

Board Meeting Agenda

Board of Trustees

Board Chair: Saadiq Sumar

Vice-Chair: Linda Lindsay

Nickela Anderson

Sarah Doll

Melanie Hoffman

Julie Kusiek

Holly Nichol

Sherri O'Keefe

Jan Sawyer

Tuesday, May 12, 2026

2 p.m.

McCauley Chambers, Centre for Education
1 Kingsway NW, Edmonton AB T5H 4G9

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 Meeting – April 28, 2026

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

NOTE: To speak under this item, pre-registration with the Board Office (780-429-8443) is required by noon on Monday, May 11, 2026, to reserve a speaking time.

I. Reports

2. Locally Developed Courses
(Recommendation)
3. Motion re: Engagement on Second Language Instruction Requirement in Board Policy GA.BP
(Recommendation)
4. Caucus Committee Report
(Information)
5. Bereavements
(Information)

J. Other Committee, Board Representative and Trustee Reports

K. Trustees and Board Requests for Information

L. Notices of Motion

M. Meeting Dates

N. Adjournment

Board Meeting Minutes

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, April 28, 2026, at 2 p.m.

Present

Trustees	Nickela Anderson, Sarah Doll, Melanie Hoffman, Julie Kusiek, Linda Lindsay, Holly Nichol, Sherri O’Keefe, Jan Sawyer		
Officials	Angela Anderson, Todd Burnstad, Grace Cooke, Andrea Cooper, Kelsey Duebel, Martin Fechner, Kathy Muhlethaler, Kent Pharis, Nancy Petersen, Cliff Richard, Carrie Rosa, Ron Thompson, Liz Yule		
Acting Board Chair	Linda Lindsay	Recording Secretary	Catherine Angeles

A. Land Acknowledgement

The Acting Board Chair called the meeting to order with recognition that we are on Treaty 6 Territory. Acting Board Chair Lindsay shared the land acknowledgement received at Bannerman School from the grade four students in Miss Pollard's class.

“Our class includes students from many places like Syria, Ukraine, Mexico, Dubai, Somalia, Kenya, Iraq and many other parts of Canada. We acknowledge the traditional lands of the Cree, Saulteaux, Blackfoot, Metis, Dene and Nakota Sioux peoples. On this land, we enjoy playing sports like soccer, football and basketball, outdoor fun like fishing, camping, longboarding, cycling and dancing in the rain and other activities like writing, gaming, visiting family and shopping. Our promise to the land is to keep it clean, recycle and care for plants. We commit to reconciliation by listening to the voices of Indigenous Peoples and recognizing what Indigenous People did for our land.”

B. O Canada

The Svend Hansen School video version of O Canada was played.

C. Roll Call

2:05 p.m. – The Superintendent advised that Board Chair Sumar was absent. All other Trustees were present.

D. Approval of Agenda

MOVED BY Trustee Doll:

That the agenda for the April 28, 2026, Board meeting be approved as presented.

(UNANIMOUSLY CARRIED)

E. Communications from the Acting Board Chair

The Acting Board Chair shared that the Board entered a team in the Highlands Cookie Off Fundraiser. It was a great opportunity for Trustees to share some sweetness with the community while engaging students, staff, families and community members about the Strategic Plan. She congratulated all of the award winners and thanked the organizers of the event.

The Acting Board Chair said that Division staff organized the Campus EPSB Networking Lunch last week. It was an opportunity for students to connect with industry professionals in artificial intelligence, psychology, cosmetology, and more. Acting Chair Lindsay thanked all of the professionals who shared their insights and knowledge with students. She also thanked staff for organizing this incredibly well-attended event.

The Acting Board Chair advised that several members of the Board attended the GSA Conference organized by the FyreFly Institute this past weekend. It was an opportunity for students, educators, and advocates to connect and learn more about how to support 2SLGBTQIA+ students across the province.

The Acting Board Chair shared that this past weekend also marked the Alberta School Councils' Association Annual Conference and General Meeting. There were many school councils in attendance, and some great professional learning opportunities available in person or virtually. She expressed congratulations to the newly elected executive and to the assembly for passing several important resolutions.

The Acting Board Chair advised that on April 27, 2026, a large education delegation from Germany came to Bannerman School to learn about Alberta's education system. Hosted by Tara Kushnir, the visit was attended by Superintendent Thompson, Assistant Superintendents Fetchner and Yule, Board Chair Sumar, Trustee Hoffman and Acting Chair Lindsay. The delegation included German Ministers of Education from various states, State Secretaries (similar to a Deputy Minister in Alberta), Parliamentary State Secretaries, Members of the German Parliament, and representatives from Wubben Stiftung, Bildung and Deutsche Telekom Stiftung. The German delegation visited Bannerman School two years ago and was eager to return to learn more. Principal Kushnir shared how school staff utilize collaborative team structures and data-driven decision-making to implement intervention strategies. This approach supports a diverse student population and ensures instructional decisions are informed by student needs.

F. Communications from the Superintendent of Schools

The Superintendent thanked everyone in attendance and those tuning in online. He also welcomed a principal from the Superintendent's Community of Practice in Education (SCOPE), Anne Jordan, from David Thomas King School

The Superintendent shared that on April 24, 2026, the province announced they were making changes to help qualified individuals enter classrooms sooner. The Division has teacher shortages and could always use more highly-skilled teachers in the classroom. He expressed appreciation that the government is looking at how to attract more teachers and have them share their skills and knowledge with students more quickly. The announcement may present an opportunity to address some of the shortages the Division is experiencing.

The Superintendent shared that on April 23, 2026, the Division's General Counsel, Grace Garcia Cooke, received her King's Counsel appointment. King's Counsel appointments are awarded to lawyers who are found to have made a significant contribution to the legal profession or public life in Alberta. Those who receive the appointment have contributed to the administration of justice, to the community and to the legal profession. Superintendent Thompson, on behalf of the Board and the entire Division, expressed congratulations to Ms. Cooke on her appointment.

G. Approval of the Minutes

1. Board Meeting - April 14, 2026

MOVED BY Trustee Kusiek:

That the minutes of the Board meeting held April 14, 2026, be approved as presented.

(UNANIMOUSLY CARRIED)

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

There were no registered speakers for this item.

I. Reports

2. Revised 2026-27 School Year Calendar
(Recommendation)

MOVED BY Trustee Sawyer:

That the attached revised 2026-27 School Year Calendar be approved.

IN FAVOUR: Trustees Hoffman, Kusiek, Lindsay, O'Keefe, and Sawyer

OPPOSED: Trustees Anderson, Doll, and Nichol

(CARRIED)

There was a short break in the meeting at 2:42 p.m., and it resumed at 2:49 p.m.

3. Division Energy and Environment Strategy Update
(Information)

An update was provided on the Division's energy and environmental strategy.

Trustee Kusiek left the meeting at 2:58 p.m.

J. Other Committee, Board Representative and Trustee Reports

Acting Board Chair Lindsay reported on her attendance at the Taste of Bracco, an annual event at John D. Bracco School that celebrates the school community's cultural diversity. She noted that the event featured traditional foods provided by families and community partners, alongside student performances and art displays, fostering an inclusive environment where diversity is celebrated.

K. Trustees and Board Requests for Information

None

L. Notices of Motion

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

That Administration enter into engagement with students, staff and families as to whether schools should continue to be required to provide "instruction in a second language (in addition to English) in Grades 4 to 9 and support and encouragement to students to continue to build proficiency in a second language through the end of Grade 12" as outlined in Board Policy GA.BP Student Programs of Study. Once complete, results of the engagement should be reported back to the Board.

M. Meeting Dates

Next Board Meeting: Tuesday, May 12, 2026, at 2 p.m.

N. Adjournment

3:36 p.m. – The Acting Board Chair adjourned the meeting.

Linda Lindsay, Acting Board Chair

Kelsey Duebel, Director Board and
Superintendent Relations

Date	May 12, 2026
To	Board of Trustees
From	Ron Thompson, Superintendent of Schools
Subject	Locally Developed Courses
Originator	Kathy Muhlethaler, Assistant Superintendent, Instructional and Strategic Division Supports
Resource Staff	Marnie Beaudoin, Vicki de Haan, Laurie Houston, Sunita Sas
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

ISSUE

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

RECOMMENDATION

1. That the following locally developed courses be approved for use in Edmonton Public Schools:

Senior High School LDCs

Course Name	Course Codes	Version	Approval Period (School Years)
American Sign Language and Deaf Culture Three-year (3Y) 15 American Sign Language and Deaf Culture Three-year (3Y) 25 American Sign Language and Deaf Culture Three-year (3Y) 35	LDC1300 LDC2300 LDC3300	5 Credits (2026–2030)	2026–2027 to 2029–2030
Arabic Language and Culture Three-year (3Y) 15 Arabic Language and Culture Three-year (3Y) 25 Arabic Language and Culture Three-year (3Y) 35	LDC1331 LDC2331 LDC3331	5 Credits (2026–2030)	2026–2027 to 2029–2030
Astronomy 15 Astronomy 25 Astronomy 35	LDC1947 LDC2947 LDC3947	3 and 5 Credits (2026–2030)	2026–2027 to 2029–2030

Senior High School LDCs (continued)

Course Name	Course Codes	Version	Approval Period (School Years)
Drawing 15 Drawing 25 Drawing 35	LDC1859 LDC2859 LDC3859	5 Credits (2026–2030)	2026–2027 to 2029–2030
Global Perspectives 25 Global Perspectives 35	LDC2207 LDC3207	5 Credits (2026–2030)	2026–2027 to 2029–2030
Guitar 15 Guitar 25 Guitar 35	LDC1568 LDC2568 LDC3568	3 and 5 Credits (2026–2030)	2026–2027 to 2029–2030
Indigenous Art and Ceremony 25	LDC2873	5 Credits (2023–2027)	2026–2027
Introduction to Educational Assistant 35	LDC3294	5 Credits (2026–2030)	2026–2027 to 2029–2030
Learning Strategies 15 Learning Strategies 25 Learning Strategies 35	LDC1599 LDC2599 LDC3599	3 and 5 Credits (2026–2030)	2026–2027 to 2029–2030
Métis History and Stories 15	LDC1873	3 Credits (2023–2027)	2026–2027
Musical Theatre Performance 15 Musical Theatre Performance 25 Musical Theatre Performance 35	LDC1858 LDC2858 LDC3858	3 and 5 Credits (2026–2030)	2026–2027 to 2029–2030
Pathways to Reconciliation 35	LDC3873	5 Credits (2023–2027)	2026–2027
Punjabi Language and Culture Twelve-year (12Y) 15 Punjabi Language and Culture Twelve-year (12Y) 25 Punjabi Language and Culture Twelve-year (12Y) 35	LDC1555 LDC2555 LDC3555	5 Credits (2026–2030)	2026–2027 to 2029–2030
Speech and Debate 15 Speech and Debate 25 Speech and Debate 35	LDC1209 LDC2244 LDC3244	3 Credits (2026–2030)	2026–2027 to 2029–2030
Technical Theatre 15 Technical Theatre 25 Technical Theatre 35	LDC1987 LDC2987 LDC3987	3 and 5 Credits (2026–2030)	2026–2027 to 2029–2030

Elementary and Junior High LDCs

Course Name	Course Codes	Approval Period (School Years)
Art and Design: Ceramics 7 Art and Design: Ceramics 8 Art and Design: Ceramics 9	JHS7311 JHS8311 JHS9311	2026–2027 to 2029–2030
Art and Design: Drawing 7 Art and Design: Drawing 8 Art and Design: Drawing 9	JHS7312 JHS8312 JHS9312	2026–2027 to 2029–2030
Art and Design: Painting 7 Art and Design: Painting 8 Art and Design: Painting 9	JHS7313 JHS8313 JHS9313	2026–2027 to 2029–2030
Art and Design: Photography 7 Art and Design: Photography 8 Art and Design: Photography 9	JHS7314 JHS8314 JHS9314	2026–2027 to 2029–2030
Exploration of Film 7 Exploration of Film 8 Exploration of Film 9	JHS7055 JHS8055 JHS9055	2026–2027 to 2029–2030
Indigenous Studies 7 Indigenous Studies 8 Indigenous Studies 9	JHS7250 JHS8250 JHS9250	2026–2027 to 2029–2030
Learning to Lead 7 Learning to Lead 8 Learning to Lead 9	JHS7058 JHS8058 JHS9058	2026–2027 to 2029–2030
Punjabi Language and Culture Twelve-year (12Y) K Punjabi Language and Culture Twelve-year (12Y) 1 Punjabi Language and Culture Twelve-year (12Y) 2 Punjabi Language and Culture Twelve-year (12Y) 3 Punjabi Language and Culture Twelve-year (12Y) 4 Punjabi Language and Culture Twelve-year (12Y) 5 Punjabi Language and Culture Twelve-year (12Y) 6 Punjabi Language and Culture Twelve-year (12Y) 7 Punjabi Language and Culture Twelve-year (12Y) 8 Punjabi Language and Culture Twelve-year (12Y) 9	KGN0280 ELM1280 ELM2280 ELM3280 ELM4280 ELM5280 ELM6280 JHS7387 JHS8387 JHS9387	2026–2027 to 2029–2030

BACKGROUND

The *Guide to Education: ECS to Grade 12, 2025–2026* 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”

RELATED FACTS

- 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.
- All LDCs authorized by Alberta Education and Childcare are available for acquisition at no cost.

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.
- Summaries of all LDCs included in the report are provided in Attachment I.
- All LDCs listed in Attachment II have been previously approved for Division use.
- Attachment II provides enrolment data for the courses in the report that are currently active in the Division.
- Three courses in this report are new acquisitions and have not yet been offered in the Division.

NEXT STEPS

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

ATTACHMENTS and APPENDICES

ATTACHMENT I Summaries of Locally Developed Courses Submitted for Approval on May 12, 2026

ATTACHMENT II Enrolment Data for Locally Developed Courses Submitted for Approval on May 12, 2026

LH:lh

Summaries of Locally Developed Courses Submitted for Approval on May 12, 2026

American Sign Language and Deaf Culture Three-year (3Y) 15-25-35

American Sign Language and Deaf Culture Three-year (3Y) 15-25-35 is a 5-credit course sequence developed by Edmonton Public Schools. It is currently being delivered at one Division school and had an enrolment of 165 students as of March 12, 2026.

American Sign Language and Deaf Culture Three-year (3Y) 15-25-35 is intended for students who are beginning their study of American Sign Language and Deaf culture in senior high school. This course sequence provides the opportunity for students to learn to use American Sign Language (ASL) in a variety of situations and for a variety of purposes. Students in American Sign Language and Deaf Culture Three-year (3Y) 15-25-35 also have an opportunity to gain an insight into Deaf culture.

Arabic Language and Culture Three-year (3Y) 15-25-35

Arabic Language and Culture Three-year (3Y) is a 5-credit course sequence that was developed by another school authority and will be acquired through Alberta Education and Childcare. It is currently being delivered at two Division schools and had an enrolment of 141 students as of March 12, 2026.

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

Art & Design: Ceramics 7-8-9

Art and Design: Ceramics 7-8-9 is a course sequence developed by Edmonton Public Schools. It is currently being delivered at 10 Division schools and had an enrolment of 762 students as of March 12, 2026.

Art and Design: Ceramics 7-8-9 provides students with the opportunity to enhance their visual arts literacy as they develop their understanding of the elements of art and the principles of design for ceramics. In this course sequence, students explore a variety of media, techniques and processes used in the creation of ceramics. Students in Art and Design: Ceramics 7-8-9 will conceptualize and create ceramics for a range of purposes, including a collaborative exhibition.

Art & Design: Drawing 7-8-9

Art and Design: Drawing 7-8-9 is a course sequence developed by Edmonton Public Schools. It is currently being delivered at 13 Division schools and had an enrolment of 1,606 students as of March 12, 2026.

Art and Design: Drawing 7-8-9 provides students with the opportunity to enhance their visual arts literacy as they develop their understanding of the elements of art and the principles of design for drawing. In this course sequence, students explore a variety of media, techniques and processes used in the creation of drawings. Students in Art and Design: Drawing 7-8-9 will conceptualize and create drawings for a range of purposes, including a collaborative exhibition.

Art & Design: Painting 7-8-9

Art and Design: Painting 7-8-9 is a course sequence developed by Edmonton Public Schools. It is currently being delivered at eight Division schools and had an enrolment of 447 students as of March 12, 2026.

Art and Design: Painting 7-8-9 provides students with the opportunity to enhance their visual arts literacy as they develop their understanding of the elements of art and the principles of design for painting. In this course sequence, students explore a variety of media, techniques and processes used in the creation of paintings. Students in Art and Design: Painting 7-8-9 will conceptualize and create paintings for a range of purposes, including a collaborative exhibition.

Art & Design: Photography 7-8-9

Art and Design: Photography 7-8-9 is a course sequence developed by Edmonton Public Schools. It is currently being delivered at 21 Division school and had an enrolment of 1,630 students as of March 12, 2026.

Art and Design: Photography 7-8-9 provides students with the opportunity to enhance their visual arts literacy as they develop their understanding of the elements of art and the principles of design for photography. In this course sequence, students explore a variety of media, techniques and processes used in the creation of photography. Students in Art and Design: Photography 7-8-9 will conceptualize and create photographs for a range of purposes, including a collaborative exhibition.

Astronomy 15-25-35

Astronomy 15-25-35 is a 3-and 5-credit course sequence that was developed by another school authority and will be acquired through Alberta Education and Childcare. It is currently being delivered at three Division schools and had an enrolment of 173 students as of March 12, 2026.

In Astronomy 15-25-35, students explore the universe through authentic observation, scientific reasoning, and the use of tools and models that reflect the work of astronomers. This course sequence emphasizes connecting observation to explanation, interpreting evidence, and understanding how scientific models develop and change over time. Astronomy 15-25-35 supports students in becoming informed and engaged citizens by connecting scientific understanding with human curiosity, exploration and technological innovation.

Drawing 15-25-35

Drawing 15-25-35 is a 5-credit course sequence developed by Edmonton Public Schools. It is currently being delivered at six Division schools and had an enrolment of 216 students as of March 12, 2026.

Drawing 15-25-35 is intended to provide accessibility and relevance to enriched art experiences at the high school level. In Drawing 15-25-35, the depth of exploration, in terms of both critical analysis and creation of artworks, is beyond that which is undertaken in Art 10-20-30. This course sequence provides opportunities for development of a body of work for a field of artistic study selected by the student, which may assist students with their admission into post-secondary programs.

Exploration of Film 7-8-9

Exploration of Film 7-8-9 is a course sequence developed by Edmonton Public Schools. It is currently being delivered at 38 Division schools and had an enrolment of 3,063 students as of March 12, 2026.

Exploration of Film 7-8-9 provides an opportunity for students to explore film, both as an art form and a means of communication, with an emphasis on the various techniques and approaches used by filmmakers to convey meaning. In this course sequence, students broaden their understanding by viewing and analyzing films from a variety of time periods and cultures. Students in Exploration of Film 7-8-9 use their foundational knowledge of cinematic techniques to create a multimedia product.

Global Perspectives 25-35

Global Perspectives 25-35 is a 5-credit course sequence developed by Edmonton Public Schools. It is currently being delivered at one Division school and had an enrolment of 10 students as of March 12, 2026.

Global Perspectives 25-35 provides students with opportunities to examine a variety of attitudes, skills and strategies that can be developed and applied in both personal and professional contexts. In this course sequence, students explore the themes of personal development, thinking processes, effective communication, intercultural understanding and applied ethics. Global Perspectives 25-35 serves to fulfil a core requirement of the International Baccalaureate Career-related Programme.

Guitar 15-25-35

Guitar 15-25-35 is a 3- and 5-credit course sequence that was developed by another school authority and will be acquired through Alberta Education and Childcare. It is currently being delivered at 10 Division schools and had an enrolment of 727 students as of March 12, 2026.

Guitar 15-25-35 extends the creative avenues available for students to express themselves musically and derive meaning from their listening. In Guitar 15-25-35, students have the opportunity to learn instrumental technique, musical concepts and theory applied to classical, contemporary, global and modern musical forms. In this course sequence, students undertake the analysis, creation and performance of guitar music.

Indigenous Art and Ceremony 25

Indigenous Art and Ceremony 25 is a 5-credit course that was developed by another school authority and will be acquired through Alberta Education and Childcare. This course has not previously been offered in the Division.

Indigenous Art and Ceremony 25 provides an opportunity for students to explore traditional and contemporary Indigenous art and its importance in the preservation and expression of culture. Students also examine how contemporary Indigenous artists explore political, environmental and social issues through their art. In Indigenous Art and Ceremony 25, students explore ceremony as the heart of cultural practices and the importance of storytelling. This course is part of the course sequence titled All My Relations.

Indigenous Studies 7-8-9

Indigenous Studies 7-8-9 is a course sequence developed by Edmonton Public Schools. It is currently being delivered at four Division schools and had an enrolment of 155 students as of March 12, 2026.

Indigenous Studies 7-8-9 provides a positive, meaningful opportunity for students to enhance their foundational knowledge and understanding of the rich and vibrant diversity of First Nations, Métis, and Inuit in Canada. Through an exploration of First Nations, Métis, and Inuit languages, traditions, cultures and histories, students broaden their understanding of topics that are important in Canada and the world, such as cultural identity, environmental stewardship and the importance of considering diverse perspectives.

Introduction to Educational Assistant 35

Introduction to Educational Assistant 35 is a 5-credit course developed by Edmonton Public Schools. It is currently being delivered at one Division school and had an enrolment of 40 students as of March 12, 2026.

Introduction to Educational Assistant 35 provides students with the opportunity to examine the valuable role that educational assistants play in supporting learners with diverse needs. This course supports the development of a variety of competencies necessary for working on a multidisciplinary team. Students in Introduction to Educational Assistant 35 are able to explore their interests and develop their skills, while making personal connections to career possibilities.

Learning Strategies 15-25-35

Learning Strategies 15-25-35 is a 3- and 5-credit course sequence that was developed by another school authority and will be acquired through Alberta Education and Childcare. It is currently being delivered at 26 Division schools and had an enrolment of 2,522 students as of March 12, 2026.

Learning Strategies 15-25-35 provides students with the opportunity to explore a range of strategies to learn more efficiently, reflectively, critically, collaboratively and confidently. Students in this course sequence develop literacies, skills and values that can be applied to learning in all high school subject areas and in other learning contexts. Learning Strategies 15-25-35 emphasizes that a variety of forms of, and strategies for, learning have value in students' ongoing development as learners.

Learning to Lead 7-8-9

Learning to Lead 7-8-9 is a course sequence developed by Edmonton Public Schools. It is currently being delivered at 54 Division schools and had an enrolment of 5,795 students as of March 12, 2026.

Learning to Lead 7-8-9 provides opportunities for students to better understand the concept of service leadership in preparation for their future career and life roles. This course sequence provides students with productive and constructive outlets for their ideas and opportunities to develop their leadership skills through the planning and completion of a variety of service initiatives.

Métis History and Stories 15

Métis History and Stories 15 is a 3-credit course that was developed by another school authority and will be acquired through Alberta Education and Childcare. This course has not previously been offered in the Division.

In Métis History and Stories 15, students have an opportunity to gain a deeper understanding of the truths and history of their local Métis communities. Throughout this course, students will examine the unique teachings, history and stories that are foundational to the Métis way of knowing, being and doing. As well,

this course addresses the contemporary issues facing the Métis Nation of Alberta and other members of the Métis Nation of Canada. This course is part of the course sequence titled All My Relations.

Musical Theatre Performance 15-25-35

Musical Theatre Performance 15-25-35 is a 5-credit course sequence that was developed by another school authority and will be acquired through Alberta Education and Childcare. It is currently being delivered at eight Division schools and had an enrolment of 328 students as of March 12, 2026.

Musical Theatre Performance 15-25-35 integrates three performing arts disciplines: dance, drama and music. In this course sequence, students explore combining the skills of each simultaneously while building a deeper level of artistry, coordination and expressive communication. This interdisciplinary approach challenges learners to develop advanced technical proficiency, stamina and stage presence while strengthening their contribution to an ensemble

Pathways to Reconciliation 35

Pathways to Reconciliation 35 is a 5-credit course that was developed by another school authority and will be acquired through Alberta Education and Childcare. This course has not previously been offered in the Division.

In Pathways to Reconciliation 35, students examine contemporary issues facing Indigenous peoples across Canada and consider how these issues impact relationships between Indigenous and non-Indigenous peoples. Throughout this course, students have the opportunity to build awareness and understanding of truth and reconciliation in their local context by examining the impacts of contemporary issues. This course is part of the course sequence titled All My Relations.

Punjabi Language and Culture Twelve-Year (12Y)

Punjabi Language and Culture Twelve-year (12Y) is a course sequence developed by Edmonton Public Schools that includes 5-credit courses at the high school level. It is currently being delivered at one Division school and had an enrolment of 25 students as of March 12, 2026.

Punjabi Language and Culture Twelve-year (12Y) is intended for students who begin their study of Punjabi language and culture in Kindergarten or Grade 1. This course sequence provides the opportunity for students to learn to use Punjabi in a variety of situations and for a variety of purposes. Students in Punjabi Language and Culture Twelve-year (12Y) will develop an understanding of historical and contemporary elements of Punjabi-speaking cultures.

Speech and Debate 15-25-35

Speech and Debate 15-25-35 is a 3-credit course sequence developed by Edmonton Public Schools. It is currently being delivered at one Division school and had an enrolment of 56 students as of March 12, 2026.

In Speech and Debate 15-25-35, students address societal, global and other issues important to youth through speech and debate. Students in this course sequence develop the skill of persuasive argumentation and hone their ability to present and defend their ideas. Speech and Debate 15-25-35 emphasizes a formalized and organized approach to the art of oratory.

Technical Theatre 15-25-35

Technical Theatre 15-25-35 is a 3- and 5-credit course sequence that was developed by another school authority and will be acquired through Alberta Education and Childcare. It is currently being delivered at nine Division schools and had an enrolment of 261 students as of March 12, 2026.

Technical Theatre 15-25-35 is designed to offer students the opportunity to explore and experience the skills necessary to realize theatre performances. The course sequence provides opportunities for students to engage in multiple technical roles in a production-based environment. Technical Theatre 15-25-35 may act as a stepping stone for students wishing to consider a career in the non-performing technical components of theatre production, film and event production.

Enrolment Data for Locally Developed Courses Submitted for Approval on May 12, 2026

Locally Developed Course/ Course Sequence Name	Enrolments 2022–2026 as of March 12, 2026				Schools offering 2022–2026 as of March 12, 2026 (Boldface indicates schools using in 2025–2026)
	22–23	23–24	24–25	25–26	
American Sign Language and Deaf Culture Three-year 15-25-35 (3Y)	164	169	169	165	Jasper Place
Arabic Language and Culture Three-year 15-25-35 (3Y)	n/a	n/a	131	141	Centre High Eastglen M. E. LaZerte Queen Elizabeth
Art & Design: Ceramics 7-8-9	496	333	578	762	Alex Janvier Balwin Dickinsfield Donald R. Getty Edith Rogers Elizabeth Finch Esther Starkman Highlands Michael Phair Ottewell Svend Hansen T. D. Baker Victoria
Art & Design: Drawing 7-8-9	519	915	1,262	1,606	amiskwaciy Academy A. Blair McPherson Allendale D. S. MacKenzie Donald R. Getty Edith Rogers Eizabeth Finch Esther Starkman Joey Moss Kenilworth Major General Griesbach Mary Butterworth Meadowlark Christian Ottewell Riverbend

Locally Developed Course/ Course Sequence Name	Enrolments 2022–2026 as of March 12, 2026				Schools offering 2022–2026 as of March 12, 2026b (Boldface indicates schools using in 2025–2026)
	22–23	23–24	24–25	25–26	
Art & Design: Drawing 7-8-9 (continued)	519	915	1,262	1,606	Shauna May Seneca Steele Heights Svend Hansen Thelma Chalifoux
Art & Design: Painting 7-8-9	44	237	400	447	Academy at King Edward Allendale Alex Janvier Donald R. Getty Elizabeth Finch Ellerslie Campus Esther Starkman Joey Moss Kensington Kim Hung Ottewell Svend Hansen T. D. Baker
Art & Design: Photography 7-8-9	1,725	1,555	1,788	1,630	A. Blair McPherson Academy at King Edward amiskwaciy Academy Argyll Centre Balwin D. S. Mackenzie Donald R. Getty Dr. Donald Massey Dr. Lila Fahlman Ellerslie Campus Esther Starkman Garth Worthington Hillcrest Joey Moss Kensington Kim Hung Major General Griesbach Mary Butterworth McKernan Meadowlark Christian Millwoods Christian

Locally Developed Course/ Course Sequence Name	Enrolments 2022–2026 as of March 12, 2026				Schools offering 2022–2026 as of March 12, 2026 (Boldface indicates schools using in 2025–2026)
	22–23	23–24	24–25	25–26	
Art & Design: Photography 7-8-9 (continued)	1,725	1,555	1,788	1,630	Ottewell Rosslyn S. Bruce Smith Shauna May Seneca Steele Heights Stratford Svend Hansen Thelma Chalifoux Vernon Barford Wihkwêntôwin
Astronomy 15-25-35	43	62	92	173	Eastglen Jasper Place Millwoods Christian
Drawing 15-25-35	162	187	205	216	Braemar Eastglen M.E. LaZerte Queen Elizabeth Ross Sheppard Victoria W. P. Wagner
Exploration of Film 7-8-9	2,790	3,470	2,573	3,063	amiskwaciy Academy A. Blair McPherson Academy at King Edward Allendale Argyll Centre Avalon Bessie Nichols Britannia D. S. Mackenzie David Thomas King Dickinsfield Donald R. Getty Dr. Donald Massey Dr. Lila Fahlman Edmonton Christian West Elizabeth Finch Ellerslie Campus

Locally Developed Course/ Course Sequence Name	Enrolments 2022–2026 as of March 12, 2026				Schools offering 2022–2026 as of March 12, 2026 (Boldface indicates schools using in 2025–2026)
	22–23	23–24	24–25	25–26	
Exploration of Film 7-8-9	2,790	3,470	2,573	3,063	Esther Starkman Garth Worthington Highlands Hilwie Hamdon Ivor Dent Joey Moss John D. Bracco Kate Chegwin Kenilworth Kensington Killarney Kim Hung Londonderry Major General Griesbach Mary Butterworth McKernan Meadowlark Christian Michael Phair Millwoods Christian Ottewell Riverbend S. Bruce Smith Shauna May Seneca Spruce Avenue Steele Heights Svend Hansen T. D. Baker Thelma Chalifoux Vernon Barford Vimy Ridge Academy Westminster
Global Perspectives 25-35	4	11	17	10	Victoria

Locally Developed Course/ Course Sequence Name	Enrolments 2022–2026 as of March 12, 2026				Schools offering 2022–2026 as of March 12, 2026 (Boldface indicates schools using in 2025–2026)
	22–23	23–24	24–25	25–26	
Guitar 15-25-35	532	621	712	727	amiskwaciy Academy Argyll Centre Dr. Anne Anderson Eastglen Elder Dr. Francis Whiskeyjack Jasper Place Lillian Osborne M. E. LaZerte Ross Sheppard Strathcona Victoria W. P. Wagner
Indigenous Studies 7-8-9	224	179	126	155	amiskwaciy Academy Allendale Argyll Centre Bessie Nichols D. S. McKenzie Kim Hung S. Bruce Smith Spruce Avenue
Introduction to Educational Assistant 35	20	20	30	40	Centre High
Learning Strategies 15-25-35	2,774	3,089	3,462	2,522	Academy at King Edward Alberta School for the Deaf amiskwaciy Academy Argyll Centre Aspen Program Centre High Dr. Anne Anderson Eastglen Edmonton Christian Elder Dr. Francis Whiskeyjack Harry Ainlay Hospital Campuses Institutional Services Schools J. Percy Page Jasper Place

Locally Developed Course/ Course Sequence Name	Enrolments 2022–2026 as of March 12, 2026				Schools offering 2022–2026 as of March 12, 2026 (Boldface indicates schools using in 2025–2026)
	22–23	23–24	24–25	25–26	
Learning Strategies 15-25-35 (continued)	2,774	3,089	3,462	2,522	Learning Store West Edmonton Learning Store at Blue Quill Learning Store at Londonderry Learning Store on Whyte Lillian Osborne M. E. LaZerte McNally Queen Elizabeth Ross Sheppard Strathcona Transitions at the Y Victoria Vimy Ridge Academy W. P. Wagner
Learning to Lead 7-8-9	4,904	5,365	5,954	5,795	A. Blair McPherson Academy at King Edward Alex Janvier amiskwacy Academy Argyll Centre Avalon Balwin Bessie Nichols Britannia Crestwood D. S. Mackenzie David Thomas King Dickinsfield Donald R. Getty Dr. Donald Massey Dr. Lila Fahlman Edith Rogers Elizabeth Finch Ellerslie Campus Esther Starkman Florence Hallock Garth Worthington Hardisty Highlands

Locally Developed Course/ Course Sequence Name	Enrolments 2022–2026 as of March 12, 2026				Schools offering 2022–2026 as of March 12, 2026 (Boldface indicates schools using in 2025–2026)
	22–23	23–24	24–25	25–26	
Learning to Lead 7-8-9 (continued)	4,904	5,365	5,954	5,795	Hillcrest Ivor Dent Jan Reimer Joey Moss John D. Bracco Johnny Bright Kate Chegwin Kenilworth Kensington Killarney Kim Hung kisêwâtisiwin Londonderry Major General Griesbach Mary Butterworth McKernan Meadowlark Christian Michael Phair Michael Strembitsky Millwoods Christian Nellie Carlson Ottewell Parkview Riverbend Rosslyn S. Bruce Smith Spruce Avenue Steele Heights Svend Hansen T. D. Baker Thelma Chalifoux Vernon Barford Victoria Vimy Ridge Academy Westminster Westmount Wîhkwêntôwin

Locally Developed Course/ Course Sequence Name	Enrolments 2022–2026 as of March 12, 2026				Schools offering 2022–2026 as of March 12, 2026 (Boldface indicates schools using in 2025–2026)
	22–23	23–24	24–25	25–26	
Musical Theatre Performance 15-25-35	182	226	232	328	Eastglen J. Percy Page Lillian Osborne M. E. LaZerte Millwoods Christian Ross Sheppard Strathcona Victoria
Punjabi Language and Culture Twelve-year (12Y)	22	16	26	25	Meyokumin
Speech and Debate 15-25-35	68	39	49	56	Old Scona
Technical Theatre 15-25-35	262	230	270	261	Eastglen Harry Ainlay J. Percy Page Lillian Osborne McNally Millwoods Christian Ross Sheppard Strathcona Victoria

Date	May 12, 2026
To	Board of Trustees
From	Trustee Jan Sawyer
Subject	Motion re: Engagement on Second Language Instruction Requirement in Board Policy GA.BP
Resource Staff	Kelsey Duebel
Reference	GA.BP Student Programs of Study Education Act Alberta Education – Guide to Education

ISSUE

Board Policy GA.BP Student Programs of Study includes a requirement that schools provide “instruction in a second language (in addition to English) in Grades 4 to 9 and support and encouragement to students to continue to build proficiency in a second language through the end of Grade 12.”

This requirement for second language instruction has been in place in board policy since 2006 and has not been thoroughly reviewed since its implementation, and warrants reconsideration to ensure alignment with the Board’s governance role, current educational context, and stakeholder perspectives.

RECOMMENDATION

That Administration enter into engagement with students, staff and families as to whether schools should continue to be required to provide instruction in a second language (in addition to English) in Grades 4 to 9 and support and encouragement to students to continue to build proficiency in a second language through the end of Grade 12, as outlined in Board Policy GA.BP Student Programs of Study and that the results of this engagement be reported back to the Board of Trustees.

BACKGROUND

Board Policy GA.BP Student Programs of Study is intended to reinforce the Division’s commitment to provincially prescribed programs of study and to outline the characteristics of student programming.

Within this policy, the requirement related to second language instruction has been in place for a number of years. Since its adoption, there have been ongoing changes in curriculum, instructional priorities, student demographics and system pressures, as well as evolving perspectives on student programming and choice.

Since its implementation, the Board has not undertaken a focused review of this specific requirement within the policy.

RELATED FACTS

- Programs of study, including curriculum expectations, are established by Alberta Education.
- Board Policy GA.BP primarily reinforces provincial expectations and outlines broad characteristics of student programming.
- The statement regarding second language instruction is the only provision within the policy that specifies a particular element of programming in this manner.
- Implementation of programming is an operational responsibility delegated to the Superintendent under the Education Act.
- No recent formal engagement has been undertaken specifically regarding this requirement.

OPTIONS

1. Maintain Status Quo

No engagement is undertaken, and the current policy requirement remains unchanged.

2. Undertake Engagement (Recommended Option)

Administration engages students, staff and families to gather input on the requirement and reports findings to the Board.

3. Amend or Remove Requirement Without Engagement

The Board proceeds directly to policy amendment without formal stakeholder engagement.

CONSIDERATIONS and ANALYSIS

Option 1: Maintain Status Quo

Advantages:

- No additional resource requirement
- Maintains consistency and stability

Disadvantages:

- Does not address potential misalignment between policy and governance role
- Missed opportunity to gather current stakeholder perspectives
- Leaves an older provision unreviewed despite changing context

Option 2: Undertake Engagement (Recommended)

Advantages:

- Provides evidence-informed input from students, staff and families
- Supports transparent and inclusive decision-making
- Allows the Board to assess whether the requirement remains relevant and appropriate
- Aligns with good governance practice by informing future policy direction without pre-determining outcomes

Disadvantages:

- Requires time and administrative resources
- May surface differing or conflicting perspectives

Risks/Implications:

- Stakeholder interest may be high given the potential impact on programming
- Careful communication will be required to ensure engagement is understood as exploratory, not predetermined

Option 3: Amend Without Engagement*Advantages:*

- Timely decision-making
- No engagement costs

Disadvantages:

- Lacks stakeholder input
- Potential reputational risk if perceived as insufficiently consultative
- Does not provide evidence base for decision-making

Rationale for Recommendation

Undertaking engagement is the most appropriate option as it allows the Board to better understand current perspectives before considering any future policy changes. It also reflects the Board's role in setting direction while ensuring decisions are informed by those most impacted.

NEXT STEPS

Upon approval of the recommendation, administration would develop an engagement plan identifying stakeholders, methods and timelines. Engagement would then be conducted with students, staff and families. Findings would be compiled and analyzed, and a report would be brought back to the Board of Trustees with results and any potential implications for policy consideration.

ATTACHMENTS and APPENDICES

ATTACHMENT I [Board Policy GA.BP Student Programs of Study](#)

JS:js

Date	May 12, 2026
To	Board of Trustees
From	Caucus Committee
Subject	Caucus Committee Report
Originator	Kelsey Duebel, Director Board and Superintendent Relations
Reference	Trustees' Handbook - Section 5.4: Caucus Committee

ISSUE

In accordance with Section 5.4 of the Trustees' Handbook, certain types of matters are dealt with by the Caucus Committee through in camera sessions.

CURRENT SITUATION

The following recommendations were approved by the Caucus Committee:

Meeting date	Matter	Motion/Decision
March 3, 2026	Proposed Approach for 2025-26 Superintendent Evaluation #15513	That the proposed approach for the 2025-26 Superintendent Evaluation be approved. That a Public School Board Association of Alberta Consultant be contracted to conduct the 2025-26 Superintendent Evaluation.
March 3, 2026	Land matter #15508	Land matter #15508 was approved in accordance with the respective recommendation discussed at the Caucus Committee meeting on March 3, 2026.

KD: ca

Date	May 12, 2026
To	Board of Trustees
From	Ron Thompson, Superintendent of Schools
Subject	Bereavements
Originator	Angela Anderson, Chief Human Resources Officer
Resource Staff	Cindy Maksymuik
Reference	AEBC.AR Acknowledging Student, Staff and Trustee Deaths and Bereavements

Mr. Ross Duncan Fraser passed away on April 13, 2026, at the age of 46 years. Ross started with the Division in March 2023. During his 3 years, he was a teacher in Supply Services, Garneau and Victoria Schools. He is survived by his wife, Natasha; daughters, Anna and Zoe; father, Calvin; sister, Meghan; as well as other family members and numerous friends.

A celebration of life was held on April 19, 2026.

AA: cm