



AGENDA

BOARD OF
TRUSTEES

Julie Kusiek
Board Chair

Jan Sawyer
Board Vice-Chair

Dawn Hancock
Marsha Nelson
Sherri O'Keefe
Saadiq Sumar

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

CFE McCauley Chambers
Tuesday, June 24, 2025
2 p.m.

Board Meeting

- A. Land Acknowledgement**
- B. O Canada**
- C. Roll Call**
- D. Approval of the Agenda**
- E. Communications from the Board Chair**
- F. Communications from the Superintendent of Schools**
- G. Approval of the Minutes**
 - 1. DRAFT – Board Minutes – June 10, 2025
- 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 NOON on Monday, June 23, 2025, to reserve a speaking time.)
- I. Reports**
 - 2. Locally Developed Courses
(Recommendation)
 - 3. Board Policy HG.BP Student Behaviour and Conduct Annual Review
(Recommendation)
 - 4. Completion of Work in Response to September 7, 2021, Motion on Renaming Schools
(Recommendation)
 - 5. Governance and Evaluation Committee 2024-2025 Work Plan Summary
(Information)
 - 6. Delegation of Authority - 2025 Summer Recess
(Recommendation)
- J. Other Committee, Board Representative and Trustee Reports**
- K. Trustees and Board Requests for Information**
- L. Notices of Motion**
- M. Meeting Dates**
- N. Adjournment**

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, June 10, 2025, at 2 p.m.

Present:**Trustees**

Dawn Hancock
Julie Kusiek

Marsha Nelson
Sherri O'Keefe

Jan Sawyer
Saadiq Sumar

Officials

Angela Anderson
Todd Burnstad
Grace Cooke
Andrea Cooper

Karen Mills
Kathy Muhlethaler
Kent Pharis
Nancy Petersen
Cliff Richard

Darrel Robertson
Carrie Rosa
Ron Thompson
Liz Yule

Board Chair: Julie Kusiek

Recording Secretary: Catherine Angeles

A. Land Acknowledgement

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

Trustee Sumar acknowledged that he lives, works, plays, and enjoys the abundance that Treaty 6 land provides. This land, known by many names like amiskwaciw-waskahikan (nehiyawewin; “Beaver Hills House”), omahkoyis (Siksika; “Big Lodge”), and ti oda (Assiniboine; “many houses”), has been cared for by the Siksikaitsitapi, Denesuline, nehiyawak, Anishinaabe, Stoney Nakoda, and the Métis from the North Saskatchewan River Territory. This land has also been imprinted by the footsteps of the Inuit. It is only through their teachings and stories that we can fully appreciate the beauty of this land. He said he is aware, painfully at times, that as a son to immigrant parents, he has been treated more often than not better than the Indigenous people of this land.

June is National Indigenous History Month. During this month in particular, it is important to acknowledge the truths of the past and present, including the devastating impacts of Residential Schools, Day Schools, Indian Hospitals, the Sixties and Millennial scoops, and the ongoing systemic prejudice and discrimination embedded in government policies and legislation. It is also important to recognize the profound loss of cultural traditions and ways of knowing. True reconciliation involves remembering and changing. Trustee Sumar committed to doing what he can as an individual and as an elected official to ensure that the errors of the past and present do not continue into the future and that as a society, we must commit to supporting the restoration of Indigenous worldviews, culture, and language.

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B. **O Canada**

Ms. Sheila Williams, a First Nations, Métis and Inuit teacher consultant with Curriculum and Learning Supports, sang O Canada in Cree.

C. **Recognition of National Indigenous Peoples Day**

Ms. Sheila Williams spoke about the importance of National Indigenous History Month and National Indigenous Peoples Day. She shared a video created for Division teachers and students. In the video, Dr. Dwayne Donald of the Papaschase Cree Nation shared stories that uncover the layered history of amiskwaciy, or Beaver Hills, and the significance of this location in relation to the land and the river through it as we ponder how we can live and be a good relative on these lands.

D. **Roll Call: 2:14 p.m.**

The Superintendent advised that all Trustees were present.

E. **Approval of the Agenda**

MOVED BY Trustee Sumar:

“That the agenda for the June 10, 2025, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)

F. **Communications from the Board Chair**

The Board Chair said that at a recent Board meeting, Trustees discussed sending a letter to the Minister of Education, advocating for the education of undocumented students. That letter has been sent to the Minister, sharing the Board's position that every student who resides in Edmonton deserves access to quality public education, regardless of their immigration status. The letter will be published on epsb.ca in the coming days.

The Board Chair shared that recently the Board of Trustees participated in the annual ASBA meeting where a number of position statements were accepted, including:

- ASBA advocates to the government for school boards to provide greater input in advance of any bargaining directives, in support of board autonomy. Further, that ASBA advocates that the government publicly acknowledge when the Minister issues directives to school boards on labour and employment matters. Further, that ASBA advocates that government fund all agreements reached within the directive and that they increase funding directly to school boards in future years to reflect those staff cost increases.

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- Another motion was passed that ASBA advocates to government that school divisions receive market value for the sale or transfer of their titled real property when the provincial government proceeds with a transfer to ensure that dollars in education remain in education to the benefit of students in public, Catholic and Francophone member boards.
- Finally, ASBA will advocate to the government of Alberta to keep the distance eligibility requirement and related funding for elementary students at one kilometre in the Student Transportation Regulation, to ensure equitable access for all students, particularly those in jurisdictions where public transportation is not available.

The Board Chair shared her gratitude to everyone who was involved in the grand opening of Elder Dr. Francis Whiskeyjack School. It was such a momentous occasion, that marked not only the opening of a beautiful new learning space, but also honours an amazing individual who has dedicated his life to sharing his wisdom and knowledge with thousands of students in Edmonton Public Schools. The new school will serve as a vibrant hub for learning and community connection for years to come.

G. Communications from the Superintendent of Schools

The Superintendent said that next week the Division will have an opportunity to celebrate the 2025 class of retirees. He said it's always a bittersweet time of year, celebrating the immense accomplishments this group of professionals have brought to the Edmonton Public Schools family, while also saying goodbye to friends and colleagues. This year, the Division will be celebrating 183 retirees who have given 4,923 years of service to the Division. Superintendent Robertson said he knows the Board of Trustees will join him in congratulating this incredible group and wishing them well in their next adventures.

The Superintendent wished all students good luck on upcoming final exams, Provincial Achievement Tests and Diploma exams. Students have spent the last semester, or entire school year, preparing for these and he knows they'll be giving it all their effort. Superintendent Robertson thanked all the staff who have supported students throughout their learning journey the whole year.

H. Approval of the Minutes

1. Special Board Meeting – May 23, 2025
2. Board Meeting – May 27, 2025

MOVED BY Vice-Chair Sawyer:

“That the minutes of the Special Board meeting held May 23, 2025 and the Board meeting held May 27, 2025, be approved as printed.”
(UNANIMOUSLY CARRIED)

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

There were no registered speakers for this item.

MINUTE BOOK**J. Reports****3. Student Senate 2024-2025 Work Plan Summary**

Student Trustees Bella Jiao and Christina Daniel presented the 2024-2025 Student Senate Work Plan summary.

4. Specialized Learning Supports, Services and Programming

An update was provided on the overview of the supports, services, and programming available through Edmonton Public Schools for students requiring specialized learning supports. The report included information on the spectrum of placement and program options for families, and provides context regarding potential future developments, including an Autism Centre for Excellence as well as information on the funding received from Alberta Education and how the Division allocated these resources.

K. Other Committee, Board Representatives and Trustee Reports - None**L. Trustees and Board Requests for Information - None****M. Notices of Motion - None****N. Next Board Meeting: Tuesday, June 24, 2025, at 2 p.m.****O. Adjournment: 3:02 p.m.**

The Board Chair adjourned the meeting.

Julie Kusiek, Board ChairKaren Mills, Director Board and
Superintendent Relations

DATE: June 24, 2025

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, Vicki de Haan, Thomas Gillard, Laurie Houston

REFERENCE

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

ISSUE

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

BACKGROUND

The *Guide to Education: ECS to Grade 12, 2024–2025* 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, 2024)

LDCs also support alternative programs in Edmonton Public Schools and the Division Strategic Plan, with a particular focus on Priorities 1 and 2.

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 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.
- 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 locally developed courses be approved for use in Edmonton Public Schools:

| Course Name | Course Codes | Version | Approval Period (School Years) |
|--|-------------------------------|--|--------------------------------|
| Academic Achievement through English Language Development 35 | LDC3149 | 3 and 5 Credits (2021–2026) | 2025–2026 |
| Chemistry (Advanced) 35 | LDC3138 | 3 Credits (2025–2029) | 2025–2026 to 2028–2029 |
| Extended Essay 35 | LDC3609 | 3 Credits (2025–2029) | 2025–2026 to 2028–2029 |
| Forensic Studies 25 Forensic Studies 35 | LDC2256 LDC3256 | 3 Credits 3 and 5 Credits (2025–2029) | 2025–2026 to 2028–2029 |
| Leadership, Character & Social Responsibility 15 Leadership, Character & Social Responsibility 25 Leadership, Character & Social Responsibility 35 | LDC1509 LDC2509 LDC3509 | 3 and 5 Credits (2025–2029) | 2025–2026 to 2028–2029 |
| Theory of Knowledge (Higher) 25 Theory of Knowledge (Higher) 35 | LDC2152 LDC3152 | 3 Credits (2025–2029) | 2025–2026 to 2028–2029 |
| Workplace Essential Skills 25 Workplace Essential Skills 35 | LDC2743 LDC3743 | 5 Credits (2025–2029) | 2025–2026 to 2028–2029 |

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 Priorities 1 and 2.

NEXT STEPS

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

ATTACHMENTS and APPENDICES

ATTACHMENT I Summaries of Locally Developed Courses Submitted for Approval on June 24, 2025

ATTACHMENT II Enrolment Data for Locally Developed Courses Submitted for Approval on June 24, 2025

LH:lh

Summaries of Locally Developed Courses Submitted for Approval on June 24, 2025**Academic Achievement through English Language Development 35**

Academic Achievement through English Language Development 35 is a 3- and 5-credit course that was developed by another school jurisdiction and will be acquired through Alberta Education. It is currently being delivered at two Division schools and had an enrolment of 53 students as of March 25, 2025.

Academic Achievement through English Language Development 15-25-35 is currently offered in the Division; however, it will be replaced with Academic Achievement through English Language Acquisition - Beginner 15 and Intermediate 15, effective September 1, 2025. In order to allow students to complete the course sequence, Alberta Education has granted a one-year authorization to Academic Achievement through English Language Development 35.

Chemistry (Advanced) 35

Chemistry (Advanced) 35 is a 3-credit course that was developed by another school jurisdiction and will be acquired through Alberta Education. It is currently being delivered at two Division schools and had an enrolment of 27 students as of March 25, 2025.

Chemistry (Advanced) 35 provides students with an opportunity to engage with additional content and concepts beyond the Chemistry 20-30 Program of Study. In this course, students engage in data analysis, interpretation of facts and critical thinking. Throughout this course, students are encouraged to develop laboratory and analytical skills in a collaborative environment. As well, this course is designed to prepare students for the Advanced Placement™ (AP) Chemistry exam.

Extended Essay 35

Extended Essay 35 is a 3-credit course that was developed by another school jurisdiction and will be acquired through Alberta Education. It is currently being delivered at six Division schools and had an enrolment of 102 students as of March 25, 2025.

Extended Essay (IB) 35 is an in-depth study of a focused topic presented as a formal piece of academic writing. This course gives students an opportunity to engage in personal research on a topic of their own choosing. Extended Essay 35 assists students in meeting one of the core requirements of the International Baccalaureate (IB) diploma.

Forensic Studies 25-35

Forensic Studies 25-35 is a 3- and 5-credit course sequence developed by Edmonton Public Schools. It is currently being delivered at 10 Division schools and had an enrolment of 251 students as of March 25, 2025.

Forensic Studies 25-35 provides an opportunity for both science-minded and creative thinking students to apply scientific principles to real-world scenarios. In this course sequence, students refine their science process skills as they engage in an inquiry-driven exploration of the various techniques and processes used in forensics. Through the exploration of possible career pathways in forensics, students develop an accurate and realistic picture of the rigour of the discipline of forensics.

Leadership, Character & Social Responsibility 15-25-35

Leadership, Character & Social Responsibility 15-25-35 is a 3- and 5-credit course sequence that was developed by another school jurisdiction and will be acquired through Alberta Education. It is currently being delivered at 16 Division schools and had an enrolment of 2,767 students as of March 25, 2025.

Leadership, Character and Social Responsibility 15-25-35 provides students with opportunities to explore leadership and develop leadership skills and abilities while making a difference in their school and community. This course sequence provides students with guided opportunities to learn and grow as leaders and to develop a stronger sense of their social responsibilities. Throughout Leadership, Character and Social Responsibility 15-25-35, students explore cultural awareness, local and global citizenship and ethics.

Theory of Knowledge (Higher) 25-35

Theory of Knowledge (Higher) 25-35 is a 3-credit course sequence that was developed by another school jurisdiction and will be acquired through Alberta Education. It is currently being delivered at seven Division schools and had an enrolment of 114 students as of March 25, 2025.

Theory of Knowledge (Higher) 25-35 aims to make students aware of how they gain and utilize knowledge. Throughout this course sequence, students are encouraged to become more acquainted with the complexities of knowledge and to recognize the need to act responsibly in our complex world. Theory of Knowledge (Higher) 25-35 assists students in meeting one of the core requirements of the International Baccalaureate (IB) diploma.

Workplace Essential Skills 25-35

Workplace Essential Skills 25-35 is a 5-credit course sequence developed by Edmonton Public Schools. It is currently being delivered at 13 Division schools and had an enrolment of 188 students as of March 25, 2025.

Workplace Essential Skills 25-35 is designed to provide opportunities for students to develop workplace skills that are essential as they prepare to enter the world of work and/or technical training. This course sequence supports the development of a variety of competencies, including critical thinking, problem solving, literacy and numeracy skills. Workplace Essential Skills focuses on the workplace environment, providing students with opportunities to engage in relevant and real-life learning in different workplace contexts.

Enrolment Data for Locally Developed Courses Submitted for Approval on June 24, 2025

| Locally Developed Course/ Course Sequence Name | Enrolments 2021–2025 as of March 25, 2025 | | | | Schools offering in 2024–2025 as of March 25, 2025 |
|--|--|-------|-------|-------|---|
| | 21–22 | 22–23 | 23–24 | 24–25 | |
| Academic Achievement through English Language Development 15-25-35 | 238 | 375 | 386 | 427 | Centre High Eastglen Queen Elizabeth W. P. Wagner |
| Chemistry (Advanced) 35 | 21 | 50 | 50 | 27 | J. Percy Page Queen Elizabeth |
| Extended Essay 35 | 103 | 127 | 110 | 102 | Harry Ainlay Lillian Osborne M. E. LaZerte McNally Old Scona Ross Sheppard |
| Forensic Studies 25-35 | 549 | 548 | 315 | 251 | J. Percy Page Learning Store West Edmonton Learning Store at Blue Quill Learning Store at Londonderry Learning Store on Whyte Lillian Osborne Millwoods Christian Queen Elizabeth Ross Sheppard Vimy Ridge Academy |
| Leadership, Character & Social Responsibility 15-25-35 | 1,531 | 1,913 | 2,226 | 2,767 | amiskwaciy Academy Dr. Anne Anderson Eastglen Elder Dr. Francis Whiskeyjack Harry Ainlay J. Percy Page Jasper Place M. E. LaZerte McNally Old Scona Queen Elizabeth Ross Sheppard Strathcona Victoria |

| Locally Developed Course/ Course Sequence Name | Enrolments 2021–2025 as of March 25, 2025 | | | | Schools offering in 2024–2025 as of March 25, 2025 |
|---|--|-------|-------|-------|---|
| | 21–22 | 22–23 | 23–24 | 24–25 | |
| Leadership, Character & Social Responsibility 15-25-35 (continued) | 1,531 | 1,913 | 2,226 | 2,767 | Vimy Ridge W. P. Wagner |
| Theory of Knowledge (Higher) 25-35 | 130 | 137 | 132 | 114 | Harry Ainlay Lillian Osborne M. E. LaZerte McNally Old Scona Ross Sheppard Victoria |
| Workplace Essential Skills 25-35 | 103 | 76 | 149 | 188 | Centre High Harry Ainlay Institutional Services Schools J. Percy Page Learning Store at Blue Quill Learning Store at Londonderry Learning Store on Whyte M. E. LaZerte McNally Ross Sheppard Strathcona Transitions at the Y Victoria |

DATE: June 24, 2025

TO: Board of Trustees

FROM: Trustee Sherri O'Keefe Policy Review Committee
Trustee Marsha Nelson, 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: Kelsey Duebel, Bryan Evans, Gail Haydey, Nancy Petersen, Wanas Radwan

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

ISSUE

The Policy Review Committee (PRC) has conducted its annual review of Board Policy HG.BP Student Behaviour and Conduct and is presenting the updated policy to the Board of Trustees at public Board for second, third and final reading and approval.

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 2024-25 annual review of Board Policy HG.BP Student Behaviour and Conduct was conducted in compliance with Section 33 of the *Education Act*. This review resulted in the identification of some potential policy revisions.
- At the May 6, 2025, public Board meeting, the Board completed the first reading of draft Board Policy HG.BP Student Behaviour and Conduct and approved that the draft policy go out for engagement.
- An online public survey was open from May 7, 2025, to June 4, 2025, to collect feedback relevant to the proposed policy revisions.
 - The survey included a series of questions to gather quantitative data and the opportunity to gather qualitative data through open-ended questions.
 - A total of 284 respondents completed the survey: 45 per cent of the survey respondents were parents/guardians, 34 per cent were staff members, 20 per cent were students and 1 per cent were community members.
 - Respondents' quantitative feedback around the clarity of the new policy content ranged from 77-84 per cent confirmation of clarity, depending on the policy section.
 - A summary of the quantitative and all qualitative feedback was shared with Trustees for their review and awareness in preparation for the policy coming to public Board June 24, 2025, for second, third and final reading and approval.
 - Based on the feedback from policy engagement relative to policy clarity, the following draft revisions to the policy have been made:

- Clarified the interplay between collaborative practices and authority for final decisions in paragraph 2 in the Policy Section.
- Revised sentence structure to support clarity in:
 1. The preamble in Section B.
 2. Clause B.2.c.
 3. The preamble in Section D.
- Included additional information in Clause D.1 on the role of the family in addressing unacceptable behaviour.
- Not all feedback resulted in revisions to the policy, as some feedback was outside of the intended scope of the engagement or related to topics addressed through administrative processes:
 - Some respondents asked for greater clarity around how this policy addresses students with specialized learning needs.
 - The policy encompasses all Division students and directs that each student's specific circumstances must be taken into consideration when determining responses to behaviour.
 - Some respondents asked for greater clarity around processes to support staff safety in schools.
 - This policy is centred around students. The well-being and safety of staff is addressed in Administrative Regulation FBCA.AR Respectful Working Environments.
 - Some respondents expressed concern that students are not being held accountable when they engage in unacceptable behaviours.
 - Through direction set out in the *Education Act*, this Board policy and its associated administrative regulations and procedures, expectations and accountability for students are clearly outlined. This direction serves as the foundation to how school staff work collaboratively with students and families in fulfilling these responsibilities and holding students accountable.
 - Some respondents asked for greater clarity around how safety would be supported for students who report misconduct.
 - The Board policy sets aspiration and expectation around student safety and well-being. Schools put protocols and processes in place to support safe environments. These processes would include supporting students who report concerns.

RECOMMENDATION

That Board Policy HG.BP Student Behaviour and Conduct be read for the second, third and final time and be approved.

CONSIDERATIONS and ANALYSIS

To reflect compliance with the *Education Act*, Board Policy HG.BP Student Behaviour and Conduct is required to undergo an annual review. The PRC's work plan includes this review. Approval to move forward with this draft of the policy will support achievement of this requirement.

The proposed policy revisions do not change any current approaches or practices in the Division and do not require any revision to administrative regulations or processes related to student behaviour and conduct.

NEXT STEPS

If the recommendation is approved, the revised policy will be updated on the Division's website.

ATTACHMENTS and APPENDICES

ATTACHMENT I Draft 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:** (28-05-2024)**REVIEW YEAR:** (2026)

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 and fosters a sense of belonging throughout the Division.

To reflect the Board's commitment to providing learning and working environments that promote anti-racism, reconciliation and equity.

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 considers the context around students and incidents and includes, where appropriate, restorative practices and consequences.

DEFINITIONS

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. The Board believes that this is a collaborative process where students, Division staff, families and community members all play a pivotal role in supporting student success and safety, while acknowledging the final decision rests with the Division leader responsible.

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

Creating welcoming, inclusive, safe, and respectful learning and working environments that respect diversity and foster a sense of belonging and a positive sense of self is a shared responsibility. The Board is committed to working with students, staff, families, community and partners to nurture safe and respectful learning and working environments that support students in fulfilling their responsibilities.

1. A student, as a partner in education, has the responsibility to behave in accordance with Section 31 of the *Education Act*. Section 31 states that a student has the responsibility to:
 - a. Attend school regularly and punctually.
 - b. Be ready to learn, actively engage in and diligently pursue the student's education.
 - c. Ensure the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
 - d. Respect the rights of others in the school.
 - e. 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.
 - f. Comply with the rules of the school and the policies of the Board.
 - g. Co-operate with everyone authorized by the Board to provide education programs and other services.
 - h. Be accountable to the student's teachers and other school staff for the student's conduct.
 - 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. Refrain from encouraging a conflict or escalation of a conflict when they are aware of or when they witness an incident that may be harmful to the safety or well-being of another individual.
 - c. Report knowledge of an incident that may be harmful to the safety or well-being of another individual.
 - d. Use school and personal technology, including but not limited to personal mobile devices and applications (which may include artificial intelligence), appropriately and ethically, in accordance with Division Board policies, administrative regulations and federal or provincial statute or regulation or municipal bylaw.
 - e. 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, a school-based code of conduct or Section B1 of this policy.

D. RESPONSES AND CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

In order to reach their full potential, each student has the right to learn in an environment where they feel safe and respected. As such, when addressing unacceptable behaviour, the Board expects the Division to use responsive and, when appropriate, restorative practices to reflect each student's unique needs and lived experiences. Responding to unacceptable behaviour is a collaborative process that must include support for students impacted by, and students who engage in, unacceptable behaviour. Through this lens, the Board expects the following when staff respond to unacceptable behaviour from students:

1. Responsive and, when appropriate, restorative practices may include opportunities 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. Unacceptable behaviour may be grounds for disciplinary action. Families have a role to play in supporting their child through this process.
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.

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.

In alignment with Section 33(3) of the *Education Act*, the Board will 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

DK.BP - Division Technology

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

HF.AR - Safe, Caring and Respectful Learning Environments

HFA.BP – Sexual Orientation, Gender Identity and Gender Expression

HFA.AR - Sexual Orientation, Gender Identity and Gender Expression

HG.AR – Student Behaviour and Conduct

HGD.BP – Student Suspension and Expulsion

HGD.AR - Student Suspension and Expulsion

Access to Information Act

Alberta Human Rights Act

Canadian Charter of Rights and Freedoms

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

Ministerial Order 014/2024 Standards for the Use of Personal Mobile Devices and Social Media in Schools

Protection of Privacy Act

DRAFT



DATE: June 24, 2025

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Completion of Work in Response to September 7, 2021, Motion on Renaming Schools

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

RESOURCE

STAFF: Kelsey Duebel, Kim Holowatuk, Karen Mills, Nancy Petersen, Wanas Radwan, Carla Stolte, Chris Wright

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

ISSUE

On September 7, 2021, the Board of Trustees passed the motion: *“That the Board commit to creating a renaming policy, a review of all school names and renaming schools where appropriate. A special committee made up of students, parents, staff, community members, two Trustees and individuals involved in anti-racism work be formed to propose a process for school renaming and a process for a Division-wide review of all Edmonton Public Schools.”*

Since that time work has been undertaken by the Policy Review Committee (PRC), a School Renaming Criteria Advisory Committee has provided a report with recommendations to the Board of Trustees and three schools have been renamed. As such, administration recommends that the work directed in the September 7, 2021 motion be deemed concluded with no further action required.

BACKGROUND

On October 24, 2017, a motion was brought to a public Board meeting directing, “that the Board of Trustees research and create a policy setting out the conditions under which a school would be renamed and the process for doing so.” This motion passed unanimously and was delegated to the PRC. This motion was addressed, as noted in the background section of the March 2023 Report of Committee Recommendations report (see Appendix 1), *“However, after further deliberation with all members of the Board, it was ultimately decided that the development of a renaming policy would not proceed at that time”*.

On September 7, 2021, a motion was brought to public Board directing that, “A special committee made up of students, parents, staff, community members, two Trustees and individuals involved in anti-racism work be formed to propose a process for school renaming and a process for a Division-wide review of all Edmonton Public Schools.”

- At the public Board meeting, the motion was amended to add the following as the first sentence: “That the Board commit to creating a renaming policy, a review of all school names and renaming schools where appropriate.” The amended motion passed unanimously.

The work that has been done addressing the September 7, 2021 amended motion can be broken down into four distinct areas:

1. *Thoroughly explored creating a renaming policy.*
2. *Reviewed all school names.*
3. *Renamed schools where appropriate.*
4. *Created and completed work of a special committee made up of students, parents, staff, community members, two Trustees and individuals involved in anti-racism work for the purpose of proposing a process for school renaming and a process for a Division-wide review of all Edmonton Public Schools.*

The following chart summarizes the work completed in support of each of the four areas:

| Work in Response to Motion | Action Taken |
|--|--|
| Thoroughly explored creating a renaming policy and that such a policy is not required | <p>Informed by the Advisory Committee's recommendations, an environmental scan of renaming practices and consideration to current societal context, the PRC initiated work on the development of a new policy that would provide direction related to school renaming at its meeting on March 16, 2023.</p> <p>This work surfaced questions around what gap or problem would be addressed through the development of the policies, is there the need for new policy and identified considerations when implementing these policies (fiscal constraints associated with renaming, administrative capacity to support the renaming work, the impact to a school community identified for renaming, and the influence the legacy of a school name has on the school community).</p> <ul style="list-style-type: none"> ● In February 2025, the PRC paused work on policy developments related to the review of school names and the naming of schools, as Trustees were not unanimously certain that the new policies were necessary. ● Through the work supporting the exploratory development of policy, the question has arisen whether or not a new policy is necessary or if the current administrative processes are sufficient to support the work to rename or name a school. |
| Reviewed all school names | <p>On April 23, 2024, administration provided a professional learning session for Trustees about the history of all Division school names. This presentation provided Trustees with information around the collection of Division school names on a historical timeline and included information about each specific school name, including background for a school namesake when the school was named after a person. The process of examining the names of all Division schools demonstrated a parallel between the growth and evolution of the Edmonton community reflected in the naming of Division schools.</p> <p>The professional learning session was informed by elements of school renaming/naming addressed in the Advisory Committee report through:</p> <ul style="list-style-type: none"> ● Demonstrating the origin of school namesakes that included former teachers, farmers or members of the military. |



| | |
|--|--|
| | <ul style="list-style-type: none">• Providing a snapshot of the evolution of diverse identities of Division school namesakes.• Noting namesakes that made meaningful contributions to their community.• Sharing information around the costs associated with the renaming of a school.<ul style="list-style-type: none">○ Expenses related to renaming include:<ul style="list-style-type: none">■ Costs to support engagement.■ Rebranding with consideration to such things as logos, school jerseys, library books, signage, etc.○ For example the renaming of kisêwâtisiwin School in 2022 had a cost of approximately \$15,000 to support engagement and \$82,000 to be absorbed by the school to support rebranding. |
| Renamed schools where appropriate | <p>While exploring a possible renaming policy, the Board has successfully moved forward in the renaming of three Division schools. This work has been informed by feedback from the Advisory Committee's report, supported by existing administrative processes and has been conducted in collaboration with communities.</p> <ul style="list-style-type: none">• May 2022: kisêwâtisiwin School, formerly Dan Knott School• April 2024: Wîhkwêntôwin School, formerly Oliver School• September 2024: awâsis waciston School, formerly Prince Charles School <p>The impetus for renaming each school was unique.</p> <ul style="list-style-type: none">• The request to rename Dan Knott School came via a student petition.• Oliver School was renamed in conjunction with the renaming of the community in which it was located.• The renaming of Prince Charles School was initiated via a Trustee motion and carried out with support from members of the Indigenous community. <p>All three of these schools were renamed in a manner reflecting the considerations for naming criteria, as set out on page 13 of the Advisory Committee's report and as exemplified through the naming of awâsis waciston, which means child nest and was gifted to a Cree Language Keeper through ceremony. The Board of Trustees adopted this name for the school.</p> |
| Created and completed work of a special committee made up of students, parents, staff, community members, two Trustees and individuals involved in anti-racism work for the purpose of proposing a process for school renaming and a process for a Division-wide review of all | <p>The Advisory Committee had 22 members and was composed of parents with children in Edmonton Public Schools, community representatives, students, two Trustees and Division staff members. The work of the committee was summarized in the School Renaming Criteria Advisory Committee Report of Recommendations (see Attachment I). This document was shared with Trustees on March 10, 2023.</p> <p>The Advisory Committee's report included guiding principles, renaming criteria, considerations for a process for school renaming and a process to conduct a Division-wide review of school names.</p> |



Edmonton Public Schools."

Since receiving the report from the Advisory Committee, recommendations have helped to inform the Board of Trustees in both the naming and renaming of Division schools. Trustee conversations around school names have been grounded in the guiding principles from the report. These principles are:

- Recognition of harm; land based connection/spirit of reconciliation; anti-racism and equity; student centred; feasibility; learning and growth; welcoming, inclusive, safe and healthy environments.

The work of the Advisory Committee and their report of recommendations helped to inform the process administration used to develop the Trustee professional learning session related to the history of all Division school names (see *Reviewed all school names* section of the chart above).

When the motion was brought forward in 2021, there was some concern that the Division may not have a clear process to support the renaming of a school. Over the term of the Board, three schools have successfully been renamed using existing administrative processes. This demonstrates the Division's capacity to successfully rename a school.

RECOMMENDATION

That the Board of Trustees considers the work directed in the September 7, 2021, Board motion as completed with no further action required.

CONSIDERATIONS and ANALYSIS

- Three schools have been renamed since 2021.
- The Advisory Committee's report has informed Trustee conversations and decisions around naming.
- The work to rename three Division schools has identified significant fiscal implications and human resources required to rename a school.
- Current direction set out in Board Policy EA.BP Infrastructure Planning Principles, Administrative Regulation EF.AR Naming of Schools and related administrative processes enable the renaming of a school.

NEXT STEPS

Upon approval, a summary of the work completed will be reflected in the 2024-25 PRC Work Plan Summary, coming to a public Board meeting in September 2025.

ATTACHMENTS and APPENDICES

ATTACHMENT I School Renaming Criteria Advisory Committee Report of Recommendations

APPENDIX I Board Policy EA.BP Infrastructure Planning Principles

APPENDIX II Administrative Regulation EF.AR Naming of Schools

DR:np



REPORT OF COMMITTEE RECOMMENDATIONS

School Renaming Criteria Advisory Committee
March 2023



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INTRODUCTION

Edmonton Public Schools is the second largest school division in Alberta and serves a diverse student population. The discussion around the renaming of schools provides the opportunity to learn and reflect on our history through the lens of anti-racism, equity and reconciliation. The work around renaming schools is anchored in the Division's cornerstone values and priorities, as outlined in the [2022-2026 Strategic Plan](#).

As part of this work to create positive change for students, staff and families, the Board of Trustees passed a [motion](#) which recommends that "a special committee made up of students, parents, staff, community members, two Trustees and individuals involved in anti-racism work be formed to propose a process for school renaming and a process for a Division-wide review of all Edmonton Public Schools." This recommendation was put into action through the establishment of the School Renaming Criteria Advisory Committee (the "Committee"), whose purpose is to provide recommended criteria to the Board of Trustees to help inform the development of a renaming policy that will set direction around the Division's work related to potential school renaming.

The purpose of this report is to:

- Outline the mandate and work of the Committee
- Present the Committee's recommendations for a set of criteria related to school renaming to help inform policy development
- Address additional considerations for the Board of Trustees that emerged from Committee discussion related to
 - Processes for deciding whether to rename a school
 - How to conduct a Division-wide review of school names
 - Criteria for selecting the name of a school (either a new school or in the renaming of an existing school)

BACKGROUND

Over the past several years, there has been discussion around the renaming of schools in the Division, with a focus on a small number of current specific school names. In addition, there has been acknowledgement that names can perpetuate racism in our society. A [motion](#) was initially passed by the former Board of Trustees in 2017 to research a policy that would guide the potential renaming of a school. However, after further deliberation with all members of the Board, it was ultimately decided that the development of a renaming policy would not proceed at that time.

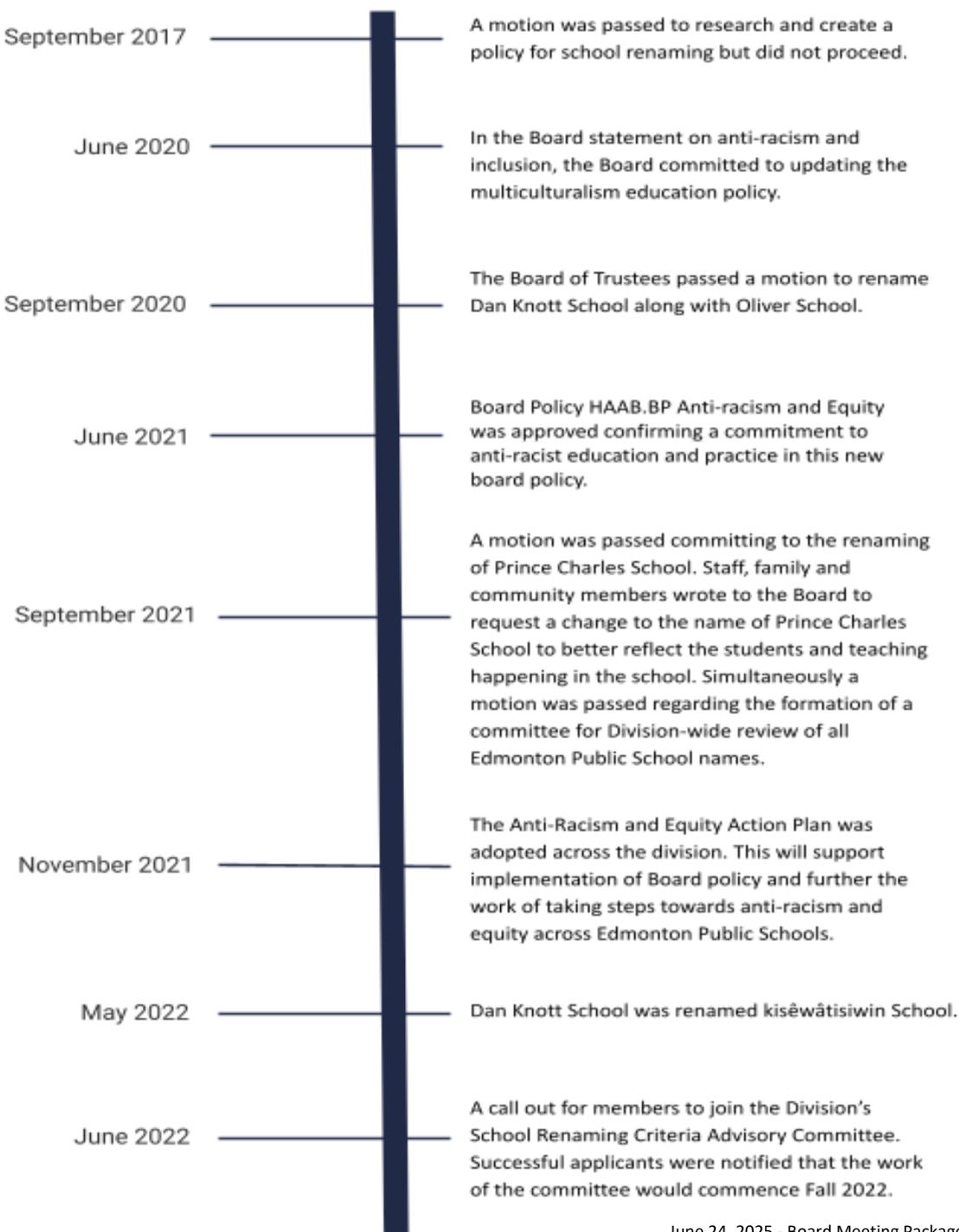
In June 2020, the Edmonton Public School Board of Trustees (the Board) released a public [Board Statement on Anti-Racism and Inclusion](#). This commitment informed the development of [Board Policy HAAB.BP Anti-racism and Equity](#) and the Division's implementation of an [Anti-Racism and Equity Action Plan](#). The June 2020 statement from the Board included a commitment to "listen, learn, and collaborate so that our schools are welcoming, caring, respectful and safe places for every one of our students, staff and families."

In September 2020, in response to a student-led petition and community efforts, the Board passed a [motion](#) to rename Dan Knott and Oliver Schools. Subsequently, in September 2021 the Board passed a

motion to rename Prince Charles School. After two years of dedicated work by Indigenous leaders, Division staff, students, teachers, parents and community members, Dan Knott school was renamed kisêwâtiwin School in May 2022. The Division is aligning the timing of its work to rename Oliver School with the community's work to rename the neighbourhood. Work to support the renaming of Prince Charles School will be informed by the work of this committee. Given the ongoing requests for school renaming and a lack of standardized approach to rename schools in the Division, it became clear that a consistent and transparent approach for renaming schools in the Division was needed.

The figure below provides an overview of the work that has been completed to date related to school renaming, and the progress that has been made towards creating a policy to inform decision making around the renaming of schools.

Figure 1. Timeline of Progress Toward the Development of a Renaming Policy



Members of the Committee

Applications for the School Renaming Criteria Advisory Committee opened at the end of June 2022 when a call for membership was sent to staff, students, parents and the general public. After completing a rigorous selection process involving an anonymized review of applications and vetting by an internal review panel, the formation of the Committee was finalized in summer 2022. In total, twenty-two participants were invited to be members of the committee. The committee is composed of five staff members, six parents with children in Edmonton Public Schools, four community representatives, five students and two Trustees. The work of the Committee was supported by six members of administration, including the Director Board and Superintendent Relations, who acted as chair of the Committee.

A [Terms of Reference \(TOR\)](#) was established and provided to the committee members at the first meeting to guide the work of the committee. The TOR outlined the purpose of the committee, the role and responsibilities of committee members, the composition of committee members, meeting dates and times and guidelines for communicating during meetings.

The committee had a six-month term, commencing in fall 2022 and concluding in late winter 2023. Members were expected to participate in up to four meetings during this time. Membership on this committee was voluntary.

In the 2022-2023 school year, four committee meetings were held during the early evenings of October 5, 2022, November 8, 2022, December 7, 2022 and January 25, 2023. Meetings were scheduled for a duration of two hours for the first two meetings, and two and a half hours for the last two meetings. All meetings were held in person with the exception of the November 8, 2022 meeting which was held virtually on Google Meet due to inclement weather and high respiratory illness rates. Each meeting was opened with a Land Acknowledgement and included an opportunity to review any summary documents from previous meetings. The committee conducted its work through facilitated processes that included presentations of relevant information and opportunities to engage in conversations in both small and whole group discussions. The table below highlights the date of each meeting and the topics covered by committee members.

Table 1. Overview of School Renaming Advisory Committee Meetings

| Meetings | Dates | Topics |
|------------|------------------|--|
| Meeting #1 | October 5, 2022 | Values and intent of school renaming |
| Meeting #2 | November 8, 2022 | Building criteria for deciding to rename/select new name |
| Meeting #3 | December 7, 2022 | Criteria and considerations for renaming |

Figure 2. Overview of Committee Members



| | | |
|------------|------------------|---|
| Meeting #4 | January 25, 2023 | Stakeholder involvement in renaming Finalizing recommendations |
|------------|------------------|---|

Meeting Summaries

Committee members had in-depth conversations at each meeting. The following summaries capture the highlights of each discussion and the focus of each meeting.

| |
|--|
| Meeting #1: October 5, 2022 |
| <p>Focus of Meeting:</p> <p>In the first meeting, members introduced themselves, reviewed the terms of reference and learned more about the background and context of renaming schools. Members participated in small group discussions and a large group discussion focused on the following questions:</p> <ol style="list-style-type: none"> 1. Why might we rename a school? 2. Why might we not rename a school? 3. What are your hopes related to renaming schools? 4. What are fears related to renaming schools? <p>Summary:</p> <p>The first meeting began by developing a shared understanding of the background, history and context of why a renaming policy could be needed and how a policy is developed. After providing input on the Terms of Reference (TOR) document, committee members engaged in small and large group discussions centered around the topic of renaming. The Committee also discussed the importance of recognizing numerous considerations, including competing values, and acknowledging the complexity of factors to be considered when developing and ultimately implementing a school renaming policy.</p> <p>Committee members discussed why a school may or may not get renamed. Individuals shared the hopes and fears they had, or had heard from others, related to school renaming. Committee members expressed their hope that renaming schools can allow all students to feel safe and supported at school. The need for the development of a consistent and transparent process was also expressed. Members voiced their concerns related to the potential of renaming schools which included the risk of dividing communities and a fear that a small group of vocal individuals may influence decisions and direction related to renaming.</p> <p>This discussion provided an initial basis for the next meeting's focus on development of renaming criteria and identified some key values foundational to renaming considerations and processes. Additionally, in this meeting, it was established that a name has the ability to cause harm and the emergence of this understanding became a central focus for developing criteria moving forward.</p> |

| |
|---|
| Meeting #2: November 8, 2022 |
| <p>Focus of Meeting:</p> <p>Building on the guiding values identified in the previous meeting, committee members engaged in focused discussions about key considerations for the development of renaming criteria. These considerations were</p> |

discussed with the intent of guiding decisions about changing an existing school name and choosing a new school name.

The following questions were posed for small group discussions:

1. When deciding whether to rename a school, what should be considered?
2. Are these considerations for renaming a school or do they also apply when choosing a new name?
3. How do we recognize, define, and measure these considerations?

Along with the previous questions, in the whole group discussion the following additional questions were asked:

1. Do the criteria prevent harm?
2. Are the criteria sustainable?

Summary:

Committee members discussed what they felt was important to include in the development of an initial criteria. Committee members were guided through a brainstorming activity using a jamboard and ideas were placed on digital sticky notes. The committee looked more closely at the concept of harm and how a school name can result in harm for the current students of a school. It was agreed that harm is a complex concept to unpack. This discussion surfaced initial elements of the criteria.

During this process, committee members were asked to consider if the ideas shared were more relevant to the decision to change an existing name or considerations that would also apply for choosing a new name.

Meeting #3: December 7, 2022

Focus of Meeting:

Committee members were presented with draft criteria that were developed based on their previous discussions. The following questions were used to frame an in-depth discussion by the committee around the draft criteria:

1. Does the draft criteria sufficiently capture, define, and/or measure the potential harm of school names?
2. Is anything missing?
3. Considerations on the extent of harm: active or passive role of namesake? racism or discrimination more broadly? other negative actions i.e., crime?

Additionally at this meeting, the committee participated in a discussion to explore processes to support the work of renaming. After learning more about other jurisdictions' pathways to renaming a school, committee members were asked to reflect on the following question:

1. What is important to consider in developing an approach to conduct a Division-wide review?
2. Having seen other jurisdictions' criteria, do we see a need for any changes to our recommended criteria?

Summary:

The third meeting provided an opportunity for the Committee to discuss the recommended criteria in more depth. After merging the insights from members shared at the last meeting, draft criteria were presented to members for their feedback, insights and proposed revisions. This discussion enabled the committee to continue to explore the concept of harm related to a school name and further refined the draft criteria. Committee members reviewed drafts of the criteria, and shared their feedback, insights and proposed

revisions to ensure that the criteria sufficiently captured, defined, and measured the potential harm of a school name. Afterwards, committee members were presented with a jurisdictional scan of current policies and processes related to renaming. This scan highlighted potential pathways to renaming, and the common criteria used in other jurisdictions. Finally, the Committee members, working in small groups, brainstormed how the Division should conduct a review of all school names.

Meeting #4: January 25, 2023

Focus of Meeting:

Prior to the meeting, committee members received the draft Report of Recommendations as pre-reading. The focus of this meeting was to confirm the recommendations of the Committee as summarized in the draft written report. The draft report included the work of the Committee to propose a process for school renaming and a process for a Division-wide review of all the current names of Division schools. Committee members were guided through each section of the report and given an opportunity to provide feedback along the way. In a large group discussion, Committee members were asked the following questions:

1. Does this report accurately reflect your work, the complexities of renaming and the hopes of the Committee?
2. Is there any important information that you feel was missed and needs to be added into the report?
3. After reviewing the report, were committee members in agreement with the recommendations going forward?

Summary:

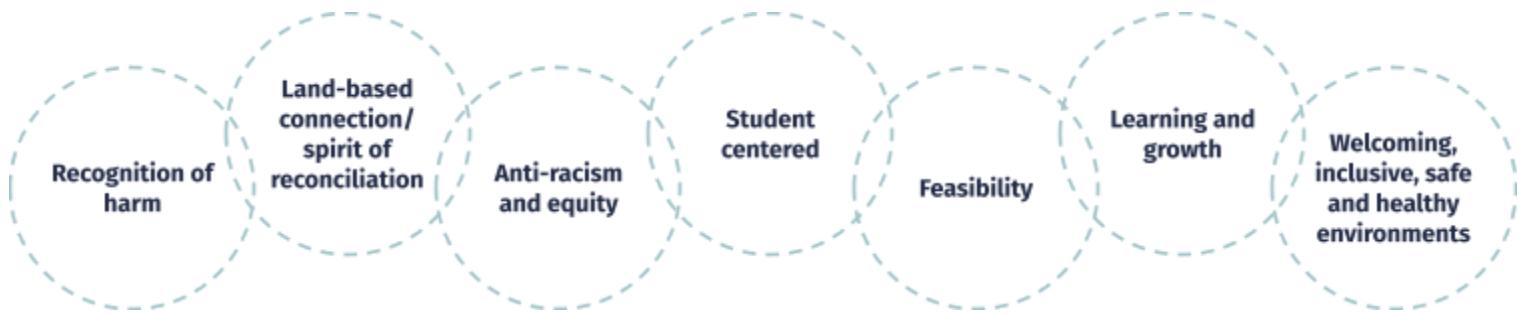
Committee members reviewed the draft report prior to the meeting in preparation for the discussion and feedback portion of the agenda. During the meeting, Committee members reaffirmed guiding principles, refined the recommended criteria, and surfaced the importance and complexity of this work. Committee members also spent time defining who the community is in a school renaming process and reflecting on stakeholder engagement, including identifying who the stakeholders are in each phase of the process, where in the process stakeholder feedback should be included and how stakeholders should be included. Throughout this discussion the importance of clear language was stressed.

Next steps: Feedback from Committee members was captured and administration was tasked to take the feedback away and use it to inform the final draft of this report. This final version of the report was shared electronically with Committee members for their review and endorsement. Once endorsed by the Committee, the report was shared with the Board of Trustees on March 10, 2023.

GUIDING PRINCIPLES FOR CONSIDERATION

A set of guiding principles emerged from the Committee's discussions and reflections across each meeting. These principles are broader than just the criteria to support a decision around school renaming. They are being recommended as a set of principles that will underpin renaming criteria, processes to support renaming, the Division-wide review of school names, and the selection of new school names. It is the Committee's intent that the following principles provide a foundation to inform all components of the Division's approach to school renaming:

Figure 3. Overview of Guiding Principles



- **Recognition of harm:** Acknowledging that the name of a school has the potential to cause harm to current students underpins any efforts of addressing that harm.
 - Addressing harm can occur through the renaming of a school; renaming plays an important role in mitigating harm.
 - This is a core principle and serves as the foundation to renaming considerations.
- **Land-based connections and spirit of reconciliation:** Renaming schools will provide opportunities to reflect land-based connections and honour non-Eurocentric perspectives. This aligns with steps towards reconciliation connected to Treaty rights and the [Truth and Reconciliation Commission of Canada: Calls to Action](#).
- **Anti-racism and equity:** The decision to rename a school creates an opportunity for names to reflect the diversity of our community and support the elimination of barriers to inclusion. The work around renaming and the act of renaming supports Board Policy [Board Policy HAAB.BP Anti-racism and Equity](#) and the Division's [Anti-Racism and Equity Action Plan](#).
- **Student-centered:** Students spend significant amounts of time at schools and are considered a key stakeholder in the act of renaming a school. Furthermore, students across the Division have been involved at various points in requests to rename schools. As this policy moves forward, it will be imperative to continue to include the voices of students.
- **Feasibility:** Renaming a school has financial and resource implications and the Division has limited resources. Therefore, a process of prioritization should be used to decide which schools will undergo renaming.
- **Learning and growth:** The process to examine the names of Division schools provides the opportunity to learn from the past, teach others and embrace new learning opportunities through the lens of anti-racism, equity and reconciliation.
- **Welcoming, inclusive, safe and healthy environments:** The Division has a responsibility to provide learning and working environments that are welcoming, inclusive, safe and healthy, as outlined in the *Education Act*. School renaming can support the Division to fulfill this responsibility, as the Division strives towards all students feeling a sense of belonging at school.

RECOMMENDATIONS

Recommendations for Renaming Criteria

Committee members had in-depth conversations exploring the potential criteria to be recommended to the Board to support the development of a renaming policy. The importance of clear language in the development of criteria related to renaming was determined early on in meetings. The criteria in Table 2 is recommended for consideration by the Board. In the recommended criteria, the terms racism and discrimination are used in a manner to reflect how they are defined in [Board Policy HAAB.BP Anti-racism and Equity:](#)

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. In this context:

- Individual racism refers to an individual expressing racist assumptions, beliefs or behaviours and is a form of racial discrimination, whether expressed overtly or covertly.
- Institutional racism occurs when institutions create or maintain racial inequity, often as a result of hidden biases in policies, practices and procedures that privilege some groups and disadvantage others.
- Systemic racism occurs when racist assumptions, beliefs or behaviours are reinforced by systems of power that perpetuate racial group inequity. Systemic racism involves dimensions of our history and culture that have allowed racial privileges and inequities to endure and adapt over time.

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.

The Committee recommends that the decision to rename a school be grounded in the guiding principles outlined above, particularly the core principle that a name should not cause or represent a legacy of harm to students, staff and the surrounding or wider community. A legacy of harm may be active and direct or passive and subtle. The Committee recognizes that the Board may need to prioritize addressing active and direct harm in the application of this criteria due to limited resources.

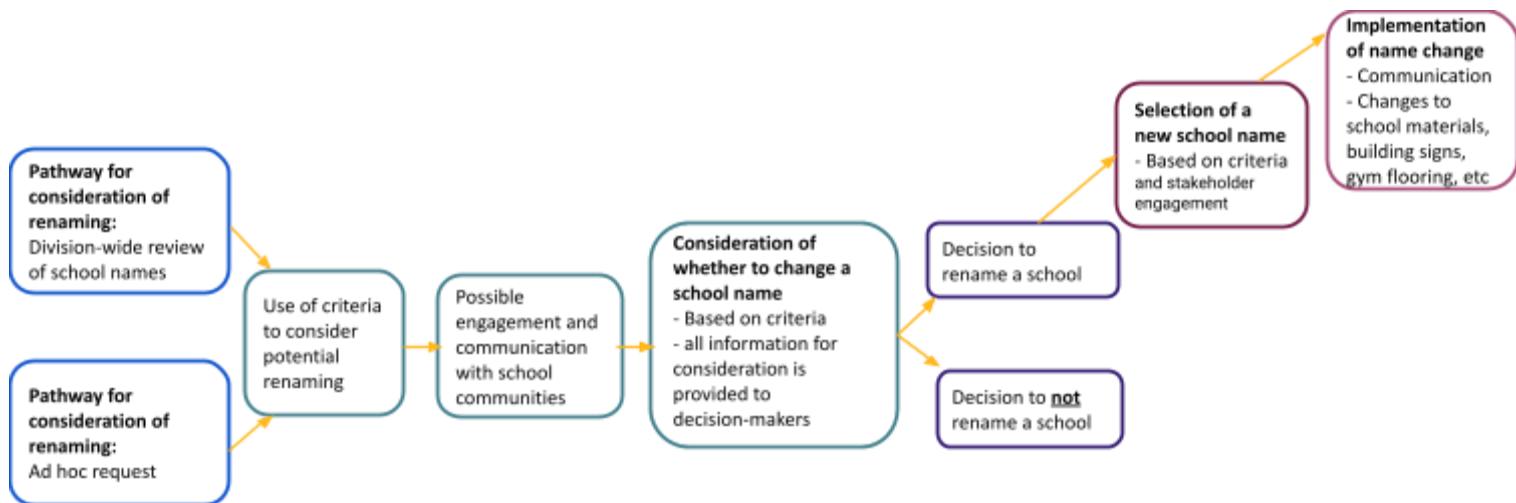
Table 2. Recommended Criteria for Renaming a School

| Recommended Criteria |
|--|
| CRITERIA 1 Is the school named after a ruler or decision-maker responsible for enacting colonialism? |
| CRITERIA 2 Is the school named after an individual who: <ul style="list-style-type: none">● Maintains or has maintained a membership and/or association with a racist and/or discriminatory organization?● Financially supports or has supported, or receives or has received financial support from an organization that is linked to racist and/or discriminatory actions?● Contributes or has contributed to the development of racist and/or discriminatory policy?● Contributes or has contributed to cultural genocide? |
| CRITERIA 3 Is the name of the school connected with a racist and/or discriminatory organization? (i.e., an organization which created or maintained racial inequity or discriminatory practices) |
| CRITERIA 4 Does the name of the school reflect a symbol and/or a structure that links to actions that are or were racist or discriminatory? |
| CRITERIA 5 Is the name of the school in conflict with any of the Division's Cornerstone Values? <ul style="list-style-type: none">● Equity● Collaboration● Accountability● Integrity |

ADDITIONAL CONSIDERATIONS

The use of renaming criteria occurs within a broader school renaming process. This broader process also involves an initial pathway for schools to be considered for renaming, possible engagement and communication with relevant school communities, authorization to rename a school by decision-makers, and processes and criteria to consider and select a new name. Figure 4 provides an overview of this broader process.

Figure 4. Overview of Broader Process



In addition to developing recommendations for renaming criteria, the Committee's discussions identified additional considerations for the Board in relation to processes, including processes for how to conduct a Division-wide review of current school names, and potential criteria for the selection of new school names (either a new school or in the renaming of an existing school).

Processes for Conducting a Division-wide Review of School Names

In the [motion](#) passed by the Board, a commitment was made to conduct a Division-wide review of all school names. To ensure that the outcome of conducting a Division-wide review of school names is feasible, the Committee recommends that this process prioritize schools for renaming based on the extent of harm associated with their names, as identified through application of the criteria outlined in the renaming policy, with a commitment to revisit other school names that have the potential for renaming in future years. Through this process, the Division may identify considerations to frame the feasibility of renaming schools through the perspective of Division resources.

- In addition to the Division-wide review of school names, the Committee spoke about the importance of a clear process for students, staff, families or community members to request consideration of a name change.

The Committee discussed that when a school has been identified for renaming, these are some considerations for the Board to incorporate into this process:

- Recognize that school names have the potential to reflect the diversity of students served by the Division and that representation is important across the Division's school names as a collective

- Engage and involve staff, families and community members to ensure diverse perspectives, and in particular ensure that perspectives of communities impacted by the legacy of the name are heard
- Continue to provide opportunities for students to be involved in process

The Committee also recommends that in the event that resource limitations prevent a school from being renamed, it would be appropriate for the Division and school to undertake educational and awareness-building activities to acknowledge the history and complexities of that particular school name.

Considerations for Naming Criteria

Although the Committee was not tasked with recommending criteria for choosing a new name once the Board decides to rename a school, additional considerations emerged from Committee discussions regarding selecting a new name. These considerations are outlined below in Table 3.

Table 3. Potential Criteria for Choosing a New Name for a School

| Potential Criteria |
|--|
| <ul style="list-style-type: none"> • Caution emerged around naming schools after any individuals <ul style="list-style-type: none"> ○ If the Division chooses to consider naming a school after an individual, the Committee recommends avoiding the following: <ul style="list-style-type: none"> ■ Names of living people ■ Names of individuals whose actions do not align with the recommended criteria or renaming a school • Other factors to consider when naming a school could include: <ul style="list-style-type: none"> ○ Names that collectively reflect the demographic composition of students ○ Avoid names of corporations ○ Hold significance and meaning to the school community, especially students ○ Honour Indigenous, non-Eurocentric and non-colonial perspectives; e.g., place-based names |

Involvement of Stakeholders

Clear and transparent communication with stakeholders is very important. Through the development of policy, a Division-wide review of all names, to the decision to rename a school or not, it is important that stakeholders are kept informed. During the Division-wide review or research related to Ad Hoc requests, it is important to hear from members of the school community and also gather the stories and experiences of those experiencing harm as a result of the school name.

When selecting a new name for a school, it is important to consult with the broader community, but engage more intimately with the school community, especially students.

NEXT STEPS

This report will be submitted to the Board of Trustees. The Board's Policy Review Committee will use the recommendations and considerations outlined in this report to help inform the development of a school renaming policy. In addition, the considerations will be used by Administration to inform the development of corresponding school renaming processes and potential revisions or development of relevant Administrative Regulations.

The school renaming policy, as well as considerations from the Committee around processes, will inform the development of a clear and transparent process for conducting a Division-wide review of school names. It is important that various stakeholders are engaged in this process to ensure multiple perspectives are reflected. The Committee recognizes the significance of undertaking this task and acknowledges that this work is a learning experience for all stakeholders involved.

CONTACTS

For more information about this report, contact schoolrenamingcriteriaadvisorycommittee@epsb.ca.

CODE: EA.BP**EFFECTIVE DATE:** (23-06-2020)**TOPIC:** Infrastructure Planning Principles**ISSUE DATE:** (24-06-2020)**REVIEW YEAR:** (2020)

PURPOSE

To acknowledge the Board of Trustees' responsibility and expectation for effective stewardship of the Division's infrastructure resources to deliver appropriate Kindergarten to Grade 12 education programming for the citizens of the City of Edmonton and establish a set of overarching infrastructure planning principles, to guide facility, capital and student accommodation planning and operations in the Division.

These Board approved Infrastructure Planning Principles will guide the actions of the Superintendent of Schools when administrating and forming places for safe, caring, healthy, respectful, diverse, inclusive and equitable learning; allocating financial resources; recommending priorities for capital funding; maintaining, building and closing or re-opening of schools; acquiring and disposing of land and buildings; and all other infrastructure decisions.

DEFINITIONS

Capital Projects are new school construction and school modernization projects identified in the Division's capital submission, which is approved annually by the Board of Trustees and submitted to Alberta Education for consideration. For each project it approves, Alberta Education establishes the budget and funding. Any contract or scope of work changes that require funding additional to the Alberta Education established capital budget requires Ministerial approval.

Community is a unique composition of people based on common interests, needs or geography.

Deferred Maintenance is capital investment in facilities that has not yet been performed and is required to keep the asset in suitable operational condition.

High Quality Learning Environments, from a facilities point of view, refers to the factors that impact student achievement, for example, thermal comfort, indoor air quality, lighting, acoustical control, appropriate space for program delivery, student gathering places, etc.

Infrastructure consists of the basic facilities, services, and installations needed for the functioning of the Division, for example, transportation services, communication systems and schools and administrative buildings.

Infrastructure Strategy is a strategic focus that guides future decision-making for the planning, locating, provision, use and maintenance of Division facilities.

Joint Use Agreement (Facilities and Land) are contracts between The Board of Trustees of Edmonton School Division, The Board of Trustees of Edmonton Catholic Separate School Division, The Board of Trustees of the regional Authority of the Greater North Central Francophone Education Region No. 2 (Conseil Scolaire Centre-

Nord) and the City of Edmonton supporting the sharing of publicly funded land and facilities to maximize benefits to students and citizens of the City of Edmonton.

Long-term Viability is based on both the costs to operate, maintain and renovate buildings and the ability for schools to maintain an enrolment within the educational program to provide a high quality learning environment for existing and future students.

Partner refers to the City of Edmonton, Provincial and Federal Governments, school jurisdictions, for profit and not for profit agencies and organizations compatible with the vision of the Edmonton Public School Board.

School Closure is within the authority of the Board of Trustees as derived from the *Education Act* 62(1) to, only by resolution, permanently or temporarily:

- close a school, or
- transfer students from one school building to another school building.

Stakeholders are parents, students, staff, community members, partners and government elected officials and staff.

Student Accommodation Planning is governed by Board Policy HC.BP - Student Accommodation and refers to the assignment of a designated school for each student based on student residency and means that this designated school will be responsible for accommodating the student or ensuring the student's placement elsewhere.

Whole Child is an educational concept that refers to addressing the physical, psychological, intellectual, emotional, social and spiritual needs of students.

POLICY

The Board of Trustees is responsible for the stewardship of resources placed in its trust for public education service delivery to all resident students within the City of Edmonton. The Board of Trustees acknowledges that infrastructure decisions under its jurisdiction must be in accordance with governing legislation and procedural requirements. The Board of Trustees has the authority and the responsibility to make decisions regarding:

- school site acquisition and disposal within the means available to it, which are key determinants in where public education service delivery will be situated within the Division;
- priorities for school modernization and building of new schools; and
- the closure or re-opening of a school facility.

The Board of Trustees believes that the Division's infrastructure decision-making should reflect an equitable approach to the provision of safe, high quality learning and working environments across the Division; demonstrate sound planning practices; establish equitable priorities for construction, modernization and maintenance; disclose assumptions on which plans are based; employ a collaborative approach to planning and operation through the inclusion of community, external partnerships and multiple orders of government; employ traditional and creative approaches where appropriate; and ensure expenditures of capital funding demonstrate responsible stewardship of public resources.

To achieve these objectives, the following Infrastructure Planning Principles, listed in alphabetical order, shall guide all infrastructure planning and operational decisions:

1. **Accountability:** Infrastructure decisions shall be transparent, evidence based and reflect meaningful engagement with stakeholders.
2. **Centres for Educational Excellence:** Infrastructure assets shall serve as centres for educational excellence that meet the needs of Division students, as well as their families and staff, where appropriate.
3. **Environmental Stewardship:** All decisions relating to infrastructure management shall demonstrate a commitment to environmental conservation and conform to best practices in minimizing environmental impacts.
4. **Equitable Access:** All students and staff shall have fair access to safe, welcoming, high quality learning and working environments that will increase their opportunities and decrease their vulnerabilities.
5. **Fiscal Responsibility:** Decisions on infrastructure shall consider long-term needs and current realities, and reflect effective management of Division resources.
6. **Service to Community:** Division infrastructure assets are public buildings intended to serve Division students, families and staff as well as the broader community where appropriate. Capital investment shall consider the demographics, long-term plans and needs of the community.
7. **Supports for the Whole Child:** Space shall be available to enable partnerships with shared responsibilities to provide integrated services that support Division students.

The Board of Trustees believes that implementation of the Infrastructure Planning Principles will enable the Division to:

1. Achieve equity of educational programming through acknowledging that students and communities have different needs.
2. Allow opportunities for long-term planning, operational efficiencies and coordinated services.
3. Collaborate with other orders of government, school Divisions and for profit and not for profit agencies to support students, children, families and communities.
4. Determine the long-term viability of Division assets and address the long-term deferred maintenance.
5. Engage stakeholders early in ongoing discussions with the Division, considering their perspectives, and working together to achieve positive change and outcomes that benefit students.
6. Evaluate the unique needs of communities and determine the appropriate future use of assets.
7. Maximize the use of space not required for educational purposes by providing opportunities for partnerships that support education, children or the community at no cost to the Division.
8. Minimize the Division's environmental footprint through proactive planning practices.

The Board of Trustees reserves to itself the authority to name schools. In the naming of schools, preference shall be given to the names of persons who have made a valuable contribution to education and/or to the community at large.

The Board of Trustees believes in the principles of the Joint Use Agreement (Facilities) which supports the sharing of publicly funded facilities to maximize benefits to students and citizens of the City of Edmonton. In support of this belief, the Board of Trustees encourages the use of Division buildings by the community provided there is no conflict with the Division's mandate to provide (K-12) education and the use shall be compatible with the Board of Trustees' educational aims and objectives. Surplus space may be utilized in operational and closed school buildings.

The Board of Trustees believes that the preservation of buildings with significant historic value is important to the citizens of the City of Edmonton. The Board of Trustees will consider supporting an application to Alberta Community Development for the designation of a Division building as a historic resource when doing so has no adverse impact on the provision of educational services within the building or elsewhere in the Division.

EXPECTATIONS

1. The Superintendent of Schools shall implement this policy through establishment of a comprehensive Division Infrastructure Strategy, and appropriate administrative regulations, processes and assignment of responsibilities as required.
2. All facility, capital and student accommodation plans shall address the Infrastructure Planning Principles and Infrastructure Strategy.
3. For each capital project submitted by the Board of Trustees and approved by Alberta Education, the Board of Trustees shall be kept informed of progress.
4. School Site Acquisition and Disposal
 - a. School sites shall be acquired from the reserve land dedication provided under the *Municipal Government Act*, within the terms of the Joint Use Agreement with the City of Edmonton, or purchased using approved Division Capital Reserve funding.
 - b. The Board of Trustees authorizes the Superintendent of Schools to determine the need for, or the relinquishing of need for, school sites and land in new development areas where site lands have not yet been fully dedicated.
 - c. The declaration of lands dedicated for Division use at no cost to the Division, as surplus to Division need, shall require Board of Trustees approval.
 - d. Each sale, transfer or exchange of land titled to the Division shall require Board of Trustees approval.
 - e. Where applicable, the sale of school sites shall be transacted with the terms of the Joint Use Agreement (Land) with the City of Edmonton.
5. Surplus Reserve Land
 - a. As per the *Municipal Government Act*, if a school board holds an interest in a school reserve, municipal and school reserve or municipal reserve according to the *Municipal Government Act* and declares that the reserve is surplus to the school board's needs, the school board must transfer its interest in the land to the municipality where the reserve is located, for the consideration agreed on between them.
 - b. The Board will consider the following when determining whether its interest in a school reserve, municipal and school reserve or municipal reserve is surplus to the board's needs:

- i. Enrolment trends within the area intended to be served by the school reserve, municipal and school reserve or municipal reserve.
- ii. Student accommodation and transportation issues.
- iii. Whether a school on school reserve, municipal and school reserve or municipal reserve is included in the Board's capital plan.
- iv. The length of time that the school reserve, municipal and school reserve or municipal reserve has existed and has not been needed by the Board.
- v. Consultation with other boards with respect to their needs for the school reserve, municipal and school reserve or municipal reserve.
- vi. Any other criteria the Board considers necessary.

6. Retention of Closed Schools

- a. The Board will consider the following to determine whether the Board has use for a school building that has been closed:
 - i. Consideration of demographic factors.
 - ii. The length of time the school building has been closed.
 - iii. Other public educational uses for the school building.
 - iv. Any other criteria the Board considers necessary.

7. School Closure and Re-opening

- a. The Board may, only by resolution, permanently or temporarily:
 - i. Close a school(s), or
 - ii. Transfer students from one school building to another school building.
- b. Where the Board is considering the actions referred to in 6.a., the Board shall notify, in writing:
 - i. The parents of every student enrolled in the school(s) that may be affected by the action.
 - ii. Any other person, municipality or community organization who, in the opinion of the Board, may be significantly affected.
- c. When proposing the permanent closure of a school(s), the Board must provide for:
 - i. Adequate opportunity for the public to respond to the Board's proposal.
 - ii. A process to fairly consider responses from the public to the Board's proposal to permanently close a school(s).
 - iii. Consideration of future growth or decline in student enrolment.
 - iv. Consideration of possible alternative educational or community uses for all or part of the building.
- d. Where a Board decides to close a school(s) permanently, the board shall notify the Minister in writing forthwith, and include:
 - i. The name of the school(s).
 - ii. The effective date of the closure.
- e. The Superintendent of Schools shall be responsible for recommending the closure or re-opening of a school to the Board of Trustees in accordance with the Infrastructure Planning Principles.

8. Use of Division Buildings

- a. Members of the community, excluding publicly-traded companies providing day care and early education, can access surplus space through the following methods:
 - i. As a group represented by the City of Edmonton under the Joint Use Agreement: Facilities;
 - ii. As an occasional paid rental for groups not eligible under the Joint Use Agreement: Facilities;
 - iii. As a group with exclusive use of space as specified in a lease agreement;
 - iv. As a group with limited use of space as specified in a license agreement; or

- v. As a group with shared use of space who provide support services which directly benefit the students at the school through a specific agreement with the school.
- b. Those organizations leasing or licensing space must provide evidence of recognized, acceptable, social and ethical standards through policies, practices and procedures.
- c. Leases are intended to be at no cost to the Division. Information regarding leases in the Division shall be provided to the Board of Trustees annually.
- d. Fees for paid rentals shall be determined annually by the Superintendent of Schools.

ACCOUNTABILITY

Annually, the Board of Trustees approves the Division's Three Year Capital Plan and reviews the Division's Ten Year Facilities Plan, as required by the Government of Alberta.

REFERENCES

AA.BP - Stakeholder Relations
DEA.BP - Student Transportation
DEA.AR - Transportation Services
EECA.AR - Identification of a Building as a Historic Resource
EF.AR - Naming of Schools
EO.BP - Environment
HC.BP - Student Accommodation
IG.AR - Community Use of Division Buildings
Edmonton Joint Use Agreement: Facilities
Edmonton Joint Use Agreement: Land
Education Act Sections 62, 192
Disposition of Property Regulation 86/2019
Municipal Government Act (Part 17)



CODE: EF.AR

EFFECTIVE DATE: (29-01-2020)

TOPIC: Naming of Schools

ISSUE DATE: (29-01-2020)

REVIEW YEAR: (2022)

OBJECTIVE

The primary function of naming schools is to recognize and honour either noteworthy persons or names of communities.

DEFINITIONS

Decommissioning refers to the process required when a school is closed.

Historical List of Suggested School Names is a list of names previously suggested for the naming of a school, including the rationale, submitted by the public and/or Division staff. Names will be removed from the list when they are used in naming a school.

Naming Criteria includes the following:

- names of persons who have made a valuable contribution to education;
- persons who have made a valuable contribution to the community at large;
- persons who represent diversity in the community; and
- names of significance to the community, including community names.

RESPONSIBILITY

Corporate Board Secretary shall maintain an ongoing Historical List of Suggested School Names for consideration.

Board of Trustees shall announce the name of the school(s).

Caucus Committee shall confirm the naming criteria prior to engaging the public; and approve the selection of the school name(s).

Planning Department shall manage the stakeholder engagement process and provide all details for consideration.

REGULATION

1. The following process shall be used in naming schools:
 - a. The Naming Criteria is confirmed by Caucus Committee, allowing for modifications and/or amendments to the criteria;
 - b. The public at large and Division staff are provided an opportunity to provide input on the names for consideration;

- c. The Historical List of Suggested School Names will be reviewed and names may be added for consideration;
- d. Caucus Committee is presented with a short list of names for consideration, based on the approved criteria, including the rationale and background information for each name;
- e. A facilitated process to assist members of Caucus Committee with the selection of a name will be available;
- f. The Superintendent of Schools shall recommend for approval to the Board of Trustees the name for the school(s), consistent with the direction provided by Caucus Committee; and
- g. Caucus Committee will make the final decision and the selected name(s) will be announced at a public board meeting.

2. The following process shall be used when decommissioning school names:

- a. When a school is closed, the closed school building will be known as the “_____ School Building”.
- b. When a school building is disposed of, the name of the disposed school building will no longer be referred to as the “_____ School” or the “_____ School Building”.
- c. Names of disposed school buildings will be returned to the Historical List of Suggested School Names for future consideration.
- d. The above information will be shared with Division staff, tenants, new owners, City of Edmonton and the Province of Alberta at the time of closure or disposition of the school building.

3. Planning Department shall initiate the Naming of Schools process to allow the maximum amount of time for the design of the school to incorporate the character of the school name and to allow the community to become familiar with the school name.

4. For all new schools, a suitable plaque outlining the origin of the school name shall be placed in a prominent position in the school. If the school is named after an individual, a picture and brief biography of the person being honoured should be displayed.

5. The Board's decision for the school name shall be communicated to the City of Edmonton and the Government of Alberta.

REFERENCES

EA.BP - Infrastructure Planning Principles

DATE: June 24, 2025

TO: Board of Trustees

FROM: Trustee Dawn Hancock, Governance and Evaluation Committee
Trustee Marsh Nelson, Governance and Evaluation Committee
Trustee Sherri O'Keefe, Chair, Governance and Evaluation Committee

SUBJECT: Governance and Evaluation Committee 2024-2025 Work Plan Summary

RESOURCE Karen Mills

STAFF:

REFERENCE [Trustees' Handbook](#) - Section 6.1.1 Governance and Evaluation Committee

ISSUE

The Governance and Evaluation Committee is responsible for developing and presenting to the Board of Trustees an annual Work Plan. This report provides a summary of the work accomplished by the Committee over the 2024-2025 school year.

BACKGROUND

The Governance and Evaluation Committee 2024-2025 work plan was approved at the November 5, 2024 public Board meeting. In addition to including items mandated in the committee's Terms of Reference, the work plan indicated a specific focus on ensuring that the Trustees' Handbook is up to date for the next Board, which will be elected in October 2025.

CURRENT SITUATION

The Governance and Evaluation Committee had a very productive year. The committee completed the following initiatives over the course of the year:

- **Meeting preparation** - The committee created the agendas and facilitation plans for the fall (September 5 and 6) and winter (January 31) Board planning meetings.
- **Professional Learning** - The committee surveyed all Trustees to determine which professional learning topics garnered the most interest. Based on the feedback and emerging issues, the committee arranged the following sessions:
 - Sept 5 - Deepening Governance Understanding
 - Oct 15 - Clarifying Board Norms Part 1
 - Dec 3 - Clarifying Board Norms Part 2
 - Dec 3 - Results Review debrief
 - Jan 14 - Governance Core book study session
 - Jan 28 - Governance Core book study session
 - Jan 31 - Generative AI
 - Feb 4 - Governance Core Book book study session
 - Apr 8 - Indigenous Culture PL: Reconciliation Begins With Truth
 - May 13 - Indigenous Culture PL: Seven Sacred Teachings

- **Trustees' Handbook Updates** - The committee recommended revisions to chapters 3, 5, 6, 7, 9, 10, 13, 15, 16, 17. Highlights of the approved recommendations include:
 - An external legal review of chapter 3, which includes the Trustee Code of Conduct
 - New parameters comments from the public and staff groups at Board meetings to better balance the time allotted for comments and the time available for all other matters on the Board meeting agendas
 - Updates to the Committees section to clarify the relationship between committees and the Board
 - Language to better clarify expectations regarding Trustee campaigning while holding office, absences and resignations
- **Review of Annual Reports** - At the Board's winter planning meeting, the committee lead a review of all reports submitted to the Board annually to identify if the information was still required each year, if there were any desired changes to the scope of reporting and whether or not certain reports should be combined or presented with other reports for context.
- **Update to Trustee Honourariums** - Noting that, outside of a 2019 minor adjustment to offset a federal tax change, Trustee base honourariums had not been adjusted since October 1, 2017, the committee undertook a review and recommended a three per cent increase effective on the swearing in of the new Board. The Caucus Committee defeated this recommendation on June 10, 2025.
- **Superintendent Evaluation** - Following the Superintendent's retirement announcement, the Board approved the committee's recommendation to cancel the Superintendent evaluation for this year.
- **Board Self-Evaluation** - The committee noted that because it was the last year of their term and there would only be one Board meeting in September 2025, there would be little opportunity to make use of any information collected through a Board self-evaluation. The Board approved the committee's recommendation to cancel the self-evaluation, noting the time could be better used to prepare materials to support the onboarding of new Trustees following the October 20, 2025 election. The Board also approved an update to the Trustee's Handbook to eliminate the requirement for a self-evaluation in the last year of a Board's term.

The Committee thanks all Trustees for making time for the learning sessions, and for actively engaging in discussions regarding the Trustees' Handbook in order to provide the incoming Board with the greatest clarity and support possible.

KEY POINTS

- The committee organized ten professional learning sessions for all Trustees.
- The committee recommended, and had approved, several updates to the Trustees' Handbook.

ATTACHMENTS and APPENDICES

ATTACHMENT I Governance and Evaluation Committee 2024-2025 Work Plan

SO:km

Governance and Evaluation Committee 2024-2025 Work Plan

PURPOSE

The Governance and Evaluation Committee is responsible for assisting the Board of Trustees to:

- conduct an annual evaluation of the Superintendent of Schools in accordance with Board Policy [FGB.BP - Evaluation of Superintendent of Schools](#) and the review and/or renewal of the Superintendent of Schools' contract in accordance with the [Education Act](#);
- conduct an annual Board self-evaluation for continued Board development and improved Board performance with respect to the Board's role and responsibilities;
- identify and develop the priorities that will guide Division operations and the budget planning cycle for the Board's four-year term of office; and
- carry out its duties and commitments in relation to the Division Priorities by making recommendations on governance-related matters.

ACTIVITIES

Board Self-Evaluation

The Committee will:

- Review the Board's Self-Evaluation Instrument to determine if any changes are required. (February 2025)
- Initiate the process for the Board Self-Evaluation. Each Trustee will be asked to complete the Board Self-Evaluation Instrument. (May/June 2025)
- With support from the Director Board and Superintendent Relations, compile and summarize the individual evaluations for reporting purposes. (June/July 2025)
- Provide the final Board Self-Evaluation survey results to Trustees at a meeting for discussion (September 2025)
- Prepare a summary statement of the Board Self-Evaluation results to be read at a public Board meeting. (September 2025)

Superintendent of Schools' Evaluation

The Committee will:

- Select an external administrator for the Superintendent's Evaluation. (November/December 2024)
- Initiate the process for the Superintendent's Evaluation. (March 2025)
- Provide the Superintendent an opportunity to review the Evaluation and discuss implications with the Committee Chair. (May 2025)
- Submit the final Superintendent's Evaluation results and a report to Caucus Committee, which includes a response to the evaluation from the Superintendent. (June 2025)
- Prepare a summary statement of the evaluation results to be read at a public Board meeting. (September 2025)
- If needed, work with the Policy Review Committee on Board-governance-related policy in the Trustee's Handbook through providing content recommendations to the Policy Review Committee on existing Board Policy [FGB.BP - Evaluation of Superintendent of Schools](#).

Governance

The Committee will:

- Develop schedules for Board off-site meetings, generative discussions and professional learning sessions, along with agendas and facilitation plans for each. (September/October 2024, with updates as needed)
- Review the Trustees' Handbook in preparation for welcoming the next Board (ongoing)
 - The committee will specifically review Trustee absences and leaves; directions regarding elections, campaigning and running for office while a Trustee; and public conduct at Board meetings.

REQUESTED RESOURCES

- The Committee requests the continued support of the Director Board and Superintendent Relations.
- No funding needs are anticipated at this time



DATE: June 24, 2025

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Delegation of Authority – 2025 Summer Recess

ORIGINATOR: Karen Mills, Director of Board and Superintendent Relations

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

ISSUE

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

BACKGROUND

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

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

RELATED FACTS

- The delegation of authority is effective immediately following the June 24, 2025 Board meeting.

RECOMMENDATION

1. **That in accordance with Section 3 of the *Education Act* Board Procedures Regulation, any special Board meetings during the 2025 summer recess be at the call of the Board Chair or, in their absence, the Board Vice-Chair.**
2. **That in accordance with Section 52(1) of the *Education Act*, effective immediately following the June 24, 2025, Board meeting, delegation of authority to the Superintendent of Schools to make decisions during the 2025 summer recess on behalf of the Board be approved.**
3. **That a report of all such decisions be brought to the first public Board meeting in the fall of 2025.**

CONSIDERATIONS and ANALYSIS

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

KM:ca