



AGENDA

BOARD OF
TRUSTEES

Trisha Estabrooks
Board Chair

Julie Kusiek
Acting Vice-Chair

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

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

CFE McCauley Chambers
Tuesday, May 16, 2023
2 p.m.

Board Meeting

- 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 – May 2, 2023
 - 2. DRAFT – Organizational Board Meeting – May 2, 2023
- 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 15, 2023, to speak under this item.)
- H. Reports
 - 3. 2023-2024 Non-Resident and 2024-2025 International Student Fees (Recommendation)
 - 4. Transportation Fees for 2023-2024 (Recommendation)
 - 5. HG.BP Student Behaviour and Conduct Annual Review (Recommendation)
 - 6. Locally Developed Courses (Recommendation)
 - 7. Seclusion Room Usage Update (Information)
 - 8. Equity Fund History (RFI #015 Response)
- I. Comments from the Public and Staff Group Representatives – 5 p.m.
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 12 p.m. on Monday, May 15, 2023, to speak under this item.)
- J. Other Committee, Board Representative and Trustee Reports
- K. Trustees and Board Requests for Information
- L. Notices of Motion
- M. Meeting Dates
- N. Adjournment

MINUTE BOOK**Board Meeting**

Minutes of the meeting of the Board of Trustees of Edmonton School Division of Alberta held in the Centre for Education McCauley Chambers on Tuesday, May 2, 2023, at 2 p.m.

Present:**Trustees**

Trisha Estabrooks
Dawn Hancock
Marcia Hole

Julie Kusiek
Marsha Nelson

Sherri O'Keefe
Jan Sawyer
Saadiq Sumar

Officials

Angela Anderson
Todd Burnstad
Grace Cooke
Andrea Cooper

Karen Mills
Kathy Muhlethaler
Kent Pharis
Nancy Petersen
Cliff Richard

Darrel Robertson
Carrie Rosa
Ron Thompson
Liz Yule

Board Chair: 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: 2:00 p.m.

The Superintendent advised that all Trustees were present.

C. Approval of the Agenda

MOVED BY Trustee Hole:

**“That the agenda for the May 2, 2023, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

MINUTE BOOK**D. Communications from the Board Chair**

The Board Chair recognized and shared that May 5th is "Red Dress Day", also known as the National Day of Awareness for Missing and Murdered Indigenous Women, Girls and Two-Spirit People. She said too many Indigenous people have been murdered or have disappeared, including in our city and in our province and this day is a powerful reminder of that fact. In remembrance of lives lost, red dresses are hung in trees or set up to blow in the wind - as the organizer of this event, Jaime Black, has said it's as if they are floating, left empty to evoke the missing women and girls.

The Board Chair shared that May 5 is also Hats On! For Mental Health Day and a number of our schools will be participating. Hats On! For Mental Health Day is co-hosted by the Alberta Teachers' Association, the Alberta Division of the Canadian Mental Health Association (CMHA) and Global Television. She said it is part of a week-long mental health week put on by the Canadian Mental Health Association. The Board Chair encouraged everyone to visit cmha.ca to read about this year's theme of storytelling as a way to build strong communities.

The Board Chair shared that one of our school namesakes, Soraya Hafez, died on April 27. She noted that Soraya was a devoted wife, mother, grandmother, and great-grandmother. Soraya was also passionate about education and was Edmonton Public Schools' first Arabic bilingual program teacher. Soraya left a tremendous legacy of learning not just at Glengarry School, where she taught, but across Edmonton, through the many lives she influenced as a teacher, advocate, and community volunteer.

The Board Chair recognized that May is Asian Heritage Month. She said the Division is putting intentionality behind learning more about the many achievements and contributions of Edmontonians of Asian heritage. This month is also a reminder for all Canadians to come together to combat anti-Asian racism and discrimination.

The Board Chair also noted that May is Canadian Jewish Heritage Month. She said Canada has the fourth largest Jewish population in the world and the Jewish community has made significant contributions to the growth and cultural fabric of our country, while overcoming tremendous obstacles.

The Board Chair advised that Alberta is officially in the midst of a provincial election. She said the Board of Trustees looks forward to continuing to speak about issues related to public education with all those who are seeking elected office. The Board Chair thanked parent council members, community leagues and many others who are sharing the Division's advocacy materials in the lead up to the provincial election. She also thanked the Advocacy Committee for their leadership in developing these resources.

The Board Chair stated that they are seeing inclusive calendar promises from both the NDP and UCP. She said whichever party is elected, the Division looks forward to working with the next government on finding ways to ensure that the scheduling of diploma exams, for example, are done in a way that recognizes days of significance.

The Board Chair expressed thanks to the Edmonton Catholic Board for the warm welcome to the recent performing arts night hosted by their Division. She also thanked Trustee O'Keefe for attending the performance with her.

MINUTE BOOK**E. Communications from the Superintendent of Schools**

The Superintendent expressed gratitude to school leaders, central leaders and staff across the Division. He said this year's budget has been difficult to implement and it will have a huge impact on all 213 schools and our central units. The Division is experiencing significant growth pressures, with a number of schools having gone to random selection and lottery. The unfortunate part of the space issue is that it serves to limit choice throughout the city. As a Division that upholds choice as a founding principle of how we operate, this is challenging for us to navigate. He said the Division wants all students to be in programs that resonate with their identity, culture, tradition and in some cases, religion. The Division will continue to strive to uphold that choice. He thanked staff across the Division for navigating and making choices, organizing for instruction and preparing to welcome over 114,000 students next year.

F. Approval of the Minutes

1. Board Meeting – April 18, 2023

MOVED BY Trustee Sumar:

**“That the minutes of Board Meeting held April 18, 2023, 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. Four-Year Education Plan

MOVED BY Trustee Nelson:

**“That the Edmonton Public Schools’ 2022-2026 Four-Year Education Plan: Year Two be approved.”
(UNANIMOUSLY CARRIED)**

There was a short break in the meeting.

MINUTE BOOK3. Student Admission and Enrolment Policy**MOVED BY Trustee Sawyer:**

**“That the Board Policies HC.BP Resident Student Enrolment and HEC.BP Non-Resident Student Admission and Enrolment be read for the first time and approved for stakeholder feedback.”
(UNANIMOUSLY CARRIED)**

Trustee Kusiek was not present for the vote.

4. Digital Literacy and Cybersecurity for Staff and Students
(Response to Request for Information #014)

Information was provided regarding the Request for Information #014.

I. Other Committee, Board Representatives and Trustee Reports5. Policy Review Committee Update

Trustee Sawyer provided a report that summarized the committee’s accomplishments over the 2022-2023 school year.

Trustee O’Keefe shared an Edmonton Public Schools Foundation (Foundation) update. The Foundation’s largest fundraising event of the year, Reading for Life Virtual Read-A-Thon, kicks off May 3. This year is even bigger, thanks to EPCOR who will be doubling every donation to Reading for a Life, up to a total of \$50,000. This means that over the next two weeks, there is an opportunity to raise \$100,000 or more to go towards levelling the playing field in our schools across the Division. The Foundation is grateful to the many schools, staff and students who are already signed up to read and support the fundraiser – and they invite everyone else to join in on the fun! Please visit [ReadingForLife.EPSB.ca](https://www.edmontonpublicschools.ca/readingforlife) to sign up or donate, and if there are any questions, please contact the team at the Foundation by emailing foundation@epsb.ca.

Trustee Kusiek thanked Trustee Jan Sawyer for organizing an opportunity for Trustees to participate in the Alberta School Councils Association (ASCA) workshop all about the School Council-Trustee relationship. She thanked ASCA and all school council members who work to fulfill their legislated role, and to work alongside Trustees to fulfill ours.

Trustee Kusiek shared that the Public School Boards’ Association of Alberta (PSBAA) hosted a viewing of the excellent movie, “Backpack Full of Cash.” She thanked the PSBAA for creating an opportunity for Trustees and interested members of the public to view this important film.

Trustee Kusiek expressed appreciation for the efforts of the wider community to reach out to Trustees and provide opportunities for learning. She said it was an honour to attend the Interfaith Symposium, alongside Trustee O’Keefe and Nelson, hosted by the Amhadiyya Muslim Jama’at and to learn about the empowerment of women through their faith from Christian, Muslim, Hindu and Jewish perspectives.

MINUTE BOOK

Trustee Kusiek shared a story right from a Ward F School. She thanked Principal Beharry for having her out for a Riverbend School tour and visit. She got to see the fantastic renovations taking place at the school, celebrate some really cool opportunities for students, like international trips to Belize, Greece, Los Angeles and Tennessee, as well as the various sport teams. She thanked all the school staff who go above and beyond to create these and other opportunities for kids.

J. **Trustees and Board Requests for Information** - None

K. **Notices of Motions** - None

L. **Next Board Meeting: Tuesday, May 16, 2023, at 2 p.m.**

M. **Adjournment: 4:25 p.m.**

The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director Board and
Superintendent Relations

MINUTE BOOK**Board Meeting**

Minutes of the Organizational Board meeting of the Board of Trustees of Edmonton School Division of Alberta held in Centre for Education McCauley Chambers on Tuesday, May 2, 2023.

Present:**Trustees**

Trisha Estabrooks
Dawn Hancock
Marcia Hole

Julie Kusiek
Marsha Nelson

Sherri O'Keefe
Jan Sawyer
Saadiq Sumar

Officials

Angela Anderson
Todd Burnstad
Grace Cooke
Andrea Cooper

Karen Mills
Kathy Muhlethaler
Kent Pharis
Nancy Petersen
Cliff Richard

Darrel Robertson
Carrie Rosa
Ron Thompson
Liz Yule

Board Chair: Trisha Estabrooks

Recording Secretary: Catherine Angeles

A. Roll Call: 4:25 p.m.

The Superintendent advised that all Trustees were present.

B. Approval of the Agenda

MOVED BY Trustee O'Keefe:

**"That the agenda for the May 2, 2023, Organizational Board meeting be approved as printed."
(UNANIMOUSLY CARRIED)**

C. Reports**1. Confirmation of Acting Vice-Chair**

The Board Chair advised that Trustee Ip served as Board Vice-Chair, and is on leave until May 30. An election was held to have another Trustee serve as Acting Vice-Chair while Trustee Ip is on leave.

MINUTE BOOK

The Board Chair called for nominations for the position of Acting Vice-Chair. She also stated that this position will also serve as the Chair of the Caucus Committee and as a member of the ASBA Issues and Resolution Committee.

Trustee Sawyer nominated Trustee Kusiek for the position.

The Board Chair asked Trustee Kusiek to confirm that she accepted the position of Acting Vice-Chair. Trustee Kusiek accepted the nomination.

Trustee Hole nominated Trustee Sumar for the position.

The Board Chair asked Trustee Sumar to confirm that he accepted the position of Acting Vice-Chair. Trustee Sumar accepted the nomination.

Each nominee gave a one-minute speech.

MOVED BY Trustee O'Keefe:

**"That the vote be by secret ballot."
(UNANIMOUSLY APPROVED)**

Ms. Mills distributed the ballots. Ms. Mills collected the completed ballots and left the room with Superintendent Robertson to tabulate the results.

Ms. Mills and Superintendent Robertson returned to the room. Ms. Mills announced that Trustee Kusiek was elected as Acting Vice-Chair.

D. Adjournment: 4:32 p.m.

The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: May 16, 2023

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: 2023-2024 Non-Resident and Special Needs Sponsorship Fees and 2024-2025 International Student Fees

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE STAFF: Drew Horn, Ann Parker, Jennifer Price, Madonna Proulx, Elizabeth Shen

REFERENCE [Education Act](#)
[Administrative Regulation HC.AR, Student Admission and Enrolment](#)
[2023-2024 Alberta Education Funding Manual](#)

ISSUE

Each year, administration brings forward a recommendation report to the Board of Trustees for approval of non-resident and special needs sponsorship fees. These fees are set annually for the purpose of recovering education costs for non-resident students where the Division is not eligible to receive provincial funding or another school division has received the funding and is requesting Edmonton Public Schools to provide the educational programming for their resident student(s).

International Student Fees are charged as Edmonton Public Schools cannot claim provincial education grants for international students.

BACKGROUND

Non-Alberta Resident Fees

The Division charges a fee for students who are residents of Canada where the parent(s) or legal court-appointed guardian(s) does not reside in Alberta. The Division does not receive per-student grants for those ineligible students; therefore, a fee is required to cover the costs of educational programming.

This fee is reviewed annually. During the 2022-2023 school year, there was one non-Alberta resident student registered with Edmonton Public Schools. Administration is recommending no changes to this fee for 2023-2024. Further information is available on Attachment I.

Also included in the fee schedule for 2023-2024 is a Distance Education credit enrolment unit (CEU) fee for non-Alberta resident students. The CEU rate being charged matches the provincial funding rate for part-time distance education students as outlined in the 2023-2024 Funding Manual.

Non-Alberta and Alberta Resident Special Needs Sponsorship Fees

The Division also enters into education service agreements (sponsorships) with other school divisions to provide instructional programming for their special needs students. The actual cost of the program for a student can vary due to the specific needs of each student. As such, additional fees may be applied to cover costs such as additional educational assistant time and transportation costs.

Beginning in the 2022-2023 school year, a change in fee structures was approved to address differences in funding eligibility for sponsored Alberta residents versus sponsored non-Alberta residents. The Division can include eligible students from other Alberta school divisions in our enrolment count. As a result, the Division will reduce the Alberta resident special needs sponsorship fee by the non-Alberta Resident fee as outlined in Attachment I.

In the current year, Edmonton Public Schools is providing programming for 16 sponsored special needs students; 13 of these students are from other Alberta school divisions and three are from out of province. The majority of the sponsored students are attending the Alberta School for the Deaf.

International Program Student Fees

Through International Programs, the Division has over 25 years of history of offering academic programming to international students from a variety of countries. This school year, 51 Division schools served 246 international students from 27 countries; 185 of these students were full-year students and 61 were partial-year students. This is a continued decrease of approximately 50 per cent since the COVID-19 pandemic. Despite this, the program generated revenues in excess of \$2.69 million, with the majority being allocated to schools and the remaining balance being used to support the central administration costs associated with the program.

For the 2023-2024 school year, International Student Programs anticipates accepting approximately 250 international students. Registrations are beginning to return to pre-pandemic levels; there have been approximately 420 applications to this date for the 2023-2024 school year, with more still being submitted. However, due to the lack of available spaces in many schools, the number of students the Division is able to accept remains low.

Edmonton Public Schools International Student Fees remain consistent in comparison with the Calgary Board of Education for 2023-2024.

Several factors are considered in determining the International Student Tuition Fee: the cost of a senior high program with English Language Learning (ELL) instruction and support services; Division operational costs of administering the program including staff salaries; and the current market conditions for programs of a similar nature in Alberta and across Canada.

RELATED FACTS

- Sponsorship agreements are the mechanism to transfer funds needed for providing high-needs programming from the resident school division to Edmonton Public Schools in addition to provincial funding.
- Sponsored special needs students from outside Alberta and other non-resident students are excluded from the weighted moving average (WMA) calculation for provincial funding (based on Division enrolment).
- Non-Alberta Resident fees and Special Needs Sponsorship fees are reviewed annually based on the costs of programming and in context with changes to student funding rates.
- International Programs student fees are requested two years in advance to ensure sufficient time to communicate the fee schedule to families and partners. As well, the advanced notice is required to respect that families must be afforded adequate time to plan and budget.
- International Programs student fees continue to be allocated in a manner that maximizes revenues to schools but at the same time ensures sufficient financial resources to administer the program.

RECOMMENDATION

1. That the proposed 2023-2024 Non-Alberta Resident fees and the Special Needs Sponsorship fees as outlined on Attachment I be approved.
2. That the proposed 2024-2025 International Student Tuition fee and International Student Application fee as outlined on Attachment I be approved.

CONSIDERATIONS and ANALYSIS

- Administration reviewed the proposed revisions to Administrative Regulation HC.AR, Student Admission and Enrolments and HEC.BP, Non-Resident Student Admission and Enrolment to ensure that the fee structure being proposed is in alignment.

NEXT STEPS

Once approved, the rates will be communicated to Division staff through *Connect* and International Student materials will be updated.

ATTACHMENTS and APPENDICES

ATTACHMENT I 2023-2024 Proposed Non-Alberta Resident and Special Needs Sponsorship Fees
 2024-2025 Proposed International Student Tuition and Application Fees

TB:ja

Edmonton Public Schools
2023-2024 Proposed Non-Alberta Resident and Special Needs Sponsorship Fees
2024-2025 Proposed International Students Tuition and Application Fees

<u>FEE DESCRIPTION</u>	2023-2024 Proposed Fees	2022-2023 Fee	Variance \$	Variance %	Notes
NON-ALBERTA RESIDENT FEE					
Non-Alberta Resident Fee	\$ 10,020	\$ 10,020	\$ -	-	
Distance Education/High School per credit enrolment unit (CEU)	204	191	13	7%	1
NON-ALBERTA RESIDENT SPECIAL NEEDS SPONSORSHIP FEE*					
<u>LEVEL OF SPECIALIZED LEARNING SUPPORTS (Grades Kindergarten - 12)</u>					
Moderate - frequently requires adult support (targeted)	11,770	11,105	665	6%	2
Severe - extensively dependent on adult support (specialized)	26,416	24,923	1,493	6%	2
Profound - constantly dependent on adult support (specialized)	37,128	35,029	2,099	6%	2
<i>* Additional fees may be added to cover costs such as additional educational assistant time and transportation costs</i>					
ALBERTA RESIDENT SPECIAL NEEDS SPONSORSHIP FEE*					
<u>LEVEL OF SPECIALIZED LEARNING SUPPORTS (Grades Kindergarten - 12)</u>					
Moderate - frequently requires adult support (targeted)	1,750	1,085	665	61%	3
Severe - extensively dependent on adult support (specialized)	16,396	14,903	1,493	10%	3
Profound - constantly dependent on adult support (specialized)	27,108	25,009	2,099	8%	3
<i>* Additional fees may be added to cover costs such as additional educational assistant time and transportation costs</i>					

<u>FEE DESCRIPTION</u>	2024-2025 Proposed Fees	2023-2024 Fee	Variance \$	Variance %	Notes
INTERNATIONAL STUDENT PROGRAM FEE	\$ 13,000	\$ 13,000	-	-	
INTERNATIONAL STUDENT APPLICATION FEE	250	250	-	-	

Notes

- 1 The Distance Education/High School per credit enrolment unit (CEU) fee is equal to the funding rate as outlined in the Funding Manual.
- 2 Non-Alberta Resident special needs sponsorship fees are calculated by taking the provincial base funding rate of \$6,492 (outlined in the Funding Manual) and multiplying it by the same ratios that the Division uses to calculate our internal Weighted Enrolment allocation that is provided to Division schools.
- 3 Special needs sponsorship fees for Alberta Residents is equal to the Non-Alberta fee (note 2 above) less the Non-Alberta resident fee.

DATE: May 16, 2023

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Transportation Fees for 2023–2024

ORIGINATOR: Cliff Richard, Chief Infrastructure and Technology Officer

RESOURCE STAFF: Alison Cheesbrough, Geoff Holmes, Haydn Sanchez Avery, Christopher Wright

REFERENCE [Funding Manual for School Authorities 2023–2024 School Year](#)
[Student Transportation Task Force: Report to the Minister](#)
[HH.AR Lunch-time Supervision Service for Elementary and Junior High Students](#)

ISSUE

Administration submits proposed student transportation fees to the Board of Trustees for review on an annual basis. Fees were last reviewed by Trustees at the May 17, 2022, Board meeting where Trustees voted to extend the 2021–2022 fee schedule for the 2022–2023 school year.

In February 2023, the Provincial Government announced a new funding model for student transportation in Alberta. In consideration of this change in funding, Administration is recommending a decrease to fees for 2023–2024.

BACKGROUND

Student Transportation is funded from provincial transportation grants and student transportation fees. Since the 2019–2020 school year, government funding for student transportation has experienced minor increases, pending the development of a new provincial funding model. The current fee schedule was implemented for the start of the 2020–2021 school year following a survey of stakeholders regarding the future direction of transportation fees and service levels. In the years leading up to the revised fee schedule, Student Transportation experienced a number of operational deficits, peaking as high as \$5.5 million in 2017–2018. A key goal of work around the updated fee schedule was to ensure Student Transportation is not reliant on additional Division funds for operations, which the current fee schedule has helped to achieve.

In February 2023, based on recommendations from the Student Transportation Task Force, a new model was announced that provides additional funding and aligns with upcoming changes to transportation service delivery parameters. The changes in funding recognize and address many of the challenges the yellow bus transportation industry has been facing related to increased costs, greater demand for service, and a shortage of bus drivers—factors that combined to have negative impacts on many of the families served by our Division.

Along with increased funding, additional provincial support to yellow bus carriers and drivers is also provided through fuel rebates and driver training incentives. A further announcement on April 13, 2023, regarding the discontinuation of the Mandatory Entry Level Training Program (MELT) is expected to help streamline the recruitment of yellow bus drivers while maintaining high safety standards.

Throughout the 2022–2023 school year, Student Transportation staff have worked in targeted ways to alleviate the impacts of the bus driver shortage by limiting the number of drivers needed while ensuring that ride times remain reasonable. An update was provided at the November 29, 2022, public Board meeting that outlined some of these targeted strategies:

- Working with schools to facilitate small changes to school start and end times to enable buses to serve multiple schools and for programs to share bus routes. This work continues for the next school year as the Division continues to grow.
- Reviewing route allocations and, where possible, moving routes to carriers that have additional driver capacity.
- Implementing feedback from carriers about what makes routes attractive to drivers, and working on providing driver professional development.
- In addition, the model of sharing routes with Edmonton Catholic Schools is well-established and creates cost and driver savings for both divisions.

These strategies have helped to decrease the negative impacts the driver shortage has had on communication, disrupted schedules and route reliability. They have also resulted in the ability to accommodate approximately 2,500 additional riders in comparison to 2021–2022 as yellow bus ridership returned to pre-pandemic levels. As driver capacity becomes available, Student Transportation staff have been adding routes where needed to alleviate bus overloads and improve ride times. It is expected that by the end of the current school year approximately twenty additional yellow bus routes will have been added to the system in comparison to September 2022.

RELATED FACTS

- As of April 2023, less than one per cent of routes were without a permanent driver, and carriers were able to provide substitute drivers who could cover those routes. This is a decrease from three per cent in September 2022 and has resulted in a decreased burden on students, parents, and school staff.
- Student Transportation continues to investigate new technologies such as text message notification that can help to improve communication with families when unexpected delays occur.
- Yellow bus ridership has recovered to pre-pandemic levels at over 14,000 riders, which represents an increase of approximately 20 per cent in comparison to the end of June 2022. This means that yellow bus ridership outpaced growth in overall Division enrolment by 5:1.
- Edmonton Transit Service (ETS) pass sales increased approximately 22 per cent in 2022–2023 although remain approximately 40 per cent below pre-pandemic levels.
- A new funding model for Student Transportation was announced by the Provincial Government as part of the 2023 Provincial budget. As a result of the new model, Student Transportation is expecting an increase in base grant funding of approximately \$7.3 million (22.5 per cent).
- The new funding model is aligned with upcoming changes to provincial criteria for transportation eligibility which must be implemented no later than September 1, 2024. Under these changes, students attending their designated school may be eligible for transportation service if they are in Grades K–6 and reside at least one kilometre away, or are in Grades 7–12 and reside at least two kilometres away.
- For 2023–2024, the Provincial Government has also outlined that additional funds will be provided to school divisions through the Fuel Price Contingency Program and the School Bus Driver Grant Program. Funding from these programs will help offset costs incurred by contracted yellow bus carriers.
- The current fee schedule was implemented for the start of the 2020–2021 school year following a survey of stakeholders regarding the future direction of transportation fees and service levels.
- For students transported on ETS, Edmonton Public School Division subsidizes the cost of Edmonton

Transit passes. The cost for the Division to purchase ETS passes is expected to remain unchanged in the 2023–2024 school year.

- Administrative regulation HH.AR establishes a relationship between lunch fees and transportation fees. Under this regulation, some parents are exempted from paying lunch supervision fees if they already pay a transportation fee for their child as a yellow bus rider.

RECOMMENDATION

That the proposed 2023–2024 Student Transportation Fee Schedule be approved for implementation in September 2023, as outlined in the table below.

Proposed 2023–2024 Transportation Fees

Transportation Service	Monthly Fee 2022–2023	Proposed Monthly Fee 2023–2024
Kindergarten to Grade 12 students taking ETS	\$60	\$55
Kindergarten to Grade 12 students taking yellow bus	\$38	\$30
Pre-Kindergarten to Grade 12 students who need additional care or specialized supports when taking yellow bus	\$0	\$0

CONSIDERATIONS and ANALYSIS

Although the new funding model results in a large increase to Student Transportation funding, anticipated changes to eligibility criteria will also have an impact on the student transportation system by increasing the demand for services. In making this recommendation, additional considerations include:

- Demand for transportation service is expected to continue increasing as a result of changes in transportation boundaries, establishment of additional Division centre programs, and anticipated growth in overall Division enrolment.
- The Division’s yellow bus carriers have indicated they expect to have sufficient driver capacity to implement the new provincial transportation criteria effective September 2023. This would allow service to align with the funding model in the 2023–2024 Funding Manual for School Authorities.
- Initial conversations with industry indicate that changes announced regarding the discontinuation of MELT combined with the School Bus Driver Grant Program will assist with recruitment and retention of yellow bus drivers. This will help to alleviate the ongoing shortage of yellow bus drivers.
- In 2023-2024, Student Transportation will closely monitor the impacts of increased service levels and the measures introduced to alleviate the driver shortage. Operational efficiencies will continue to be implemented to help mitigate any continuing issues.
- The current subsidy on ETS passes for Division students is \$13 and will increase to \$18 under the proposed new fee schedule.

Looking forward to the 2023–2024 school year, Student Transportation will continue to deploy initiatives to help create reliable and sustainable busing for Division families. The revised transportation funding model is expected to provide resources that will help to offset increasing costs and manage continued growth.

NEXT STEPS

Upon approval of the 2023–2024 fee schedule, a communications plan will be implemented to inform families.

GH:jl

DATE: May 16, 2023

TO: Board of Trustees

FROM: Trustee Marcia Hole, Policy Review Committee
Trustee Jan Sawyer, Chair, Policy Review Committee
Trustee Saadiq Sumar, Policy Review Committee

SUBJECT: Board Policy HG.BP Student Behaviour and Conduct Annual Review

ORIGINATOR: Karen Mills, Director, Board and Superintendent Relations

RESOURCE STAFF: Naimo Bille, Kelsey Duebel, Gail Haydey, Nancy Petersen, Wanas Radwan

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

ISSUE

The Policy Review Committee has conducted its annual review of Board Policy HG.BP Student Behaviour and Conduct and is recommending that no changes be made to the policy this year.

BACKGROUND

Section 33 of the *Education Act* requires Boards to establish, implement and maintain a policy and code of conduct respecting the Board's obligation to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behavior. An annual review of the code of conduct is required.

RELATED FACTS

- The 2022-2023 annual review of Board Policy HG.BP Student Behaviour and Conduct has been conducted, in compliance with Section 33 of the *Education Act*.
- It is recommended that no changes be made to the policy this year. This recommendation is made in recognition of the Division's ongoing anti-racism work and the opportunity for new data to inform a substantive review in the 2023-2024 school year.
- The Policy Review Committee is committed to initiating and undertaking an in-depth annual review in the next school year, which will be informed by data not currently available, including:
 - Feedback from the 2023 Division Feedback Survey, which has questions that address safety, feelings of belonging and the Division's efforts towards becoming an anti-racist organization.
 - Results from the extended student demographic survey.
- The PRC will also ensure there is the opportunity for meaningful engagement with staff, students and families. This feedback will also serve to inform revision to the policy.
- Next year, the annual review of Board Policy HG.BP Student Behaviour and Conduct will be a key initiative on the PRC's annual work plan and will support progress towards the Division's Anti-racism and Equity Action Plan.

RECOMMENDATIONS

That the Policy Review Committee’s recommendation that Board Policy HG.BP Student Behaviour and Conduct remain as written based on the 2023 annual review be approved.

OPTIONS

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

1. Approve the recommendation for no changes to Board Policy HG.BP Student Behaviour and Conduct as a result of the 2023 annual review.
2. Direct the Policy Review Committee to make changes to Board Policy HG.BP Student Behaviour and Conduct as part of its 2023 annual review.

CONSIDERATIONS and ANALYSIS

The Policy Review Committee’s 2022-2023 work plan includes the required annual review of Board Policy HG.BP Student Behaviour and Conduct. Approval of the recommendation for no changes to the policy this year will support achievement of this requirement by concluding this year’s annual review.

NEXT STEPS

Upon approval of the recommendation, the Board of Trustees’ statutory requirement to conduct an annual review of Board Policy HG.BP Student Behaviour and Conduct will be completed for 2023. The PRC’s next annual work plan will include the comprehensive review of HG.BP Student Behaviour and Conduct.

ATTACHMENTS and APPENDICES

ATTACHMENT I Board Policy HG.BP Student Behaviour and Conduct

JS:wr

CODE: HG.BP

EFFECTIVE DATE: (12-09-2006)

TOPIC: Student Behaviour and Conduct

ISSUE DATE: (17-05-2022)

REVIEW YEAR: (2028)

PURPOSE

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a welcoming, caring, respectful and safe learning and working environment that respects diversity, commits to anti-racism and fosters a sense of belonging throughout the Division.

To establish and maintain an appropriate balance between individual and collective rights, freedoms and responsibilities in the school community.

To establish expectations for student behaviour and conduct and responses to unacceptable behaviour in accordance with the *Alberta Education Act*.

To affirm the Board's commitment to proactive, supportive and responsive discipline that includes, where appropriate, analysis, restorative practices and consequences.

DEFINITIONS

Definitions for the following terms and for terminology for all other policies related to Board Policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments are also found in a Glossary of Terms (linked in References).

- **Academic integrity** is honest and responsible academic behaviour. Students are expected to submit original work, acknowledge sources and conduct themselves ethically in the completion of assessments and examinations.
- **Anti-racism** is the proactive and consistent process of identifying, challenging, preventing and eliminating racism. It uses direct action to acknowledge where privilege exists, raise awareness, advocate for change and challenge beliefs (such as prejudice, bias and stereotypes) at the personal and institutional level to create and implement action to fight racism for individuals and within an organization, workforce or group.
- **Bullying** is defined in the *Education Act* as "repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation."
- **Conflict** occurs when there is a breakdown in relationships between individuals that results from a disagreement or misunderstanding. While conflicts may require adult intervention, they are considered to be a natural part of how students learn to navigate relationships.
- **Discrimination** is negative differential treatment of a person or group on the basis of race, religious beliefs, ethnicity, language, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, gender identity and/or gender expression or sexual orientation.

- **Racism** includes conscious and unconscious discriminatory or derogatory attitudes, microaggressions, comments or actions directed at marginalized groups relative to race or culture. It is based on assumptions, perceptions, social constructs, lack of knowledge or personal beliefs of superiority. Racism occurs in the context of a power and privilege imbalance and can be experienced at the individual, institutional or systemic level.
- **Restorative practice** is an approach that brings together those who have caused harm and those who have been harmed to openly resolve the issue. Restorative practice can range in formality; however, it always involves an agreed upon action to repair harm and mend relationships.

POLICY

The Board is committed to ensuring that each student is provided with a welcoming, caring, respectful and safe learning environment that supports high quality learning, respects diversity and fosters a sense of belonging and a positive sense of self. Students are expected to learn, practice and demonstrate positive personal and interpersonal character traits that contribute to the development of positive learning environments, including both in-person and online.

The Board acknowledges the importance of responsive discipline which involves a continuum of interventions that aim to build a sense of community in schools, facilitate healthy relationships, support behavioural changes, repair harm and hold students accountable.

This policy affirms the rights, as provided for in the *Canadian Charter of Rights and Freedoms*, the *Alberta Human Rights Act* and the *Alberta Education Act*, of each student enrolled in a school operated by the Board. Students enrolled in a school operated by the Board will not be discriminated against as provided for in the *Alberta Human Rights Act* or the *Canadian Charter of Rights and Freedoms*.

EXPECTATIONS

A. STUDENT RIGHTS AND RESPONSIBILITIES

1. Students have the right to be treated with dignity, respect and fairness by other students and staff.
2. Students are expected to respect diversity and refrain from demonstrating any form of bullying, harassment, threats, intimidation or discrimination on the basis of race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation.
3. Students and parents/guardians will be informed of the Board's and school's expectations for student behaviour and conduct.

B. STUDENT BEHAVIOUR AND CONDUCT

1. The Board expects that students behave in accordance with Section 31 of the *Education Act*. Section 31 states that a student, as a partner in education, has the responsibility to:
 - a. Be ready to learn, actively engage in and diligently pursue the student's education.

- b. Attend school regularly and punctually.
- c. Co-operate with everyone authorized by the Board to provide education programs and other services.
- d. Comply with the rules of the school and the policies of the Board.
- e. Be accountable to the student's teachers and other school staff for the student's conduct.
- f. Respect the rights of others in the school.
- g. Ensure the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- h. Refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means.
- i. Positively contribute to the student's school and community.

2. Furthermore, students are expected to:

- a. Resolve conflict or seek assistance to resolve conflict in a respectful, peaceful, safe and non-threatening manner that is conducive to learning and growth. Strategies for addressing conflict between students may include counselling, mediation or forms of restorative practice.
- b. Use school and personal technology appropriately and ethically.
- c. Ensure that they conduct themselves with academic integrity and refrain from and report all incidents of academic misconduct including, but not limited to, cheating and plagiarizing.

C. UNACCEPTABLE BEHAVIOUR

1. Students are accountable for their behaviour whether or not it occurs within the school building, on school property, during the school day or by electronic means. When behaviour that occurs off school property or outside of regular school hours threatens the safety or well-being of individuals within the school community or disrupts the learning environment, school administrators may apply consequences for the behaviour.
2. Examples of unacceptable behaviour include but are not limited to:
 - a. Behaviours that interfere with the learning of others and/or the school environment.
 - b. Behaviours that create unsafe conditions.
 - c. Acts of bullying, discrimination, racism, harassment, threats or intimidation whether it be in-person, indirectly or by electronic means.
 - d. Physical violence.
 - e. Retribution against any person who has intervened to prevent or report bullying or any other incident or safety concern.
 - f. Possession, use or distribution of substances restricted by federal, provincial, municipal, Division or school authorities.
 - g. Any illegal activity such as:
 - i. Possession, use or distribution of illegal substances.
 - ii. Possession of a weapon or use of a weapon (or replica) to threaten, intimidate or harm others.

- iii. Possession, use, display or distribution of offensive messages, videos or images.
- iv. Theft or possession of stolen property.
- h. Any breach of rules and expectations established by Division administrative regulations or a school-based code of conduct.
- i. Failure to comply with Section 31 of the *Education Act*.

D. RESPONSES AND CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

1. Unacceptable behaviour may be grounds for disciplinary action. Responsive discipline provides the student with an opportunity for critical learning and reflection in the areas of personal accountability and responsibility, the development of empathy, as well as communication, conflict resolution and social skills development.
2. Responses to unacceptable behaviour must take into account the student's age, maturity, individual circumstances and frequency of misconduct. The specific circumstances of the situation and of the student must be taken into account when determining appropriate responses to unacceptable behaviour.
3. When a student engages in unacceptable behaviour, responses, interventions and consequences may include, but are not limited to:
 - a. Temporary assignment of a student to an alternate supervised area within the school.
 - b. Temporary assignment of a student to an alternate learning location.
 - c. Short term removal of privileges.
 - d. Interventions such as positive behaviour supports, contracts and counselling.
 - e. Restorative practices, where appropriate and agreed upon by impacted students.
 - f. Replacement or restitution for loss of or damage to property.
 - g. In-school or out-of-school suspension.
 - h. Referral to the Attendance Board.
 - i. Recommendation for expulsion.
4. Responses to unacceptable behaviour include support for students impacted by unacceptable behaviour as well as students who engage in unacceptable behaviour.

ACCOUNTABILITY

The Superintendent of Schools will be responsible for implementing this policy through appropriate regulations and communication with Division stakeholders, including staff, students and parents/guardians. Furthermore, the Superintendent will provide the Board with information on implementation of the policy through the annual results review process and in the Alberta Education Results Report. This policy will be made publicly available, provided to all staff, students and parents/guardians, and will be reviewed annually.

The Division is governed by the *Freedom of Information and Protection of Privacy Act* (FOIP).

In alignment with Section 33(3) of the *Education Act*, the Board shall ensure the policy:

- Be made publicly available.
- Be reviewed every year.
- Be provided to all staff of the Board, students of the Board and parents/guardians of students of the Board.
- Be in accordance with any further requirements established by the Minister by order.

REFERENCES

AD.BP – Vision, Mission, Values, and Priorities

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

AEBB.BP – Wellness of Students and Staff

DKB.AR – Appropriate Use of Division Technology

FA.BP – Human Resources Framework

FBCA.AR – Respectful Working Environments

FBEB.AR – Workplace Violence

HAA.BP - First Nations, Métis and Inuit Education

HAAB.BP - Anti-racism and Equity

HED.BP – Student Attendance

HF.BP – Safe, Caring and Respectful Learning Environments

HFA.BP – Sexual Orientation and Gender Identity

HG.AR – Student Behaviour and Conduct

HGD.BP – Student Suspension and Expulsion

Glossary of Terms

Alberta Human Rights Act

Canadian Charter of Rights and Freedoms

Freedom of Information and Protection of Privacy Act

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

DATE: May 16, 2023

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Locally Developed Courses

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

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

REFERENCE [Guide to Education: ECS to Grade 12, 2022–2023](#)
[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, 2022–2023* states that:

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

- accommodate student needs and interests
- encourage and support innovative learning and teaching practices
- address unique community priorities
- engage students who may be at risk of leaving school early
- promote successful transitions to further education by exposing students to advanced subject matter and learning environments” (Alberta Education, 2022)

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

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 that these courses contain a sequence introduction, a description of student needs that are addressed through the LDC and learning outcomes that are aligned with provincial requirements and standards.

Junior and senior high school LDCs must be approved by a Board motion prior to offering the locally developed courses in the Division. Senior high school LDCs must also be 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. Alberta Education may grant authorization to 3- and/or 5-credit versions of LDCs.

Supplementary information related to all LDCs, such as assessment information, is available on the Division intranet. Student progress for all LDCs is to be assessed in accordance with GK.BP Student Assessment, Achievement and Growth and GKB.AR Standards for Evaluation.

RELATED FACTS

- All LDCs authorized by Alberta Education are available for acquisition at no cost.
- Edmonton Public Schools acquires LDCs developed by other school authorities in the province.
- Other school authorities in Alberta acquire LDCs developed by Edmonton Public Schools.
- The Division-developed LDCs in this report were reviewed and revised collaboratively with Division teachers, school administrators and central staff.

RECOMMENDATION

That the following junior and senior high school locally developed courses be approved for use in Edmonton Public Schools:

Senior High School LDCs

Course Name	Course Codes	Version (including authorization period)	Approval Period
Ceramics 15 Ceramics 25 Ceramics 35	LDC1867 LDC2867 LDC3867	5 credits (2023–2027)	September 1, 2023–August 31, 2027
Dance 15 Dance 25 Dance 35	LDC1413 LDC2413 LDC3413	3 and 5 credits (2023–2027)	September 1, 2023–August 31, 2027
Dance Composition 35	LDC3477	5 credits (2023–2027)	September 1, 2023–August 31, 2027
Data Visualization 15	LDC1218	5 credits (2021–2025)	September 1, 2023–August 31, 2025
Engineering and Design 15	LDC1147	5 credits (2020–2024)	September 1, 2023–August 31, 2024
Unified English Braille Code 15	LDC1012	5 credits (2023–2027)	September 1, 2023–August 31, 2027

Junior High School LDCs

Course Name	Course Codes	Approval Period
Inquiry and Research 7 Inquiry and Research 8 Inquiry and Research 9	JHS7030 JHS8030 JHS9030	September 1, 2023–August 31, 2027
Islamic Studies 7 Islamic Studies 8 Islamic Studies 9	JHS7585 JHS8585 JHS9585	September 1, 2023–August 31, 2027
Study Skills and Learning Strategies 7 Study Skills and Learning Strategies 8 Study Skills and Learning Strategies 9	JHS7051 JHS8051 JHS9051	September 1, 2023–August 31, 2027

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 Priority 1.

NEXT STEPS

Upon approval of this recommendation, the Administration will make these LDCs available for the 2023–2024 school year.

ATTACHMENTS and APPENDICES

- ATTACHMENT I Summaries of Locally Developed Courses Submitted for Approval on May 16, 2023
- ATTACHMENT II Enrolment Data for Locally Developed Courses Submitted for Approval on May 16, 2023

LH:lh

Summaries of Locally Developed Courses Submitted for Approval on May 16, 2023**Ceramics 15-25-35**

Ceramics 15-25-35 is a 5-credit course sequence developed by Edmonton Public Schools. It has been renamed from Ceramics (Advanced Techniques) 15-25-35, which is currently being delivered at four Division schools and had an enrolment of 680 students, as of March 21, 2023.

Ceramics 15-25-35 provides an opportunity for students to explore and experiment with tools, techniques and processes to create ceramics. In this course sequence, students express their thoughts and ideas through visual imagery, examine and apply historical and contemporary design elements and processes, and solve artistic and functional design problems. In Ceramics 15-25-35, an emphasis is placed on demonstrating safe and respectful collaboration within a shared studio space.

Dance 15-25-35

Dance 15-25-35 is a 3- and 5-credit course sequence developed by Edmonton Public Schools. It is currently being delivered at ten Division schools and had an enrolment of 501 students, as of March 21, 2023.

Dance 15-25-35 is designed for students who are beginning their study of dance and have little or no experience with dance upon entry into this course sequence. This course sequence is intended to provide learners with a broad range of artistic and aesthetic experiences in a variety of dance genres. Dance 15-25-35 also contributes to preparing students for a range of exciting and rewarding careers in the arts, as well as careers in which they can draw upon the skills, knowledge and attitudes acquired through dance.

Dance Composition 35

Dance Composition 35 is a 5-credit course developed by Edmonton Public Schools. It is currently being delivered at two Division schools and had an enrolment of 15 students, as of March 21, 2023.

Dance Composition 35 is designed for students who have previously studied dance and wish to extend and enrich their study to include the processes of choreography. In this course, students have the opportunity to experience the role of choreographer from concept development through the processes of audition, rehearsal, production design, and finally, to the actual performance presented to an audience. In Dance Composition 35 students have the opportunity to consider how the study of choreography supports professional pursuits.

Data Visualization 15

Data Visualization 15 is a 5-credit course developed by the Rundle College Society. This course has not previously been offered in the Division.

In Data Visualization 15, students explore the process of data extraction and analysis to create graphical representations that communicate a cogent story. Students in this course will design and create multiple forms of data visualizations. Data Visualization 15 provides students with the opportunity to explore possible career applications of data visualization in the fields of computer science and mathematics.

A two-year approval is being requested as this course is currently authorized by Alberta Education until August 31, 2025. It is being acquired to support STEM programming.

Engineering and Design 15

Engineering and Design 15 is a 5-credit course developed by the Rundle College Society. This course has not previously been offered in the Division.

In Engineering and Design 15, students explore the varied roles that engineers play in society, discover new career pathways and develop knowledge and skills in the field of engineering. Students will investigate topics in science, technology, engineering and mathematics through a series of projects that are relevant to their lives. Engineering and Design 15 provides opportunities for students to develop their problem-solving skills using the design cycle.

A one-year approval is being requested as this course is currently authorized by Alberta Education until August 31, 2024. It is being acquired to support STEM programming.

Inquiry and Research 7-8-9

Inquiry and Research 7-8-9 is a course sequence developed by Edmonton Public Schools. It has been renamed from Inquiry Option 7-8-9, which is currently being delivered at 16 Division schools and had an enrolment of 1,722 students, as of March 21, 2023.

Inquiry and Research 7-8-9 provides students with the opportunity to undertake in-depth research and use technologies and tools to learn, innovate, collaborate and communicate. The aim of this course sequence is to enable students to engage in active learning through the independent research and study of student-selected topics. Students in Inquiry and Research 7-8-9 have the opportunity to further develop their information management skills, with a focus on the responsible and ethical use of information and technology.

Islamic Studies 7-8-9

Islamic Studies 7-8-9 is a course sequence developed by Edmonton Public Schools. It is currently being delivered at one Division school and had an enrolment of 307 students, as of March 21, 2023.

Islamic Studies 7-8-9 is a locally developed course sequence designed for both non-Muslim and Muslim students. For non-Muslim students, this course sequence provides the opportunity to develop an understanding of Islam as a major world religion. For Muslim students, this course sequence fosters the exploration of their own Islamic values, beliefs and understanding. The primary goal of Islamic Studies 7-8-9 is to provide students with knowledge about the history and basic teachings of Islam and the customs of the Prophet Muhammad based on the Qur'an. In addition to fostering an understanding of Islam, this course sequence supports the development of attitudes, skills, and knowledge that prepare students to be effective global citizens.

Study Skills and Learning Strategies 7-8-9

Study Skills and Learning Strategies 7-8-9 is a course sequence developed by Edmonton Public Schools. It is currently being delivered at 19 Division schools and had an enrolment of 1,222 students, as of March 21, 2023.

In Study Skills and Learning Strategies 7-8-9, students develop skills, strategies and processes that can help them to become more effective learners. Through explicit instruction, guided practice, ongoing feedback and self-reflection, students acquire and apply a range of strategies to maximize their achievement across subject areas. In Study Skills and Learning Strategies 7-8-9, students have opportunities to acquire skills and attitudes that may assist them in meeting the academic demands of junior high school and eventually in making a successful transition to senior high school.

Unified English Braille Code 15

Unified English Braille Code 15 is a 5-credit course developed by the Calgary School Division. It is not currently being delivered in Division schools, as of March 21, 2023.

Unified English Braille Code 15 encourages students to develop competencies in braille reading and writing. Students will connect with literacy materials in an accessible format in order to develop their knowledge of braille. As they explore curriculum themes, develop projects and research topics of personal interest, students will apply their knowledge of braille to other curricular areas. This course will provide students with the opportunities to learn the tools, technology and related skills for reading and writing braille at a high level of proficiency.

Enrolment Data for Locally Developed Courses Submitted for Approval on May 16, 2023

Locally Developed Course/ Course Sequence Name	Enrolments 2019–2023 as of March 21, 2023				Schools offering in 2022–2023 as of March 21, 2023
	19–20	20–21	21–22	22–23	
Ceramics (Advanced Techniques) 15-25-35 (Renamed Ceramics 15-25-35)	430	419	613	680	McNally Ross Sheppard Victoria W. P. Wagner
Dance 15-25-35	724	390	455	501	Argyll Centre Dr. Anne Anderson Eastglen Jasper Place Lillian Osborne M. E. LaZerte McNally Queen Elizabeth Strathcona Victoria
Dance Composition 35	11	19	21	15	Jasper Place Vimy Ridge Academy
Inquiry Option 7-8-9 (renamed Inquiry and Research 7-8-9)	546	2,164	1,312	1,722	Argyll Centre Balwin Bessie Nichols Donald R. Getty Edith Rogers Hillcrest Ivor Dent Kim Hung Major General Griesbach Mary Butterworth Meadowlark Christian Michael Phair Riverbend S. Bruce Smith T. D. Baker Thelma Chalifoux
Islamic Studies 7-8-9	233	238	337	307	Killarney
Study Skills and Learning Strategies 7-8-9	309	1,086	1,143	1,222	Alberta School for the Deaf Alex Janvier Donald R. Getty

Locally Developed Course/ Course Sequence Name	Enrolments 2019–2023 as of March 21, 2023				Schools offering in 2022–2023 as of March 21, 2023
	19–20	20–21	21–22	22–23	
Study Skills and Learning Strategies 7-8-9 (continued)	309	1,086	1,143	1,222	Hardisty Highlands Hillcrest John D. Bracco Kate Chegwin Kenilworth Killarney Kim Hung kisêwâtisiwin Laurier Heights Michael Phair Millwoods Christian S. Bruce Smith Svend Hansen Thelma Chalifoux Vimy Ridge Academy
Unified English Braille Code 15	N/A	N/A	0	0	None

DATE: May 16, 2023

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Seclusion and Physical Restraint Update

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent

RESOURCE STAFF: Dave Bennell, Ian Crichton, Terri Gosine, Ann Parker

REFERENCE [Standards for Seclusion and Physical Restraint in Alberta Schools](#)
[HAH.AR Division Seclusion Rooms and Use of Physical Restraint](#)

ISSUE

On May 25, 2021, the Board passed the following motion:

That data on the use of seclusion and restraint are reported to the Board annually, along with work on systemic changes so that these practices are no longer needed or used.

BACKGROUND

The Standards for Seclusion and Physical Restraints in Alberta Schools are the basis for our Division's Administrative Regulation HAH.AR Seclusion Rooms and Use of Physical Restraint. The Division has established practices and standards that prioritize the safety and well-being of students and staff within a welcoming, inclusive, safe and healthy learning environment providing clear standards and expectations with respect to the use of seclusion rooms and physical restraint in the Division. Seclusion rooms and physical restraint are only to be used by staff who have met the training standards. Training provides staff with the skills to safely recognize and respond to crisis situations, focusing upon proactive approaches and de-escalation techniques.

CURRENT SITUATION

The Division continues to support systemic change through the development of staff capacity to ensure a positive proactive approach to supporting students with complex behavioral needs. This is approached through prevention with a focus on de-escalation, defusing challenging behaviours and building positive relationships. Despite a focus on prevention, a crisis or safety management plan may be necessary in exceptional situations where a student's behaviour has the potential to put their safety or the safety of others at serious and imminent risk of physical harm and when de-escalation, preventative strategies or alternative interventions are ineffective. The use of seclusion and/or physical restraint is a last resort as in a crisis or emergency situation.

Support for staff training is a shared responsibility between central administration and school principals. The Division provides professional learning to meet Division training standards through Nonviolent Crisis Intervention (NVC) and three complex behavior modules. The complex behaviour professional learning

modules A, B and C provide positive behaviour interventions and strategies through all tiers of the pyramid of intervention:

- Module A: provides a foundational look at positive behaviour supports and universal strategies that can support and promote mental health in the classroom.
- Module B: builds on the foundations of Module A and provides information about how complex behaviors develop, and some of the precipitating factors that can impact a student in the classroom such as executive functioning, regulation and trauma.
- Module C: provides in-depth instruction regarding Individual Behaviour Support Plan (IBSP) creation and building a supportive collaboration between family and school to support students with complex behavioural needs, including data tracking, and developing specific strategies for supporting students.

Historically, there has been strong participation in the Complex Behaviour Modules A, B and C as they are part of Division training standards for staff involved in the use of seclusion and/or physical restraint. When there is potential for the use of a seclusion room and/or physical restraint, schools are required to have a minimum of two staff who meet training standards. Modules B and C as well as Non Violent Crisis Intervention (NVCi) are required for staff in schools with operational seclusion rooms. Module A is strongly recommended. All modules are available to any Division staff member interested in taking them.

As most Division staff working in schools with operational seclusion rooms have completed this training, the current Module C participation numbers likely reflect either staff who are new to supporting students with complex behaviour learning needs or other interested staff.

Module	A: Universal	B: Targeted	C: Specialized
September 2022–March 2023 Number of Staff Participants	100	107	25

- Attendance in these modules is as follows:
 - As of March 31, 2023, 232 Division staff attended one or more of the complex behavior modules this school year.
 - Since 2019 up to and including March 2023, there have been a total of:
 - 1,481 staff who have attended Complex Behaviour Module A,
 - 1,499 Division staff who have attended Complex Behaviour Module B, and
 - 1,300 Division staff who have attended Complex Behaviour Module C.

Non Violent Crisis Intervention (NVCi) training includes conflict de-escalation training and techniques through online theory modules and virtual/in-person physical competency sessions.

Nonviolent Crisis Intervention (NVCi)	
September 2022–March 2023 Number of Staff Participants	
Online Theory Modules	588 complete (647 have registered to be completed in person)
Physical Competency Training	1,157

Nonviolent Crisis Intervention requires recertification every two years. The participation numbers above include staff seeking re-certification as well as staff taking the training for the first time. There are currently 2,497 Division staff who are certified in NVCI.

Alberta Education requires school Divisions to track and provide data each month on the use of operational seclusion rooms for each school with an operational seclusion room in their building. The following data is provided:

- For the 2021–2022 school year, there were 78 schools with one or more operational seclusion rooms, for a total of 151 operational seclusion rooms.
- For the 2022–2023 school year, there are 83 schools that have one or more operational seclusion rooms, for a total of 174 operational seclusion rooms.

With respect to the tables below, please note the following:

- The 2019–2020 data reflects September to mid-March due to the transition to emergent remote learning for all students on March 16, 2020.
- The 2020–2021 data reflects in-person learners with approximately 30 per cent of Division students learning online.
- The 2021–2022 data reflects in-person learners with approximately five per cent of Division students learning online.
- Unique Students refers to the number of different students using the seclusion room that month (the same student may have used a seclusion room more than once).

Seclusion Room Data

	RECORD OF USE SELF-SELECTED							
	2019–2020		2020–2021		2021–2022		2022–2023	
	Monthly Self-selected - use of seclusion room	Monthly Self-selected Unique Students	Monthly Self-selected - use of seclusion room	Monthly Self-selected Unique Students	Monthly Self-selected use of seclusion room	Monthly Self-selected Unique Students	Monthly Self-selected use of seclusion room	Monthly Self-selected Unique Students
September	538	146	113	57	246	65	190	62
October	816	119	104	39	142	62	239	80
November	329	50	81	36	143	63	207	60
December	144	25	64	33	61	38	136	51
January	255	14	91	44	104	41	160	65
February	132	15	80	36	158	68	156	62
March	77	6	78	39	104	53	104	49
April	n/a	n/a	100	43	106	42	n/a	n/a
May	n/a	n/a	41	24	97	40	n/a	n/a
June	n/a	n/a	92	40	60	27	n/a	n/a
TOTAL	2291	375	844	391	1221	499	1192	429

	RECORD OF USE NON-SELF-SELECTED							
	2019–2020		2020–2021		2021–2022		2022–2023	
	Monthly Seclusion Room usage (non-self-selected)	Monthly Seclusion Room Unique Students	Monthly Seclusion Room usage (non-self-selected)	Monthly Seclusion Room Unique Students	Monthly Seclusion Room usage (non-self-selected)	Monthly Seclusion Room Unique Students	Monthly Seclusion Room usage (non-self-selected)	Monthly Seclusion Room Unique Students
September	267	93	73	31	115	46	114	54
October	391	89	92	37	108	62	142	55
November	282	36	90	36	141	57	172	61
December	250	15	61	31	109	53	141	66
January	240	17	61	32	110	47	103	49
February	205	29	60	30	208	62	88	47
March	76	5	99	41	215	71	70	40
April	n/a	n/a	46	36	187	55	n/a	n/a
May	n/a	n/a	48	24	168	52	n/a	n/a
June	n/a	n/a	76	36	108	44	n/a	n/a
TOTAL	1711	284	706	334	1469	549	830	372

The seclusion room data from September 2022 to March 2023 data indicates that there were 2022 uses of these spaces across the Division:

- 1,192 (or 58.95 per cent) of uses were self-selected
- 830 (or 41.05 per cent) of uses were non-self-selected

In the table above, the data indicates an overall downward trend for non-self-selected seclusion room use from 2019–2020 to 2022–2023.

During the 2020–2021 school year, the Division created a process to collect physical restraint data and provided staff with training relative to the collection of this data. For that school year, some data was collected but it is not considered comprehensive and as a result, has not been included in this report. The 2022–2023 school year is the second year that the Division has collected comprehensive physical restraint data.

With respect to the Physical Restraint table below, the data is separate from the self-selected and non-self-selected seclusion room use data.

Month	Physical Restraint				Seclusion and Physical Restraint			
	2021–2022		2022–2023		2021–2022		2022–2023	
	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students
September	50	36	75	39	30	25	50	35

	Physical Restraint				Seclusion and Physical Restraint			
	2021–2022		2022–2023		2021–2022		2022–2023	
Month	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students
October	81	45	67	45	31	27	54	34
November	76	44	78	33	54	43	34	25
December	41	25	51	35	32	24	36	23
January	44	21	51	40	11	11	47	31
February	81	35	37	25	39	29	32	23
March	68	34	59	41	45	31	34	23
April	75	43	n/a	n/a	51	36	n/a	n/a
May	60	35	n/a	n/a	44	24	n/a	n/a
June	36	25	n/a	n/a	55	29	n/a	n/a
TOTAL	612	343	418	258	392	279	287	194

KEY POINTS

- The Division continues to support systemic change through professional learning and building staff capacity relative to supporting students with complex behavioural needs.
- Positive and proactive strategies with a focus on de-escalation are always to be used first to prevent the use of seclusion and/or physical restraint.
- The use of seclusion and/or physical restraint is a last resort in a crisis or emergency situation when a student’s behaviour has the potential to put their safety or the safety of others at serious and imminent risk of physical harm and de-escalation, preventative strategies or alternative interventions are ineffective.
- Overall, the data indicates a downward trend for non-self-selected seclusion room use from 2019–2020 to 2022–2023.
- This is the second year for the collection of comprehensive physical restraint data across all schools.

AP:kd

DATE: May 16, 2023

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Response to Request for Information #015
Equity Fund History

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE STAFF: Andrea Cooper, Kent Pharis, Ron Thompson, Liz Yule

ISSUE

At the April 4, 2023, Board Meeting, Trustee Sumar requested the following information related to the Equity Fund:

1. What was the original intent for the Equity Fund?
2. Since the establishment of the Equity Fund, has the intent changed or shifted? If so, what has caused that (those) change(s)?
3. How does the Equity Fund support students in our classrooms?
4. In the last 5 years, what has the Equity Fund been used for? Please provide a breakdown by year and budget line supported. Please also include the allocation approved by the Board for that budget year and a total of how much was spent in that year.
5. How does the Equity Fund differ from the “September Actual Enrolment vs Projected Enrolment Relief”?

BACKGROUND

1. What was the original intent for the Equity Fund?

The Equity Fund was established by the Board in 2014-2015 to enhance opportunities for all schools in the Division and to support the Division’s Four Cornerstone Values: Collaboration, Accountability, Integrity, and Equity.

The Equity Fund allocation was initially distributed to the six school leadership groups supervised by the assistant superintendents. The percentage allocated to the school leadership groups was determined through the superintendent’s meetings with the Division Support Team and the Superintendent’s Community of Practice (SCOPE). Within each school leadership group, catchment allocations were determined in consultation with the assistant superintendent and based on criteria established by the leadership Group. Priority was given to projects impacting literacy, numeracy, and mental health.

Within each school leadership group, a portion of the allocation was directed towards an assessment fund in support of timely, informative student assessments. Programming for Student Differences consultants from each leadership group worked with Inclusive Learning Services to prioritize student assessments. These funds were then distributed to schools at the discretion of the assistant superintendent.

The Equity Fund was also a mechanism to bridge some of the gaps inherent in any budget allocation model which is driven by formulas. Under the site-based decision making model, the Division directs as much money as possible to schools to organize for instruction. However, in the event a school encountered an unusual or unexpected budget challenge, prior to the introduction of the Equity Fund, there were limited options available to prevent the school from incurring a budget deficit.

2. Since the establishment of the Equity Fund, has the intent changed or shifted? If so, what has caused that (those) change(s)?

Prior to 2019-2020, funds available to access through the Equity Fund were higher than the initial board approved spring budget allocation amount. This was a result of directing school surplus balances greater than three per cent (the previous administrative regulation threshold amount that schools were allowed to carry forward) to top up the Equity Fund allocation. These additional funds were then used to support catchment work (which benefited all the schools within the catchment), leaving the remaining balance to address individual school needs. This also contributed to a shift in the way in which schools started working more collaboratively in terms of shared resources.

In response to the restrictions placed on the amount and how Alberta School Divisions could access their accumulated operating surplus (AOS), the Division revised Administrative Regulation CVB.AR eliminating the ability for individual schools to carry forward any operating surplus into the following year. At the same time, the Division also eliminated the burden of schools having to repay any deficit they might have incurred in a prior year. This shift also removed the ability to top up the Equity Fund allocation with school surpluses in excess of the previously allowed carryforward threshold. Without these additional funds, the Equity Fund shifted to addressing individual school needs, eliminating the ability to continue to promote wider catchment initiatives.

In the fall of 2022, the assistant superintendents updated the process and tracking of Equity Fund dollars and instead of having a predetermined amount available per assistant superintendent, the fund was pooled and a collaborative approach was created to review requests. This has created consistency and greater transparency around the distribution of equity funds for the entire Division.

3. How does the equity fund support students in our classrooms?

The Equity Fund prioritizes requests related to:

- Classroom complexities
- Organization for instruction
- Economy of scale in some of our smaller schools (including staffing challenges)
- Avoiding three grade splits
- Individual student support and complex student needs
- Growing student population
 - unpredictable enrolment growth in specific schools
- Large class sizes
- External service providers for complex students (Entrust, UP Schools, E2 Academy and Elves).
Note, starting in the 2023-2024 school year, these contracts will be paid at the Division level through a dedicated Service Agreement budget allocation.

4. In the last 5 years, what has the Equity Fund been used for? Please provide a breakdown by year and budget line supported. Please also include the allocation approved by the Board for that budget year and a total of how much was spent in that year.

5 Year Summary of Equity Funds by Expense Category

	<i>Note 1</i>	<i>Note 2</i>	<i>Note 3</i>	<i>Note 4</i>	<i>Note 5</i>	
	2018-19	2019-20	2020-21	2021-22	2022-23	Total
Certificated Teaching Staff Support	3,290,733	1,384,321	2,807,445	5,457,296	4,117,285	17,057,079
Non Certificated Staff Support	1,317,948	1,183,530	2,603,719	4,426,638	3,285,588	12,817,423
SES Support (<i>Note 6</i>)	6,137,040	(139,514)	180,704	396,840	-	6,575,070
Deficit Writeoffs (<i>Note 7</i>)	79,178	626,243	44,539	-	-	749,961
Special Projects Support (<i>Note 8</i>)	451,821	29,071	57,372	-	-	538,263
Administrative expenses (<i>Note 9</i>)	(792)	-	-	-	-	(792)
Total Expenditures	11,275,927	3,083,651	5,693,779	10,280,774	7,402,873	37,737,004
Total Approved Budget	11,414,238	7,800,000	7,800,000	7,800,000	7,800,000	42,614,238
Total Surplus (Deficit)	138,311	4,716,349	2,106,221	(2,480,774)	397,127	4,877,234

NOTES:

- 1) 2018-19 - Prior to the updated funding framework (introduced in 2020), the annual funds available for the Equity Fund consisted of the Board-approved allocation of \$7.8 million plus any school surplus funds from the previous year that exceeded the allowable carryforward threshold of three per cent.
- 2), 3) 2019-20 & 2020-21 - The Division experienced a decreased need for Equity Fund resources due to the COVID-19 Pandemic. During this time, the Division absorbed an increased amount of costs at the Division level instead of impacting individual school budgets. This included covering supply staff costs, the provision of online resources, and covering additional cleaning and supply charges.
- 4) 2021-22 - Many of the expenses related to the continuing pandemic were transitioned back to individual school budgets. Additional supports were also required to assist with students transitioning back to regular classes. This also explains the increase in the non certificated staff support category.

The Equity Fund deficit of \$2.5 million was offset by operating surplus funds from other Division schools, meaning at a consolidated level, the Division ended the year within the Board-approved operating budget.
- 5) 2022-23 - The figures presented are based on preliminary current year approvals at April 25, 2023.
- 6) SES support includes: Library resources, mental health therapists, online subscriptions, other professional and technical services, PD for catchments, psychologist/therapist services and success coaches. These costs were substantially higher in 2018-19 as per Note 1.

The SES credit balance in 2019-20 of \$139,514 is a result of purchase order timing differences for psychologist services.
- 7) The Equity Fund has been used to eliminate school deficits from the previous year. With the elimination of the ability for schools to carryforward any surplus funds into the next year, the Division also removed the burden of schools carrying forward deficit balances.
- 8) Catchment learning resources to support literacy and numeracy, professional learning including external presenters and other catchment costs
- 9) Reflects a timing difference of charges over a year end.

5. **How does the Equity Fund differ from the “September Actual Enrolment vs Projected Enrolment Relief”?**

With the implementation of the new funding framework in 2020 and the weighted moving average (WMA), funding is provided to school divisions based on historical enrolment as well as projected enrolment for the upcoming school year. To match this methodology, school budgets are completed in April with allocations being calculated using the individual school's projected enrolment.

After the first year under the new funding framework, it was identified that there was a gap between the spring school budgets using the schools projected enrolment compared to the actual number of students that were registered in September. With no adjustment to funding under the weighted moving average (WMA) model until the following year, no additional funding was available in the fall to provide relief for schools that experienced enrolment growth greater than their projection.

By accessing the Division's accumulated operating reserve in the fall, the Division has been able to provide additional resources to schools in excess of the provincial funding model.

This allocation differs from the Equity Fund as these funds are built into the total resources available for Budget Services to allocate to schools as part of the fall budget process in a consistent manner, whereas the Equity Fund is accessed by individual schools through their assistant superintendent.

TB/ja