



AGENDA

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

CFE McCauley Chambers
Tuesday, June 18, 2024
2 p.m.

Board Meeting

- A. O Canada
Recognition of National Indigenous Peoples Day
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Approval of the Minutes
 - 1. DRAFT – Special Board Minutes – May 24, 2024
 - 2. DRAFT – Board Minutes – May 28, 2024
- G. Comments from the Public and Staff Group Representatives on Items on the Meeting Agenda
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 12 p.m. on Monday, June 17, 2024, to speak under this item.)
- H. Reports
 - 3. Report #12 of the Caucus Committee (From the meeting held on May 14, 2024)
(Information)
 - 4. Report #13 of the Caucus Committee (From the meeting held on May 28, 2024)
(Information)
 - 5. Locally Developed Courses
(Recommendation)
 - 6. HFA.BP Sexual Orientation, Gender Identity and Gender Expression - second, third and final reading
(Recommendation)
 - 7. 2024-2025 Caucus, MST and Board Meeting Schedule
(Recommendation)
 - 8. Delegation of Authority
(Recommendation)
 - 9. Superintendent Evaluation Summary
(Information)
- I. Comments from the Public and Staff Group Representatives on Educational Issues – 5 p.m.
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 12 p.m. on Monday, June 17, 2024, to speak under this item.)
- J. Other Committee, Board Representative and Trustee Reports
- K. Trustees and Board Requests for Information
- L. Notices of Motion
- M. Meeting Dates
- N. Adjournment

BOARD OF
TRUSTEES

Julie Kusiek
Board Chair

Jan Sawyer
Board Vice-Chair

Trisha Estabrooks
Dawn Hancock
Marcia Hole
Marsha Nelson
Sherri O’Keefe
Saadiq Sumar

MINUTE BOOK**Special Board Meeting**

Minutes of the meeting of the Board of Trustees of Edmonton School Division of Alberta held in the Centre for Education McCauley Chambers on Friday, May 24, 2024, at 9 a.m.

Present:**Trustees**

Trisha Estabrooks
Dawn Hancock
Marcia Hole

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: Julie Kusiek**Recording Secretary:** Catherine Angeles

The Board Chair called the meeting to order and called upon Vice-Chair Sawyer to provide a land acknowledgement.

Vice-Chair Sawyer said that this time of year when the trees are bursting, the rivers are flowing and the grass is turning green she is particularly grateful for this land on which she has settled. She is filled with peace during her walks in the river valley; it is her sanctuary. During those walks, she is awed to think about the thousands of the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux who have walked the same paths for centuries before her. This reminds her that our work in hearing the truths of those who were harmed by our settlement of these lands, as well as our work towards reconciliation, will never be complete. Vice-Chair Sawyer shares weekly walks with her nephew and is a listening ear for him as he explores what it means to him to share his Dad’s Dene blood that he says “make him stronger.” She is committed to be a listening ear as long as he wants to talk and she has ears that hear. She commits to humbly listen, learn and act in her journey of reconciliation.

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

The Superintendent advised that all Trustees were present.

MINUTE BOOK**B. Approval of the Agenda**

Trustee Hancock advised that she would like to add item D - Notices of Motion to the agenda.

MOVED BY Trustee Estabrooks:

**“That the agenda for the May 24, 2024, Board meeting be approved as amended.”
(UNANIMOUSLY CARRIED)**

C. Reports**1. 2024-2025 Budget**

There was a short break in the meeting before the vote on the Recommendation was completed.

MOVED BY Trustee Hancock:

“That the 2024-2025 budget for Edmonton Public Schools as presented in Attachment IX be approved for submission to Alberta Education.”

MOVED BY Trustee Sumar the motion be amended:

“That the 2024-2025 budget for Edmonton Public Schools as presented in Attachment IX be approved **with the following amendment for submission to Alberta Education:**

- the Programming and Student Accommodation allocation be decreased from \$8.8M to \$7.9M so that Division Centres being established for the 2024-2025 school year where facility modifications are required do not have seclusion rooms.”**

The Board Chair called the question to the amendment.

IN FAVOUR: Trustees Hole and Sumar

**OPPOSED: Trustees Estabrooks, Hancock, Kusiek, Nelson, O’Keefe, and Sawyer
(DEFEATED)**

The Board Chair called the question on the original motion.

(UNANIMOUSLY CARRIED)

There was a short break in the meeting.

2. 2022-2026 Four-Year Education Plan: Year Three Update

Board Chair Kusiek requested Administration update page 14 of the 2022-2026 Four-Year Education Plan: Year Three: **“Curriculum Learning Supports (CLS) support for the new curriculum implementations:”**.

MOVED BY Trustee O’Keefe:

“That the Edmonton Public Schools’ 2022-2026 Four-Year Education Plan: Year Three be approved.”

(UNANIMOUSLY CARRIED)

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D. Notices of Motion

Trustee Hancock gave notice that she would be making the following motion:

That the Board approves in principle the following position statement to be presented at the Alberta School Board Associations' Spring General Meeting on June 3, 2024:

BE IT RESOLVED THAT, "the Alberta School Board Association advocates that annually when Alberta inflation rates are rising, the Government of Alberta increases all Grant Funding Rates proportionately to mitigate the impacts of compounding inflationary operational costs; and in declining inflation, no annual adjustment is made to Grant Funding Rates."

E. Adjournment: 12:43 p.m.

The Board Chair adjourned the meeting.

Julie Kusiek, Board Chair

Karen Mills, Director Board and
Superintendent Relations

MINUTE BOOK**Board Meeting**

Minutes of the meeting of the Board of Trustees of Edmonton School Division of Alberta held in the Centre for Education McCauley Chambers on Tuesday, May 28, 2024, at 2 p.m.

Present:**Trustees**

Trisha Estabrooks
Dawn Hancock
Marcia Hole

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: Julie Kusiek

Recording Secretary: Catherine Angeles

The Board Chair called the meeting to order and called upon Trustee Hole to provide a land acknowledgement.

Trustee Hole said June is fast approaching and it will be a time for our country to celebrate National Indigenous History month, the summer solstice on June 20 and National Indigenous Peoples Day on June 21. It's a time to honour the vast contributions - past and present - of the many nations on whose land we work, live, learn and play. Throughout the month, and despite the lasting impacts of colonization, legislation and treaties made, and promises broken, First Nations, Métis and Inuit folks will graciously invite us to learn about the strength and resilience of their ancient knowledge, and about the beauty of their cultures, languages and relationship to this land.

Trustee Hole shared that as a descendant of settlers she grew up on a farm in the heart of Treaty 6 territory; it was quite literally on the traveling route of the nehiyaw, Saukteaux, Niitsitapi, Dene, Nakota Sioux, Anishnaabe, Inuit and Métis of the North Saskatchewan River territory. As farmers, that land provided for all of our needs and it has created for her a complicated relationship to the stolen land on which we live. It's also inspired her to learn from Indigenous teachers about reciprocity with the land, to have profound gratitude for its gifts, the animals, water, food and medicines which sustain us, and to embrace the idea of never taking more than we need.

Trustee Hole offered this land acknowledgement in the spirit of truth, friendship, collaboration, reconciliation, and as a reminder of her obligations, in this governance role, to honour and support the

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Elders, Knowledge Keepers and teachers as they impart and strengthen this knowledge for the students we serve here in amiskwaciwâskahikan.

A. O Canada**B. Roll Call: 2:01 p.m.**

The Superintendent advised that all Trustees were present.

C. Approval of the Agenda

MOVED BY Vice-Chair Sawyer:

**“That the agenda for the May 28, 2024, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

D. Communications from the Board Chair

The Board Chair expressed excitement about today’s agenda, especially celebrating the Michael Strembitsky Awards. These awards are a testament to the outstanding achievements and contributions of students.

The Board Chair said the first week of June is Pride Week in Edmonton Public Schools. It's a time when schools across the Division show support for all 2SLGBTQIA+ staff, students, and families. This week is about inclusivity, acceptance, and celebrating diversity. We want everyone to know that they belong here, and we are proud to stand together. Board Chair Kusiek thanked schools and staff in advance for their dedication in creating inclusive and welcoming environments for everyone.

E. Communications from the Superintendent of Schools

The Superintendent welcomed everyone watching online and those attending the meeting in person.

The Superintendent shared that Kate Jolicouer from Soraya Hafez School was selected to represent Edmonton Public Schools in the Alberta School Boards Association Zone 2/3 finals and was selected as the winner. Kate teaches nine students diagnosed with Autism in the Interactions program in Grades 2-6. She has proactively designed engaging learning activities that empower students to develop communication skills. She created a buddy program connecting students from both the Interactions program and the regular program. She uses a variety of visual supports and augmentative and alternative communication devices to improve her students’ ability to communicate their needs. She focuses on ensuring students are provided with high-quality literacy and numeracy programming. For example, she introduces numbers and number concepts through engaging sensory play and hands-on

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activities. On behalf of the entire Division, Superintendent Robertson congratulated Kate on this amazing honour. The Alberta School Boards Association plans to share this information and celebrate further this fall.

The Superintendent congratulated Jasper Place School student Rachel Antwi who recently won the Skills Canada gold medal in IT Office Software Applications Level 2, in the Skills Alberta competition. This is a major accomplishment for the Grade 11 student, who will have a chance to demonstrate her amazing technical skills. Rachel will represent not only Jasper Place School, but also Alberta at the Skills Canada competition, which is taking place in Quebec City. Superintendent Robertson wished Rachel the best of luck.

The Superintendent congratulated Theron Lund, a teacher at Ross Sheppard School, who recently received a Loran Teachers Building Leaders Award. Loran is a national foundation that invests in youth who approach challenges with curiosity, perseverance and creativity. The Teachers Building Leaders Award is a way for graduating Loran Scholars to celebrate those teachers whose support has had a profound impact on their development, and who played a pivotal role in providing foundational inspiration, guidance and growth opportunities. Theron was nominated by Sumaya Soufi, a 2020 Loran Scholar and Ross Sheppard grad. Sumaya received \$85,000 to pursue her creative and professional interests and nominated Theron because she felt he was deserving of the award and should be recognized on a national level.

The Superintendent shared that last Thursday he attended the celebration of 54 Educational Assistant Interns who completed the Educational Assistant (EA) Internship Program this past spring. The EA interns participated in 16 weeks of in-class learning alongside a team of teachers and EAs, completed modules on supporting students in literacy and numeracy, managing anxiety and supporting students with complex needs and students with autism. EA interns attended a community of practice throughout their learning experience and were supported by an EA mentor. EA interns shared that the internship changed their lives, helping them to gain confidence to support the most vulnerable students, feeling a sense of belonging and optimism for their future as they enter the profession of an educational assistant with Edmonton Public Schools. Superintendent Robertson extended his thanks to the Central staff who created the program, the school staff who supported the in-class learning of the EAs and to the EA internships for taking a leap of faith and enrolling in this program. The work of the EA is invaluable in our schools supporting both staff and students. He thanked them for being a part of our Edmonton Public Schools family.

The Superintendent said that it's Exempt Staff Appreciation Week. This is a diverse group of staff who work in areas like finance, technology, human resources, communications, infrastructure, specialized learning supports and more. He expressed his appreciation and gratitude to the staff who work incredibly hard to support schools and students each and every day.

The Superintendent shared that we're in the middle of graduation season. Many of our Board members are participating and taking in these meaningful ceremonies. Graduation is a rite of passage: a milestone that feels so far away when children enter Kindergarten. Before we know it, they're crossing the stage and getting ready to enter the next phase of their lives, whether it's post-secondary, the world of work or community living. So much goes into preparing students for graduation and supporting them to live a

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life of dignity, fulfillment and possibility. Superintendent Robertson thanked all Division staff who played a hand in getting them prepared; it truly takes our collective efforts. He also thanked all of the staff who make these ceremonies so meaningful for students and their families.

F. Approval of the Minutes

1. Board Meeting – May 14, 2024

MOVED BY Trustee Hole:

**“That the minutes of the Board meeting held May 14, 2024, be approved as printed.”
(UNANIMOUSLY CARRIED)**

G. Recognition

2. Michael A. Strembitsky Award of Excellence Presentations

The Board Chair announced the following students as recipients of the Michael A. Strembitsky Award of Excellence:

- Gold Medal – Jules Ng, J. Percy Page School
- Silver Medal – Chelsea Kwon, Dr. Anne Anderson School
- Bronze Medal – Athena Annika Reyes, Victoria School

There was a short break in the meeting.

H. Comments from the Public and Staff Group Representatives on Items on the Meeting Agenda

There were no registered speakers for this item.

I. Reports

3. Student Senate Work Plan Update

Student Trustees Chelsea Kwon, Callum La Roi and George Xie provided an update on the 2023-2024 Student Senate Work Plan.

There was a short break in the meeting.

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4. Strategic Plan Update: Priority 1

The Strategic Plan Update Report provided the Board of Trustees with an overview of the Division’s comprehensive approach in support of Priority 1 with a focus on Goals 2 and 3.

5. ASBA Emergent Position Statement

Trustee Hole left the meeting at 4:58 p.m.

MOVED BY Trustee Hancock:

“That the Board approves in principle this position statement to be presented at the Alberta School Board Association’s Spring General Meeting on June 3, 2024.”

BE IT RESOLVED THAT, “the Alberta School Board Association advocates that annually when Alberta inflation rates are rising, the Government of Alberta increases all Grant Funding Rates proportionately to mitigate the impacts of compounding inflationary operational costs; and in declining inflation no annual adjustment is made to Grant Funding Rates.”

(UNANIMOUSLY CARRIED)

Trustee Hole was not present for the vote.

6. Locally Developed Courses

MOVED BY Trustee Nelson:

“That the following elementary, junior high and senior high school locally developed courses be approved for use in Edmonton Public Schools:”

Senior High School LDCs

Course Name	Course Codes	Version	Approval Period (School Years)
American Sign Language (Language Arts) 15 American Sign Language (Language Arts) 25 American Sign Language (Language Arts) 35	LDC1878 LDC2878 LDC3878	5 credits (2024–2028)	2024–2025 to 2027–2028
Arabic Language and Culture Six-Year (6Y) 15 Arabic Language and Culture Six-Year (6Y) 25 Arabic Language and Culture Six-Year (6Y) 35	LDC1931 LDC2931 LDC3931	5 credits (2024–2028)	2024–2025 to 2027–2028

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Course Name	Course Codes	Version	Approval Period (School Years)
Arabic Language and Culture Three-Year (3Y) 15 Arabic Language and Culture Three-Year (3Y) 25 Arabic Language and Culture Three-Year (3Y) 35	LDC1330 LDC2330 LDC3330	5 credits (2022-2026)	2024–2025 to 2025–2026
Beading (Elder Chronicles) 15	LDC1014	3 credits (2023– 2027)	2024–2025 to 2026–2027
Calculus (Advanced) 35	LDC3255	5 credits (2020-2025)	2024–2025
Capstone Seminar 25 Capstone Research 35	LDC2440 LDC3440	5 credits (2024–2028)	2024–2025 to 2027–2028
Competencies in Science 15	LDC1516	5 credits (2024–2028)	2024–2025 to 2027–2028
Directing 25 Directing 35	LDC2468 LDC3468	5 credits (2024–2028)	2024–2025 to 2027–2028
Engineering and Design 15	LDC1147	5 credits (2024–2028)	2024–2025 to 2027–2028
ESL Expository English Level 1 15 ESL Expository English Level 2 15	LDC1271 LDC1276	5 credits (2024–2028)	2024–2025 to 2027–2028
Reading Development 15 Reading Foundations 15	LDC1311 LDC1296	3 and 5 credits (2024–2028)	2024–2025 to 2027–2028
Statistics 35	LDC3195	5 credits (2024–2028)	2024–2025 to 2027–2028
Treaties and Sovereignty 15	LDC1068	3 credits (2023– 2027)	2024–2025 to 2026–2027

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Elementary and Junior High School LDCs

Course Name	Course Codes	Approval Period (School Years)
American Sign Language and Deaf Culture 4 American Sign Language and Deaf Culture 5 American Sign Language and Deaf Culture 6	ELM4124 ELM5124 ELM6124	2024–2025 to 2027–2028
American Sign Language (Language Arts) Kindergarten American Sign Language (Language Arts) 1 American Sign Language (Language Arts) 2 American Sign Language (Language Arts) 3 American Sign Language (Language Arts) 4 American Sign Language (Language Arts) 5 American Sign Language (Language Arts) 6 American Sign Language (Language Arts) 7 American Sign Language (Language Arts) 8 American Sign Language (Language Arts) 9	KGN1020 ELM1120 ELM2120 ELM3120 ELM4120 ELM5120 ELM6120 JHS7040 JHS8040 JHS9040	2024–2025 to 2027–2028
Arabic Language and Culture Six-Year (6Y) 7 Arabic Language and Culture Six-Year (6Y) 8 Arabic Language and Culture Six-Year (6Y) 9	JHS7379 JHS8379 JHS9379	2024–2025 to 2027–2028
Bible Studies 1 Bible Studies 2 Bible Studies 3 Bible Studies 4 Bible Studies 5 Bible Studies 6 Bible Studies 7 Bible Studies 8 Bible Studies 9	ELM1430 ELM2430 ELM3430 ELM4430 ELM5430 ELM6430 JHS7012 JHS8012 JHS9012	2024–2025 to 2027–2028
Creative Writing 7 Creative Writing 8 Creative Writing 9	JHS7035 JHS8035 JHS9035	2024–2025 to 2027–2028
French Language Arts Late Immersion 7 French Language Arts Late Immersion 8	JHS7103 JHS8103	2024–2025 to 2027–2028
Guitar 7 Guitar 8 Guitar 9	JHS7415 JHS8415 JHS9415	2024–2025 to 2027–2028
Judaic Studies Kindergarten Judaic Studies 1 Judaic Studies 2 Judaic Studies 3	KGN0445 ELM1445 ELM2445 ELM3445	2024–2025 to 2027–2028

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Course Name	Course Codes	Approval Period (School Years)
Judaic Studies 4 Judaic Studies 5 Judaic Studies 6	ELM4445 ELM5445 ELM6445	
Punjabi Language and Culture 7 Punjabi Language and Culture 8 Punjabi Language and Culture 9	JHS7388 JHS8388 JHS9388	2024–2025 to 2027–2028

(UNANIMOUSLY CARRIED)

Trustee Hole was not present for the vote.

There was a short break in the meeting.

Trustee Estabrooks left the meeting at 5:24 p.m.

7. Second, third and final reading of Board Policy GCA.BP Approval of the School Year Calendar

MOVED BY Trustee O'Keefe:

“That the Board meeting be extended beyond 6 p.m.”

(UNANIMOUSLY CARRIED)

Trustee Hancock suggested page 2 of the policy be updated as follows:

“The Board expects that the Division will use available data, ~~which includes and~~ feedback from students and families, to inform the selection of days of significance ~~that are considered~~ to be included in ~~each the~~ school year calendar ~~each year~~, with the recognition that:...”

The Board Chair asked the mover of the motion, Trustee Sumar, if he considered this a friendly amendment.

Trustee Sumar agreed the amendment was friendly.

The Board Chair stated that the friendly amendment was now part of the main motion.

MOVED BY Trustee Sumar:

“That Board Policy GCA.BP Approval of the School Year Calendar be read for a second, third and final time and be approved.”

(UNANIMOUSLY CARRIED)

Trustees Estabrooks and Hole were not present for the votes.

MINUTE BOOK8. Request for a Timeline to Update the Standards for Special Education**MOVED BY Trustee Sumar:**

“That Board of Trustees write to the Minister of Education requesting a timeline as to when the Standards for Special Education will be updated, including when **and how consultations with stakeholders (e.g., school divisions, families of children with disabilities, and professionals who support students with disabilities) will take place and when the new standards will be released.”**
(UNANIMOUSLY CARRIED)

Trustees Estabrooks and Hole were not present for the vote.

9. Board Policy HG.BP Student Behaviour and Conduct Annual Review**MOVED BY Trustee Sumar:**

“That the Policy Review Committee’s recommendation that Board Policy HG.BP Student Behaviour and Conduct remain as written based on the 2024 annual review be approved.”
(UNANIMOUSLY CARRIED)

Trustees Estabrooks and Hole were not present for the vote.

J. Comments from the Public and Staff Group Representatives on Educational Issues – 5 p.m.

There were no registered speakers for this item.

K. Other Committee, Board Representatives and Trustee Reports

Trustee Estabrooks submitted the following written report after the Board meeting ended:

Trustee Estabrooks congratulated the Highlands students who will be participating in an art show with the Edmonton Arts Council this coming weekend.

Trustee Estabrooks thanked those who stopped by the Ward D drop-in event at Mandolin Books a couple of weeks ago. She said there were some great conversations about public education.

L. Trustees and Board Requests for Information - None

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M. Notices of Motion

Trustee Hancock gave notice that she would be making the following motion:

That the Board approve the following motion for presentation to the Alberta School Boards Association Fall General Meeting: “That the Alberta School Boards Association work with the Canadian School Boards Association to advocate to the federal government to ban all flavoured ingredients, including mint and menthol flavours, in all vaping products.”

N. Next Board Meeting: Tuesday, June 18, 2024, at 2 p.m.

O. Adjournment: 6:34 p.m.

The Board Chair adjourned the meeting.

Julie Kusiek, Board Chair

Karen Mills, Director Board and
Superintendent Relations

DATE: June 18, 2024

TO: Board of Trustees

FROM: Trustee Sawyer, Caucus Committee Chair

SUBJECT: Report #12 of the Caucus Committee (From the meeting held on May 14, 2024)

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

REFERENCE: [Trustees' Handbook](#) – Caucus Committee - Section 5.4

ISSUE

The Board approved the following recommendation at the March 3, 2015, Board meeting: That Section 5.4 of the Trustees' Handbook be revised to give the Caucus Committee final decision-making power on certain types of matters, and yet constrain that power so it is used only when absolutely necessary.

The following recommendations were approved at the May 14, 2024, Caucus Committee meeting:

1. Funds for Board Representative Participation in German Education Tour

That the Board authorize up to \$3,000 from the Board Initiative Fund and ask that other Trustees offer funds from their expense accounts to support the participation of Board Chair Kusiek and Vice-Chair Sawyer in the Alberta Education delegation to Germany.

BACKGROUND

Up to two representatives from the Board of Trustees and/or Division administration have been invited to participate in an Education delegation to Germany from June 8 to 15, 2024.

2. Proposed Update to Real Estate Strategy Values Statement

That the Board of Trustees declare the Oxford K-6 vacant school site as surplus to Division needs.

That the Board of Trustees declare the Leger K-8 vacant school site as surplus to Division needs.

BACKGROUND

In February 2024, Administration reviewed 21 vacant and assembled school sites located in 19 City of Edmonton neighbourhoods. It was determined that two of the sites warranted a detailed review: a vacant K-6 site in Oxford neighbourhood and a vacant K-8 site in Leger neighbourhood.

KM:ca

DATE: June 18, 2024

TO: Board of Trustees

FROM: Trustee Sawyer, Caucus Committee Chair

SUBJECT: Report #13 of the Caucus Committee (From the meeting held on May 28, 2024)

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

REFERENCE: [Trustees' Handbook](#) – Caucus Committee - Section 5.4

ISSUE

The Board approved the following recommendation at the March 3, 2015, Board meeting: That Section 5.4 of the Trustees' Handbook be revised to give the Caucus Committee final decision-making power on certain types of matters, and yet constrain that power so it is used only when absolutely necessary.

The following recommendations were approved at the May 28, 2024, Caucus Committee meeting:

1. Disposition of a Portion of the Virginia Park School Site

That the disposition of the identified portions of Virginia Park School be approved.

That administration be authorized to execute the required agreements with Concordia University of Edmonton on behalf of the Division.

BACKGROUND

On October 10, 2023, the Board of Trustees approved the surplus declaration of a portion of the Virginia Park School site to facilitate disposition to Concordia University of Edmonton. Administration has processed the surplus declaration in accordance with the Joint Use Agreement: Land and the Disposition of Property Regulation (AR#86/2019).

2. Proposed Disestablishment of the Infrastructure Committee

That the Infrastructure Committee be disestablished effective June 18, 2024.

BACKGROUND

The Infrastructure Committee was established as an ad hoc committee at the March 18, 2014, Caucus meeting and subsequently approved at public Board on [April 10, 2014](#). The terms of reference are reviewed annually and a work plan developed. The majority of the items on the work plan are complete. There are no new school builds until the 2027-28 school year. This recommendation does not preclude a future board from reestablishing an Infrastructure Committee.

3. Proposed Revisions to Committee Membership

That membership of the Governance and Evaluation Committee be increased to four Trustees.

That membership of the Policy Review Committee be increased to four Trustees.

BACKGROUND

Board committees are established by the Board of Trustees to assist the Board in meeting its role and responsibilities as governors. The Board grants authority to its committees to undertake work at their direction with recommendations for Board action to return to the Board of Trustees for decision.

KM:ca

DATE: June 18, 2024

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Locally Developed Courses

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent, Instructional and Strategic Division Supports

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

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

ISSUE

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

BACKGROUND

The *Guide to Education: ECS to Grade 12, 2023–2024* states that:

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

- accommodate student needs and interests
- encourage and support innovative learning and teaching practices
- address unique community priorities
- engage students who may be at risk of leaving school early
- promote successful transitions to further education by exposing students to advanced subject matter and learning environments” (Alberta Education, 2023)

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

All LDCs developed by Edmonton Public Schools are written to ensure they meet student, school, community and program needs, as well as provincial and Division requirements. This includes ensuring that these courses contain a sequence introduction, a description of student needs that are addressed through the LDC and learning outcomes that are aligned with provincial requirements and standards.

Junior and senior high school LDCs must be approved by a Board motion prior to offering the locally developed courses in the Division. Senior high school LDCs must also be approved by Alberta Education.

The maximum duration for Alberta Education approval is currently four years. However, there may be circumstances that result in Alberta Education granting an approval of one, two or three years. Alberta Education may grant approval to 3- and/or 5-credit versions of LDCs.

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

RELATED FACTS

- All LDCs approved by Alberta Education are available for acquisition at no cost.
- Edmonton Public Schools acquires LDCs developed by other school authorities in the province. LDCs may be acquired at any point in the four-year approval period that was granted by Alberta Education.
- Other school authorities in Alberta acquire LDCs developed by Edmonton Public Schools.
- The Division-developed LDCs in this report were reviewed and revised collaboratively with Division teachers, school administrators and central staff.

RECOMMENDATION

That the following elementary, junior high and senior high school locally developed courses be approved for use in Edmonton Public Schools:

Senior High School LDCs

Course Name	Course Codes	Version	Approval Period (School Years)
Biology (Advanced) 35	LDC3202	3 credits (2024-2028)	2024–2025 to 2027–2028
Dance Performance 15 Dance Performance 25 Dance Performance 35	LDC1299 LDC2299 LDC3299	3 and 5 credits (2024-2028)	2024–2025 to 2027–2028
English Literature 35	LDC3169	3 and 5 credits (2024-2028)	2024–2025 to 2027–2028
ESL Introduction to Mathematics 15	LDC1350	5 credits (2024-2028)	2024–2025 to 2027–2028
Improvisational Theatre 15 Improvisational Theatre 25 Improvisational Theatre 35	LDC1551 LDC2551 LDC3551	3 and 5 credits (2024-2028)	2024–2025 to 2027–2028
Religious Studies: Islamic Studies 15 Religious Studies: Islamic Studies 25 Religious Studies: Islamic Studies 35	LDC1785 LDC2785 LDC3785	5 credits (2024-2028)	2024–2025 to 2027–2028
Theatre Performance 15 Theatre Performance 25 Theatre Performance 35	LDC1367 LDC2367 LDC3367	5 credits (2024-2028)	2024–2025 to 2027–2028

Elementary and Junior High School LDCs

Course Name	Course Codes	Approval Period (School Years)
French as a Second Language 1 French as a Second Language 2 French as a Second Language 3 French as a Second Language 4 French as a Second Language 5 French as a Second Language 6 French as a Second Language 7 French as a Second Language 8 French as a Second Language 9	ELM1210 ELM2210 ELM3210 ELM4210 ELM5210 ELM6210 JHS7351 JHS8351 JHS9351	2024–2025 to 2027–2028
Hebrew Language Arts Kindergarten Hebrew Language Arts 1 Hebrew Language Arts 2 Hebrew Language Arts 3 Hebrew Language Arts 4 Hebrew Language Arts 5 Hebrew Language Arts 6	KGN0140 ELM1140 ELM2140 ELM3140 ELM4140 ELM5140 ELM6140	2024–2025 to 2027–2028

OPTIONS

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

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

CONSIDERATIONS and ANALYSIS

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

NEXT STEPS

Upon approval of this recommendation, the Administration will make these LDCs available for Division use for the applicable approval period.

ATTACHMENTS and APPENDICES

- ATTACHMENT I Summaries of Locally Developed Courses Submitted for Approval on June 18, 2024
 ATTACHMENT II Enrolment Data for Locally Developed Courses Submitted for Approval on June 18, 2024

LH:lh

Summaries of Locally Developed Courses Submitted for Approval on June 18, 2024**Biology (Advanced) 35**

Biology (Advanced) 35 is a 3-credit course that was developed by another school jurisdiction and will be acquired through Alberta Education. It is currently being delivered at two Division schools and had an enrolment of 45 students, as of April 12, 2024.

Biology (Advanced) 35 is designed to enrich and extend the topics covered in the Biology 20-30 Program of Studies and provides opportunities for students to deepen their understanding of scientific processes, hone their reasoning skills and develop enduring understandings about the natural world. This course is intended to ease students' transition to the first year of post-secondary study and to prepare students to potentially write the Advanced Placement™ (AP) Biology exam.

Dance Performance 15-25-35

Dance Performance 15-25-35 is a 3- and 5-credit course sequence developed by Edmonton Public Schools. It is currently being delivered at two Division schools and had an enrolment of 51 students, as of April 12, 2024.

Dance Performance 15-25-35 is process-driven and production-based course sequence that provides students with an enriched dance experience. This course sequence is designed to provide students with the opportunity to participate as a collaborative member of an ensemble within a full-scale dance production. The overall goal of Dance Performance 15-25-35 is to foster an understanding and appreciation of the role of a dance performer within a production.

English Literature 35

English Literature 35 is a 3- and 5-credit course that was developed by another school jurisdiction and will be acquired through Alberta Education. It is currently being delivered at six Division schools and had an enrolment of 297 students, as of April 12, 2024.

English Literature 35 provides opportunities for students to study literary texts beyond the scope of the English Language Arts 10-20-30 Program of Studies. In this course, students engage in guided literary and comparative analysis anchored in the application of literary criticism and theory. English Literature 35 course enables students in the International Baccalaureate (IB) Diploma Programme to meet the requirements of the Language A: literature course.

ESL Introduction to Mathematics 15

ESL Introduction to Mathematics 15 is a 5-credit course that was developed by another school jurisdiction and will be acquired through Alberta Education. It is currently being delivered at seven Division schools and had an enrolment of 298 students, as of April 12, 2024.

ESL Introduction to Mathematics 15 focuses on multiple approaches to learning language functions, forms and vocabulary specific to mathematics and challenges students to increase their receptive and expressive language skills. In this course, students build communicative competence with academic English language while developing foundational mathematical skills and an understanding of basic mathematics concepts.

French as a Second Language (Grade 1 to Grade 9)

French as a Second Language (Grade 1 to Grade 9) is a course sequence developed by Edmonton Public Schools. It is currently being delivered at 15 Division schools and had an enrolment of 2,551 students, as of April 12, 2024.

French as a Second Language (Grade 1 to Grade 9) is a course sequence that provides opportunities for students to develop French language proficiency beginning in Grade 1. In addition, students in this course sequence gain knowledge about and appreciation of Francophone cultures. French as a Second Language (Grade 1 to Grade 9) provides opportunities and support for students to explore their own cultural backgrounds, experiences and identities, as well as those of members of the school community, the local community and other communities of the world.

Hebrew Language Arts (Kindergarten to Grade 6)

Hebrew Language Arts (Kindergarten to Grade 6) is a course sequence developed by Edmonton Public Schools. It is currently being delivered at one Division school and had an enrolment of 130 students, as of April 12, 2024.

Hebrew Language Arts (Kindergarten to Grade 6) serves as an integral part of the Hebrew Bilingual program in Edmonton Public Schools. Hebrew bilingual programming establishes an environment in which both English and Hebrew languages are used for purposes of communication, learning and personal satisfaction. This course sequence enables the delivery of subject-area content, language instruction and cultural information concurrently, promoting effective language acquisition.

Improvisational Theatre 15-25-35

Improvisational Theatre 15-25-35 is a 3-and 5-credit course sequence developed by Edmonton Public Schools. It is currently being delivered at four Division schools and had an enrolment of 142 students, as of April 12, 2024.

Improvisational Theatre 15-25-35 provides opportunities for students to develop their skills in improvisational theatre beyond the foundational skills offered through the Drama 10-20-30 Program of Studies. In this course sequence, students are encouraged to take creative risks and explore avenues for creative expression. During the improvisational process, both in rehearsal and live performance, students engage in problem solving, critical thinking and reflective analysis.

Religious Studies: Islamic Studies 15-25-35

Religious Studies: Islamic Studies 15-25-35 is a 5-credit course sequence developed by Edmonton Public Schools. It is currently being delivered at two Division schools and had an enrolment of 200 students, as of April 12, 2024.

Religious Studies: Islamic Studies 15-25-35 provides an opportunity for both Muslim and non-Muslim students to study the history of Islam during the pre-Islamic, Meccan, and Medinan periods. As well, the life and teachings of the Prophet Muhammed and the basic teachings of Islam based on the Qur'an are examined. Religious Studies: Islamic Studies 15-25-35 meets provincial requirements by including 20 per cent course content addressing a comparative study of other major world religions.

Theatre Performance 15-25-35

Theatre Performance 15-25-35 is a 5-credit course sequence developed by Edmonton Public Schools. It is currently being delivered at one Division school and had an enrolment of 29 students, as of April 12, 2024.

Theatre Performance 15-25-35 provides a process-driven, production-based theatre experience for students beyond the Drama 10-20-30 Program of Studies. The goal of this course sequence is to foster both an understanding of the elements of a theatrical production and an understanding and appreciation of the role of a performer within a production. In Theatre Performance 15-25-35, students participate in a collaborative ensemble, within a theatrical production, in front of an audience.

Enrolment Data for Locally Developed Courses Submitted for Approval on June 18, 2024

Locally Developed Course/ Course Sequence Name	Enrolments 2020–2024 as of April 12, 2024				Schools offering in 2023–2024 as of April 12, 2024
	20-21	21-22	22-23	23-24	
Biology (Advanced) 35	63	44	22	45	J. Percy Page Queen Elizabeth
Dance Performance 15-25-35	79	64	54	51	Victoria Vimy Ridge Academy
English Literature 35	331	233	323	297	Harry Ainlay Lillian Osborne M. E. LaZerte Old Scona Ross Sheppard Victoria
ESL Introduction to Mathematics 15	125	172	240	298	Centre High M. E. LaZerte McNally Queen Elizabeth Ross Sheppard Victoria W. P. Wagner
French as a Second Language (Grade 1 to Grade 9)	1,600	2,403	2,517	2,551	Coronation Horse Hill Kameyosek Lansdowne Lymburn Malcolm Twedde Meyokumin Mount Pleasant Northmount Pollard Meadows Richard Secord Rutherford Stratford Victoria Waverley
Hebrew Language Arts (Kindergarten to Grade 6)	98	106	124	130	Talmud Torah

Locally Developed Course/ Course Sequence Name	Enrolments 2020–2024 as of April 12, 2024				Schools offering in 2023–2024 as of April 12, 2024
	20-21	21-22	22-23	23-24	
Improvisational Theatre 15-25-35	92	89	108	142	McNally Ross Sheppard Strathcona Victoria
Religious Studies: Islamic Studies 15-25-35	38	94	96	200	M. E. LaZerte Queen Elizabeth
Theatre Performance 15-25-35	30	31	33	29	Victoria

DATE: June 18, 2024

TO: Board of Trustees

FROM: Trustee Marcia Hole, Policy Review Committee
Trustee Jan Sawyer, Policy Review Committee
Trustee Saadiq Sumar, Chair, Policy Review Committee

SUBJECT: Second, third and final reading of Board Policy HFA.BP Sexual Orientation, Gender Identity and Gender Expression.

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE STAFF: Amanda Barrett, Rin Lawrence, Nancy Petersen, Wanas Radwan

REFERENCE: [Trustees Handbook](#) Section 5.4 – Caucus Committee
[Board Policy CH.BP – Framework for Policy Development and Review](#)

ISSUE

The Policy Review Committee (PRC) is presenting Board Policy HFA.BP Sexual Orientation, Gender Identity and Gender Expression to the Board of Trustees (the Board) for second, third and final reading at public Board.

BACKGROUND

The PRC's 2023-24 work plan includes a review of Board Policy HFA.BP Sexual Orientation and Gender Identity to ensure language is up to date and aligns with language in the *Alberta Human Rights Act*. The PRC is not seeking to change the intent or purpose of the policy from its original development.

The purpose of this policy is to reflect the Board's mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment throughout the Division. The policy does not direct or influence the official curriculum taught in Edmonton Public Schools or serve as a teaching tool; Division schools follow the Kindergarten to Grade 12 curriculum, as set by Alberta Education.

This work is a continuation of the PRC's 2022-23 work plan.

RELATED FACTS

- Updates to Board Policy HFA.BP Sexual Orientation and Gender Identity have been informed by PRC meetings in the 2023-24 school year. Revisions to this policy began in November 2023 and the PRC completed a final review of the draft Board Policy HFA.BP Sexual Orientation, Gender Identity and Gender Expression on February 1, 2024.
 - Changes to this policy are focused on updates to language that support clarity.
 - The direction of the policy remains unchanged and aligns with rights guaranteed under the *Canadian Charter of Rights and Freedoms*, *Alberta Human Rights Act* and *Education Act*.
- The review of this policy was supported by a review of the *Canadian Charter of Rights and Freedoms*, *Alberta Human Rights Act* and *Education Act*, engagement of Division staff who are subject matter

- experts, as well as consultation with subject matter experts in the broader community.
- At the May 14, 2024, public Board meeting, the Board completed the first reading of draft Board Policy HFA.BP Sexual Orientation, Gender Identity and Gender Expression and approved the draft policy for stakeholder feedback.
 - An online public survey was open from May 15, 2024, to June 12, 2024, to collect feedback from stakeholders on the first draft of the policy. The intent of this survey was to collect feedback relevant to the clarity of the language used in the draft policy and to confirm the values foundational to the policy.
 - A series of closed-ended questions and one open-ended question were asked in the survey. The open-ended question was optional to answer.
 - A total of 1,137 respondents completed the survey. The majority of survey respondents were parents/guardians (approximately 70 per cent), while the rest were staff members (approximately 16 per cent), community members (approximately 11 per cent) and students (approximately 3 per cent).
 - A summary of the survey results, both quantitative and qualitative, was provided to the PRC for review on June 12, 2024.
 - Respondents' feedback around clarity of definitions and values in the draft policy ranged from 63-81 per cent confirmation of clarity, depending on the definition or value.
 - 68 per cent of respondents confirmed that the intent and purpose of the draft policy is clear.
 - At the end of the survey, all respondents were invited to answer the following open-ended question: "Is there anything else you would like the Board to know?" A total of 611 responses were received. The nature of the responses to the open-ended question extended beyond the areas of feedback being sought related to the policy. Through the open-ended questions, respondents shared a variety of feedback that reflect diverse opinions and feelings about the policy and about broader social and political contexts. These responses were coded and themed manually before being summarized into three broad categories, as outlined below:
 - Respondents who expressed support for the draft policy shared gratitude for the Board's work to update the language in the policy and emphasized the policy's role in supporting a safe and inclusive environment for sexual and gender diverse students in the Division.
 - Respondents who expressed feelings of concern primarily shared feedback about the intent and values framing the policy and their perceived potential implications this policy may have on students and families in the Division. Responses in this category ranged from broad feedback about parental involvement in school decision-making processes related to student identity, the teaching and learning materials used in classrooms to support curriculum and their perceived implications related to the safety of all students in schools.
 - Respondents shared a variety of suggestions to further revise the policy. This feedback ranged from suggestions to add or revise direction in the policy related to parental involvement, the nature of teaching and learning materials used in classrooms, and additional accountability measures that would monitor the implementation of the policy across the Division.
 - As changes to this policy are focused on updates to language, the following changes have been made to the policy as a result of the feedback shared from the survey:
 - Update the definitions section of the policy by including a definition for the term "discrimination."
 - Strengthen clarity of particular definitions by including examples for the terms "perceived sexual orientation," "perceived gender identity" and "perceived gender expression."
 - Ensure congruence of language throughout the policy related to the terms "sexually diverse and/or gender diverse."

RECOMMENDATION

1. That Board Policy HFA.BP Sexual Orientation, Gender Identity and Gender Expression be considered for a second time.
2. That Board Policy HFA.BP Sexual Orientation, Gender Identity and Gender Expression be considered for a third and final time and be approved.

OPTIONS

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

1. Support the recommendation to approve Board Policy HFA.BP Sexual Orientation, Gender Identity and Gender Expression.
2. Complete the second reading of the policy and direct the PRC to adopt revisions to the policy prior to a third and final reading.

CONSIDERATIONS and ANALYSIS

The proposed revised draft Board Policy HFA.BP Sexual Orientation, Gender Identity and Gender Expression supports clarity and alignment with the *Education Act*, and reflects Board values and current practices in place to support a welcoming, inclusive, safe and healthy learning and working environment throughout the Division. The proposed revisions ensure language in the policy aligns with language in the *Alberta Human Rights Act*.

The PRC's 2023-24 work plan includes a review of Board Policy HFA.BP Sexual Orientation and Gender Identity. Approval to move forward with this policy will align with this timeline.

NEXT STEPS

Upon approval of the recommendation, the updated policy will be posted to the Division website and the Superintendent of Schools will oversee necessary steps to support the implementation of the updated policy.

ATTACHMENTS and APPENDICES

ATTACHMENT I Draft Board Policy HFA.BP Sexual Orientation, Gender Identity and Gender Expression

SS:wr

CODE: HFA.BP

EFFECTIVE DATE: (29-11-2011)

TOPIC: Sexual Orientation, Gender Identity and Gender Expression

ISSUE DATE: (29-01-2020)

REVIEW YEAR: (2031)

PURPOSE

To articulate the Board of Trustees' (the Board) commitment to support all sexually diverse and/or gender diverse students, staff and families.

To reflect the Board's mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment throughout the Division.

DEFINITIONS

Cisgender is a term used to describe a person whose gender identity aligns with their sex assigned at birth.

Cisnormativity refers to an implicit cultural or social framework that assumes all individuals are either cisgender male or cisgender female. This assumption contributes to the marginalization of gender diverse people (i.e., people who do not identify as cisgender).

Discrimination is negative differential treatment of a person or group on the basis of race, religious beliefs, ethnicity, language, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, gender identity and/or gender expression or sexual orientation (This definition applies to this policy and does not supercede the definition of discrimination as set out in other Board policies, administrative regulations or procedures).

Gender Expression, as defined by the Alberta Human Rights Commission, refers to the varied ways a person expresses their gender. This can include a combination of dress, demeanour, social behaviour and other factors.

Gender Identity, as defined by the Alberta Human Rights Commission, refers to a person's internal, individual experience of gender, which may or may not align with the sex assigned to them at birth. For example, the Alberta Human Rights Commission explains that a person may identify as being a woman, a man, transgender, two-spirit, non-binary, gender non-conforming, intersex or another gender. Gender identity is different from sexual orientation.

Heteronormativity refers to an implicit cultural or social framework that assumes all individuals are heterosexual. This assumption contributes to the marginalization of sexually diverse people (i.e., people who do not identify as heterosexual).

Heterosexual is a term used to describe a person who feels physically and emotionally attracted to someone who is considered to be the opposite gender identity.

Perceived Gender Expression refers to the ways in which someone may interpret another person's gender expression. (An example of this term may include interpreting gender expression based on the style of clothing a

person wears.)

Perceived Gender Identity refers to the ways in which someone may interpret another person's internal, individual experience of gender. This interpretation may be made based on someone's outward expression of self. (An example of this term may include interpreting gender identity based on someone's choice to wear makeup.)

Perceived Sexual Orientation refers to the ways in which someone may interpret another person's physical, emotional or romantic attraction to others. (An example of this term may include an assumption that everyone is attracted to individuals of the opposite gender identity.)

Sexual Orientation, as defined by the Alberta Human Rights Commission, refers to a person's physical, emotional or romantic attraction to others. A person may be heterosexual, lesbian, gay, bisexual, pansexual, asexual, queer or any other sexual orientation.

POLICY

The Board is committed to establishing and maintaining a safe, inclusive, equitable and welcoming learning and teaching environment for all members of the school community. This includes students, staff and families who identify or are perceived as sexually diverse and/or gender diverse. The Board expects all members of this diverse community to be welcomed, respected, accepted and supported in every Division working and learning environment.

All members of the school community have the right to learn and work in an environment free of discrimination, prejudice and harassment. This right is guaranteed under the *Canadian Charter of Rights and Freedoms*, *Alberta Human Rights Act* and *Education Act*. These rights will be supported, and enforced, so that all members of the school community may work together in an atmosphere of mutual respect and appreciation for individual differences. The Board strives to create learning and working environments that are free of harassment, bullying, intimidation or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity and/or gender expression.

The Board affirms their commitment to the protection of rights, as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*, of each staff member employed by the Board and each student enrolled in a school operated by the Board.

The Board believes that all sexually diverse and/or gender diverse students, staff and families have the right to:

- Be treated fairly, equitably and with dignity and respect.
- Have their confidentiality protected and respected as per privacy legislation.
- Self-identification and determination.
- Freedom of conscience, expression and association.
- Be fully included and represented in an inclusive, positive and respectful manner by all school personnel.
- Have equitable access to the same supports, services and protections provided to heterosexual and cisgender students, staff and families.
- Have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, prejudice, discrimination, intimidation, bullying and/or violence.
- Have their unique identities, families, cultures and communities included, valued and respected within all aspects of the school environment.

The Board is committed to implementing measures that will:

- Define appropriate expectations, behaviours, language and actions with the goal to prevent discrimination, prejudice and harassment through greater awareness of, and responsiveness to, their harmful effects.
- Ensure that all reported incidents of discriminatory behaviours are reviewed appropriately.
- Improve understanding of the individual lives of sexually diverse and/or gender diverse students and their families, cultures and communities throughout the year.
- Develop, implement and evaluate inclusive educational strategies, professional development opportunities and administrative guidelines to ensure that sexually diverse and/or gender diverse staff, students and their families are welcomed and treated with respect and dignity in all aspects of the school community.
- Work towards the removal of institutional and individual barriers related to heteronormativity and cisnormativity in order to improve the experience of sexually diverse and/or gender diverse students, staff and families.

The Board also recognizes the need to develop and maintain mutually supportive relationships with a variety of diverse sexual orientation, gender identity and gender expression community groups and stakeholders in order to ensure the ongoing improvement of the implementation of this policy. These community relationships will involve ongoing feedback and collaboration.

ACCOUNTABILITY

The Superintendent will provide an annual update to the Board around progress made in support of student success and achievement within a welcoming, inclusive, safe and healthy environment.

In the Four-Year Education Plan, the Division will identify goals and strategies that reflect the Division's commitment to supporting our diverse school communities, and will provide an annual update on progress and priority strategies in support of this policy through the Annual Education Results Report to Alberta Education.

REFERENCES

AD.BP Vision, Mission, Values, and Priorities
AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
AE.BB.BP Wellness of Students and Staff
FA.BP Human Resources Framework
FBCA.AR Respectful Working Environments
FBCB.AR Division Staff Code of Conduct
FBE.AR Health and Wellness of Staff and Students
GGDA.AR Guidelines for Student Activities and Organizations
HF.BP Safe, Caring and Respectful Learning Environments
HF.AR Safe, Caring and Respectful Learning Environments
HFA.AR Sexual Orientation and Gender Identity
HG.BP Student Behaviour and Conduct
HG.AR Student Behaviour and Conduct
Alberta Human Rights Act
Alberta Teachers' Association Code of Professional Conduct
Alberta Teachers' Association Declaration of Rights and Responsibilities
Canadian Charter of Rights and Freedoms

Freedom of Information and Protection of Privacy Act
United Nations Convention on the Rights of the Child
Education Act Sections 3, 4, 6, 10, 12, 14, 33(1), 35.1(1), 52

DRAFT

DATE: June 18, 2024

TO: Board of Trustees

FROM: Board Chair Kusiek

SUBJECT: Proposed 2024-2025 Caucus, MST and Board Meeting Schedule

RESOURCE STAFF: Catherine Angeles, Heather Langenhahn, Karen Mills, Nancy Petersen

REFERENCE [Trustees' Handbook](#) Section 5 – Meetings of the Board

ISSUE

A timing change for Board, Caucus and Meetings of the Superintendent and Trustees (MST) meetings is being contemplated and, if approved, would require adjustments to the Trustees' Handbook, as a trial for the 2024-2025 school year.

BACKGROUND

The Board conducts its business through meetings where Trustees share knowledge, experience, expertise, ideas, attitudes and expectations to effectively carry out the duties vested in the Board of Trustees by the *Education Act*, and other legislation. In meetings, the Board draws on the expertise of the Superintendent of Schools and the Administration to understand the educational, fiduciary, human, and community implications (both risks and benefits) of any decisions. The Board believes it is important to make informed decisions in the interest of the public and students.

The Board values transparency and accountability and believes that, to the greatest extent possible, its decision making should be conducted in public. For this reason, all Board meetings are open to the public and multiple scheduled opportunities are offered for the public to address the Board at its meetings. It is also for this reason that the Board encourages the news media to televise, tape record, and broadcast Board meetings.

RELATED FACTS

- The average length of Caucus meetings (excluding Special Caucus meetings) since October 2021 is two hours and 49 minutes. The average length of Board meetings (excluding Special Board meetings) since October 2021 is two hours and 55 minutes. MST is typically shorter in duration than either Caucus or Board meetings.
- Morning Board meetings would better accommodate media schedules and allow for news to be shared in early reporting cycles.

RECOMMENDATIONS

1. That the 2024-2025 Caucus, MST and Board schedule as presented in Attachment 1 be approved.
2. That the wording of Section 5.2.3 of the Trustees' Handbook be amended as follows:
The Board offers multiple scheduled opportunities for the public to address the Board at its meetings.

- During the first opportunity for Comments from the Public and Staff Group Representatives in each Board meeting, speakers may only speak to an item on the meeting agenda.
- Speakers wishing to speak on an educational issue that is not on the meeting agenda may only do so at the second opportunity for Comments from the Public and Staff Group Representatives in the agenda, scheduled at ~~5:00 p.m.~~ **11:30 a.m.** on the second Board meeting of the month.
 - In the event that there is only one Board meeting in a month, a second opportunity for Comments from the Public and Staff Group Representatives will be added for ~~5:00 p.m.~~ **11:30 a.m.** on the agenda of that meeting. In this second opportunity, individuals may speak to general educational items which are not on the meeting agenda.

CONSIDERATIONS and ANALYSIS

- Given more staff participate in Board meetings, morning meetings would better allow them to plan their afternoons and require fewer to attend past regular working hours.
- Changing the Comments to the Public to 11:30 a.m. would allow people to shift their lunch hours slightly to attend meetings, thus allowing speakers to participate without having to take time off work.
- Given the number of school council and other evening meetings and events that Trustees attend, changing Board meetings to the morning would allow for greater ease in attending Tuesday evening school council or other evening commitments as Caucus and MST meetings alternate every second Board meeting and MST meetings are typically shorter in duration.

NEXT STEPS

If and when approved, the Trustees’ Handbook will be updated and the new dates will be entered in the Trustees’ shared calendar and on the Division website. Meeting dates for the 2024-2025 school year will also be shared through a notice to leadership staff. Social media and a notice to media outlets will be used to inform people of the new Board meeting start time.

At a Caucus meeting in May 2025, Trustees will evaluate how the morning Board meetings worked and whether they would like to keep this time, revert to the 2:00 pm time or choose another start time or schedule.

ATTACHMENTS and APPENDICES

ATTACHMENT I Proposed 2024-2025 Caucus, MST and Board meeting schedule

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2024 - JULY TO DECEMBER BOARD CALENDAR

Updated - May 21, 2024

	SUN	MON	TUE	WED	THU	FRI	SAT
JUL		1 Canada Day	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
AUG	4	5 Heritage Day	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28 Operational Day (No Students)	29 First Day of Classes	30	31
	SEP	1	2 Labour Day	3	4	5	6
8		9	10 9 a.m. Board 2 p.m. Caucus	11	12	13	14
15		16	17	18	19	20	21
22		23	24 9 a.m. Board 2 p.m. MST	25	26	27	28
29		30 National Day for Truth and Reconciliation	1	2	3	4	5
OCT	6	7	8 9 a.m. Board 2 p.m. Caucus	9	10	11 PD Day (No Students)	12
	13	14 Thanksgiving	15	16 PSBAA Fall AGM & Conf.	17 PSBAA Fall AGM & Conf.	18 PSBAA Fall AGM & Conf.	19
	20	21	22 9 a.m. Board 2 p.m. MST	23	24	25	26
	27	28	29	30	31	1 PD Day (No Students)	2
	NOV	3	4	5 9 a.m. Board 2 p.m. Caucus	6 Results Review, Plans and Budget	7	8 Board Approved Non-Instructional
10		11 Remembrance Day	12 Board Approved Non-Instructional	13 Teacher's Day in Lieu	14 Central Results Review	15 Central Results Review	16
17 ASBA FGM		18 ASBA FGM	19 ASBA FGM	20 School Results Review	21 School Results Review	22 9 a.m. Audit	23
24		25 School Results Review	26 9 a.m. Board 2 p.m. MST	27	28	29	30
DEC		1	2	3	4	5	6
	8	9	10 9 a.m. Board 2 p.m. Caucus	11	12	13	14
	15	16	17	18	19	20	21
	22	23 Winter Break	24 Winter Break	25 Christmas Day	26 Boxing Day	27 Winter Break	28
	29	30 Winter Break	31 Winter Break				

2025 - JANUARY TO JUNE BOARD CALENDAR

Updated - May 21, 2024

	SUN	MON	TUE	WED	THU	FRI	SAT
JAN				1 New Year's Day	2 Winter Break	3 Winter Break	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21 9 a.m. Board 2 p.m. Caucus	22	23	24	25
	26	27	28	29 PD Day (No Students)	30	31	1
FEB	2	3	4	5	6 PSBAA - Council Meeting	7 PSBAA - Council Meeting	8
	9	10	11 9 a.m. Board 2 p.m. Caucus	12	13	14	15
	16	17 Family Day	18 PD Day (No Students)	19	20	21	22
	23	24	25	26	27 Teacher's Convention	28 Teacher's Convention	1
	2	3	4 9 a.m. Board 2 p.m. Caucus	5	6	7	8
MAR	9	10	11	12	13	14	15
	16	17	18 9 a.m. Board 2 p.m. MST	19	20	21	22
	23	24 Spring B break	25 Spring B break	26 Spring Break	27 Spring Break	28 Spring Break	29
	30	31 PD Day (No Students)	1 9 a.m. Board 2 p.m. Caucus	2	3	4	5
	6	7	8	9	10 PSBAA - Council Meeting	11 PSBAA - Council Meeting	12
APR	13	14	15 9 a.m. Board 2 p.m. MST	16	17 PD Day (No Students)	18 Good Friday	19
	20	21 Easter Monday	22	23	24	25	26
	27	28	29	30	1	2	3
	4	5	6 9 a.m. Board 2 p.m. Caucus	7	8	9	10
MAY	11	12	13	14	15	16	17
	18	19 Victoria Day	20 Board Approved Non- Instructional	21 Teacher's Day in Lieu	22	23 9 a.m. Special Board Meeting (Budget)	24
	25	26	27 9-10:30 a.m. Board 10:30 a.m. Audit 2 p.m. Caucus	28	29	30	31
	1	2	3	4	5	6	7
JUN	8	9 PD Day (No Students)	10 9 a.m. Board 2 p.m. Caucus	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24 9 a.m. Board 2 p.m. MST	25 Last Day of Classes	26 Operational Day (No Students)	27 Summer Break	28
	29	30 Summer Break					

DATE: June 18, 2024

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Delegation of Authority – 2024 Summer Recess

ORIGINATOR: Karen Mills, Director of Board and Superintendent Relations

REFERENCE: [Board Procedures Regulation](#)
[Education Act](#)

ISSUE

Each year, at the conclusion of the last scheduled public Board meeting prior to the summer recess, the Board delegates authority to the Superintendent of Schools to make decisions on behalf of the Board during the summer recess.

BACKGROUND

The first recommendation provides for the calling of special Board meetings during the summer recess in the event that special meetings are necessary for Trustees to address critical matters.

The second recommendation is intended to cover other matters which normally would come to the Board but which the Board is authorized to delegate under Section 52(1) of the *Education Act*.

RELATED FACTS

- The delegation of authority is effective immediately following the June 18, 2024 Organizational Board meeting.

RECOMMENDATION

1. That in accordance with Section 3 of the *Education Act* Board Procedures Regulation, any special Board meetings during the 2024 summer recess be at the call of the Board Chair or, in their absence, the Board Vice-Chair.
2. That in accordance with Section 52(1) of the *Education Act*, effective immediately following the June 18, 2024, Organizational Board meeting, delegation of authority to the Superintendent of Schools to make decisions during the 2024 summer recess on behalf of the Board be approved.
3. That a report of all such decisions be brought to the first public Board meeting in the fall of 2024.

CONSIDERATIONS and ANALYSIS

Should a special Board meeting be required, the Superintendent of Schools will contact the Board Chair or, in their absence, the Board Vice-Chair.

KM:ca

DATE: June 18, 2024

TO: Board of Trustees

FROM: Trustee Marsha Nelson, Governance and Evaluation Committee
Trustee Sherri O’Keefe, Governance and Evaluation Committee, Chair
Trustee Saadiq Sumar, Governance and Evaluation Committee

SUBJECT: 2023-2024 Superintendent of Schools’ Evaluation Summary

RESOURCE STAFF: Karen Mills

REFERENCE: [Board Policy FGB.BP – Evaluation of Superintendent of Schools Trustees’ Handbook](#) – Section 6.1.1 Governance and Evaluation Committee

ISSUE

The Board of Trustees annually provides a summary report to the public of its evaluation of the Superintendent of Schools’ performance for the previous school year.

BACKGROUND

The Board believes that an annual performance evaluation of the Superintendent is a vital process for creating and maintaining a healthy and continuously improving school division. In addition, the Board believes that opportunities for regular ongoing dialogue and feedback between the Superintendent and Trustees help to foster a collaborative working environment critical to a high functioning division.

CURRENT SITUATION

A letter summarizing the results of the 2023-2024 Superintendent of Schools’ evaluation is attached (Attachment I).

KEY POINTS

- The survey and interviews are based directly on the indicators in Alberta Education’s [Superintendent Leadership Quality Standard](#).
- The Superintendent achieved an overall rating of 4.6 out of 5. This represents a rating in the outstanding range and is consistent with his rating since 2021.
- Y Station conducted individual online interviews with eight Trustees and 12 members of the Division Support Team (DST). In addition, an online survey was administered to collect feedback from Division Leadership Meeting (DLM) members, which is composed of central leaders and all school principals.
- The Superintendent continues to be highly regarded by Trustees, DST and DLM members. He is seen as a highly strategic leader, who is constantly searching for innovative solutions that keep the future of the Division and the success of every student at the forefront. He models the core values of accountability, collaboration, equity and integrity.

ATTACHMENTS

ATTACHMENT I May 29, 2024, Summary letter from Y Station Communications and Research

KM:ca



May 29, 2024

Edmonton Public School Board

Re: 2024 Superintendent Evaluation

Y Station has completed the 2024 Superintendent Evaluation of Mr. Darrel Robertson (“the Superintendent”) as requested by the Board of Trustees of the Edmonton Public School Board. Our comprehensive evaluation was comprised of a 360-degree review including all Trustees, the Division Support Team, and the Division Leadership Team. The Superintendent’s performance was rated based on the indicators in the Alberta Education’s Superintendent Leadership Quality Standard.

A mix of virtual interviews and online surveys were used to collect the feedback from a total of 194 participants. Data collection for the in-depth interviews began during the week of March 11, 2024 and concluded on April 8, 2024. Prior to the interviews, Trustees and Division Support Team members completed a survey where they rated the Superintendent on his performance, these results shaped the interview discussions. An overall recap of the results was prepared for the Board.

The Superintendent achieved an overall rating of 4.6 on a scale of 1 to 5. This represents a rating in the outstanding range and reflects previous evaluation results. The Superintendent is perceived to be an exceptional leader by the Board, the Division Support Team and the Division Leadership Team. He is a solution-focused, collaborative leader who approaches challenges with fact-based decisions.

The Superintendent works diligently to anticipate issues and to maximize outcomes for all students within the resource parameters he is given. He is noted for his dedication to achieving the goals set in the strategic plan. He embodies the core values of integrity, equity, collaboration, and accountability. He is a strategic thinker who is constantly searching for innovative solutions that keep the future of the Division and the success of every student at the forefront.

The opportunities for the Superintendent to develop were succession planning to strengthen capacity and balance the workload of all central team members, to continue to support Trustees to debate and explore complex issues. Additionally, Principals noted the desire to have more school visits from the Superintendent.

In summary, the Superintendent continues to be seen as an outstanding leader, with very positive feedback across all stakeholder groups.

Regards,
Tracy With
Partner, Chief of Research & Evaluation
Y Station Communications & Research