



AGENDA

BOARD OF TRUSTEES

Trisha Estabrooks
Board Chair

Nathan Ip
Board Vice-Chair

Dawn Hancock
Marcia Hole
Julie Kusiek
Marsha Nelson
Sherri O'Keefe
Jan Sawyer
Saadiq Sumar

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

McCauley Chambers
Tuesday, May 3, 2022
2 p.m.

Board Meeting #11

- A. O Canada
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Approval of the Minutes
 - 1. DRAFT – Board Meeting #10 – April 19, 2022
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 12 p.m. on Monday, May 2, 2022, to speak under this item.)
- H. Reports
 - 2. Report #07 of the Caucus Committee (From the meeting held April 19, 2022)
(Information)
 - 3. Locally Developed Courses
(Recommendation)
 - 4. New Curriculum Implementation
(Information)
 - 5. KN95 Masks for Edmonton Public Schools and Staff
(RFI Response)
- I. Other Committee, Board Representatives and Trustee Reports
- J. Trustees and Board Requests for Information
- K. Notice of Motions
- L. Meeting Dates
- M. Adjournment

MINUTE BOOK**Board Meeting #10**

Minutes of the meeting of the Board of Trustees of Edmonton School Division of Alberta held in the Centre for Education, McCauley Chambers on Tuesday, April 19, 2022, at 2 p.m.

Present:**Trustees**

Trisha Estabrooks
Dawn Hancock
Marcia Hole

Nathan Ip
Julie Kusiek
Marsha Nelson

Sherri O'Keefe
Saadiq Sumar

Officials

Angela Anderson
Todd Burnstad
Grace Cooke
Karen Mills

Kathy Muhlethaler
Kent Pharis
Nancy Petersen
Darrel Robertson

Carrie Rosa
Liz Yule

Board Chair: Trisha Estabrooks

Recording Secretary: Catherine Angeles

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.

A. O Canada

B. Roll Call: 2:01 p.m.

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

C. Approval of the Agenda

MOVED BY Trustee Hole:

**"That the agenda for April 19, 2022, Board meeting be approved as printed."
(UNANIMOUSLY CARRIED)**

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D. Communications from the Board Chair

The Board Chair shared that the Board of Trustees wanted to share that their thoughts are with the family of the McNally student who passed away on the weekend. They're also thinking of the entire McNally school community and those who are grieving and seeking answers at this difficult time. Police are investigating and it's so tough to comprehend how something so violent could happen at one of our schools. She also noted gratitude to the staff and to many who are providing support to students and staff at the school during this difficult time.

The Board Chair noted that last week the Minister of Education released the new curriculum for Alberta students grades K-3 for English Language Arts, Math, and Physical Education and Wellness. Despite the calls from the majority of boards to delay this curriculum, the government chose to go ahead and implement a curriculum at a time when school divisions are still dealing with a pandemic and finding ways to recover.

The Board Chair said that the Board of Trustees also wants assurance the feedback given by curriculum experts in our Division and feedback from Indigenous voices have been heard. She has confidence that staff in our Division are going through the curriculum and will do the best they can to prepare teachers to teach the new curriculum in September.

The hope is that the decision on how best to spend the funding for implementation is left up to school divisions. She advised that the Division is awaiting further details on how much money it will receive to assist with implementation and what autonomy the Division will be given to spend those funds.

The Board Chair thanked the thousands of parents, many of whom are part of Edmonton Public, who have spoken up about the draft curriculum. Their advocacy is what helped pause the disastrous Social Studies curriculum and their advocacy is what led to just partial implementation of the K-6 curriculum.

The Board Chair shared that last week Sikhs celebrated Vaisakhi. She said this is an important spring festival for Sikhs. She thanked the organizers of the annual Vaisakhi Nagar Kitan or the Sikh Parade for inviting Trustees to this event, which is to be held in late May.

The Board Chair wished Happy Easter to those who celebrated this past weekend. She noted that this is a really unique time where there is an overlap of Easter, Passover and Ramadan. She said she thinks it's important to recognize this unique time and the different faiths that are recognized and also acknowledge all those celebrating at this time.

E. Communications from the Superintendent of Schools

The Superintendent expressed his appreciation to parents and students who participated in pre-enrolment and to the Division staff that worked very hard to support their choices. The Division looks forward to welcoming new and returning students, as they continue or start their journey with Edmonton Public

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Schools. The Superintendent believes that the Division is projecting enrolment growth in the neighbourhood of 2.7 to 2.9 per cent in the coming year again.

The Superintendent shared that Minister LaGrange is hosting a telephone town hall tomorrow evening, from 6:30 to 8:00 p.m. to engage with parents directly on current initiatives within Alberta's education system including the new K-6 curriculum. Pre-registration by tomorrow at noon is required to participate and registration details are available on SchoolZone and also on the government website.

The Superintendent reminded everyone there's still time to participate in the Division Feedback Survey if they have not already done so. He noted that it's important to hear from everyone. Feedback is going to help the Division serve students to the best of our ability and plan for the upcoming school year. Folks can access the survey through epsb.ca or through SchoolZone. The survey closes on April 29.

F. Approval of the Minutes

1. Board Meeting #09 – April 5, 2022

MOVED BY Trustee Sumar:

**"That the minutes of Board Meeting #09 held April 5, 2022, be approved as printed."
(UNANIMOUSLY CARRIED)**

G. Comments from the Public and Staff Group Representatives

The Board of Trustees heard from one registered speaker for this item.

H. Reports

2. Report #06 of the Caucus Committee (From the meeting held on April 5, 2022)

Information was provided regarding actions taken at the April 5, 2022, Caucus Committee meeting.

3. 2022-2023 Distribution of Funds

MOVED BY Trustee O'Keefe:

**"That the Distribution of Funds for the 2022-2023 Budget be approved."
(UNANIMOUSLY CARRIED)**

There was a short break in the meeting.

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**"That the position statements proposed by the Issues and Resolutions Committee be approved for consideration at the ASBA Spring and Fall General Meetings."
(UNANIMOUSLY CARRIED)**

5. Motion re: Ukrainian Refugees Advocacy**MOVED BY Trustee Kusiek:**

"That the Edmonton Public School Board advocate to the Province of Alberta for a per student special allocation granted immediately upon registration (retroactive to ~~February 24, 2022~~ **October 1, 2021) to support globally displaced children and refugee students being welcomed into our schools and that the Board advocate to the Government of Canada, requesting federal government funding and support for globally displaced children and refugee students in Edmonton Public Schools. Furthermore, that the requested additional funding should also include supports for mental health."
(UNANIMOUSLY CARRIED)**

6. Student Transportation
(Response to Request for Information #008)

Information was provided regarding the request for information RFI #008.

MOVED BY Vice-Chair Ip:

**"That the Board of Trustees move *in camera* to speak with Superintendent Robertson."
(UNANIMOUSLY CARRIED)**

7. Bereavement

Vice-Chair Ip reported on the passing of Ms. Barbara Gunther.

I. Other Committee, Board Representative and Trustee Reports

Trustee Nelson shared that the Edmonton Public Schools Foundation's (the Foundation) largest fundraiser of the year is right around the corner. The Foundation's *Reading for Life Read-A-Thon and Fundraiser* will take place from May 18 until June 1. For two weeks, Edmonton Public Schools and the community will come together to celebrate our love of reading and to raise funds that will support our classmates across the Division. More information will follow, with the public website live on May 1.

Trustee Nelson expressed thanks for the incredible support from the community. The Foundation is thrilled to announce that they've just hit this year's fundraising goal of \$100,000 for the first-ever Chromebooks for Kids campaign. She thanked the many donors, organizations and foundations across Alberta. The

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Foundation has been able to put almost 600 devices into the hands of deserving students. Trustee Nelson expressed a special thank you to this year's primary program donors, EPCOR's Heart and Soul grant and the Edmonton Civic Employees Charitable Assistance Fund. The Foundation looks forward to continuing this program next year and looks forward to once again working with our generous community to decrease technological inequities across the Division.

Trustee Nelson thanked the Foundation's sub-committee members, made up of members of the Foundation's Board of Directors, who have been working steadfastly on defining the Foundation's expanded fundraising priorities. Trustee Nelson looks forward to sharing the Foundation updates with everyone in the coming weeks.

Trustee O'Keefe thanked the students and staff at Queen Elizabeth High School for the invitation to attend their Iftar celebration on Friday, April 8. She said the student program and the presentations were extremely informative and well done, followed by an opportunity to share a delicious meal together as a community. She shared with her colleagues and family that attending the celebration has definitely been one of the highlights of her new role as a Trustee. She only wished that she had an opportunity to bring additional guests with her to attend that amazing celebration. Trustee O'Keefe again thanked Queen Elizabeth students and staff and she looks forward to attending in future years.

Trustee Sumar said he had the pleasure of attending the Millwoods President's Council meeting a couple of weeks ago. He spoke with community members about transportation and playgrounds.

Trustee Sumar shared that he had some school visits and several parent council meetings in the last couple of weeks. He is also looking forward to several more visits over the next couple of weeks, including Herd Day with a petting zoo at Lee Ridge School.

Trustee Sumar advised that he and Trustee Hole have a meeting booked with City of Edmonton representatives to talk about anti-racism and he expressed his gratitude to Councillor Rutherford helping to organize the meeting.

Trustee Sumar stated the Trustees on the Infrastructure Committee are hosting a Transportation Forum this week. Information is available on social media outlets and SchoolZone.

Trustee Sumar attended an event to open a new exhibit at the Art Gallery of Alberta. It was his first time at the gallery and even for an art novice, he said the exhibit was phenomenal. He took a lot away from that event and highly recommended seeing the new exhibit at the Art Gallery of Alberta.

Board Chair Estabrooks thanked the Intercultural Child and Family Centre (ICFC) for the warm welcome to their child care facility located in the old McCauley school and for the tour of their organization. She said that ICFC is doing some amazing things to ensure that children in our city have access to culturally appropriate early years programming and the fact they are doing it from a former school of the Division is great for families who live in the surrounding neighbourhoods.

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Board Chair Estabrooks said she had the opportunity to talk about one of her favourite topics to members of the Gateway Rotary Club recently. They invited her to come and speak about the value of public education and the importance of investing in students now. They had a great discussion and she thanked President Elizabeth Bonkink for the kind invitation.

Board Chair Estabrooks thanked the students and staff at Virginia Park for a recent school visit. Students there are doing a really neat community project where they are recognizing “everyday super heroes,” including bus drivers, workers at the local grocery store, as well as some local politicians including perhaps their school board Trustee. She was honoured to be part of their project and she wanted to thank Virginia Park students for the way they are everyday superheroes in our communities.

J. Trustee and Board Requests for Information

Vice-Chair Ip submitted a request for information regarding rising utility costs:

Given the rising utility prices in the province, I'd like to request a brief report on the following questions:

1. Please provide a breakdown of Division utility costs (electricity and gas) on a monthly basis over the past 12 months and costs on an annual basis over the last 3 years.
2. Please provide a brief overview on how utility services are procured in the Division and whether there are current long-term contracts with service providers.
3. How is the Division funded for utility costs?
4. How are rising utility prices impacting individual schools and the Division? What are the factors that have contributed to these impacts? Have rising prices impacted classroom resourcing in any way?
5. Please outline other inflationary pressures the Division may be facing.

Board Chair Estabrooks submitted a request for information regarding overall per-student funding: Could Administration please provide an analysis of overall per-student funding in the last five years, explaining the impact of the weighted moving average on the funding that the Division receives?

K. Notices of Motion - None**L. Next Board Meeting: Tuesday, May 3, 2022, at 2 p.m.****M. Adjournment: 5:33 p.m.**

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The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: May 3, 2022

TO: Board of Trustees

FROM: Vice-Chair Trustee Ip, Caucus Committee Chair

SUBJECT: Report #07 of the Caucus Committee (From the meeting held April 19, 2022)

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

REFERENCE: [Trustees' Handbook](#) – Caucus Committee - Section 5.4

ISSUE

The Board approved the following recommendation at the March 3, 2015, Board meeting: That Section 5.4 of the Trustees' Handbook be revised to give the Caucus Committee final decision-making power on certain types of matters, and yet constrain that power so it is used only when absolutely necessary.

The following recommendation was approved at the April 19, 2022, Special Caucus Committee meeting:

Renaming of Dan Knott School

That Dan Knott School be renamed [*name withheld until public announcement on May 17*].

BACKGROUND

The authority to name schools rests with the Board of Trustees and "preference shall be given to the names of persons who have made a valuable contribution to education and/or to the community at large" (Board Policy [EA.BP – Infrastructure Planning Principles](#)). Criteria and process for naming schools are outlined in [Administrative Regulation EF.AR – Naming of Schools](#).

KM:ca

DATE: May 3, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Locally Developed Courses

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent

RESOURCE STAFF: Marnie Beaudoin, Laurie Houston, Bob Morter, Ann Parker

REFERENCE: [Guide to Education: ECS to Grade 12, 2021–2022](#)
[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, 2021-2022* (p. 62) 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 Division 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. However, there may be circumstances that result in Alberta Education granting an authorization of one, two or three 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 they meet student, school, community and program needs, as well as provincial and Division requirements. This includes ensuring these courses:

- contain a sequence introduction, a statement outlining what student needs are addressed 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

- The 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.
- Edmonton Public Schools acquires LDCs from other school authorities in the province.

RECOMMENDATION

That the following LDCs be approved for use in Edmonton Public Schools from September 1, 2022, to August 31, 2026:

- American Sign Language and Deaf Culture Three-year (3Y) 15-25-35 (5 credits)
- Astronomy 15-25-35 (3 credits)
- Competencies in Math 15 (3 and 5 credits)
- Drawing 15-25-35 (5 credits)
- Educational Assistant: Assistive and Adaptive Technology 35 (5 credits)
- Global Perspectives 25-35 (5 credits)
- Guitar 15-25-35 (3 and 5 credits)
- Introduction to Educational Assistant 35 (5 credits)
- Learning to Lead 7-8-9
- Punjabi Language and Culture Twelve-year (12Y)
- Speech and Debate 15-25-35 (3 credits)
- Technical Theatre 15-25-35 (3 and 5 credits)

That the following LDCs be approved for use in Edmonton Public Schools from September 1, 2022, to August 31, 2025:

- Chemistry (Advanced) 35 (3 credit)

That the following LDCs be approved for use in Edmonton Public Schools from September 1, 2022, to August 31, 2024:

- Biology (IB) 35 (3 credits)
- Chemistry (IB) 35 (3 credits)
- Physics (IB) 35 (3 credits)

OPTIONS

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

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

CONSIDERATIONS and ANALYSIS

- LDCs provide unique opportunities to accommodate student needs and interests, encourage innovation in learning and teaching practices, address community priorities, engage students who are at risk of leaving school early and/or promote successful transitions to further education.
- Many LDCs support alternative programming in Edmonton Public Schools.
- LDCs support the Division Strategic Plan, with a particular focus on Priorities 1 and 2.

NEXT STEPS

Upon approval of this recommendation, the Administration will make these LDCs available for the 2022–2023 school year.

ATTACHMENTS and APPENDICES

ATTACHMENT I Summaries of Locally Developed Courses Submitted for Approval on May 3, 2022
ATTACHMENT II Enrolment Data for Locally Developed Courses Expiring in 2022

LH:lb

Summaries of Locally Developed Courses Submitted for Approval on May 3, 2022

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

American Sign Language and Deaf Culture Three-year (3Y) 15-25-35 is a 5-credit course sequence developed by Edmonton Public Schools. It is currently being delivered at two Division schools and had an enrolment of 122 students, as of March 21, 2022.

American Language and Deaf Culture Three-year (3Y) 15-25-35 is intended for students who are beginning their study of American Sign Language and Deaf culture in senior high school. This course sequence provides the opportunity for students to learn to use American Sign Language (ASL) in a variety of situations and for a variety of purposes. Apart from the common advantages related to the learning of a second language, it permits an insight into Deaf culture and provides the opportunity for learners to communicate directly with the Deaf and Hard of Hearing.

Astronomy 15-25-35

Astronomy 15-25-35 is a 3-credit course sequence developed by the Calgary School Division. It is currently being delivered at one Division school and had an enrolment of 59 students, as of March 21, 2022.

Astronomy 15-25-35 provides students with opportunities to develop an understanding of the complex and interdisciplinary nature of astronomy. In this course sequence, students will examine and analyze connections among celestial observations, human exploration, creativity, innovation and technological advancements. Students in Astronomy 15-25-35 will enhance their scientific literacy and numeracy skills through active observation and documentation.

Biology (IB) 35

Biology (IB) 35 is a 3-credit course developed by Edmonton Public Schools. It is currently being delivered at five Division schools and had an enrolment of 360 students, as of March 21, 2022.

Biology (IB) 35 provides students with the opportunity to engage in the process of scientific inquiry as a means of gaining an understanding of the living world. This course enables students in the International Baccalaureate (IB) Diploma Programme to meet the IB requirements that are beyond the provincial Biology Program of Studies through additional instruction and opportunities to study experimental sciences.

A two-year approval is being requested as Alberta Education has extended the current authorization period to align with the International Baccalaureate's delayed release of their new Biology curriculum.

Chemistry (Advanced) 35

Chemistry (Advanced) 35 is a 3-credit course developed by the St. Albert School Division. It is replacing the expiring Chemistry (Advanced) 35 course developed by the Calgary School Division, which is currently being delivered at two Division schools and had an enrolment of 26 students, as of March 21, 2022.

Chemistry (Advanced) 35 provides students with an opportunity to cultivate their understanding of chemistry through inquiry-based investigations that are beyond the scope of the provincial Chemistry Program of Studies. Throughout the course, students are encouraged to develop laboratory and analytical skills, using both theory and labs, in a collaborative environment. This course provides additional learning that aligns with the College Board Chemistry Advanced Placement course.

Chemistry (IB) 35

Chemistry (IB) 35 is a 3-credit course developed by Edmonton Public Schools. It is currently being delivered at five Division schools and had an enrolment of 414 students, as of March 21, 2022.

Chemistry (IB) 35 provides students with the opportunity to engage in the process of scientific inquiry as a means of gaining an understanding of the physical laws of nature as they pertain to chemistry principles. This course enables students in the International Baccalaureate (IB) Diploma Programme to meet the IB requirements that are beyond the provincial Chemistry Program of Studies through additional instruction and opportunities to study experimental sciences.

A two-year approval is being requested as Alberta Education has extended the current authorization period to align with the International Baccalaureate's delayed release of their new Chemistry curriculum.

Competencies in Math 15

Competencies in Math 15 is a 3- and 5-credit course developed by the Red Deer School Division. It is currently being delivered at eleven Division schools and had an enrolment of 539 students, as of March 21, 2022.

In Competencies in Math 15, students have the opportunity to develop and enhance their numeracy skills and understanding of mathematical concepts, procedures and skills. Students will extend their knowledge beyond performing routine operations and will be encouraged to develop a deeper understanding of mathematical concepts through critical thinking and exploration exercises. The overall aim of Competencies in Math 15 is to deepen students' knowledge and skills in order to build a strong foundation for success in high school mathematics courses.

Drawing 15-25-35

Drawing 15-25-35 is a 5-credit course sequence developed by Edmonton Public Schools. It is replacing Drawing (Advanced Techniques) 15-25-35, which is currently being delivered at five Division schools and had an enrolment of 116 students, as of March 21, 2022.

Drawing 15-25-35 is intended to provide accessibility and relevance to enriched art experiences at the high school level. This course sequence allows students to specialize and develop skills required for further study in their chosen field. Drawing 15-25-35 provides opportunities for development of a body of work for a field of artistic study selected by the student, which may assist students with their admission into post-secondary programs.

Educational Assistant: Assistive and Adaptive Technology 35

Educational Assistant: Assistive and Adaptive Technology 35 is a 5-credit course developed by Edmonton Public Schools. It is replacing Special Needs Educational Assistant Career Pathway: Assistive and Adaptive Technology 35, which is currently being delivered at one Division school and had an enrolment of 20 students, as of March 21, 2022.

Educational Assistant: Assistive and Adaptive Technology 35 provides an introduction to the variety of assistive and adaptive technologies that may be used to support learners to achieve success in their learning. The focus in this course is on critically examining technologies and determining which ones can most effectively support student learning. To contextualize the exploration, students will examine various barriers to learning and potential strategies to overcome them.

Global Perspectives 25-35

Global Perspectives 25-35 is a 5-credit course sequence developed by Edmonton Public Schools. It is currently being delivered at one Division school and had an enrolment of 5 students, as of March 21, 2022.

Global Perspectives 25-35 provides students with opportunities to examine a variety of attitudes, skills and strategies that can be developed and applied in both personal and professional contexts. Through an exploration of the central themes of personal development, thinking processes, effective communication, intercultural understanding and applied ethics, students will develop their skills in creative and critical thinking, communication and collaboration. This course sequence serves to fulfil the core requirement of the International Baccalaureate Career-related Programme.

Guitar 15-25-35

Guitar 15-25-35 is a 3- and 5-credit course sequence developed by the Calgary School Division. It is currently being delivered at eight Division schools and had an enrolment of 437 students, as of March 21, 2022.

Guitar 15-25-35 provides opportunities for students to learn instrumental technique, concepts and theory applied to both classical and modern musical forms. This course sequence extends the creative avenues available for students to learn how to express themselves musically and make meaning from listening to music. Students in Guitar 15-25-35 will have the opportunity to interpret the compositions of others and apply their developing performance skills to writing their own music and engaging in musical performance, in both formal and informal settings.

Introduction to Educational Assistant 35

Introduction to Educational Assistant 35 is a 5-credit course developed by Edmonton Public Schools. It is replacing Introduction to the Special Needs Educational Assistant Career Pathway 35, which is currently being delivered at one Division school and had an enrolment of 26 students, as of March 21, 2022.

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

Learning to Lead 7-8-9

Learning to Lead 7-8-9 is a course sequence developed by Edmonton Public Schools. It is currently being delivered at 34 Division schools and also as an online option. This course sequence had an enrolment of 4,712 students, as of March 21, 2022.

Learning to Lead 7-8-9 provides opportunities for students to better understand the concept of leadership in preparation for their future career and life roles. This course sequence promotes service leadership and encourages students to experience the positive outcomes that accrue when they see beyond self-interest and play an active role in bettering their communities. Learning to Lead 7-8-9 provides students with productive and constructive outlets for their ideas and opportunities to develop their leadership skills through the planning and completion of a variety of service initiatives.

Physics (IB) 35

Physics (IB) 35 is a 3-credit course developed by Edmonton Public Schools. It is currently being delivered at five Division schools and had an enrolment of 164 students, as of March 21, 2022.

Physics (IB) 35 provides students with the opportunity to engage in the process of scientific inquiry as a means of gaining an understanding of the physical laws of nature. This course enables students in the International Baccalaureate (IB) Diploma Programme to meet the IB requirements that are beyond the provincial Physics Program of Studies through additional instruction and opportunities to study experimental sciences.

A two-year approval is being requested as Alberta Education has extended the current authorization period to align with the International Baccalaureate's delayed release of their new Physics curriculum.

Punjabi Language and Culture Twelve-year (12Y)

Punjabi Language and Culture Twelve-year (12Y) is a course sequence developed by Edmonton Public Schools that includes 5-credit courses at the high school level. It is currently being delivered at one Division school and had an enrolment of 28 students, as of March 21, 2022.

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) encourages students to explore their own identity, develop self-awareness and deepen their appreciation of diverse perspectives.

Speech and Debate 15-25-35

Speech and Debate 15-25-35 is a 3-credit course sequence developed by Edmonton Public Schools. It is currently being delivered at one Division school and had an enrolment of 97 students, as of March 21, 2022.

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

Technical Theatre 15-25-35

Technical Theatre 15-25-35 is a 3- and 5-credit course sequence developed by the Calgary School Division. It is currently being delivered at eight Division schools and had an enrolment of 192 students, as of March 21, 2022.

Technical Theatre 15-25-35 offers students the opportunity to engage in the non-acting roles that are required to realize complex theatre performances. Students will explore multiple technical roles, including stage management, sound, lighting, set and props, as well as costumes and makeup. This course sequence may serve as a stepping stone for students wishing to consider a career in the non-performing technical components of theatre production, film and event production.

Enrolment Data for Locally Developed Courses Expiring in 2022

Locally Developed Course/Course Sequence Name	Enrolments 2018–2022 as of March 21, 2022				Schools offering in 2021–2022 as of March 21, 2022
	18-19	19-20	20-21	21-22	
American Sign Language and Deaf Culture Three-year (3Y) 15-25-35	95	101	115	122	Alberta School for the Deaf Jasper Place
Astronomy 15-25-35	45	66	30	59	Jasper Place
Biology (IB) 35	418	392	408	360	Harry Ainlay Lillian Osborne M.E. LaZerte Old Scona Ross Sheppard
Chemistry (Advanced) 35	127	103	98	26	Queen Elizabeth W.P. Wagner
Chemistry (IB) 35	431	373	304	414	Harry Ainlay Lillian Osborne M.E. LaZerte Old Scona Ross Sheppard
Competencies in Math 15	557	668	618	539	Braemar Dr. Anne Anderson Harry Ainlay Hospital Campuses J. Percy Page Lillian Osborne M.E. LaZerte Queen Elizabeth Ross Sheppard Victoria Vimy Ridge Academy
Drawing (Advanced Techniques) 15-25-35	204	196	122	116	Eastglen M.E. LaZerte Queen Elizabeth Victoria W.P. Wagner
Global Perspectives 25-35	12	8	6	5	Victoria

Locally Developed Course/Course Sequence Name	Enrolments 2018–2022 as of March 21, 2022				Schools offering in 2021–2022 as of March 21, 2022
	18-19	19-20	20-21	21-22	
Guitar 15-25-35	110	217	287	437	Argyll Centre Dr. Anne Anderson Eastglen Jasper Place Lillian Osborne M.E. LaZerte Victoria W.P. Wagner
Introduction to the Special Needs Education Assistant Career Pathway 35	49	34	17	26	Centre High
Learning to Lead 7-8-9	3,175	2,779	5,275	4,712	Academy at King Edward Alex Janvier Allendale Argyll Centre Bessie Nichols D.S. MacKenzie Dickinsfield Donald R. Getty Dr. Donald Massey Edith Rogers Elizabeth Finch Ellerslie Campus Esther Starkman Highlands Hillcrest Hilwie Hamdon Jan Reimer Kensington Killarney Laurier Heights Londonderry Major General Griesbach McKernan Michael Strembitsky Oliver Ottewell Parkview Riverbend Spruce Avenue

Locally Developed Course/Course Sequence Name	Enrolments 2018–2022 as of March 21, 2022				Schools offering in 2021–2022 as of March 21, 2022
	18-19	19-20	20-21	21-22	
Learning to Lead 7-8-9 (continued)	3,175	2,779	5,275	4,712	Steele Heights T. D. Baker Thelma Chalifoux Vimy Ridge Academy Westminster
Physics (IB) 35	171	139	124	164	Harry Ainlay Lillian Osborne M.E. LaZerte Old Scona Ross Sheppard
Punjabi Language and Culture Twelve-year (12Y)	0	27	11	28	Meyokumin
Special Needs Educational Assistant Career Pathway: Assistive and Adaptive Technology 35	30	25	14	20	Centre High
Speech and Debate 15-25-35	127	142	70	97	Old Scona
Technical Theatre 15-25-35	200	173	120	192	Harry Ainlay J. Percy Page Lillian Osborne M.E. LaZerte McNally Millwoods Christian Ross Sheppard Strathcona

DATE: May 3, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: New Curriculum Implementation Information

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent, Operations and Learning Services

RESOURCE STAFF: Marnie Beaudoin, Marilyn Manning, Ann Parker

REFERENCE: [Ministerial Order on Student Learning \(#028/2020\)](#)
[The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum](#)

ISSUE

Administration is providing an update to the Board of Trustees on new curriculum implementation.

BACKGROUND

In March 2021, the Alberta Government released the draft Kindergarten to Grade 6 curriculum for all subjects. Piloting of the draft content occurred between September 2021 and February 2022. The Province provided opportunities for feedback through online surveys and virtual engagement sessions hosted by Alberta Education which ended in February 2022.

On April 13, 2022, Alberta Government authorized the following curriculum for implementation in the fall of 2022: K–3 English Language Arts and Literature, K–3 Mathematics and K–6 Physical Education and Wellness.

CURRENT SITUATION

The Minister of Education announced that the following grade levels and subject areas will be implemented in September 2022:

- K–3 English Language Arts and Literature
- K–3 Mathematics
- K–6 Physical Education and Wellness

Alberta Education will be piloting new curriculum for the following subject areas in the 2022–2023 school year:

- K–6 Fine Arts
- K–6 Science
- K–6 French Immersion Language Arts and Literature

Note: final versions of these curriculum documents have not yet been released.

Alberta Education has provided a [K–6 Curriculum Implementation and Supports Timeline](#).

In conjunction with the fall new curriculum implementation announcement, the Province announced revisions to the new curriculum based on feedback from stakeholders. Alberta Education has indicated that these revisions include:

- strengthening verbs to provide clarity
- addressing content load
- shifting some content to support alignment with grade and age appropriateness
- strengthening First Nations, Métis, and Inuit perspectives to ensure content is meaningful and authentic
- eliminating instances where redundancy in content occurred across grades

Alberta Education has provided overviews for the three subject areas to be implemented in September 2022. The following overviews provide a brief description of the curriculum and a description of the shifts between current and new curriculum:

[English Language Arts and Literature K–6 Subject Overview](#)

[Mathematics K–6 Subject Overview](#)

[Physical Education and Wellness K–6 Subject Overview](#)

Alberta Education has provided content update summaries resulting from the feedback gathered during classroom piloting and engagement activities for the following subject areas:

[New K–6 Curriculum English Language Arts and Literature](#)

[New K–6 Curriculum Mathematics](#)

[New K–6 Curriculum Physical Education and Wellness](#)

Alberta Education's [Curriculum Implementation Information Hub](#) contains resources to support parents and school authorities. Examples of resources available on this site include:

- subject specific overviews for parents
- curriculum implementation and supports timeline
- bridging documents for school authorities comparing the current authorized programs of study to the authorized new curriculum to be implemented in the fall

To prepare Division teachers to implement the new curriculum in the fall, Edmonton Public Schools' Curriculum and Learning Supports (CLS) department has been developing a range of supports. These supports include the following:

- Scope and Sequence documents that represent all elements of the new curriculum sequenced across the school year. These documents are optional for teacher use and are under revision now that Alberta Education has released the final versions of the curriculum.
- A curriculum planning resource that groups all Knowledge, Understanding, Skills and Procedures (KUSPs) into 'clusters' under the Learning Outcomes. Within the architecture of the new curriculum, the Learning Outcomes are broader in nature and can be used to drive instructional design, with curriculum elements of a more specific nature (KUSPs) serving to support the attainment of the broader Learning Outcome.
- Alignment of Division resources to curricular elements in the Scope and Sequence, wherever possible.
- A range of professional learning (PL) opportunities for teachers and school leaders from April to August includes:
 - Asynchronous resources, including videos and conversation guides that explore the curriculum architecture and provide an overview of support documents and resources
 - Synchronous PL sessions, including:

- sessions held on Division PL days that provide a review of the curriculum architecture and an exploration of resources to support implementation.
- sessions targeted for school principals through the mechanism of Pre-DLM (Division Leadership Meeting) and the Leadership Framework PL modules.
- The Division's annual Summer Institutes in August will offer a four-day opportunity to examine new curriculum, explore implementation supports and to plan collaboratively.
- A range of supports for curriculum implementation will be offered in the 2022–23 school year, including synchronous and asynchronous PL and the development of further supporting resources.

KEY POINTS

- On April 13, 2022, Alberta Government authorized the following curriculum for implementation in the Fall of 2022:
 - K–3 English Language Arts and Literature
 - K–3 Mathematics
 - K–6 Physical Education and Wellness.
- Government has released resources available through the [Curriculum Implementation Information Hub](#).
- To support curriculum implementation, the Division is offering resources and professional learning opportunities beginning this spring and summer, and this will continue throughout the 2022–2023 school year.

MB:kd

DATE: May 3, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: KN95 Masks for Edmonton Public Students and Staff
(Response to Request for Information #006)

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent Operations and Learning Services

**RESOURCE
STAFF:** Nancy Petersen, Christopher Wright

ISSUE

On February 5, 2022, Trustee Sumar requested the following information:

1. According to Alberta Health Services (AHS) and Health experts, what is the intended use of 3-ply medical grade masks? How can these masks prevent the dispersion or inhalation of aerosols and droplets?
2. Similarly, what is the intended use of N95 masks? How can these masks prevent the dispersion or inhalation of aerosols and droplets?
3. Are masks intended to protect the individual wearing the mask or others around that individual? What are the benefits to the community? What are the benefits to the healthcare system?
4. When looking at other school divisions both across Alberta and Canada, where have N95 masks been provided to staff? Where have these been provided to students?
5. Are there other masks that are considered similar or equivalent to N95 masks?
6. What would the approximate unit cost be for a pediatric N95 or similar mask?
7. What would the approximate unit cost for an N95 or similar mask be for a staff member or mature student?
8. Donations of N95 and KN95 masks have been made to staff. Is there a mechanism for members of the community to donate masks to students or for the division to accept financial donations to purchase masks?
9. What does AHS currently say about the efficacy of N95 masks for children?
10. Is this information consistent with what has been provided to school divisions from other health authorities in Canada? Provincial and federal.

BACKGROUND

Throughout the pandemic, safety has been a critical aspect of school operations. To support the return to in-person learning in the fall of 2020, the Division developed a COVID-19 School Plan. A key area of focus of the plan was the safety and well-being of staff and students. Safety guidance in the Division's plan reflects direction from Alberta's Chief Medical Officer of Health (CMOH) and the Minister of Education.

To support safety in schools for a return to in-person learning, the Division's COVID plan uses a range of strategies identified by AHS and the CMOH to help mitigate the risk of COVID-19. Over the past two years the strategies in the plan have changed with the evolving nature of public health information and have included such things as:

- Daily health checklist for staff and students prior to coming to school
- Staying home when sick or have symptoms of illness
- Enhanced cleaning and disinfecting protocols
- Strategies that promote physical distancing where possible
- Cohorting of student groups
- The wearing of masks for staff and students
- Hosting vaccine clinics in partnership with Alberta Health Services

Since the summer of 2020, health officials, including Alberta's Chief Medical Officer, have identified the role of masks in helping to mitigate the spread of COVID-19. The return to in-person learning in the fall of 2020 included a provincial mask mandate, with the ability for school boards to set further masking requirements based on their own local context. The provincial mask mandate ceased in the spring of 2022 and [under direction from the Province](#), school boards were no longer able to set their own local mask mandate.

Currently the provincial [Guidance for Schools \(K-12\) and School Buses](#) states that, "Masking during the school day remains a personal health choice for students and their parents/guardians". The most up-to-date provincial information from Alberta Health Services pertaining to masks can be found on the Government of Alberta [website](#).

Current Situation:

On February 5, 2022, Trustee Sumar submitted the following questions to administration around masks during COVID-19. It needs to be noted that Division administration are not experts in the area of health. Many of these questions require the expertise and knowledge of health officials. The following responses are not that of administration, but reflect guidance and information from AHS, CMOH and other health authorities.

According to Alberta Health Services and health experts, what is the intended use of 3-ply medical grade masks? How can these masks prevent the dispersion or inhalation of aerosols and droplets?

To help Albertans better understand the role masks can play in minimizing the transmission of respiratory illnesses, including COVID-19, Alberta Health has developed a [mask guidance page](#) on the Government of Alberta's website. This page covers a range of topics related to masks including:

- Why use a mask
- When to use a mask
- When not to use a mask
- How to ensure your mask has a good fit
- How to wear a mask
- How to remove a mask
- What not to do with your mask
- How to take care of your mask
- Cloth masks
- Medical and respirator use

The Alberta Health website states:

A well-constructed, well-fitting and properly worn mask can help protect you and others from COVID-19.

- *A mask can prevent your respiratory droplets from contaminating people, surfaces and/or objects.*
- *Wearing a mask can help to reduce your risk of becoming infected with COVID-19.*

Similarly, what is the intended use of N95 masks? How can these masks prevent the dispersion or inhalation of aerosols and droplets?

According to the [U.S. Food and Drug Administration](#) (FDA), “N95 respirators and surgical masks are examples of personal protective equipment that are used to protect the wearer from particles or from liquid contaminating the face. The Centers for Disease Control and Prevention (CDC) National Institute for Occupational Safety and Health (NIOSH) also regulates N95 respirators”. The FDA further explains, “an N95 respirator is a respiratory protective device designed to achieve a very close facial fit and very efficient filtration of airborne particles. Note that the edges of the respirator are designed to form a seal around the nose and mouth. Surgical N95 Respirators are commonly used in healthcare settings....”.

[The CDC Personal Protective Equipment: Questions and Answers](#) website states the following:

An N95 FFR is a type of respirator which removes particles from the air that are breathed through it. These respirators filter out at least 95 per cent of very small (0.3 micron) particles. N95 FFRs are capable of filtering out all types of particles, including bacteria and viruses.

Are masks intended to protect the individual wearing the mask or others around the individual?

- **What are the benefits to the community?**
- **What are the benefits to the healthcare system?**

Throughout the pandemic many health officials have determined that wearing a mask protects both the individual wearing the mask and those people around that individual. [AHS's mask guidance](#) website page states: “A well-constructed, well-fitting and properly worn mask can help protect you and others from COVID-19.” This in turn helps to protect the integrity of the healthcare system.

When looking at other school divisions both across Alberta and Canada, where have N95 masks been provided to staff? Where have these been provided to students?

Based on an environmental scan of the internet and news releases, the following areas across Canada provided N95 masks to staff or students as a response to the pandemic:

- January 2022: Calgary Public and Calgary Catholic provided all school-based staff with N95 masks
- April 2021: Seven Oaks School Division in Manitoba provided N95 masks for all frontline staff
- January 2022: West Vancouver School District provided each school-based staff member with five N95 masks
- January 2022: Ontario government provided N95 masks for teachers and 3-ply cloth masks for students
 - February 2022: Toronto Public Schools purchased medical masks (not N95) for students from February to the end of June

Are there other masks that are considered similar or equivalent to N95 masks?

Health officials and governing regulatory bodies, such as the FDA, determine the purpose and efficacy of a mask. Throughout the pandemic a lot has been written by health experts about masks. The efficacy of which masks should be used to help mitigate COVID-19 has evolved as new variants have appeared.

- AHS has developed a [document](#) that describes the different types of masks and when to use them. This document is linked on the AHS mask guidance page on the Government of Alberta website.
- The [CDC's website](#) provides an overview of the various types of masks and respirators; this page identifies N95 and KN95 as masks recommended for use in response to the Omicron variant.

What would the approximate unit cost be for a pediatric N95 or similar mask?

The approximate unit cost for 'pediatric' N95 masks is \$1.80 each.

What would the approximate unit cost for an N95 or similar mask be for a staff member or mature student?

The approximate unit cost for 'adult' N95 masks is \$1.30 each.

Donations of N95 and KN95 masks have been made to staff. Is there a mechanism for members of the community to donate masks to students or for the Division to accept financial donations to purchase masks?

Individuals, businesses or organizations wishing to donate masks for staff or students can reach out to the Division and will be put in touch with a member of administration.

What does AHS currently say about the efficacy of N95 masks for children? Is this information consistent with what has been provided to school divisions from other health authorities in Canada? Provincial and federal.

The information on the [Government of Alberta's website](#) pertaining to masks does not directly address children using a N95 mask. It does encourage children over the age of two to wear a mask to help prevent the spread of COVID-19 and other respiratory illnesses and notes the importance of the mask fitting well and being of high quality.

In respect to other provinces, a scan of health websites across Canada revealed the following:

- [Quebec](#) continues to have a mask mandate for schools, but does not have information specific to N95 masks.
- [Ontario's provincial website](#) provides information around the general use of masks, but does not address N95 masks specifically. Masks are no longer mandated in school.
- [British Columbia's provincial website](#) states that masks are a personal choice, encourages individuals to wear one and does not address N95 masks specifically. Masks are no longer mandated in school.
- [Government of Canada provides a chart](#) comparing the various types of masks. This chart includes respirator masks, such as N95s. This chart makes a reference to small sized masks that would be the appropriate fit for children, including respiratory type masks.

- [Saskatchewan's provincial website](#) indicates that wearing a mask continues to be important but also states this is an individual choice. Masks are no longer mandated in schools.
- [Nova Scotia's provincial COVID-19 guidance](#) for schools continues to require the use of masks when students and staff are indoors. There is no direction around what type of mask is recommended for children.

NP:mh