



AGENDA

BOARD OF TRUSTEES

Trisha Estabrooks
Board Chair

Shelagh Dunn
Board Vice-Chair

Sherry Adams
Michelle Draper
Ken Gibson
Nathan Ip
Michael Janz
Cheryl Johner
Bridget Stirling

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

Via Zoom Meet
Tuesday, March 31, 2020
2:00 p.m.

Board Meeting #13

- A. Roll Call
- B. Approval of the Agenda
- C. Communications from the Board Chair
- D. Communications from the Superintendent of Schools
- E. Minutes:
 - 1. DRAFT – Board Meeting #12 – March 10, 2020
- F. 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, March 30, 2020, to speak under this item.)
- G. Reports:
 - 2. Process and Timeline for the 2020-2021 Budget, for the Fall Review of the 2019-2020 Results, and Plans for 2020-2021
(Recommendation)
 - 3. Locally Developed Courses
(Recommendation)
 - 4. Transportation Fees
(Information – Response to Request for Information #059)
- H. Other Committee, Board Representative and Trustee Reports
- I. Trustee and Board Requests for Information
- J. Notice of Motion
- K. Meeting Dates
- L. Adjournment

MINUTE BOOK**Board Meeting #12**

Minutes of the Board Meeting of the Board of Trustees of Edmonton School Division of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, March 10, 2020, at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Michelle Draper
Trisha Estabrooks

Ken Gibson
Nathan Ip
Michael Janz

Cheryl Johner
Bridget Stirling

Officials

Angela Anderson
Grace Cooke
Todd Burnstad
Ron MacNeil
Leona Morrison

Kathy Muhlethaler
Lorne Parker
Nancy Petersen
Kent Pharis
Darrel Robertson

Carrie Rosa
Mike Suderman
Liz Yule

Board Chair: Trisha Estabrooks

Recording Secretary: Shirley Juneau

Staff Group Representatives

CUPE Local 3550 – Carol Thompson, President; Janice Kube, First Vice-President; Gloria Lepine, Chief Steward and Mable Long, Treasurer
Exempt Staff Group – Mr. Ian Crichton and Ms Cindy Camp

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

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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 

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

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

C. **Approval of the Agenda**

MOVED BY Trustee Stirling:

**“That the agenda for the March 10, 2020, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

D. **Communications from the Board Chair**

The Board Chair mentioned that on February 27, 2020, the provincial government tabled Budget 2020. She said that while the Division is still trying to understand the full implications of this budget, the Board of Trustees can say that the education budget as outlined is not adequate for Edmonton Public Schools. The Board Chair explained the provincial funding the Division will receive next year, although it may look like a slight increase, includes funds the Division used to receive from other sources and that funding will no longer be based per student. Instead, the amount the Division will receive will be based on previous years' enrolment and estimates of future enrolment.

The Board Chair stated this is a problem for growing school divisions like ours as it means Edmonton Public Schools will never be fully funded for the number of students in schools. The goal of Edmonton Public Schools in the coming weeks and months will continue to be to direct as many dollars as possible into classrooms. The Board Chair looks forward to meeting with Minister LaGrange and her staff in the next couple of weeks to learn more about how funding will be allocated through the new model and share with her the impact of these changes on the Division's students and classrooms. She said the Division recognizes the province is facing some serious financial challenges and the current government was elected to reduce the provincial debt, however, now is the time to be investing in public education.

The Board Chair reported that March 4, 2020, the Division celebrated its 56th annual Night of Music – *A World We Design*. She explained that music is a powerful force of expression and a tool to enrich students' learning experiences. The Board Chair thanked the performers, organizers, sponsors as well as those who attended the event.

The Board Chair reported that March 8, 2020, was International Women's Day and said the campaign theme for 2020 is *#BecauseOfYou*. She thanked the strong women that continue to

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inspire her, including women she has the pleasure of serving with on the current Board of Trustees. The Board Chair said that it brings her a lot of hope that as a Board they continue to promote gender equity in the leadership of the Division's schools. For example, naming two schools that will open this fall after two amazing women, Ms. Thelma Chalifoux and Ms. Soraya Hafez. The Board Chair said that the Division recognizes women's achievements and recommits to empower women and girls to equally participate in economic, social and political life. She stated that helping children of all ages and all genders find inspiration and courage from diverse women role models is key to education. The Board Chair recognized all the amazing women in the Division for their achievements.

The Board Chair advised that the Alberta Teachers' Association Provincial Executive Council has proclaimed March 9th to 13th as Substitute Teachers' Appreciation Week. She commented that substitute teachers play an essential role in maintaining the continuity and excellence of the learning process. The Board Chair expressed that the role of the substitute teacher carries the same daily responsibilities of instruction, marking, discipline and supervision as that of regular classroom teachers. On behalf of the Board of Trustees, she thanked all substitute teachers for the contributions they make in the life of students and teachers.

E. Communications from the Superintendent of Schools

The Superintendent advised parents of students currently enrolled at Edmonton Public Schools that they can pre-enrol on SchoolZone between March 9 and April 15, 2020. He also advised parents to contact the principal at their child's current school if they have any questions. The Superintendent advised families new to the Division to contact their preferred school to learn how to register a new Edmonton Public Schools student before April 16, 2020.

The Superintendent shared that March 9, 2020, was the High School Culinary Challenge Awards Dinner. He congratulated all students who participated in the competition and said that it is a great way to build skills and explore future career pathways. The Superintendent announced that the team from M.E. LaZerte placed second and two students from Queen Elizabeth High School were awarded full scholarships to attend the Cook Apprenticeship Program at NAIT.

The Superintendent wished all staff, students and families a safe and energizing Spring Break.

F. Minutes

1. Board Meeting 11 – February 25, 2020

MOVED BY Trustee Adams:

"That the minutes of Board Meeting #11 held February 25, 2020, be approved as printed."

(UNANIMOUSLY CARRIED)

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Ms Darcy Holliday of Athlone School was selected as the Division's honorary nominee for the 2020 Edwin Parr Teacher Award.

There was a short break in the meeting.

H. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

I. Reports**3. Staff Group Budget Presentations re 2020-2021 Budget**

Mr. Ian Crichton and Ms Cindy Camp, representatives for the Exempt Staff, presented the Exempt Staffs' brief.

Ms Carol Thompson, President of CUPE LOCAL 3550 (Support Staff) presented the Local's brief.

4. Strategic Plan Update - Numeracy

The Board of Trustees received an overview of the data, strategies and initiatives used in support of high-quality teaching and learning of numeracy and mathematics.

The following information was requested:

- Additional information is required by the Board of Trustees regarding what areas of curriculum the Math Intervention Programming Instrument (MIPI) results are uncovering and where additional focus should be intended. There was no summary information about the MIPI in the report. The Superintendent advised this information would be provided to the Trustees by Transmittal Memorandum (TM)
- Anytime Help, Anywhere resource can Administration share the initial up take, trends or feedback from student and teachers with respect the support videos. This information will be provided to the Trustees through a Transmittal Memorandum (TM)
- As part of the evidence that should support decision making, the Division has an enormous investment in building staff capacity. The Board of Trustees have yet to receive information other than narrative, as how to quantify this. Some way to measure our capacity through professional development and if this isn't reasonable then provide information in Transmittal Memorandum (TM) why it's not reasonable.

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5. Bill 201 – Protection of Students with Life Threatening Allergies Act
(Response to Request for Information #054)

The question was raised whether paying for and providing EPI pens falls under the mandate of public education. The Board Chair confirmed that the ASBA is collecting the amount spent by each Division and this information will be provided in the future.

A request was made that this report be provided to the ASBA for information.

J. Other Committee, Board Representative and Trustee Reports

Trustee Adams appreciated the invitation from the Covenant Health Centre now located in the former Grant MacEwan campus, to attend their Community Solutions Workshop. The workshop was attended by approximately 40 -50 professionals from the Millwoods area for the purpose of generating a discussion around what the community health centre should look like in this community. The discussion identified gaps and concerns in various areas, especially in the areas of mental health. Trustee Adams looks forward to further discussions and looking at creative solutions to perhaps partner with Edmonton Public Schools to help provide service to youth struggling with mental health.

Trustee Estabrooks thanked the school councils who have welcomed her to their meetings and for the invitation to future meetings. She remarked that there are always many questions and that despite concern over the provincial budget, there is a sense of optimism that the Division will figure out the best way forward. Trustee Estabrooks mentioned that she has heard tremendous thanks from parents to the entire Board for being transparent about the current reality that the Division is facing.

Trustee Estabrooks thanked the Queer Straight Alliance/Gay Straight Alliance (QSA/GSA) from Eastglen High School for inviting her to a recent meeting. She said there were also students from Highlands School in attendance. Trustee Estabrooks expressed that she always appreciates hearing from students about what they are thinking, feeling and experiencing in Edmonton Public Schools. She explained that these students are extremely supportive of the strong sexual orientation and gender identity policy which the Division has in place at Edmonton Public Schools to support students, staff and families.

Trustee Ip advised that the 11th Anniversary Ready for Life Fundraising Breakfast is on May 1, 2020, from 7:30-8:30 a.m. at the Harry Ainlay School. He said that Trustees interested in hosting a table of guests or attending the event are asked to contact Ms Emmy Stuebing, Director of the Edmonton Public Schools Foundation.

Trustee Ip shared the results of the following fundraisers held to support full-day Kindergarten:

- In December 2019, the Michael A. Kostek School parent council hosted a Santa's Workshop and raised \$2,400.

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- In January 2020, Ms Ann Vriend held a concert at the Eastglen Majestic Theatre, which highlighted the songs she co-wrote and performed with the from Mount Royal and Highlands schools. A profit portion of \$800 was shared with the Foundation.
- In February 2020, Foundation volunteers raised \$1,767 through the Chuck-a-Puck activity at an Edmonton Oil Kings game.

K. Trustee and Board Requests for Information

Trustee Estabrooks requested that Administration provide a detailed explanation of the impact of the Weighted Moving Average for Edmonton Public Schools. Assuming per pupil funding from last year applied to every student, what is the funding gap under the new model? In addition, that Administration provide an explanation on how Edmonton Public Schools will receive funding allocated through grants which are now based on the Weighted Moving Average and the impact of this formula on Edmonton Public Schools students.

Trustee Gibson requested that Administration clarify what proportion of the Division's Grade 10 students write the Programme for International Assessment (PISA) exams. If this is less than 100 percent explain how students are selected.

Trustee Janz

1. What are the impacts of funding to Private and Charter schools in the 2020 Budget?
2. Provide an explanation of the changes to education property taxes in the 2020 budget.

L. Notices of Motion - None**M. Next Board Meeting: Tuesday, March 31, 2020, at 2:00 p.m.****N. Adjournment: 4:11 p.m.**

The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: March 31, 2020

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Process and Timeline for the 2020-2021 Budget and for the Fall Review of the 2019-2020 Results and the Plans for 2020-2021

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE STAFF: Jeremy Higginbotham, Robert Mah, Madonna Proulx

REFERENCE: [Alberta Education Interim Funding Manual](#)
[Education Act](#)

ISSUE

School divisions are required to prepare and submit a board approved budget to the Minister of Education by May 31 of each year for the fiscal year beginning on the following September 1. As well, school board planning and results reporting must be completed no later than November 30. To assist Division staff and the Board of Trustees with the planning process, Financial Services develops a process and timeline calendar for approval by the Board of Trustees.

BACKGROUND

The Division's 2020-2021 spring proposed budget will be based on the 2019-2020 fall revised budget, adjusted for enrolment, with the Board prioritizing funding to the classroom to support students. As the provincial budget is frozen for the next three years, a fall budget update for 2020-2021 is not required. However, minor adjustments will be made to reflect schools' actual September 30 enrolment.

The Board of Trustees approves the process and timeline for review of the previous year's results, as well as the review of the plans established for the current school year. Through discussions, they have an opportunity to learn about the results achieved by schools and central decision units and the implications those results may have on their 2020-2021 plans. The Board of Trustees also gains an understanding of how schools and central departments will develop their plans in support of Division priorities.

Schools and central decision units will report on their results (Attachment II) achieved from the SMART (Specific, Measurable, Attainable, Relevant, Time-framed) goals that were established for 2019-2020. They will also identify the biggest challenges and improvement opportunities that will impact their 2020-2021 plans which details priority, high impact SMART goals for the upcoming school year (Attachment III).

RELATED FACTS

- The provincial budget is frozen for the next three years at \$8.223 billion.
- Under the new interim funding manual for school authorities, the provincial budget has moved to a weighted moving average funding model: therefore, a fall budget process is no longer necessary.

- Adjustments for enrolment based on schools' September 30 enrolment will still be made.
- The distribution of funds report will be presented at the Caucus meeting on March 31, 2020, and at the April 14, 2020, Board meeting.
- School subcommittee meetings have been scheduled to take place November 18-25, 2020. During these meetings, Trustees will facilitate a group dialogue.
- Proposed agendas for both school and central meetings are provided in Attachment IV. This document identifies the proposed groupings (based on Trustee ward) for Trustee subcommittee reviews. This schedule will be updated in September to adjust for changes in school principalship.
- Central subcommittee meetings have been scheduled to take place November 25-26, 2020. There will be three central subcommittee meetings scheduled for a maximum of three hours per session. The Superintendent will present his decision unit results review and plans as part of the Annual Education Results Review at public Board meeting on November 24, 2020 (subject to finalization of the 2020-2021 Board of Trustees calendar dates)
- As in previous years, the school decision units with first- and second-year principals will be reviewed by assistant superintendents. These meetings will be scheduled by the assistant superintendents prior to November 30, 2020.

RECOMMENDATION

1. **That the Process and Timeline for the 2020-2021 Spring Budget and the 2020-2021 Fall Budget Amendment, as outlined in Attachment I, be approved.**
2. **That the Process and Timeline for Review of the 2019-2020 Results and the 2020-2021 Plans, as outlined in this report be approved.**

NEXT STEPS

- If approved by the Board of Trustees, the 2020-2021 budget process and timeline will be communicated to principals and central decision unit leaders.
- Consistent with prior years, a draft budget report will be sent to Alberta Education prior to May 31, 2020, with the final report being submitted following Board approval on June 9, 2020.

ATTACHMENTS and APPENDICES

ATTACHMENT I	Process and Timeline for the 2020-2021 Budget (Calendar)
ATTACHMENT II	2019-2020 Results Review - document template
ATTACHMENT III	2020-2021 Plans - document template
ATTACHMENT IV	Draft School and Central Groups for review of 2019-2020 results and 2020-2021 plans – Trustees' Subcommittee Review

MDP: ja

Spring Proposed 2020-2021 Budget Timeline

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
FEB					27 Provincial Budget Tabled		29
MAR	1	2 Calculate Division Revenue Budget Proj. Enrol File from Planning	3	4	5	6 Trustee Budget Debrief	7
	8	9	10 CAUCUS BOARD 2:00pm	11	12	13 Projected Enrolment open for Principal Input	14
	15	16	17	18	19 Projected Enrolment Principal input file closed	20	21
	22	23 SPRING BREAK	24 SPRING BREAK	25 SPRING BREAK	26 SPRING BREAK	27 SPRING BREAK	28
APR	29	30 Projected Enrolment File forwarded to Budget Services for Budget Scenario.	31 SPECIAL CAUCUS BOARD Process & Timeline Recommendation MARS #14479	1	2	3 Budget Scenario #2 Open (BPS)	4
	5	6	7	8	9	10 GOOD FRIDAY	11
	12	13 EASTER MONDAY	14 BOARD 2:00PM Distribution of Funds Recommendation MARS #14483	15 Budget Commitment of Funding (date TBD)	16	17 Final Spring Budget Open (BPS)	18
	19	20	24	22	23	24	25
	26	27	28 BOARD 2:00PM	29	30	1 Budget DUE	2
	3	4 Accountant Budget Reviews	5 Accountant Budget Reviews	6 Accountant Budget Reviews	7 Accountant Budget Reviews	8 Budget Consolidation Starts	9
MAY	10	11	12 BOARD 2:00PM	13	14	15	16
	17	18 VICTORIA DAY	19	20	21	22 HR/STAFFING IDFT Date (Certificated)	23
	24	25 HR/STAFFING IDFT Date (Support)	26 MST/SPECIAL CAUCUS Introduction of the Proposed 2020-2021 Spring Budget MARS #14489 BOARD 2:00PM	27	28	29 DRAFT Budget submitted to the Province	30
	31	1	2	3	4	5	6
JUN	7	8	9 BOARD 2:00PM Approval of 2020-2021 Spring Budget MARS# 14490	10	11	12	13

Fall Revised 2020-2021 Budget Timeline

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
SEP			1	2	3 FIRST DAY OF INSTRUCTION	4	5
6		7 LABOUR DAY	8 BOARD 2:00PM	9	10	11	12
13		14	15	16	17	18	19
20		21	22 BOARD 2:00PM	23	24	25	26
27		28	29	30	1	2 Results Review & Planning Open (BPS)	3
OCT	4	5 Enrolment Files Due to Budget Services	6 BOARD 2:00PM	7	8	9	10
11		12 THANKSGIVING	13	14	15	16	17
18		19	20 BOARD 2:00PM Budget Amendment posted RE: Enrolment adjustment from Spring Projected	21 Results Review & Planning Due (BPS)	22 District PD Day	23 District PD Day	24
25		26	27	28	29	30	31
NOV	1	2	3 BOARD 2:00PM	4	5	6 Target Date to Distribute Results Review + Plans to Trustee's & Assist. Superintendents	7
8		9	10	11 REMEMBRANCE DAY	12 TEACHERS' DAY IN LIEU	13 BOARD APPROVED NON-INSTRUCTIONAL	14
15		16 ASBA	17 ASBA	18 School Results Reviews	19 School Results Reviews	20 Audit Committee Presentation of Audited Financial Statements	21
22		23 School Results Reviews	24 BOARD – 2:00PM Audited Financial Statements presented to Board	25 Central and School Results Reviews	26 Central Results Reviews	27 Audited Financial Statements due to the Province	28
29		30 District PD Day	30				

**PROCESS AND TIMELINE FOR THE 2020-2021 SPRING PROPOSED
BUDGET (DETAIL)**

Spring/Planning Timeline	Process
March 31, 2020	<ul style="list-style-type: none"> • Process and timeline for spring proposed budget is recommended to Board
March 31, 2020	<ul style="list-style-type: none"> • Distribution of Funds report is presented to Caucus
April 14, 2020	<ul style="list-style-type: none"> • Distribution of Funds recommendation to Board
April 17, 2020	<ul style="list-style-type: none"> • Budget opens; schools and central departments receive projected allocations and budget requirements (BPS)
May 1, 2020	<ul style="list-style-type: none"> • Budget due (BPS)
May 26, 2020	<ul style="list-style-type: none"> • Introduction of the Proposed 2020-2021 Budget is presented to Caucus
May 29, 2020	<ul style="list-style-type: none"> • DRAFT budget submitted to the Province
June 9, 2020	<ul style="list-style-type: none"> • Spring 2020-2021 Budget presented to the Board for approval

PROCESS AND TIMELINE FOR THE 2020-2021 FALL RESULTS REVIEW & PLAN (DETAIL)

Timeline	Process
October 2, 2020	<ul style="list-style-type: none"> • BPS Results/Planning modules open (BPS)
October 21, 2020	<ul style="list-style-type: none"> • Results Review & Planning documents due (BPS)
November 6, 2020	<ul style="list-style-type: none"> • 2019-2020 results review and 2020-2021 planning documentation available for Trustees
November 18 to 26, 2020	<ul style="list-style-type: none"> • School Trustee Subcommittees <ul style="list-style-type: none"> – Each group of principals presents their results at a public meeting to designated Trustees • Central Trustee Subcommittees <ul style="list-style-type: none"> – Each central department presents their results at a public meeting to designated Trustees
November 24, 2020	<ul style="list-style-type: none"> • Superintendent of schools' DU to be presented at Board as part of the Annual Education Results Review (AERR).
Prior to November 30, 2020	<ul style="list-style-type: none"> • Assistant superintendent subcommittees • First and second year principals present their results to designated assistant superintendents • Review of remaining schools from assistant superintendents' catchment areas

2019-2020 Results Review**School Name – DU #****District Priorities 2018-2022**

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2019-2020 report on the results you achieved (with evidence, including referencing the school's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above District's Priorities (reference the priority number in your response).

SMART Goal #1: *goal will be imported from the 2019-2020 Budget*

Results Achieved:

SMART Goal #2: *goal will be imported from the 2019-2020 Budget*

Results Achieved:

SMART Goal #3: *goal will be imported from the 2019-2020 Budget*

Results Achieved:

Challenges:

What were the biggest challenges encountered in 2019-2020?

Improvement Opportunities:

What are the opportunities for improvement from 2019-2020 that will inform your plan for 2020-2021?

**2020-2021 Plans****School/Central Name: DU #****District Priorities 2018-2022**

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-framed) goals have been established for the 2020-2021 school year (referencing the District's Priority number that the goal supports). Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

SMART Goal #1:**SMART Goal #2:****SMART Goal #3:**

**School and Central Groups for Review of 2019-2020 Results and 2020-2021 Plans
Trustee Subcommittee Review**

Wednesday, November 18, 2020

WARD A			WARD B			WARD C			WARD G		
9:00 to 11:30 am Host School: TBD			9:00 to 11:30 am Host School: TBD			9:00 to 11:30 am Host School: TBD			9:00 to 11:30 am Host School: TBD		
Trustee Cheryl Johner Assistant Superintendent Kent Pharis			Trustee Michelle Draper Assistant Superintendent Ron MacNeil			Trustee Shelagh Dunn Assistant Superintendent Leona Morrison			Trustee Bridget Stirling Assistant Superintendent Liz Yule		
Baturyn Dunluce Florence Hallock Outreach Programs			Delwood J.A. Fife John Barnett			Grovenor Mayfield Prince Charles			Clara Tyner Donnan Kenilworth Braemar(KP)* *School is part of Ward G but reports to Kent Pharis' leadership group		
WARD A			WARD B			WARD F			WARD E		
1:00 to 3:30 pm Host School: TBD			1:00 to 3:30 pm Host School: TBD			1:00 to 3:30 pm Host School: TBD			1:00 to 3:30 pm Host School: TBD		
Trustee Cheryl Johner Assistant Superintendent Kent Pharis			Trustee Michelle Draper Assistant Superintendent Ron MacNeil			Trustee Michael Janz Assistant Superintendent TBD			Trustee Ken Gibson Assistant Superintendent Leona Morrison		
Caernarvon Evansdale Major-General Griesbach			Fraser Kirkness Steele Heights			Academy at King Edward King Edward Garneau Windsor Park			Crestwood Laurier Heights Parkview		

**School and Central Groups for Review of 2019-2020 Results and 2020-2021 Plans
Trustee Subcommittee Review**

Thursday, November 19, 2020

WARD A			WARD C			WARD F			WARD I		
9:00 to 11:30 am Host School: TBD			9:00 to 11:30 am Host School: TBD			9:00 to 11:30 am Host School: TBD			9:00 to 11:30 am Host School: TBD		
Trustee Cheryl Johner Assistant Superintendent Kent Pharis			Trustee Shelagh Dunn Assistant Superintendent Ron MacNeil Leona Morrison			Trustee Michael Janz Assistant Superintendent TBD			Trustee Sherry Adams Assistant Superintendent Liz Yule		
Calder Lauderdale Killarney			amiskwacy Academy John A. McDougall Ross Sheppard Westglen			Grandview Heights Lendrum Mount Pleasant			Ellerslie Menisa Michael Strembitsky		
WARD B			WARD C			WARD F			WARD G		
1:00 to 3:30 pm Host School: TBD			1:00 to 3:30 pm Host School: TBD			1:00 to 3:30 pm Host School: TBD			1:00 to 3:30 pm Host School: TBD		
Trustee Michelle Draper Assistant Superintendent Ron MacNeil			Trustee Shelagh Dunn Assistant Superintendent Kent Pharis			Trustee Michael Janz Assistant Superintendent TBD			Trustee Bridget Stirling Assistant Superintendent Leona Morrison Liz Yule		
Balwin Princeton Homesteader			Aldergrove Laperle Thorncliffe			McKernan Parkallen Old Scona Strathcona			Grace Martin W.P. Wagner Holyrood Waverly		

**School and Central Groups for Review of 2019-2020 Results and 2020-2021 Plans
Trustee Subcommittee Review**

Monday November 23, 2020

WARD D	WARD F	WARD I
9:00 to 11:30 am Host School: TBD	9:00 to 11:30 am Host School: TBD	9:00 to 11:30 am Host School: TBD
Trustee Trisha Estabrooks Assistant Superintendent Ron MacNeil	Trustee Michael Janz Assistant Superintendent TBD	Trustee Sherry Adams Assistant Superintendent Liz Yule
Abbott Delton Montrose Mount Royal	L.Y. Cairns Rideau Park Steinhauer	J. Percy Page Satoo Tipaskan
WARD D	WARD F	WARD I
1:00 to 3:30 pm Host School: TBD	1:00 to 3:30 pm Host School: TBD	1:00 to 3:30 pm Host School: TBD
Trustee Trisha Estabrooks Assistant Superintendent Ron MacNeil Kent Pharis	Trustee Michael Janz Assistant Superintendent TBD	Trustee Sherry Adams Assistant Superintendent Liz Yule Leona Morrison
Norwood Oliver Centre High	Earl Buxton Greenfield Malmo	Sakaw Daly Grove T.D. Baker

**School and Central Groups for Review of 2019-2020 Results and 2020-2021 Plans
Trustee Subcommittee Review**

****Superintendent of Schools DU to be reviewed at Board November 24, 2020**

Wednesday, November 25, 2020

9:00 am to 12:00 pm

Trustee Trisha Estabrooks Trustee Cheryl Johner Trustee Michael Janz
Conference Room TBD
<i>Darrel Robertson, Superintendent</i> Communications District Foundation District Support Services General Counsel Human Resources

1:00 to 4:00 pm

Trustee Nathan Ip Trustee Michelle Draper Trustee Sherry Adams
Conference Room TBD
<i>Darrel Robertson, Superintendent</i> <i>Assistant Superintendent of Infrastructure</i> <i>Todd Burnstad, Chief Financial Officer</i> District Information Management District Technology Financial Services Infrastructure Student Information Student Transportation

**School and Central Groups for Review of 2019-2020 Results and 2020-2021 Plans
Trustee Subcommittee Review**

Wednesday, November 25, 2020

WARD E		WARD H	
9:00 to 11:30 am Host School: TBD		9:00 to 11:30 am Host School: TBD	
Trustee Ken Gibson Assistant Superintendent Kent Pharis		Trustee Nathan Ip Assistant Superintendent TBD	
Lynnwood Sherwood Stratford Westlawn		Dr. Margaret-Ann Armour Esther Starkman Nellie Carlson Roberta MacAdams	
WARD E			
1:00 to 3:30 pm Host School: TBD			
Trustee Ken Gibson Assistant Superintendent Kent Pharis			
Centennial Lymburn Talmud Torah			

**School and Central Groups for Review of 2019-2020 Results and 2020-2021 Plans
Trustee Subcommittee Review**

****Superintendent of Schools DU to be reviewed at Board November 24, 2020
Thursday, November 26, 2020**

9:00 am to 12:00 pm

Trustee Ken Gibson Trustee Shelagh Dunn Trustee Bridget Stirling
Conference Room TBD
<i>Assistant Superintendents:</i> <i>Kent Pharis</i> <i>Leona Morrison</i> <i>Liz Yule</i> <i>Ron MacNeil</i> Curriculum & Resource Support Diversity Education Inclusive Learning International Programs Languages Centre at Woodcroft Research & Innovation Strategic District Supports

DATE: March 31, 2020

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Locally Developed Courses

ORIGINATOR: Ron MacNeil, Assistant Superintendent

RESOURCE STAFF: Janice Aubry, Laurie Houston, Bob Morter

REFERENCE: [*Guide to Education: ECS to Grade 12, 2019-2020*](#)
[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, 2019-2020* (p. 66) 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
- 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 alternative programs in Edmonton Public Schools 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 Division policies.

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

- contain a sequence introduction (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 Division intranet. Student progress for all LDCs is to be assessed in accordance with GK.BP - Student Assessment, Achievement and Growth and GKB.AR - Standards for Evaluation.

RELATED FACTS

- All Division-developed LDCs in this report were reviewed and revised collaboratively with Division teachers, school administrators and central staff.
- Other school authorities in Alberta request to acquire LDCs from Edmonton Public Schools each year.

RECOMMENDATION

That the following LDCs be approved for use in Edmonton Public Schools until August 31, 2024:

- **American Sign Language and Deaf Culture Nine-year (9Y)**
- **Arabic Language and Culture Six-year (6Y)**
- **Calculus (Advanced) 35 (5)**
- **Capstone 25-35 (3 and 5)**
- **Dance Performance 15-25-35 (3 and 5)**
- **Directing 25-35 (5)**
- **French as a Second Language Grade 1 to Grade 9**
- **French Language Arts Late Immersion 7-8**
- **Guitar 7-8-9 (Semester and Trimester)**
- **Improvisational Theatre 15-25-35 (3 and 5)**
- **Punjabi Language and Culture Six-year (6Y)**

OPTIONS

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

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

CONSIDERATIONS and ANALYSIS

- LDCs provide unique opportunities to accommodate student needs and interests, encourage innovation in learning and teaching practices, address community priorities, engage students who are at risk of leaving school early and/or promote successful transitions to further education.
- Many LDCs support alternative programming in Edmonton Public Schools.
- LDCs support the 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 2020-2021 school year.

ATTACHMENTS and APPENDICES

ATTACHMENT I Summaries of Locally Developed Courses Submitted for Approval on March 31, 2020

ATTACHMENT II Enrolment Data for Locally Developed Courses Expiring in 2020

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Summaries of Locally Developed Courses Submitted for Approval on March 31, 2020

American Sign Language and Deaf Culture Nine-year (9Y)

American Sign Language and Deaf Culture Nine-year (9Y) 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 46 students as of February 4, 2020.

American Sign Language and Deaf Culture Nine-year (9Y) is designed for hearing, hard of hearing or Deaf students who are beginning their study of American Sign Language (ASL) in Grade 4. This course sequence provides opportunities for students to develop ASL proficiency as well as knowledge and appreciation of Deaf culture. The American Sign Language and Deaf Culture Nine-year (9Y) course sequence fosters the development of knowledge, skills and attitudes that promote insight into Deaf culture and equip students with the ability to communicate with people who are Deaf and hard of hearing.

Arabic Language and Culture Six-year (6Y)

Arabic Language and Culture Six-year (6Y) is a course sequence developed by Edmonton Public Schools that includes 5-credit courses at the high school level. It is currently being delivered at two Division schools and had an enrolment of 147 students as of February 4, 2020.

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

Calculus (Advanced) 35

Calculus (Advanced) 35 is a 5-credit course developed by Edmonton Public Schools. It is replacing Calculus (AP) 35, which is currently being delivered at three Division schools and had an enrolment of 80 students as of February 4, 2020.

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

Capstone 25-35

Capstone 25-35 is a 3- and 5-credit course sequence developed by Edmonton Public Schools. It is replacing Capstone (AP) 25-35, which is currently being delivered at two Division schools and had an enrolment of 50 students as of February 4, 2020.

Capstone 25-35 is a course sequence that prepares students for a constantly changing world by focusing on critical thinking skills applied to interdisciplinary topics. In this course sequence, students research and evaluate topics of their own choosing to develop their own, strong evidence-based arguments that include multiple viewpoints and perspectives. Capstone 25-35 also provides

students enrolled in Advanced Placement™ Capstone with the necessary knowledge, skills, time and support to meet the requirements of the AP Capstone Diploma™ or the AP Seminar and Research Certificate™.

Dance Performance 15-25-35

Dance Performance 15-25-35 is a 3- and 5-credit course sequence developed by Edmonton Public Schools. It is currently being delivered at five Division schools and had an enrolment of 173 students as of February 4, 2020.

Dance Performance 15-25-35 is a process-driven, production-based course sequence that provides students with an enriched dance experience. This course sequence is designed to expose learners to a broad range of artistic and aesthetic experiences, as they participate as members of a dance ensemble. The goal of Dance Performance 15-25-35 is to foster an understanding and appreciation of the role of a dance performer within a production.

Directing 25-35

Directing 25-35 is a 5-credit course sequence developed by Edmonton Public Schools. It is currently being delivered at one Division school and had an enrolment of 57 students as of February 4, 2020.

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

French as a Second Language Grade 1 to Grade 9

French as a Second Language Grade 1 to Grade 9 is a course sequence developed by Edmonton Public Schools. It is currently being delivered at 13 Division schools and had an enrolment of 3,688 students as of February 4, 2020.

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

French Language Arts Late Immersion 7-8

French Language Arts Late Immersion 7-8 is a course sequence developed by Edmonton Public Schools. It is currently being delivered at one Division school and had an enrolment of 54 students as of February 4, 2020.

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

language instruction and cultural information, which promotes effective language acquisition.

Guitar 7-8-9

Guitar 7-8-9 is a semester and trimester course sequence newly developed by Edmonton Public Schools.

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

Improvisational Theatre 15-25-35

Improvisational Theatre 15-25-35 is a 3- and 5-credit course sequence developed by Edmonton Public Schools. It is currently being delivered at six Division schools and had an enrolment of 196 students as of February 4, 2020.

Improvisational Theatre 15-25-35 provides opportunities for students to extend their theatre experience beyond the foundational skills offered through the Drama 10-20-30 Program of Studies. Through the improvisational performance process, students have the opportunity to artistically explore theatre in the immediate present. Improvisational Theatre 15-25-35 develops the performer's ability to observe, create, interpret and respond artistically as they communicate thoughts and ideas and discover their personal voice as an improviser.

Punjabi Language and Culture Six-year (6Y)

Punjabi Language and Culture Six-year (6Y) is a course sequence developed by Edmonton Public Schools that includes 5-credit courses at the high school level. It is currently being delivered at one Division school and had an enrolment of 108 students as of February 4, 2020.

Punjabi Language and Culture Six-year (6Y) is a course sequence designed for students who are beginning their study of Punjabi and who have little or no Punjabi language proficiency upon entry into this course sequence in Grade 7. This course sequence provides opportunities for students to develop Punjabi language proficiency as well as knowledge and appreciation of Punjabi culture, while gaining a deeper insight into their own culture and language. Punjabi Language and Culture Six-year (6Y) fosters the development of knowledge, skills and attitudes that promote the development of effective global citizens.

Enrolment Data for Locally Developed Courses Expiring in 2020

Locally Developed Course/Course Sequence Name	Enrolments 2016-2020 as of February 4, 2020				Schools offering in 2019-2020 as of February 4, 2020
	16-17	17-18	18-19	19-20	
American Sign Language and Deaf Culture Nine-year (9Y)	33	31	32	46	Tevie Miller
Arabic Language and Culture Six-year (6Y)	202	117	129	147	Killarney Queen Elizabeth
Calculus (AP) 35 (5)	105	84	87	80	Jasper Place Queen Elizabeth Strathcona
Capstone (AP) 25-35 (3 and 5)	83	71	62	50	Strathcona W.P. Wagner
Dance Performance 15-25-35 (3 and 5)	132	124	110	173	M.E. LaZerte Millwoods Christian Queen Elizabeth Victoria Vimy Ridge Academy
Directing 25-35 (5)	77	75	59	57	Victoria
French as a Second Language Grade 1 to Grade 9	3,024	3,060	3,513	3,688	Coronation Glenora Horse Hill Kameyosek Lymburn Meyokumin Mount Pleasant Northmount Pollard Meadows Richard Secord Rutherford Stratford Victoria
French Language Arts Late Immersion 7-8	52	52	55	54	McKernan
Improvisational Theatre 15-25-35 (3 and 5)	160	232	184	196	Lillian Osborne McNally Ross Sheppard

					Strathcona Victoria W.P. Wagner
Punjabi Language and Culture Six-year (6Y)	36	161	118	108	Kate Chegwin

DATE: March 31, 2020

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Transportation Fees
(Response to Request for Information #059)

ORIGINATOR: Dr. Lorne Parker, Assistant Superintendent, Infrastructure

RESOURCE STAFF: Alison Cheesbrough, Geoff Holmes, Christopher Wright

REFERENCE: [HNR.AR](#) School Fees

ISSUE

The following information was requested:

Given provincial budget cuts to Edmonton Public Schools that have impacted both classroom and transportation funding, the Board has had to consider how to manage transportation fees for families. Fees impact families differently and can present a significant burden for low income families.

There is concern among Trustees about how increased student fees may disproportionately impact low income families and the following information was requested:

1. What is the process for low income families to receive school fee and transportation fee support? How is this communicated to families?
2. What percentage of students request a fee waiver or reduced fee? How does this compare to the 1 in 5 children in Edmonton living with low income, as defined by EndPoverty Edmonton?
3. Can a school principal waive or reduce fees for up to 100% of students in their school if all students are living with low income?
4. What is the annual amount of fees that are waived or reduced? Does this shortfall come from operational funding or from increased fees to other families?
5. What are the costs/benefits of structuring fees based on family income?

BACKGROUND

Student Transportation reviews transportation fees annually, and in mid spring presents recommendations regarding the next year's fee schedule to the Board of Trustees for approval. Fees are based on a number of factors, such as the cost of providing transportation and amount of provincial funding.

CURRENT SITUATION

Transportation fees are collected by schools. Any decisions regarding waiving fees for individual families are made at the school level and follow the fee waiver process outlined in Administrative

Regulation HNB.AR – School Fees. The school principal is a central part of this process and is in the best position to understand the circumstances of families in the school community. The regulation also specifies record keeping and accounting requirements. If a principal grants a fee waiver, reduction or alternative payment plan, they must fill out the Alternative Payment Plan and Refund Form. Money for fees waived comes from funds allocated to schools.

Information regarding the fee waiver process is also outlined on the Division website. If parents indicate to Student Transportation staff that they are unable to pay fees, staff outline the process to them and offer to help connect them with their school principal to discuss options.

City of Edmonton

Note: Information in this section refers to programs and costs prior to the COVID-19 pandemic, which has temporarily impacted ETS fare collection.

There are programs that assist low-income Edmontonians with transportation costs. The City of Edmonton runs the Ride Transit Program, which is offered in conjunction with the Leisure Access Program. These programs provide low-income Edmontonians with a reduced-rate transit pass and a leisure access pass. The Ride Transit pass costs \$34 per month. Additionally, children under the age of 12 can now ride ETS at no cost when accompanied by a fare-paying customer. A sibling over 12 years of age may be considered the fare-paying customer.

The Ride Transit Program began in 2017 and many schools have referred families to it on a case-by-case basis. Ride Transit is open to a greater partnership with Edmonton Public Schools, and Student Transportation is pursuing how we could help ensure wider distribution of Ride Transit print materials through a centralized approach. Beyond the City's Ride Transit Program, all student ETS bus passes sold by the Division are also subsidized by a minimum of \$15 per month.

Alternative Approaches – Calgary Board of Education

The Calgary Board of Education (CBE) does not provide any subsidy to parents for any transit passes they sell to students. Any need for a waiver is handled through the City of Calgary's Fair Entry program for low income Calgarians, which allows families to apply for multiple programs and services with one application.

The CBE has a centralized process to waive yellow bus fees for low-income students. They publish a list of eligibility criteria on their website and include considerations such as receiving assistance from Provincial Social Services or eligibility for the Alberta Child Health benefit as eligibility criteria. If a family applies for a waiver and provides supporting documentation, the waiver is granted automatically. Families that are not low-income but find themselves in temporarily difficult circumstances also have the option to apply for a waiver through their school principal rather than through the central service. CBE Student Transportation budgets for these waived fees on a yearly basis, including associated administrative costs, and estimates that it is approximately 13 per cent of their transportation fee revenue.

Helping Low-Income Families

Within the Edmonton Public Schools model, a principal is able to waive or reduce transportation fees for one hundred per cent of students in their school community, if needed. Currently, the percentage of transportation fees waived relative to fee revenue collected is approximately three per cent (or \$225,000 in 2018-2019). When looking specifically at yellow bus fees, the proportion of fees waived

relative to revenue collected was 7.2 per cent. Money for yellow bus fees waived comes from funds allocated to schools. The associated administrative costs of bus pass sales and fee waivers is difficult to quantify because it is a component of many different individual positions at schools. For comparison, Calgary Board of Education has seven central administrative positions dedicated to processing fee waivers.

EndPovertyEdmonton reports that the number of children and youth under age 18 that live in low income situations is higher than the overall population (16 percent versus 11 per cent).

KEY POINTS

- The process for waiving Student Transportation fees at Edmonton Public Schools is outlined in administrative regulation HNB.AR and the school principal plays a central role.
- In 2018-2019, Edmonton Public Schools waived approximately three per cent of bus pass fees, equivalent to approximately \$225,000. Money for fees waived comes from funds allocated to schools.
- Through the Ride Transit program, the City of Edmonton provides reduced rate ETS passes for families below the low income cut off, including youth passes.
- One example of an alternative approach to waiving transportation fees is the centralized process used at the Calgary Board of Education. CBE currently waives approximately 13 per cent of transportation fees.

ATTACHMENTS and APPENDICES

n/a

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