Princeton
Belvedere	James Gibbons	Queen Alexandra
Bisset	Jasper Place	Queen Elizabeth
Braemar	John A. McDougall	Richard Secord
Brander Gardens	Johnny Bright	Rideau Park
Brightview	Kameyosek	Rio Terrace
Britannia	Kate Chegwin	Riverdale
Brookside	Keheewin	Ross Sheppard
Calder	Kenilworth	Rosslyn
Callingwood	Kensington	Rutherford
Centennial	Kildare	S. Bruce Smith
Clara Tyner	Killarney	Sakaw
Coronation	King Edward	Satoo
Crawford Plains	Kirkness	Scott Robertson
D.S. Mackenzie	kisêwâtisiwin	Sifton
Daly Grove	L.Y. Cairns	Soraya Hafez
Delton	Lansdowne	Spruce Avenue
Delwood	LaPerle	Steele Heights
Dickinsfield	Lauderdale	Steinhauer
Donnan	Laurier Heights	Stratford
Dovercourt	Lee Ridge	Strathcona
Dr. Anne Anderson	Lendrum	Sweet Grass
Duggan	Londonderry	T.D. Baker
Earl Buxton	Lymburn	Talmud Torah
Eastglen	Lynnwood	Thelma Chalifoux
Edith Rogers	M.E. LaZerte	Thornccliffe
Edmonton Christian High	Malcolm Tweddle	Tipaskan
Edmonton Christian Northeast	Malmo	Vernon Barford
Edmonton Christian West	Mary Butterworth	Victoria
Ekota	Mayfield	Vimy Ridge
Elizabeth Finch	McArthur	Virginia Park
Elmwood	McKee	W.P. Wagner

Esther Starkman Evansdale Florence Hallock Forest Heights Fraser Garneau Garth Worthington George H Luck George P Nicholson Glengarry Glenora	McKernan Meadowlark Meadowlark Christian Mee-Yah-Noh Menisa Michael Phair Mill Creek Millwoods Christian Minchau	Waverley Westbrook Westglen Westminster Westmount Windsor Park York Youngstown
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Level Two (2022–2023)

A Blair McPherson Alex Janvier Allendale Baturyn Bessie Nichols Caernarvon Constable Daniel Woodall Crestwood Donald R. Getty Dr. Donald Massey Dunluce Ellerslie Grandview Heights Highlands Hilwie Hamdon Ivor Dent Jackson Heights Jan Reimer John D Bracco John Barnett	Julia Kiniski Kim Hung Lago Lindo Lorelei Major General Griesbach McLeod Meyokumin Michael Strembitsky Nellie Carlson Riverbend Roberta MacAdams Shauna May Seneca Velma E Baker Weinlos Winterburn
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Level Three (2022–2023)

David Thomas King Dr. Lila Fahlman Dr. Margaret Ann-Armour Lillian Osborne Svend Hansen

Schools with Closed Boundaries for the 2022–2023 School Year

Alex Janvier
Bessie Nichols
Caernarvon (Regular Program)
Constable Daniel Woodall
David Thomas King
Dr. Donald Massey
Dr. Lila Fahlman
Dr. Margaret-Ann Armour
Donald R. Getty
Dunluce (Regular Program)
Ellerslie
Highlands (Junior High only)
Hilwie Hamdon
Ivor Dent (Junior High only)
Jan Reimer
John Barnett
John D. Bracco
Julia Kiniski
Kim Hung
Lillian Osborne
Lorelei
Major General Griesbach
Meyokumin (Regular Program)
Michael Strembitsky
Nellie Carlson
Riverbend
Roberta MacAdams
Shauna May Seneca
Svend Hansen
Velma E. Baker
Weinlos
Winterburn

Definitions (as per HC.AR- Student Admission and Enrolment)

Attendance area is the geographical area designated to a specific Division school.

Callback list refers to the list of students not selected in the lottery process or who are unable to enrol at a school that has conducted a lottery process. The callback list is used for any spaces that become available on or before the provincial September count date.

Closed boundary exists when the Division determines that a school only accepts new resident students living within the attendance area.

Designated school is the school identified for resident students residing in an attendance area.

Division centre is a site where students enrolled in a specialized learning program receive instruction determined by Alberta Education, as well as specialized supports designed for their individual needs and abilities.

Enrolment limit refers to a limit on the number of students enrolled in a school or within a grade or program at a school.

Growth Control Model refers to Division processes to address enrolment growth.

Lottery process is used to determine which new students are enrolled in and able to attend a school that does not have space for all resident students in the attendance area.

Overflow designated school is the school identified for resident students who are unable to access their designated school as a result of a lottery process.

Random selection is used to determine which new students from outside the school's attendance area have access to the school when enrolment requests exceed available spaces. The random selection is conducted on the date specified in the annual pre-enrolment process. Following a random selection, no callback list is maintained.

Resident student refers to a student as defined in the *Education Act*, S.A. 2012, c.E-0.3, as amended from time to time.

September count date, as defined by the Alberta Funding Manual for School Authorities issued annually, is the last instructional day in September and refers to the day that student enrolment is counted to ensure a consistent enrolment count across all school authorities.

Space in planned classes refers to the maximum number of students in a specific grade or program at a school, based on available classrooms and the principal's instructional organization of the school.