



# AGENDA

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

CFE McCauley Chambers  
Tuesday, May 28, 2024  
2 p.m.

## Board Meeting

- A. O Canada
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Approval of the Minutes
  - 1. DRAFT – Board Minutes – May 14, 2024
- G. Recognition
  - 2. Michael A. Strembitsky Awards  
(Information)
- H. 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, May 27, 2024, to speak under this item.)*
- I. Reports
  - 3. Student Senate Work Plan Update  
(Information)
  - 4. Strategic Plan Update: Priority 1  
(Information)
  - 5. ASBA Emergent Position Statement  
(Recommendation)
  - 6. Locally Developed Courses  
(Recommendation)
  - 7. GCA.BP: Approval of the School Year Calendar – Second, Third and Final Reading  
(Recommendation)
  - 8. Request for a Timeline to Update the Standards for Special Education  
(Recommendation)
  - 9. Board Policy HG.BP Student Behaviour and Conduct Annual Review  
(Recommendation)
- J. 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, May 27, 2024, to speak under this item.)*
- K. Other Committee, Board Representative and Trustee Reports
- L. Trustees and Board Requests for Information
- M. Notices of Motion
- N. Meeting Dates
- O. 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****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 14, 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  
Andrea Cooper  
Karen Mills

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 Hancock to provide a land acknowledgement.

Trustee Hancock acknowledged and is thankful for this land on which she has her home and work, and recognized the many Indigenous people who have cared for this land and have woven into it their hearts and lives for generations.

Ninanâskomon - Cree for "I am grateful for", she is grateful for this road of reconciliation, and has been shown much kindness on this learning journey from many elders, kookums, staff and other Indigenous people along the way.

Ninanâskomon, she is grateful for the sharing of their art, dance, music, stories, and traditions which have broadened my appreciation of the richness of their history and culture. And for the opportunities to grow in understanding, and to honor memories of lives past.

Ninanâskomon, she is grateful for this Treaty 6 land where Edmonton resides, for the beauty of the river valley where she regularly walks to rejuvenate and to remember the original caretakers, all the many First Nations, Métis and Inuit whose footsteps have travelled these lands long before her including the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux.

Trustee Hancock said she will continue to embrace opportunities to learn more about the First Peoples' cultures and perspectives and share those learnings with those around her.

**MINUTE BOOK****A. O Canada****B. Roll Call: 2:00 p.m.**

The Superintendent advised that all Trustees were present.

**C. Approval of the Agenda**

**MOVED BY Trustee O'Keefe:**

**"That the agenda for the May 14, 2024, Board meeting be approved as printed."  
(UNANIMOUSLY CARRIED)**

**D. Communications from the Board Chair**

The Board Chair had the privilege of attending an event, alongside Ward D Trustee Trisha Estabrooks, unveiling a new basketball court at Wihkwêntôwin School. She said it was a fantastic example of collaborative efforts, benefiting both the community and students. This project highlights the power of partnerships in creating positive spaces for recreation and learning. Very fitting for a school that embodies "circle of friends".

The Board Chair said the Board had an opportunity to share the story of Edmonton Public Schools at the ASBA Zone 2/3 MLA session, particularly around students with complex needs. Chair Kusiek thanked Trustee Estabrooks for her efforts in helping to organize this advocacy opportunity. These engagements are crucial in showcasing our dedication to student achievement.

The Board Chair shared that many members of the Board attended the State of the City event. She said it won't come as a surprise to many, but the city continues to grow. We're seeing that borne out in Division schools. Thriving cities attract workers and businesses, who are looking for schools for their children. Chair Kusiek is looking forward to the opportunity to keep the conversation going around how the Division can work with the City of Edmonton, business, industry and the Government of Alberta to find ways to accelerate the pace of new school construction for the Division.

The Board Chair and Vice-Chair Jan Sawyer recently had an opportunity to tour MLA Andrew Boitchenko around both L.Y. Cairns and McKee schools. Chair Kusiek thanked principals Angela Blanchette and Errol Johnson for hosting. The tour focused on specialized education in Interactions, Connections and Opportunities classrooms and what inclusion and choice for families look like in the Division. The Board Chair appreciated the opportunity to show the great work of our schools and staff and discuss the opportunities for further investment to support students with diverse learning needs.

## MINUTE BOOK

The Board Chair shared that yesterday, Trustee O’Keefe, Superintendent Robertson and she met with Honourable Minister Muhammad Yaseen, Minister of Immigration and Multiculturalism. He shared the work that the Government of Alberta is doing regarding anti-racism and is appreciative of the excellent work being done at Edmonton Public Schools through our Division Strategic Plan Priority 2, our Anti-Racism, Reconciliation and Equity Plan, multi-faith calendar and more. The Board looks forward to further supporting work towards anti-racism, reconciliation and equity in Edmonton Public Schools and in Alberta.

The Board Chair stated that Trustee Dawn Hancock and she may need to leave the meeting early for another meeting. She appreciates Vice-Chair Sawyer’s willingness to step in and chair the meeting if needed. Everyone’s understanding and cooperation are greatly appreciated as the Board works towards the best interests of Edmonton Public Schools and our students.

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

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

The Superintendent shared that budgets closed for schools and central units at the end of April. He noted it was another tough budget year for the Division. While education funding is increasing, so too are Division costs. The budget will be presented and discussed at next Friday’s special Board meeting, but he wanted to express his sincere thanks and appreciation to leaders across the Division for their thoughts, consideration and student-first lens as they made decisions in order to staff for budget.

The Superintendent stated we’re heading into an extra-long weekend for many of Division staff and students; he expressed his appreciation for everything Division staff continue to do to support student success.

The Superintendent announced that the following principals have been confirmed, effective September 1, 2024:

- April Aitken, Ekota
- Satinder Basra, Weinlos
- Tamie Beattie, Queen Alexandra
- Cathy Burrows, Donnan
- Jon Carstensen-Sinha, Coronation
- David Close, Mill Creek
- Kathleen Durance, Garneau
- Chelsea Erdmann, Dickinsfield
- Carmen Geissler, Forest Heights
- Darin Johnson, Talmud Torah
- Jennifer Kozak, Lendrum
- Terri Leedell, Evansdale
- Ana Paulino, Britannia
- Karen Teague, Riverdale
- Tracy Tucker, Parkallen
- Tracy Warawa, Lee Ridge
- Marnie White, Rutherford
- Bobbi Whitrow, Abbott

**MINUTE BOOK****F. Approval of the Minutes**

1. Board Meeting – April 16, 2024
2. Special Board Meeting – April 30, 2024

**MOVED BY Trustee Nelson:**

**“That the minutes of the Board meeting held April 16, 2024 and Special Board meeting held April 30, 2024, all be approved as printed.”**  
**(UNANIMOUSLY CARRIED)**

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

The Board of Trustees heard from four registered speakers regarding the Seclusion and Physical Restraint Update report.

**H. Reports**

3. Report #08 of the Caucus Committee (From the meeting held March 5, 2024)

Information was provided regarding actions taken at the March 5, 2024, Caucus Committee meeting.

4. Report #11 of the Caucus Committee (From the meeting held April 9, 2024)

Information was provided regarding actions taken at the April 9, 2024, Caucus Committee meeting.

5. Centre for Education Capital Plan

**MOVED BY Trustee Nelson:**

**“That the Board of Trustees grant approval to Division Administration to move forward with addressing the most pressing Centre for Education capital needs (Years 1–4, approximately \$8.5 million).”**

**MOVED BY Trustee Sumar the motion be amended:**

**“That the Board of Trustees grant approval to Division Administration to move forward with addressing ~~all of the most pressing~~ Centre for Education capital needs ~~(Years 1–4, approximately \$8.5 million)~~ (Years 1–8, approximately \$16 million).”**

The Board Chair called the question to the amendment.

**IN FAVOUR: Trustee Sumar**

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

**MINUTE BOOK**

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

6. Student Transportation Fees for 2024-2025

Trustee Estabrooks asked Administration to provide the Board of Trustees with an update, in fall of 2024, on the work/partnership with the City of Edmonton on the low-income bus passes.

**MOVED BY Trustee Hole:**

**“That the 2023–2024 Student Transportation Fee Schedule be maintained for 2024–2025, as outlined in the table below.”**

**Proposed 2024-2025 Transportation Fees**

Transportation Service	Monthly Fee
Kindergarten to Grade 12 students taking ETS	<b>\$55</b>
Kindergarten to Grade 12 students taking yellow bus	<b>\$30</b>
Pre-Kindergarten to Grade 12 students who need additional care or specialized supports when taking yellow bus	<b>\$0</b>

**(UNANIMOUSLY CARRIED)**

There was a short break in the meeting.

Board Chair Kusiek and Trustee Hancock left the meeting at 4:02 p.m. Vice-Chair Sawyer chaired the remainder of the meeting.

7. 2024-2025 Non-Resident and Special Needs Sponsorship Fees and  
2025-2026 International Student Fees

**MOVED BY Trustee Estabrooks:**

**“That the proposed 2024-2025 Non-Alberta Resident fees and the Special Needs Sponsorship fees as outlined on Attachment I be approved.”**

**(UNANIMOUSLY CARRIED)**

**MOVED BY Trustee Estabrooks:**

**“That the proposed 2025-2026 International Student Tuition fee and International Student Application fee as outlined on Attachment I be approved.”**

**(UNANIMOUSLY CARRIED)**

Board Chair Kusiek and Trustee Hancock were not present for the votes on the recommendations.

**MINUTE BOOK**

8. Gaps in Funding: Enrolment/Inflation  
(Response to Request for Information #021)

Information was provided regarding the Request for Information #021.

9. Board Policy HFA.BP Sexual Orientation and Gender Identity

**MOVED BY Trustee Sumar:**

**“That Board Policy HFA.BP Sexual Orientation, Gender Identity, and Gender Expression be read for the first time and be approved for stakeholder feedback.”  
(UNANIMOUSLY CARRIED)**

Board Chair Kusiek and Trustee Hancock were not present for the vote.

10. Seclusion and Physical Restraint Update

An annual update on the use of seclusion and physical restraint was reported. This is the third year for the collection of comprehensive physical restraint data across all schools.

11. Bereavement

Vice-Chair Sawyer reported on the passing of Mr. Victor (Aaron) Kucher.

**I. Other Committee, Board Representatives and Trustee Reports**

Trustee Estabrooks shared that she attended several school council meetings in the past couple of weeks. She expressed gratitude to principals who shared with parents and school council members some tough budget conversations and decisions. Principals are preparing their school communities for larger class sizes and sharing the message that the Division has long been talking about, which is the current funding formula is inadequate and penalizes growing school divisions.

Trustee Estabrooks expressed gratitude to Forest Heights and Rutherford School Councils for their hard work at the recent Alberta School Councils' Association annual general meeting. Forest Heights School Council put forward a motion, which passed, related to playground funding. Rutherford School Council put forward a motion, which also passed, related to advocacy to the government around transparency on infrastructure decisions.

Trustee Estabrooks shared that the Board Chair and she attended a fabulous and fun event at École Wìhkwèntòwin School with the WNBA, where an art mural was unveiled at the school's basketball court. She said it was great to meet the artist, Rashelle Campbell, and to share in the celebration with Wìhkwèntòwin Principal Sheelagh Brown and some student athletes.

### MINUTE BOOK

Trustee Estabrooks stated that this Thursday she will be hosting a Ward D drop-in event at Mandolin Books at 7 p.m. She looks forward to chatting with parents and constituents about their visions for public education and answering any questions they may have.

Trustee Sumar shared a few highlights from Ward G and also across Edmonton Public. He highlighted the work of the Student Senate in putting together the EPSB Clubs Summit hosted at McNally High School during a Division PD day. He noted that some of the insights shared by students were quite brilliant and thanked Administration for their support in putting it all together.

Trustee Sumar thanked his colleagues, Division staff, parents, and community members for coming out to the Parent Appreciation Night. Quite a few parents, community members, and families took part in the event at the Telus World of Science.

Trustee Sumar gave a quick shout out to W.P. Wagner for bringing back Wag-a-thon, an annual fundraiser, which raised over \$70,000 for Second Chance Animal Rescue Society.

Trustee Sumar thanked the staff from Thelma Chalifoux and TD Baker Schools and Corey Wells in particular for organizing the Elder and Youth Gathering. It was a great way for Elders and youth to be able to connect while they break bread and go back to traditional ways of passing on information. There will also be some great art coming out of the gatherings and he's looking forward to what they end up putting together.

Trustee Hole shared that she was able to join the Alberta School Councils' Association (ASCA) as they celebrated 95 years of great work at their Conference and Annual General Meeting on April 26 and 27. ASCA is a member-driven association, representing voices from across the province. The ASCA board and member school councils adopted some important resolutions in support of students, families and public education in Alberta.

Trustee Hole expressed many thanks to the 18 school councils from Edmonton Public who participated in person or by proxy in the AGM. She also congratulated four EPSB school councils for their work in presenting the following resolutions which were adopted with support from the membership.

- **Kensington School Council** with resolutions on:
  - *Funding for More Assessments of Learning Disabilities*
  - *Improving Indoor Air Quality (IAQ) in Alberta Classrooms and Shared Environments*
- **Forest Heights School Council** with two resolutions on:
  - *Equity in Playground Funding*
- **Bisset School Council** with two resolutions on:
  - *Opposing the Alberta Government's Proposed Policies Re: "Preserving Choice for Children and Youth"*
- **Rutherford Elementary School Council** with a resolution:
  - *Request for Emergency Multi-tiered Taskforce to Ensure Public School Space for All Students*

A [full list of Advocacy Resolutions](#) presented by school councils and the ASCA board can be found on their website [albertaschoolcouncils.ca](http://albertaschoolcouncils.ca). Additional highlights of those which were adopted included:

- Seven motions to Preserve Safe Spaces for 2SLGBTQIA+ Students



**MINUTE BOOK**

- Integrating Climate & Biodiversity Education Throughout the Curriculum from K-12
- Preserving Non-partisan Elections for Alberta School Board Trustees
- Enhanced Reporting of Class Size and Complexity

**J. Trustees and Board Requests for Information - None**

**K. Notices of Motions - None**

**L. Next Board Meetings: Special Board meeting Friday, May 24, 2024, at 9 a.m. and  
Board meeting Tuesday, May 28, 2024, at 2 p.m.**

**M. Adjournment: 5:51 p.m.**

**The Vice-Chair adjourned the meeting.**

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Julie Kusiek, Board Chair

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Karen Mills, Director Board and  
Superintendent Relations

**DATE:** May 28, 2024

**TO:** Board of Trustees

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

**SUBJECT:** Michael A. Strembitsky Award of Excellence

**ORIGINATOR:** Carrie Rosa, Managing Director, Communications

**RESOURCE STAFF:** Cathy MacDonald, Carrie Rosa

**REFERENCE:** [Board Policy AGA.BP – Recognition of Students, Staff, Parents and the Community](#)  
[Administrative Regulation HI.AR – Recognition of Students](#)

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## ISSUE

Every year, each Division high school may nominate a student for the Michael A. Strembitsky Award of Excellence. A selection committee adjudicates the nominees based on the award’s criteria and selects three recipients.

## BACKGROUND

The Michael A. Strembitsky Award of Excellence was established to honour the Division’s longest-serving superintendent, Michael A. Strembitsky. A gold, silver and bronze medallion and cheques in the amount of \$2,000, \$1,500 and \$1,000 respectively are presented to the three Grade 12 students who best exemplify the award criteria.

## CURRENT SITUATION

Each of the following nominees will be acknowledged and receive a plaque.

<b>Name</b>	<b>School</b>
Emily Berg Noskiye	Academy at King Edward
Noorinder Kaur	Centre High Campus
Chelsea Kwon	Dr. Anne Anderson School
Madi Halton	Eastglen School
Hiwot Gebremedhin	Edmonton Christian High School
Kendall Li	Harry Ainlay School
Jules Ng	J. Percy Page School
Khadija Hasan	Jasper Place School
Essica Cheung	Lillian Osborne School
Clark Hunter	M. E. LaZerte School
Taylor Aitkin	McNally School
Zaedra Vollman	Millwoods Christian School
Elizabeth Chen	Old Scona School
Eyas Kadri	Queen Elizabeth School
Tajaswi Bhandari	Ross Sheppard School
Cristina Iordache	Strathcona School

Athena Annika Reyes  
Blair Sprague  
Naman Gautam

Victoria School  
Vimy Ridge Academy  
W. P. Wagner School

The bronze, silver and gold Michael A. Strembitsky Award of Excellence recipients will be announced by the Board Chair at the public Board meeting on May 28, 2024.

CR:cm

**DATE:** May 28, 2024

**TO:** Board of Trustees

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

**SUBJECT:** Student Senate Work Plan Update

**ORIGINATOR:** Karen Mills, Director, Board and Superintendent Relations

**RESOURCE STAFF:** Sean Jones, Nancy Petersen, Wanas Radwan

**REFERENCE:** [November 7, 2023 Board Report: Student Senate 2023-2024 Work Plan](#)

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## ISSUE

The Student Senate is presenting to the Board of Trustees the final update on their work in support of their 2023-2024 Work Plan.

## BACKGROUND

At the November 7, 2023, public Board meeting, Student Trustees shared with the Board that, through a review of previously collected data and a survey of their peers, they found that students were most interested in sub-topics under the overarching umbrella of mental health. The responses led to the formation of four initial working groups: Podcast, Networking, Media and Mixed.

Student Senator working groups then developed a preliminary plan for a project of their choice. To support this work, students completed a “Frames of Reference” activity. This activity invited students to consider the following questions:

- What goals and priorities from the Division’s Strategic Plan does our project address?
- Is the scope of the work we are planning to pursue within our locus of control?
- What steps need to be taken to ensure we can complete this project within the provided time frame (November 2023 to May 2024)?

## CURRENT SITUATION

By the end of the November meeting, the Student Senate had decided to pursue four projects: a Club Summit; a podcast discussing mental health, media coverage, and body image issues youth face; a brochure to highlight digital learning tools; and a workshop to ignite students’ passion for education.

Student Senators also had opportunities to learn more about the Division as a whole and to get some expert tips. Staff from the Division’s EnviroMatters Office provided a presentation on EcoSchools and environmental initiatives being taken in the Division. Over the course of two meetings, staff from the Division’s TIPS (Technology, Integration & Planning Supports) Team spoke with the students about digital citizenship and shared best practices to inform their projects. Student Senators also enjoyed having the Trustees join them for supper and conversation in December.

The final meeting of this year's Student Senate is June 12. This meeting will serve as a transition between this year's Student Senate members and next year's senators.

## KEY POINTS

- For their 2023-2024 work plan, the Student Senate selected topics under the umbrella of mental health.
- To carry out their work, Student Senators formed four smaller groups, based on the approach they wish to take for their work: presentation, media, mixed approach or networking.
- The groups are completing the following projects:
  - a Club Summit
  - a podcast discussing mental health, media coverage, and body image issues youth face
  - a brochure to highlight digital learning tools
  - a workshop to ignite students' passion for education through relationship building
- All materials are being shared on the Student Senate website.

SJ:KMNP:WR:km

**DATE:** May 28 , 2024

**TO:** Board of Trustees

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

**SUBJECT:** Strategic Plan Update: Priority 1

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

## RESOURCE

**STAFF:** Clarice Anderson, Corbett Artym, Marnie Beaudoin, Kim Diggie, Graeme Dowdell, Husna Foda, Thomas Gillard, Sean Jones, Heather Langenhahn, Owen Livermore, Ann Parker, Cynthia Pharis, Sunita Sas, Soleil Surette, Jon Yin

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## ISSUE

As part of the Division’s accountability and assurance framework, this Strategic Plan Update reports on progress towards Priority 1 of the 2022–26 Strategic Plan, *“Build on outstanding learning opportunities for all students”* with a focus on Goal 2 *“Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes”* and Goal 3 *“Promote competencies to empower students to meet the needs of a changing society, workforce and climate.”* These goals support the intended outcome of Priority 1, which is that the growth and success of every student is supported throughout their journey from Kindergarten to high school completion and beyond.

## BACKGROUND

In 2022, Edmonton Public Schools launched the new Division Strategic Plan for the 2022-26 term. The Division Strategic Plan has three priority areas with supporting goals and outcomes. The plan provides common direction and alignment between the work of the Board of Trustees, the Superintendent of Schools and Division staff. The plan serves as the foundation for a Division culture of evidence-based decision making, assurance and accountability.

To demonstrate the Division’s commitment to transparency and accountability, Strategic Plan Update reports were introduced in 2016–17 as an extension of the Annual Education Results Report (AERR). The reports are intended to provide the Board of Trustees with updates on progress towards the goals and outcomes of our Strategic Plan.

## CURRENT SITUATION

Education does not exist in isolation and, as we experienced with the pandemic, outcomes are influenced by the context around us. As we continue to move forward from the learning disruption caused by COVID-19, the 2022–23 school year was the first year where normal operations were fully restored. Within this context, our patterns of achievement are not unusual as they reflect trends that can be observed globally. At the same time, the return to normal operations enabled more opportunities for collaboration and experiential learning as well as opportunities to work with community partners, strengthening students’ overall school experiences.

This Strategic Plan Update Report provides the Board of Trustees with an overview of Division students’ literacy and numeracy results through the lens of social complexity (following up on the March 23, 2021, [Literacy and Numeracy Strategic Plan Update](#)) and surfaces actions being taken across the Division in support of our vision of *enhancing pathways for student success*. The report includes an update on year two of the Equity Achievement Project and a Career Pathways highlight.

**KEY POINTS**

This Strategic Plan Update Report provides the Board of Trustees with an overview of the Division's comprehensive approach in support of Priority 1 with a focus on Goal 2 and Goal 3.

**ATTACHMENTS and APPENDICES**

ATTACHMENT I Strategic Plan Update: Priority 1

NP:mh

# Strategic Plan Update Report: Priority 1

*May 28, 2024*



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# Introduction

As part of the Division’s accountability and assurance framework, this Strategic Plan Update reports on progress towards Priority 1 of the 2022–26 Strategic Plan, “Build on outstanding learning opportunities for all students” with a focus on Goal 3 “Promote competencies to empower students to meet the needs of a changing society, workforce and climate.” This focus will highlight the work of Career Pathways and demonstrate how the model aligns with and supports the direction set out in the Premier’s [mandate letter](#) regarding education in Alberta released on July 25, 2023.

Additionally the report will revisit the analysis of Division achievement data provided in the March 23, 2021, [Strategic Plan Update: Literacy and Numeracy](#) report, which for the first time presented Division data through the lens of social complexity in an effort to better understand patterns of achievement across EPSB. The March 23 report was the catalyst to the Equity Achievement Project (EAP). This report will include the year two EAP evaluation and an update on how the work of EAP has influenced literacy and numeracy efforts beyond the 41 schools participating in the project. This work provides a snapshot into the Division’s progress in support of Priority 1, Goal 2 “Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes”.



**2022–26**  
**Division Strategic Plan**

Priority 1	Priority 2	Priority 3
<b>Build on outstanding learning opportunities for all students.</b>	<b>Advance action towards anti-racism and reconciliation.</b>	<b>Promote a comprehensive approach to student and staff well-being and mental health.</b>
<b>Goal 1</b> Recognize and support the diverse learning needs of all students.	<b>Goal 1</b> Work with students, staff, families and communities to update and advance the Division’s Anti-racism and Equity Action Plan each year, so it serves as the catalyst for meaningful, long-term systemic change.	<b>Goal 1</b> Support students and staff in building skills, strategies and relationships that contribute to positive mental health.
<b>Goal 2</b> Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes.	<b>Goal 2</b> Support and enhance the educational experiences and achievements of First Nations, Métis, and Inuit students in relationship with First Nations, Métis, and Inuit families and communities.	<b>Goal 2</b> Support students and staff so they experience a greater sense of belonging and social, emotional and physical well-being.
<b>Goal 3</b> Promote competencies to empower students to meet the needs of a changing society, workforce and climate.		

# Career Pathways Highlight

Embedded in Strategic Plan Priority 1, the Career Pathways Model (*see Figure 1; next page*) was introduced in the Division in 2014 and has come to life through the collective efforts of schools and the central Career Pathways team. The Career Pathways Model engages students from Kindergarten to Grade 12, through the phases—Awareness, Understanding and Readiness—that support student growth and success from early learning through to high school completion and beyond in meaningful and relevant learning opportunities that reduce barriers and open doors to future possibilities. Students develop a curiosity about the world around them and make connections to potential career pathways, preparing them for the transition from high school to the world of work, post-secondary education or community living.

At its core, the Career Pathways Model supports student learning in tangible, real-world contexts, underpinned by a network of strategic partnerships spanning businesses, post-secondary institutions and community organizations. This approach enriches learning experiences and also supports students' preparation to meet the challenges of the future, and *empowers each student to live a life of dignity, fulfillment, empathy and possibility*. This intent aligns with and supports the direction set out in the Premier's [mandate letter](#) regarding education in Alberta released on July 25, 2023.

Since its inception, the Career Pathways Model has continued to evolve and develop driven by stakeholder engagement.<sup>1</sup> In 2018, further refinement saw the introduction of the four Career Pathways Guiding Principles<sup>2</sup> (*see Table 1*) that emerged from comprehensive engagements with over 1,000 stakeholders—a diverse group encompassing staff, students, parents, community members and industry representatives. The four principles: programming, future focussed, community connections and authentic experiences echo the Division's commitment to supporting growth and success for all students. Through forging partnerships, cultivating inclusive and stimulating learning environments and encouraging active community participation, collectively, the principles lay a solid foundation for achieving the Division's Vision of *enhancing pathways for student success*, steering the Division towards realizing a full spectrum of possibilities for every student's growth and achievement.

**Table 1.** Career Pathways Guiding Principles

Programming	Future Focused	Community Connections	Authentic Experiences
Innovative learning approaches that are embedded across curricula	Adapting to ever-changing environments and realities	Building relationships with parents, community and businesses that intentionally connect students to experiences and potential career pathways	Engaging students through meaningful and relevant experiences that connect learning to career pathways

The Career Pathways Model is mapped across three phases that support student growth and success from Kindergarten through to high school completion and beyond. It highlights the learning already happening in schools by connecting the learning that students are doing to the world around them. The Career Pathways Model is a philosophy and approach that prepares students for the future by helping them learn about themselves and their strengths and interests, setting goals, developing transferable skills and competencies and preparing to successfully transition beyond high school through the Model's phases—Awareness, Understanding and Readiness.

<sup>1</sup> Career Pathways Model Update ([EPSB, 2015](#))

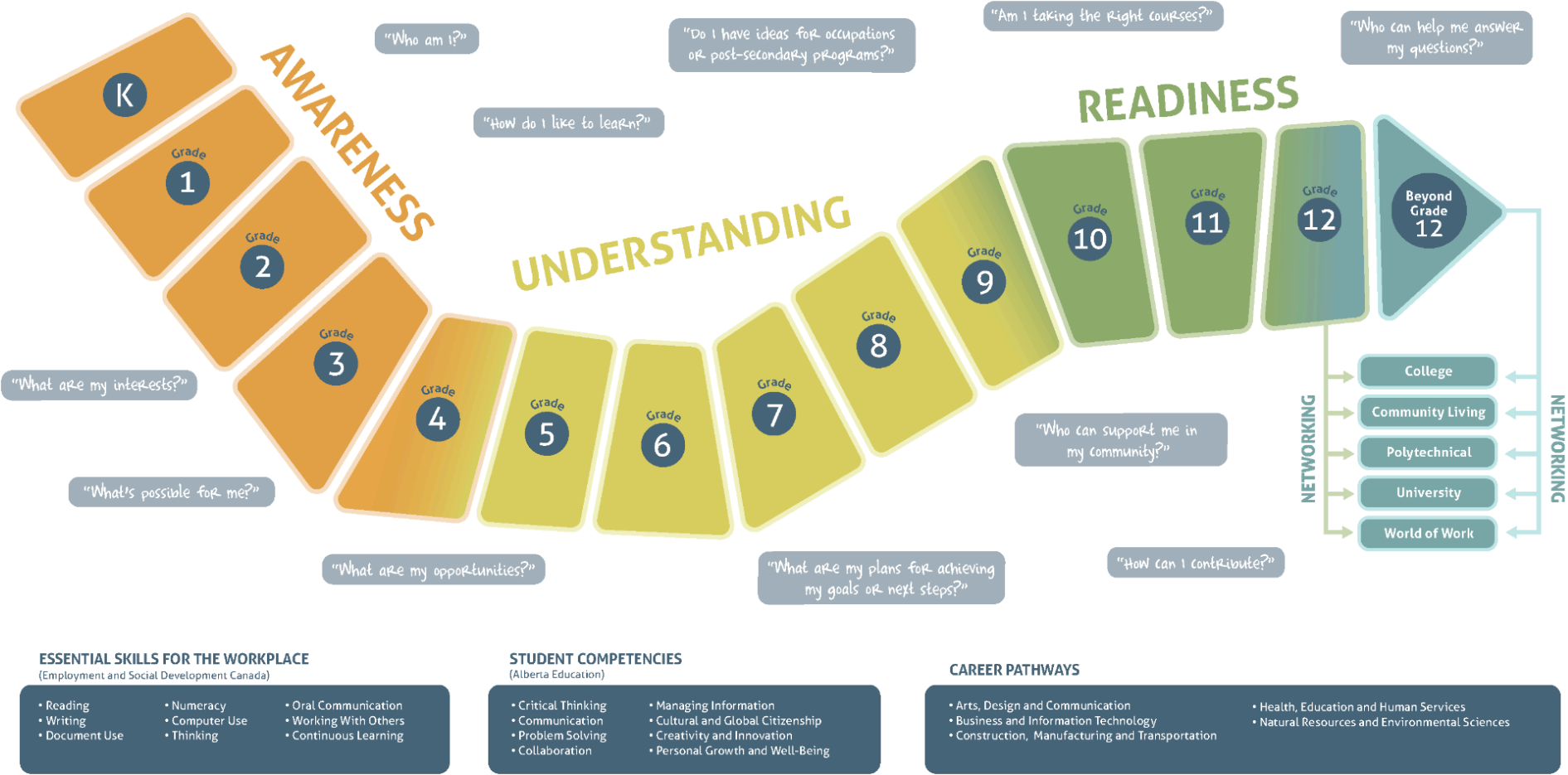
<sup>2</sup> Strategic Plan Update Report: Success Beyond Schooling ([EPSB, 2018](#))

**Figure 1. Edmonton Public School's Career Pathways Model (2018)**

The Career Pathways Model fosters growth and success for every student by supporting their journey from early learning through high school completion and beyond, and enhances public education through communication, engagement and partnerships.

The Career Pathways Model is about building awareness, understanding and readiness for a pathway that helps students find dignity and fulfillment in life.

Conversations about Career Pathways will take place throughout a student's journey.



C19 (SEPT 26, 2018)

## Phase 1: Developing Awareness (Kindergarten to Grade 4)

The Awareness Phase in the Career Pathways Model focuses on students from Kindergarten to Grade 4 embarking on the initial journey of self-discovery, where they begin to identify their likes, dislikes, passions and interests. This stage is characterized by immersive learning experiences that connect students' inquisitiveness to the broader world. For instance, through engaging in learning across a range of curricular subject areas students begin to identify their strengths and interests (e.g., arts, sciences, humanities, physical education, etc.).

Classroom activities and community-based initiatives like the Community Marketplace, help students to connect their learning to the world beyond the classroom. For example, a Grade 2 social studies lesson might explore the evolution of their community, enhanced by a visit from a civil engineer or community planner, thus linking their learning directly to tangible career paths and the real world.

Launched in 2016, the Community Marketplace bridges classroom learning with the world outside of the classroom. It brings community members into Kindergarten to Grade 12 classrooms, facilitating career exploration aligned with curriculum outcomes and helps students to see how what they are learning connects to different career pathways.

Similarly, when students participate in instructional approaches such as project-based learning, they research a topic in depth, solve real world problems and represent their learning in creative and innovative ways. Such experiences in the Awareness Phase lay the groundwork for students' continuous engagement with their education, becoming aware of personal strength and interests, connecting their learning to the world around them and building the competencies necessary for future success.

**Over 7,600** students  
were reached through **261**  
**interactions** across Division  
schools through the **Community**  
**Marketplace**, during the  
2022–23 school year.

## Phase 2: Shaping Understanding (Grades 5 to 9)

As students progress to the Understanding Phase of the Career Pathways Model spanning Grades 5 to 9, their journey through education continues with further self-discovery. This period is marked by an enhanced exploration of personal interests and passions, facilitated through a range of experiential learning opportunities. This exploration allows students to start to refine their preferences and forge initial ideas regarding their future directions.

One way that schools support the Understanding phase is through the Career & Technology Foundations (CTF) curriculum. Designed for students in Grades 5 to 9, this optional CTF curriculum provides students with the opportunity to explore their passions and interests as well as related career possibilities and occupations.

In this phase, students are presented with opportunities to navigate various career pathways, combining curricular learning with real-world applications. This continues the tradition of hands-on experiences established in earlier grades and also supports students in setting goals, particularly as they prepare for the transition to high school. Utilizing tools such as MyBlueprint, students in Grade 9 can articulate and revise their high school plans, taking a proactive step towards realizing their future goals.

## Phase 3: Building Readiness (Grades 10 to 12)

Finally, in the last phase of the Career Pathways Model, students in Grades 10 to 12 focus on their readiness for life beyond high school. Students learn to set goals and further develop the skills, knowledge and attitudes that increase their readiness to successfully transition beyond high school to the world of work, post-secondary or community living. Through an emphasis on goal setting and the development of competencies, students are free to experiment, try new things and take risks.

In this stage, students engage with a variety of learning opportunities aimed at enhancing their readiness for the next chapter of their life, and select courses that support their transition to post-secondary, the world of work or community living. They may participate in Career and Technology Studies (CTS), fine arts, sciences, languages, locally developed courses (LDCs) or other courses that align with their goals and help prepare them for the future. Students have the opportunity to explore off-campus education opportunities such as [Work Experience](#) courses or the [Registered Apprenticeship Program \(RAP\)](#). Additionally, Campus EPSB and dual credit opportunities allow students to earn both high school and post-secondary credits or credentials, bridging the transition to their life beyond Grade 12. From Grades 10 to 12, students continue to set goals, select courses and programs that align to their interest, passions and plans to support a successful transition to the world of work, community living or post-secondary studies.

### Advancing the Mandate Letter Priorities

The Premier's mandate letter to the Minister of Education includes several priorities aimed to enhance educational opportunities for students and support their journey from Kindergarten to Grade 12 with the goal of transitioning from high school to a life of dignity, fulfillment and possibilities. Edmonton Public Schools' Career Pathways Model illustrates the Division's strategic approach to advancing these priorities. There are many school and central supported Career Pathways learning opportunities that align with the priorities outlined in the mandate letter. The Division would like to profile the following four opportunities that illustrate our commitment to *enhancing pathways for student success*: Career & Technology Foundations, The Educational Partnership Foundation, Campus EPSB and Career Day.

#### Career & Technology Foundations (CTF)

The mandate letter outlines the importance of access to CTF opportunities for students. Beginning in Grade 5 and continuing through to Grade 9, the CTF [curriculum](#) enables students to explore their passions and interests through career-connected programming. By engaging in activities such as planning, designing and implementing solutions to real-life challenges, students develop an understanding of various industries, connect their learning to the real world and learn about related career pathways possibilities. To support schools with planning and implementing responsive programming, a Student Interest Survey is administered with the support of the Division's Career Pathways team. Every two years, students from Grades 7 to 12 participate in the [Student Interest Survey](#). The data collected is used by schools and the Career Pathways team to help with developing programming and fostering partnerships that will support learning opportunities aligned with student interest and demand.

As an example of this, 20 different junior high schools took part in a design challenge with the Edmonton Construction Association (ECA). Students were asked to repurpose materials to create a product that made their schools a better place. Students in construction classes built a range of items for their school communities including toys, benches and storage units. As part of this collaboration, ECA generously donated up to \$4,000 worth of tools and materials to each participating school's construction class.

## Edmonton Public Schools and The Educational Partnership Foundation (TEPF)

The mandate letter signals the priority of increasing student access to education and training opportunities in the skilled trades. In alignment with this priority, Edmonton Public Schools works closely with [TEPF](#). Through this collaborative endeavour, students are offered hands-on learning opportunities across various skilled trades, conducted at off-campus locations with training by industry experts. This initiative introduces students to high-demand careers, equipping them with work integrated learning, gaining skills in a range of trades areas and attaining micro-credentials while earning work experience high school credits.

**32** students participated in opportunities with TEPF industry partners in the 2022–23 school year.

*Each cohort has a capacity of 12 students.*

During the 2022–23 school year, the following opportunities were available to students through this partnership:

- Introduction to Electrical and Pipe Trades
- Exploring Trades in Metalworking
- Boilermaker, Carpentry and Mechanical Insulator Summer opportunities

Upon completion of this work experience opportunity, students may choose to continue their apprenticeship training through RAP. The RAP program enables students to earn high school credits, wages and on the job apprenticeship hours for a head start toward journeyman certification after high school.

## Campus EPSB

Campus EPSB is aimed at increasing student access to specialized programming and facilities. Campus EPSB enables students to travel to another Division high school for a single semester and engage in an immersive learning opportunity in a field of interest.

[Campus EPSB](#) is designed to provide students with another way to earn high school and post-secondary credits, gain industry credentials, advance in their studies or prepare for further education. Campus EPSB courses are tailored to meet both student interests and the current industry demands.

**131** students engaged in **Campus EPSB** courses during the 2022–23 school year.

Campus EPSB single semester offerings for the 2022–23 year included:

- Automotive Service Technician
- Community Care
- Cosmetology
- Culinary Arts
- Exploring Aviation
- Performing Arts



## Career Day

The mandate letter signals the importance of opportunities such as Career Fairs to help students to set goals and plan for their future. The Division annually hosts an online Career Day for students from Grades 7 to 12. This day is a collaborative endeavour between schools and is supported by the Division's Career Pathways team.

On February 17, 2023, the fourth annual Career Day featured over 100 sessions across all five career pathways:

- Art, Design and Communication
- Business and Information Technology
- Construction, Manufacturing and Transportation
- Health, Education and Human Services
- Natural Resources and Environmental Sciences

The day included 45-minute sessions with time for questions and answers moderated by EPSB staff. Career Day serves to provide students with insights into various career pathways and to facilitate connections between students and industry professionals and/or organizations. Many catchments and schools also organize career day events that enable students to explore the many options available to them in the world of work.

At least **31** schools participated with an estimated **5,000** students throughout the day.



# Literacy and Numeracy

## Achievement Data Through the Lens of Social Complexity

The Division revisited the analysis of achievement data presented in the [March 23, 2021, Strategic Plan Update Report](#) using Provincial Achievement Tests (PATs), Highest Level of Achievement for writing (HLATs) and CAT4 data from 2022–23, with this most recent analysis paralleling the original findings from 2021 (see [Appendix A](#) for a complete overview of this analysis). These results align with the body of research examining the relationship between socioeconomic status and educational achievement. Generally, as the social vulnerability index (SVI) ranking of a school increases (i.e., signaling decreasing social complexity), students in those schools have higher levels of achievement. This pattern of achievement is predictable across assessment measures (i.e., PATs, HLATs, CAT4s), grades and across specific student cohorts (English as an Additional Language, self-identified First Nation, Métis and Inuit students and students with special education coding).

## Equity Achievement and Literacy and Numeracy Projects

Informed by research, the EAP is a strategic and intentional response to ensure children in some of Edmonton’s most socially complex communities are set up for success in school, and ultimately in life. The project’s approach and actions in its second year are intended to continue to build towards progress on achievement of the EAP’s overarching goal for intentional support of student learning, leading to improved academic outcomes for our most vulnerable students.

Reflecting the research, year two continued to strengthen and build capacity in high impact, research-informed instructional practices and school leadership, while also focusing on observing growth in learner behaviour, in students’ self-efficacy as readers, writers and mathematicians and achievement data. The [Year Two Evaluation Report](#) provides a review of this work and the promising early results from 2022–23.

In the spring of 2023 schools were invited to participate in the Literacy and Numeracy Achievement Project (LNAP)—an evidence-based initiative focusing on writing and mathematical reasoning, and building off of the professional learning (PL), strategies and lessons learned through EAP. Beginning in the fall of 2023, LNAP schools carried forward the role of the lead teacher and participated in literacy and numeracy PL including key strategies identified through EAP as having high efficacy in support of student learning. Additionally, schools were supported through access to evidence-based literacy and numeracy resource hubs and communities of practice.

The PL and resources developed through both EAP and LNAP are incorporated into broader PL opportunities for teachers and leaders across the Division and made available through the internal EAP resource site. These opportunities and resources contribute to the Division’s supports for high quality evidence-based teaching and learning that are outlined in the following section.

Students reported math is something they enjoyed most about the year. Hands on, lots of group work, so neat to see math learning in this way, no more worksheets.

—EAP Math lead teacher

# Supports for High Quality Teaching and Learning

Literacy and numeracy form the foundation for successful living, learning and participation in society. Evidence suggests that proficiency in literacy and numeracy are key determinants of educational outcomes, which in turn significantly influence earning potential, career trajectory and overall quality of life.<sup>3</sup> Higher levels of achievement in Kindergarten to Grade 12 education are associated with greater school engagement, high school completion and more successful transitions to post-secondary education or the world of work.<sup>4</sup>

## Evidence-based Strategies

Supporting every student on their unique learning journey is foundational to the Division’s progress towards Priority 1 of the Strategic Plan. Foundational to these efforts are evidence-based practices within the construct of the cycle of improvement. Every year, teachers use data to help inform programming and monitor student progress in literacy and numeracy. By being responsive to students through Tier 1 (universal) approaches, teachers engage with a range of instructional strategies that support and address their students’ learning needs. Beginning in the fall and continuing throughout the school year, teachers monitor for progress. This information helps teachers to differentiate classroom instruction, identify students requiring additional support or possibly intervention and track the individual growth of each student. This approach supports a learning environment where all students can cultivate the necessary skills and abilities to excel on their own learning journey. The following table highlights many of the evidence-based practices used across Division classrooms that serve as the foundation to Tier 1 programming for all students and enable teachers to be responsive to the individual learning needs of each student.

As set out in Table 2, Division teachers are continuously evolving their evidence-based teaching practices in the areas of literacy and numeracy.

**Table 2.** Highlights of evidence-based practices for literacy and numeracy learning being used across Division classrooms

Literacy Learning	Numeracy Learning
<p>As teachers implement the new Kindergarten to Grade 6 English Language Arts and Literature (2022) curriculum, they use a range of effective, explicit whole class and small group strategies to support student growth such as:</p> <ul style="list-style-type: none"> <li>● Targeted small group reading and writing support</li> <li>● Systematic and sequential phonics instruction</li> <li>● Integrated phonemic awareness and phonics instruction</li> <li>● Interactive read-alouds with think-alouds</li> <li>● Interactive writing</li> <li>● Modeled reading and writing skills, strategies and behaviours</li> <li>● Specific vocabulary instruction and strategies to determine word meanings</li> <li>● Comprehension strategy instruction (e.g., comprehension monitoring, inferring, text structure)</li> </ul>	<p>The implementation of the new Kindergarten to Grade 6 Mathematics (2022) curriculum provided further opportunity for teachers to implement research-based, whole class and small group instructional processes across a range of aspects of mathematical learning including:</p> <ul style="list-style-type: none"> <li>● Mathematical representations, such as:               <ul style="list-style-type: none"> <li>○ concrete materials, manipulatives and tools</li> <li>○ pictures</li> <li>○ numbers and symbols</li> <li>○ graphs and charts</li> </ul> </li> <li>● Engaging in reading, writing and oral communication of mathematics</li> <li>● Number talks and problem strings</li> <li>● Computational and mental math strategies</li> <li>● Vocabulary development</li> </ul>

<sup>3</sup> Lane & Conlon, 2016; Education at a Glance 2015: OECD Indicators; OECD Skills Outlook 2013; OECD Skills Matter: Additional results from the Survey of Adult Skills.

<sup>4</sup> Rothman and McMillian, 2003

- Peer collaboration (e.g., partner reading, echo reading, turn and talk, peer editing)
- Visual supports (e.g., anchor charts, graphic organizers, mentor texts, checklists)

- Using reasoning to solve problems

## Building Capacity through Professional Learning

PL offered across the Division is focused on providing teachers with skills and strategies to enhance literacy and numeracy learning. In addition to supporting teachers to further enhance their classroom practice, PL has the goal to develop capacity in school leaders to provide instructional leadership in literacy and numeracy. The research-based practices shared as part of the multi-year EAP provides an example of how the Division activates the key learnings from one body of work to inform the ongoing professional development offered to all schools.

Table 3 provides examples of PL opportunities available to staff from Curriculum and Learning Supports (CLS) and Specialized Learning Supports (SLS) throughout the 2022–23 school year.

**Table 3.** Examples of literacy and numeracy professional learning opportunities offered by CLS and SLS

Literacy PL offered by CLS or SLS	Numeracy PL offered by CLS or SLS
<ul style="list-style-type: none"> <li>● 10 Things You Need to Know About Teaching Phonics</li> <li>● A Recipe for Effective Vocabulary Instruction in Grades Kindergarten–2 Classrooms</li> <li>● Building on Foundations: Grades Kindergarten–1</li> <li>● Comprehensive Conventional Literacy for Students with Complex Needs (SLS)</li> <li>● Comprehensive Literacy: Emergent Literacy for Students with Complex Needs (SLS)</li> <li>● Developing the Word Solving Skills of Beginning Readers</li> <li>● Educational Assistants Supporting Literacy</li> <li>● Educational Assistants Supporting Students’ Literacy in Elementary</li> <li>● Enhancing Letter Learning</li> <li>● Foundations of Secondary Language Arts</li> <li>● From Speech to Literacy: The Role of Metalinguistic and Phonological Awareness (SLS)</li> <li>● High Impact Literacy Practices: For Students with Learning Disorders (SLS)</li> <li>● High Leverage Literacy Practices in Multilingual Classrooms</li> <li>● Implementing the New Grades Kindergarten-3 English Language Arts and Literature Curriculum</li> <li>● Introducing Clicker: Developing Independence with Literacy Skills through Supplementary Software (SLS)</li> <li>● Introduction to Guided Reading/Small Group Reading</li> <li>● Language and Literacy Project—Session 1, 2 &amp; 3 (SLS)</li> <li>● Lifting the Level of Writing in Your Classroom (Grades 1–6)</li> <li>● Literacy Foundations: Grades Kindergarten–1;</li> </ul>	<ul style="list-style-type: none"> <li>● Assessment Planning for the New Curriculum</li> <li>● Centering on Math Manipulatives—Dice, Pattern Blocks and Tangrams (Grades Kindergarten–3)</li> <li>● Centering on Math Manipulatives—Dice, Pattern Blocks and Tangrams (Grades 4–6)</li> <li>● Comprehensive Numeracy for Students with Complex Needs—Part 1 (SLS)</li> <li>● Fraction Fun for Early Learners (Grades Kindergarten–3)</li> <li>● Grade 2 Mathematics—New Curriculum Community of Practice</li> <li>● High Impact Mathematical Strategies and Models for Computation (Grades 4–9)</li> <li>● Introduction to a Guided Approach to Math—Fall Series (Elementary)</li> <li>● Introduction to a Guided Approach to Math—Spring Series (Elementary)</li> <li>● Introduction to a Guided Approach to Math—Winter Series (Elementary)</li> <li>● Junior High Math: Data Distribution, Perspectives</li> <li>● Junior High Math: Redefining Geometry</li> <li>● Junior High Math: Understanding Equality</li> <li>● LDF: An Overview of a Guided Approach to Math for School Leaders</li> <li>● Literacy and Numeracy Programming for Leaders</li> <li>● Loving Literature in Your Math Classroom (Grades Kindergarten–3)</li> <li>● Math Fair: Making it Happen!</li> <li>● Mathematics Resources, PL and Supports</li> <li>● Maximizing Math Cards (Grades Kindergarten–3)</li> </ul>

- Reading; Word Study; Writing
- Middle Years Literacy Intervention (MYLI) Initial Teacher Training
- Off to a Great Start: Literacy Instruction (Grades Kindergarten–1)
- Oral Language: Practical Tips and Tricks for Effective Talk
- Oral Storytelling: Using Indigenous Picture Books to Promote Oral Language Skills in the Classroom
- Oral Traditions in the New ELAL Curriculum
- Phonological awareness in the FIM classroom
- Planning for Literacy Interventions
- PreDLM—Intervention Overview
- Reading, Writing, Speaking: the Metacognitive Connection—Junior High
- Supporting Below Grade Level Readers
- Supporting English Language Learners with Literacy in the Elementary Classroom
- Teach Morphology Across the Day
- Teaching Phonics in Grades Kindergarten–3 Classrooms
- Teaching Reading Comprehension in Grades Kindergarten–2 Classrooms
- Vocabulary—More Than Just Definitions (Elementary)
- New Curriculum Spotlight on: Mathematical Word Problems. What’s the story?
- Numeracy Interventions Planning for Grades 1, 2, 3
- Pre-DLM: An Overview of a Guided Approach to Math (Elementary) for School Leaders
- Pre-DLM: Navigating Divisional PL, Resources and Supports for Mathematics
- Pre-DLM: First Steps in Math Overview
- Spotlight on: Math New Curriculum (Div II)

Staff have the opportunity to participate in PL through multiple means, providing flexibility and responsiveness to a range of learning needs and styles. This occurs through PL opportunities offered by both internal and external providers at a Division level, a catchment level, a school level and staff’s self-directed learning choices. Together these four layers of PL support building staff capacity and confidence in Tier 1 (universal) classroom instructional processes that research confirms are foundational to student learning and achievement.

## A Closer Look at Division Data

Education does not exist in isolation and, as we experienced with the pandemic, outcomes are influenced by the context around us. As we continue to move forward from the learning disruption caused by COVID-19<sup>5</sup>, the 2022–23 school year was the first year to fully return to normal operations. Within this context, our patterns of achievement are not unusual as they reflect trends that can be observed globally ([Lewis & Kuhfeld, 2023](#), [Measuring Up: Canadian Results of the OECD PISA 2022 Study](#)). The Division continues to move forward from the pandemic disruption with its intentional efforts to support every student where they are at in their learning journey. These efforts include monitoring for growth and progress.

The following figures (2a–c) provide a snapshot of student growth and achievement by looking at student results on the CAT4 from the fall of 2022 to the fall of 2023. For this analysis the Division compared CAT4 stanine data for a matched cohort of students who were in Grade 4 in the fall of 2022 and in Grade 5 in the fall of 2023. This cohort wrote the assessments at their grade level and had valid results in both years. This cohort represented 86.2 per cent of all Grade 4 students who completed the grade-level test in reading, 86.7 per cent of students for math and 86.6 per cent of students for computation and estimation.

<sup>5</sup> [Naff, Williams, Furman-Darby, & Yeung, 2022; Whitley, Beauchamp, & Brown, 2021.](#)

The following figures indicate the number and percentage of students achieving at each stanine, with the fall 2022 results represented in the bottom set of bars and the fall 2023 results in the top set of bars. The stanine scores present data on a nine-point scale, where:

- Stanine scores of 1, 2 and 3 are considered below average
- Stanine scores of 4, 5 and 6 are considered average
- Stanine scores of 7, 8 and 9 are considered above average

For the purpose of this analysis stanines scores are colour coded as follows:

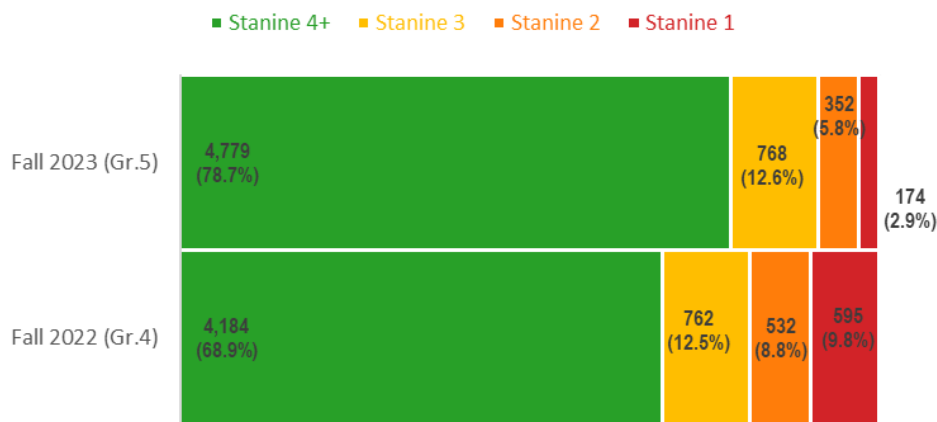
	Stanine scores 4–9 green bar		Stanine score of 2 orange bar
	Stanine score of 3 yellow bar		Stanine score of 1 red bar <sup>6</sup>

This comparison illustrates how Division students have progressed from the fall of 2022 to the fall of 2023 and generally indicates improvement as evidenced by the upward movement of students within stanines. Overall there are fewer students in stanines 1 through 3 and more students achieving at stanine 4 or higher. For students not yet achieving at stanine 4 there is evidence of growth upwards, as the data for fall 2023 shows fewer students achieving at stanines one or two within the majority of the cohorts.

Results for Grades 5 to 6 and Grades 6 to 7 can be found in [Appendix B](#).

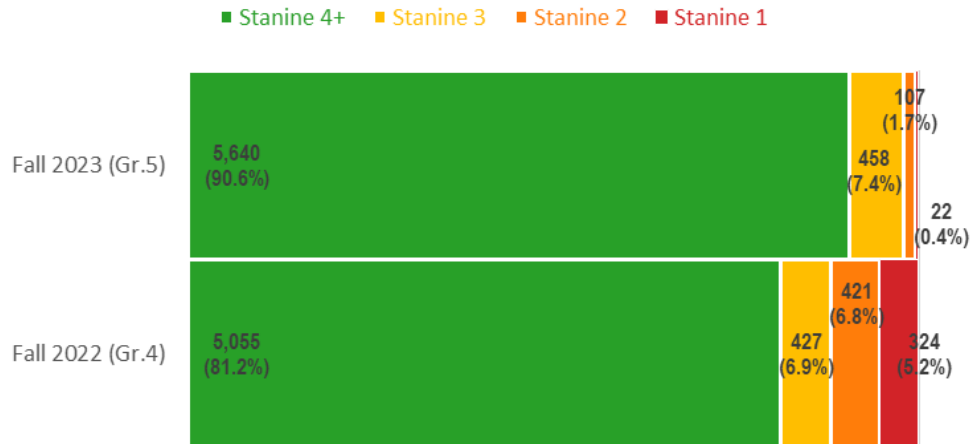
**Figures 2a–c.** CAT4 results for a matched cohort of students from fall Grade 4 to fall Grade 5

a) CAT4 Reading: progression of matched cohort of students from **Grade 4 to Grade 5**

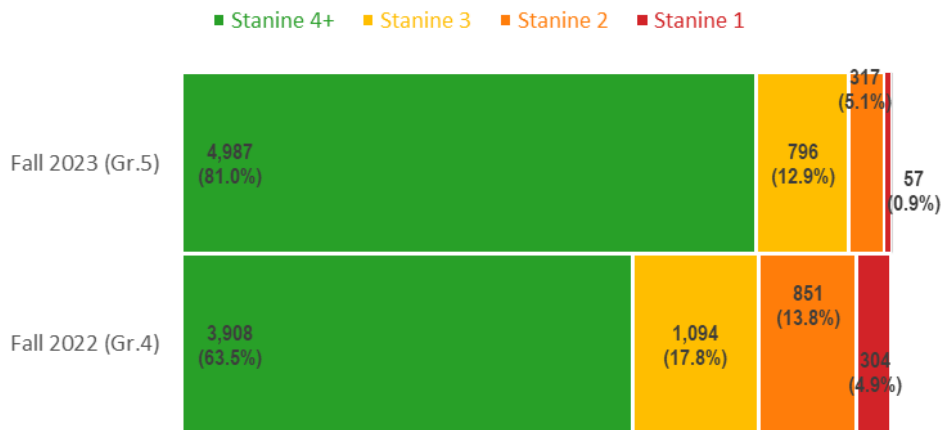


<sup>6</sup> Note that when stanine 4 (red bar) constitutes less than 1 per cent of students, the bar representing them in the figures is sometimes so thin it can be difficult to see.

b) CAT4 Math: progression of matched cohort of students from **Grade 4 to Grade 5**



c) CAT4 Computation & Estimation: progression of matched cohort of students from **Grade 4 to Grade 5**



# Conclusion

The Division has embedded the Career Pathways Model into classroom learning, emphasizing awareness, understanding and readiness for over a decade. This framework spans across all three priorities of the Division's Strategic Plan. Aligning with the Division's commitment to literacy and numeracy, this focus on career pathways is designed to equip students with the knowledge, skills and competencies to support successful transitions beyond high school to the world of work, community living or post-secondary learning. This framework serves a foundation to an educational environment that prepares students for lifelong success and adaptability in an evolving world. The commitment to awareness, understanding and readiness empowers each student to live a life of dignity, fulfillment, empathy and possibility.

Supporting high quality literacy and numeracy learning is fundamental to Kindergarten to Grade 12 education and to the continuous growth and success of each student in preparation for life beyond high school. This report extends from the results presented in the Annual Education Results Report, highlighting a sampling of the intentional work across the Division that builds on evidence-based practices that support the ongoing growth and success of each student on their journey from early learning to high school completion and beyond.

## Next Steps

### Career Pathways

- Continue to support career pathways opportunities in alignment with the new curriculum and in support of the Premier's mandate letter.
- Continue to review data sources in collaboration with schools to identify and support innovative student learning opportunities (e.g., student interest data, labour market demand, etc.).
- Continue to explore industry and community partnerships and opportunities to support experiential and responsive learning opportunities.

### Equity Achievement Project

- In Year 3 of the EAP (2023–24), participating schools have selected an area of focus for literacy and for mathematics that reflects their local context. These focuses support school communities in deepening their knowledge and practice in support of their students' learning.
- Continue to refine teaching and learning practices through the literacy and numeracy resources and supports provided in collaboration with CLS consultants.
- Continue to build knowledge and capacity around research exploring student achievement in socially complex school communities.

### Literacy and Numeracy

- In 2023–24, LNAP was established to extend the literacy and mathematics frameworks developed for the EAP across the Division. Twenty-two schools are participating.
- Continue support of new curriculum implementation through PL and resources.
- Continue to apply and integrate learnings from EAP and LNAP across the Division through catchment conversations and the integration of PL and resources.



# Appendix A—PATs, HLATs and CAT4 Social Complexity Analysis

The charts in Appendix A provide a high level overview of Division literacy and numeracy results analyzed within the context of social complexity. The context of this analysis is set out in Table 4 and the complete set of charts reflecting the full analysis across all three data sets follows.

**Table 4.** Analyzing achievement results through the lens of social complexity.

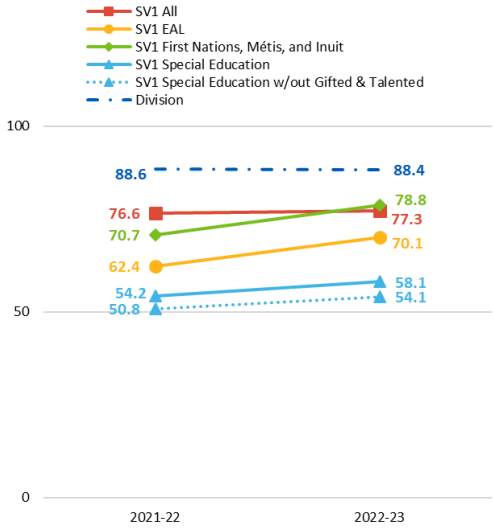
Social Complexity (social vulnerability index—SVI)	Provincial Achievement Tests (PATs) and Highest Level of Achievement Test (HLAT— writing)	CAT4—Nationally normed assessment
<p>The SVI is an evidence-based measure that takes into account three factors that research has demonstrated have a direct impact on school success:</p> <ul style="list-style-type: none"> <li>• Student mobility (Division data)</li> <li>• Median family income (Census data)</li> <li>• Lone parent family status (Census data)</li> </ul> <p>The analysis of achievement data through the lens of social complexity is conducted by using the Division’s SVI ranking to assign schools into four groupings: SVI 1 consists of the 60 most complex schools, and the remainder of the Division’s schools are then divided between SVI 2 through 4 (with SVI 4 being the least complex).</p>	<p>For PAT and HLAT data sets, the SVI groupings have been further disaggregated into the following demographic cohorts of students:</p> <ul style="list-style-type: none"> <li>• All students in the SVI grouping (red square).</li> <li>• English as an Additional Language (EAL) (yellow circle).</li> <li>• Self-Identified First Nation, Métis and Inuit students (green diamond).</li> <li>• All students with special education coding (light blue triangle).</li> <li>• Students with special education coding excluding the gifted and talented code (light blue triangle and dotted line).</li> <li>• All Division students are represented by the dashed blue line.</li> </ul>	<p>Fall CAT4 data, from students writing their grade level assessments, in reading, mathematics and computation and estimation has been analyzed through the lens of the four SVI groupings (but not into any further demographic groupings).</p> <ul style="list-style-type: none"> <li>• SVI 1 (violet circle—most complex)</li> <li>• SVI 2 (teal diamond)</li> <li>• SVI 3 (orange triangle)</li> <li>• SVI 4 (navy square—least complex)</li> <li>• Division (dashed blue line)</li> <li>• Normed Canadian average (dotted black line)</li> </ul>

Overall, the results highlighted below parallel those in the [March 23, 2021](#), report. The lower the social complexity ranking of a cohort of schools, the higher the academic outcomes of their students.



**Figures 3a–h. Grades 6 and 9 English Language Arts (ELA) PAT by SVI and demographic subgroups.**

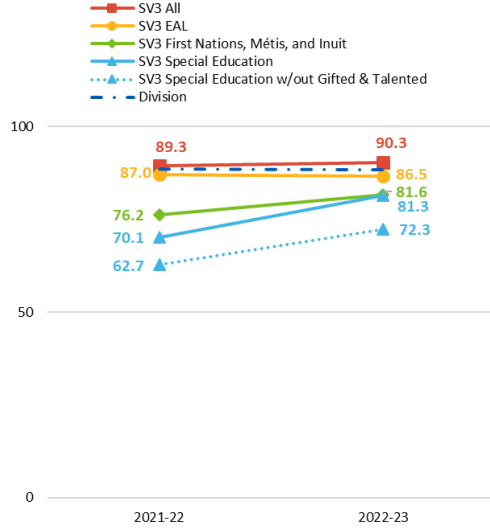
a) Grade 6 ELA PAT (% Acceptable & Excellence) - SVI 1



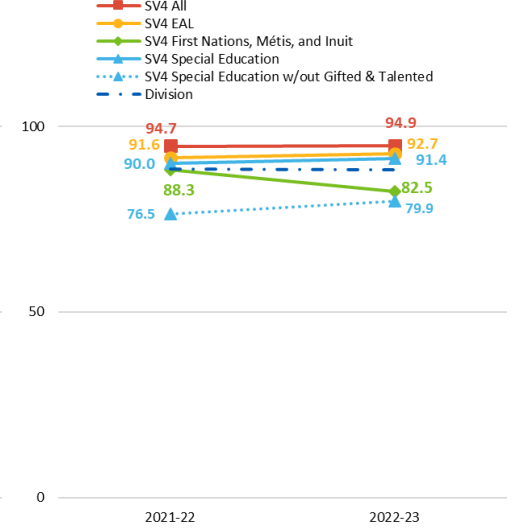
b) Grade 6 ELA PAT (% Acceptable & Excellence) - SVI 2



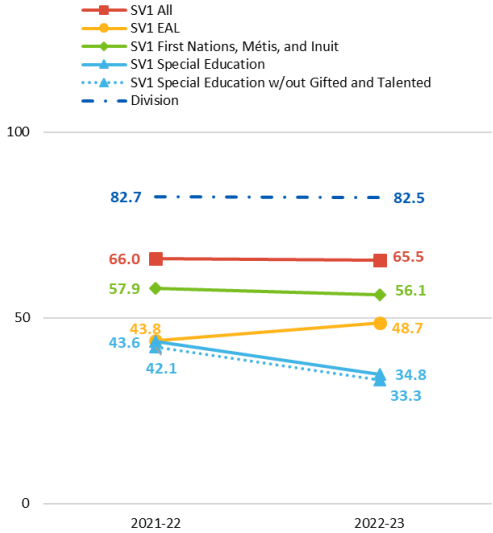
c) Grade 6 ELA PAT (% Acceptable & Excellence) - SVI 3



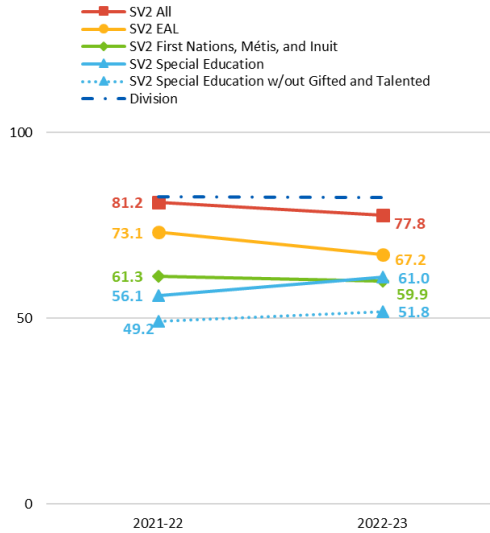
d) Grade 6 ELA PAT (% Acceptable & Excellence) - SVI 4



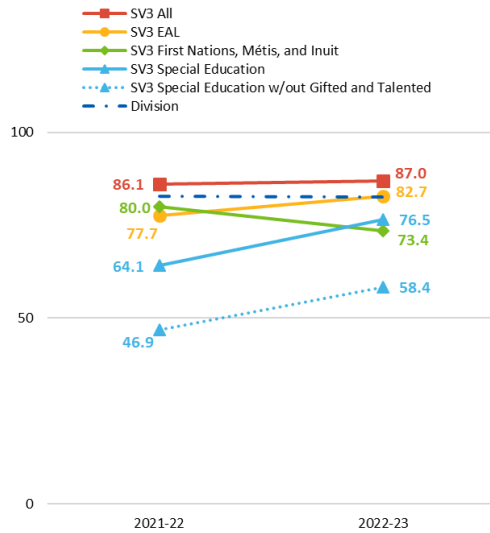
e) Grade 9 ELA PAT (% Acceptable & Excellence) - SVI 1



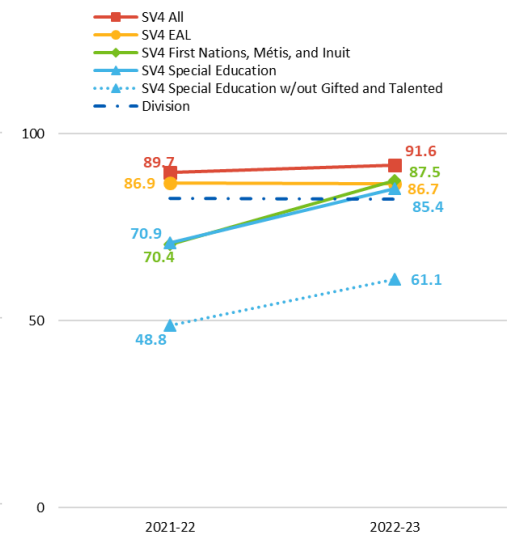
f) Grade 9 ELA PAT (% Acceptable & Excellence) - SVI 2



g) Grade 9 ELA PAT (% Acceptable & Excellence) - SVI 3

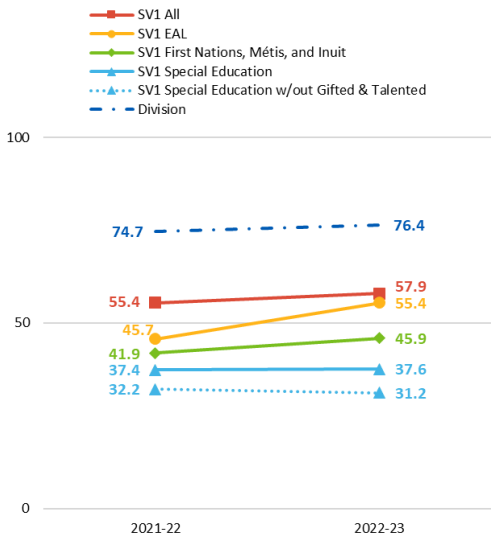


h) Grade 9 ELA PAT (% Acceptable & Excellence) - SVI 4

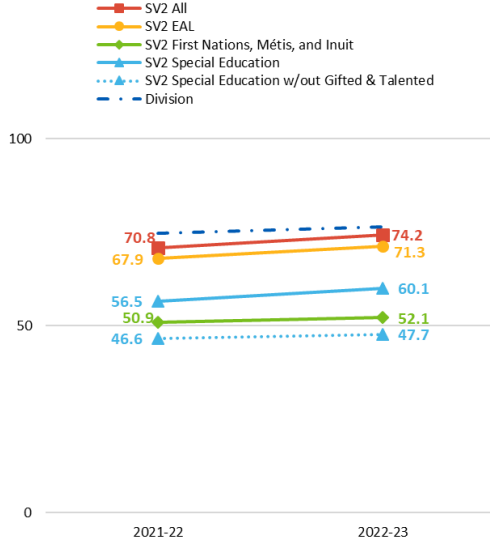


**Figures 4a–h. Grades 6 and 9 Mathematics (Math) PAT by SVI and demographic groups.**

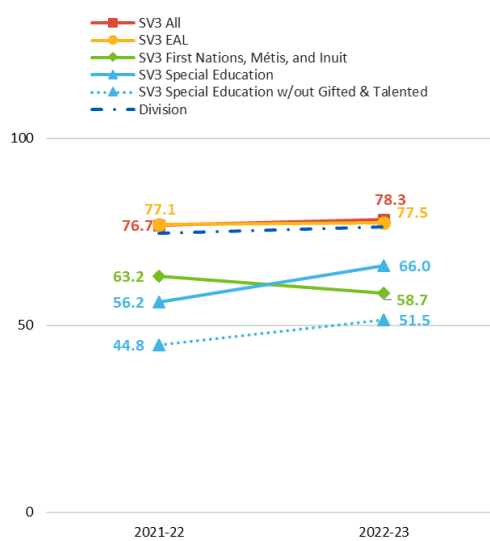
a) Grade 6 Math PAT (% Acceptable & Excellence) - SVI 1



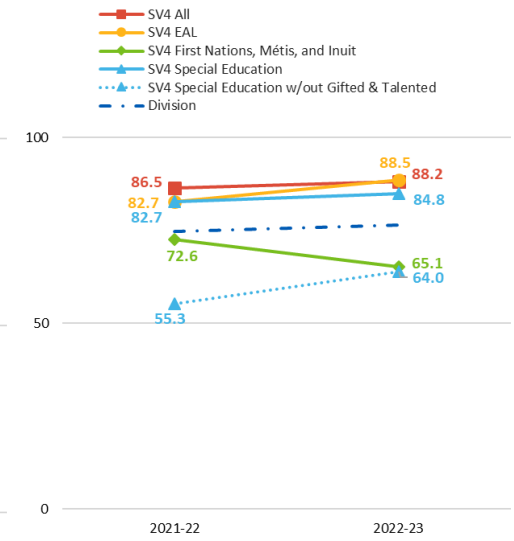
b) Grade 6 Math PAT (% Acceptable & Excellence) - SVI 2



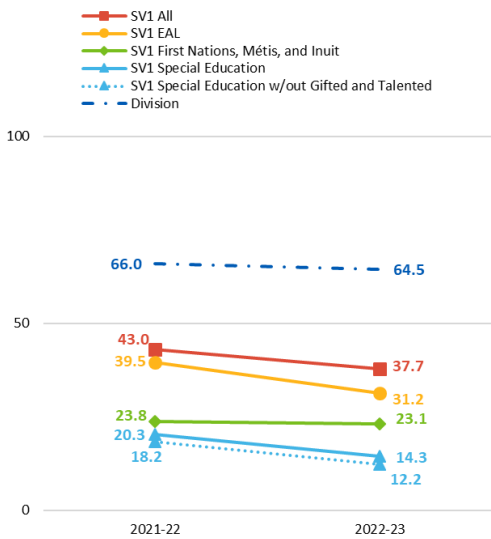
c) Grade 6 Math PAT (% Acceptable & Excellence) - SVI 3



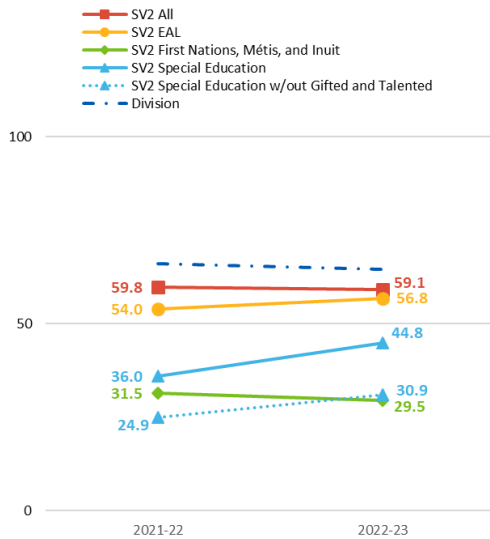
d) Grade 6 Math PAT (% Acceptable & Excellence) - SVI 4



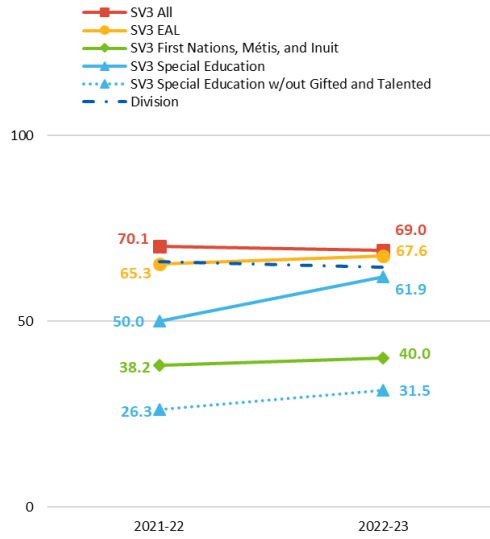
e) Grade 9 Math PAT (% Acceptable & Excellence) - SVI 1



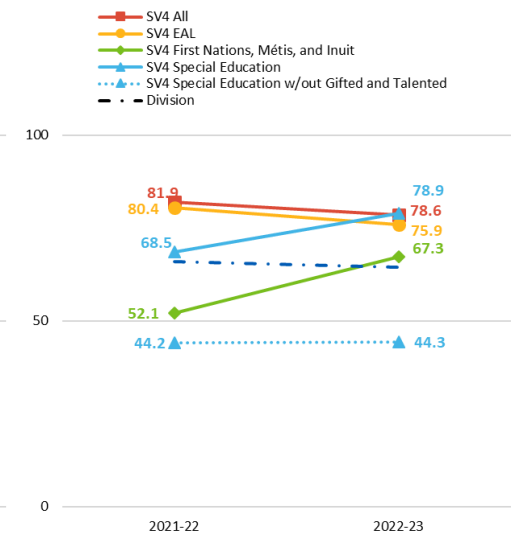
f) Grade 9 Math PAT (% Acceptable & Excellence) - SVI 2



g) Grade 9 Math PAT (% Acceptable & Excellence) - SVI 3

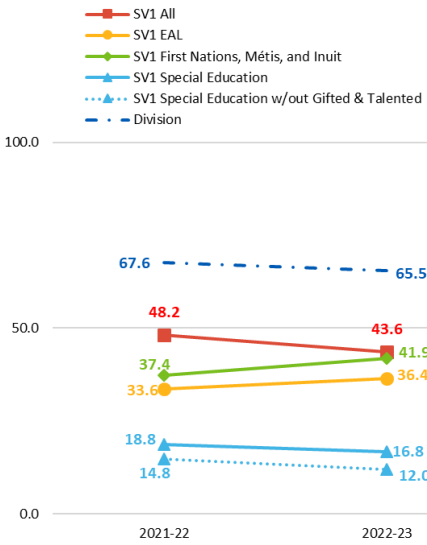


h) Grade 9 Math PAT (% Acceptable & Excellence) - SVI 4

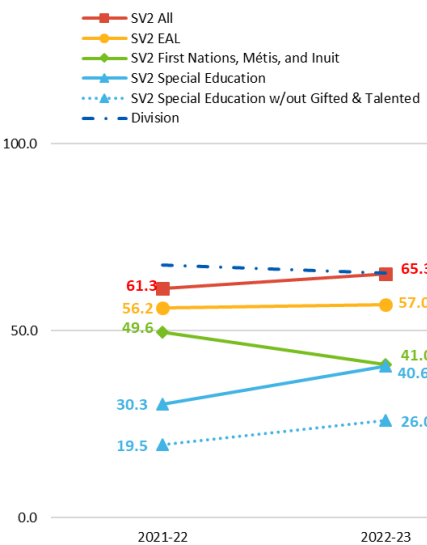


Figures 5a–h. Grades 6 and 9 HLATs by SVI and demographic groups.

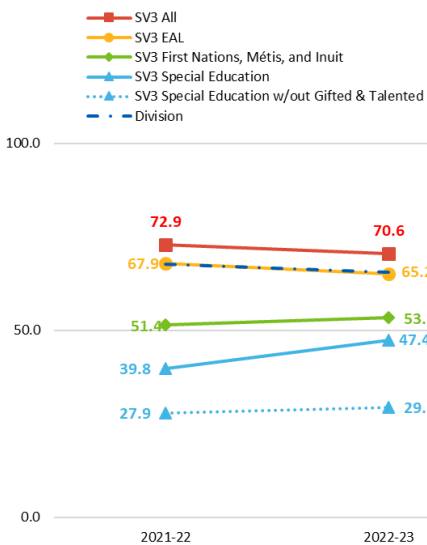
a) Grade 6 HLATs (% At & Above Average) - SVI 1



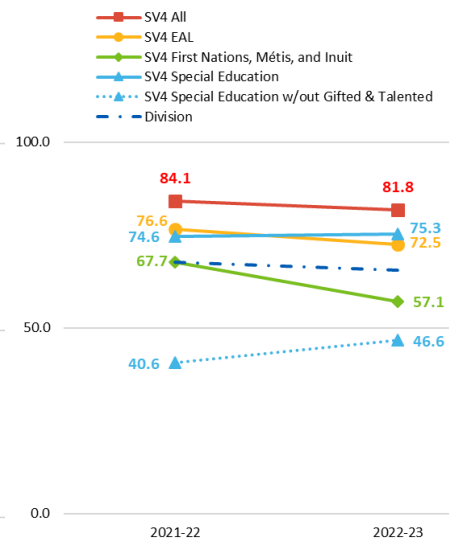
b) Grade 6 HLATs (% At & Above Average) - SVI 2



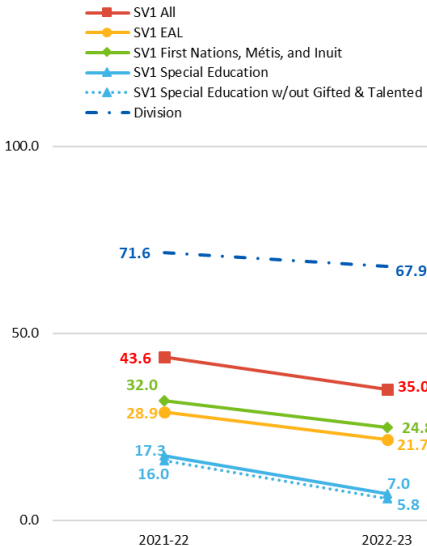
c) Grade 6 HLATs (% At & Above Average) - SVI 3



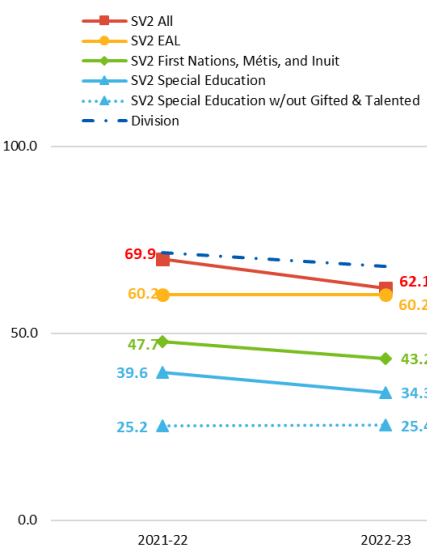
d) Grade 6 HLATs (% At & Above Average) - SVI 4



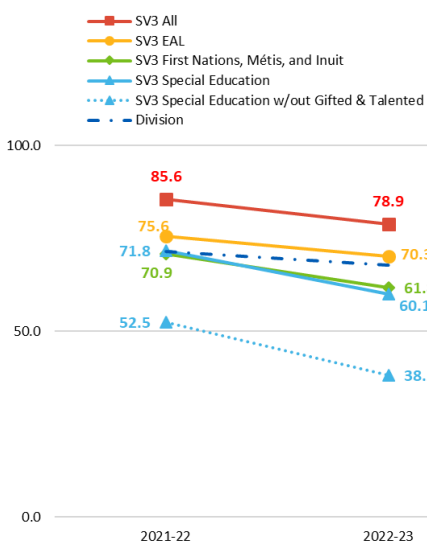
e) Grade 9 HLATs (% At & Above Average) - SVI 1



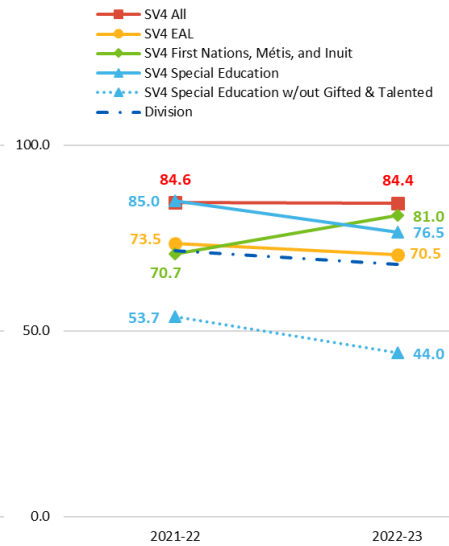
f) Grade 9 HLATs (% At & Above Average) - SVI 2



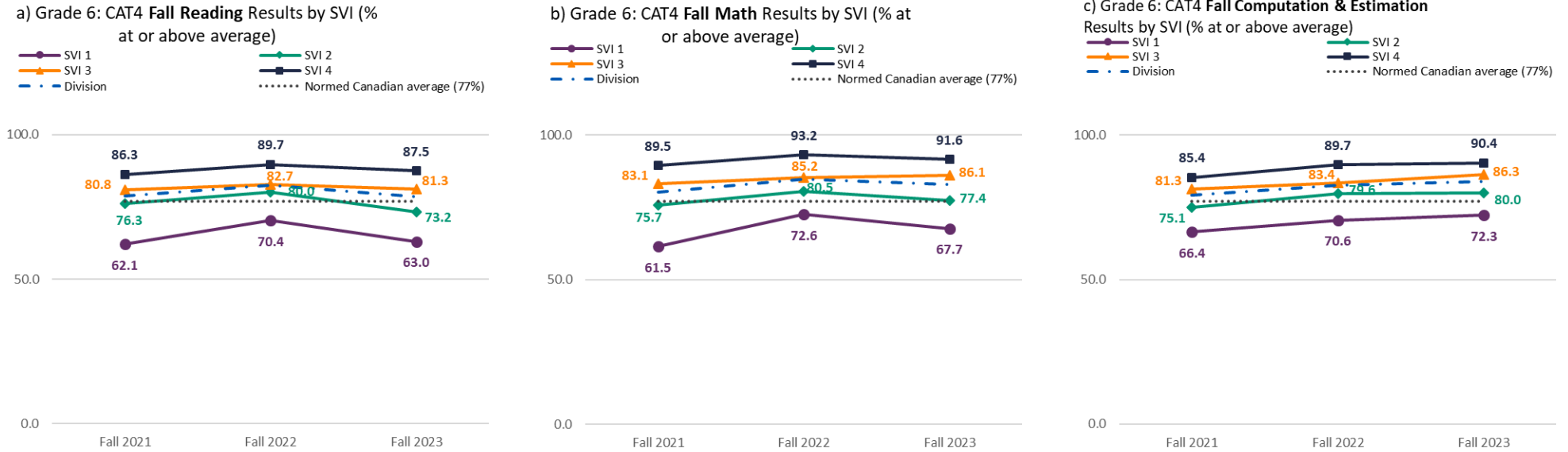
g) Grade 9 HLATs (% At & Above Average) - SVI 3



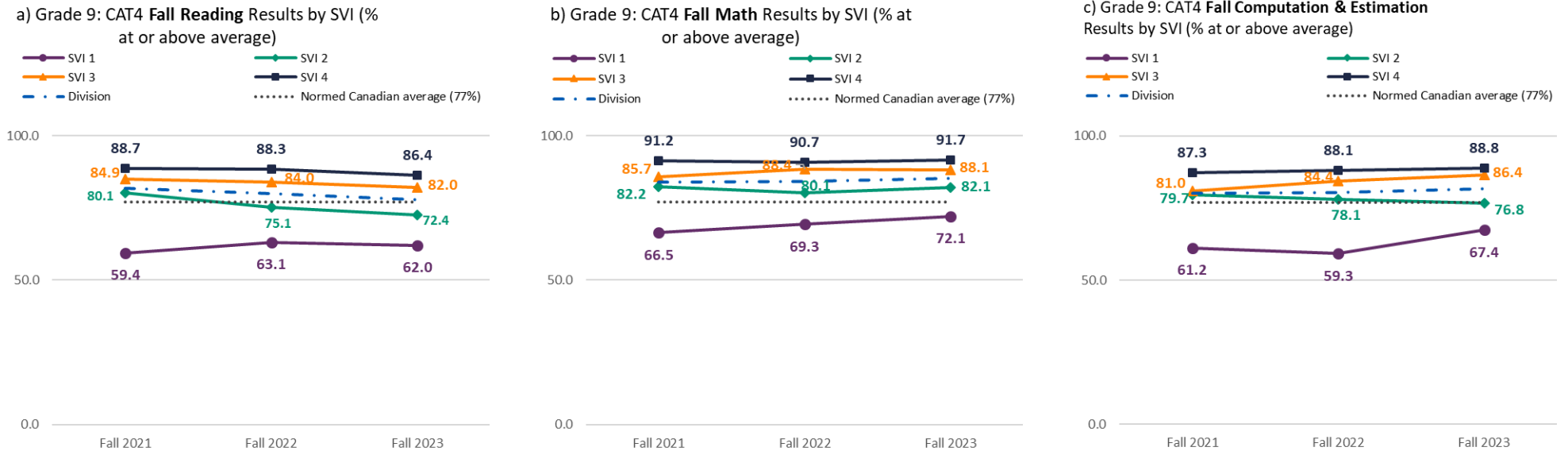
h) Grade 9 HLATs (% At & Above Average) - SVI 4



**Figures 6a–c. Fall CAT4 results for Grade 6 Reading, Mathematics and Computation & Estimation by the four SVI cohorts**



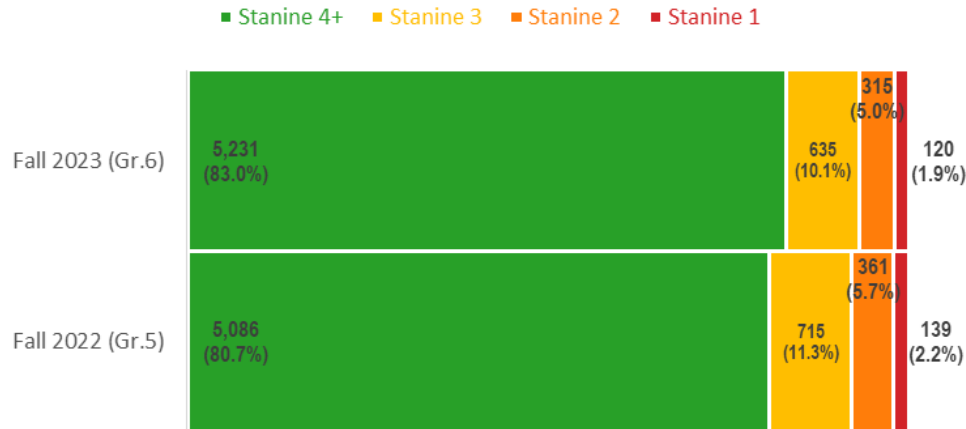
**Figures 7a–c. Fall CAT4 results for Grade 9 Reading, Mathematics and Computation & Estimation by the four SVI cohorts**



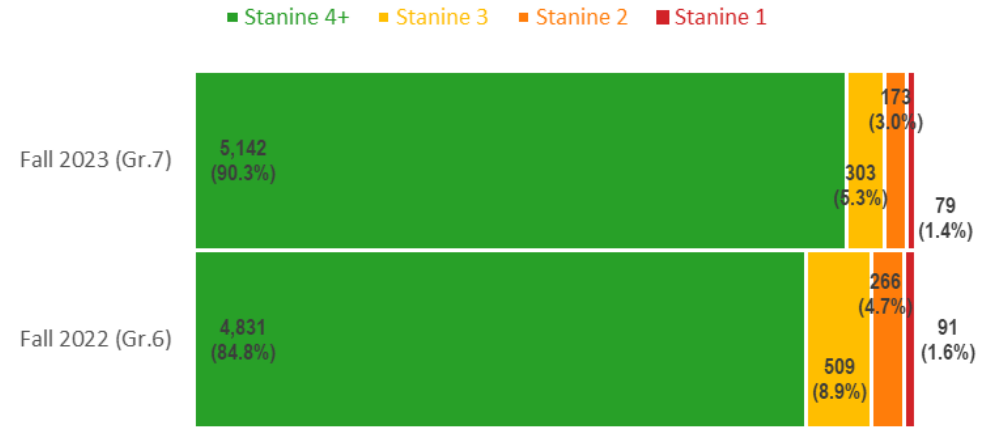
# Appendix B—CAT4 Match Cohort Data from Fall 2022 to Fall 2023

Figures 8a–f.

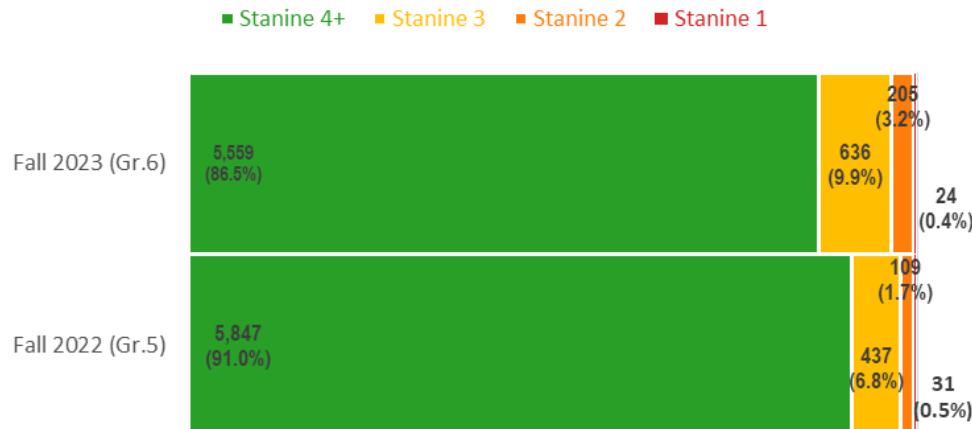
a) CAT4 Reading: progression of matched cohort of students from **Grade 5 to Grade 6**



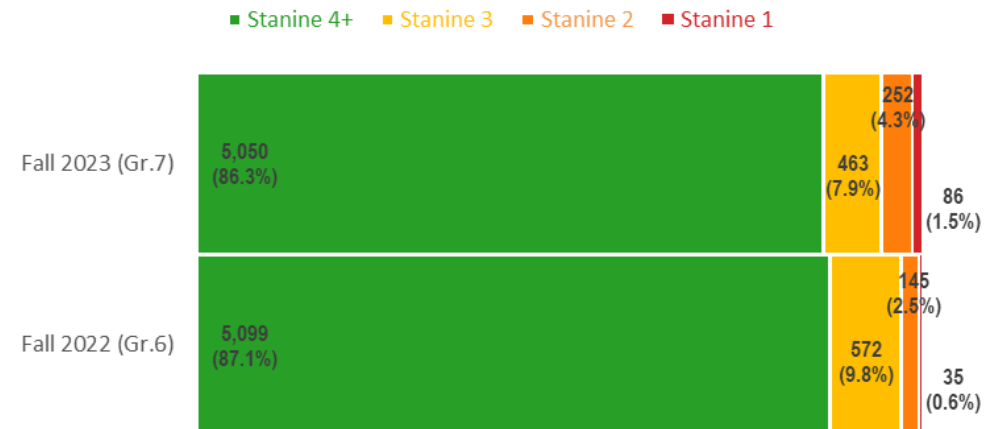
d) CAT4 Reading: progression of matched cohort of students from **Grade 6 to Grade 7**



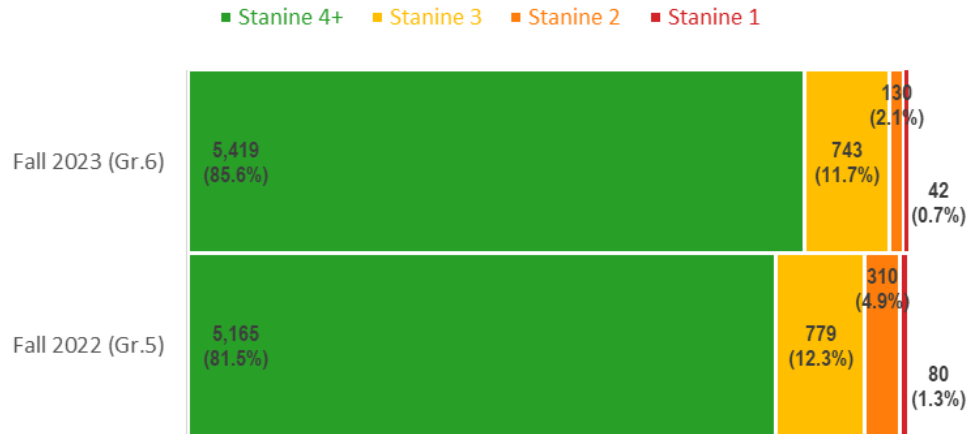
b) CAT4 Math: progression of matched cohort of students from **Grade 5 to Grade 6**



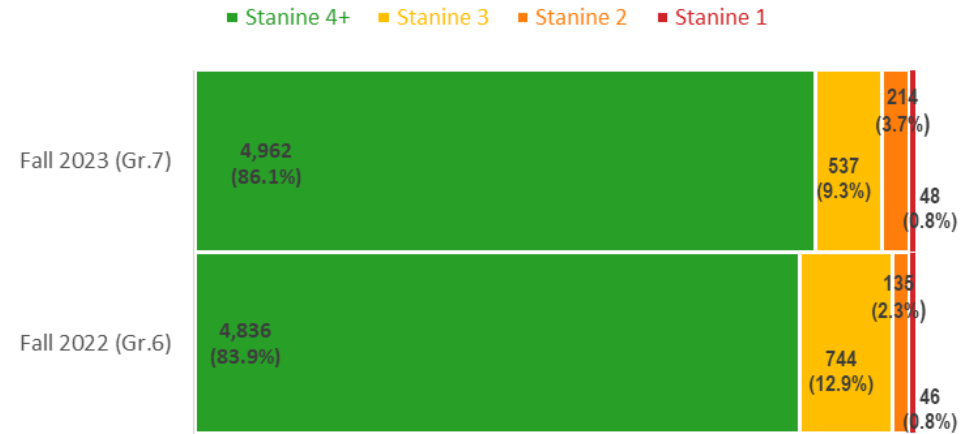
e) CAT4 Math: progression of matched cohort of students from **Grade 6 to Grade 7**



c) CAT4 Computation & Estimation: progression of matched cohort of students from **Grade 5 to Grade 6**



e) CAT4 Computation & Estimation: progression of matched cohort of students from **Grade 6 to Grade 7**



**DATE:** May 28, 2024

**TO:** Board of Trustees

**FROM:** Issues and Resolutions Committee:  
Board Chair Julie Kusiek  
Trustee Trisha Estabrooks  
Trustee Dawn Hancock, Chair

**SUBJECT:** ASBA Emergent Position Statement

**RESOURCE STAFF:** Karen Mills, Director Board and Superintendent Relations

**REFERENCE** N/A

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## ISSUE

The Grant Funding Rates are not currently adjusted annually to cover increasing inflationary operational costs experienced by school divisions. The Issues and Resolutions Committee is recommending the following resolution be brought to the members at the Alberta School Board Association (ASBA) Spring General Meeting (SGM) on June 3, 2024 as an emergent position statement.

**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.”*

## BACKGROUND

The ASBA Issues and Resolutions Committee is a committee of the Edmonton Public School Board. The purpose of the committee is to advise and assist the Board in presenting and voting on issues and resolutions brought to the ASBA Zone and General Meetings. The ASBA SGM will be held on Monday, June 3, 2024. At this meeting members vote on proposed emergent position statements and the draft budget for 2024-25. In keeping with past practice, the Issues and Resolutions Committee is bringing forth a proposed position statement to be presented at the SGM.

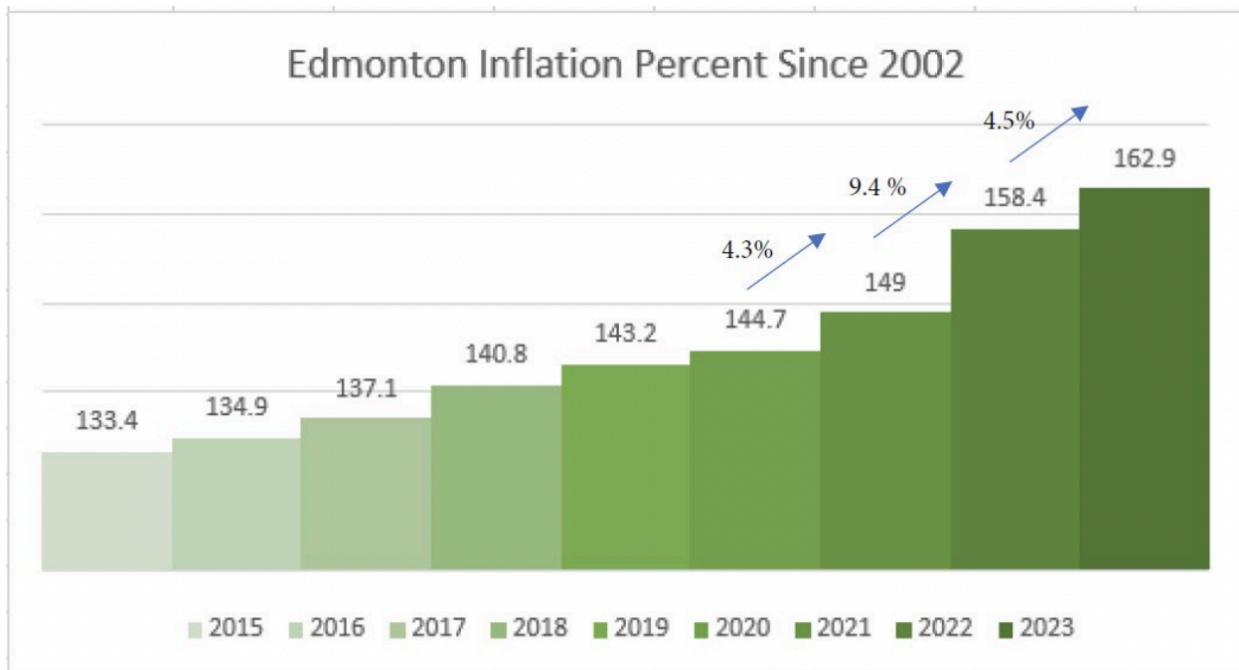
The current funding model changed five years ago in the 2020-21 school year when the Weighted Moving Average (WMA) method of funding allocation was introduced. The Grant Funding Rates in this position statement refer to the education grants from the provincial government listed in Section I1.1 of the [Funding Manual for School Authorities 2024-25](#) and an increase in these rates does not change the impact of the WMA on growing school divisions who will continue to provide instruction to students not funded for.

These grants are meant to cover a majority of classroom expenses including staff costs, resources and operational costs of schools and school administration. However, school divisions are seeing rising and

compounding inflationary costs impacting multiple areas including employee benefits which covers workers' compensation, dental coverage, extended health care and the enhanced second contribution calculation for Canada Pension Plan (CPP2). Additional expenses such as insurance, sewer/water, natural gas and electricity also continue to increase significantly yet the Base Instruction Funding Rate has only increased twice in the past five years.

Without an annual, inflation-indexed increase to the Grant Funding Rates to cover these rising costs, the compounding impact is resulting in an erosion of purchasing power available for classroom instruction. Alberta's increase in population is resulting in growing enrolment and classroom complexity. More funds are needed for instruction, not less.

Considering the timeline for financial decision making by the provincial government, advocacy for this position statement needs to be made before the Fall General Meeting held on November 18, 2024 to bring a potential change to the 2024-25 budget and therefore is considered emergent.

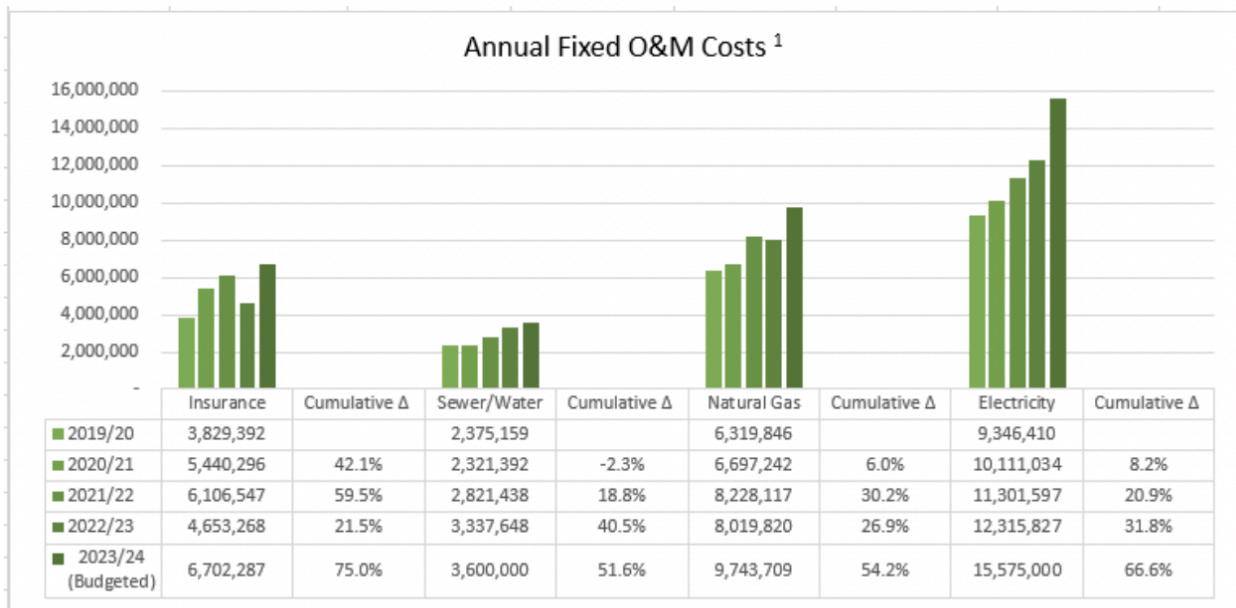


The annual inflation rate (per Stats Canada for the Edmonton region) is shown in this table as a percentage increase since the year 2002. For example, for 2023, inflation increased by 4.5 per cent from 2022 (162.9 - 158.4 = 4.5).



	Base Instruction (WMA Rate)				
	2020/21	2021/22	2022/23	2023/24	2024/25
ECS Base Instruction	\$ 3,032	\$ 3,032	\$ 3,062	\$ 3,246	\$ 3,246
Grades 1 to 9 Base Instruction	\$ 6,064	\$ 6,064	\$ 6,125	\$ 6,492	\$ 6,492
Grades 10 to 12 (Year 1 - 3)	\$ 6,670	\$ 6,670	\$ 6,737	\$ 7,141	\$ 7,141
Grades 10 to 12 (Year 4)	\$ 3,335	\$ 3,335	\$ 3,369	\$ 3,571	\$ 3,571
Grades 10 to 12 (Year 5 and above)	\$ 1,668	\$ 1,668	\$ 1,684	\$ 1,785	\$ 1,785
Summer School (per completed credit)	\$ 143	\$ 143	\$ 144	\$ 153	\$ 153
Base Instruction Grants % Increase	0%	0%	1%	6%	0%

Since 2020-21, the Base Instruction Funding Rate has not increased every year and has been unpredictable with a 1% increase in 2022-23 and 6% in 2023-24 school year.



<sup>1</sup> Unless otherwise noted, all numbers are from the Audited Financial Statements, Schedule 4 of their respective years

Cumulative Δ - cumulative increase compared to 2019/20

This chart shows some of the annual fixed operations and maintenance costs for Edmonton Public School Division over the past five years. To the right of each expense item is a column showing the compounding inflationary effects. These percentages represent the cumulative increasing costs as compared to the 2019-20 expenses.

**RELATED FACTS**

- Alberta's inflation has been steadily rising since 2015 and for 2023 was 4.5%.
- Historically since 2020-21, the Base Instruction Funding Rate has not increased every year and has been unpredictable with a 1% increase in 2022-23 and 6% in 2023-24 school year.
- Anticipated increase in employee benefit rates for Edmonton Public Schools this upcoming school year include: 12% in dental coverage, 10% in extended health care, 23% in workers' compensation, and the addition of the enhanced second contribution calculation for Canada Pension Plan (CPP2). The total impact on the 2024-25 budget is projected to be \$16 million.
- The inflationary effects on operational costs like utilities and insurance continue to compound year-over-year.
- Other expenses impacted by inflation include increases of 12% custodial equipment, 19% office furniture and learning commons, 8% classroom furniture.
- Due to escalating costs of groceries, school nutrition programs are not able to provide the same services to support students.
- Rising costs of supplies for repairs and maintenance are reducing purchasing power.
- There are four position statements currently held by ASBA that refer to funding grants and framework. However, none of them include advocacy for an inflationary adjustment to all grant funding rates.
- ASBA members vote on position statements giving direction to the association to pursue advocacy on behalf of all member boards.

**RECOMMENDATION**

**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.**

**OPTIONS**

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

1. Approve the recommendation as presented
2. Request changes to the recommendations and provide feedback

**NEXT STEPS**

1. Delegates to the ASBA SGM will present the position statement to the members, receive feedback and vote according to the additional discussion on the floor at the SGM.
2. ASBA Director will report back to public board the voting outcome.

DH:km

**DATE:** May 28, 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](#)

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## 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)
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
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

### Senior High LDCs (continued)

Course Name	Course Codes	Version	Approval Period (School Years)
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

### 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	ELM1430 ELM2430 ELM3430 ELM4430 ELM5430 ELM6430 JHS7012	2024–2025 to 2027–2028

### Elementary and Junior High School LDCs (continued)

Course Name	Course Codes	Approval Period (School Years)
Bible Studies 8 Bible Studies 9	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 Judaic Studies 4 Judaic Studies 5 Judaic Studies 6	KGN0445 ELM1445 ELM2445 ELM3445 ELM4445 ELM5445 ELM6445	2024–2025 to 2027–2028
Punjabi Language and Culture 7 Punjabi Language and Culture 8 Punjabi Language and Culture 9	JHS7388 JHS8388 JHS9388	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 May 28, 2024  
 ATTACHMENT II     Enrolment Data for Locally Developed Courses Submitted for Approval on May 28, 2024

LH:lh

## Summaries of Locally Developed Courses Submitted for Approval on May 28, 2024

### **American Sign Language and Deaf Culture (Grade 4 to Grade 6)**

American Sign Language and Deaf Culture (Grade 4 to Grade 6) is a course sequence developed by Edmonton Public Schools. This course sequence is replacing American Sign Language and Deaf Culture Nine-year (9Y), which is currently being delivered at one Division school and had an enrolment of 59 students, as of April 12, 2024.

American Sign Language and Deaf Culture (Grade 4 to Grade 6) is designed for hearing, hard of hearing or Deaf students who are beginning their study of American Sign Language (ASL) in Grade 4. This course sequence provides opportunities for students to develop the knowledge, skills and attitudes that promote insight into Deaf culture and equip students with the ability to communicate with people who are Deaf and hard of hearing. This course sequence has been developed for Grade 4 to Grade 6 to align with Division needs, as demonstrated by historical data.

### **American Sign Language (Language Arts) (Kindergarten to Grade 12)**

American Sign Language (Language Arts) (Kindergarten to Grade 12) is a course sequence developed by Edmonton Public Schools that includes 5-credit courses at the high school level. It is currently being delivered at one Division school and had an enrolment of 106 students, as of April 12, 2024.

American Sign Language (Language Arts) (Kindergarten to Grade 12) is a course sequence that serves as an integral part of the American Sign Language (ASL) Bilingual program in Edmonton Public Schools. This course sequence enables the delivery of subject-area content, language instruction and cultural information concurrently, promoting effective language acquisition.

### **Arabic Language and Culture Six-Year (6Y)**

Arabic Language and Culture Six-Year (6Y) is a course sequence developed by Edmonton Public Schools that includes 5-credit courses at the high school level. It is currently being delivered at two Division schools and had an enrolment of 305 students, as of April 12, 2024.

Arabic Language and Culture Six-Year (6Y) is a course sequence designed for students who are beginning their study of Arabic and who have little or no Arabic language proficiency upon entry into this course sequence in Grade 7. This course sequence provides opportunities for students to develop Arabic language proficiency, as well as knowledge and appreciation of Arabic cultures, while gaining a deeper insight into their own culture and language.

### **Arabic Language and Culture Three-Year (3Y) 15-25-35**

Arabic Language and Culture Three-Year (3Y) is a 5-credit course sequence that was developed by another school jurisdiction and will be acquired through Alberta Education. This course has previously been offered in the Division; however, it is not currently approved for Division use.

Arabic Language and Culture Three-Year (3Y) 15-25-35 is intended for students who are beginning their study of Arabic and Arabic-speaking cultures in senior high school. This course sequence provides the opportunity for students to learn to use Arabic in a variety of situations and for a variety of purposes. Students in Arabic Language and Culture Three-Year (3Y) 15-25-35 will develop an understanding of historical and contemporary elements of Arabic-speaking cultures.

A two-year approval is being requested as this course sequence is currently authorized by Alberta Education until August 31, 2026.

**Beading (Elder Chronicles) 15**

Beading (Elder Chronicles) 15 is a 3-credit course that was developed by another school jurisdiction and will be acquired through Alberta Education. This course has not previously been offered in the Division.

Beading (Elder Chronicles) 15 provides an opportunity for students to explore the craft of beading. In this course, students consider how designing and sewing beadwork is an expression of culture, art and personal enjoyment. In Beading (Elder Chronicles) 15, students will examine the practice of beading in a variety of diverse cultures.

A three-year approval is being requested as this course is currently authorized by Alberta Education until August 31, 2027.

**Bible Studies (Grade 1 to Grade 9)**

Bible Studies (Grade 1 to Grade 9) is a course sequence developed by Edmonton Public Schools. It is currently being delivered at five Division schools and had an enrolment of 2,034 students, as of April 12, 2024.

Bible Studies (Grade 1 to Grade 9) is a course sequence that is designed for both Christian and non-Christian students and supports Christian alternative programming in the Division. This course sequence provides students with opportunities to study the teachings and stories of the Bible and to explore Christian beliefs and values. Bible Studies (Grade 1 to Grade 9) is designed to meet the required 20 per cent course content addressing a comparative study of other major world religions.

**Calculus (Advanced) 35**

Calculus (Advanced) 35 is a 5-credit course developed by Edmonton Public Schools. It is currently being delivered at one Division school and had an enrolment of 62 students, as of April 12, 2024.

Calculus (Advanced) 35 provides opportunities for students to explore the concepts, methods and applications of high-level calculus. This course is intended to ease students' transition to the first year of post-secondary study and to prepare them for success in science, technology, engineering and mathematics programs. As well, this course is designed to prepare students for the Advanced Placement™ (AP) Calculus BC exam.

A one-year approval is being requested as Alberta Education has extended the approval period for this course until August 31, 2025.

**Capstone Seminar 25 and Capstone Research 35**

Capstone Seminar 25 and Capstone Research 35 are courses in a 5-credit course sequence developed by Edmonton Public Schools. This course sequence is replacing Capstone 25-35, which is currently being delivered at three Division schools and had an enrolment of 129 students, as of April 12, 2024.

In Capstone Seminar 25 and Capstone Research 35, students undertake independent research on self-selected topics, formulate evidence-based arguments, and present and defend research choices. In Capstone, the emphasis is on the development of skills that will enhance student success in post-secondary programs. Both courses provide students enrolled in Advanced Placement Capstone with the necessary knowledge, skills, time and support to meet the requirements of the AP Capstone Diploma™ or the AP Seminar and Research Certificate™.



**Competencies in Science 15**

Competencies in Science 15 is a 5-credit course developed by Edmonton Public Schools. It is currently being delivered at five Division schools and had an enrolment of 245 students, as of April 12, 2024.

In Competencies in Science 15, students have the opportunity to develop and enhance their skills in the practices of science. For some students who may struggle to make sense of science due to gaps in previous learning, this course allows them more time to develop their ability to problem solve, make evidence-based decisions and obtain, evaluate and communicate information in a logical manner. The overall aim of this course is to deepen students' knowledge and skills in order to build a strong foundation for success in Science 10, other high school science courses, and post-secondary programs.

**Creative Writing 7-8-9**

Creative Writing 7-8-9 is a course sequence developed by Edmonton Public Schools. It is currently being delivered at four Division schools and had an enrolment of 217 students, as of April 12, 2024.

Creative Writing 7-8-9 provides opportunities for students to refine their creative writing skills and abilities beyond those developed through the English Language Arts (7-9) Program of Studies. This course sequence encourages students to see creative writing as a unique way of thinking and as a means of constructing and conveying meaning. Creative Writing 7-8-9 provides students with opportunities to make connections between their own writing, the writing of others and the broader world around them.

**Directing 25-35**

Directing 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 37 students, as of April 12, 2024.

Directing 25-35 is designed to provide an intensive practical and artistic experience for students who seek the challenge of interpreting, designing and facilitating a theatrical production. In this course sequence, students explore the role of the theatre director, from the inception of the idea, through the process of rehearsal, to the culminating theatrical performance. Directing 25-35 provides a theatre experience for students that extends beyond the Drama 10-20-30 Program of Studies.

**Engineering and Design 15**

Engineering and Design 15 is a 5-credit course that was developed by another school jurisdiction and will be acquired through Alberta Education. It is not currently being delivered in any Division schools, as of April 12, 2024.

In Engineering and Design 15, students explore the varied roles that engineers play in society, discover new career pathways and develop knowledge and skills in the field of engineering. Students will investigate topics in science, technology, engineering and mathematics through a series of projects that are relevant to their lives. Engineering and Design 15 provides opportunities for students to develop their problem-solving skills using the design cycle.

**ESL Expository English Level 1 15 and ESL Expository English Level 2 15**

ESL Expository English Level 1 15 and ESL Expository English Level 2 15 are 5-credit courses that were developed by another school jurisdiction and will be acquired through Alberta Education. These courses are replacing ESL Expository English 15-25, which is currently being delivered at six Division schools and had an enrolment of 298 students, as of April 12, 2024.

In ESL Expository English Level 1 15 and ESL Expository English Level 2 15, students examine and interact with a selection of general, academic, and topic-specific expository materials. They also engage in scaffolded language activities that provide opportunities for the development of learning strategies. Students in these courses examine the functions and forms of expository, academic English and demonstrate their knowledge through increasingly fluent, accurate and logical oral, visual, print and multimedia communication.

### **French Language Arts Late Immersion 7-8**

French Language Arts Late Immersion 7-8 is a course sequence developed by Edmonton Public Schools. It is currently being delivered at one Division school and had an enrolment of 37 students, as of April 12, 2024.

French Language Arts Late Immersion 7-8 serves as an integral part of the Late French Immersion program in Edmonton Public Schools. This course sequence complements the existing provincial French Language Arts program of studies by enabling students to begin French Immersion programming at Grade 7 and integrate gradually into the provincial French Language Arts course at the Grade 9 level.

### **Guitar 7-8-9**

Guitar 7-8-9 is a course sequence (semester and trimester) developed by Edmonton Public Schools. It is currently being delivered at nine Division schools and had an enrolment of 616 students, as of April 12, 2024.

Guitar 7-8-9 provides opportunities for students to express themselves musically through the specific medium of guitar. In this course sequence, students will apply critical thinking to gain an understanding of the relationship between melody, harmony and rhythm and how these elements of music are conveyed through the application of guitar techniques. Students in Guitar 7-8-9 will benefit from opportunities to develop their collaborative skills through performance in guitar duets and ensembles.

### **Judaic Studies (Kindergarten to Grade 6)**

Judaic Studies (Kindergarten to Grade 6) is a course sequence developed by Edmonton Public Schools. This course sequence is replacing Judaic Studies (Kindergarten to Grade 9), which is currently being delivered at one Division school and had an enrolment of 131 students, as of April 12, 2024.

Judaic Studies (Kindergarten to Grade 6) is a course sequence that plays a prominent role in Hebrew Bilingual alternative programming in Edmonton Public Schools. This course sequence emphasizes integration of knowledge and appreciation for Jewish values, traditions, Hebrew language, and the Land of Israel. Judaic Studies (Kindergarten to Grade 6) is designed to meet the required 20 per cent course content addressing a comparative study of other major world religions. This course sequence has been developed for Kindergarten to Grade 6 to align with Division needs, as demonstrated by historical data.

### **Punjabi Language and Culture (Grade 7 to Grade 9)**

Punjabi Language and Culture (Grade 7 to Grade 9) is a course sequence developed by Edmonton Public Schools. This course sequence is replacing Punjabi Language and Culture Nine-year (9Y), which is currently being delivered at one Division school and had an enrolment of 127 students, as of April 12, 2024.

Punjabi Language and Culture (Grade 7 to Grade 9) is a course sequence designed for students who are beginning their study of Punjabi and who have little or no Punjabi language proficiency upon entry into this course sequence in Grade 7. This course sequence provides opportunities for students to develop

Punjabi language proficiency as well as knowledge and appreciation of Punjabi culture, while gaining a deeper insight into their own culture and language. This course sequence has been developed for Grade 7 to Grade 9 to align with Division needs, as demonstrated by historical data.

### **Reading Development 15 and Reading Foundations 15**

Reading Development 15 and Reading Foundations 15 are 3- and 5-credit courses that were developed by another school jurisdiction and will be acquired through Alberta Education. These courses are replacing Reading 15-25, which is currently being delivered at 11 Division schools and had an enrolment of 588 students, as of April 12, 2024.

In Reading Development 15, students will participate in literacy learning meant to strengthen their language comprehension and word recognition skills while continuing to build positive reading identities. Students will learn and apply reading strategies with an emphasis on synthesizing and evaluating while reading increasingly complex and connected texts.

In Reading Foundations 15, students will participate in learning meant to positively support their identities as readers within a rich literary environment. Students in this course will learn specific reading strategies and apply these to a variety of diverse and increasingly complex texts with an emphasis on predicting, inferring, making connections and summarizing.

### **Statistics 35**

Statistics 35 is a 5-credit course developed by Edmonton Public Schools. It is currently being delivered at two Division schools and had an enrolment of 82 students, as of April 12, 2024.

Statistics 35 provides opportunities for students to engage in statistical thinking and analysis. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The Statistics 35 course is designed to prepare students to potentially write the Advanced Placement™ (AP) Statistics exam, to ease students' transition to the first year of post-secondary study and to prepare them for success in science, technology, engineering, mathematics and other programs.

### **Treaties and Sovereignty 15**

Treaties and Sovereignty 15 is a 3-credit course that was developed by another school jurisdiction and will be acquired through Alberta Education. This course has not previously been offered in the Division.

In Treaties and Sovereignty 15, students have an opportunity to gain an understanding of treaty and treaty rights from a First Nations perspective. In this course, students will examine historical and contemporary perspectives on the treaty-making process, modern-day treaties and long-lasting impacts of assimilationist policies, such as the Indian Act.

A three-year approval is being requested as this course is currently authorized by Alberta Education until August 31, 2027.

## Enrolment Data for Locally Developed Courses Submitted for Approval on May 28, 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	
American Sign Language and Deaf Culture Nine-year (9Y) *Revised to American Sign Language and Deaf Culture (Grade 4 to Grade 6)	32	40	47	59	Tevie Miller
American Sign Language (Language Arts) K-12	22	55	69	106	Alberta School for the Deaf
Arabic Language and Culture Six-year (6Y)	23	206	289	305	Killarney Queen Elizabeth
Bible Studies (Grade 1 to Grade 9)	1,528	1,545	1,621	2,034	Edmonton Christian NE Edmonton Christian West Kensington Meadowlark Christian Millwoods Christian
Calculus (Advanced) 35	75	51	34	62	Strathcona
Capstone 25-35 *Renamed Capstone Seminar 25 and Capstone Research 35	31	79	102	129	Dr. Anne Anderson Strathcona W. P. Wagner
Competencies in Science 15	154	163	262	245	Braemar J. Percy Page M. E. LaZerte Queen Elizabeth Ross Sheppard
Creative Writing 7-8-9	64	131	46	217	Balwin Dickinsfield S. Bruce Smith Thelma Chalifoux
Directing 25-35	58	64	46	37	Victoria
Engineering and Design 15	N/A	N/A	N/A	0	None

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	
ESL Expository English 15-25 *Renamed ESL Expository English Level 1 15 and ESL Expository English Level 2 15	102	61	96	298	Eastglen Harry Ainlay Jasper Place McNally Ross Sheppard W. P. Wagner
French Language Arts Late Immersion 7-8	38	35	40	37	McKernan
Guitar 7-8-9	35	0	438	616	Britannia Dickinsfield Elliessie Campus Kate Chegwin Londonderry Major General Griesbach Steele Heights T. D. Baker Thelma Chalifoux
Judaic Studies (Kindergarten to Grade 9) *Revised to Judaic Studies (Kindergarten to Grade 6)	97	106	125	131	Talmud Torah
Punjabi Language and Culture Six-year (6Y) *Revised to Punjabi Language and Culture (Grade 7 to Grade 9)	44	94	108	127	Kate Chegwin
Reading 15-25 *Revised to Reading Development 15 and Reading Foundations 15	230	284	358	588	Alberta School for the Deaf Braemar Centre High Dr. Anne Anderson Eastglen Jasper Place Queen Elizabeth Ross Sheppard
Statistics 35	66	57	69	82	Jasper Place Strathcona

**DATE:** May 28, 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 GCA.BP Approval of the School Year Calendar

**ORIGINATOR:** Karen Mills, Director, Board and Superintendent Relations

**RESOURCE**

**STAFF:** Angela Anderson, Naimo Bille, Grace Garcia Cooke, Kelsey Duebel, Trish Kolotyluk, Bob Morter, Nancy Petersen, Wanas Radwan, Elizabeth Shen

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

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## ISSUE

The Policy Review Committee (PRC) is presenting Board Policy GCA.BP Approval of the School Year Calendar to the Board of Trustees (the Board) for second, third and final reading at public Board.

## BACKGROUND

Board Policy GCA.BP Approval of the School Year Calendar provides direction on the development and approval of the Division calendar in accordance with collective agreement requirements, and applicable federal and provincial statutes and regulations. A review of Board Policy GCA.BP Approval of the School Year Calendar is an item on PRC's 2023-24 work plan and includes direction to administration on the inclusion of diverse days of significance.

## RELATED FACTS

- At the February 6, 2024, public Board meeting, the Board completed the first reading of Board Policy GCA.BP Approval of the School Year Calendar and approved the draft policy for stakeholder feedback.
- An online public survey was open from February 12, 2024, to March 11, 2024, to collect feedback from stakeholders on the first draft of the policy. The survey was supported by a video informing the public about the various requirements and considerations framing the development of the school year calendar. To support accessibility, the video captions were translated into several languages.
  - A total of 972 respondents completed the survey. The majority of survey respondents were parents/guardians (approximately 56 per cent), while the rest were EPSB students (approximately 8 per cent), staff members (approximately 36 per cent) and community members (less than 1 per cent).
- A summary of the survey results, both quantitative and qualitative, was provided to the PRC for review on April 11, 2024, and to the Board on May 14, 2024.
  - A series of closed-ended questions and open-ended questions were asked in the survey. All open-ended questions were optional to answer and some of these questions only became

- available if respondents answered “no” to the related close-ended question.
- o As part of this survey, respondents were asked to choose whether they preferred to see a:
    - Board approved calendar two years in advance, knowing that occasionally there may be required changes (approximately 61 per cent of respondents chose this option), or a
    - Finalized calendar with less advance notice, knowing there is less likelihood of any required changes (approximately 39 per cent of respondents chose this option).
  - o In addition to choosing a preference, respondents were invited to answer the following open-ended question: “Is there anything else you would like to share regarding the two year advanced notice currently set out in the policy?”
  - As a result of the feedback shared from the survey, the following changes have been made to the policy:
    - o Extend the objective statement to explicitly state that the Board is committed to developing a school year calendar that prioritizes high-quality learning.
    - o Strengthen the clarity of the definitions for “Lunar calendar” and “Lunisolar calendar” by including examples of each term.
    - o Clearly indicate whether students are in school for each relevant definition.
    - o Revise the definition of “Teachers’ Days-in-Lieu” to clarify the rationale for providing these days.
    - o Remove direction relevant to the first day of classes that is already outlined in the collective agreement for teachers.
    - o Specify that by no later than December 15 the Board will approve a school year calendar for the following school year and add an example of a circumstance that would require an approved school year calendar to change.
  - Some responses received from the public survey shared questions that are best addressed outside of this policy (for example, how the first day of classes for students is determined). Where appropriate, these responses will be addressed in the administrative regulation, a supporting FAQ document that will come out with policy or the [calendar video](#).
  - The feedback from the survey also reinforced the importance of grouping days off for students, rather than scheduling individual days off mid-week. When able, the Division takes all efforts to prioritize grouping days off together while balancing all other requirements that frame the development of the school year calendar.

## RECOMMENDATION

1. **That Board Policy GCA.BP Approval of the School Year Calendar be read for a second, 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 GCA.BP Approval of the School Year Calendar.
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 policy revisions are intended to provide clarity for all readers of the policy and to provide the Division with the opportunity to include diverse days of significance as breaks in the school year calendar. The revisions have been informed by subject matter experts in the Division, feedback from community members around days of significance and by stakeholder feedback collected through the 2021-22 Division Feedback Survey.

The PRC's 2023-24 work plan includes a review of Board Policy GCA.BP Approval of the School Year Calendar. Approval to move forward with the draft of 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 GCA.BP Approval of the School Year Calendar

SS:wr



**CODE:** GCA.BP

**EFFECTIVE DATE:** (05-06-2014)

**TOPIC:** Approval of the School Year Calendar

**ISSUE DATE:** (dd-mm-yyyy)

**REVIEW YEAR:** (yyyy)

## PURPOSE

To support the Board of Trustees' (Board) commitment to developing a school year calendar that respects diversity, commits to anti-racism, supports a sense of belonging for all students and prioritizes high-quality teaching and learning.

To outline the Board's direction for the development of the school year calendar in accordance with collective agreement requirements, and applicable federal and provincial statutes and regulations, as may be amended from time to time.

## DEFINITIONS

**Board Approved Non-instructional Day** refers to a day in the school year when teachers and students are not in schools.

**Day of Significance** is a day of spiritual, religious or cultural significance.

**Lunar Calendar** refers to a dating system that uses the cycle of the moon to measure the passage of time throughout the year. For example, this calendar is used to determine the dates for the holy month of Ramadan.

**Lunisolar Calendar** refers to a dating system that uses the position of the sun and the phases of the moon to measure the passage of time throughout the year. For example, this calendar is used to determine the date for the Chinese New Year.

**Multi-faith Calendar** is the Division-created calendar intended to support the recognition of faith-based days of significance. This calendar is shared by the Division annually as a planning and information tool.

**Operational Day** refers to a day when teachers have duties assigned by the Board. Operational days include instructional days (when students receive instruction) and non-instructional days (when students are not receiving instruction). The school year typically begins with an operational day and ends with an operational day.

**Professional Development Days** (also known as **Professional Learning Days**), for the purpose of this policy and the establishment of the school year calendar, are non-instructional days where Division staff collaborate, learn new skills and strategies and connect with specialists and community partners about ways to improve their practice and enhance their knowledge, in support of student learning. Students are not in school on these days.

**School Year Calendar** is the Board-approved calendar that is used by the majority of Division schools.

**Teachers' Days-in-Lieu** are Board approved non-instructional days provided in recognition of time involved for parent-teacher interviews. Teachers and students are not in school on these days.

## **POLICY**

The Board believes it is important that the school year calendar supports a high quality education system, enhances pathways to student success and supports an inclusive and welcoming environment. When staff, students and families can see themselves reflected in the school year calendar, their sense of belonging, inclusion, well-being, and ultimately their growth, is supported. These values are supported through the scheduling of operational days, professional development days, Board-approved non-instructional days and teachers' days-in-lieu.

The Board recognizes that respect for diverse days of significance enriches the learning and working environments and is important to the sense of belonging, inclusion and well-being of staff and students. As such, the Board prioritizes alignment with diverse days of significance to be the Division's primary consideration in the scheduling of the school year calendar's breaks for students, before the consideration of additional preferences for the placement of breaks (such as, but not limited to, the grouping of days to create long breaks or the avoidance of mid-week breaks). The Board expects that all decisions related to the scheduling of the school year calendar are made in accordance with collective agreement requirements, and applicable federal and provincial statutes and regulations.

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

- A. Some days of significance follow the Lunar calendar or Lunisolar calendar and do not occur on the same date every year (i.e., occur on floating dates); therefore, the ability of the Division to include days of significance in the school year calendar may vary each year.
- B. There will be times when breaks cannot be scheduled on days of significance because of collective agreement requirements, and applicable federal and provincial statutes and regulations that must be adhered to by the Division.

Requirements that must be adhered to by the Division include, but are not limited to, the following:

- A. The *Education Act*, which directs the legal requirements that must be adhered to by all schools in Alberta.
- B. The *Guide to Education*, which communicates requirements for instructional hours, as mandated by the Minister of Education.
- C. *General Information Bulletins*, which communicate requirements for, and the scheduling of, diploma examinations, provincial achievement tests and provincial student learning assessments.
- D. The *Funding Manual*, which determines the expectations and timelines guiding school funding.

- E. The *Employment Standards Code of Alberta*, which outlines the general holidays that must be provided to employees.
- F. *Collective Agreements* for teachers, support staff, custodial staff and maintenance staff, which direct the terms and conditions of employment.
- G. *Terms and Conditions of Employment*, which communicate conditions of employment for exempt staff.

The Division will continue to use a range of methods to support the recognition of diverse days of significance for staff and students, including, but not limited to, the use of the Multi-faith Calendar to guide the setting of classroom assessment dates or assignments and the identification and planning of educational opportunities, events and activities across the Division.

## **EXPECTATIONS**

The Board recognizes that the school year calendar impacts students, families and staff and believes that a consistent calendar allows the majority of the Division's students to start and end the school year and to be dismissed for breaks on the same dates. It is the Board's expectation that administration bring the school year calendar forward for approval in a timely manner, recognizing the value of sharing an approved calendar as soon as possible.

Each year, by no later than December 15, the Board will approve a school year calendar for the following school year. The approved calendar will be shared with parents, students, staff and community.

The calendar would only be revised if requirements set outside of the Division's control change (for example, changes to Alberta Provincial Achievement Test and Diploma examination dates).

Should circumstances arise at a school where the approved calendar does not meet the school's needs, the Superintendent of Schools is given the authority to modify the school calendar for that school on an annual basis.

## **ACCOUNTABILITY**

The Superintendent will be responsible for implementing this policy through appropriate administrative regulations and communication with Division stakeholders, including staff, students and parents/guardians.

## **REFERENCES**

Alberta Education *General Information Bulletin* - Alberta Provincial Student Learning Assessment

Alberta Education *General Information Bulletin* - Alberta Provincial Achievement Testing

Alberta Education *General Information Bulletin* - Diploma Examinations Program

Alberta Education - Funding Manual for School Authorities

Alberta Education - Guide to Education

Custodial Collective Agreement

Edmonton Public School Board - Multi-Faith Calendar

*Education Act* - Sections 7(4)(b), 33(1)(d), 60.

Employment Standards Code of Alberta

FBD.BP Designated Holidays

FCBD.AR Time in Recognition of Duties Related to Reporting Student Achievement

FLC.AR School Professional Development Days

GCA.AR The School Year Calendar

GCAA.AR Dismissal Times Before Vacation Periods

GCAB.AR Remembrance Day

GD.BP Instructional Time

GE.BP Organization for Instruction

GEA.AR Semester Changeover - Senior High Schools

HAA.BP First Nations, Métis, and Inuit Education

HAAB.BP Anti-racism and Equity

Maintenance Collective Agreement

Support Staff Collective Agreement

Teachers' Collective Agreement

Terms and Conditions of Employment - Exempt Non-Management

Terms and Conditions of Employment - Exempt Management

**DATE:** May 28, 2024

**TO:** Board of Trustees

**FROM:** Trustee Saadiq Sumar

**SUBJECT:** Request for a timeline to update the Standards for Special Education

**REFERENCE** [Standards for Special Education Summary](#) of Standards for Special Education  
[Edmonton Journal Article](#) dated June 18, 2021  
Minister of Education [Mandate Letter](#)  
[Teaching Quality Standards](#)  
[Leadership Quality Standards](#)

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### **ISSUE**

The Standards for Special Education have been identified as being in need of an update, but there has been no mention as to when the Ministry of Education will be updating this document.

### **BACKGROUND**

At the April 16, 2024, meeting of the Board of Trustees, Trustee Sumar served notice of motion that the Board of Trustees write a letter to the Minister of Education requesting a timeline for an update to the Standards for Special Education.

During the 2019 Alberta provincial election, the UCP campaigned on updating the Standards for Special Education, which were last amended in June 2004. In the interim, both the Alberta School Boards Association (ASBA) and the Public School Boards' Association of Alberta (PSBAA), the provincial associations of which the Edmonton Public Schools Board is a member, have expressed support for an update to these standards. Despite the UCP's campaign commitments and advocacy from stakeholders and provincial associations representing school boards, the Standards for Special Education have yet to be updated.

Enrolment growth of students with complex learning needs in Edmonton Public Schools is outpacing overall enrolment growth in the Division. The current standards are almost 20 years old, whereas other standards like the Teaching Quality Standard and Leadership Quality Standard were both last updated in April 2023.

Both the Teaching Quality Standard and the Leadership Quality Standard include competencies related to inclusive learning and student learning experiences. An updated version of the Standards for Special Education could play a greater role in supporting these quality standards, educators and students with disabilities in our division and across the province.

Finally, in the Premier's Mandate Letter to the Minister of Education, the Premier wrote the following statement:

*And importantly, as we grow new opportunities for students, we must address the growing needs of students with mental health and other learning challenges. These children must be provided with every opportunity to flourish in our education system and economy. We need them to be successful, fulfilled and fully participative in building our province.*

## **RELATED FACTS**

- The Standards for Special Education were last amended in June 2004
- The UCP campaigned on updating the Standards for Special Education during the 2019 campaign
- Both the Teaching and Leadership Quality Standards were updated in April 2023
- The Mandate Letter from the Premier references the growing needs of students with disabilities

## **RECOMMENDATION**

**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 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.**

## **NEXT STEPS**

Upon approval, the Board Chair will submit a letter to the Minister of Education. Both provincial associations (ASBA and PSBAA) will be copied on this letter.

SS:ss

**DATE:** May 28, 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:** Board Policy HG.BP Student Behaviour and Conduct Annual Review

**ORIGINATOR:** Karen Mills, Director, Board and Superintendent Relations

**RESOURCE STAFF:** Gail Haydey, Nancy Petersen, Wanas Radwan

**REFERENCE:** [Board Policy CH.BP – Framework for Policy Development and Review Education Act Section 33](#)

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## ISSUE

The Policy Review Committee has conducted its annual review of Board Policy HG.BP Student Behaviour and Conduct and is recommending that no changes be made to the policy this year.

## BACKGROUND

Section 33 of the *Education Act* requires Boards to establish, implement and maintain a policy and code of conduct respecting the Board's obligation to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behavior. An annual review of the code of conduct is required.

## RELATED FACTS

- The 2023-24 annual review of Board Policy HG.BP Student Behaviour and Conduct has been conducted, in compliance with Section 33 of the *Education Act*. It is recommended that no changes be made to the policy this year.
- Currently, the Policy Review Committee is undergoing a comprehensive review of the data collected from engagement opportunities that address safety, feelings of belonging and the Division's efforts towards becoming an anti-racist organization. This data will help to inform a more comprehensive review of Board Policy HG.BP Student Behaviour and Conduct in the 2024-2025 school year.
- Next year, the annual review of Board Policy HG.BP Student Behaviour and Conduct will be a key initiative on the PRC's annual work plan and will support progress towards the Division's Anti-racism, Reconciliation and Equity Action Plan.

## RECOMMENDATIONS

**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.**

## OPTIONS

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

1. Approve the recommendation for no changes to Board Policy HG.BP Student Behaviour and Conduct

as a result of the 2024 annual review.

2. Direct the Policy Review Committee to make changes to Board Policy HG.BP Student Behaviour and Conduct as part of its 2024 annual review.

**CONSIDERATIONS and ANALYSIS**

The Policy Review Committee's 2023-2024 work plan includes the required annual review of Board Policy HG.BP Student Behaviour and Conduct. Approval of the recommendation for no changes to the policy this year will support achievement of this requirement by concluding this year's annual review.

**NEXT STEPS**

Upon approval of the recommendation, the Board of Trustees' statutory requirement to conduct an annual review of Board Policy HG.BP Student Behaviour and Conduct will be completed for 2024. The Policy Review Committee's next annual work plan will include the comprehensive review of Board Policy HG.BP Student Behaviour and Conduct.

**ATTACHMENTS and APPENDICES**

ATTACHMENT I Board Policy HG.BP Student Behaviour and Conduct

SS:wr



**CODE:** HG.BP

**EFFECTIVE DATE:** (12-09-2006)

**TOPIC:** Student Behaviour and Conduct

**ISSUE DATE:** (16-05-2023)

**REVIEW YEAR:** (2029)

## PURPOSE

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a welcoming, caring, respectful and safe learning and working environment that respects diversity, commits to anti-racism and fosters a sense of belonging throughout the Division.

To establish and maintain an appropriate balance between individual and collective rights, freedoms and responsibilities in the school community.

To establish expectations for student behaviour and conduct and responses to unacceptable behaviour in accordance with the *Alberta Education Act*.

To affirm the Board's commitment to proactive, supportive and responsive discipline that includes, where appropriate, analysis, restorative practices and consequences.

## DEFINITIONS

Definitions for the following terms and for terminology for all other policies related to Board Policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments are also found in a Glossary of Terms (linked in References).

- **Academic integrity** is honest and responsible academic behaviour. Students are expected to submit original work, acknowledge sources and conduct themselves ethically in the completion of assessments and examinations.
- **Anti-racism** is the proactive and consistent process of identifying, challenging, preventing and eliminating racism. It uses direct action to acknowledge where privilege exists, raise awareness, advocate for change and challenge beliefs (such as prejudice, bias and stereotypes) at the personal and institutional level to create and implement action to fight racism for individuals and within an organization, workforce or group.
- **Bullying** is defined in the *Education Act* as "repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation."
- **Conflict** occurs when there is a breakdown in relationships between individuals that results from a disagreement or misunderstanding. While conflicts may require adult intervention, they are considered to be a natural part of how students learn to navigate relationships.
- **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.

- **Racism** includes conscious and unconscious discriminatory or derogatory attitudes, microaggressions, comments or actions directed at marginalized groups relative to race or culture. It is based on assumptions, perceptions, social constructs, lack of knowledge or personal beliefs of superiority. Racism occurs in the context of a power and privilege imbalance and can be experienced at the individual, institutional or systemic level.
- **Restorative practice** is an approach that brings together those who have caused harm and those who have been harmed to openly resolve the issue. Restorative practice can range in formality; however, it always involves an agreed upon action to repair harm and mend relationships.

## POLICY

The Board is committed to ensuring that each student is provided with a welcoming, caring, respectful and safe learning environment that supports high quality learning, respects diversity and fosters a sense of belonging and a positive sense of self. Students are expected to learn, practice and demonstrate positive personal and interpersonal character traits that contribute to the development of positive learning environments, including both in-person and online.

The Board acknowledges the importance of responsive discipline which involves a continuum of interventions that aim to build a sense of community in schools, facilitate healthy relationships, support behavioural changes, repair harm and hold students accountable.

This policy affirms the rights, as provided for in the *Canadian Charter of Rights and Freedoms*, the *Alberta Human Rights Act* and the *Alberta Education Act*, of each student enrolled in a school operated by the Board. Students enrolled in a school operated by the Board will not be discriminated against as provided for in the *Alberta Human Rights Act* or the *Canadian Charter of Rights and Freedoms*.

## EXPECTATIONS

### A. STUDENT RIGHTS AND RESPONSIBILITIES

1. Students have the right to be treated with dignity, respect and fairness by other students and staff.
2. Students are expected to respect diversity and refrain from demonstrating any form of bullying, harassment, threats, intimidation or discrimination on the basis of race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation.
3. Students and parents/guardians will be informed of the Board's and school's expectations for student behaviour and conduct.

### B. STUDENT BEHAVIOUR AND CONDUCT

1. The Board expects that students behave in accordance with Section 31 of the *Education Act*. Section 31 states that a student, as a partner in education, has the responsibility to:
  - a. Be ready to learn, actively engage in and diligently pursue the student's education.

- b. Attend school regularly and punctually.
  - c. Co-operate with everyone authorized by the Board to provide education programs and other services.
  - d. Comply with the rules of the school and the policies of the Board.
  - e. Be accountable to the student's teachers and other school staff for the student's conduct.
  - f. Respect the rights of others in the school.
  - g. Ensure the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
  - h. Refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means.
  - i. Positively contribute to the student's school and community.
2. Furthermore, students are expected to:
- a. Resolve conflict or seek assistance to resolve conflict in a respectful, peaceful, safe and non-threatening manner that is conducive to learning and growth. Strategies for addressing conflict between students may include counselling, mediation or forms of restorative practice.
  - b. Use school and personal technology appropriately and ethically.
  - c. Ensure that they conduct themselves with academic integrity and refrain from and report all incidents of academic misconduct including, but not limited to, cheating and plagiarizing.

### C. UNACCEPTABLE BEHAVIOUR

1. Students are accountable for their behaviour whether or not it occurs within the school building, on school property, during the school day or by electronic means. When behaviour that occurs off school property or outside of regular school hours threatens the safety or well-being of individuals within the school community or disrupts the learning environment, school administrators may apply consequences for the behaviour.
2. Examples of unacceptable behaviour include but are not limited to:
  - a. Behaviours that interfere with the learning of others and/or the school environment.
  - b. Behaviours that create unsafe conditions.
  - c. Acts of bullying, discrimination, racism, harassment, threats or intimidation whether it be in-person, indirectly or by electronic means.
  - d. Physical violence.
  - e. Retribution against any person who has intervened to prevent or report bullying or any other incident or safety concern.
  - f. Possession, use or distribution of substances restricted by federal, provincial, municipal, Division or school authorities.
  - g. Any illegal activity such as:
    - i. Possession, use or distribution of illegal substances.
    - ii. Possession of a weapon or use of a weapon (or replica) to threaten, intimidate or harm others.

- iii. Possession, use, display or distribution of offensive messages, videos or images.
- iv. Theft or possession of stolen property.
- h. Any breach of rules and expectations established by Division administrative regulations or a school-based code of conduct.
- i. Failure to comply with Section 31 of the *Education Act*.

#### D. RESPONSES AND CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

1. Unacceptable behaviour may be grounds for disciplinary action. Responsive discipline provides the student with an opportunity for critical learning and reflection in the areas of personal accountability and responsibility, the development of empathy, as well as communication, conflict resolution and social skills development.
2. Responses to unacceptable behaviour must take into account the student's age, maturity, individual circumstances and frequency of misconduct. The specific circumstances of the situation and of the student must be taken into account when determining appropriate responses to unacceptable behaviour.
3. When a student engages in unacceptable behaviour, responses, interventions and consequences may include, but are not limited to:
  - a. Temporary assignment of a student to an alternate supervised area within the school.
  - b. Temporary assignment of a student to an alternate learning location.
  - c. Short term removal of privileges.
  - d. Interventions such as positive behaviour supports, contracts and counselling.
  - e. Restorative practices, where appropriate and agreed upon by impacted students.
  - f. Replacement or restitution for loss of or damage to property.
  - g. In-school or out-of-school suspension.
  - h. Referral to the Attendance Board.
  - i. Recommendation for expulsion.
4. Responses to unacceptable behaviour include support for students impacted by unacceptable behaviour as well as students who engage in unacceptable behaviour.

#### ACCOUNTABILITY

The Superintendent of Schools will be responsible for implementing this policy through appropriate regulations and communication with Division stakeholders, including staff, students and parents/guardians. Furthermore, the Superintendent will provide the Board with information on implementation of the policy through the annual results review process and in the Alberta Education Results Report. This policy will be made publicly available, provided to all staff, students and parents/guardians, and will be reviewed annually.

The Division is governed by the *Freedom of Information and Protection of Privacy Act* (FOIP).

In alignment with Section 33(3) of the *Education Act*, the Board shall ensure the policy:

- Be made publicly available.
- Be reviewed every year.
- Be provided to all staff of the Board, students of the Board and parents/guardians of students of the Board.
- Be in accordance with any further requirements established by the Minister by order.

## REFERENCES

AD.BP – Vision, Mission, Values, and Priorities

AE.BP – Welcoming, Inclusive, Safe and Healthy Learning and Working Environments

AEBB.BP – Wellness of Students and Staff

DKB.AR – Appropriate Use of Division Technology

FA.BP – Human Resources Framework

FBCA.AR – Respectful Working Environments

FBEB.AR – Workplace Violence

HAA.BP - First Nations, Métis and Inuit Education

HAAB.BP - Anti-racism and Equity

HED.BP – Student Attendance

HF.BP – Safe, Caring and Respectful Learning Environments

HFA.BP – Sexual Orientation and Gender Identity

HG.AR – Student Behaviour and Conduct

HGD.BP – Student Suspension and Expulsion

Glossary of Terms

*Alberta Human Rights Act*

*Canadian Charter of Rights and Freedoms*

*Freedom of Information and Protection of Privacy Act*

*Education Act 1(1)(d), 31, 33(1)(d), 33(2), 33(3), 35.1, 36, 37, 45-50*