



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, June 20, 2023
2 p.m.

Board Meeting

- A. O Canada
Recognition of National Indigenous Peoples Day
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Approval of the Minutes
 - 1. DRAFT – Board Meeting – June 6, 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, June 19, 2023, to speak under this item.)
- H. Reports
 - 2. Report #11 of the Special Caucus Committee [From the meeting held on April 25, 2023] (Information)
 - 3. Report #12 of the Caucus Committee [From the meeting held on May 2, 2023] (Information)
 - 4. Report #13 of the Special Caucus Committee [From the meeting held on May 30, 2023] (Information)
 - 5. Report #14 of the Caucus Committee [From the meeting held on June 6, 2023] (Information)
 - 6. Strategic Plan Update Report (Priority 3): Focus on Mental Health (Information)
 - 7. Locally Developed Courses (Recommendation)
 - 8. Trustee Representation for Ward H (Recommendation)
 - 9. Board Policies HC.BP Resident Student Enrolment and HEC.BP Non-Resident Student Admission and Enrolment (Recommendation)
 - 10. Delegation of Authority – 2023 Summer Recess (Recommendation)
- 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, June 19, 2023, to speak under this item.)
- J. Other Committee, Board Representative and Trustee Reports
 - 11. Infrastructure Committee Update (Information)
- 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, June 6, 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
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 Nehiyawak, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. This is also land that was and still is important to the Papaschase First Nation. This land for thousands of years has and continues to feed, shelter and inspire Indigenous people. We continue to live on this land as Treaty people. In the spirit of reconciliation, the Board Chair said 'hiy hiy' and 'marsí', which mean thank you in Cree and Dene.

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 Acting Vice-Chair Kusiek:

**"That agenda items 5 and 10 be deferred to the June 20, 2023 Board meeting."
(UNANIMOUSLY CARRIED)**

MINUTE BOOK**MOVED BY Trustee Hole:**

**“That the agenda for the June 6, 2023, Board meeting be approved as amended.”
(UNANIMOUSLY CARRIED)**

D. Communications from the Board Chair

The Board Chair recognized that June is National Indigenous History Month in Canada, an opportunity to learn about the unique cultures, traditions, languages and experiences of First Nations, Inuit and Métis. She said it's a time to honour the stories, achievements and resilience of Indigenous Peoples, who have lived on this land since time immemorial and whose presence continues to impact our school division, our city and our country. It is a time to dig deeper, to understand further and to be curious and explore this month in our schools as we work together as a Division towards Priority Two of our Strategic Plan: Advance action towards anti-racism and reconciliation.

The Board Chair also recognized that this week is Pride Week at Edmonton Public Schools. It's a week to celebrate and show support for all 2SLGBTQIA+ students, staff and families. She thanked staff and students who are planning some great events across the Division. EPSB has held Pride celebrations since 2019 when the Board of the day unanimously voted to declare the first week of June as Pride Week in the Division.

The Board Chair congratulated Rutherford teacher Krysta Florence for receiving the Zone 2/3 Edwin Parr First Year Teacher Award. She reminded everyone that Ms. Florence was EPSB's nominee for this prestigious award. Ms. Florence was named the winner of this award at a ceremony held at the end of May.

The Board Chair formally congratulated former colleague, Nathan Ip, on his election to the Alberta legislature. She said she has no doubt that he will represent the constituents of Edmonton-South West well. The Board Chair also acknowledged that she has received and accepted his letter of resignation from the position of Trustee of Ward H.

The Board Chair expressed congratulations to everyone else who was elected to the legislature. The Board of Trustees is committed to finding collaborative solutions and working with the new government. The Board was vocal during the provincial election about what the Board would like to see the new government focus on. That included exploring ways to adequately fund public education as well as investing in and recognizing our phenomenal growth by committing to building new schools. She thanked parents, fellow public education advocates, and community members for helping amplify the Board's message. The Board looks forward to sharing their ideas with Premier Smith's government and seeing how we can work together to support students.

MINUTE BOOK

E. Communications from the Superintendent of Schools

The Superintendent expressed his sincere congratulations to the graduates across the Division. He hopes grads have a safe and enjoyable celebration of their transition.

The Superintendent thanked the Board of Trustees for attending numerous graduations and bringing greetings on behalf of the Board and the Division. He thanked staff for putting together the graduation commencements, as well as the banquets, as this is a huge undertaking and their efforts are much appreciated.

The Superintendent expressed his appreciation for the parents and guardians who have, over the years, spent countless hours supporting their young ones to come through our system and make this significant transition to a life of dignity and fulfillment.

F. Approval of the Minutes

1. Board Meeting – May 16, 2023
2. Special Board Meeting – May 26, 2023

MOVED BY Trustee Hancock:

**“That the minutes of Board Meeting held May 16, 2023 and Special Board Meeting held May 26, 2023, all be approved as printed.”
(UNANIMOUSLY CARRIED)**

G. Recognition

3. Michael A. Strembitsky Award of Excellence Presentations

The Board Chair announced the following students as recipients of the Michael A. Strembitsky Award of Excellence:

- Gold Medal – Abinash Saravanan, W.P. Wagner School
- Silver Medal – Sofia Sejutee, Ross Sheppard School
- Bronze Medal – Victoria Silva-Veltkamp, Academy at King Edward School

There was a short break in the meeting.

H. Comments from the Public and Staff Group Representatives

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

MINUTE BOOK**I. Reports**4. Student Senate – Summary of Work Accomplished

Student Trustees Akhalya Arulmozhi, Abinash Saravanan and Tia Dobbernack presented a summary of their work in support of their 2022-2023 Work Plan.

5. Locally Developed Courses

This report was deferred to the June 20, 2023, Board meeting.

6. 2024-2025 School Year Calendar

MOVED BY Trustee Sawyer:

“That the 2024-2025 School Year Calendar (Version 1) as shown in Attachment I be approved.”

MOVED BY Acting Vice-Chair Kusiek that the motion be amended:

“That Version 1 of the proposed 2024–25 School Year Calendar be approved with the following amendments:

- **Move April 16 and 17 PD days to May 22 and 23**
- **If the government moves provincial diploma examinations to begin April 1, then the June 9 PD day could be moved to March 31.”**

IN FAVOUR: Trustees Kusiek

**OPPOSED: Trustees Estabrooks, Hancock, Hole, Nelson, O’Keefe, Sawyer, and Sumar
(DEFEATED)**

The Board Chair called the question on the original motion.

(UNANIMOUSLY CARRIED)

7. Proposed Revision to Trustee Representation for ASBA

MOVED BY Trustee Hancock:

“That the Board of Trustees grant waiver of notice for the recommendation to elect one Trustee at each annual Organizational Board meeting to serve as both ASBA Zone 2/3 Representative and Alternate Director.”

(UNANIMOUSLY CARRIED)

“That the Board of Trustees elect one Trustee at each annual Organizational Board meeting to serve as both ASBA Zone 2/3 Representative and Alternate Director.”

(UNANIMOUSLY CARRIED)

There was a short break in the meeting.

MINUTE BOOK8. Options for Vacant Ward H Trustee Position**MOVED BY Trustee Nelson:**

“That the Board select from among current Trustees to represent Ward H for the remainder of this term.”

IN FAVOUR: Trustees Hancock, Kusiek, Nelson, O’Keefe and Sawyer

OPPOSED: Trustees Estabrooks, Hole and Sumar

(CARRIED)

9. Preliminary Findings from Extended Student Demographic Survey

The initial results from the Extended Student Demographic Survey were presented. Over the coming months and years, the Division will further analyze the data from the survey to help inform actions that will remove barriers and improve the school experience so that all students can be proud of who they are, experience success and feel welcome at school. This initiative was identified as a key action in Year One of the Division’s Anti-racism and Equity Action Plan.

MOVED BY Trustee Sumar:

“That the Board meeting be extended beyond 6 p.m.”

(UNANIMOUSLY CARRIED)

J. Other Committee, Board Representatives and Trustee Reports10. Infrastructure Committee Update

This report was deferred to the June 20, 2023, Board meeting.

K. Trustees and Board Requests for Information - None**L. Notices of Motions**

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

MOVED BY Trustee Sawyer:

“That the Board of Trustees grant waiver of motion to consider the following motion at the June 6, 2023, Board meeting.”

(UNANIMOUSLY CARRIED)

“That Trustee Kusiek continue to act as Acting Vice-Chair until the Organizational Board meeting on June 20, 2023.”

(UNANIMOUSLY CARRIED)

MINUTE BOOK

M. **Next Board Meeting:** Tuesday, June 20, 2023, at 2 p.m.

N. **Adjournment:** 5:52 p.m.

The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director Board and
Superintendent Relations

DATE: June 20, 2023

TO: Board of Trustees

FROM: Acting Vice-Chair Trustee Kusiek, Acting Caucus Committee Chair

SUBJECT: Report #11 of the Special Caucus Committee
(From the meeting held on April 25, 2023)

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 recommendations were approved at the April 25, 2023, Caucus Committee meeting:

Proposed Next Steps for the SRO Study Process

That the Board of Trustees directs Administration to post the report, along with a statement explaining that further engagement is desired and will be conducted in the fall, to [epsb.ca](https://www.edmonton.ca/epsb) in June 2023.

BACKGROUND

The Board approved the following motion in June 2020:

That the Board of Trustees request an independent review of the school resource officer program to be conducted by a university researcher, including a literature review, environmental scan, qualitative analysis of student and family experiences of SROs and policing, focusing on the experiences of Black, Brown, and Indigenous students and students with disabilities as well as other students from marginalized communities in Edmonton Public Schools.

KM:ca

DATE: June 20, 2023

TO: Board of Trustees

FROM: Board Chair Trustee Estabrooks, Acting Caucus Committee Chair

SUBJECT: Report #12 of the Caucus Committee (From the meeting held on May 2, 2023)

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 recommendations were approved at the May 2, 2023, Caucus Committee meeting:

1. Audit Committee External Member – Extension of Term

That Vivian Chu's term as external audit committee member be extended for a four-year term from June 1, 2023, to June 30, 2027, be approved.

BACKGROUND

Ms. Chu was appointed as an external audit committee member on April 16, 2019, for a four-year term starting June 1, 2019.

Qualifications of an external audit committee member include:

- Designated professional accountant
- Experience with leadership and advisory roles
- Experience and knowledge with audit standards, governance, and managing complex systems
- Detailed knowledge of Public Sector Accounting Standards (PSAS)

2. Kensington Boiler Replacement

That authorization to direct \$2,300,000 of the Division's anticipated 2022-23 operating surplus to replace the boiler system at Kensington School be approved.

BACKGROUND

The existing boilers at Kensington are a combination of hot water and steam. This project was required due to imminent failure, and included the replacement of the inefficient steam boilers with hot water.

This project has been on the Division's IMR/CMR plans for at least three years due to:

- constant need to repair frozen univents in classrooms
- a large number of work requests related to boiler or univent repairs
- inconsistent heat

- issues with the steam traps on the steam system

3. Sherwood School Surplus Declaration

That the Board of Trustees declare the Sherwood School site as surplus to Division need be approved.

BACKGROUND

Sherwood School was opened in 1957 and closed in 2021 with the consolidation of programming into two new schools, Aleda Patterson and Alex Janvier schools. Any proceeds from the sale of the site would be directed to the Division's Capital Reserve.

4. ASBA Bylaws Voting Recommendations

That EPSB support the proposed ASBA budget.

That EPSB support the approval of ASBA Resolutions 1, 2, 3, 4, 6, 7, 8 and 9.

That EPSB support the approval of ASBA Resolution 5, amendments to Bylaw 13.

BACKGROUND

The ASBA SGM will be held on Monday, June 5. At that meeting, several resolutions will be presented for discussion. In keeping with past practice, the Issues and Resolutions Committee is bringing forth suggested voting positions on all proposed resolutions for the Board's consideration.

KM:ca

DATE: June 20, 2023

TO: Board of Trustees

FROM: Acting Vice-Chair Trustee Kusiek, Acting Caucus Committee Chair

SUBJECT: Report #13 of the Special Caucus Committee
(From the meeting held on May 30, 2023)

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 recommendations were approved at the May 30, 2023, Special Caucus Committee meeting:

Voting recommendations on ASBA SGM emergent position statements

That EPSB support the overall intent of this emergent position statement in regard to equitable funding for implementation of the new curriculum, but not without changes in wording to reduce red tape:

That, the Alberta School Boards Association advocates for the Government of Alberta shift to per student per subject funding based on current year enrollments, for teaching and learning resources, and classroom based assessments required to implement the new Curriculum, thereby ensuring equity of resource funding for all students and encouraging more optional implementation.

That EPSB support the intent of the following emergent position statement with the following amendment **(in bold)**:

That, the Alberta School Boards Association advocate for the Government of Alberta to continue **meaningful** consultation and collaboration **with stakeholders, school boards and school divisions** on the curriculum implementation **and on any future curriculum development**. Further, that the Government of Alberta advance curriculum implementation **one subject** one grade at a time. This position statement will replace 1.3.

That the Board Chair write to ASBA with suggestions to improve SGM process, including timelines and communications.

BACKGROUND

The ASBA Issues and Resolutions Committee is a committee of the Edmonton Public School Board. The purpose of the Committee is to advise and assist the Board in presenting and voting on issues and resolutions brought to the ASBA Zone and General Meetings.

KM:ca

DATE: June 20, 2023

TO: Board of Trustees

FROM: Acting Vice-Chair Trustee Kusiek, Acting Caucus Committee Chair

SUBJECT: Report #14 of the Caucus Committee (From the meeting held on June 6, 2023)

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 recommendations were approved at the June 6, 2023, Caucus Committee meeting:

1. SRO Study Statement

That the statement, as shown in Attachment I, be approved for posting to epsb.ca.

BACKGROUND

The Board has committed to sharing the findings of the SRO evaluative study with the public.

2. Disability Premiums for Exempt Non-Management Staff

That the Terms and Conditions of Employment for exempt non-management employees be amended to reflect a change in the employee/employer extended disability premium cost share to an identical level as that paid by exempt management - 20 per cent employee paid and 80 per cent Division paid.

BACKGROUND

Section 12.3 of the Exempt Non-Management Terms & Conditions of Employment provides eligible employees with an extended disability benefit, with premium costs shared by the employee and Division, as determined by the Board of Trustees.

KM:ca

DATE: June 20, 2023

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Plan Update Report: Well-being and Mental Health

ORIGINATOR: Nancy Petersen, Managing Director, Strategic Division Supports

RESOURCE STAFF: Sibin Ammanethu, Danette Andersen, Angela Anderson, Dave Bennell, Kelsey Duebel, Tricia Giles-Wang, Karen Linden, Owen Livermore, Tracy Mastrangelo, Ann Parker

ISSUE

This Strategic Plan Update report highlights the ongoing work and intentional efforts made by the Division in the 2021-2022 school year to support Priority 3 of the [2022-2026 Division Strategic Plan](#), “Promote a comprehensive approach to student and staff well-being and mental health”.

BACKGROUND

In 2022, Edmonton Public Schools launched the new Division Strategic Plan for the 2022-2026 term. The Division Strategic Plan has three priority areas with supporting goals and outcomes. The plan provides common direction and alignment between the work of the Board of Trustees, the Superintendent of Schools and Division staff. The plan serves as the foundation for a Division culture of evidence-based decision making, assurance and accountability.

To demonstrate the Division’s commitment to transparency and accountability, Strategic Plan Update reports were introduced in 2016–2017 as an extension of the Annual Education Results Report (AERR). The reports are intended to provide the Board of Trustees with detailed progress towards the goals and outcomes of our Division Strategic Plan.

CURRENT SITUATION

While factors surrounding the COVID-19 pandemic have led to increased levels of stress and anxiety for many, the Division has remained steadfast in working with partners to support the well-being and mental health of students and retain a focus on high-quality teaching and learning. In light of the pandemic, now, more than ever, schools are a critical space for students to develop their sense of belonging through positive interactions with their peers and the adults around them.

As the Division continues to navigate the evolving context of pandemic recovery, the 2022-2026 Strategic Plan prioritizes mental health with an emphasis on relationships and building learning environments that support a sense of belonging. This Strategic Plan Update Report provides the Board of Trustees with an overview of the collective efforts made within the Division and through partnerships with the community during the 2021-2022 school year to:

- Support student well-being and mental health through utilization of the Comprehensive School Health approach, resilience science and the provision of a range of universal, targeted and specialized supports (i.e., a Pyramid of Intervention).
- Support staff well-being and mental health, highlighting the employee assistance program and the potential flexibility of the Division calendar and work arrangements

- Build staff capacity to support student and staff well-being through the provision of professional learning and training focused on supporting student well-being and mental health; building staff efficacy and leadership skills; and building skills to support staff's own well-being .

The report concludes with a discussion of the Division's ongoing commitment to supporting student and staff well-being over the coming years, including planning for future key initiatives and recognition of the importance of advocating for adequate, predictable and stable funding in support of well-being and mental health.

KEY POINTS

This Strategic Plan Update Report provides the Board of Trustees with an overview of the Division's comprehensive approach in support of student and staff well-being and mental health in support of Priority Three of the 2022-2026 Strategic Plan.

ATTACHMENTS and APPENDICES

ATTACHMENT I Strategic Plan Update Report: Well-being and Mental Health

NP:sa



Strategic Plan Update Report

Well-being and Mental Health

June 2023



epsb.ca

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INTRODUCTION

Edmonton Public Schools uses a collaborative and comprehensive approach to support students and staff well-being with the intent of helping students and staff to grow and thrive in their learning and working environments. This Strategic Plan Update Report provides the Board of Trustees with an overview of the Division's efforts to support student and staff well-being and mental health as the post-pandemic context continues to evolve. The report reflects the goals of Priority 3 of the [2022-2026 Strategic Plan](#) to “Promote a comprehensive approach to student and staff well-being and mental health”:

- Goal 1 - “Support students and staff in building skills, strategies and relationships that contribute to positive mental health”.
- Goal 2 - “Support students and staff so they experience a greater sense of belonging and social, emotional and physical well-being”.

The report outlines the Division’s intentional efforts toward student well-being in the 2021-2022 school year. In addition, the report discusses the Division’s strategies and actions in place for staff well-being. An overview of the Division’s efforts to build staff capacity to support student and staff well-being is also provided. The report concludes with a discussion of the Division’s ongoing commitment to supporting student and staff well-being in the coming years.

BACKGROUND

The Division’s responsibilities for well-being and mental health are grounded in Alberta’s [Education Act](#), which directs school authorities to provide welcoming, caring, respectful and safe learning environments for students and staff. Additionally, the [Alberta Education Teaching Quality Standard](#) requires all teachers to be aware and able to facilitate “responses to the emotional and mental health needs of our students.” The Division further formalizes its role and responsibilities in the development of Division Board policies, administrative regulations and practices or procedures.

As the world emerges from the COVID-19 pandemic, there are increased complexities associated with well-being and mental health as a result of the pandemic’s disruption to family, school and personal life. Pandemic-related research indicates that this has impacted the mental health of both children and adults, resulting in increased symptoms of anxiety, depression and mental disorders. (Bignardi et al., 2020; Calvano et al., 2021; Cost et al., 2020; Schwartz et al., 2021; Statistics Canada, 2021).

The November 2020 Strategic Plan Update report on [Re-entry Mental Health and Wellness of Students](#) found that some of the challenges and complexities for students and staff included: sudden shifts from in-person to online learning, limited socialization with others, loss of extracurricular activities, increased utilization of technology for both learning and connecting with others and disrupted access to wrap-around resources and supports for students.

While the pandemic caused more feelings of isolation, it also brought awareness to the important role schools play in helping children and youth in relationship building and being connected to others. Schools are a critical space for students to develop their sense of belonging through positive interactions with their peers and the adults around them. The warm, welcoming learning environments along with the opportunity to develop meaningful relationships with others that came with a return to in-person learning were critical to support the well-being and mental health of students. This was also true for staff, as through the Division Feedback Survey (DFS) many shared their hope for connecting once again with their colleagues and students.

As the Division continues to navigate the evolving context of pandemic recovery, the [2022-2026 Strategic Plan](#) prioritizes well-being and mental health with an emphasis on relationships and building learning environments that support a sense of belonging.

STUDENT WELL-BEING AND MENTAL HEALTH

The Division’s work in support of well-being and mental health for students is grounded in the internationally recognized [Comprehensive School Health](#) (CSH) approach. The Division works in partnership with Alberta Health Services (AHS) around this approach; AHS hosts a [virtual hub](#) of health-related resources for schools.

CSH serves as the foundation to a whole school approach to well-being and is structured around four key components highlighted in Figure 1. This work includes engaging with families and community partners while supporting universal student health and well-being. Table 1 provides some examples of how the CSH Framework comes to life across Division school communities.

Figure 1: Comprehensive School Health Framework

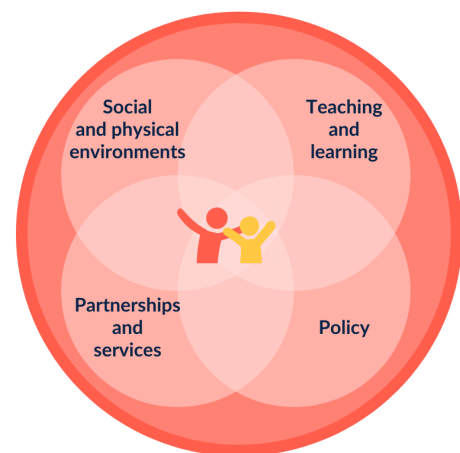


Table 1: Examples of the CSH Framework in Schools

Social and Physical Environments

- **Welcoming spaces** have a positive impact on student well-being. Schools and classrooms make intentional efforts to create a sense of belonging for students by ensuring that students see themselves in the halls and walls of their schools.
- **21st century learning environments** are supported through new school construction, revitalization and infrastructure and technology upgrades.
- **Air quality** has been enhanced through a variety of actions including the provision of portable air filtration (HEPA) units for every classroom and learning space in the Division.

Teaching and Learning

- **Curricular instruction** in the areas of physical education, career and life management and health and wellness courses teach about and engage students in activities that promote wellness.
- **Field trips** provide the opportunity for students to participate in experiential learning connected to curriculum and be exposed to new activities, skills and interests.
- **Extracurricular activities** in schools provide students the opportunity to participate in a range of activities that enhance well-being such as sports, choir, music, the arts, diversity clubs and cooking.

Partnerships and Services

- Schools work with many partners and agencies in the community to support the CSH model. Examples of key partner agencies that provide programming and services that enhance well-being include:
 - Action for Healthy Communities
 - Africa Centre, The
 - Alberta Health Services
 - Apple Schools
 - Bent Arrow Traditional Healing Society
 - Boys and Girls, Big Brothers, Big Sisters Edmonton
 - e4c
 - Family Centre, The
 - Food for Thought
 - Free Play
 - RAJO
 - United Way

*This list is just a small sample of the many groups and organizations that work and volunteer alongside Division staff. Schools have identified over 600 community connections in support of students.

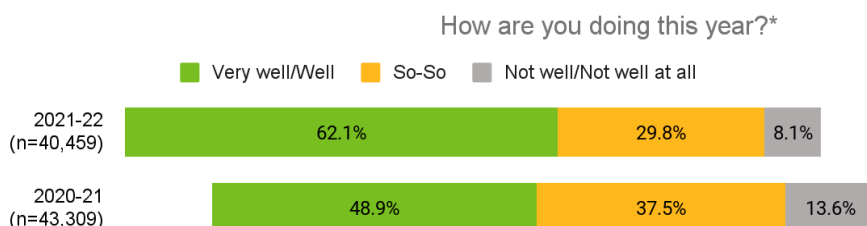
Policy

- **Board policies and administrative regulations** provide guidance and direction to support student and staff well-being, for example through: Board Policy AE.BB.BP Wellness of Students and Staff; Administrative Regulation FBCA.AR Respectful Working Environments; and Board Policy HF.BP Safe, Caring and Respectful Learning Environments.
- **2022-2026 Strategic Plan** provides multi-year direction for the Division and includes the prioritization of mental health and wellness.
- **Frameworks and guiding documents**, both internal (e.g., Navigating Mental Health Framework) and external (e.g., Alberta Daily Physical Activity Policy, the Canada Food Guide) serve as a resource for staff in their work to support student well-being and mental health.

In addition to the evidence-based approach of CSH, the Division, in partnership with Dr. Michael Ungar, is deepening its understanding around the importance of resilience science and the implications for both students and staff well-being. Using a resilience approach within a school community includes intentional language and actions for teachers in their work with students that supports and promotes student well-being in a manner that builds out their capacity and strength. The Division’s work related to resilience is further addressed under Universal Supports (page 6).

To help gain a better understanding of how students were doing during the pandemic, the DFS included questions specific to well-being. In 2021-2022, the majority (62.1 per cent) of student respondents indicated they were doing very well or well this school year; 30 per cent indicated they were doing “so-so”; and 8 per cent responded that they were doing not well or not well at all (Figure 2). This is an encouraging improvement from the 2020-2021 school year, where only 48.9 per cent of students indicated that they were either doing well or very well during the pandemic.

Figure 2: 2020-2021 and 2021-2022 DFS student mental health responses



* 2020-2021 DFS student question: How are you doing during the pandemic?

In 2021-2022, 59 per cent of student respondents strongly agreed or agreed that their school provides good supports related to mental health, while 22 per cent were unsure and 18 per cent of students disagreed or strongly disagreed with the statement (Figure 3). These results are reflective of the specific role and limited capacity that schools have in providing mental health supports to students, and it is also likely that results for “unsure” would also include students who did not feel a need to access mental health supports through their school. This question was unique to the 2021-2022 DFS.

Figure 3. 2021-2022 DFS student mental health supports responses



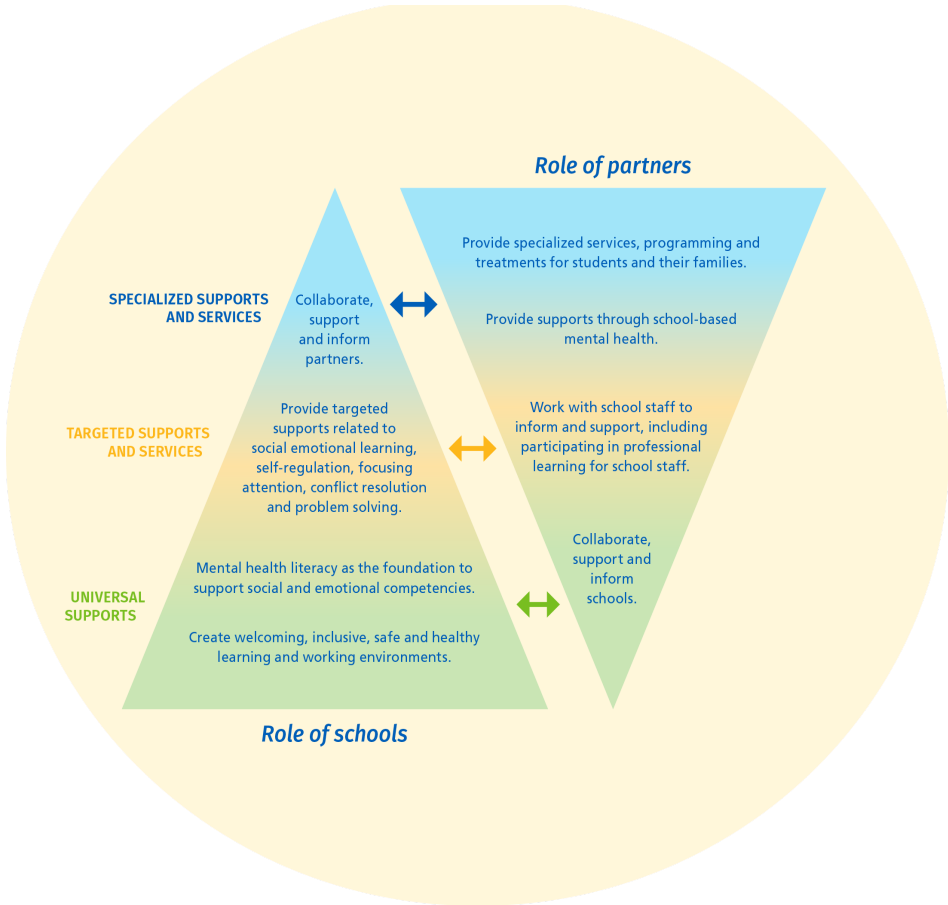
Pyramid of Intervention

The Division’s model of support for well-being and mental health is framed through the lens of the Pyramid of Intervention. The Pyramid of Intervention is an evidence-based, multi-tiered framework based on three levels of support and services: universal, targeted and specialized. The model is designed to address learning, social/emotional and behavioral growth and development by collaborating with partners to deliver a range of programs, supports and interventions based on student need. It is used to identify pathways through services and a continuum of supports, including mental health promotion, early identification, interventions and specialized services.

As mental health needs of students increase in complexity, schools require targeted and specialized support from Division professionals and partners to help provide the appropriate and supportive learning environment for students. Schools build meaningful relationships with specialized service provider partners that can be found within the Division and the community. The role of partners is integral to the success of students as schools work to support student well-being across all three tiers of the Pyramid of Intervention.

The role health professionals play towards the well-being of a student increases proportionately to the level of intervention required. Figure 4 from the Division’s document [Navigating Mental Health](#) demonstrates the interplay between education and health through the framework of the Pyramid of Intervention; this figure demonstrates the importance of health and education working together and the role healthcare partners play in supporting student well-being at the targeted and specialized supports tiers of the pyramid.

Figure 4: Pyramid of Intervention demonstrating the interplay between the role of schools and the role of health partners (Source: Navigating Mental Health)



Pyramid of Intervention: Universal Supports

Universal supports are provided through whole-school proactive/preventative approaches and support welcoming, inclusive, safe and healthy learning environments. Universal strategies include: high quality instruction to support diverse learning strengths and needs, social emotional learning and regulation practices embedded into instruction and classroom activities, peer supports and school-wide screening. This work reflects the efforts of teachers and school staff in collaboration with families and is the first step in identifying students’ strengths and those who may be at risk.

The following section of the report provides an overview of the key initiatives that were in place across the Division for the 2021-2022 school year that promoted universal supports for student well-being.

Focus on Resilience Research

The Division is taking steps to build out a body of practice around resilience and a sense of belonging within the school community. The work is evidence-based and includes professional learning for staff, a youth resilience survey instrument and opportunities to link to curriculum and explore implications for school culture. This work is in partnership with Dr. Michael Ungar, Director of the Resilience Research

Centre at Dalhousie University.

In 2020-2021, the Division began using the Youth Resilience Survey instrument (YRS) as one indicator of student well-being in the areas of resilience and connection or engagement with school. The survey serves as a snapshot or one source of information and is not diagnostic in nature. Data from the survey provides schools with school level cohort data and individual student profiles; schools use the information from the survey, triangulated with other data, to help inform working with individual students and programming for the broader school community.

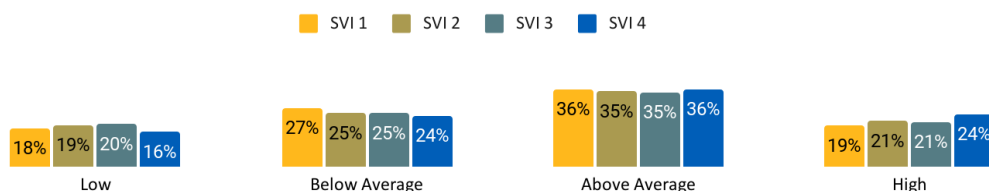
Key efforts by the Division and schools in 2021-2022 to support action in response to insights from the YRS included professional learning to assist schools working with their YRS data and to enhance staff understanding of resilience science within a school community. This included the introduction of a train the trainer approach and the development of resources to support teaching and learning long term.

Key insights from the 2021-2022 YRS results include the following:

- Overall, students with high resilience scores were more likely to have high engagement or connection to school scores. Conversely, students with low resilience scores were more likely to have low engagement scores. This trend points to the value of school-level approaches that address both resilience and engagement as important aspects of student well-being.
- Using Division Social Vulnerability Index (SVI) rankings¹, resilience and engagement scores for students from the most highly socially vulnerable schools (represented as SVI 1 in Figure 5) were overall very similar to results for students from school populations that generally experience the least social vulnerability (SVI 4 in Figure 5). These findings stand in contrast to academic achievement data across SVI groupings, where differences in academic success are more apparent in relation to social vulnerability. The similarity in results across SVI groupings suggests that students across the Division are equally connected to school, have similar levels of resilience and are able to benefit from initiatives that address student well-being and mental health.

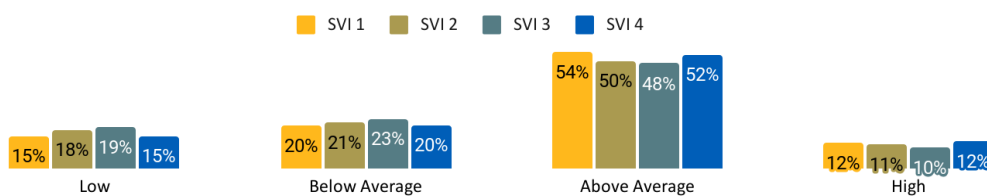
Figure 5. *Social Vulnerability Index (SVI) quartile comparison of 2021-2022 overall resilience/engagement scores*

Overall Resilience Scores - Social Vulnerability Index (SVI) Groupings (n=52,292)



¹ The SVI is an evidence-based measure calculated annually that incorporates student mobility (Division data), median family income (Canada Census data) and lone parent family status (Canada Census data). Research indicates that these three factors have a direct impact on school success. Using postal code data, all Division schools are then ranked, creating a listing of Division schools from most to least socially vulnerable.

Overall Engagement Scores - Social Vulnerability Index (SVI) Groupings (n=49,085)



Menstrual Hygiene Product Initiative

The Menstrual Hygiene Productive initiative was implemented in response to the [April 27, 2021, Board Motion](#). This initiative supports student well-being and is intended to reduce stigma by providing barrier-free access to menstrual products in school washrooms. Following a pilot with a small number of Division schools during the 2021-2022 school year, free menstrual products were made available to students across all Division schools in 2022-2023. Students from the pilot schools provided feedback that helped inform expanding to all Division schools for the fall of 2022. This feedback included information about the quality of products provided, as well as feedback around accessibility and awareness to support ease of student access. The introduction of barrier-free access to menstrual products was supported through a one-time allocation of reserve funds for the 2022-2023 school year. This initiative will continue through the collaborative efforts of schools and community stakeholders.

Mental Health Capacity Building Wellness Coaches

The 2021-2022 school year marked the second year of a contract between the Division and AHS through the Mental Health Capacity Building (MHCB) initiative. This project is focused on universal strategies that promote positive mental health in children, youth and families through the use of wellness coaches. The MHCB grant provides funding for six wellness coaches and a program manager.

In 2021-2022, the Board of Trustees approved an additional one million dollars from Division reserve funds to support mental health. This targeted use of reserve funding was an intentional investment in response to the unique circumstances and needs of students as a result of COVID-19. These funds were used to hire an additional seven wellness coaches and an additional 4.2 FTE social workers. The social workers were integrated into school-linked teams (further information around the work of these social workers is included on page 10 of this report in the School-Linked Teams section). The additional funding allocated to wellness coaches enabled the Division to provide a wellness coach for each catchment (catchments are Kindergarten to Grade 12 school groupings that work collaboratively towards educational outcomes for students). Each wellness coach worked out of a “core” school in the catchment and from there worked with schools from across the catchment.

Through a variety of initiatives or strategies, the wellness coaches provided mental health capacity building for students, families and catchment and school staff. In total, the MHCB initiative was able to support 51,779 students, 900 families and 3,748 staff members. These capacity building supports included:

- The provision of a range of evidence-based programs for:
 - **Students:** Workshops, presentations and resources related to the following themes:

relationships with ourselves and others; social-emotional wellness; mental health prevention; wellness capacity building.

- **Families:** Triple P Parenting Seminars; Circle of Security Parenting Sessions; Digital Literacy (through the YMCA); Kids Have Stress Too; Resilience and Regulation.
- **Staff:** Professional learning including Psychological First Aid in a Pandemic; Mental Health Literacy - Go To Educators.
- Support for the delivery of AHS' Community Helpers Program and Headstrong Summit:
 - **AHS' Community Helpers Program:** Guided by a partnership with AHS, this training program for students over the age of 12 enhances mental health supports for peers and creates awareness and prevention strategies to help reduce the stigma surrounding mental health. The Community Helpers Program had 14 schools and 413 students involved during the 2021-2022 school year.
 - **The Headstrong Summit:** In collaboration with the Mental Health Commission of Canada, the Wellness Coaches were trained to facilitate the virtual delivery of the Headstrong Summit for students. Headstrong is a youth leadership initiative aimed at increasing mental wellness and reducing stigma related to mental health. The Headstrong Summit involved 264 students in 2021-2022.
- Student programming during spring and summer breaks.

Throughout the 2021-2022 school year, wellness coaches tracked indicators of capacity building with students, school staff and families. Wellness coaches observed behavioral changes such as students using mindfulness strategies on their own, an increase in requests to work with the wellness coaches from school staff and families reported that they used social emotional learnings from parent sessions at home with their children.

Division Created Support Materials for the Physical Education and Wellness Curriculum (K-6)

The Kindergarten to Grade 6 Physical Education and Wellness curriculum includes knowledge, understanding, skills and processes that support student well-being and mental health. Curriculum Learning Supports (CLS) created resources to support teachers in implementing new curriculum and identifying learning outcomes related to mental health and wellness based on the Physical Education and Wellness Kindergarten to Grade 6 Curriculum (2022).

Student Senate Projects on Well-being and Mental Health

The Student Senate serves as a youth engagement model to promote active student participation in youth governance within education and to provide the Board of Trustees with a meaningful way to access student voice. For the 2021-2022 school year, Senators created projects around themes that youth have indicated were important to Division students: stress management, transitions after high school, mental wellness and anti-racism. Projects included the development of a panel discussion video, an online blog, resources and a website. More information can be found on the official [Student Senate website](#).

Pyramid of Intervention: Targeted Supports

Targeted supports are intended for smaller groups of students who may require additional, more intensive and timely support when their ability to function is impacted across multiple contexts. These needs are identified in collaboration between school staff, staff from Specialized Learning Supports (SLS) and families and might include additional assessment, instructional accommodations and/or adaptations, supplemented or differentiated supports and small-group instruction. Tailored to meet the needs of individual students, these supports build on existing strengths to teach strategies that address emerging mental health challenges.

This following section outlines the key initiatives that were in place for the 2021-2022 school year that promoted targeted supports for student well-being.

School-Linked Teams

SLS has nine school-linked teams; each team with a range of staff disciplines that may provide targeted supports and services related to student well-being and mental health in addition to other specialized services and supports. For the 2021-2022 school year, these positions included social workers, school family liaisons, educational behavior consultants, occupational therapists, mental health consultants and psychologists.

School-linked teams provide multidisciplinary support to schools and their communities. Examples of supports and services available included (but are not limited to) providing programming recommendations, administering specialized assessments, delivering professional learning and providing consultative services to build the capacity of classroom staff to respond to the diverse and complex needs of their students. These roles provide a wide variety of targeted supports; see page 25 of the [2021-2022 AERR](#) for a more detailed overview of these supports and services.

For the 2021-2022 school year, there were 11,569 school referrals for multi-disciplinary supports and services completed. Of these referrals, 362 were specific to requests for mental health supports or services.

As described earlier in this report, the Board of Trustees allocated one million dollars of reserve funds to support mental health in 2021-2022; part of this funding was used to hire additional social workers. The additional 4.2 FTE social workers were integrated into school-linked teams. This increased support was critical for schools as they worked hard to remain connected to students who were isolated and not participating in in-person learning due to the pandemic. The additional social workers provided supports and services to schools including COVID check-ins, direct mental health intervention, suicide risk assessments, supporting families in crisis, addressing barriers to school engagement, critical incident responses and consultation with school administration.

Mental Health Capacity Building Wellness Coaches

Although Mental Health Capacity Building Wellness Coaches were primarily focused on providing universal supports, as is described earlier in this report, approximately 20 per cent of wellness coach time was flexible for allocation toward providing targeted supports to students within schools. Wellness coaches worked individually or with small groups of students who benefited from targeted supports. This

work was often done collaboratively with the Mental Health Transition Team; examples of this collaborative work in 2021-2022 included supporting students coming and leaving between hospital schools and their community school, school based requests and the sharing of resources, student talk throughs and professional learning.

Critical Incident Support Services Team

While the Division has many proactive measures in place to support the well-being and safety of students and staff, incidents may arise within schools that require a specialized response. Critical incidents can include any event that makes staff, students and families feel unsafe, vulnerable or anxious such as tragedies in the school community, cyberbullying and other incidents that threaten the well-being of students and staff. The Division provides support to school students and staff in response to these incidents through the Critical Incident Support Services (CISS) Team. The CISS team helps guide school administrators and staff through the process of a response, including:

- Communication about the incident to staff, students and families.
- Incident debriefing and crisis support for individuals or groups impacted by the event.
- Follow-up support for a memorial at a school (if appropriate).
- Referrals for follow-up supports for staff or students as needed.

In the 2021-2022 school year, there were 29 critical incidents at 26 Division school sites that triggered a CISS team response.

Wraparound Supports

School-based wraparound supports bring a broader range of supports and services into a school community and are made available to students and families through school-linked teams and collaboration with partners. Wraparound supports involve coordinated and collaborative efforts to assist service navigation and delivery for students and their families in areas outside of educational programming, such as nutrition, mental health, mentoring or family supports. Although students and families from all schools would benefit from access to wraparound supports, there currently is not a predictable provincial funding model that allows for wraparound supports to be provided universally across all school communities.

The All in for Youth (AIFY) initiative is one example of school-based wraparound support. AIFY is a locally funded initiative and is delivered in collaboration with a group of community partners. AIFY schools and partners provide a range of innovative and flexible services to meet student and family needs, including success coaching for students, out-of-school time programming, nutrition support, Roots and Wings family support, mental health therapy and mentoring. The majority of these supports are co-located within the school community, with agency and school staff working closely together and taking a shared responsibility for the well-being and success of students. For 2021-2022, seven of the Division's most socially vulnerable schools participated in the initiative. AIFY also supports one Edmonton Catholic School.

In respect to the impact of AIFY, the [AIFY's Year 6 Evaluation Report \(2021-22\)](#) indicates that 1,435

students and their families accessed one or more targeted AIFY support in 2021-2022². Additionally, the evaluation found a range of key outcomes and impacts linked to being an AIFY school community that enhanced quality teaching and learning, supports for families and student well-being (both in and out of the school community).

School Nutrition

Historically the majority of Division schools have offered some form of school nutrition support for students. This has ranged from keeping food on hand to support a small number of students each day to a full scale school nutrition model where the majority of students eat one meal a day through the school nutrition program. In recent years the need for access to school nutrition programming has increased within the community. In recognition of this increased need, partnerships and school-driven initiatives are in place across Division schools in varying capacities.

In 2021-2022, there were six Division-coordinated school nutrition programs in place, offered through partnerships with school nutrition sector partners (both funders and service providers). Fifty-two of the Division's most socially complex schools provided nutrition support for students through at least one of these programs. Other schools provided nutrition support for students through a variety of school-initiated means and partnerships, including donations from community members, businesses or service clubs; collaboration with the Edmonton Food Bank; use of Parent Council funds; and allocations in school budgets. Schools used these funds in response to the needs of their students. Examples include the provision of breakfast, milk programs, fruit bowls, and "on hand" lunches and snacks.

Alberta Education provides a targeted allocation for school nutrition; this funding supports a morning meal for 34 Division schools. Additionally the Division sits at the Alberta table, along with a group of school nutrition stakeholders, to provide feedback and advocacy to the exploration of a federally funded school nutrition model.

Pyramid of Intervention: Specialized Supports

Specialized mental health supports sit at the top of the pyramid and are intensive and individualized supports for a small percentage of students with specific and complex needs. The work to support students at the top of the pyramid is supported by staff from SLS, Hospital School Campuses and schools who work closely with mental health partners and families.

Division staff often help make initial referrals and support families and students with access to mental health services, which may include assessments or placements in tertiary care settings. School and health professionals often work together, alongside families, on a plan that includes strategies for school success.

The Mental Health Transition Team plays a critical role in the Division's work with partners to provide specialized support for student well-being and mental health. This section highlights the work of this team in the 2021-2022 school year.

² The majority of these students and families were EPSB students and families, as seven of the eight schools participating in AIFY are Division schools.

Mental Health Transition Team (MHTT)

Students who require a complex level of mental health support may transition to and from their school and a tertiary care setting multiple times over the course of their education. These transitions can be pivotal to their long-term well-being and success in school. The MHTT is designed to support students to, through and from tertiary care/services with the overarching goal of facilitating long-term positive mental health outcomes and enhanced school engagement.

The MHTT resides under Hospital School Campuses (HSC) and is housed in tertiary care sites, which has been critical to the success of the team. Close proximity to psychiatrists, psychologists and other medical team members allows accessibility to case conferences, conversations and working in partnership alongside one another. In the 2021-2022 school year the MHTT expanded its team by seven members to ensure that team members are available to support students and their families for 12 months of the year. The MHTT links directly to schools or SLS teams and is a Division resource that is responsive and mobile.

In 2021-2022, the MHTT provided support for 226 students across Division schools. This included ongoing support for eight Division schools with Behaviour Learning Assistance programs. School staff feedback described the following key strengths and impacts of working in partnership with the team:

- A high degree of MHTT expertise and communication in supporting navigation of complex systems.
- A consistent focus on child mental health throughout the process.
- Connection to the MHTT team as a critical support for taking timely action when necessary.

“Not only have our students benefited greatly from the support of this team our teaching team has as well. It takes a team to support our students and that team needs to consist of many lenses- social work, health care team, educators, administrators, families and much more...The support of this team has been essential for us to be able to support our students through a trauma informed lens and with more knowledge about the entire child medically, emotionally, socially and academically.”

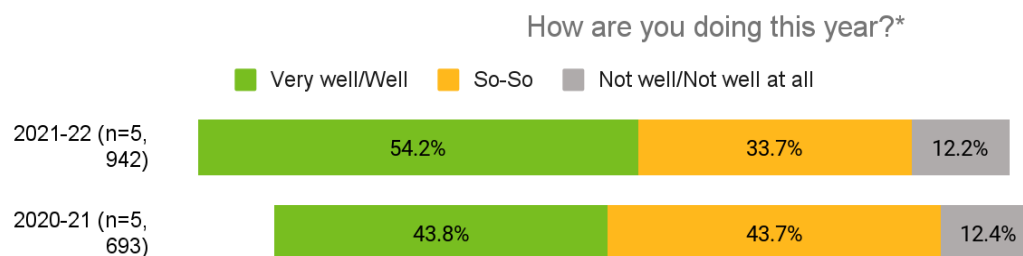
- MHTT feedback from EPSB staff member

STAFF WELL-BEING AND MENTAL HEALTH

Division staff prioritized providing welcoming, caring, respectful and safe learning environments for students as the pandemic evolved in 2021-2022. Staff had to adapt to remote learning, hybrid teaching/working and new safety protocols that magnified an already challenging and complex workload, all while navigating the stress and uncertainty of the pandemic. This work was done with the support and collaboration of the various staffing groups.

The unique challenges faced by staff are reflected in 2021-2022 DFS data, where 54.2 per cent of staff respondents described themselves as “very well” or “well” during the school year (Figure 6). However, it should be noted that this result was a 10.4 per cent improvement over the previous school year, where only 43.8 per cent indicated that they were doing well or very well.

Figure 6. 2020-2021 and 2021-2022 DFS staff mental health responses

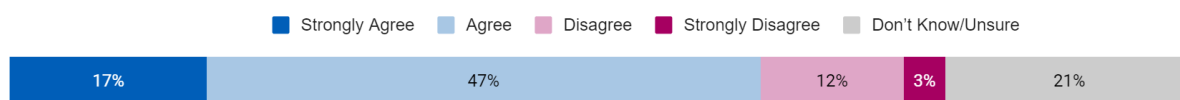


* 2020-21 DFS staff question: How are you doing during the pandemic?

When asked whether the Division provided high-quality mental health supports and services for staff, 64 per cent agreed or strongly agreed (Figure 7). There were an additional 21 per cent of staff who were unsure; this signals the opportunity to explore communication and awareness tactics.

Figure 7. 2021-2022 DFS staff mental health supports responses

Based on your experience, the Division provides high-quality mental supports and services for staff (n=5,640)



Through qualitative comments shared in the 2021-2022 DFS, staff expressed appreciation for a number of measures implemented to adapt to the pandemic, including appreciation for the COVID-19 safety measures, the opportunity to work from home for some staff, the support for virtual meeting options and online professional learning sessions and parent-teacher conferences.

The following section outlines the key initiatives that were in place for the 2021-2022 school year that supported staff well-being and mental health.

Employee Family Assistance Program

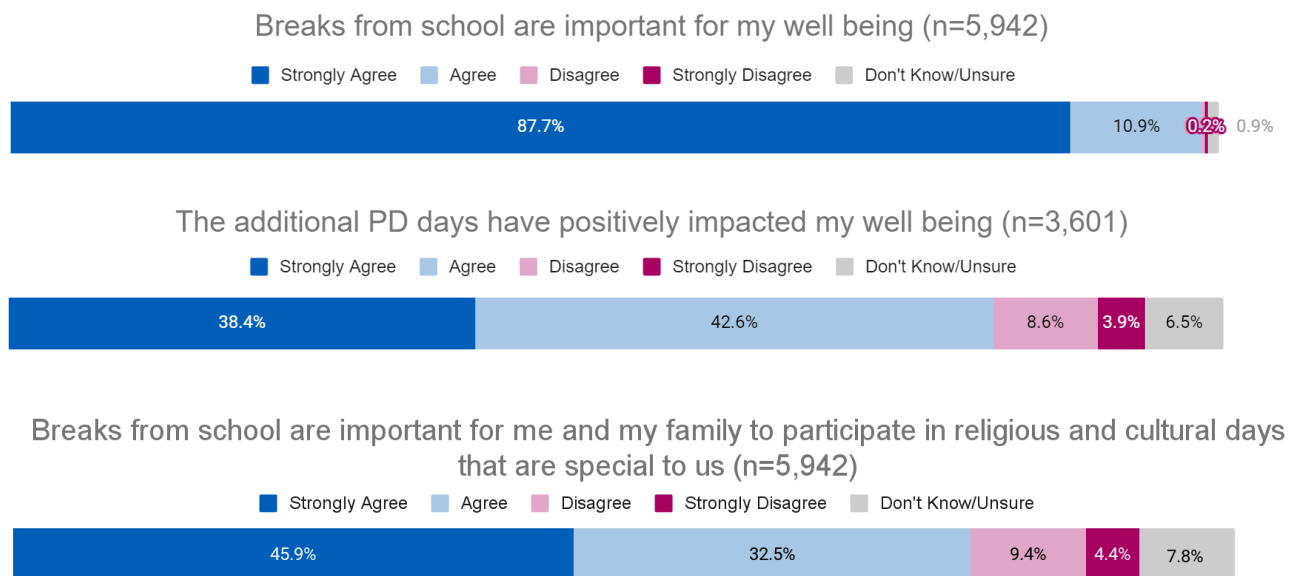
Alberta School Employee Benefits Plan (ASEBP) has a new partnership with [Inkblot](#) to provide staff with accessible support for a wide range of personal, work and mental health services. Inkblot offers targeted therapy sessions and provides wellness resources based on an individual's needs and preferences. Inkblot also offers staff a crisis support line, which is available 24 hours a day, seven days a week, 365 days a year.

School Calendar and Scheduling of Breaks

The Division calendar informs scheduling for teaching and learning and also addresses wellness for staff and students as it identifies breaks from school and professional learning days. The Board policy on the school year calendar is currently being reviewed by the Board of Trustees, with a focus on consideration to days of significance, as the Division acknowledges the importance of celebrating diverse days of significance to support well-being and a sense of belonging for all students, staff and families.

Questions were included in the 2021-2022 DFS to understand staff, family and student perspectives on potential changes to the school year calendar. A significant number of staff responses shared that breaks are important for staff wellness and mental health (Figure 8). Responses from staff indicated that the inclusion of additional professional learning days helped provide them with the ability to enhance their professional practice, collaborate with colleagues and access high quality professional learning opportunities. Additionally staff indicated positive support for the inclusion of days of significance for both themselves and for their peers.

Figure 8. 2021-2022 Staff DFS school calendar responses



Flexible Work Arrangements

The Division has offered the Earned Day Off (EDO) program, where feasible, as one option that provides staff a flexible work arrangement. During the 2021-2022 school year the Division engaged with staff around the concept of a work from home hybrid model as a result of emerging global human resource trends coming out of the pandemic. Staff comments via the 2021-2022 DFS expressed support for a hybrid working environment and/or work from home opportunities when feasible (e.g., teachers working from home during professional learning days) and for professional learning workshops and learning sessions to continue to be offered virtually.

BUILDING STAFF CAPACITY

The Division works collaboratively with partners to provide a range of professional learning and training that builds staff capacity in supporting student well-being and mental health across all three tiers of the Pyramid of Intervention. Training opportunities are offered through the lens of supporting student wellness and focus on a range of topics encompassing wellness promotion, addressing social and emotional needs, building resilience, supporting positive behaviour, addressing dysregulation and

complex behaviour and preventing and responding to crises.

For the 2021-2022 school year, examples of professional learning opportunities to help staff in supporting student well-being and mental health include:

- Complex Behaviour Training:
 - Module A: Universal positive behaviour supports
 - Module B: Trauma informed practises and strategies to support self regulation
 - Module C: Specialized behavior supports
- Nonviolent Crisis Intervention Training
- Mental Health Online Resources for Educators (AHS)
- Collaborative Proactive Solutions Training (Dr. Ross Greene)
- Go To Educator Mental Health Literacy Training (AHS)
- Mental Health Through a Cultural Lens
- Psychological First Aid
- Building Resilient School Communities
- R2 Resilience Expert Training

To support staff in building capacity, efficacy and leadership skills as well as awareness of skills for their own well-being and mental health, the Division provided a range of professional learning and training opportunities for staff in 2021-2022. Research indicates that staff well-being can benefit from authentic opportunities for professional learning, as increased learning can potentially lead to career progression, enhanced personal skills, increased confidence or simply to be able to experience joy of learning (Watson, et al. 2018).

For the 2021-2022 school year, examples of professional learning opportunities focused on staff well-being and mental health included:

- Nurturing Resilience: Finding the Personal Qualities and Social Supports We Need to Thrive
- Classroom Wellness, Grief and Trauma and Educator Self Care courses
- Unpacking Staff Wellness
- Leadership Development Framework
- Professional Improvement Program, Teacher Development Program and ATA Teacher Development Fund

LOOKING AHEAD

Beyond what has been highlighted in this report, during the 2021-2022 school year the Division took several steps to explore and plan for future initiatives that would enable us to be responsive to the needs of students. These include planning to support:

- The introduction of a new collaborative team approach between HSC and SLS for the fall of 2022. The new Mental Health Team creates efficiencies, connects families to community resources and supports and provides targeted and specialized tier support for students.
- The introduction of a new mental health classroom at J.A. Fife School in partnership with Child Adolescent and Family Mental Health (CASA). The CASA classroom is intended to launch in the fall of 2023 and will support students in Division II. The CASA mental health classroom will address the

need for services closer to students by bridging a child's mental health and school needs, through a coordinated approach by a mental health team and a teacher.

- The 2022-2023 opening of a Division-led mental health classroom at Aldergrove School to support students in Division II who are exhibiting mental health challenges such as anxiety, depression or attention deficit hyperactivity disorder. Students and families are supported through access to a mental health team that works alongside the educational team.
- The introduction of the R2 program for the 2022-2023 school year. R2 is an expansion and deepening of the student resilience work in partnership with Dr. Ungar. R2 extends professional learning in the area of resilience and provides the opportunity to explore connections between resilience factors and the curriculum.

The Division remains steadfast in its commitment to supporting the well-being and mental health of both students and staff. This work is complex, dynamic and a shared responsibility between students, staff, families and external partners. The Division will continue to anchor its efforts in the direction set out by the 2022-2026 Strategic Plan. As we strive to be responsive to the needs of all students, there also exists the opportunity for advocacy to support the provision of adequate, predictable funding that recognizes the interplay between education and health partners in support of children and youth thriving in both life and school. Within the evolving context of pandemic recovery, the need for sustainable funding in support of well-being and mental health is more critical than ever.

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DATE: June 20, 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.

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 elementary, 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	Approval Period
Advanced Acting/Touring Theatre 15 Advanced Acting/Touring Theatre 25 Advanced Acting/Touring Theatre 35	LDC1975 LDC2975 LDC3975	3 and 5 Credits (2023–2027)	September 1, 2023 – August 31, 2027
Applied Graphic Arts 15 Applied Graphic Arts 25 Applied Graphic Arts 35	LDC1857 LDC2857 LDC3857	3 and 5 Credits (2023–2027)	September 1, 2023 – August 31, 2027
Audio 15 Audio 25 Audio 35	LDC1471 LDC2471 LDC3471	3 and 5 Credits (2023–2027)	September 1, 2023 – August 31, 2027
Aviation - Flight 15 Aviation - Flight 25 Aviation - Flight 35	LDC1351 LDC2351 LDC3841	3 Credits (2023–2027)	September 1, 2023 – August 31, 2027
Ballet 15 Ballet 25 Ballet 35	LDC1412 LDC2412 LDC3412	5 Credits (2023–2027)	September 1, 2023 – August 31, 2027
Ballet (Six-Year) 15 Ballet (Six-Year) 25 Ballet (Six-Year) 35	LDC1028 LDC2028 LDC3028	5 Credits (2023–2027)	September 1, 2023 – August 31, 2027
Biology (Higher) 25	LDC2428	3 Credits (2023–2027)	September 1, 2023 – August 31, 2027
Braided Journeys 15 Braided Journeys 25 Braided Journeys 35	LDC1803 LDC2803 LDC3803	3 Credits (2023–2027)	September 1, 2023 – August 31, 2027

Senior High School LDCs (continued)

Course Name	Course Codes	Version	Approval Period
Chemistry (Extension) 25	LDC2350	3 Credits (2023–2027)	September 1, 2023 – August 31, 2027
Contemporary Dance 25 Contemporary Dance 35	LDC2467 LDC3467	5 Credits (2023–2027)	September 1, 2023 – August 31, 2027
Creative Writing and Publishing 15 Creative Writing and Publishing 25 Creative Writing and Publishing 35	LDC1269 LDC2269 LDC3269	3 and 5 Credits (2023–2027)	September 1, 2023 – August 31, 2027
Dance (Six-Year) 15 Dance (Six-Year) 25 Dance (Six-Year) 35	LDC1029 LDC2029 LDC3029	5 Credits (2023–2027)	September 1, 2023 – August 31, 2027
ESL Introduction to Canadian Studies 15 ESL Introduction to Canadian Studies 25	LDC1212 LDC2212	5 Credits (2023–2027)	September 1, 2023 – August 31, 2027
ESL Introduction to Science 15 ESL Introduction to Science 25	LDC1213 LDC2213	5 Credits (2023–2027)	September 1, 2023 – August 31, 2027
Fire Rescue Services 15	LDC1004	3 Credits (2023–2027)	September 1, 2023 – August 31, 2027
Jazz Dance 25 Jazz Dance 35	LDC2469 LDC3469	5 Credits (2023–2027)	September 1, 2023 – August 31, 2027
Journalism 15 Journalism 25 Journalism 35	LDC1696 LDC2696 LDC3696	5 Credits (2023–2027)	September 1, 2023 – August 31, 2027
Orientation and Mobility 15 Orientation and Mobility 25	LDC1013 LDC2013	3 Credits (2023–2027)	September 1, 2023 – August 31, 2027
Painting 15 Painting 25 Painting 35	LDC1871 LDC2871 LDC3871	5 Credits (2023–2027)	September 1, 2023 – August 31, 2027
Performing Arts 15 Performing Arts 25 Performing Arts 35	LDC1944 LDC2944 LDC3944	3 and 5 Credits (2023–2027)	September 1, 2023 – August 31, 2027
Physics (Extension) 25	LDC2338	3 Credits (2023–2027)	September 1, 2023 – August 31, 2027
Religious Studies - Christian Studies 15 Religious Studies - Christian Studies 25 Religious Studies - Christian Studies 35	LDC1775 LDC2775 LDC3775	3 Credits (2023–2027)	September 1, 2023 – August 31, 2027
Yoga 15 Yoga 25 Yoga 35	LDC1449 LDC2449 LDC3449	3 and 5 Credits (2023–2027)	September 1, 2023 – August 31, 2027

Elementary and Junior High School LDCs

Course Name	Course Codes	Approval Period
Ballet (Six-Year) 7 Ballet (Six-Year) 8 Ballet (Six-Year) 9	JHS7031 JHS8031 JHS9031	September 1, 2023–August 31, 2027
Creative Movement 1 Creative Movement 2 Creative Movement 3 Creative Movement 4 Creative Movement 5 Creative Movement 6	ELM1560 ELM2560 ELM3560 ELM4560 ELM5560 ELM6560	September 1, 2023–August 31, 2025
Dance (Six-Year) 7 Dance (Six-Year) 8 Dance (Six-Year) 9	JHS7032 JHS8032 JHS9032	September 1, 2023–August 31, 2027
ESL Accelerated English 7 ESL Accelerated English 8 ESL Accelerated English 9	JHS7033 JHS8033 JHS9033	September 1, 2023–August 31, 2024
Geometry 7 Geometry 8 Geometry 9	JHS7050 JHS8050 JHS9050	September 1, 2023–August 31, 2027
World History 7 World History 8 World History 9	JHS7015 JHS8015 JHS9015	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 June 20, 2023
 ATTACHMENT II Enrolment Data for Locally Developed Courses Submitted for Approval on June 20, 2023

LH:lh

Summaries of Locally Developed Courses Submitted for Approval on June 20, 2023**Advanced Acting/Touring Theatre 15-25-35**

Advanced Acting/Touring Theatre 15-25-35 is a 3- and 5-credit course sequence developed by the Calgary School Division. It is currently being delivered at seven Division schools and had an enrolment of 236 students, as of March 21, 2023.

Advanced Acting/Touring for Theatre offers students the opportunity to study acting and theatre as a subject in its own right. This course will provide opportunities for students to expand upon their skills learned in Drama 10-20-30 as it explores performance as an important learning experience for theatre students. Students will develop an appreciation for the role and impact of theatre as a means of communicating with an audience.

Applied Graphic Arts 15-25-35

Applied Graphic Arts 15-25-35 is a 3- and 5-credit course sequence developed by Edmonton Public Schools. It is currently being delivered at four Division schools and had an enrolment of 291 students, as of March 21, 2023.

Applied Graphic Arts 15-25-35 provides opportunities for students to develop artistic skills and communicate visually through the study of the elements and principles of design, image-making, typography, and contemporary and historical graphic design. This course sequence supports students in developing a problem-solving mindset and becoming informed creators of solutions to design problems. Applied Graphic Arts 15-25-35 provides an opportunity for students to explore possible career interests and pathways that could capitalize on their knowledge, skills and abilities in artistic expression.

Audio 15-25-35

Audio 15-25-35 is a 3- and 5-credit course sequence developed by Edmonton Public Schools. It is currently being delivered at eight Division schools and had an enrolment of 350 students, as of March 21, 2023.

Audio 15-25-35 provides students with an opportunity to develop a theoretical and practical understanding of the fundamentals of sound engineering theory and its practice in the audio production industry. In Audio 15-25-35, students acquire audio recording techniques, post-production mixing skills and the ability to connect these techniques and skills to milestones in the history of popular music. This course sequence uniquely engages students interested in creative expression through audio production.

Aviation - Flight 15-25-35

Aviation - Flight 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 36 students, as of March 21, 2023.

Aviation – Flight 15-25-35 provides students with opportunities to develop an understanding of the aviation field. This course sequence contains a practical element where students will explore aircraft operation in a simulated environment, such as a flight simulator or a computer outfitted with flight peripherals. The aim of Aviation - Flight 15-25-35 is to provide students with an exploratory option to prepare for the requirements of an aircraft operation career path.

Ballet 15-25-35

Ballet 15-25-35 is a 5-credit course sequence developed by Edmonton Public Schools. It is currently being delivered at one Division school and had an enrolment of 2 students, as of March 21, 2023.

Ballet 15-25-35 is designed for beginning students who have had little or no experience with ballet upon entry into this course sequence. In Ballet 15-25-35, students have the opportunity to develop both their technical proficiency and their performance and communication skills through the exploration and application of ballet foundations, choreographic tools and the elements of composition. Ballet 15-25-35 contributes to preparing students for a range of careers in which they can draw upon the skills, knowledge and attitudes acquired through ballet.

Ballet (Six -Year)

Ballet (Six-Year) 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 68 students, as of March 21, 2023.

Ballet (Six-Year) is designed for students who are beginning their study of ballet in Grade 7 and who may continue the study of ballet through the six years of junior and senior high school. In Ballet (Six-Year), students build their technical proficiency and develop their performance, expression and communication skills through the exploration and application of ballet foundations, choreographic tools and the elements of composition. Ballet (Six-Year) contributes to preparing students for a range of careers in which they can draw upon the skills, knowledge and attitudes acquired through ballet.

Biology (Higher) 25

Biology (Higher) 25 is a 3-credit course developed by Edmonton Public Schools. This course is replacing Biology (IB) 35, which is currently being delivered at five Division schools and had an enrolment of 290 students, as of March 21, 2023.

Biology (Higher) 25 enables students in the International Baccalaureate (IB) Diploma Programme to meet IB program requirements that are beyond the provincial curriculum through additional instruction and opportunities to further study experimental sciences. In Biology (Higher) 25, students engage in the process of scientific inquiry as a means of gaining an understanding of life and living organisms.

Braided Journeys 15-25-35

Braided Journeys 15-25-35 is a 3-credit course sequence developed by the Edmonton Catholic Separate School Division. It is currently being delivered at one Division school and had an enrolment of 26 students, as of March 21, 2023.

With an emphasis on First Nations, Métis and Inuit worldviews and traditions, Braided Journeys 15-25-35 is intended to support all students in becoming leaders of character, vision and action. Students are provided multi-component, culturally-based programs that challenge their creativity, build on their skill set and increase their support network. The aim of Braided Journeys 15-25-35 is to increase academic success by supporting, engaging and empowering learners.

Chemistry (Extension) 25

Chemistry (Extension) 25 is a 3-credit course developed by the Calgary School Division. This course sequence is replacing Chemistry (IB) 35, which is currently being delivered at five Division schools and had an enrolment of 339 students, as of March 21, 2023.

Chemistry (Extension) 25 enables students in the International Baccalaureate (IB) Diploma Programme to meet IB program requirements that are beyond the provincial curriculum through additional instruction and opportunities to further study experimental sciences. Throughout Chemistry (Extension) 25, students develop the scientific literacy skills needed to understand and plan for the development, sustainability, and viability of scientific endeavours.

Contemporary Dance 25-35

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

Contemporary Dance 25-35 is designed for students who have previously studied dance and are interested in specializing in contemporary dance. In this course sequence, students' dance literacy is developed through the exploration of contemporary dance techniques and choreography, self-reflection, analysis of the interplay between society and contemporary dance, and critique of the work of self and others. Throughout Contemporary Dance 25-35, students have opportunities to enhance both their technical proficiency and their artistry as dancers.

Creative Movement (Grade 1 to Grade 6)

Creative Movement (Grade 1 to Grade 6) is a course sequence developed by Edmonton Public Schools. It is currently being delivered at three Division schools and had an enrolment of 823 students, as of March 21, 2023.

Creative Movement (Grade 1 to Grade 6) provides opportunities for students who would like to pursue creative movement beyond the Alberta Physical Education Program of Studies. While movement skills are taught in various ways through physical education, this course sequence provides opportunities for students in elementary school to explore body awareness through creative movement and dance. The goal of this course sequence is to foster in students an understanding and appreciation of creative expression through movement.

A two-year approval is being requested as the new provincial fine arts curriculum has not yet been released by Alberta Education.

Creative Writing and Publishing 15-25-35

Creative Writing and Publishing 15-25-35 is a 3- and 5-credit course sequence developed by the Calgary School Division. It is currently being delivered at seven Division schools and had an enrolment of 232 students, as of March 21, 2023.

Creative Writing and Publishing 15-25-35 provides students with the opportunity to explore interests, passions and career possibilities in writing and publishing. In this course sequence, students create original texts and follow editing, publishing and marketing processes using current approaches and technologies. Students explore a variety of avenues which may include researching authors/publication houses, connecting with guest authors, liaising with professional writing organizations, submitting work to established publications and/or creating their own publications.

Dance (Six-year)

Dance (Six-Year) 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 seven Division schools and had an enrolment of 301 students, as of March 21, 2023.

Dance (Six-Year) is designed for students who are beginning their study of dance in Grade 7 and who may continue the study of dance through the six years of junior and senior high school. This course sequence is intended to provide learners with a broad range of artistic and aesthetic experiences in a variety of dance genres. Dance (Six-Year) 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.

ESL Accelerated English 7-8-9

ESL Accelerated English 7-8-9 is a course sequence developed by the Calgary School Division. It is currently being delivered at six Division schools and had an enrolment of 101 students, as of March 21, 2023.

ESL Accelerated English 7-8-9 provides opportunities for English language learners at the intermediate English language proficiency level to examine and practice using the academic language required for participation, progression and achievement in the study of English language arts. Students in this course sequence will strengthen their skills in listening, speaking, reading, writing, viewing and representing.

A one-year approval is being requested because ownership of this course sequence, which was developed by the Calgary School Division, has only very recently been transferred to Edmonton Public Schools. Using established processes, Curriculum and Learning Supports will undertake a review of this course sequence during the upcoming school year.

ESL Introduction to Canadian Studies 15-25

ESL Introduction to Canadian Studies 15-25 is a 5-credit course sequence developed by the Calgary School Division. It is currently being delivered at nine Division schools and had an enrolment of 324 students, as of March 21, 2023.

ESL Introduction to Canadian Studies sequence provides English language learners with the opportunity to build communicative competence with the English language while examining the evolving nature of Canadian citizenship and identity. ESL Introduction to Canadian Studies 15-25 is intended to meet the needs of students who would benefit from explicit instruction, scaffolded learning opportunities and additional time to acquire English language competencies and social studies content and processes.

ESL Introduction to Science 15-25

ESL Introduction to Science 15-25 is a 5-credit course sequence developed by the Calgary School Division. It is currently being delivered at four Division schools and had an enrolment of 151 students, as of March 21, 2023.

ESL Introduction to Science 15-25 provides English language learners with the opportunity to build communicative competence with the English language while attaining the scientific awareness needed to function as effective members of society. ESL Introduction to Science 15-25 is intended to meet the needs of students who would benefit from explicit instruction, scaffolded learning opportunities and additional time to acquire English language competencies and science content and processes.

Fire Rescue Services 15

Fire Rescue Services 15 is a 3-credit course developed by Edmonton Public Schools. It is currently being delivered at one Division school and had an enrolment of 19 students, as of March 21, 2023.

In Fire Rescue Services 15, students investigate the equipment, practices and specialized skills used in

fire rescue services. Throughout this course, students explore the dynamics of teamwork and collaboration. Students in Fire Rescue Services 15 are encouraged to take risks in exploring how to learn through experience, communicate effectively and collaborate with others to achieve success. Fire Rescue Services 15 is intended to enhance students' skill sets and support their long-term goals and career aspirations.

Geometry 7-8-9

Geometry 7-8-9 is a course sequence developed by Edmonton Public Schools. It is currently being delivered at three Division schools and had an enrolment of 655 students, as of March 21, 2023.

Geometry 7-8-9 provides students with opportunities to develop logical arguments to support, refute or prove mathematical ideas. In this course sequence, students will analyze mathematical patterns and relationships, use spatial reasoning to measure, and analyze and represent quantities, shapes and objects. Geometry 7-8-9 is designed for those students who would like to deepen their numeracy skills and explore this ancient area of mathematics and its applications in today's world.

Jazz Dance 25-35

Jazz Dance 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 27 students, as of March 21, 2023.

Jazz Dance 25-35 is designed for students who have previously studied dance and are interested in specializing in jazz dance. In this course sequence, students' dance literacy is developed through the exploration of jazz dance techniques and choreography, self-reflection, analysis of influences on jazz dance, and critique of the work of self and others. Throughout Jazz Dance 25-35, students have opportunities to enhance both their technical proficiency and their artistry as dancers.

Journalism 15-25-35

Journalism 15-25-35 is a 5-credit course sequence developed by the Calgary School Division. It is currently being delivered at one Division school and had an enrolment of 17 students, as of March 21, 2023.

Journalism 15-25-35 provides students with opportunities to explore, create and reflect through journalistic media. In this course sequence, students evaluate the impact, responsibility and ethics of media in society and develop skills in creating texts for diverse audiences. In Journalism 15-25-35, students have opportunities to interact with individuals and organizations within the field of journalism to increase their knowledge, experience, and networking opportunities within the profession.

Orientation and Mobility 15-25

Orientation and Mobility 15-25 is a 3-credit course sequence developed by the Calgary School Division. It is not currently being delivered in Division schools, as of March 21, 2023.

Orientation and Mobility 15-25 provides an opportunity for students who are blind or visually impaired to access intensive training in the area of Orientation and Mobility of the Expanded Core Curriculum. The Expanded Core Curriculum is comprised of the disability-specific skills that individuals who are blind or visually impaired will need to acquire in order to participate fully in the educational environment and in the world beyond high school. Instruction in orientation and mobility skills is personalized to the student's level of functional vision and abilities.

Painting 15-25-35

Painting 15-25-35 is a 5-credit course sequence developed by the Calgary School Division. It has been renamed from Painting (Advanced Techniques) 15-25-35, which is currently being delivered at one Division school and had an enrolment of 57 students, as of March 21, 2023.

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

Performing Arts 15-25-35

Performing Arts 15-25-35 is a 3- and 5-credit course sequence developed by the Grande Yellowhead School Division. It is currently being delivered at two Division schools and had an enrolment of 112 students, as of March 21, 2023.

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

Physics (Extension) 25

Physics (Extension) 25 is a 3-credit course developed by Edmonton Public Schools. This course sequence is replacing Physics (IB) 35, which is currently being delivered at five Division schools and had an enrolment of 163 students, as of March 21, 2023.

Physics (Extension) 25 enables students in the International Baccalaureate (IB) Diploma Programme to meet IB requirements that are beyond the provincial curriculum through additional instruction and opportunities to further study experimental sciences. This course is intended as a means through which students explore the physical laws of nature from the context of scientific methodology and examine applications of physics in both historical and present-day contexts.

Religious Studies: Christian Studies 15-25-35

Religious Studies: Christian Studies 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 234 students, as of March 21, 2023.

Religious Studies: Christian Studies 15-25-35 is designed for both Christian and non-Christian students. The premise of this course sequence is that personal faith impacts every aspect of life. In this course sequence, students examine key themes and teachings of Christianity and various other world religions, and consider how these impact decision-making for people of those faiths. Throughout Religious Studies: Christian Studies 15-25-35, students consider various viewpoints on social issues and faith-based value systems, and by doing so, develop their own worldview and gain a better understanding of what it means to live in a pluralistic, multi-faith society.

World History 7-8-9

World History 7-8-9 is a course sequence developed by Edmonton Public Schools. It is currently being delivered at six Division schools and had an enrolment of 866 students, as of March 21, 2023.

World History 7-8-9 provides students with opportunities to study world history from prehistoric times to the 20th century. Throughout this course sequence, students investigate the development, contributions and interactions of world civilizations. Students in this course sequence will also examine the origins of modern cultural, political and ethnic diversity. World History 7-8-9 is intended to provide additional opportunities for students to more deeply study history and develop historical thinking skills.

Yoga 15-25-35

Yoga 15-25-35 is a 3- and 5-credit course sequence developed by the Calgary School Division. It is currently being delivered at six Division schools and had an enrolment of 253 students, as of March 21, 2023.

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

Enrolment Data for Locally Developed Courses Submitted for Approval on June 20, 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	
Advanced Acting/Touring Theatre 15-25-35	300	229	252	236	Eastglen Jasper Place Lillian Osborne McNally Ross Sheppard Victoria W. P. Wagner
Applied Graphic Arts 15-25-35	469	315	246	291	J. Percy Page Queen Elizabeth Ross Sheppard Victoria
Audio 15-25-35	147	149	235	350	Centre High Jasper Place Lillian Osborne M. E. LaZerte Metro Continuing Education Ross Sheppard Victoria W. P. Wagner
Aviation - Flight 15-25-35	0	0	0	36	J. Percy Page
Ballet 15-25-35	51	6	13	2	Argyll Centre
Ballet (Six-Year)	71	62	51	68	Vimy Ridge Academy
Biology (IB) 35 (renamed Biology (Higher) 25)	392	408	357	290	Harry Ainlay Lillian Osborne M. E. LaZerte Old Scona Ross Sheppard
Braided Journeys 15-25-35	67	2	6	26	Victoria
Chemistry (IB) 35 (renamed Chemistry (Extension) 25)	373	304	411	339	Harry Ainlay Lillian Osborne M. E. LaZerte Old Scona Ross Sheppard
Contemporary Dance 25-35	60	41	37	35	Jasper Place Victoria Vimy Ridge Academy

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	
Creative Movement (Grade 1 to Grade 6)	1,032	782	616	823	Highlands Victoria Virginia Park
Creative Writing and Publishing 15-25-35	155	28	185	232	amiskwaciy Academy J. Percy Page Jasper Place Lillian Osborne McNally Ross Sheppard Victoria
Dance (Six-Year)	470	150	404	301	Dr. Lila Fahlman Michael Strembitsky Strathcona Thelma Chalifoux Victoria Vimy Ridge Academy Westmount
ESL Accelerated English 7-8-9	67	79	72	101	Alex Janvier Balwin Hillcrest Rosslyn Victoria Westlawn
ESL Introduction to Canadian Studies 15-25	365	230	236	324	Centre High Dr. Anne Anderson Eastglen Harry Ainlay J. Percy Page M. E. Lazerte Queen Elizabeth Ross Sheppard Victoria
ESL Introduction to Science 15-25	189	117	127	151	Eastglen Harry Ainlay M. E. LaZerte Queen Elizabeth
Fire Rescue Services 15	18	39	28	19	Centre High

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	
Geometry 7-8-9	664	326	603	655	Allendale Edith Rogers Stratford
Jazz Dance 25-35	22	24	15	27	Vimy Ridge Academy
Journalism 15-25-35	12	19	19	17	Ross Sheppard
Orientation and Mobility 15	N/A	N/A	0	0	None
Painting (Advanced Techniques) 15-25-35 (renamed Painting 15-25-35)	27	3	32	57	Victoria
Performing Arts 15-25-35	46	19	41	112	Alberta School for the Deaf Victoria
Physics (IB) 35 (renamed Physics (Extension) 25)	139	124	159	163	Harry Ainlay Lillian Osborne M. E. LaZerte Old Scona Ross Sheppard
Religious Studies - Christian Studies 15-25-35	236	233	229	234	Millwoods Christian
World History 7-8-9	682	643	934	866	Allendale Edith Rogers Londonderry Michael Phair Riverbend Stratford
Yoga 15-25-35	259	147	209	253	amiskwaciy Academy Braemar Dr. Anne Anderson Jasper Place McNally Ross Sheppard

DATE: June 20, 2023

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Trustee Representation for Ward H

RESOURCE STAFF: Karen Mills

REFERENCE [Trustees' Handbook](#)

ISSUE

The Board will choose from among sitting Trustees to provide representation for Ward H.

BACKGROUND

Nathan Ip was elected to the Alberta legislature and resigned as Ward H Trustee effective June 6, 2023.

At their June 6, 2023, meeting, the Board passed the recommendation to select from among current Trustees to represent Ward H for the remainder of this term.

RELATED FACTS

- In the 2023-2024 school year, the Board will be in the third year of its four-year term. The next municipal election is scheduled for October 20, 2025.
- Ward H has 11 schools (see Attachment I for a list of all schools by ward):
 - Constable Daniel Woodall (K-6)
 - Donald R. Getty (K-9)
 - Dr. Anne Anderson (10-12)
 - Dr. Lila Fahlman (K-9)
 - Dr. Margaret- Ann Armour (K-9)
 - Garth Worthington (K-9)
 - George P. Nicholson (K-6)
 - Joey Moss (K-9)
 - Johnny Bright (K-9)
 - Keheewin (K-6)
 - Roberta MacAdams (K-6)

RECOMMENDATIONS

1. That the Board select one Trustee to represent Ward H until the municipal election in October 2025.
2. That the Board approve additional remuneration for the Trustee representing Ward H until the municipal election in October 2025.

OPTIONS

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

1. Approve the recommendation as presented.
2. Select one of the other options presented.
3. Present an alternative option.

CONSIDERATIONS and ANALYSIS

To provide Trustee representation for Ward H, Trustees could consider one of the following options:

- *Elect one Trustee to represent Ward H in addition to their current ward.* This option would provide a consistent point of contact for constituents and facilitate a broad understanding of the ward issues. While this arrangement would increase the responsibilities of the individual Trustee, they could ask Trustee colleagues for assistance, when appropriate.

This option could be designed such that the Trustee serve the ward either:

- for the remainder of the term (two years), or
 - for one year, following which the decision as to which Trustee will cover Ward H for the 2024-2025 school year could be made at the Organizational Board meeting in June 2024.
- *Rotate Trustee representation for Ward H* (i.e., each Trustee would be the ward contact for approximately two months, which would provide representation until the October 2025 municipal election). This option would share the responsibilities among Trustees and provide constituents with access to Trustees with a broad scope of skills, expertise and experience. However, it may be difficult for constituents to keep track of which Trustee is the contact for the ward. It would also impede relationship development and add complexity to carrying out longer-term projects or gaining a deep understanding of ward issues.
 - *Divide Ward H among Trustees* (i.e., individual Trustees are assigned specific schools in the ward for the remainder of the term). This option would most evenly divide responsibility among Trustees. However, an understanding of broad ward issues may be more difficult to gain with this model. It may also be difficult for constituents to know who their Trustee is and it would be challenging for the building of relationships across the ward and continuity for longer-term ward issues.

All of the options require the Trustee(s) to undertake additional duties. Therefore, the Board may consider approving additional remuneration for the Trustee(s) representing Ward H.

The Trustees' Handbook states, "The total Trustee remuneration package should recognize the role and responsibilities undertaken by the collective Board, individual Trustees and the time required in fulfilling their responsibilities" (p. 69).

A Trustee receives \$39,359 as a yearly honorarium. (The Board Chair and ViceChair receive slightly higher amounts to recognize their extra duties.)

In 2020, when a Trustee was selected to represent the ward left vacant due to a Trustee resignation, the Board of the day approved an increase of \$12,500 to the honourarium, based on the reasoning that it was the Board Chair who would be representing the ward and that other Trustees would assist, given the Chair's already heavier workload. It was also only for one year. The first recommendation in this report contemplates a Trustee taking on the full role of a ward Trustee for the next two years.

NEXT STEPS

Upon the Board's decision, administration will communicate the change of Trustee coverage in Ward H to schools and the community and will update any materials that contain Trustee names. If approved, Human Resources will adjust the Trustee's honourarium.

ATTACHMENTS and APPENDICES

ATTACHMENT I Schools by Ward

KM:km

List of Schools by Ward

WARD A	WARD B	WARD C	WARD D	WARD E	WARD F	WARD G	WARD H	WARD I
Athlone	Balwin	Aldergrove	Abbott	Aleda	Alberta	A. Blair	Constable	Crawford
Baturyn	Bannerman	amiskwacyi	Academy at	Patterson	School for	McPherson	Daniel	Plains
Caernarvon	Belmont	Academy	King Edward	Alex Janvier	the Deaf	Avonmore	Woodall	Daly Grove
Calder	Belvedere	Belmead	Argyll	Bessie	Allendale	Bisset	Donald R.	Ekota
Dickinsfield	Delwood	Brightview	Centre	Nichols	Avalon	Braemar	Getty	Ellerslie
Dunluce	Dr. Donald	Britannia	Beacon	Callingwood	Belgravia	Clara Tyner	Dr. Anne	Campus
Elizabeth Finch	Massey	Coronation	Heights	Centennial	Brander	Donnan	Anderson	Jan Reimer
Evansdale	Edmonton	David Thomas	Centre High	Crestwood	Gardens	Edith Rogers	Dr. Lila	kisêwâtisiwin
Florence Hallock	Christian	King	Campus	Elmwood	Brookside	Grace	Fahlman	Menisa
Glengarry	Northeast	Dovercourt	Delton	Hillcrest	D.S.	Martin	Dr. Margaret-	Meyokumin
Hilwie Hamdon	Fraser	Edmonton	Eastglen	James	MacKenzie	Greenview	Ann Armour	Michael
Kensington	Homesteade	Christian High	Forest	Gibbons	Duggan	Hazeldean	Garth	Strembitsky
Killarney	r	Edmonton	Heights	Jasper Place	Earl Buxton	Hillview	Worthington	Pollard
Lago Lindo	Horse Hill	Christian	Garneau	Kim Hung	Esther	Holyrood	George P.	Meadows
Lauderdale	J.A. Fife	West	Gold Bar	Laurier	Starkman	J. Percy Page	Nicholson	Sakaw
Learning Store at	John Barnett	Glenora	Hardisty	Heights	George H.	Jackson	Joey Moss	Satoo
Northgate	John D.	Grovenor	Highlands	Learning	Luck	Heights	Johnny Bright	Shauna
Lorelei	Bracco	Inglewood	Ivor Dent	Store West	Grandview	Julia Kiniski	Keheewin	May Seneca
Major-General	Kildare	John A.	King Edward	Edmonton	Heights	Kameyosek	Roberta	Svend
Griesbach	Kirkness	McDougall	McNally	Lymburn	Greenfield	Kate	MacAdams	Hansen
Mary	Londonderry	LaPerle	Norwood	Lynnwood	Harry Ainlay	Chegwin		T.D. Baker
Butterworth	M.E. LaZerte	Mayfield	Old Scona	Meadowlark	L.Y. Cairns	Kenilworth		
McArthur	McLeod	Michael Phair	Oliver	Meadowlark	Lansdowne	Learning		
Mee-Yah-Noh	Overlanders	Prince Charles	Riverdale	Christian	Learning	Store on		
Northmount	Princeton	Ross	Rutherford	Michael A.	Store at	Whyte		
Queen Elizabeth	Sifton	Sheppard	Virginia Park	Kostek	Blue Quill	Lee Ridge		
Rossllyn	Soraya Hafez	Spruce	Windsor	Ormsby	Lendrum	Malcolm		
Scott Robertson	Steele	Avenue	Park	Parkview	Lillian	Tweddle		
	Heights	Thorncliffe		Patricia	Osborne	Metro		
	York	Victoria		Heights	Malmo	Continuing		
		Westglen		Rio Terrace	McKee	Education		
		Westminster		S. Bruce	McKernan	Meyonohk		
		Westmount		Smith	Mount	Mill Creek		
		Winterburn		Stratford	Pleasant	Millwoods		
		Youngstown		Talmud	Nellie	Christian		
				Torah	Carlson	Minchau		
					Parkallen	Ottewell		
					Queen	Thelma		
					Alexandra	Chalifoux		
					Richard	Tipaskan		
					Secord	Velma E.		
					Rideau Park	Baker		
					Riverbend	Vimy Ridge		
					Steinhauer	Academy		
					Strathcona	W.P.		
					Sweet Grass	Wagner		
					Tevie Miller	Waverley		
					Heritage	Weinlos		
					School			
					Vernon			
					Barford			
					Westbrook			

DATE: June 20, 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: Second, third and final reading of Board Policies HC.BP Resident Student Enrolment and HEC.BP Non-Resident Student Admission and Enrolment

ORIGINATOR: Karen Mills, Director, Board and Superintendent Relations

RESOURCE STAFF: Naimo Bille, Grace Cooke, Kelsey Duebel, Gail Haydey, Valerie Leclair, Nancy Petersen, Wanas Radwan

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

ISSUE

The Policy Review Committee is presenting Board Policies HC.BP Resident Student Enrolment and HEC.BP Non-Resident Student Admission and Enrolment to the Board of Trustees (the Board) for second, third and final reading at public Board.

BACKGROUND

The Board is committed to providing welcoming, inclusive, safe and healthy learning and working environments, and recognizes that having a choice in which school and program to attend is important for families and students. The Board also recognizes that current realities around school space and resources, combined with an increasing student enrolment, result in some challenges related to school space and family choice.

Board Policies HC.BP Resident Student Enrolment and HEC.BP Non-Resident Student Admission and Enrolment provide direction on enrolment in the Division for resident students and non-resident students. The Board's policies must comply with the requirements for admitting and enrolling students set out by the *Education Act*. In alignment with this direction, the Division outlines growth control processes in Administrative Regulation HC.AR Student Admission and Enrolment.

The updates to these policies aim to provide clarity to families and students around admission and enrolment and outline the Board's principles and values that guide Division processes.

RELATED FACTS

- At the May 2, 2023, Public Board Meeting, the Board of Trustees completed the first reading of Board Policies HC.BP Resident Student Enrolment and HEC.BP Non-Resident Student Admission and Enrolment and approved the draft policies for stakeholder feedback.
- An online public survey was open from May 5, 2023, to June 2, 2023, to collect feedback from stakeholders on the first drafts of the policies. A total of 129 stakeholders provided feedback through

the survey, with 68 individuals completing the entire survey. The majority of survey respondents were EPSB parents/guardians (approximately 85 per cent), while the rest were EPSB students (approximately 7 per cent), staff members (approximately 6 per cent) and community members (approximately 2 per cent).

- The raw feedback from the survey, both quantitative and qualitative, was provided to the Policy Review Committee for review on June 8, 2023.
 - Respondents' feedback around clarity of definitions and policy sections ranged from 80-90 per cent confirmation of clarity, depending on the definition or policy section.
- As a result of the feedback shared, changes have been made to revise language and clarity of the direction being set by both policies. These revisions reflect the following:

Board Policy HC.BP Resident Student Enrolment

- Refinement of language to support increased clarity; this resulted in a shift away from some language pulled directly from legislation to plain language to state the same concept.
- Reinforcing the importance of consistent processes to be used by the Division to:
 - Support enrolment of resident students in their designated or requested school.
 - Support enrolment for resident students if their preferred school does not have sufficient space and resources for enrolment.
- The addition of definitions (for the terms “designated school”, “overflow designated school” and “space in planned classes”) to support further clarity around language used in the policy.
- Providing additional information relevant to attendance areas. This includes acknowledging the importance of providing consistency while remaining responsive to changing contexts related to the interplay between space and enrolment.
 - This revision also included the addition of the expectation of communicating changes to attendance areas with families.

Board Policy HEC.BP Non-Resident Student Admission and Enrolment

- Clarifying the definition and purpose of sponsorship fees and tuition fees, including when these fees apply.
- Providing additional information about enrolment decisions relevant to non-resident students in alignment with the Division’s growth control processes (i.e., clearly outlining that resident students are prioritized for enrolment in Division schools before non-resident students).

RECOMMENDATIONS

- 1. That Board Policy HC.BP Resident Student Enrolment be read for a second, third and final time and be approved.**
- 2. That Board Policy HEC.BP Non-Resident Student Admission and Enrolment be read for a second, third and final time and be approved.**

OPTIONS

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

1. Support the recommendations to approve Board Policies HC.BP Resident Student Enrolment and HEC.BP Non-Resident Student Admission and Enrolment.
2. Complete the second reading of these policies and direct the Policy Review Committee to adopt revisions to these policies prior to a third and final reading.

CONSIDERATIONS and ANALYSIS

The proposed revisions will support alignment with relevant legislation set out in the *Education Act* and current practices used by the Division. Both of the draft policies have been informed by the work of Division subject matter experts and stakeholder engagement.

In the Policy Review Committee's work plan, the intended timeline to have this policy work completed is the 2022-2023 school year. Approval to move forward with these policies will align with this timeline.

NEXT STEPS

Upon approval of the recommendation, the updated policies will be posted to the Division website and the Superintendent of Schools will oversee necessary steps to support implementation of the updated policies.

ATTACHMENTS and APPENDICES

ATTACHMENT I Board Policy HC.BP Resident Student Enrolment

ATTACHMENT II Board Policy HEC.BP Non-Resident Student Admission and Enrolment

JS:wr

CODE: HC.BP

EFFECTIVE DATE: (17-01-2012)

TOPIC: Resident Student Enrolment

ISSUE DATE: (29-01-2020)

REVIEW YEAR: (2030)

PURPOSE

To outline the Board of Trustees' (Board) direction for the enrolment of resident students in Division schools, in accordance with the *Education Act, S.A. 2012, c.E-0.3*, as may be amended from time to time.

DEFINITIONS

Attendance area is the geographical area designated to a specific Division school.

Designated school is the school identified for resident students residing in a particular attendance area.

Growth control processes refer to Division processes to manage enrolment growth.

Resident student includes a student who has at least one parent or legal guardian living in Edmonton who is not Roman Catholic and any other student who is defined as a resident student in Section 4 of the *Education Act*, as may be amended from time to time.

Non-resident Student refers to any student who does not meet the criteria for a resident student.

Overflow designated school is the school identified for resident students who are unable to access their designated school, in alignment with the Division's growth control processes.

Space in planned classes refers to the maximum number of students in a specific grade or program at a school, based on available classrooms and the principal's instructional organization of the school.

POLICY

The Board endeavours to provide resident students and their families a range of school and program enrolment choices while also providing high-quality learning environments for all students. In addition, the Board expects the Division to be responsive to varying enrolment pressures across attendance areas while ensuring that processes to manage enrolment are consistent, equitable, transparent and sustainable.

Subject to the Division's growth control processes and Section 10 the *Education Act*, as may be amended from time to time, a resident student will be enrolled in their designated school or another Division school requested by their parent/guardian. If, in the opinion of the Superintendent of Schools, there are not sufficient resources and facilities available to enrol a student in their preferred school, the student may attend their overflow designated school or another Division school with space in planned classes, in alignment with the Division's growth control processes. The Superintendent of Schools will outline growth control processes through an

administrative regulation addressing enrolment.

The Board believes that, to support consistency for families, attendance areas should ideally be kept as consistent as possible from year to year. However, the Board also recognizes that, in response to changing contexts, changes to attendance areas are sometimes necessary. The Superintendent of Schools is responsible for:

- Establishing school attendance areas.
- Reviewing attendance areas in response to emerging contexts that may necessitate change (including, but not limited to, the opening of a new school).
- Informing the Board of any modifications to attendance areas and ensuring any changes are communicated to families.

ACCOUNTABILITY

The Superintendent of Schools will be responsible for implementing this policy through appropriate regulations and communication with the Board of Trustees and Division stakeholders, including staff, students and parents/guardians.

REFERENCES

CHA.BP - Board Delegation of Authority
DEA.BP - Student Transportation
DEA.AR - Transportation Services
HB.AR - Student Placement
HC.AR - Student Admission and Enrolment
HEC.BP - Non-Resident Student Admission and Enrolment
Education Act Sections 3, 4, 7, 10, 52, 53(2)

CODE: HEC.BP

EFFECTIVE DATE: (12-06-2012)

TOPIC: Non-Resident Student Admission and Enrolment

ISSUE DATE: (14-06-2012)

REVIEW YEAR: (2030)

PURPOSE

To outline the Board of Trustees' (Board) direction for decisions related to the admission and enrolment of non-resident students in the Division, in accordance with the *Education Act*, S.A. 2012, c.E-0.3, as may be amended from time to time.

DEFINITIONS

Growth control processes refer to Division processes to manage enrolment growth.

Resident student includes a student who has at least one parent or legal guardian living in Edmonton who is not Roman Catholic and any other student who is defined as a resident student in Section 4 of the *Education Act*, as may be amended from time to time.

Non-resident student refers to any student who does not meet the criteria for a resident student.

Sponsorship fees refer to the fees charged to another school division for the enrolment of a non-resident student who may require additional funding from their resident board.

Tuition fees refer to the fees charged to students who are not entitled to have access to an education program in Alberta (i.e., students who are non-resident students of the Board or any other board or Government).

POLICY

Subject to the Division's growth control processes and Section 10 of the *Education Act*, as may be amended from time to time, resident students are prioritized for enrolment in Division schools before non-resident students. In addition, subject to growth control processes, non-resident students may only be enrolled in Division schools where, in the opinion of the Superintendent of Schools, sufficient space and resources permit.

When enrolling non-resident students, the Board may set fees in the following circumstances:

A. SPONSORSHIP FEES

Other school divisions may be required to pay the Board sponsorship fees as part of agreements in which the Board provides instructional programming for non-resident students who may require additional funding from their resident board.

Annually, the Board will establish the amount of sponsorship fees.

B. TUITION FEES

Tuition fees will only be charged to students who are not entitled to have access to an education program in Alberta, as per Section 3 and 13 of the *Education Act* and the *Funding Manual for School Authorities*, including:

- a. International students.
- b. Students who are Canadian citizens but whose parents do not reside in Alberta.
- c. Individuals who are 20 years of age or older on September 1 of a given year.

Annually, the Board will establish the amount of Division tuition fees.

REFERENCES

CHA.BP - Board Delegation of Authority

HC.BP - Resident Student Enrolment

HC.AR - Student Admission and Enrolment

Education Act Sections 3, 4, 7, 10, 12, 13, 14, 52

Alberta Education Funding Manual for School Authorities

DATE: June 20, 2023

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Delegation of Authority – 2023 Summer Recess

ORIGINATOR: Karen Mills, Director of Board and Superintendent Relations

REFERENCE: [Board Procedures Regulation](#)
[Education Act](#)

ISSUE

Each year, at the conclusion of the last scheduled public Board meeting prior to the summer recess, the Board delegates authority to the Superintendent of Schools to make decisions on behalf of the Board during the summer recess.

BACKGROUND

The first recommendation provides for the calling of special Board meetings during the summer recess in the event that special meetings are necessary for Trustees to address critical matters.

The second recommendation is intended to cover other matters which normally would come to the Board but which the Board is authorized to delegate under Section 52(1) of the *Education Act*.

RELATED FACTS

- The delegation of authority is effective immediately following the June 20, 2022 Organizational Board meeting.
- The next scheduled public Board meeting is Tuesday, September 12, 2023.

RECOMMENDATION

1. That in accordance with Section 3 of the *Education Act* Board Procedures Regulation, any special Board meetings during the 2023 summer recess be at the call of the Board Chair or, in their absence, the Board Vice-Chair.
2. That in accordance with Section 52(1) of the *Education Act*, effective immediately following the June 20, 2022, Organizational Board meeting, delegation of authority to the Superintendent of Schools to make decisions during the 2023 summer recess on behalf of the Board be approved.
3. That a report of all such decisions be brought to the first public Board meeting in the fall of 2023.

CONSIDERATIONS and ANALYSIS

Should a special Board meeting be required, the Superintendent of Schools will contact the Board Chair or, in their absence, the Board Vice-Chair.

KM:ca

DATE: June 20, 2023

TO: Board of Trustees

FROM: Infrastructure Committee - Trustee O’Keefe, Trustee Sumar, Trustee Kusiek (Chair)

SUBJECT: Infrastructure Committee Update

ORIGINATOR: Trustee Julie Kusiek, Chair of Infrastructure Committee

REFERENCE [Trustees’ Handbook, Section 6.1.3](#) - Board Committees, Policy Review Committee
[Infrastructure Committee 2022-2023 Work plan](#)

ISSUE

The Infrastructure Committee is responsible for developing and presenting to the Board of Trustees (the Board) an annual work plan. This report summarizes the committee’s accomplishments over the 2022-2023 school year.

BACKGROUND

The Board approved the membership of the Trustee Infrastructure Committee at the June 21, 2022, Organizational Board meeting. The Infrastructure Committee was formed to assist the Board in further understanding the issues, impacts and next steps related to infrastructure over the course of their term. A Terms of Reference was developed and actions were informed through the development of an annual work plan. This work plan was approved at the October 18, 2022 Board meeting.

CURRENT SITUATION

To ensure that the Infrastructure Committee’s activities were aligned with the approved work plan and to keep track of progress throughout the year, the Infrastructure Committee created a work plan tracker. This work plan tracker included each of the approved work plan activities and sub-activities.

Completed activities for Infrastructure Committee in 2022-2023 include:

- Hosting a bus tour for elected provincial and municipal officials to learn more about EPSB’s infrastructure needs, with a focus on the need for new schools and more space. This was a highly successful event with several MLAs and City Councillors in attendance. See Attachment I for bus tour details.
- Assisted with greenhouse gas reduction targets for the Division, as part of the Corporate Climate Leaders Program. Confirmed that Division staff will bring an annual update to the [Division Energy and Environment Strategy Update and Emissions Reduction Targets](#), beginning in early fall 2024.
- Trustees from the Infrastructure Committee also attended several sessions by Climate Caucus, a network for local elected officials across Canada including school board trustees, on a range of climate change topics including climate communications, climate change in curriculum and funding opportunities for school authorities. Trustees also shared our recently approved Division Energy and Environment Strategy Update and Emissions Reduction Targets report with Climate Caucus.

Activities in progress and recommended for continuation for the 2023-2024 Trustee Infrastructure Committee include:

- Work on “schools as community hubs” both in terms of infrastructure and operations. The current committee discussed this concept at its March 24, May 9, and May 31 meetings and has requested that Infrastructure staff bring forward an information report in fall 2023.
- Work with the partners including parent groups, the City of Edmonton, Province of Alberta and advice of Division staff to streamline processes and overcome challenges to the current playground construction and renewal process. The Trustee Infrastructure Committee developed an advocacy plan for playground maintenance and construction based on a briefing on the current playground situation by Division staff. The Infrastructure Committee has begun approaching key stakeholders to gather more information and consider collaboration on next steps.
- Revisit, and update where necessary, the foundational work done by previous Infrastructure Committees. The Infrastructure Committee requested an information report that updates previous work on the block funding model and is currently working on a recommendation report for Board consideration regarding potential renewed provincial advocacy for a block funding model.
- Work in collaboration with the City of Edmonton and other partners to improve active transportation options for students and staff to Division buildings. A Trustee from the Infrastructure Committee will be attending a bike event hosted by Councillor Michael Janz on Saturday, June 3, 2023. The Infrastructure Committee suggests further work on active transportation be considered in 2023-2024.

Activities from the 2022-2023 work plan not yet completed include:

- Participate in the review of EA.BP Infrastructure Planning Principles, with an environmental and active transportation lens. This work was deferred to align with the Policy Review Committee’s work plan and schedule.

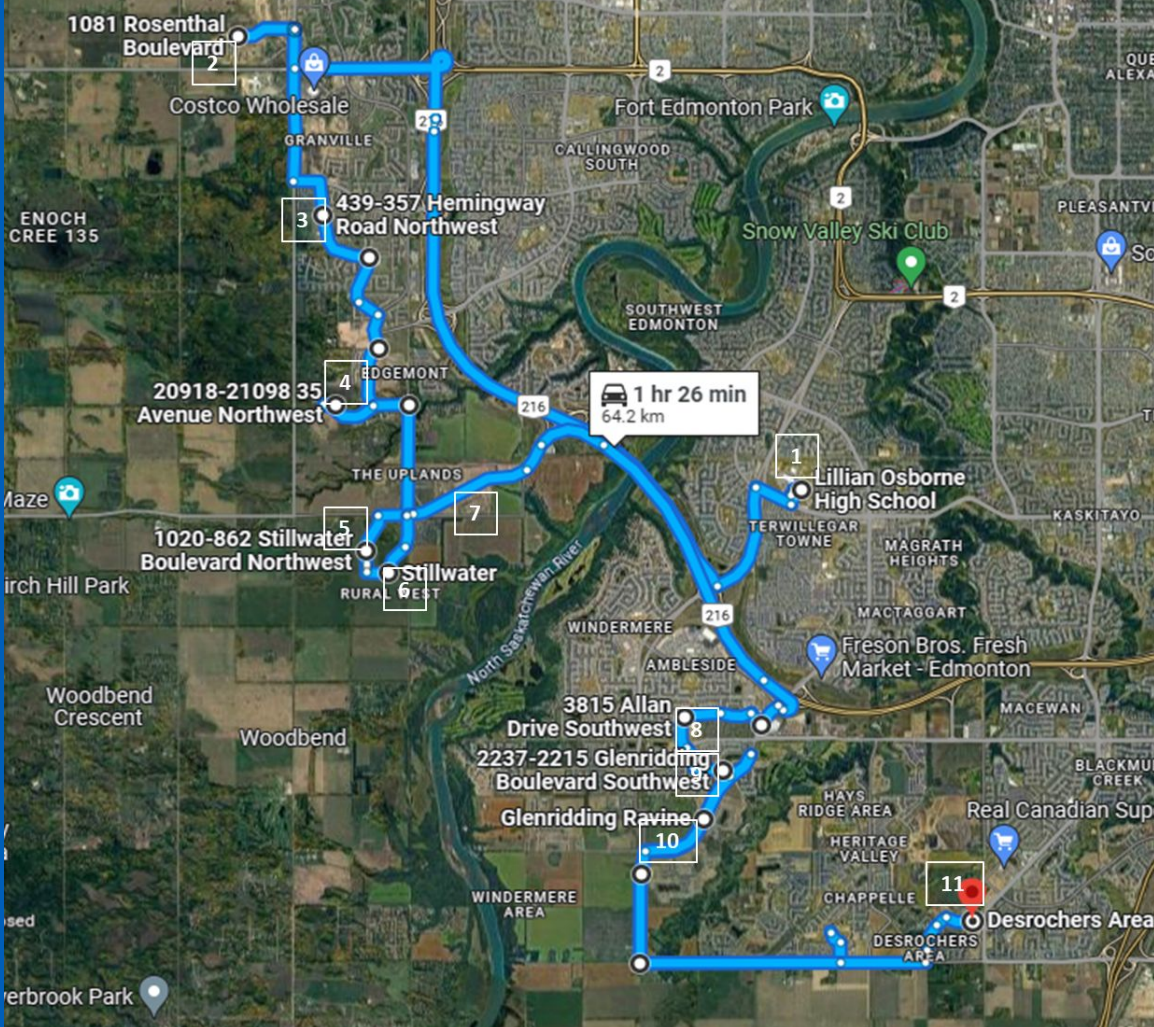
KEY POINTS

- The Infrastructure Committee completed one-time projects that helped to raise the profile of the Division’s infrastructure needs. This includes the bus tour with MLAs and City Councillors, and guidance towards the Division Energy and Environment Strategy Update and Emissions Reductions Targets.
- Significant progress was also made towards multi-year infrastructure projects. This includes substantive work related to schools as community hubs, playground renewal and construction funding and a block funding model for Division infrastructure. These projects are all recommended for next year’s Trustee Infrastructure Committee to continue.
- One item in the work plan has not yet been completed. Review of EA.BP Infrastructure Planning Principles has been deferred to next year, to align with Policy Review Committee’s timelines.

ATTACHMENTS and APPENDICES

ATTACHMENT I Infrastructure Bus Tour Package

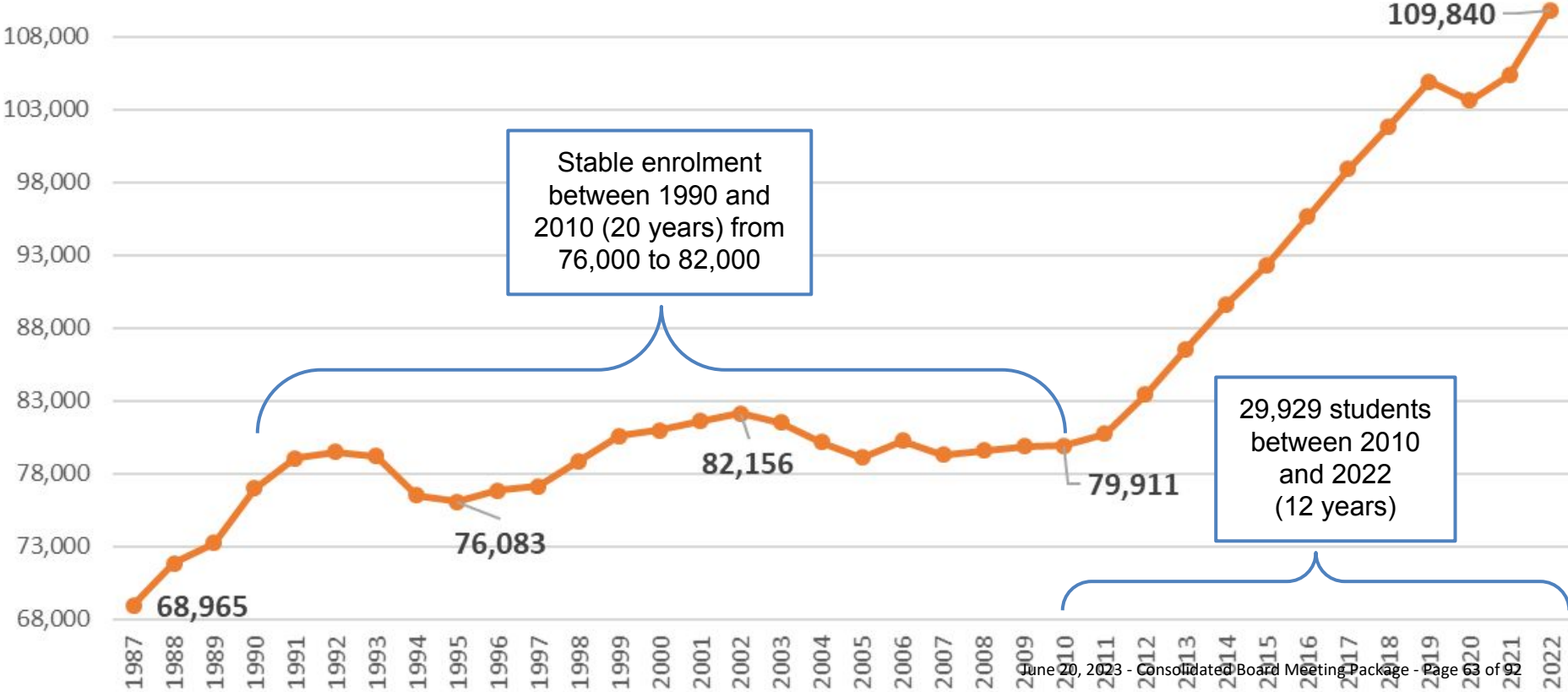
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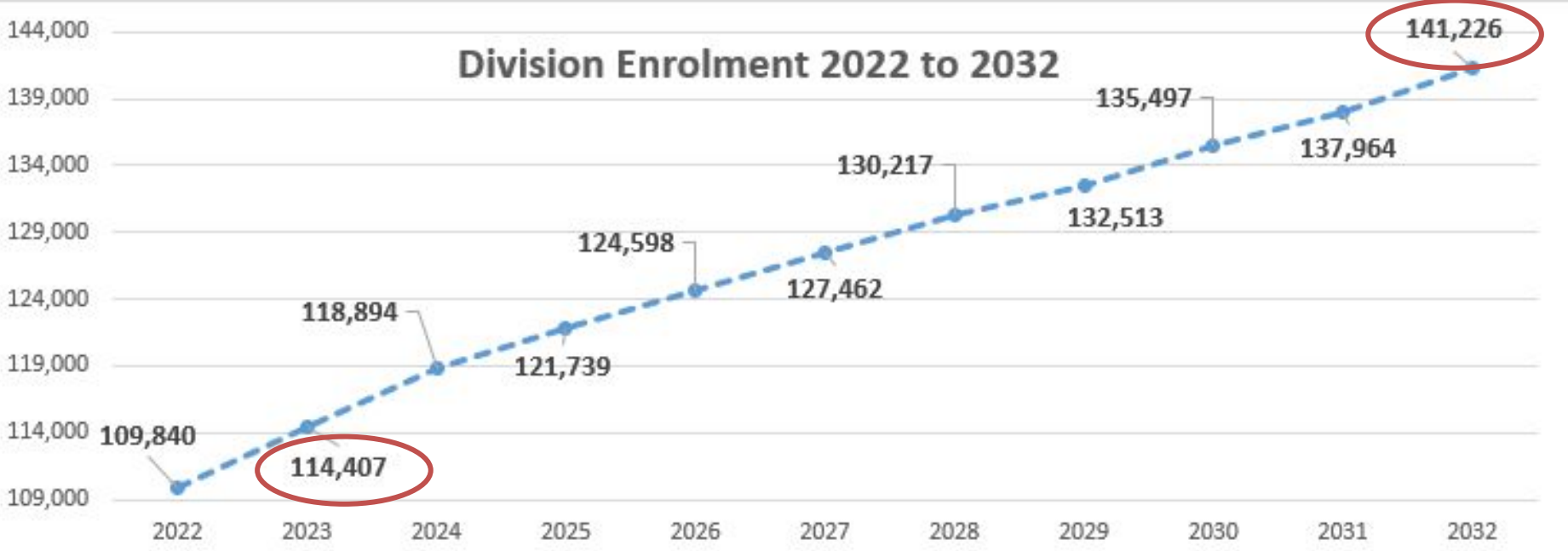
EPSB Trustees Tour: March 24, 2023

Historical Enrolment: How We Got Here

Division Enrolment 1987 to 2022

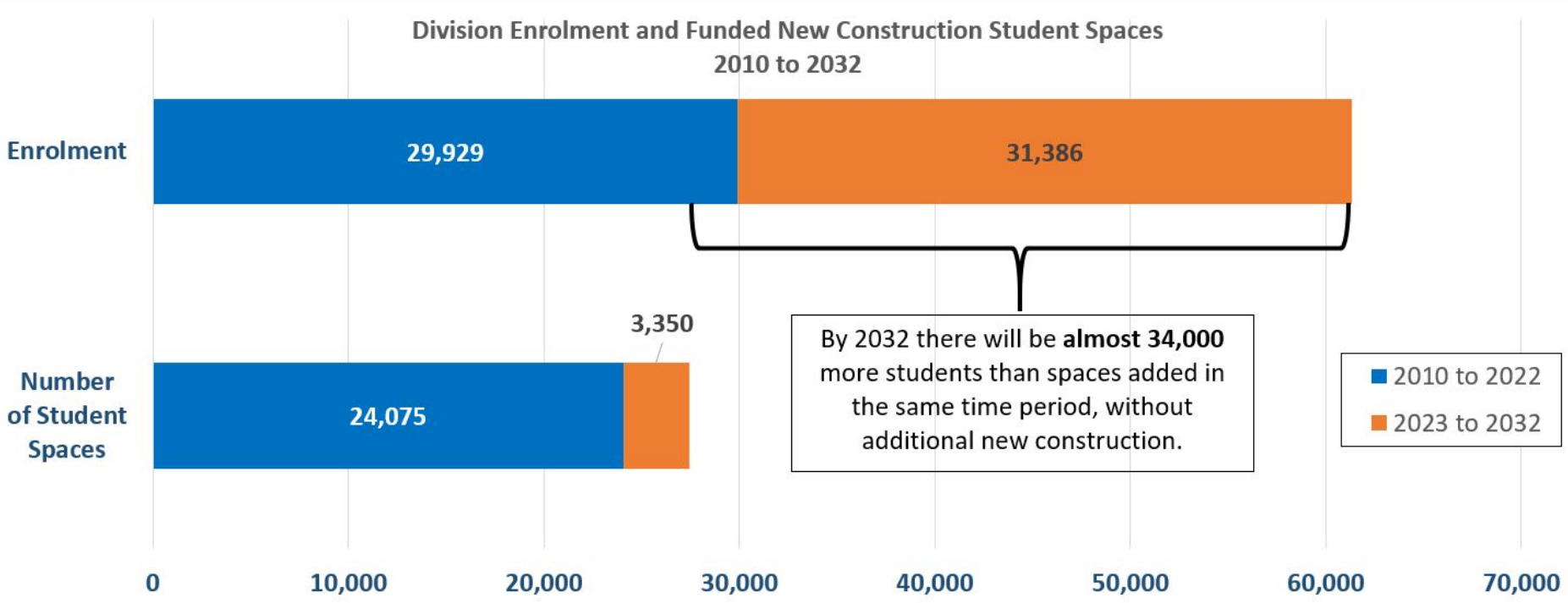


Projected Enrolment: Where We Are Going

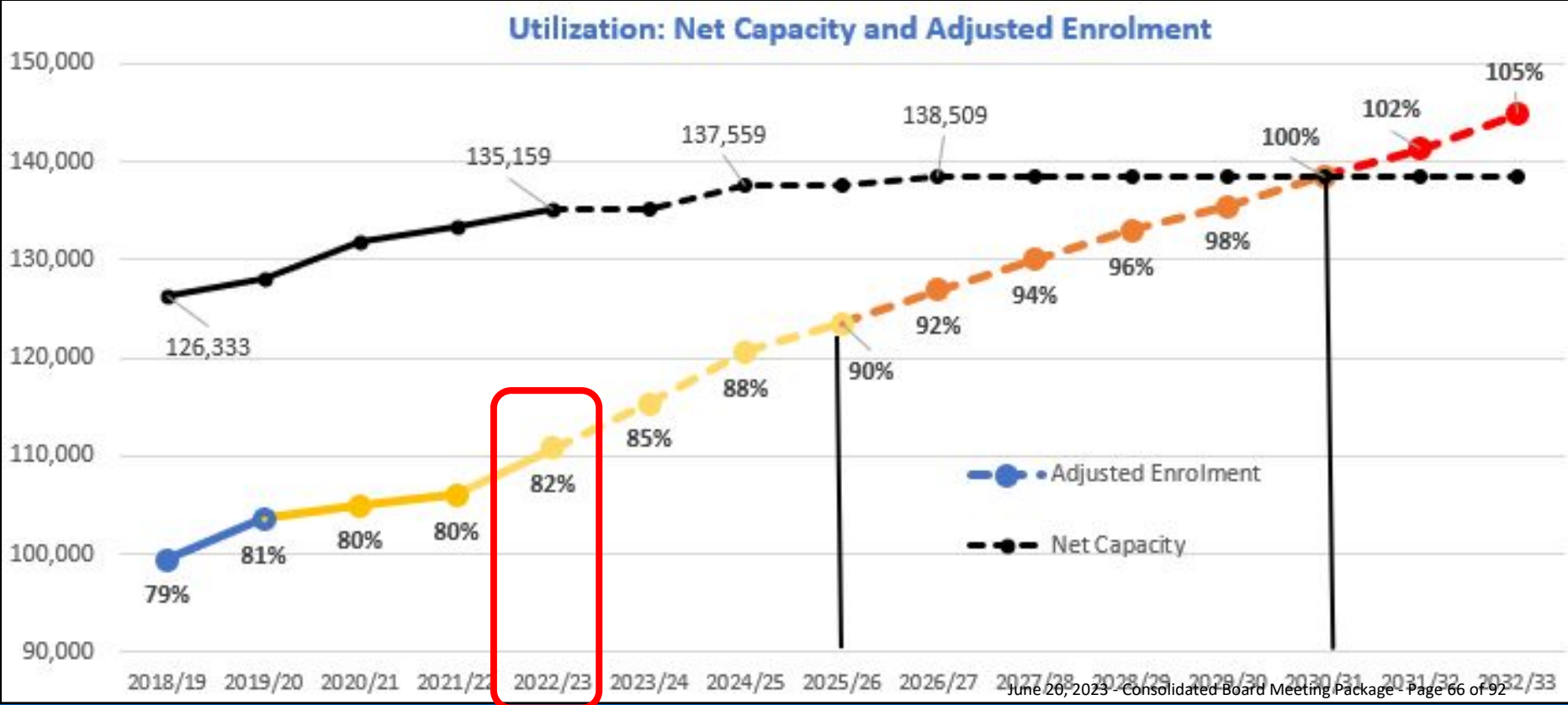


- These projections are considered conservative, at least for the next few years.
- Projections continue to point to increases across all grades as immigration continues to remain strong.

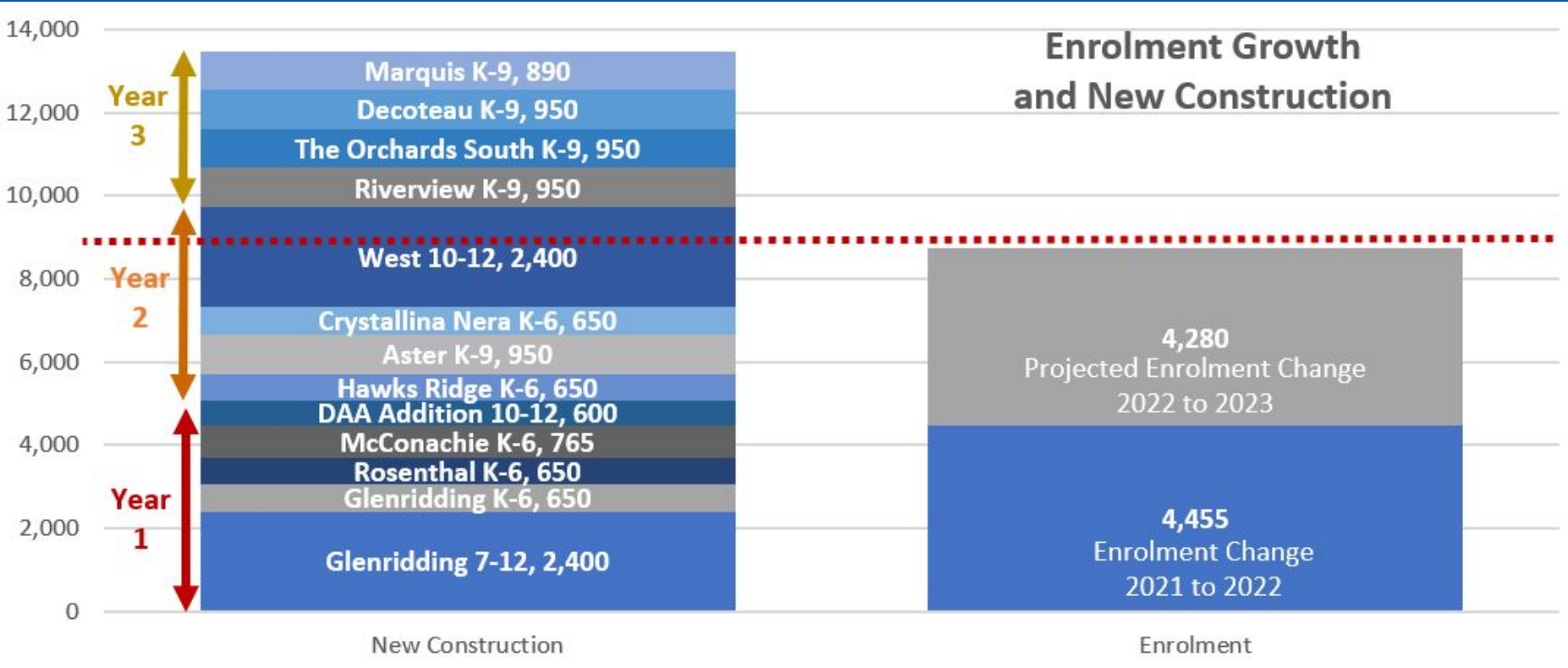
Enrolment and Seats: The Gap is Widening



Projected Utilization: Where We Hit the Wall



Enrolment and Seats: Could fill Year 1 and 2

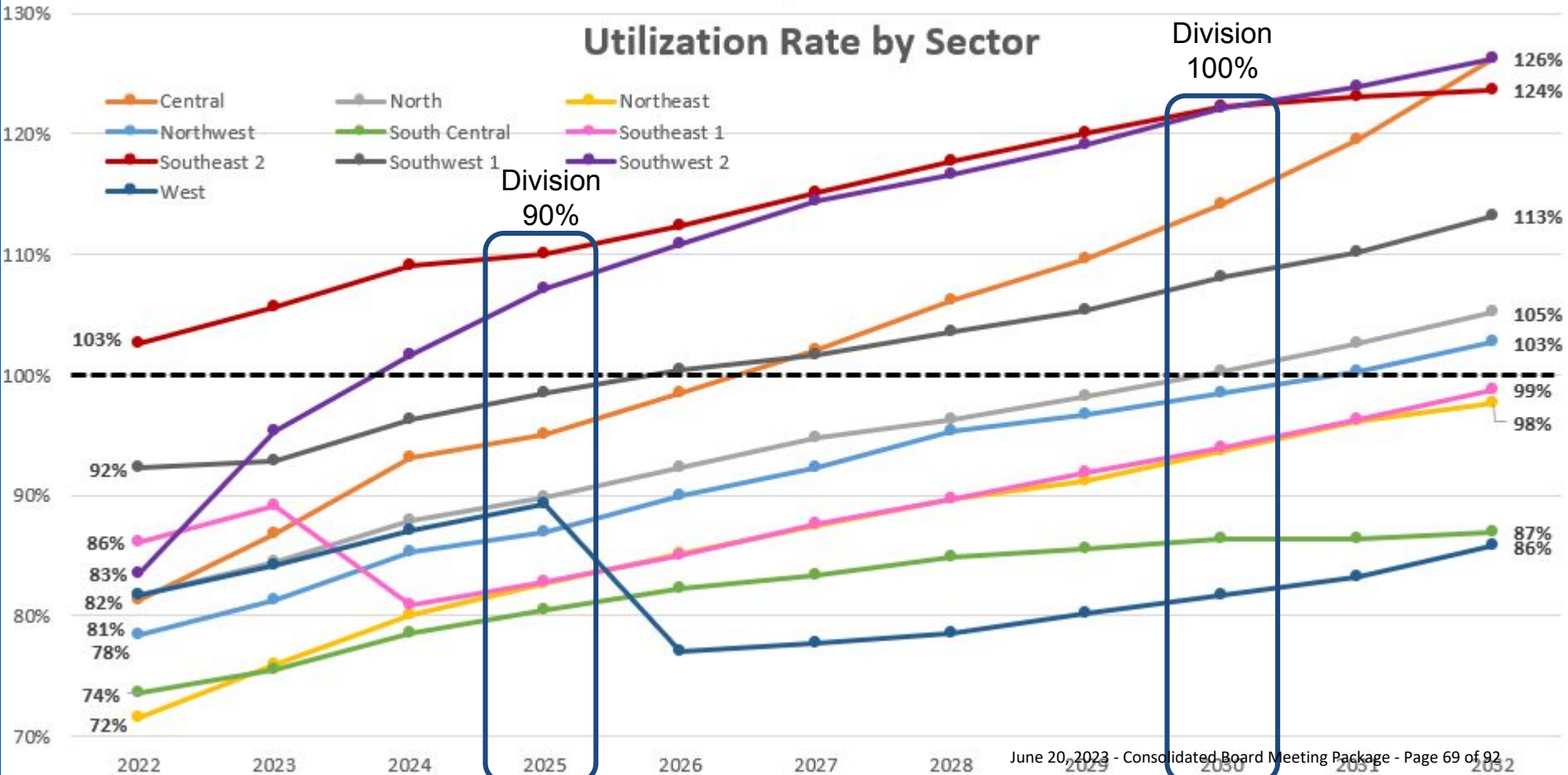


Enrolment and Seats: Not Keeping Pace



Utilization by Sector: The Distribution of Space

Utilization Rate by Sector

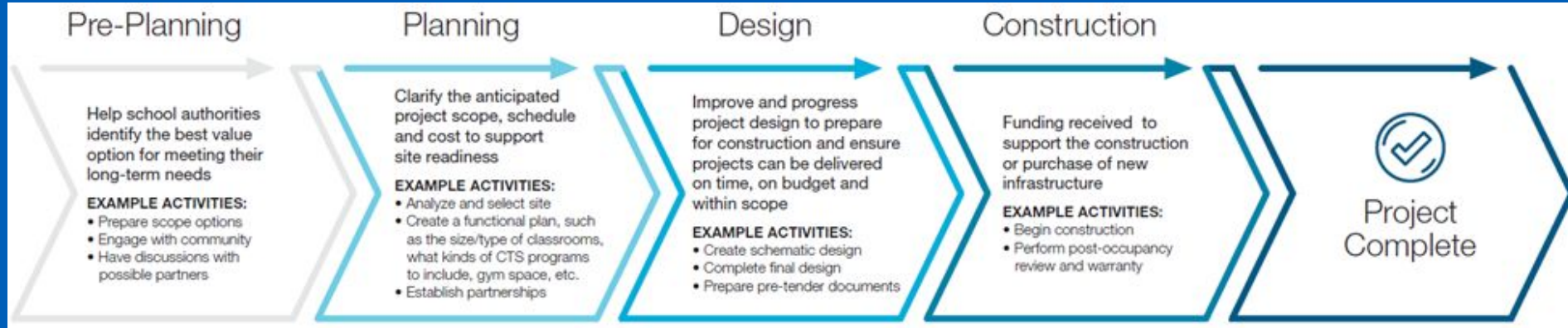


Sector Enrolment: Where we're headed

Sector	Current Utilization 2022	Projected Utilization 2032
South Central	74%	87%
Southeast 1 (The Meadows High School, Aster K-9)	86%	99%
Southeast 2 (The Orchards South K-9)	103%	124%
Southwest 1	92%	113%
Southwest 2 (Glenridding 7-12, Glenridding Heights K-6, Dr. Anne Anderson School Addition)	83%	126%
West (Edgemont K-9, Riverview K-9, Riverview 10-12)	82%	101%

Updated Projections to 2032

Funding Announcement: Which Projects and What Level?



McConachie
7-9

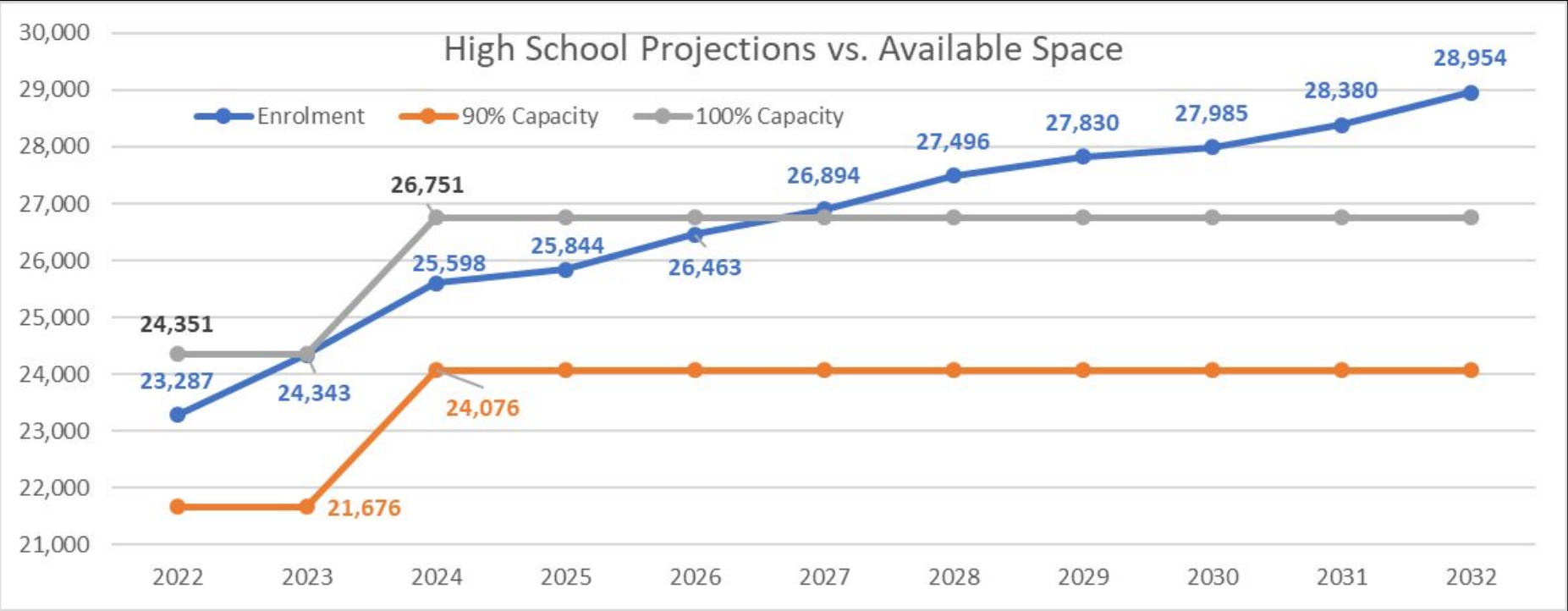
Site 9
Glenridding
Heights K-6

Site 1
Rosenthal
K-6

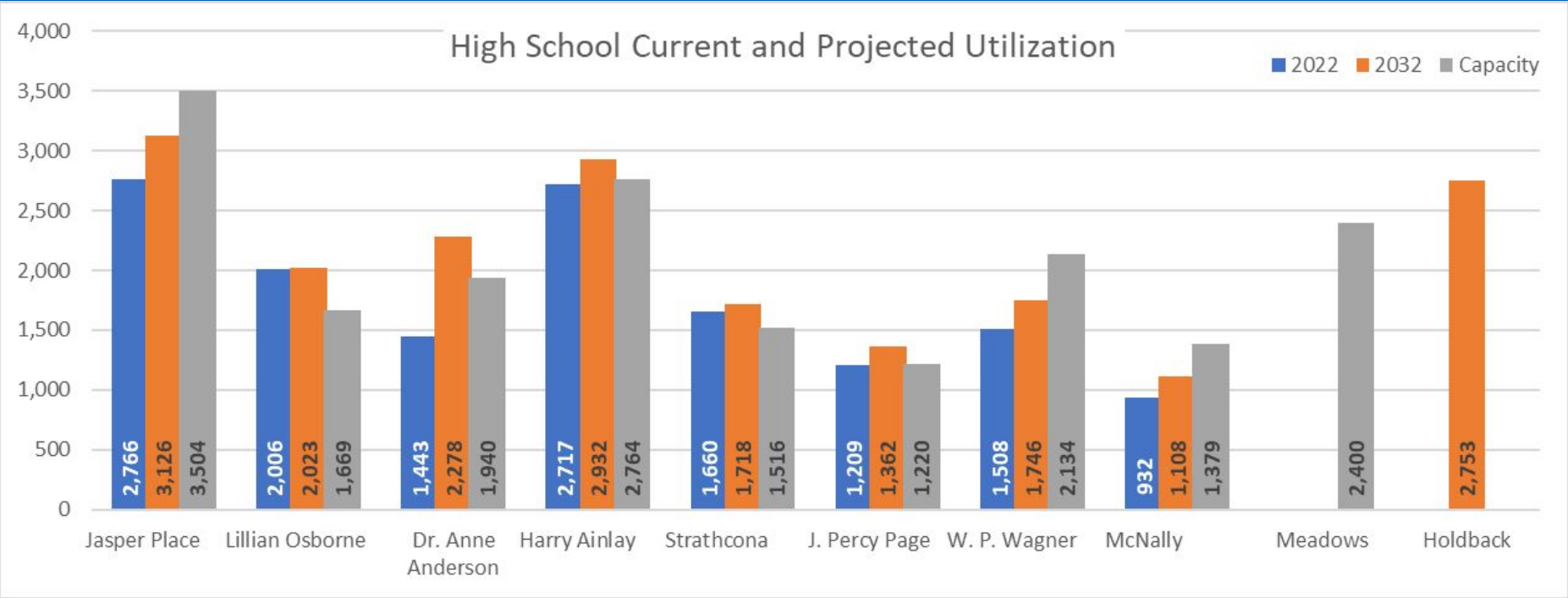
Site 10
Glenridding
(Windermere
Campus)
7-12

Site 3
Edgemont
K-9

High School Enrolment: Where we're headed



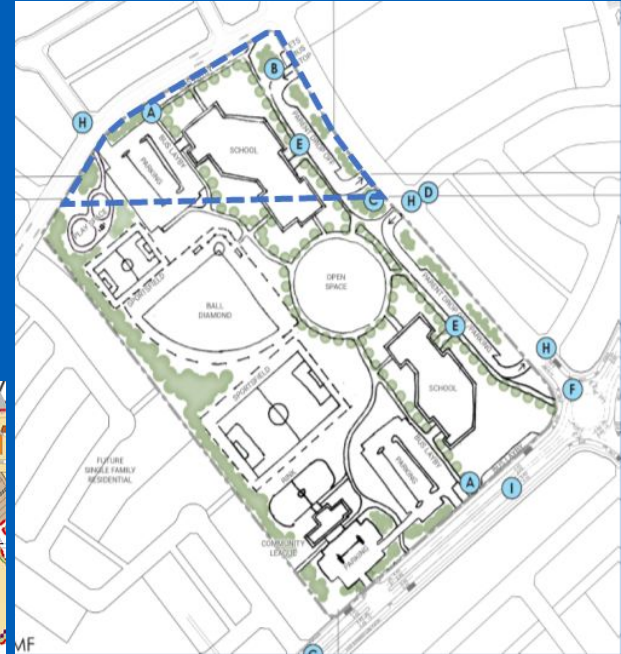
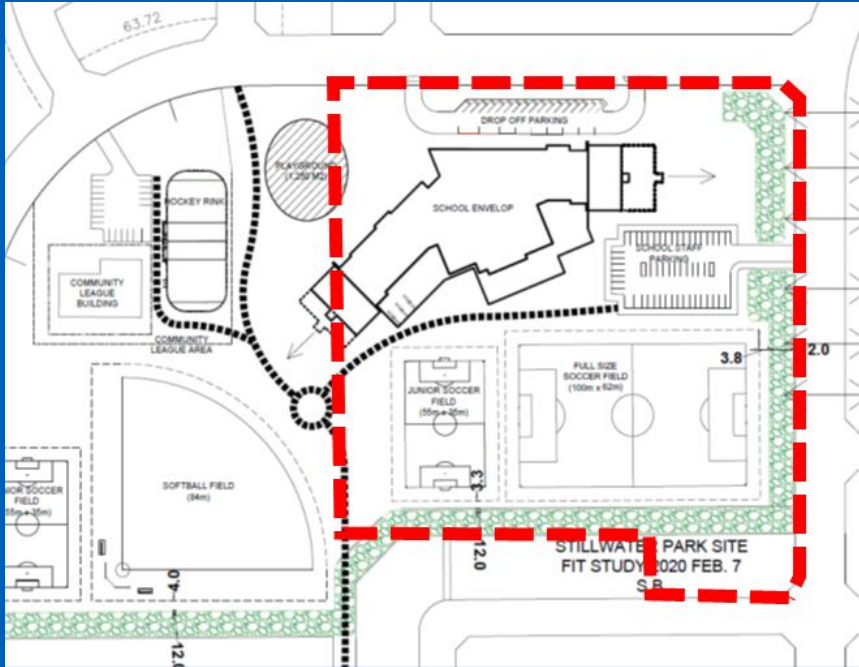
High School Enrolment: Where we're headed



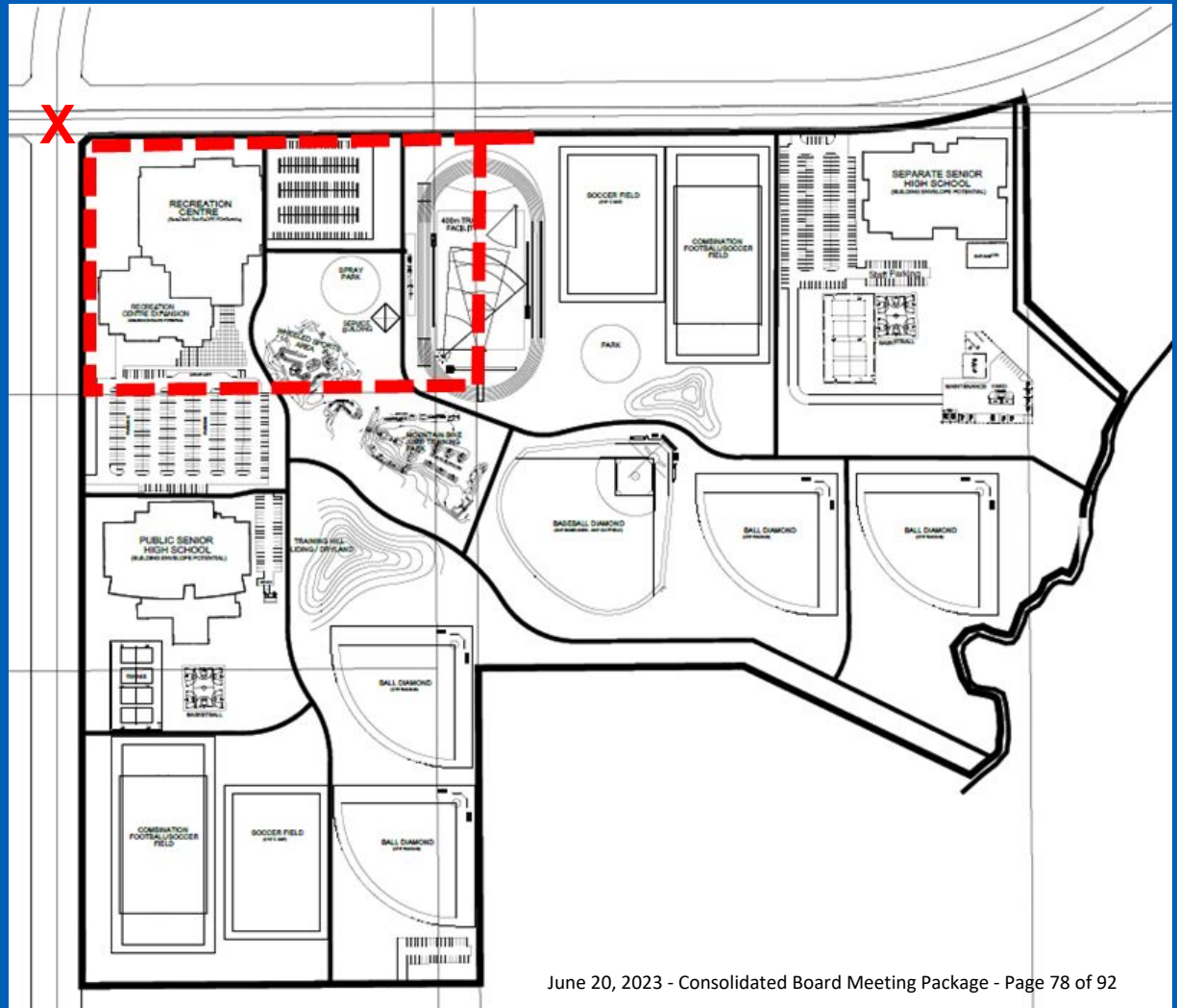
Updated Projections to 2032
Assumes Growth Control Measures to limit Enrolment

Site 5 Stillwater (Riverview K-9)

Site 7 River's Edge (Riverview K-9)

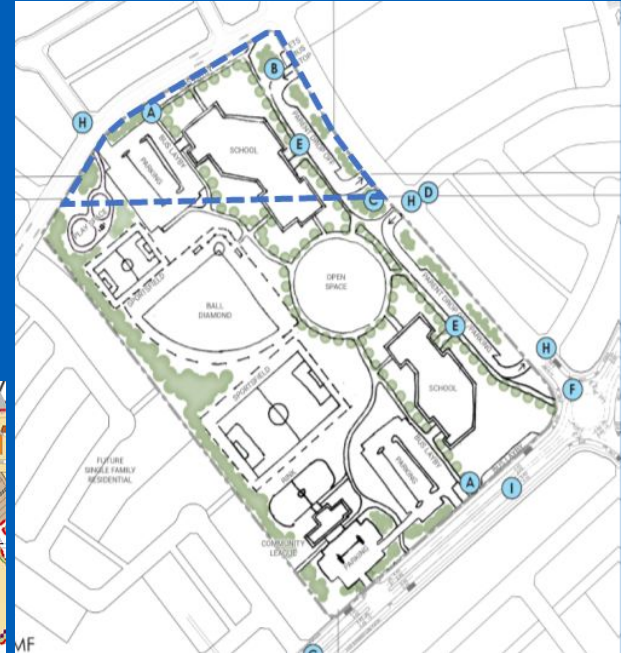
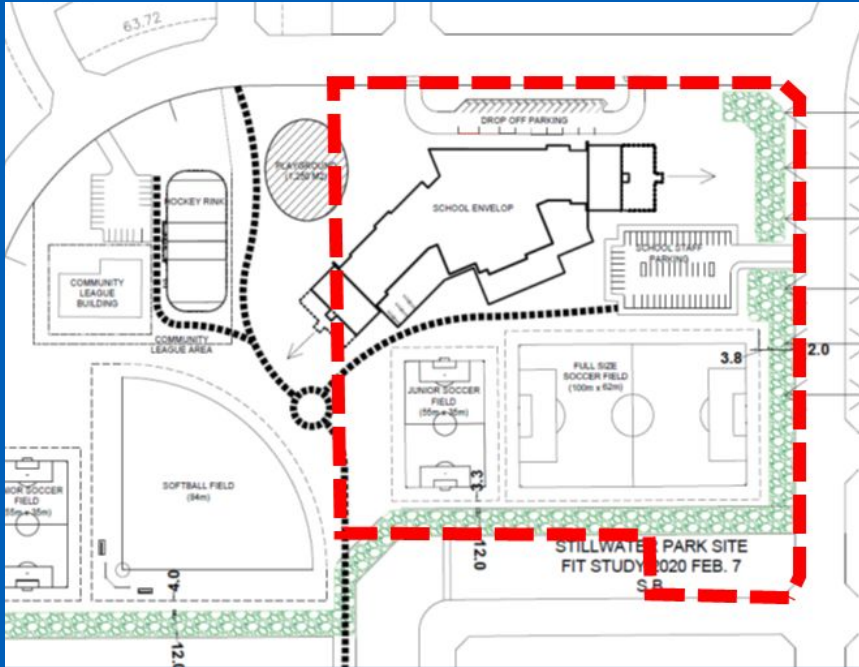


Site 6
West 10-12:
Riverview
Campus Site



Site 5 Stillwater (Riverview K-9)

Site 7 River's Edge (Riverview K-9)



Site 8

Dr. Margaret - Ann Armour School

Details

- Current Capacity = 922 Spaces
- Adjusted Enrolment = 1077
- Estimated Utilization = 117%
- Lottery in place
- Attendance Area = Ambleside and Glenridding Heights neighbourhoods

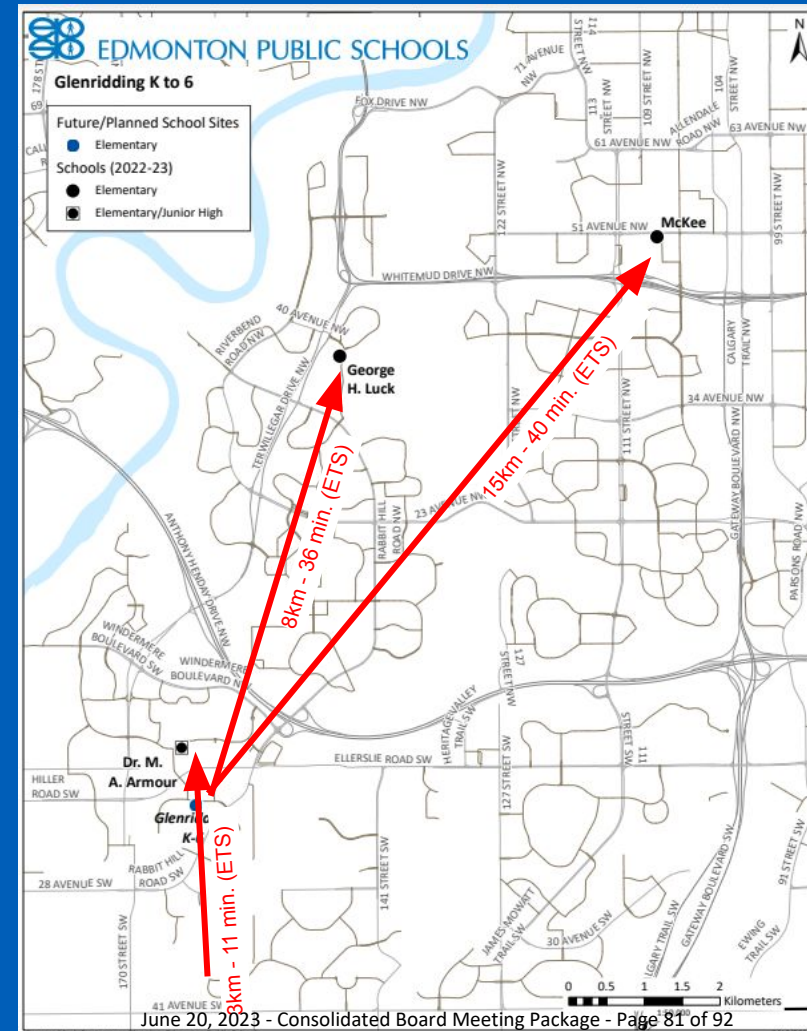
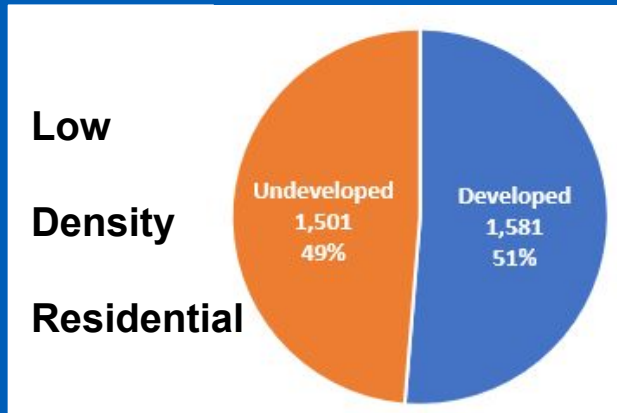
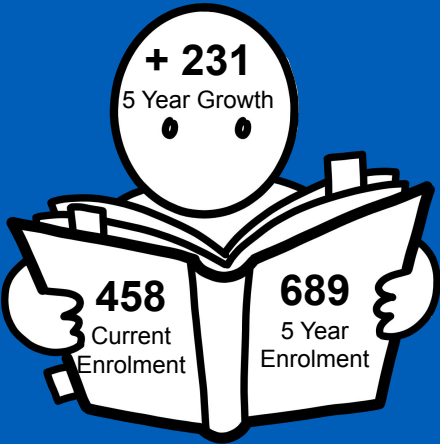
Enrolment History and Projections

	Total Enrolment									
Grades	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Grade 0	93	123	83	100	99	100	100	100	100	100
Grade 1	120	97	127	100	102	99	100	102	102	101
Grade 2	111	128	101	120	101	102	99	100	102	102
Grade 3	84	115	134	99	120	101	102	99	100	102
Grade 4	78	93	120	124	102	120	101	102	99	100
Grade 5	67	80	97	116	120	102	120	101	102	99
Grade 6	92	73	84	96	114	120	102	120	101	102
Grade 7	70	101	78	88	102	116	120	102	120	101
Grade 8	62	71	101	79	93	105	118	122	105	123
Grade 9	51	66	68	95	82	93	105	119	122	105
Totals	828	947	993	1017	1035	1058	1067	1067	1053	1035

Site 9

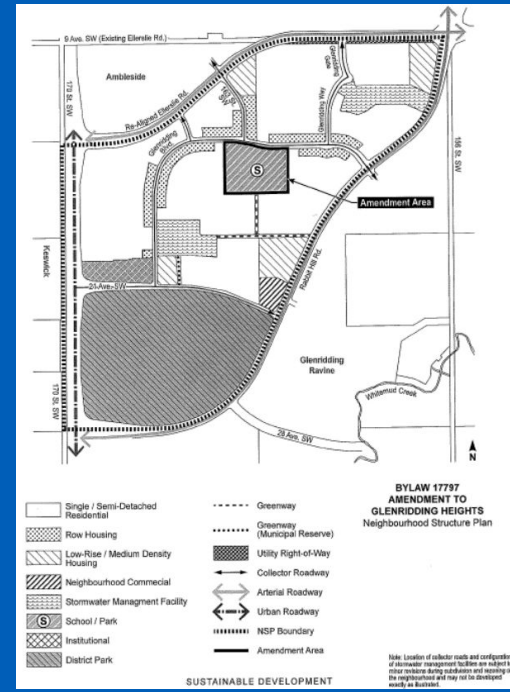
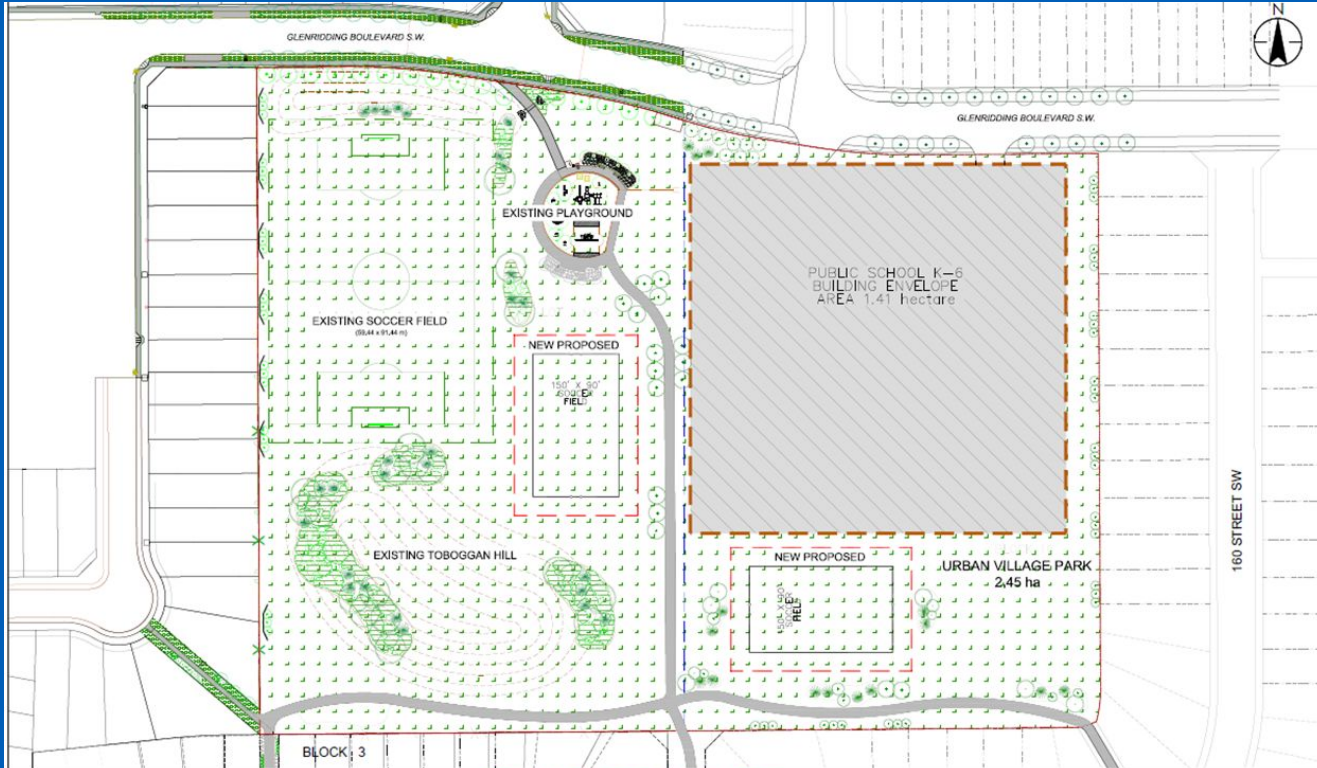
Glenridding Heights K-6: At a Glance

Current Designated School	Utilization	Distance
Dr. Margaret-Ann Armour (Lottery)	117%	1 km
McKee (Overflow)	70%	15 km
George H. Luck	97%	8 km



Site 9

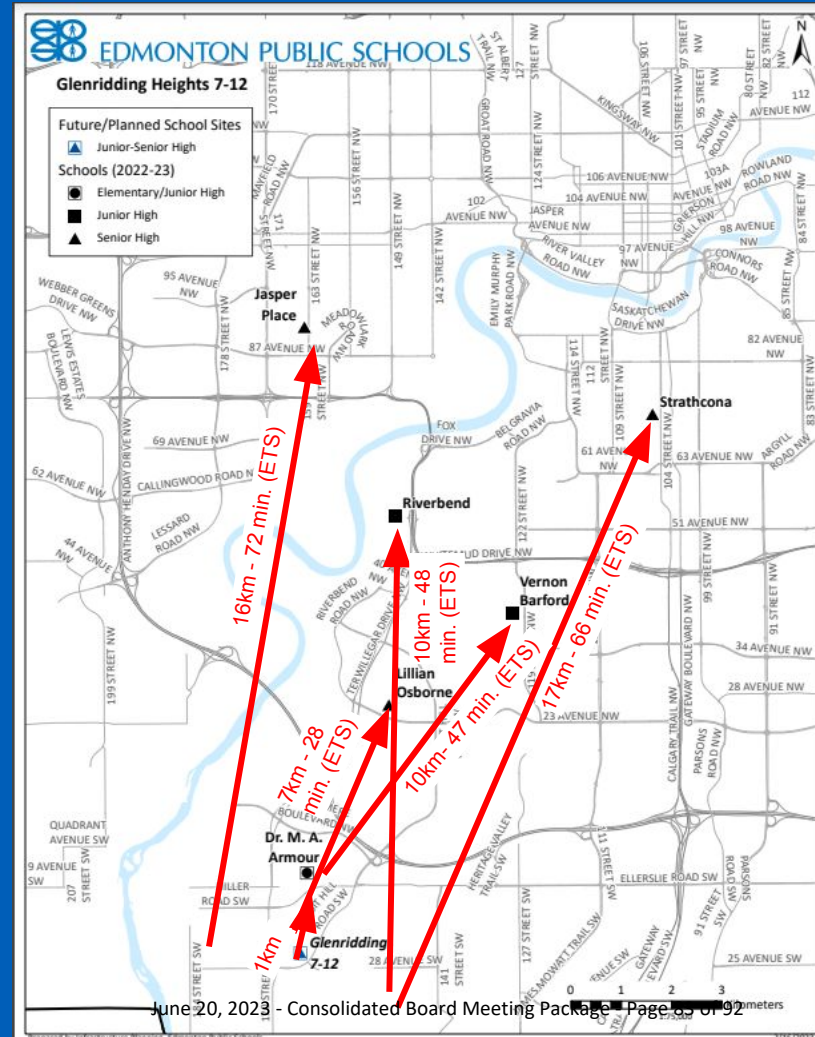
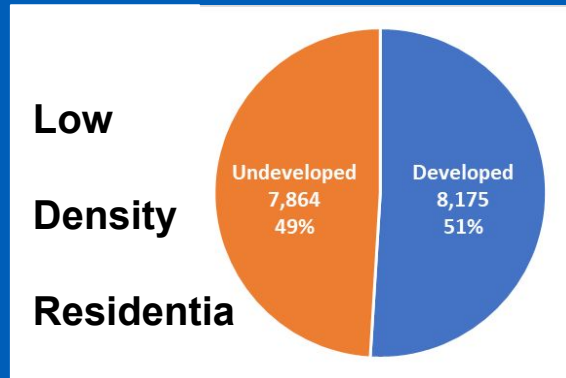
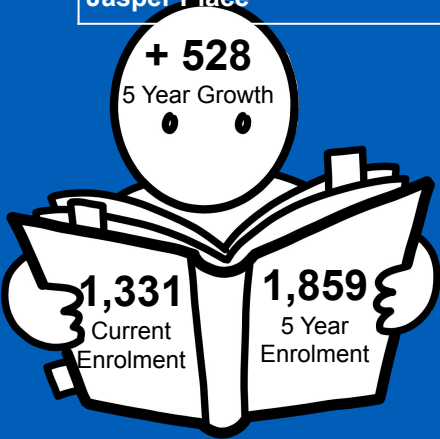
Glenridding Heights K-6: At a Glance



Site 10

Glenridding Heights 7-12: At a Glance

Current Designated School	Utilization	Distance
Dr. Margaret-Ann Armour (Lottery)	117%	1 km
Vernon Barford (Overflow)	100%	10 km
Riverbend	97%	10 km
Lillian Osborne (Lottery)	123%	7 km
Strathcona (Overflow)	111%	17 km
Jasper Place	81%	16 km



Site 10 Glenridding Heights 7-12: Windermere Campus Park

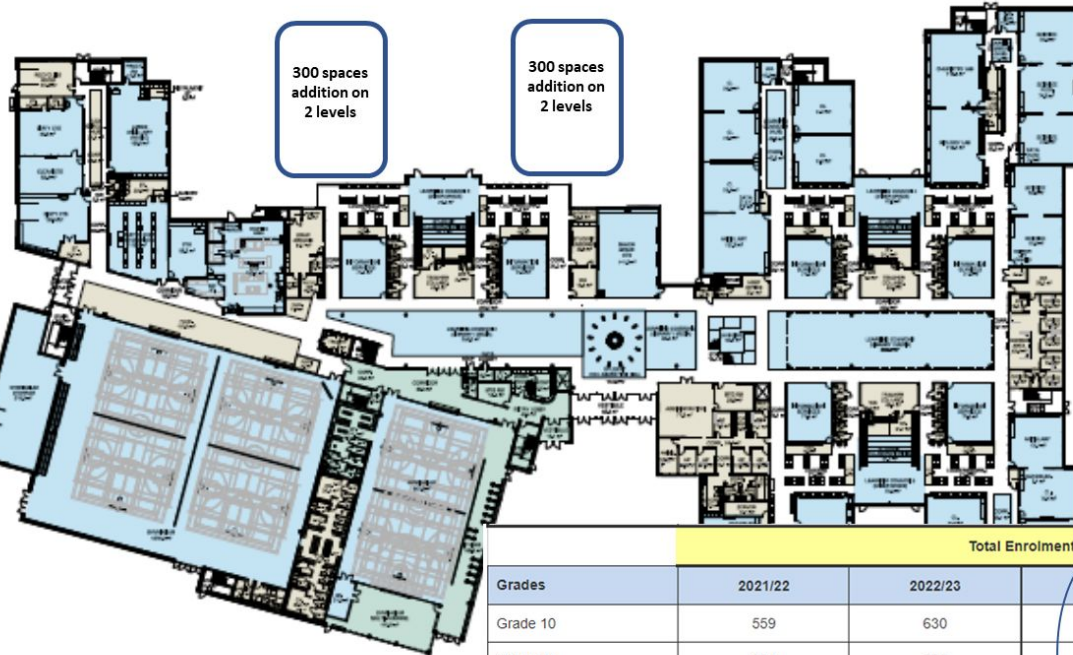


		ASSET MANAGEMENT AND PUBLIC WORKS PARKS BRANCH	
WINDERMERE Catholic Senior High School Public Senior High School Recreation Centre & Public Library District Park		170 Street & 25 Avenue SW	
SITE DEVELOPMENT MSP Concept Master Plan - Revision Two			
Development Authority City of Edmonton	Date 04-24-11	Drawing No. 3	Drawing No. 3
Scale 1:500	Date 04-24-11	Drawing No. 3	Drawing No. 3

Site 11

Dr. Anne Anderson School: 600 Capacity Addition

Attachment 1



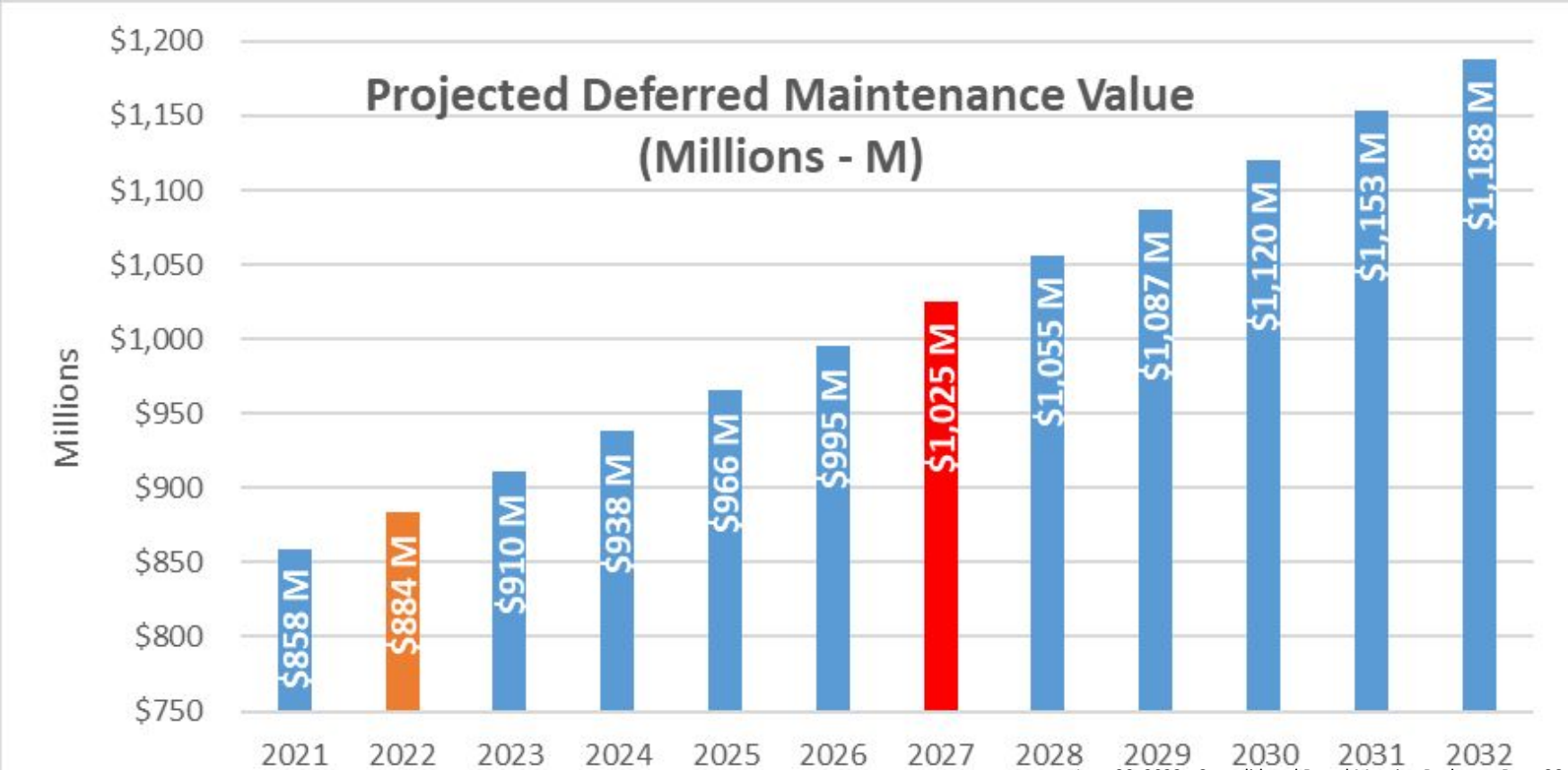
Details

- Current Capacity = 1940 Spaces
- Adjusted Enrolment = 1471
- Estimated Utilization = 75%
- School opened in September 2021, Grades 10 & 11 only
- Added Grade 12 in September 2022
- Projected to be at capacity during 2023/24 School Year

Enrolment History and Projections

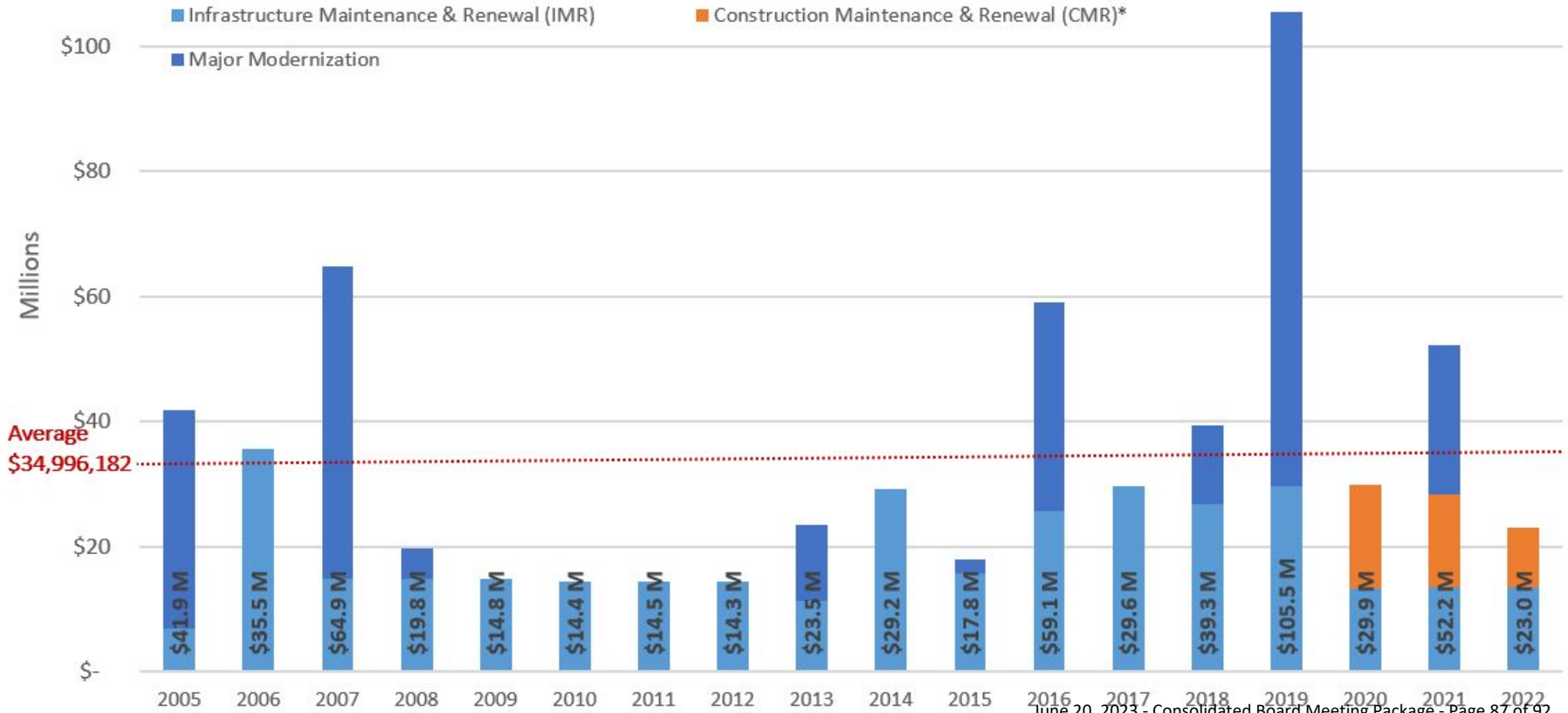
	Total Enrolment						
Grades	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Grade 10	559	630	660	698	699	706	735
Grade 11	204	576	648	680	718	719	726
Grade 12	0	237	611	686	720	760	761
Totals	763	1443	1919	2064	2137	2185	2222

Deferred Maintenance: On Pace to Continue Rising

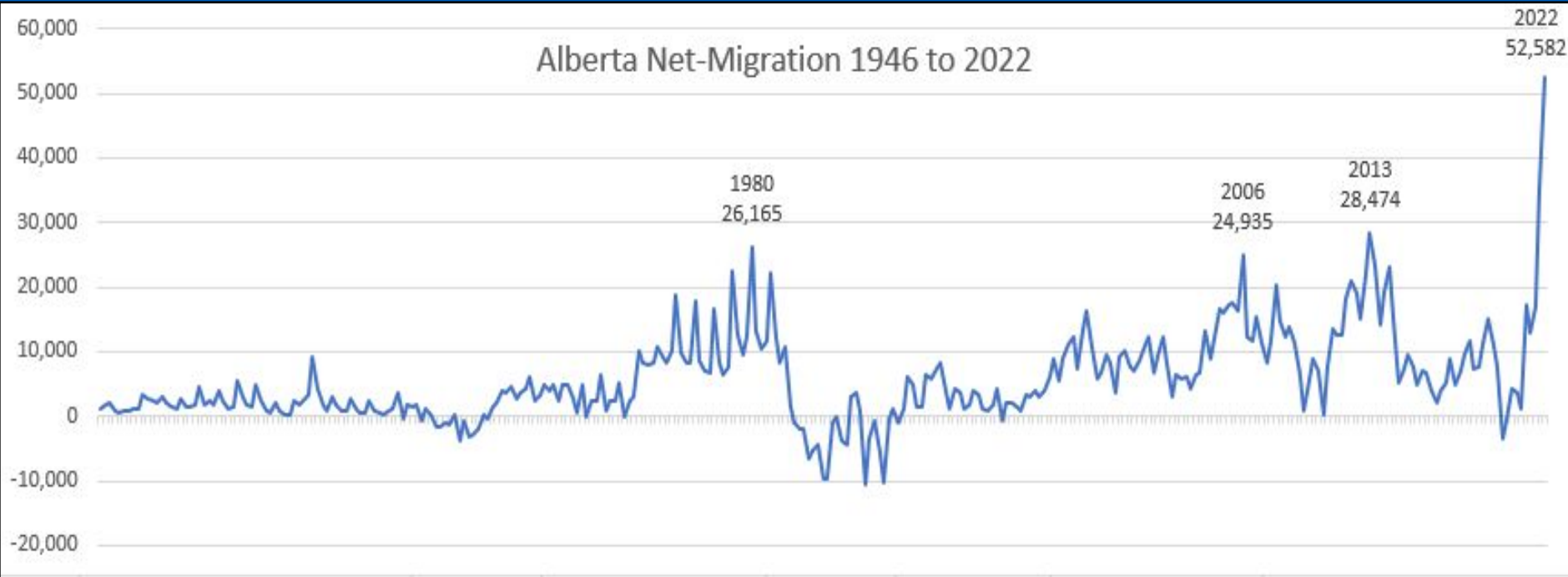


Capital Renewal Funding: Modernizations, IMR\CMR

Infrastructure Maintenance Funding 2005 to 2022



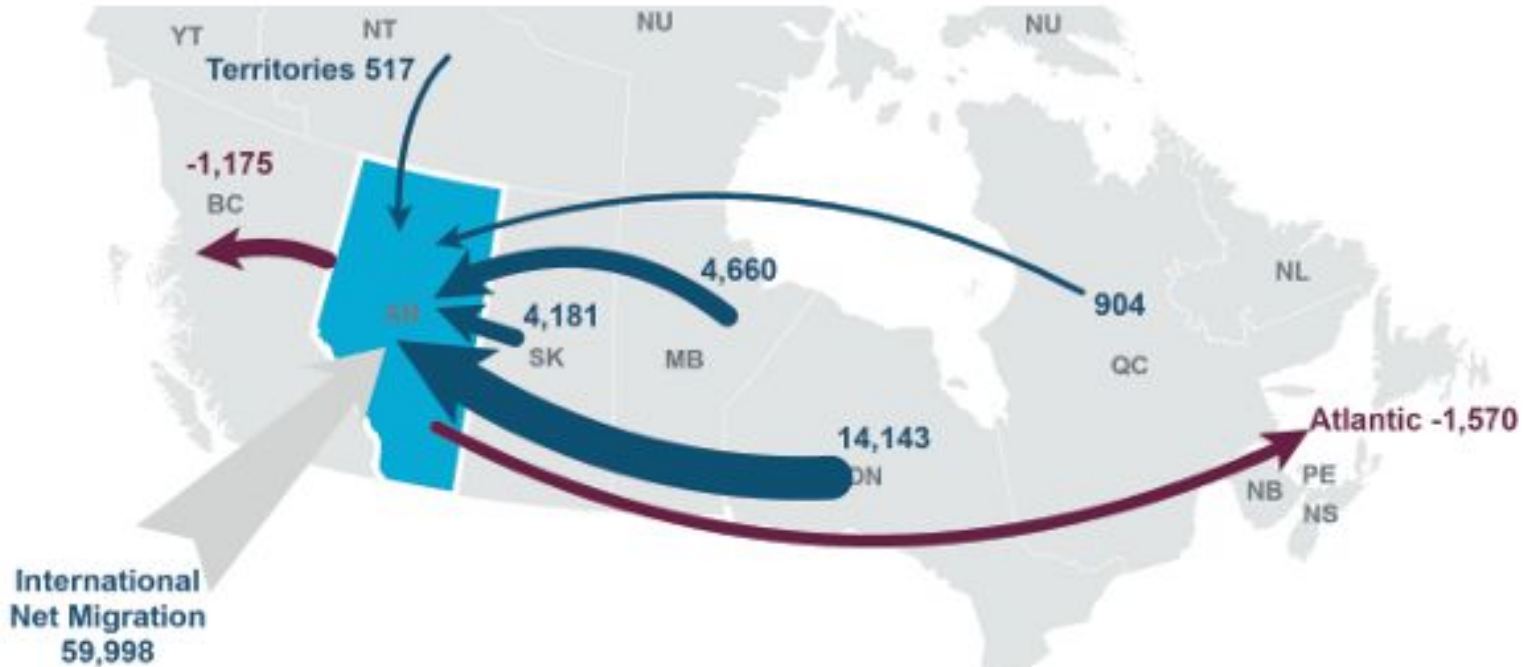
Net Migration in Alberta: Record Levels



Net Migration in Alberta: Where from?

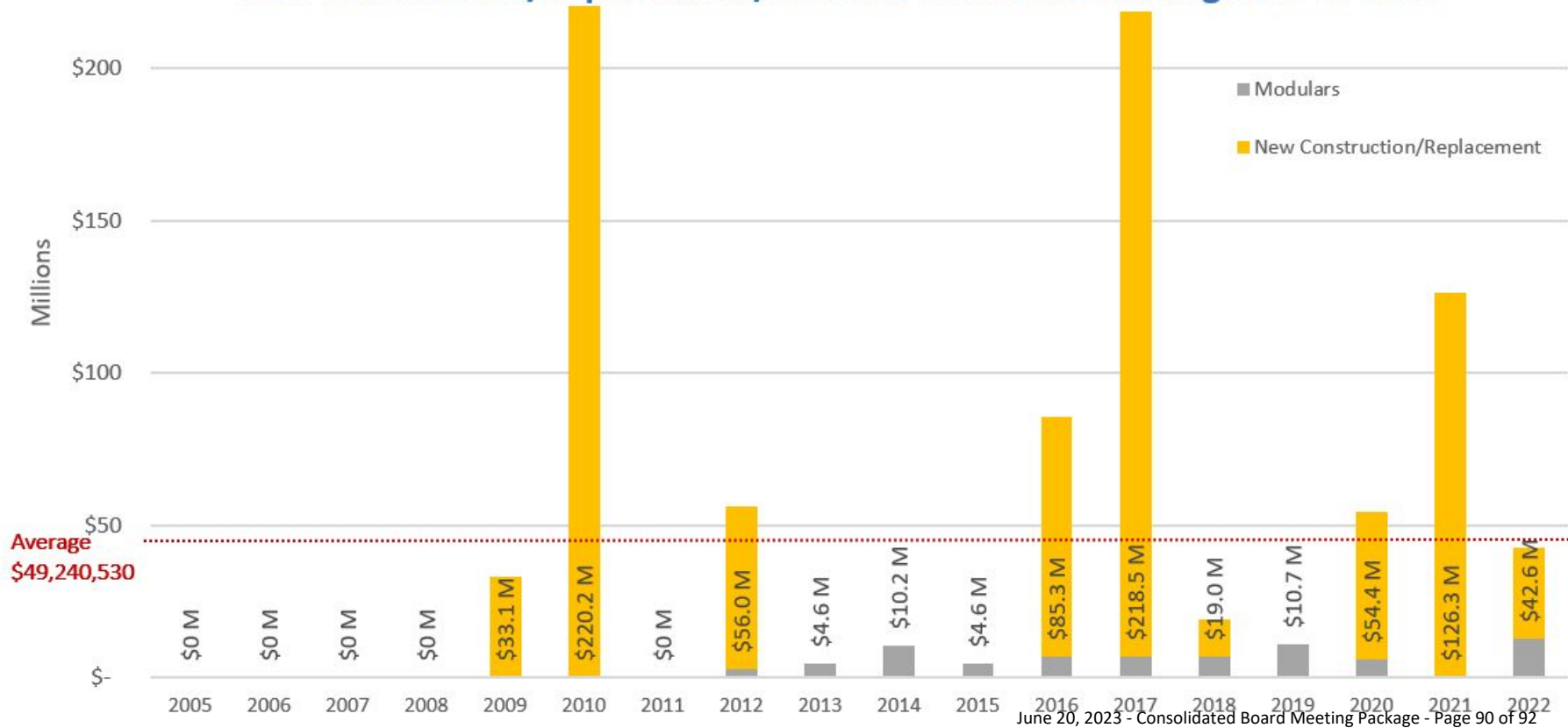
MAP 1: NET POPULATION MOVEMENT FOR ALBERTA

July 1, 2021 to June 30, 2022

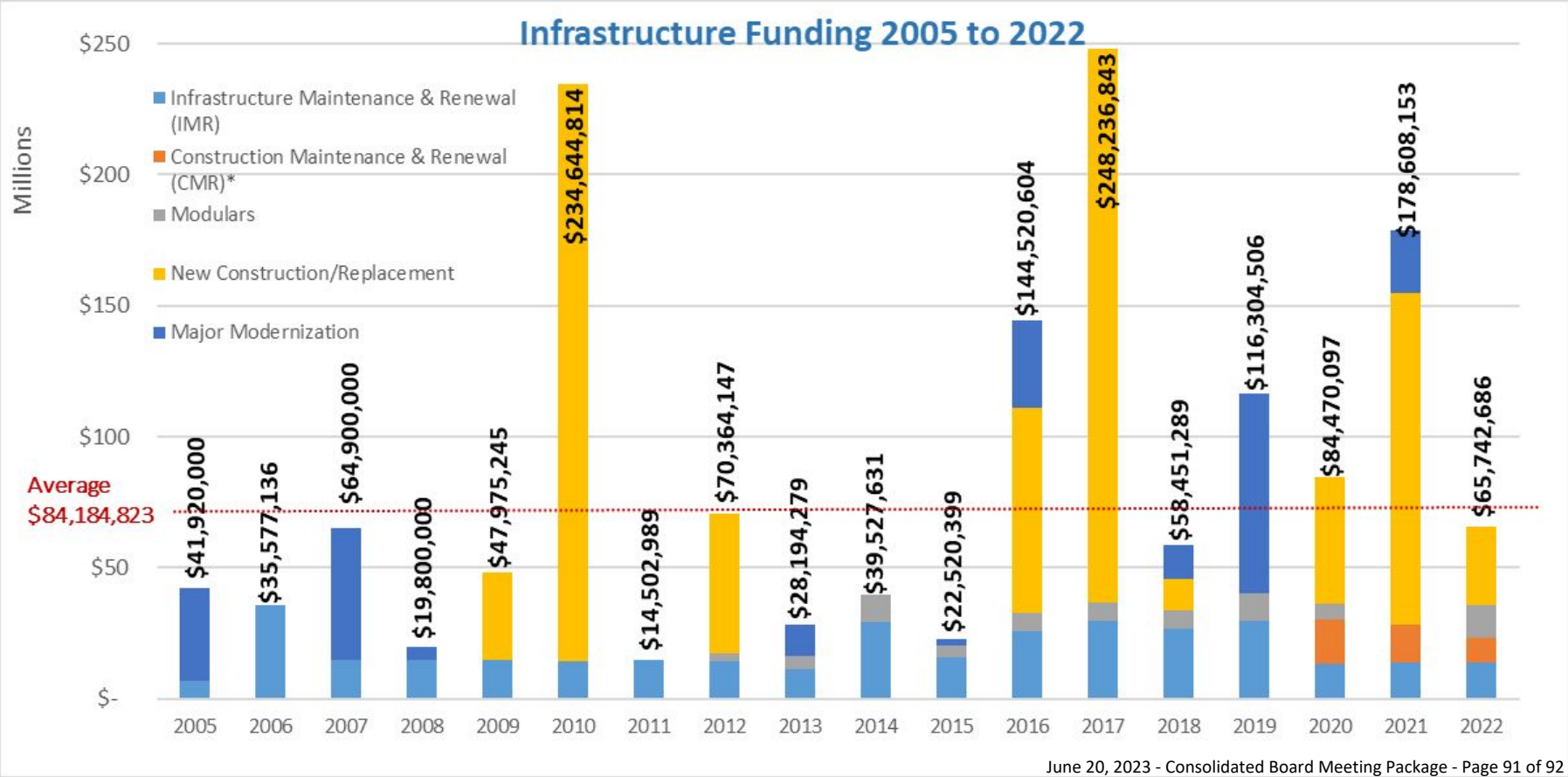


Infrastructure Funding: New Construction & Modulares

New Construction/Replacement/Modular Classroom Funding 2005 to 2022



Infrastructure Funding: Below Average Levels



Division Centres: New Students and Establishments

