




McCauley Chambers
Tuesday, June 11, 2019
2:00 p.m.

Board Meeting #15

- A. O Canada 
Recognition of National Indigenous Peoples Day
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Minutes:
 - 1. DRAFT –Board Meeting #14 – May 28, 2019
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, June 10, 2019, to speak under this item.)
- H. Reports:
 - 2. Board Policy HAA.BP – First Nations, Métis, and Inuit Education Third and Final Reading
(Recommendation)
 - 3. Student Senate – Summary of Work Accomplished
(Information)
 - 4. Locally Developed Courses
(Recommendation)
 - 5. Bereavement
(Information)
- I. Other Committee, Board Representative and Trustee Reports
- J. Trustee and Board Requests for Information
- K. Notices of Motion
- L. Meeting Dates
- M. Adjournment

AGENDA

**BOARD OF
TRUSTEES**

Michelle Draper
Board Chair

Bridget Stirling
Board Vice-Chair

Sherry Adams
Shelagh Dunn
Trisha Estabrooks
Ken Gibson
Nathan Ip
Michael Janz
Cheryl Johner

MINUTE BOOK**Board Meeting #14**

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, May 28, 2019, at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Shelagh Dunn
Michelle Draper

Trisha Estabrooks
Nathan Ip
Michael Janz

Cheryl Johner
Bridget Stirling

Officials

Angela Anderson
Lisa Austin
Grace Cooke
Todd Burnstad
Ron MacNeil

Karen Mills
Leona Morrison
Kathy Muhlethaler
Lorne Parker
Nancy Petersen

Kent Pharis
Darrel Robertson
Mike Suderman

Board Chair: Michelle Draper

Recording Secretary: Shirley Juneau

The Board Chair called the meeting to order with recognition that we are on Treaty 6 Territory, a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge all the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries.

The Board Chair advised that the fire alarm system at the Centre for Education is a Two Stage alarm system. Stage One is a single repeating alarm tone indicating a warning only and that evacuation is not required. Stage Two is a triple repeating alarm tone indicating that evacuation is required.

The Board Chair advised those attending the meeting in person that the floor area is restricted to the Board of Trustees, Superintendent, Director of Board and Superintendent Relations and Recording staff, with an area reserved for media. She advised that she would signify to any other staff or registered speakers to come down to the floor at the designated time on the agenda. The Board Chair thanked everyone for their cooperation.

A. O Canada 

MINUTE BOOK

B. Roll Call: (2:00 p.m.)

The Superintendent advised that Trustee Gibson was absent. All other Trustees were present.

C. Approval of the Agenda

MOVED BY Trustee Adams:

**"That the agenda for the May 28, 2019, Board meeting be approved as printed."
(UNANIMOUSLY CARRIED)**

D. Communications from the Board Chair

The Board Chair expressed the District's deepest sympathies to the family and friends of Dr. Margaret-Ann Armour. In 2016, the District was honoured to open the doors of the school that bears the name of this great leader, pioneer and friend. Dr. Armour believed in children. She had a hope for every child. We were blessed to have had her as part of the District's school community for the past three years, whether it was dropping in for a visit, joining the students for Read-In Week, or greeting students on the first day of school. The Board Chair said that she knows that the students and staff at Dr. Margaret-Ann Armour School will continue with her legacy of staying curious, open-minded and always learning.

The Board Chair attended the Speech from the Throne, First Session of the Thirtieth Legislature on May 22, 2019, along with several Trustees and representatives from the Alberta Schools Boards Association (ASBA) and the Public Schools Boards' Association of Alberta (PSBAA). She explained that there were three references to Education in the Speech. She advised that in the spring session, this government intends to present amendments to the *Education Act*. These will include implementing the will of the Legislature as expressed in legislation passed in 2012, so that these reforms are in place for the start of the 2019 school year. The Board Chair said these timelines are concerning to the Board of Trustees on a number of fronts:

- first, to implement something so quickly will be challenging for any school District and;
- second, there are implications, funding and otherwise, with several of the areas in the Act.

The Board Chair said that her hope is this government will delay their intention to push through the legislation until they have met with school boards. The Speech from the Throne also included a commitment to curriculum reform so that it teaches essential knowledge needed to achieve foundational competencies, and prepares young Albertans to succeed in the future. She said the final reference to education was the Premier's statement that, "My government will further improve Alberta's education system by presenting the Choice in *Education Act*." The speech went on to say *Choice in Education* "will renew the Alberta Advantage in education by restoring and expanding the choices available to parents and children." The Board Chair stated that the Board of Trustees will continue to advocate for public education and closely watch the next steps of this new government. She advised that she has invited the Premier, Ministers of Education and Infrastructure to meet and expects those meetings to take place soon.

MINUTE BOOK

E. Communications from the Superintendent of Schools

The Superintendent shared that graduation season is in full swing and congratulated all the graduates and thanked parents and school staff who help every student on their journey. The Superintendent also thanked the Trustees for attending many graduation ceremonies and said that is meaningful and appreciated by the students and their families.

F. Minutes

1. Board Meeting #13 – May 14, 2019

MOVED BY Trustee Johner:

**“That the minutes of Board Meeting #13 held May 14, 2019, be approved as printed.”
(UNANIMOUSLY CARRIED)**

G. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

H. Reports

2. Report #12 of the Caucus Committee (From the meeting held May 14, 2019)

Information was received regarding actions taken at the May 14, 2019, Caucus Committee meeting.

3. 2020-21 School Year Calendar

MOVED BY Trustee Dunn:

**“That the 2020-21 District Calendar be approved.”
(UNANIMOUSLY CARRIED)**

4. 2019-2020 Non-Resident Fees and 2020-2021 International Student Fees

MOVED BY Trustee Johner:

**“1. That the proposed 2019-2020 Non-Alberta Residents Fees and Special Needs Non-Residents fees be approved.”
(UNANIMOUSLY CARRIED) Trustee Johner was absent for the vote.**

There was a short break in the meeting.

MOVED BY Trustee Estabrooks

“2. That the proposed 2020-2021 International Student Tuition fee of \$12,500 and an International Student Application fee of \$250 be approved.”

MINUTE BOOK

(UNANIMOUSLY CARRIED)

5. 2019-2020 Student Transportation Fees

MOVED BY Trustee Ip:

“That the proposed 2019-2020 Transportation fee schedule be approved as it reflects the Board’s decision on May 22, 2018, to increase fees five per cent annually each September in 2018, 2019 and 2020.”

(UNANIMOUSLY CARRIED)

6. Declaration of Pride Week 2019 in Edmonton Public Schools

MOVED BY Trustee Stirling:

“That June 3 to 7, 2019, be declared Pride Week in Edmonton Public Schools.”

MOVED BY Trustee Stirling that the motion be amended:

“That June 3 to 7, 2019, be declared Pride Week in Edmonton Public Schools **and be continued in future years during the first week of June.”**

The Board Chair called the question on the amendment:

(UNANIMOUSLY CARRIED)

The Board Chair called the question on the motion as amended:

(UNANIMOUSLY CARRIED)

There was a short break in the meeting.

7. First Reading of Board Policy DK.BP District Technology

MOVED BY Trustee Estabrooks:

“1. The Board Policy DK.BP District Technology be introduced.”

(UNANIMOUSLY CARRIED)

“2. The Board Policy DK.BP District Technology be read for the first time and approved for posting to the District website for stakeholder input.”

(UNANIMOUSLY CARRIED)

The Board Chair thanked the Policy Review Committee and Administration for the consultation and engagement processes that have been implemented on various policies throughout the year to obtain feedback.

8. Rescindment of Board Policy GHHA.BP Tutoring

MINUTE BOOK

MOVED BY Trustee Estabrooks:

**“That Board Policy GHHA.BP Tutoring be rescinded.”
(UNANIMOUSLY CARRIED)**

8. Recommendations on voting in advance of the Alberta School Boards Association (ASBA) Spring General Meeting (SGM)

MOVED BY Trustee Janz:

“That the following recommendations be approved as the voting direction for the Edmonton Public School Board at the ASBA 2019 SGM:

- 1. Support the 2019-2020 Budget.**
- 2. Support Motions 2, 3, 4 Housekeeping Bylaw Amendments**
- 3. Oppose Motion 5: Amendments to Bylaws 2, 7, and 8 regarding Member Entitlements, Executive Duties, and Board of Directors Powers and Duties**
- 4. Oppose Motion 6: Amendment to Bylaw 13: Association Budget and Membership Fees (clause13.2.)**
- 5. Oppose Motion 7: Amendments to Bylaws 3, 5, and 15 to Establish Zone 10: Rural Caucus of Alberta School Boards (RCASB).”**
(UNANIMOUSLY CARRIED)

10. Bereavements

The Vice-Chair reported on the passing of Mr. Kenneth Rose.

I. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

J. Other Committee, Board Representative and Trustee Reports

Trustee Draper reported that on May 24, 2019, she participated in the M.E. LaZerte Junior High School Leadership Conference with representation from several junior high schools. She was impressed by all the great projects students are engaged in from breakfast clubs, to taste of Balwin, to Culture Week, and focus on mental health. All the projects supported warm, welcoming supportive school cultures.

Trustee Draper was pleased to bring greetings to the Art in The Centre event on May 24, 2019, along with Vice-Chair Stirling and Trustee Ip. She explained that the show is an annual tradition at the Centre for Education, showcasing artwork from students from Kindergarten to Grade 12. She said there are 270 pieces of artwork that will be displayed throughout the Centre of Education, on all four floors for the entire 2019-20 school year. The Board Chair remarked that the art is a wonderful reflection of the talent and creativity of District students, and an illustration of the innovation happening in District classrooms.

MINUTE BOOK

Trustee Adams submitted the following report in writing:

On May 13, 2019, Trustee Adams attended the Summerside Community League meeting and said there may be opportunities to sponsor children from neighbouring schools to attend some of the Edmonton Public School summer camps.

On May 14, 2019, Trustee Adams attended the J. Percy Page graduation and that it was an honour to bring congratulations to the well-deserved graduates.

On May 15, 2019, Trustee Adams attended the Junior Achievement of Northern Alberta banquet. She congratulates the 2019 Junior Alberta Business Hall of Fame inductees for their outstanding contribution to the community. She explains that the Junior Achievement program equips students with critical life tools and is committed to helping prepare “Alberta’s next generation of change makers and leaders to thrive in a rapidly changing world.” They assist students through free programs about work readiness, financial literacy and entrepreneurship.

On May 16, 2019, Trustee Adams reports that J. Percy Page Career Day was very successful. She explains that students were able to choose 1 of 38 career destinations for a day. Trustee Adams had the opportunity to attend the Advanced Care Paramedic Program at NAIT along with 15 students. She says that the experience provided students better clarity about the direction of their career choices.

Also on May 16, 2019, Trustee Adams attended the Vaisakhi Concert at Meyokumin School. She reports that each year the students enrolled in the Punjabi Language and Culture class perform lively dances in colorful vibrant outfits to celebrate their Punjabi Harvest Festival. Trustee Adams was pleased to bring greetings on behalf of the Board of Trustees. She also attended the Vaisakhi Parade on May 19, 2019.

On May 23, 2019, Trustee Adams attended the Policy Review Committee meeting. She reports that the Committee reviewed Board policy HAA.BP – First Nations, Métis, and Inuit Education. The Committee is also reviewing the engagement process for the Early Years and Multicultural Education policies.

On May 24, 2019, Trustee Adams attended the Alberta School Boards Association (ASBA) Zone 2/3 meeting where representatives voted on motions that will be presented at the upcoming ASBA Spring General Meeting on June 3 and 4, 2019, in Red Deer.

On May 27, 2019, Trustee Adams attended the Early Years Engagement session that took place at John A. McDougall School. She thanks District staff for facilitating the session and the over 30 parents that participated and provided valuable feedback.

MINUTE BOOK

Trustee Dunn reports that she has witnessed the importance of engaging with community in the decisions of school boards and that she had the pleasure of meeting with Ms Wendy Keiver, Executive Director, Alberta School Councils' Association, to discuss the important role of school councils in engaging parent voice. Trustee Dunn attended engagement sessions regarding the District's alternative programs and early years policy, where she was delighted to see many parents and community members participating.

Trustee Dunn reports that it was wonderful to attend an incredible multi-school Pow Wow event at Westglen School and a community block party hosted by Abundant Communities at Brightview School.

Trustee Johner reported that she attended the All in for Youth celebration at Eastglen School with Trustee Estabrooks on May 15, 2019. She said they are hopeful that the community funded model will continue to support this wonderful program as its impacts are far reaching. Trustee Johner said that partner organizations were there to hear about the positive impact on kids and to celebrate their success. She shared that a refugee student gave her testimony about how the program had a profound effect on her success throughout high school. Trustee Johner said that 12 schools and hundreds of students benefit from the All in for Youth program.

Trustee Johner was cordially invited to have tea with Her Honour, Lieutenant Governor Lois Mitchell on May 27, 2019, where she shared the Board's top advocacy priorities that include infrastructure needs, student mental health, transportation, and information about the Together for Student Campaign.

K. **Trustee and Board Requests for Information** - None

L. **Notices of Motion** - None

M. **Next Board Meeting: Tuesday, June 11, 2019, at 2:00 p.m.**

N. **Adjournment: 5:35 p.m.**

The Board Chair adjourned the meeting.

Michelle Draper, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: June 11, 2019

TO: Board of Trustees

FROM: Trustee Sherry Adams, Policy Review Committee
Trustee Trisha Estabrooks, Chair, Policy Review Committee
Trustee Bridget Stirling, Policy Review Committee

SUBJECT: Board Policy HAA.BP First Nations, Métis, and Inuit Education Policy Third and Final Reading

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE

STAFF: Clarice Anderson, Marnie Beaudoin, Ann Parker, Nancy Petersen

REFERENCE: [HAA.BP Aboriginal Education](#)
[Board Policy CH.BP – Framework for Policy Development and Review](#)
[Dec 11, 2018, public Board meeting, Item 3](#)

ISSUE

The Policy Review Committee is presenting draft Board Policy HAA.BP First Nations, Métis, and Inuit Education for third and final reading.

BACKGROUND

- As part of the 2017-2018 Policy Review Committee Work Plan, the Board engaged with a range of stakeholders, including students, staff, community members and parents around the review of Board Policy HAA.BP Aboriginal Education. Feedback from this consultation helped to inform the development of draft Board Policy HAA.BP First Nations, Métis, and Inuit Education.
- On June 19, 2018, the draft policy was brought forward to the Board of Trustees for first reading. After first reading, an online survey was posted to the District website to obtain stakeholder feedback on the draft policy. The Policy Review Committee used this feedback to inform changes to the draft Board Policy HAA.BP First Nations, Métis, and Inuit Education.
- On December 11, 2018, the draft policy was brought forward to the Board of Trustees for second reading. Following second reading, the Board further engaged with a range of stakeholders, including students, staff, Elders, Knowledge Keepers, community stakeholders and parents around the revised draft. Engagement was conducted through in-person sessions and an online survey.
 - The online survey was open from January 11 to February 10, 2019, and received responses from the following groups:
 - District parents (50 responses)
 - Non-District parents (3 responses)
 - District students (6 responses)
 - District staff members (91 responses)
 - Community members (3 responses)
 - Community organizations (3 responses)
 - In-person sessions included the following groups:

- District students
 - District parents
 - District staff
 - Elders and Knowledge Keepers
 - Community stakeholders
- Feedback summarized from the online survey and in-person sessions expressed support for:
 - The overall direction of the draft policy
 - The clarity of the draft policy
 - How the draft policy reflects the District's responsibilities to truth and reconciliation
- This feedback also provided suggestions for improvements to the draft policy and constructive questions for the Policy Review Committee's reflection.
- Based on this feedback, changes have been made to the Purpose, Definitions, Policy, and References sections of the document.
- These specific changes include:
 - Adjustment to the language of all terms in the Definitions section to enhance clarity and understanding.
 - Addition of the following terms to the Definitions section:
 - Aboriginal
 - Indigenous
 - Traditional Protocol
 - Adjustment of language throughout the document, including:
 - The addition of the word "truth" to accompany "reconciliation"
 - Language to more accurately describe truth and reconciliation, colonization and the importance of Treaty 6
 - The removal of words identified as problematic or redundant
 - Ensuring the use of asset-based language
 - Addition of recently revised Professional Practice Standards to the References section:
 - Teaching Quality Standard (TQS)
 - Leadership Quality Standard (LQS)
 - Superintendent Leadership Quality Standard (SLQS)

RELATED FACTS

- The Policy Review Committee brought revised Board Policy HAA.BP First Nations, Métis, and Inuit Education to the Board of Trustees for first reading in June 2018, and for second reading in December 2018.
- The Board conducted extensive stakeholder engagement to inform the revision of the policy, including in-person sessions with students, staff, Elders, Knowledge Keepers, community stakeholders and parents, as well as two publicly available online surveys.
- As a result of this stakeholder engagement, the Policy Review Committee made final revisions to draft Board Policy HAA.BP First Nations, Métis, and Inuit Education.

RECOMMENDATION

That Board Policy HAA.BP First Nations, Métis, and Inuit Education be considered for the third and final time and approved.

OPTIONS

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

1. Accept and approve the draft Board Policy HAA.BP First Nations, Métis, and Inuit Education as presented for third reading.
2. Provide feedback and/or request changes to the draft Board Policy HAA.BP First Nations, Métis, and Inuit Education.

CONSIDERATIONS and ANALYSIS

- The active Board Policy HAA.BP Aboriginal Education requires revisions to align with:
 - Current District values and practices.
 - Current terminology, knowledge, understandings and overall societal context.
 - Current District policy template.
- The scheduled review year for Board Policy HAA.BP Aboriginal Education was 2014.

NEXT STEPS

Once approved, Board Policy HAA.BP First Nations, Métis, and Inuit Education will be posted on the District public website. The Superintendent will revise Administrative Regulation HAA.AR Aboriginal Education to reflect alignment with the policy.

ATTACHMENTS and APPENDICES

ATTACHMENT I Draft Board Policy HAA.BP First Nations, Métis, and Inuit Education

TE:mb

CODE: HAA.BP

EFFECTIVE DATE: (22-05-2007)

TOPIC: First Nations, Métis, and Inuit Education

ISSUE DATE: (24-05-2007)

REVIEW YEAR: (2014)

PURPOSE

- To affirm the Board of Trustees' (the Board) responsibility in supporting First Nations, Métis, and Inuit students to thrive within a welcoming, inclusive, safe and healthy learning environment that is respectful of and responsive to students' life experiences.
- To support a District culture that promotes truth and reconciliation through the acknowledgement of the impact of colonization and intergenerational loss of language, culture, identity and relationships on children, families and communities.
- To strengthen the learning and academic achievement of students through collaborative relationships with First Nations, Métis, and Inuit parents/guardians, grandparents and other family members, Elders, Knowledge Keepers and community members.

DEFINITIONS

Aboriginal is used in the context of the Indigenous peoples of a particular country. Section 35(2) of Canada's *Constitution Act, 1982* states "Aboriginal peoples of Canada includes the Indian (status and non-status), Inuit and Métis peoples of Canada." The word "Indigenous" is often used instead of "Aboriginal".

Colonization refers to the period of European colonization from Columbus (1492) to present day in the Americas, Oceania, Asia and Africa. Colonizers impose their institutions and belief systems in the already inhabited lands, which negatively impacts the social, cultural, spiritual and political structures and practices of the Indigenous peoples. This results in the intergenerational loss of language, culture and relationships on children, families and communities.

Elder is a First Nations, Métis, or Inuit individual recognized by their community for their wisdom that has been passed down through the generations pertaining to traditions, knowledge, spirituality, culture and language.

First Nations refers to a distinct nation or group of Indigenous people with their own languages, traditions, protocols, spiritual and cultural practices. Each group has their own traditional government with hereditary leaders or leaders chosen by the people of the group.

First Nations, Métis, and Inuit is used to refer to the diversity of Indigenous peoples. This diversity is represented in part through the different languages, communities and groups of the Indigenous peoples in Alberta.

Indigenous is used internationally to refer to the descendants of the original inhabitants of an area.

Intergenerational Trauma happens when the transfer of knowledge, language, culture and values from one generation to the next is broken; for example, the impact of Indian Residential Schools. Intergenerational trauma reverberates through individuals, families and communities resulting in a legacy of loss that persists across multiple generations.

Inuit means “the people” in the Inuktitut language. Inuit communities are spread across the vast region of Canada referred to as “Inuit Nunangat”, an Inuit term that includes land, water, and ice. Inuit have an oral history with distinct traditions, languages, beliefs, songs, art and culture.

Knowledge Keepers are individuals recognized by Elders and their community as having knowledge and wisdom related to First Nations, Métis, or Inuit cultural practices, customs, history, values and language. Knowledge Keepers are sometimes referred to as “cultural advisors”.

Métis means a person who self identifies as Métis and is recognized by a Métis community. Métis are distinct from other Indigenous peoples, and have their own history, culture, language, flag, songs, dance and stories.

Reconciliation is the process and goal of creating societal change through a fundamental shift in thinking and attitudes. Reconciliation involves learning about historical and contemporary First Nations, Métis and Inuit perspectives and experiences that are grounded in experiential truth, including residential schools and treaties. Fundamental to reconciliation are mutually respectful relationships between Indigenous and non-Indigenous peoples.

Traditional Protocol is the presentation of tobacco or a gift to an Elder or Knowledge Keeper. Protocol represents a verbal contract between two parties, as the Elder or Knowledge Keeper is agreeing to the request and the person offering protocol is committing to respect the process. The use of protocol is dependent on the cultural practices of the Elder, Knowledge Keeper and the community.

Treaty 6 is an agreement signed in 1876 between Crown representatives and First Nations leaders that outlines the rights, obligations and benefits of the signing parties to each other. This commitment was acknowledged through a ceremonial and sacred agreement that incorporated the spirit and intent for treaties to last “as long as the sun shines, the grass grows and rivers flow.” According to the Confederacy of Treaty 6 First Nations, the total area of the Treaty stretches from western Alberta, through Saskatchewan and into Manitoba; and includes 50 First Nations. Provisions in Treaty 6 recognize the medicine chest as well as the right to education. Edmonton Public Schools is located on Treaty 6 territory.

POLICY

The intent of this policy is to strengthen First Nations, Métis, and Inuit student academic achievement in learning environments that are equitable, culturally responsive and meaningful. This policy also supports the belief that the inclusion of First Nations, Métis, and Inuit perspectives and knowledge will benefit all students.

The Board acknowledges and respects Treaty 6 territory on which the Edmonton Public School District resides and recognizes and celebrates the history and significance of this land and the people who came

before us. The Board acknowledges that we are all Treaty people and that Treaty 6 signifies the ongoing agreement and relationship among Treaty people living together on this land.

The Board confirms its commitment and role in actively supporting truth and reconciliation and recognizes that working towards this vision is for the benefit of students, staff and the community.

The Board welcomes and embraces the rich cultural diversity of First Nations, Métis, and Inuit students. The Board recognizes that respect for historical and contemporary First Nations, Métis, and Inuit knowledge, perspectives, contributions, cultural beliefs, traditions, languages and values contributes to welcoming, inclusive, safe and healthy learning and working environments for everyone.

The Board respects the learning potential and aspirations of First Nations, Métis, and Inuit students and supports the establishment of conditions under which the full capacity of students is realized.

The Board recognizes that creating learning and working environments where First Nations, Métis and Inuit students thrive is a shared responsibility reflecting the collaborative efforts of students, District staff, parents/guardians, grandparents and other family members, Elders, Knowledge Keepers and community members. The Board values building and nurturing these positive relationships.

A. WELCOMING, INCLUSIVE, SAFE AND HEALTHY LEARNING ENVIRONMENTS

The Board understands that developing relationships to learn about each student's life experiences enriches the school community and strengthens student success and achievement. We commit to such relationships through:

1. nurturing a positive sense of self and promoting a sense of belonging within the school community
2. strengthening intentional understanding, respect and recognition of historical and contemporary First Nations, Métis, and Inuit knowledge, perspectives, contributions, cultural beliefs, traditions, languages and values
3. supporting culturally responsive learning and working environments that weave in First Nations, Métis, and Inuit ways of knowing, being and doing.

B. TRUTH AND RECONCILIATION

The Board commits to the ongoing process of truth and reconciliation and recognizes the importance of truth and opportunities that support reconciliation within school communities. The Board acknowledges the harmful impacts of systemic racism on First Nations, Métis, and Inuit students, families and communities. We are working towards truth and reconciliation through:

1. committing resources and building organizational capacity to support First Nations, Métis, and Inuit student success and academic achievement
2. supporting professional learning and capacity building of District staff to meet the learning needs of First Nations, Métis, and Inuit and all other students
3. supporting education that reflects historical and contemporary First Nations, Métis and Inuit perspectives and experiences, including but not limited to: treaties and agreements with First Nations, Métis legislation and agreements, the legacy of residential schools, the Sixties Scoop, and Eskimo Identification tags

4. supporting students, staff and District leaders to build and apply knowledge and understanding about First Nations, Métis, and Inuit perspectives, contributions, cultural beliefs, traditions, languages and values
5. using culturally responsive resources that reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit cultures and communities
6. acknowledging the impacts of intergenerational trauma
7. practicing culturally responsive protocols to develop mutually respectful relationships
8. supporting opportunities for students to participate in language and cultural learning experiences related to First Nations, Métis, and Inuit cultures and communities.

C. STUDENT SUCCESS AND ACADEMIC ACHIEVEMENT

The Board commits to strategic efforts that support the success and academic achievement of First Nations, Métis, and Inuit students. The Board confirms this work is realized through a focus on the strengths and potential of students. We are working towards this through:

1. building and nurturing relationships with First Nations, Métis, and Inuit parents/guardians, grandparents and other family members, Elders, Knowledge Keepers, and community members to support student success within the school community
2. identifying and using instructional and assessment strategies that strengthen First Nations, Métis, and Inuit student engagement and learning
3. identifying and using culturally relevant resources
4. analyzing a range of data to support evidence-based decisions relevant to student success
5. identifying culturally relevant research and implementing research-based practices that strengthen First Nations, Métis, and Inuit student engagement and learning.

EXPECTATIONS

The Superintendent of Schools will implement this policy by assigning roles and responsibilities, and developing administrative regulations, processes and best practices.

ACCOUNTABILITY

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

The District will provide an annual update on progress and priority strategies that support First Nations, Métis, and Inuit students through the Annual Education Results Report to Alberta Education.

REFERENCES

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

GGAB.BP – Multicultural Education

HAA.AR – Aboriginal Education

Truth and Reconciliation Commission of Canada: Calls to Action

Honouring the Truth, Reconciling the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada

Teaching Quality Standard

Leadership Quality Standard

Superintendent Quality Standard
School Act s. 45.1(1)

DRAFT

DATE: June 11, 2019

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Student Senate – Summary of Work Accomplished

ORIGINATOR: Karen Mills, Director, Board and Superintendent Relations

RESOURCE STAFF: Marnie Beaudoin, Sean Jones, Nancy Petersen

REFERENCE: [Public Board meeting October 23, 2018, Item 3](#)
[Public Board meeting February 19, 2019, Item 2](#)

ISSUE

The Student Senate is presenting a summary of their 2018-2019 work to the Board of Trustees.

BACKGROUND

At the public Board meeting on October 23, 2018, Student Trustees presented the Student Senate's 2018-2019 work plan, which addressed the priority topic areas identified by the Student Senate based on input from their school peers. The Student Trustees presented an update on the Student Senate's work at the February 19, 2019, public Board meeting.

The 2018-2019 Student Senate work plan was comprised of the following priority topics areas:

1. Mentorship/Guidance: reflecting alignment to Priority 3: Goal 2 Supports for the Whole Child. Students in District high schools prioritized the importance of having more opportunities to connect both inside and outside of school with mentors or guides.
2. Substance Abuse: reflecting alignment to Priority 1: Goal 1 An Excellent Start to Learning, and Priority 2: Goal 1 A Focus on Well-being and Student Citizenship. Students in District high schools identified the effects of drugs on learning and student safety as issues important to them.
3. Life After High School: reflecting alignment to Priority 1: Goal 3 Success Beyond Schooling. Students in District high schools identified the desire for information and supports for transitioning to life outside of school.

CURRENT SITUATION

The Student Senate is providing a summary of their accomplishments relative to the 2018-2019 work plan, highlighting the following:

- The Mentorship and Guidance committee have curated interviews and resources designed to help students build resilience.
- The Substance Abuse committee developed resources to raise student awareness about the potential impacts of vaping.

- The Life After High School committee focused on providing information on finances, university life, and employment skills

All of this content will be shared with students and the public via the newly created Student Senate website (<http://studentsenate.epsb.ca>).

Student Senators also engaged in opportunities that emerged throughout the year. These included participating in a session to help our Infrastructure unit design Dr. Anne Anderson School, meeting with Mayor Iveson to discuss youth engagement and the City's strategic plan, and making selfie videos for our Communications unit to use in next year's pre-enrolment campaign.

KM:km

DATE: June 11, 2019

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Locally Developed Courses

ORIGINATOR: Ron MacNeil, Assistant Superintendent, Mike Suderman, Assistant Superintendent

RESOURCE STAFF: Janice Aubry, Laurie Houston, Bob Morter

REFERENCE: [Guide to Education: ECS to Grade 12, 2018-2019](#)
[Ministerial Order on Student Learning \(#001/2013\)](#)
[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, 2018-2019* (pg.67) states that:

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

- accommodate student needs and interests
- encourage and support innovative learning and teaching practices
- address unique community priorities
- encourage 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”

LDCs also support District alternative programs and the District Strategic Plan, with a particular focus on Priorities 1 and 2.

Junior and senior high school LDCs are usually approved on a four-year cycle by the developing school authority. Senior high school LDCs must also be authorized by Alberta Education. The maximum duration for Alberta Education authorization is currently four years. This approval and/or authorization process is governed by provincial and District policies.

All LDCs developed by Edmonton Public Schools have been written to ensure that they meet student, school, community and program needs, as well as provincial and District requirements. This includes ensuring that these courses:

- are aligned with the elements of the *Ministerial Order on Student Learning (#001/2013)*
- contain a sequence introduction (formerly philosophy), a statement outlining what student needs are addressed (formerly rationale) and specific learning outcomes aligned with provincial requirements and standards
- contain updated, current content

Supplementary information related to all LDCs, such as assessment information, is available on the District 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 District-developed LDCs in this report were reviewed and revised collaboratively with District teachers, school administrators and central staff.
- Other school authorities in Alberta request to acquire LDCs from Edmonton Public Schools each year.
- Edmonton Public Schools acquires a number of LDCs from other school authorities in the province.
- School authorities may not amend or adapt the content in LDCs acquired from other school authorities without prior written consent.

RECOMMENDATION

That the following LDCs be approved for use in Edmonton Public Schools until August 2023:

- **Advanced Acting/Touring Theatre 15-25-35 (3 and 5)**
- **Braided Journeys 15-25-35 (3)**
- **Creative Writing and Publishing 15-25-35 (3 and 5)**
- **ESL Accelerated English 7-8-9**
- **ESL Introduction to Canadian Studies 15-25 (5)**
- **ESL Introduction to Science 15-25 (5)**
- **ESL Introduction to Science 7-8-9**
- **ESL Introduction to Social Studies 7-8-9**
- **Inquiry Option 7-8-9**
- **Journalism 15-25-35 (5)**
- **Painting (Advanced Techniques) 15-25-35 (5)**
- **Performing Arts 15-25-35 (5)**
- **Punjabi Language and Culture Twelve-year (12Y)**
- **Yoga 15-25-35 (3 and 5)**

OPTIONS

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

1. Approve the LDCs as presented.
2. Approve the LDCs with amendments to those developed by the District.
3. 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 District alternative programming.
- LDCs support the District 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 the 2019-2020 school year.

ATTACHMENTS and APPENDICES

ATTACHMENT I Summaries of Locally Developed Courses Submitted for Approval on June 11, 2019
ATTACHMENT II Enrolment Data for Locally Developed Courses Expiring in 2019

LH:lb

Summaries of Locally Developed Courses Submitted for Approval on June 11, 2019

Advanced Acting/Touring Theatre 15-25-35

Advanced Acting/Touring Theatre 15-25-35 is a 3- and 5-credit course sequence developed by Calgary Board of Education. It is currently being delivered at seven District schools and had an enrolment of 268 students as of May 8, 2019.

Advanced Acting/Touring Theatre 15-25-35 is designed to develop an appreciation of theatre as an innovative form of performance art and communication that reflects diverse social, cultural and global perspectives. This course sequence expands upon the skills learned through Drama 10-20-30 and offers students opportunities to study acting as a theatre performance-based course. Students will develop an appreciation for the role and impact of theatre as a means of communicating with an audience.

Braided Journeys 15-25-35

Braided Journeys 15-25-35 is a 3-credit course sequence developed by Edmonton Catholic Separate School District. It is currently being delivered at one District school and had an enrolment of 19 students as of May 8, 2019.

Braided Journeys 15-25-35 encourages youth to be entrepreneurial while exploring their gifts, talents and potential within their unique context. With an emphasis on First Nations, Métis and Inuit worldviews and traditions, this course sequence is intended to support all students in becoming leaders of character, vision and action. Students are provided multi-component, culturally-based programs that challenge their creativity, build on their skill set and increase their support network.

Creative Writing and Publishing 15-25-35

Creative Writing and Publishing 15-25-35 is a 3- and 5-credit course sequence developed by Calgary Board of Education. It is currently being delivered at seven District schools and had an enrolment of 141 students as of May 8, 2019.

Creative Writing and Publishing 15-25-35 is designed for students who are interested in opportunities to write in a variety of genres that encourage them to experiment with new ideas, concepts and processes in various communication mediums. In this course sequence, students will create original texts and follow editing, publishing and marketing processes using current approaches and technologies. Creative Writing and Publishing 15-25-35 provides students with the opportunity to explore interests and career possibilities in writing and publishing.

ESL Accelerated English 7-8-9

ESL Accelerated English 7-8-9 is a course sequence developed by Calgary Board of Education. It is currently being delivered at three District schools and had an enrolment of 105 students as May 8, 2019.

ESL Accelerated English 7-8-9 provides opportunities for English language learners at the intermediate English language proficiency level to examine and practice using the academic language required for participation, progression and achievement in the study of English language arts. Students in this course sequence will strengthen their skills in listening, speaking, reading, writing, viewing and representing for a variety of academic purposes. This course sequence provides students with the background knowledge necessary for successful integration into grade-level English language arts classes.

ESL Introduction to Canadian Studies 15-25

ESL Introduction to Canadian Studies 15-25 is a 5-credit course sequence developed by Calgary Board of Education. It is currently being delivered at nine District schools and had an enrolment of 358 students as of May 8, 2019.

English language learners, at the beginning levels of English language proficiency, face language-related barriers to achievement in social studies classes due to the extensive subject-specific vocabulary and the complexity of the discourse, grammatical structures and language functions required. ESL Introduction to Canadian Studies 15-25 provides students with English language development while simultaneously creating and sharing knowledge upon which Canadian cultural, historical, geographical and political concepts are built.

ESL Introduction to Science 15-25

ESL Introduction to Science 15-25 is a 5-credit course sequence developed by Calgary Board of Education. ESL Introduction to Science 15 is currently being delivered at seven District schools and had an enrolment of 182 students as of May 8, 2019.

ESL Introduction to Science 15-25 provides English language learners with the opportunity to build communicative competence with the English language while attaining the scientific awareness needed to function as effective members of society. Students in this course sequence will use their growing proficiency with language functions, forms and vocabulary to explore and develop a range of scientific concepts and skills.

ESL Introduction to Science 7-8-9

ESL Introduction to Science 7-8-9 is a course sequence developed by Calgary Board of Education. Currently, it is not being delivered at any District schools.

In ESL Introduction to Science 7-8-9, English language learners examine and practice using the academic language required for participation, progression and achievement in the study of the sciences. This course sequence provides English language learners at beginning levels of language proficiency with the language instruction and practice necessary for successful integration and continued learning in grade-level science classes.

ESL Introduction to Social Studies 7-8-9

ESL Introduction to Social Studies 7-8-9 is a course sequence developed by Calgary Board of Education. It is currently being delivered at one District school and had an enrolment of 16 students as of May 8, 2019.

ESL Introduction to Social Studies 7-8-9 provides English language learners with the opportunity to build communicative competence with the English language while attaining the cultural, social and political awareness needed for success in Canadian classrooms and participation in Canadian society. This course sequence provides beginner and intermediate English language learners with explicit language instruction as they develop the academic language skills required for successful integration into junior and senior high school social studies courses.

Inquiry Option 7-8-9

Inquiry Option 7-8-9 is a course sequence developed by Edmonton Public Schools. It is replacing Discovery Option 7-8-9, which is currently being delivered at 21 District schools and had an enrolment of 1,443 students as of May 8, 2019.

Inquiry Option 7-8-9 provides students with the time and opportunity to extend their studies beyond the scope of the regular curriculum. The aim of this course sequence is to enable students to engage in active learning through the independent research and study of student-selected topics.

Journalism 15-25-35

Journalism 15-25-35 is a 5-credit course sequence developed by Calgary Board of Education. It is currently being delivered at two District schools and had an enrolment of 17 students as of May 8, 2019.

Journalism 15-25-35 provides students with opportunities to explore, create and reflect through journalistic media. In this course sequence, students evaluate the impact, responsibility and ethics of media in society and develop skills in creating texts for diverse audiences.

Painting (Advanced Techniques) 15-25-35

Painting (Advanced Techniques) 15-25-35 is a 5-credit course sequence developed by Calgary Board of Education. It is currently being delivered at three District schools and had an enrolment of 44 students as of May 8, 2019.

Painting (Advanced Techniques) 15-25-35 provides students with the opportunity to investigate and develop their personal practice of artistic expression through focused development of painting techniques. This course sequence offers an extension of Art 10-20-30, with a specific focus on painting methods and materials. Through rigorous intellectual, technical and artistic engagement, students in Painting (Advanced Techniques) 15-25-35 will acquire valuable artistic knowledge and develop an appreciation of the artistic process in the broad field of painting.

Performing Arts 15-25-35

Performing Arts 15-25-35 is a 5-credit course sequence developed by Grande Yellowhead Public School Division. It is currently being delivered at three District schools and had an enrolment of 54 students as of May 8, 2019.

Performing Arts 15-25-35 provides students with enrichment opportunities to study dance, music and drama. This course sequence is intended for students who seek the challenge of working through the creative process to performance. Performing Arts 15-25-35 assists in preparing students for postsecondary experiences and lifelong theatre experiences, both amateur and professional.

Punjabi Language and Culture Twelve-year (12Y)

Punjabi Language and Culture Twelve-year (12Y) is a course sequence newly developed by Edmonton Public Schools that includes 5-credit courses at the high school level.

The Punjabi Language and Culture Twelve-year (12Y) course sequence is intended for students who begin their study of Punjabi language and culture in Kindergarten or Grade 1 and continue their study into high school. This course sequence provides opportunities for students to develop Punjabi language proficiency, as well as knowledge and appreciation of Punjabi-speaking cultures. Punjabi Language and

Culture Twelve-year (12Y) provides opportunities for student to develop an awareness of, and sensitivity to, cultural and linguistic diversity, in addition to preserving cultural identity.

Yoga 15-25-35

Yoga 15-25-35 is a 3- and 5-credit course sequence developed by Calgary Board of Education. It is currently being delivered at five District schools and had an enrolment of 256 students as May 8, 2019.

Yoga 15-25-35 provides students with opportunities to pursue physical fitness and wellness beyond the Alberta Physical Education Program of Studies. The aim of this course sequence is to foster an awareness of the benefits of yoga for a healthy, active lifestyle. Yoga 15-25-35 provides opportunities for students to develop their physical literacy through various yoga movements and to develop self-awareness and relaxation techniques.

Enrolment Data for Locally Developed Courses Expiring in 2019

Locally Developed Course Name/Sequence	Enrolments 2014-2019 as of May 8, 2019					Schools offering in 2018-19
	14-15	15-16	16-17	17-18	18-19	
Advanced Acting/Touring Theatre 15-25-35 (3 and 5)	N/A	323	374	333	268	Edmonton Christian Harry Ainlay M.E. LaZerte McNally Queen Elizabeth Ross Sheppard Victoria W. P. Wagner
Braided Journeys 15-25-35 (3)	N/A	N/A	N/A	24	19	McNally Strathcona Victoria
Creative Writing and Publishing 15-25-35 (3 and 5)	109	116	197	150	141	Argyll Centre Jasper Place Lillian Osborne M.E. LaZerte McNally Ross Sheppard Victoria
Discovery Option 7-8-9 *being replaced by Inquiry Option 7-8-9 beginning in September 2019	1,070	1,172	903	1,267	1,443	Academy at King Edward amiskwaciy Academy Argyll Centre Balwin Donald R. Getty Dr. Lila Fahlman Highlands Hillcrest Hilwie Hamdon John D. Bracco Killarney Laurier Heights Mary Butterworth McKernan Meadowlark Christian Oliver Riverbend Rosslyn S. Bruce Smith

						Steele Heights T.D. Baker
ESL Accelerated English 7-8-9	N/A	N/A	N/A	103	105	Dr. Lila Fahlman Hillcrest Westlawn
ESL Introduction to Canadian Studies 15-25 (5)	408	398	508	457	358	Centre High Eastglen Harry Ainlay Jasper Place Lillian Osborne M.E. LaZerte McNally Queen Elizabeth Ross Sheppard
ESL Introduction to Science 15 (5)	112	124	159	222	182	Eastglen Harry Ainlay Lillian Osborne M.E. LaZerte McNally Queen Elizabeth Ross Sheppard
ESL Introduction to Science 7-8-9	0	0	0	4	0	None
ESL Introduction to Social Studies 7-8-9	26	63	85	0	16	Westlawn
Journalism 15-25-35 (5)	12	31	54	53	17	Academy at King Edward Ross Sheppard
Painting (Advanced Techniques) 15-25-35 (5)	N/A	N/A	107	49	44	Argyll Centre Strathcona Victoria
Performing Arts 15-25-35 (5)	27	24	46	25	54	Jasper Place Ross Sheppard Victoria
Yoga 15-25-35 (3 and 5)	236	361	377	336	256	Braemar Jasper Place McNally Queen Elizabeth Ross Sheppard

DATE: June 11, 2019

TO: Board of Trustees

FROM: Darrel Roberson, Superintendent of Schools

SUBJECT: Bereavement

ORIGINATOR: Angela Anderson, Chief Human Resources Officer, Human Resources

**RESOURCE
STAFF:** Cindy Maksymuik

REFERENCE: [AEBC.AR Acknowledging Student, Staff and Trustee Deaths and Bereavements](#)

Mrs. Nicole Carew passed away on May 9, 2019, at the age of 42 years. Mrs. Carew was hired to the District in September 2001 and spent her 18-year career working as a teacher with her last position being at Norwood teaching grade five. Mrs. Carew is survived by her husband, Michael, her children, Christian and Kylie, her parents, Frank and Sonia and numerous friends and family. A celebration of Nicole's life was held on May 18, 2019.