

STAFFING



- Nationally, there is a French Immersion teacher shortage and national recruitment is no longer a viable option for the Division. Most of our candidates graduate from local programs and French language competency is increasingly an issue. Funding cuts to the Campus Saint-Jean have resulted in fewer French courses available to students in the French Immersion teacher education programs. With education students having limited opportunities to learn in French in their programs, the language competency of our candidates will continue to be problematic.
- School divisions have diverse staffing needs that must be funded properly. We receive no funding for grid movement or paid leave days for any of our employee groups. We are also not provided funding for salary increases for AUPE (7% of our staff), OOS (8% of our staff), and Unifor 52A (25% of our staff). Funding for these increased costs currently comes from instructional dollars.
- Benefit costs are rising at a very fast rate. We receive no funding for these cost increases. This is a significant part of the total compensation for our employees.

"Give, and it will be given to you. A good measure, pressed down, shaken together, running over, will be put into your lap; for the measure you give will be the measure you get back."

(Luke 6:38)



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SCHOOLS AND INFRASTRUCTURE



- Long-term funding stability is key to establishing efficient and effective internal processes. Receiving Operations and Maintenance (O&M), Capital Maintenance Renewal (CMR), and Infrastructure Maintenance Renewal (IMR) funding on a multi-year horizon would allow us to right-size our Facility Services Department, plan further ahead, and use funds more efficiently. Additionally, aligning the CMR and IMR funding schedules would increase efficiency and planning by streamlining submission processes and eliminate duplication or redundancy.
- Education also occurs on school grounds. Funding should be made available for outdoor play and learning spaces.
- Insurance costs are extremely high. This should be centrally funded or fully funded and not come out of instructional dollars.
- Modularity has a finite lifespan. The evergreening of modularity requires funding. With Ministry approval and funding, ECSD could build its own modularity.
- School divisions need funding that reflects the actual costs of transporting students, including driver salary increases and benefits. The Mandatory Entry-Level Training (MELT) program needs reviewing, especially the length of time for the course.



SUPPORTING STUDENTS AND THEIR LEARNING



HIGH SCHOOL

- Funding needs to allow students to learn at their own pace and during times that work for them. Not everyone will complete high school in three years on a September to June schedule. Our Division has several 4th and 5th-year students working to complete their courses and taking as many classes as a 1st, 2nd, or 3rd-year high school student, yet we only receive $\frac{1}{2}$ and $\frac{1}{4}$ of the funding respectively. The current funding model does not promote student success or high school completion.
- Currently, students can take up to 10 credits of summer school courses. Students should be given the ability to take 15 credits throughout the year, which would allow them to take classes after hours, or on the weekend through alternative-type programs in addition to summer school.

EARLY LEARNING AND ELEMENTARY

- Divisions need enhanced financial supports for curriculum implementation in both professional development for teachers and resources for students and classrooms. This would allow us to support teachers with dollars for release time. Funding to purchase resources is also important for effective and successful curriculum implementation, as there are hidden costs such as technology, assessment, and reporting changes. This is especially vital since this year we are implementing the primary curriculum and next year, Grades 4 to 6. The degree of breadth and depth of this curriculum implementation is unprecedented.

- Reduction of Program Unit Funding (PUF) in Pre-Kindergarten programs has made it difficult to provide the level of specialized supports that are required. We have a higher percentage of children accessing PUF in these programs and the needs are severe with a significant functional impact in the classroom. This funding needs to be increased, and transportation funding also needs to increase, as these children require busing with seatbelts due to their size.

VULNERABLE STUDENTS

- The number of students diagnosed with severe autism continues to increase significantly and these students require extensive supports. We are using instructional dollars to subsidize Inclusive Education and this is having an impact on other areas that are thinly stretched. We need increased funding for the specialized services model to address this.
- The number of students identified with significant mental health needs is increasing. These are real life-and-death situations. The pandemic has made this situation worse. We need to increase funding to ensure we are able to provide mental health supports, such as mental health therapists, to schools.
- There are incredible wait lists for students to access psychiatric care and/or crisis care. This needs to be addressed through Alberta Health Services.