



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 6, 2023
2 p.m.

Board Meeting

- A. O Canada
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Approval of the Minutes
 - 1. DRAFT – Board Meeting – May 16, 2023
 - 2. DRAFT – Special Board Meeting – May 26, 2023
- G. Recognition
 - 3. Michael A. Strembitsky Awards
(Information)
- H. 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 5, 2023, to speak under this item.)
- I. Reports
 - 4. Student Senate – Summary of Work Accomplished
(Information)
 - 5. Locally Developed Courses
(Recommendation)
 - 6. 2024-2025 School Year Calendar
(Recommendation)
 - 7. Proposed Revision to Trustee representation for ASBA
(Recommendation)
 - 8. Options for Vacant Ward H Trustee Position
(Recommendation)
 - 9. Preliminary Findings from Extended Student Demographic Survey
(Information)
- J. Other Committee, Board Representative and Trustee Reports
 - 10. 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, May 16, 2023, at 2 p.m.

Present:**Trustees**

Trisha Estabrooks
Dawn Hancock

Marcia Hole
Julie Kusiek
Marsha Nelson

Jan Sawyer
Saadiq Sumar

Officials

Angela Anderson
Todd Burnstad
Grace Cooke
Andrea Cooper

Karen Mills
Kathy Muhlethaler
Kent Pharis
Nancy Petersen
Cliff Richard

Darrel Robertson
Carrie Rosa
Ron Thompson
Liz Yule

Board Chair: Trisha Estabrooks

Recording Secretary: Catherine Angeles

The Board Chair called the meeting to order with recognition that we are on Treaty 6 Territory in the City of Edmonton or amiskwaciwâskahikan or Beaver Hills House. The Nakota Sioux called Edmonton ti oda, which translates to mean 'Many Houses', which indeed it is. And through this land acknowledgement, we celebrate the many names of our city that existed long before settlers arrived, and our place on Treaty 6 Territory.

A. O Canada

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

The Superintendent advised that Trustee O'Keefe was absent. All other Trustees were present.

C. Approval of the Agenda

MOVED BY Trustee Nelson:

**"That the agenda for the May 16, 2023, Board meeting be approved as printed."
(UNANIMOUSLY CARRIED)**

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

The Board Chair shared, on behalf of the Board of Trustees, that we continue to think about the Crawford Plains School community and the family who lost two loved ones in a senseless and violent tragedy. While we may not be able to ever understand this horrific act of violence, we can understand and reflect on our collective response to it. She said we are a community, a city and a Division that cares about each other. The Board Chair thanked staff who came together to support one another and the community during this very difficult time.

The Board Chair said we are also thinking of students and families who have had their lives disrupted by forest fires. It's her understanding that Edmonton Public has yet to enrol a student from one of the affected communities, but she knows that our doors are certainly open if that need arises. The unprecedented nature of these fires has been talked about a lot in the news, and she thinks it's important to also recognize the contributing factor of climate change and its ongoing impact on the forest fire season in this province.

The Board Chair commented that Trustees continue to spread their advocacy messages in the lead-up to the provincial election. She said we can imagine what's possible with adequate funding and we can imagine what it would look like if building construction kept pace with enrolment growth. The Board Chair thanked parents and school council members who continue to share the Board's advocacy materials as we collectively work to ensure public education is a top election issue.

The Board Chair shared that she and several Trustees and attended the Mayor's State of the City Address. They appreciated the Mayor's comments on the value of collaboration. The Board agreed wholeheartedly with that message and looks forward to further discussions on climate action that they can take together with the City of Edmonton.

The Board Chair thanked Edmonton Catholic and Edmonton Public staff for hosting a bus driver appreciation event earlier this month. She also thanked the Trustees who attended. She said it was a great opportunity to talk to drivers, and, perhaps most importantly, thank them for their service.

The Board Chair acknowledged that May 17 is the International Day Against Homophobia, Transphobia and Biphobia. The day was created in 2003 to draw attention to the violence and discrimination experienced by lesbian, gay, bisexual, transgender, queer, Two-Spirit and non-binary people. While we have certainly come a long way, the day remains important given the disproportionate violence experienced by the LGBTQ2S+ community.

The Board Chair expressed congratulations to Sophia Stiles, a Grade 7 student from Vernon Barford Junior High and Evatta Enright, a Grade 7 student from Vimy Ridge Academy, for receiving honourable mention during this year's Honouring Spirit: Indigenous Student Awards from the Alberta School Boards Association. These awards celebrate exceptional students nominated by members of their education communities, based on their exemplary leadership, honour, courage, and commitment to their cultures and education paths.

MINUTE BOOK

The Board Chair shared that graduation season has officially begun. The first graduates of Edmonton Public and in fact the first graduates in the city received their high school diploma last week. Congratulations to McNally students and staff for a wonderful celebration.

E. Communications from the Superintendent of Schools

The Superintendent shared that today Edmonton was seeing smoke from surrounding wildfires. The Division administrative regulation HHFA.AR and guidance from Health Canada state that when the air quality index is at 7 or higher, individuals are recommended to reduce or end strenuous activities and keep students inside with the windows closed. The air quality index was 8 this morning. All schools have been asked to monitor around recess, lunch breaks and any outdoor learning experiences and keep students indoors as required. The Superintendent stated that Division schools also have enhanced ventilation systems, including the installation of MERV-13 filters where possible, and stand-alone HEPA filtration systems for all instructional spaces. The combination of HEPA filtration systems and MERV-13 filters will provide some relief from air quality issues some schools may experience.

The Superintendent reminded everyone that there will be no classes from May 22 to 24. He said that staff and students – and Trustees – have all been working very hard, and this will be a great chance to rest and recharge so we can head into the last month of this school year with good energy.

F. Approval of the Minutes

1. Board Meeting – May 2, 2023
2. Organizational Board Meeting – May 2, 2023

MOVED BY Trustee Hole:

**“That the minutes of Board Meeting held May 2, 2023, and the Organizational Board Meeting held May 2, 2023, all be approved as printed.”
(UNANIMOUSLY CARRIED)**

G. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

MINUTE BOOK**H. Reports**3. 2023-2024 Non-Resident Fees and 2024-2025 International Student Fees**MOVED BY Trustee Hancock:**

“1. That the proposed 2023-2024 Non-Alberta Resident fees and the Special Needs Sponsorship fees as outlined in Attachment I be approved.”

(UNANIMOUSLY CARRIED)

“2. That the proposed 2024-2025 International Student Tuition fee and International Student Application fee as outlined on Attachment I be approved.”

(UNANIMOUSLY CARRIED)

4. Transportation Fees for 2023-2024**MOVED BY Acting Vice-Chair Kusiek:**

“That the proposed 2023-2024 Student Transportation Fee Schedule be approved for implementation in September 2023.”

(UNANIMOUSLY CARRIED)

There was a short break in the meeting.

5. Board Policy HG.BP Student Behaviour and Conduct Annual Review**MOVED BY Trustee Sawyer:**

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

(UNANIMOUSLY CARRIED)

6. Locally Developed Courses**MOVED BY Trustee Sumar:**

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

MINUTE BOOK

Senior High School LDCs

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

Junior High School LDCs

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

(UNANIMOUSLY CARRIED)

7. Seclusion and Physical Restraint Update

An update was provided on the use of seclusion and/or physical restraint. Overall, the data indicated a downward trend for non-self-selected seclusion room use from 2019-2020 to 2022-2023.

8. Equity Fund History
(Response to Request for Information #015)

Information was provided regarding the Request for Information #015.

MINUTE BOOK**I. Comments from the Public and Staff Group Representatives – 5 p.m.**

There were no registered speakers for this item.

J. Other Committee, Board Representatives and Trustee Reports

Acting Vice-Chair Kusiek shared a couple of highlights from Ward F. Lansdowne School invited her out to their spring concert. She said the music and poetry recitations were very uplifting and hopeful – a good reminder about the power of good, the community in our schools and the potential of students. One song was titled, “Joy In My Heart” and she said it was a grounding and joyful experience to be in the gymnasium with Lansdowne students, staff and families. She thanked them for having her.

Acting Vice-Chair Kusiek also shared that on Saturday, students from Lillian Osborne’s Student Solidarity Committee invited her to the LOdown LIVE Conference. It is a Tedx-style event, curated by the Student Solidarity Committee, a group of students working towards social action awareness and education, inclusion and anti-racism and equity in their school. The event goal was to bring together incredible minds from across the country. The theme was “Inspire Change for Today, to Impact the Future of Tomorrow.” The impressive lineup of speakers (including students!) shared their ideas and insights on important topics such as social diversity/inclusion/action, environmental sustainability, health and well-being, and science/technology/innovative thinking. She thanked the students of the Student Solidarity Committee for their leadership and enthusiasm for building a better world where everyone belongs.

Trustee Sumar shared some highlights from the last couple of weeks. The Public School Administrators Association Bids for Kids event helped raise funds for the Edmonton Public Schools Foundation (Foundation). He said he had a blast at the event with Trustee O’Keefe and hoped that the event raised quite a bit of money for the Foundation. Trustee Sumar also reminded everyone that the Foundation’s Reading for Life Virtual Read-A-Thon ends on May 17. If anyone wants to donate, there’s still time to do so.

Trustee Sumar thanked the staff of Ross Sheppard School for hosting the Parent Appreciation Night. There was a great presentation from the TIPS team about digital literacy and digital citizenship. The presentation is available on SchoolZone for parents and also available on the TIPS team page as well. Lots of engaged parents came out for the evening and he hopes there will be future Parent Nights for the school community.

Trustee Sumar expressed his gratitude for bringing greetings, on behalf of the Board, to the J. Percy Page grad last night. He said, “Whenever we have interactions with students, it really reinforces that idea that our students are changemakers, they are leaders...not of tomorrow but of right now, of today.” He also shared a powerful quote that stood out to him from Valedictorian Harshini Ravi, who spoke about a quote from Zig Ziglar talking about fear. *“F-E-A-R has two meanings: ‘Forget Everything And Run’ or Face Everything And Rise.’ The choice is yours.”*

MINUTE BOOK

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

L. **Notices of Motions** - None

M. **Next Board Meeting**: Friday, May 26, 2023, at 9 a.m.

N. **Adjournment**: 5:30 p.m.

The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director Board and
Superintendent Relations

MINUTE BOOK**Special Board Meeting**

Minutes of the special meeting of the Board of Trustees of Edmonton School Division of Alberta held in the Centre for Education McCauley Chambers on Friday, May 26, 2023, at 9 a.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
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. This land and the North Saskatchewan River have traditionally been a gathering place for the Nehiyaw, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. Today we acknowledge we are meeting here on Treaty 6 and that we are in fact all Treaty people.

A. Roll Call: 9:00 a.m.

The Superintendent advised that all Trustees were present.

B. Approval of the Agenda

MOVED BY Acting Vice-Chair Kusiek:

“That the agenda for the May 26, 2023, Board meeting be approved as printed.”

(UNANIMOUSLY CARRIED)

MINUTE BOOK**C. Reports**1. Approval of 2023-2024 Budget

There was a short break before the vote on Recommendation 1.

MOVED BY Trustee O'Keefe:

"1. That the 2023-2024 budget for Edmonton Public Schools, as presented in Attachment IX, be approved for submission to Alberta Education."

(UNANIMOUSLY CARRIED)

"2. That the transfer of \$9 million from operating reserves to capital reserves prior to the end of the 2022-2023 fiscal year be approved (subject to Ministerial approval)."

(UNANIMOUSLY CARRIED)

D. Adjournment: 11:40 a.m.

The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director Board and
Superintendent Relations

DATE: June 6, 2023

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Michael A. Strembitsky Award of Excellence

ORIGINATOR: Carrie Rosa, Acting for Director, Communications

RESOURCE STAFF: Cathy MacDonald

REFERENCE [Board Policy AGA.BP – Recognition of Students, Staff, Parents and the Community](#)
[Administrative Regulation HI.AR – Recognition of Students](#)

ISSUE

Every year, each Division high school may nominate a student for the Michael A. Strembitsky Award of Excellence. A selection committee adjudicates the nominees based on the award’s criteria and selects three recipients.

BACKGROUND

The Michael A. Strembitsky Award of Excellence was established to honour the Division’s longest-serving superintendent, Michael A. Strembitsky. A gold, silver and bronze medallion and cheques in the amount of \$2,000, \$1,500 and \$1,000 respectively are presented to the three Grade 12 students who best exemplify the award criteria.

CURRENT SITUATION

Each of the following nominees will be acknowledged with a plaque.

KEY POINTS

Name	School
Victoria Silva-Veltkamp	Academy at King Edward
Samantha Macatangay	Centre High
Harsehaj Kaur	Dr. Anne Anderson
Alexander Callas	Eastglen
Elise VandenBorn	Edmonton Christian High
Jack Bates	Harry Ainlay
Tessa Pratt	J. Percy Page
Alyssa Shen	Jasper Place
Sandy Iligan	Lillian Osborne
Tran Nguyen	M. E. LaZerte
Ansh Chavda	McNally
Kaitlyn Riesen	Millwoods Christian
Aurora Shi	Old Scona
Yousra Berih	Queen Elizabeth

Sofia Sejutee
Maria Ngan
Maria Morin
Angela Corsaro
Abinash Saravanan

Ross Sheppard
Strathcona
Victoria
Vimy Ridge
W. P. Wagner

The bronze, silver and gold Michael A. Strembitsky Award of Excellence recipients will be announced by the Board Chair at the public Board meeting on June 6, 2023.

CR:cm

DATE: June 6, 2023

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Student Senate Work Plan Update

ORIGINATOR: Karen Mills, Director, Board and Superintendent Relations

RESOURCE STAFF: Sabin Ammanethu, Sean Jones, Nancy Petersen, Wanas Radwan

REFERENCE: [November 1, 2022 Board Report: Student Senate 2022-2023 Work Plan](#)

ISSUE

The Student Senate is presenting to the Board of Trustees an update of their work in support of their 2022-2023 Work Plan.

BACKGROUND

At the November 1, 2022, public Board meeting, Student Trustees shared with the Board that, through a survey of their peers, they found that students were most interested in three sub-topics that sit under the overarching umbrella of mental health - transitions from high school, supporting students with school work and mental health supports for students. The Student Trustees also shared that, given the common theme and overlapping subject areas, working groups were created based on three different avenues for presenting each theme:

- presentation (panel, individual, live or recorded),
- media (brochure, poster, etc.), and
- networking (group, forum, event, etc.).

Students also decided to form a group to work on Student Senate promotion. Each working group is supported by an adult advisor.

CURRENT SITUATION

The Student Senate has had three formal meetings since the March 7 presentation to the Board. Several Trustees joined the students at their March 8 meeting to gather feedback to help inform decisions related to the 2023-2024 Division budget. At facilitated table conversations, Student Senators provided feedback on the following questions:

1. What should the top three funding priorities be for the Division?
2. How might the Division organize differently to continue to provide support for students?
3. What could the Division let go of that would have the least amount of negative impact on quality teaching and learning and our Division culture?

The April 12 meeting was devoted to project work time and a sharing session so that Student Senators knew what each group was working on and what stage each project was at.

At their May 14 meeting, a guest from SUNIA (Seminar on the United Nations and International Affairs) encouraged Student Senators to consider participating in the organization's summer camp. There was also time committed to project work, following which Student Senators reflected on their experiences, sharing both highlights of their year and suggestions for improving the Student Senate experience.

The final meeting of this year's Student Senate is June 14, 2023. This meeting will serve as a transition between this year's Student Senate members and next year's senators.

KEY POINTS

- For their 2022-2023 work plan, the Student Senate selected three topics under the umbrella of mental health: transitions from high school, supporting students with school work and mental health supports for students.
- To carry out their work, Student Senators formed three smaller groups, based on the approach they wish to take for their work: presentation, media or networking.
- A fourth group formed to focus on promoting the Student Senate.
- The groups are completing the following projects:
 - A brochure to help students navigate life after high school
 - Three podcasts; one each on studying tips, student clubs and support for newcomers
 - A video panel discussion with tips for maintaining good mental health when transitioning to post-secondary education
 - An Instagram account, Student Senate slideshow presentation and a promotions toolbox resource document
- All materials are being shared on the Student Senate website and the promotions group has done a great job sharing the Senate's accomplishments on Instagram.

KM:km

DATE: June 6, 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
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

Senior High School LDCs (continued)

Course Name	Course Codes	Version	Approval Period
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
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

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

Elementary and Junior High School LDCs (continued)

Course Name	Course Codes	Approval Period
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 6, 2023
- ATTACHMENT II Enrolment Data for Locally Developed Courses Submitted for Approval on June 6, 2023

LH:lh

Summaries of Locally Developed Courses Submitted for Approval on June 6, 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.

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.

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.

Enrolment Data for Locally Developed Courses Submitted for Approval on June 6, 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
Contemporary Dance 25-35	60	41	37	35	Jasper Place Victoria Vimy Ridge Academy
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

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 Writing and Publishing 15-25-35 (continued)	155	28	185	232	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
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

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	
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
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

DATE: June 6, 2023

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: 2024–25 School Year Calendar

ORIGINATOR: Cliff Richard, Chief Infrastructure and Technology Officer

RESOURCE

STAFF: Terry Korte, Bob Morter

REFERENCE [GCA.BP](#) – Approval of the School Year Calendar
[GCA.AR](#) – The School Year Calendar
[Education Act](#)
[Funding Manual for School Authorities 2023/24 School Year](#)

ISSUE

Section 60 of the *Education Act* states that:

“A board shall determine and make publicly available for each school year the days, dates and number of days of school operation.”

Additionally, *Board Policy GCA.BP – Approval of the School Year Calendar*, requires that the Board of Trustees approve calendars for two years following the current school year.

BACKGROUND

The school year calendar is designed with a number of requirements and considerations including provincial and federal employment legislation, Alberta Education requirements, our Division’s Board Policies and Administrative Regulations, and collective agreements with staff groups. These requirements need to be incorporated when designing a school year calendar that best supports the educational programming of the Division.

Provincial and federal legislation lists a variety of holidays that need to be incorporated into the calendar, and are also required to be provided to some staff groups through collective agreements. These required holidays include: New Year’s Day, Alberta Family Day, Good Friday, Easter Monday, Victoria Day, Canada Day, August Civic Holiday, Labour Day, the National Day for Truth and Reconciliation, Thanksgiving Day, Remembrance Day, Christmas Day and Boxing Day.

Furthermore, provincial legislation identifies teachers’ convention and assigns the responsibility for these days to the Alberta Teachers’ Association. Alberta Education articulates the number of hours of instruction that students receive in a year and sets the diploma exam and provincial achievement testing schedules. The Advanced Placement and International Baccalaureate testing schedules are set by their respective organizations.

Division Administrative Regulation *GCA.AR – The School Year Calendar* requires a two-week winter recess inclusive of December 24 and January 2. Under the direction of the administrative regulation, the spring recess is to be five consecutive days beginning on the last Monday of March.

Both of the proposed 2024–25 calendars amend the typical start of the spring recess. This is due to diploma exams having been scheduled by the province starting the last Monday of March—March 31, 2025. The draft diploma exam dates are as follows:

- November 4–14, 2024
- January 12–28, 2025
- March 31–April 10, 2025
- June 11–25, 2025

A request has been made to Alberta Education to shift the spring diploma exams to run from April 1 to April 11, 2025. This would remove the diploma exam from March 31, which is also Eid al-Fitr. Contingency plans should this change occur are discussed below in Considerations and Analysis.

Additionally, the calendar is designed to balance the two semesters to facilitate curriculum delivery and to align with the terms and conditions of the “Letter of Understanding #9 Pilot Project on Revised School Calendar” within the Alberta Teachers’ Association September 1, 2018 to August 31, 2020 collective agreement.

The Division has been approached by members of the community advocating for the inclusion of a number of specific holy days or days of significance as non-instructional days in the Division’s calendar. The Board of Trustees is committed to exploring the incorporation of these days where feasible, with the goal of creating a more inclusive school year calendar.

Feedback from the 2022 Division Feedback Survey indicated strong support for a calendar that would allow students and families to participate in religious and cultural days that are special to them. It should be noted that a majority of respondents did not support a calendar with days off in the middle of the week. This suggests that caution should be employed when setting midweek non-instructional days. The concept of clustering versus distributing breaks was also confirmed in the 2022 Division Feedback Survey with over 75 per cent of respondents who had a preference indicating support for school breaks that happen less often but with more days grouped together.

Both proposed versions of the calendar only have a single midweek, professional development day. This is January 29, which is both the start of the second semester and Lunar New Year. In this case, operational considerations of semester transition align with placing a professional development day here to allow families to celebrate Lunar New Year.

RELATED FACTS

Key points of the two draft 2024–25 School Year Calendars include:

- The calendar is built around 178 instructional days
- The start date for students is Tuesday, September 3, 2024; this aligns with a preference for school to start in the first week of September that was indicated in the 2022 Division Feedback Survey
- The end date for students is Wednesday, June 25, 2025, aligning with the draft Alberta Education diploma exam schedule
- Instructional days are balanced for first and second semesters

- A breakdown of instructional days as follows:
 - Version 1 has 32 Mondays, 39 Tuesdays, 36 Wednesdays, 36 Thursdays, 35 Fridays
 - Version 2 has 32 Mondays, 38 Tuesdays, 37 Wednesdays, 37 Thursdays, 34 Fridays
- A fall break for families of five days: two professional development days, one day in lieu for reporting, a Saturday and a Sunday
- A May break of five days consisting of: Saturday, Sunday, Victoria Day, one day in lieu for reporting and one Board declared non-instructional day
- Eight professional development days
- The proposed calendar generally reflects clustering of days, the preferred approach indicated by family and staff in the open-access opinion poll administered from January 31 to February 10, 2020, and supported in the 2022 Division Feedback Survey

RECOMMENDATION

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

OTHER OPTIONS

1. That Version 1 of the proposed 2024–25 School Year Calendar be approved with amendments.
2. That Version 2 of the proposed 2024–25 School Year Calendar be approved.
3. That Version 2 of the proposed 2024–25 School Year Calendar be approved with amendments.

CONSIDERATIONS and ANALYSIS

The attached calendars were developed in alignment with the various requirements outlined within the background section of this report. The proposed calendars maintain the 178 instructional days present in prior school year calendars. Building the calendar around the same number of days results in greater consistency of school hours of operation from year-to-year, and allows schools, for the most part, to retain existing timetables for students and staff. This assists parents with creating consistency of drop-off and pick-up times and contributes to efficient routing and scheduling of buses.

Both versions of the calendar have Semester 1 broken into a first quarter of 46 days and a second quarter of 43 days. Due to constraints of when the year begins along with the draft diploma exam schedule, it is not possible to create more balance between Quarter 1 and 2. Even this is only achieved by placing all non-instructional days into the first quarter. Version 1 has a distribution of 43 and 46 days in Quarters 3 and 4, while Version 2 provides a better balance of days between Quarters 3 and 4; 45 and 44 days respectively.

In the last few years, a request was made to the Board of Trustees, and in subsequent meetings with the administration, for the Division to organize a number of specific days as non-instructional days in such a way as to avoid school on specified holy days or days of significance from a number of faiths and cultures.

For the 2024–2025 school year, two of those dates fall on the weekend (Eid al-Adha and the summer solstice/National Indigenous Peoples day), three have been proposed as non-instructional days (Yom Kippur, Diwali/Bandi Chhor Divas and the Lunar New Year), and one is an instructional day (Eid al-Fitr). Eid al-Fitr, March 31, 2025, currently has a draft diploma exam scheduled for the day. Administration has contacted Alberta Education requesting that the diploma exams scheduled to begin on March 31, 2025 be delayed until April 1, 2025. Should this change be made by Alberta Education, suggestions for adjusting the calendar are outlined below and a revised calendar would be brought back to the Board of Trustees for approval.

As mentioned above, current administrative regulation requires that spring recess begin the last Monday of March. Based on the draft Alberta Education schedule, spring recess will need to be moved. The first semester of both proposed versions of the school year calendar are identical. The second semester differs primarily with the placement of spring break. Version 1 places spring break a week early. Under this version, Quarter 3 is shorter, and there are few non-instructional days in Quarter 3. This also means that the three professional learning days in Semester 2 must be placed in Quarter 4, the last portion of the school year.

Version 2 has a number of impacts. Spring break is moved after the April diploma exams to the middle of April, much later than traditionally the case. This model ties the break into the Easter weekend. Due to the fact that this break includes Good Friday, it will make an additional day available in the second semester. This day could be used as a Board declared non-instructional day and tentatively placed on Friday, March 28, 2022. The draft diploma exam schedule has the first exam in the April administration occurring on Monday, March 31, which is also Eid al-Fitr. If the schedule is adjusted by Alberta Education, it would allow Boards the flexibility to have March 31 as a non-instructional day allowing students and families the chance to celebrate this significant day in the Islamic calendar. If the diploma exam schedule is adjusted to allow for this, it would be the suggestion of the administration to move the Board declared non-instructional day from Friday, March 28 to Monday, March 31. It should be noted that if Version 1 is selected, there is no possibility for an additional Board declared non-instructional day; in this case it would be proposed that the professional learning day scheduled for either April 16, 2025, or June 9, 2025, be moved to March 31, 2025.

As referenced earlier, the Division included a number of questions related to the calendar in the 2022 Division Feedback Survey. A number of these questions related to the Fall, Winter, Spring and May breaks. For the majority of these questions, there was a significant number of responses that indicated “no preference”. One finding seems to be of particular note—regarding spring recess, there was not a strong preference for the break beginning on the last Monday in March, as currently required in administrative regulation. A further question found greater support for spring recess being set around the Easter weekend. While the concept of a spring recess that floats may have other challenges in future years, it is incorporated into calendar Version 2 for the Board’s consideration.

NEXT STEPS

Once approved, the calendar shall be published on the Division website.

ATTACHMENTS and APPENDICES

ATTACHMENT I	Draft 2024–25 School Year Calendar Version 1
ATTACHMENT II	Draft 2024–25 School Year Calendar Version 2
APPENDIX I	2022 Division Feedback Survey Results, as related to calendar

BM/al

2024–25 Division Calendar – DRAFT v1

May 24, 2023

epsb.ca

AUGUST • 2024

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER • 2024

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29	30					

OCTOBER • 2024

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27	28	29	30	31		

NOVEMBER • 2024

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DECEMBER • 2024

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22	23	24	25	26	27	28
29	30	31				

JANUARY • 2025

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26	27	28	29	30	31	

FEBRUARY • 2025

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23	24	25	26	27	28	

MARCH • 2025

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30	31					

APRIL • 2025

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27	28	29	30			

MAY • 2025

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JUNE • 2025

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22	23	24	25	26	27	28
29	30					

APPROVED HOLIDAYS

Labour Day	September 2
The National Day for Truth and Reconciliation	September 30
Thanksgiving	October 14
Remembrance Day	November 11
Christmas Day	December 25
Boxing Day	December 26
Winter Break	Dec. 23–Jan. 3
New Year's Day	January 1
Family Day	February 17
Teachers' Convention	February 27–28
Spring Break	March 24–28
Good Friday	April 18
Easter Monday	April 21
Victoria Day	May 19

First Operational Day (No Students)	August 29
First Day of Classes	September 3
Last Day of Classes	June 25
Last Operational Day	June 26

LEGEND

- PUBLIC HOLIDAY
- PD DAY (NO STUDENTS)
- FIRST/LAST DAY OF CLASSES
- OPERATIONAL DAY (NO STUDENTS)
- TEACHERS' CONVENTION
- TEACHERS' DAY IN LIEU (NO TEACHERS OR STUDENTS)
- BOARD APPROVED NON-INSTRUCTIONAL DAY (NO TEACHERS OR STUDENTS)
- WINTER/SPRING BREAK

DATES OF SIGNIFICANCE

Yom Kippur	October 11
Diwali and Bandi Chhor Divas	November 1
Lunar New Year	January 29
Eid al-Fitr	March 31
Eid al-Adha	June 8
Summer Solstice and National Indigenous Peoples Day	June 21

Pink highlight indicates diploma exam days for reference only and will not be on final published calendar.

2024–25 Division Calendar – DRAFT v2 May 24, 2023

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AUGUST • 2024

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER • 2024

S	M	T	W	T	F	S
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER • 2024

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER • 2024

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER • 2024

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
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JANUARY • 2025

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FEBRUARY • 2025

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MARCH • 2025

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APRIL • 2025

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MAY • 2025

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25	26	27	28	29	30	31

JUNE • 2025

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22	23	24	25	26	27	28
29	30					

APPROVED HOLIDAYS

Labour Day	September 2
The National Day for Truth and Reconciliation	September 30
Thanksgiving	October 14
Remembrance Day	November 11
Christmas Day	December 25
Boxing Day	December 26
Winter Break	Dec. 23–Jan. 3
New Year's Day	January 1
Family Day	February 17
Teachers' Convention	February 27–28
Spring Break	March 24–28
Good Friday	April 18
Easter Monday	April 21
Victoria Day	May 19

First Operational Day (No Students)	August 29
First Day of Classes	September 3
Last Day of Classes	June 25
Last Operational Day	June 26

LEGEND

- PUBLIC HOLIDAY
- PD DAY (NO STUDENTS)
- FIRST/LAST DAY OF CLASSES
- OPERATIONAL DAY (NO STUDENTS)
- TEACHERS' CONVENTION
- TEACHERS' DAY IN LIEU (NO TEACHERS OR STUDENTS)
- BOARD APPROVED NON-INSTRUCTIONAL DAY (NO TEACHERS OR STUDENTS)
- WINTER/SPRING BREAK

DATES OF SIGNIFICANCE

Yom Kippur	October 11
Diwali and Bandi Chhor Divas	November 1
Lunar New Year	January 29
Eid al-Fitr	March 31
Eid al-Adha	June 8
Summer Solstice and National Indigenous Peoples Day	June 21

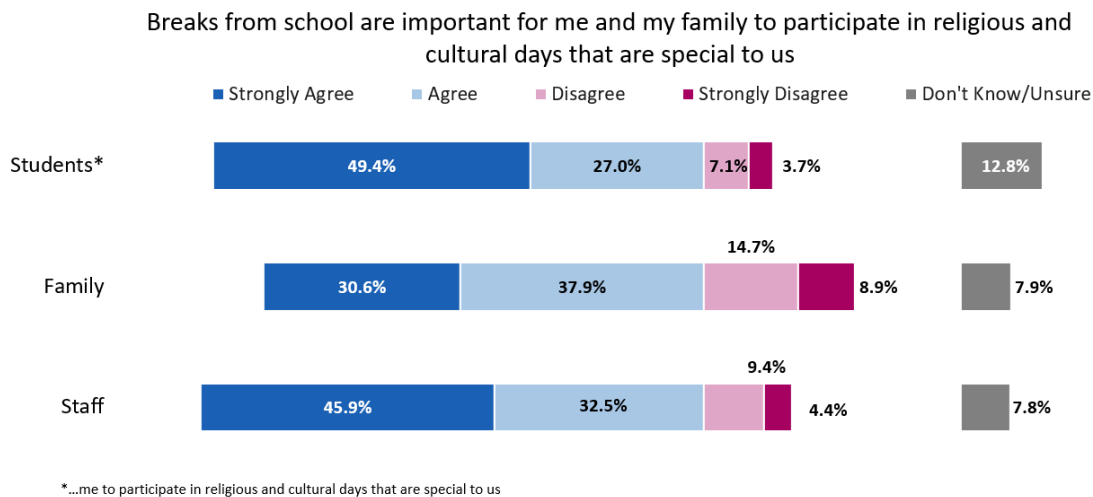
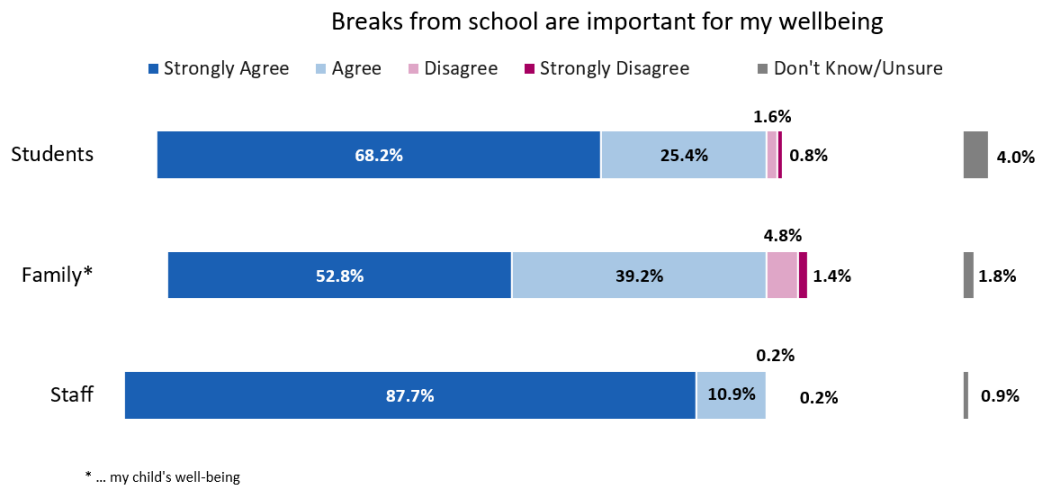
Pink highlight indicates diploma exam days for reference only and will not be on final published calendar.

2021-2022 DIVISION FEEDBACK SURVEY - CALENDAR QUESTIONS ANALYSIS

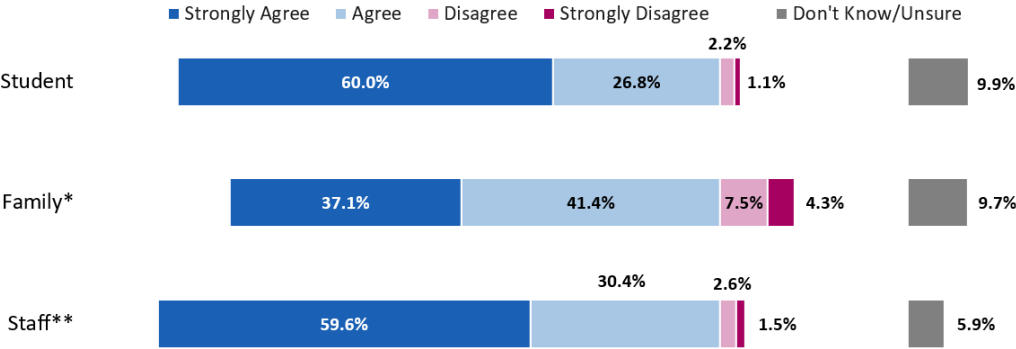
A series of closed-ended questions related to the EPSB school calendar were asked in the 2021-2022 Division Feedback Survey, open for stakeholders to complete from April 4 to May 6, 2022. Student, staff and family responses for each of these questions related to the EPSB school calendar are visualized below. Tables that detail the number of respondents for each question option are also included.

FIGURES

Cultural and Religious Days

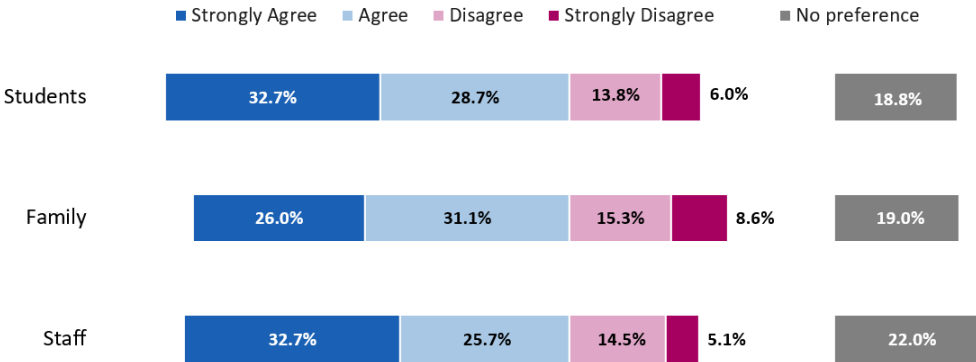


Breaks from school are important for my classmates to participate in religious and cultural days that are special to them

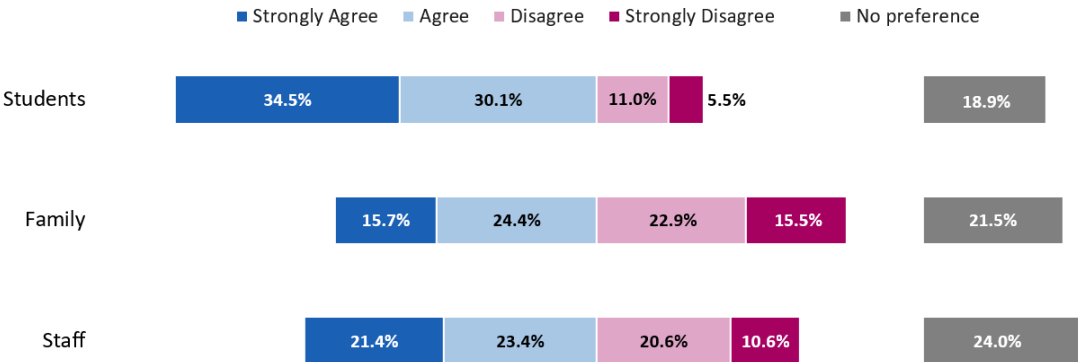


* ...people from my school community to participate in religious and cultural days that are special to them
 **...people from my school or work community to participate in religious and cultural days that are special to them

To include more cultural and religious holidays, I support school breaks that happen less often but with more days grouped together



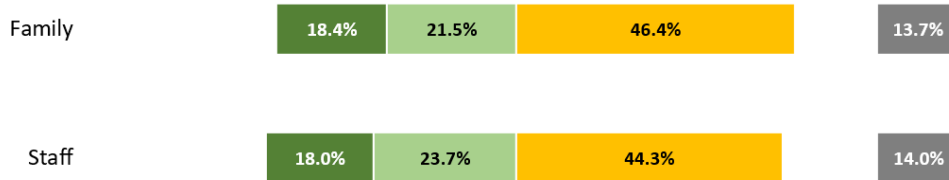
To include more cultural and religious holidays, I support school breaks that happen more often but with fewer days grouped together



School Start Date

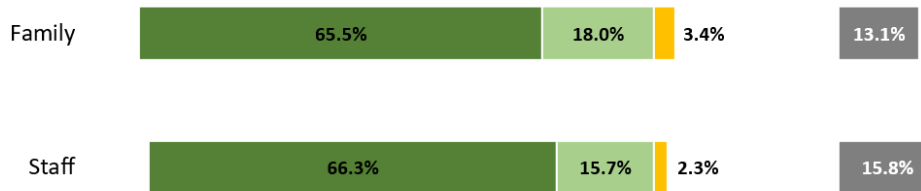
How supportive would you be if school started the last week of August?

■ Very supportive ■ Somewhat supportive ■ Not Supportive at All ■ No preference



How supportive would you be if school started the first week of September?

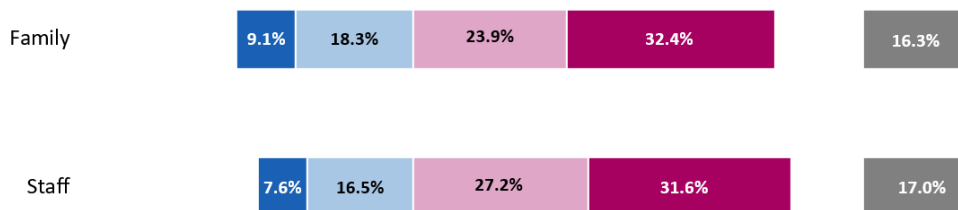
■ Very supportive ■ Somewhat supportive ■ Not Supportive at All ■ No preference



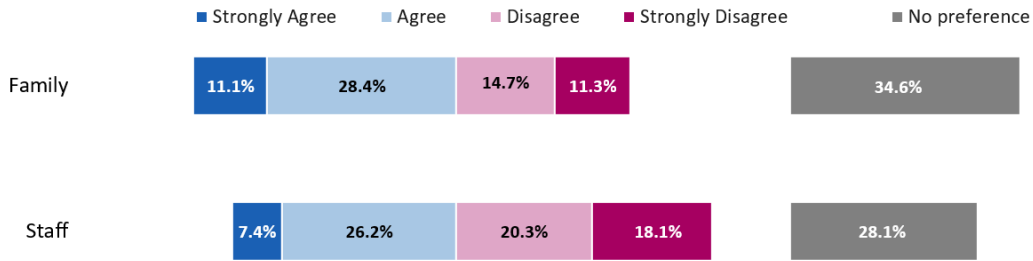
Potential School Calendar Adjustments

Keeping in mind that the total number of days off in the school year will stay the same, I am supportive of a school calendar with days off in the middle of the week

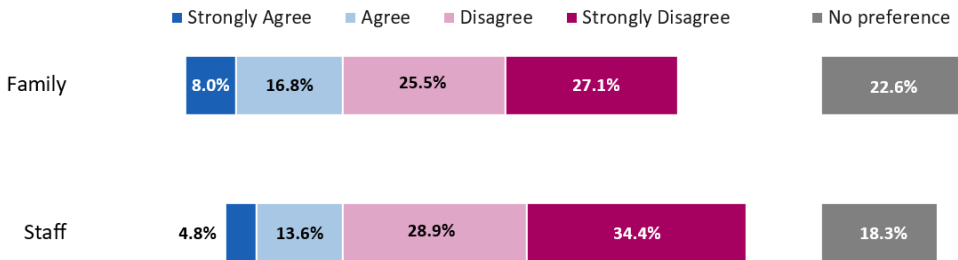
■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ No preference



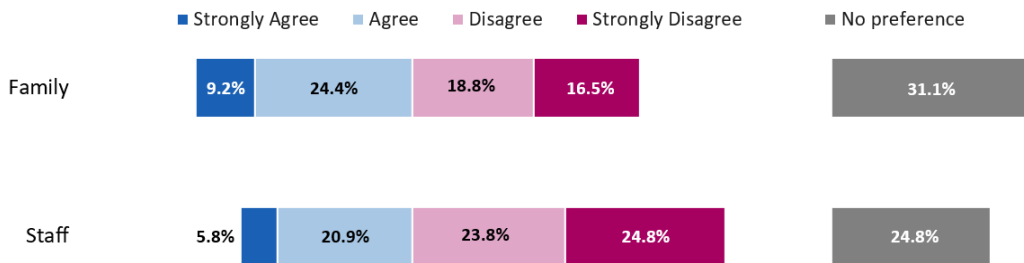
Keeping in mind that the total number of days off in the school year will stay the same, I am supportive of changing November fall break



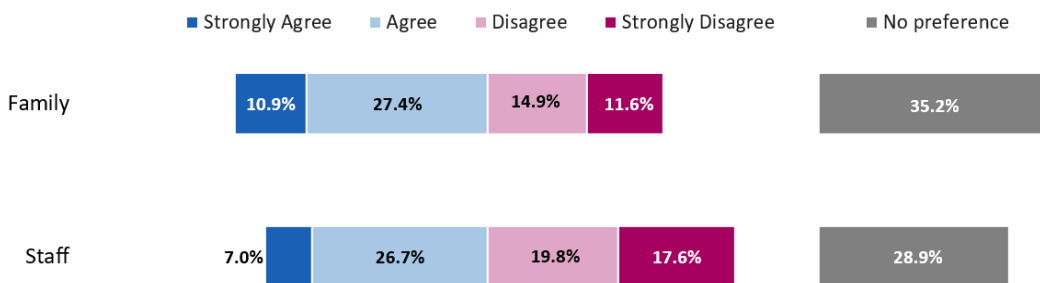
Keeping in mind that the total number of days off in the school year will stay the same, I am supportive of changing winter break



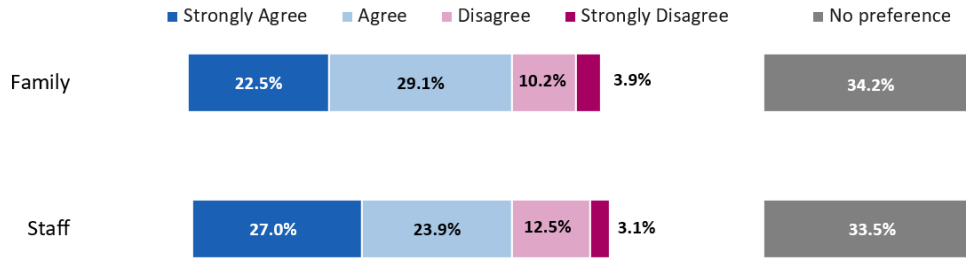
Keeping in mind that the total number of days off in the school year will stay the same, I am supportive of changing spring break



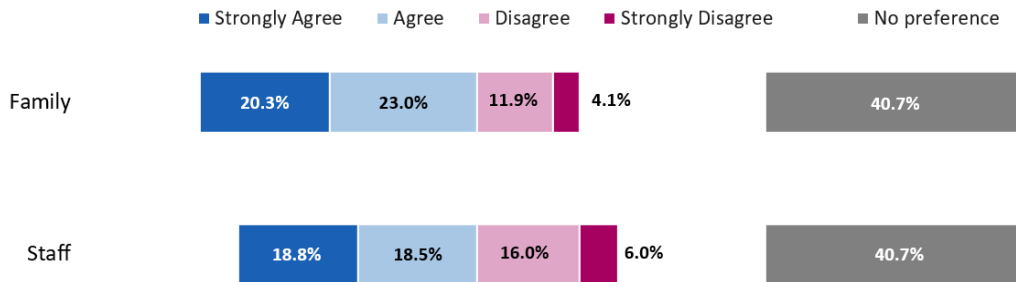
Keeping in mind that the total number of days off in the school year will stay the same, I am supportive of changing May break



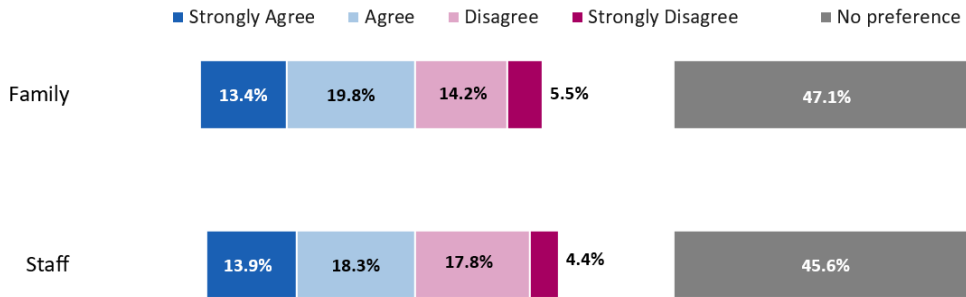
It is important that fall break includes Remembrance Day



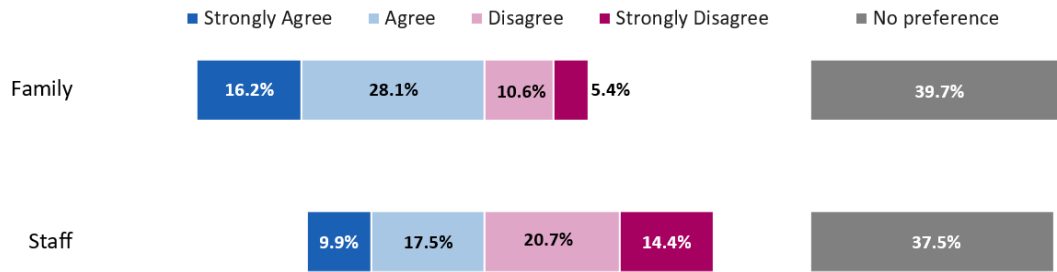
It is important that winter break starts on a Monday



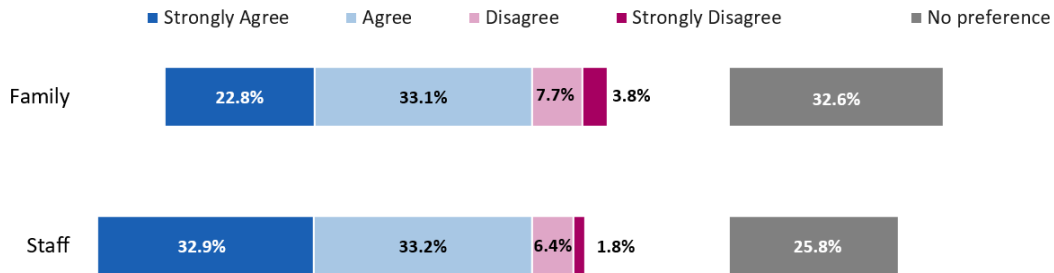
It is important that spring break is always the last week of March



It is important that spring break is set around the spring Monday and Friday holidays

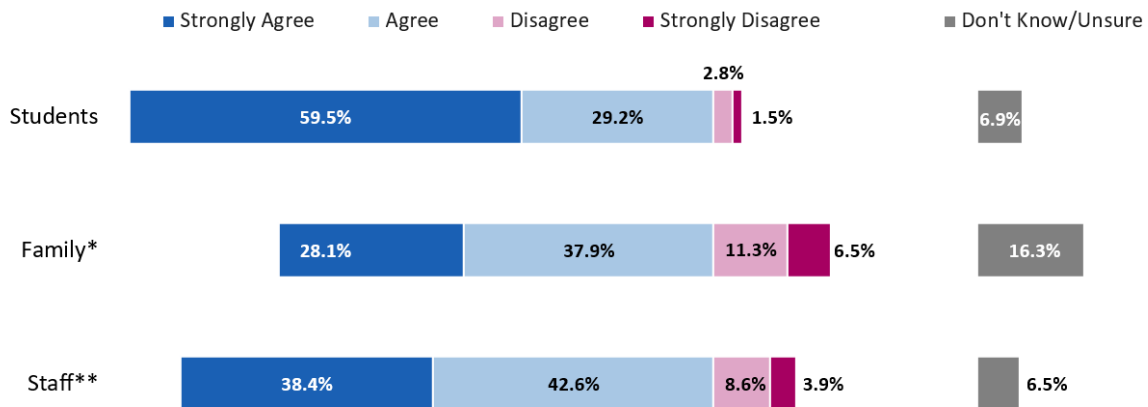


It is important that there is a May break that includes May long weekend



Revised 2020-2021 School Year Calendar

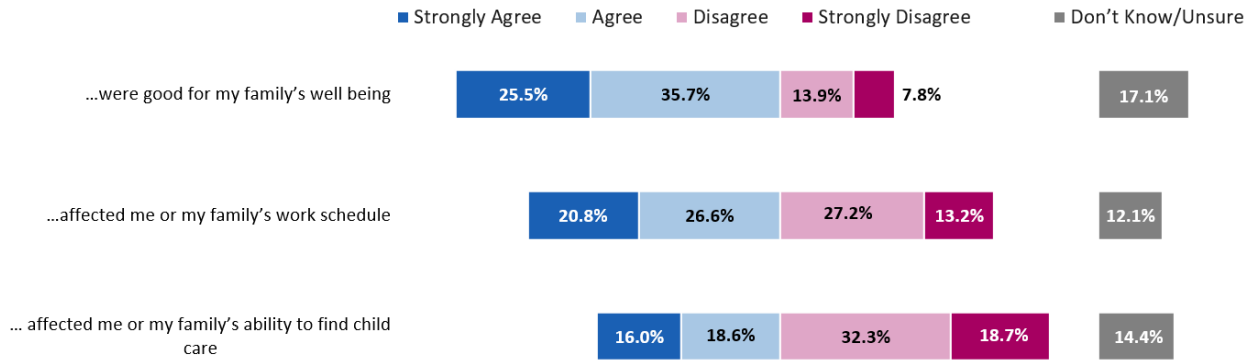
These five extra days off were good for my well being



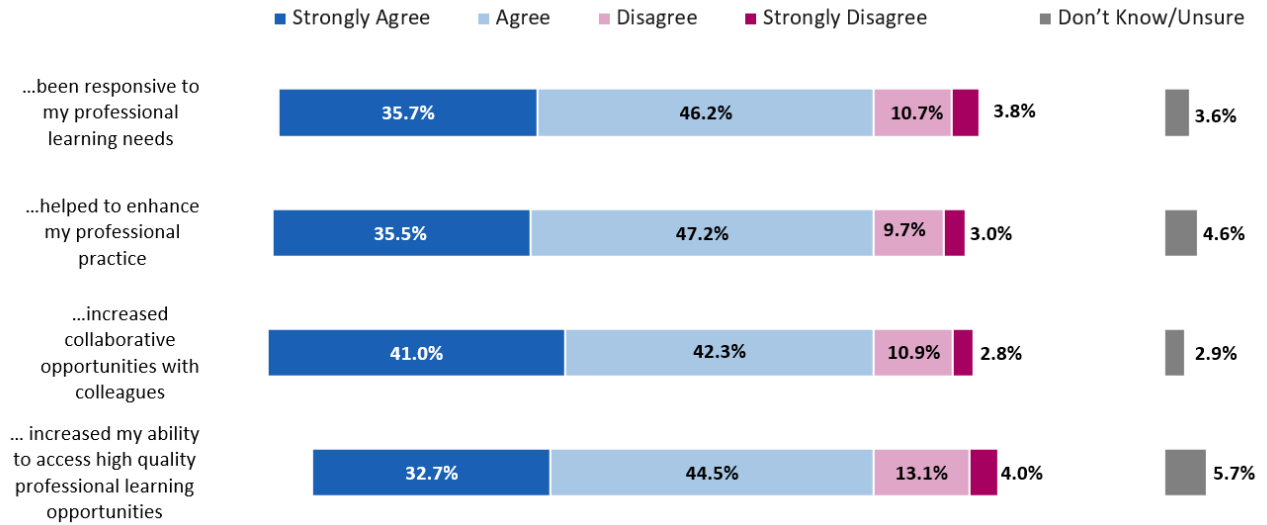
* My child's wellbeing

**The additional PD days have positively impacted my well being.

Family: These five additional days...



Staff: These five additional PD Days...



TABLES

Cultural and Religious Days

Breaks from school are important for my well being

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Unsure	Total
Students	27,602	10,283	642	316	1,610	40,453
Family*	1,966	1,458	180	53	67	3,724
Staff	5,214	647	14	11	56	5,942

*...my child's well-being

Breaks from school are important for me and my family to participate in religious and cultural days that are special to us

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Unsure	Total
Students*	19,980	10,924	2,866	1,508	5,175	40,453
Family	1,141	1,411	548	330	294	3,724
Staff	2,726	1,932	560	260	464	5,942

*...me to participate in religious and cultural days that are special to us

Breaks from school are important for my classmates to participate in religious and cultural days that are special to them

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Unsure	Total
Students	24,289	10,837	896	443	3,988	40,453
Family*	1,380	1,543	281	160	360	3,724
Staff**	3,542	1,806	153	89	352	5,942

* ...people from my school community to participate in religious and cultural days that are special to them

**...people from my school or work community to participate in religious and cultural days that are special to them

To include more cultural and religious holidays, I support school breaks that happen less often but with more days grouped together

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Unsure	Total
Students	12,891	11,332	5,459	2,352	7,419	39,453
Family	968	1,158	570	321	707	3,724
Staff	1,875	1,471	831	291	1,259	5,727

To include more cultural and religious holidays, I support school breaks that happen more often but with fewer days grouped together

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Unsure	Total
Students	13,507	11,792	4,316	2,141	7,405	39,161
Family	584	910	852	577	801	3,724
Staff	1,210	1,322	1,166	599	1,360	5,657

School Start Date

How supportive would you be if school started the last week of August?

	Very supportive	Somewhat supportive	Not Supportive at All	No preference	Total
Family	685	801	1,727	511	3,724
Staff	1,071	1,408	2,632	831	5,942

How supportive would you be if school started the first week of September?

	Very supportive	Somewhat supportive	Not Supportive at All	No preference	Total
Family	2,438	670	128	488	3,724
Staff	3,937	930	134	941	5,942

Potential School Calendar Adjustments

Keeping in mind that the total number of days off in the school year will stay the same, I am supportive of a school calendar with days off in the middle of the week

	Strongly Agree	Agree	Disagree	Strongly Disagree	No preference	Total
Family	340	681	889	1,208	606	3,724
Staff	453	981	1,616	1,880	1,012	5,942

Keeping in mind that the total number of days off in the school year will stay the same, I am supportive of changing November fall break

	Strongly Agree	Agree	Disagree	Strongly Disagree	No preference	Total
Family	412	1,056	548	421	1,287	3,724
Staff	440	1,556	1,205	1,073	1,668	5,942

Keeping in mind that the total number of days off in the school year will stay the same, I am supportive of changing winter break

	Strongly Agree	Agree	Disagree	Strongly Disagree	No preference	Total
Family	297	625	951	1,008	843	3,724
Staff	286	807	1,716	2,046	1,087	5,942

Keeping in mind that the total number of days off in the school year will stay the same, I am supportive of changing spring break

	Strongly Agree	Agree	Disagree	Strongly Disagree	No preference	Total
Family	342	909	700	613	1,160	3,724
Staff	342	1,241	1,414	1,474	1,471	5,942

Keeping in mind that the total number of days off in the school year will stay the same, I am supportive of changing May break

	Strongly Agree	Agree	Disagree	Strongly Disagree	No preference	Total
Family	406	1,022	556	431	1,309	3,724
Staff	418	1,584	1,174	1,047	1,719	5,942

It is important that fall break includes Remembrance Day

	Strongly Agree	Agree	Disagree	Strongly Disagree	No preference	Total
Family	838	1,085	381	146	1,274	3,724
Staff	1,603	1,420	744	184	1,991	5,942

It is important that winter break starts on a Monday

	Strongly Agree	Agree	Disagree	Strongly Disagree	No preference	Total
Family	757	857	443	152	1,515	3,724
Staff	1,118	1,098	953	355	2,418	5,942

It is important that spring break is always the last week of March

	Strongly Agree	Agree	Disagree	Strongly Disagree	No preference	Total
Family	498	738	530	203	1,755	3,724
Staff	827	1,087	1,059	260	2,709	5,942

It is important that spring break is set around the spring Monday and Friday holidays

	Strongly Agree	Agree	Disagree	Strongly Disagree	No preference	Total
Family	604	1,048	393	200	1,479	3,724
Staff	587	1,038	1,230	856	2,231	5,942

It is important that there is a May break that includes May long weekend

	Strongly Agree	Agree	Disagree	Strongly Disagree	No preference	Total
Family	850	1,231	286	142	1,215	3,724
Staff	1,957	1,972	378	104	1,531	5,942

Revised 2020-2021 School Year Calendar

These five extra days off were good for my well being

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Unsure	Total
Students	24,073	11,831	1,142	603	2,804	40,453
Family*	1,045	1,413	419	241	606	3,724
Staff**	1,384	1,534	310	140	233	3,601

* My child's wellbeing

**The additional PD days have positively impacted my well being

Family: These five additional day

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Unsure	Total
...were good for my family's well being	948	1,331	516	291	638	3,724
...affected me or my family's work schedule	776	991	1,013	492	452	3,724
... affected me or my family's ability to find child care	597	691	1,202	696	538	3,724

Staff: These five additional PD Days

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Unsure	Total
...been responsive to my professional learning needs	1,286	1,663	386	138	128	3,601
...helped to enhance my professional practice	1,279	1,699	349	108	166	3,601
...increased collaborative opportunities with colleagues	1,478	1,525	392	102	104	3,601
... increased my ability to access high quality professional learning opportunities	1,177	1,601	473	143	207	3,601

DATE: June 6, 2023

TO: Board of Trustees

FROM: Trustee Dawn Hancock, Governance and Evaluation Committee
Trustee Marcia Hole, Governance and Evaluation Committee
Trustee Sherri O’Keefe, Chair, Governance and Evaluation Committee

SUBJECT: Proposed revision to Trustee representation for ASBA

RESOURCE STAFF: Karen Mills

REFERENCE [Trustee Handbook](#) 5.1 - Organizational Board Meeting Process
[Trustee Handbook](#) 6.2 - ASBA Issues and Resolutions Committee

ISSUE

The Governance and Evaluation Committee is proposing that the positions of Alternate Director and Zone 2/3 Representative for the Alberta School Boards Association (ASBA) be held by one Trustee. A decision on whether to combine these two positions is desired before the June 20, 2023 Organizational Board meeting to facilitate sufficient time for trustees to consider this new position prior to nominations.

BACKGROUND

The Alberta School Boards Association is charged with promoting the interests of public, separate and francophone school boards throughout the province. In addition to lobbying the provincial government, the Association provides member services in the areas of employee relations, legal services, professional development and employee benefit programs (through ASEBP).

As members of the Association, metro boards are required to provide one Director to sit on the Board of Directors, an Alternate Director, one Zone 2/3 Representative to attend Zone 2/3 meetings, and an Alternate Zone 2/3 Representative.

RELATED FACTS

- Currently, at its annual Organizational Board Meeting, the Edmonton Public Schools Board elects four individuals to fill each of the following positions: Provincial Executive (Director), Provincial Executive-Alternate (Alternate Director), Zone 2/3 Representative and Zone 2/3 Representative -Alternate.
- The ASBA Board of Directors consists of representation from four metro boards and six Zone Directors from across the province representing metro, urban and rural boards.
- The role of a Director is to actively participate in, contribute to, and make decisions in business meetings by being familiar with position statements, governance policies, meeting agendas and board reports. The Director is required to attend all board meetings, regularly submit a written EPSB report, represent metro board issues and vote in the best interests of the Association considering the broader provincial scope behind issues.
- The Alternate Director’s role is to attend ASBA Director meetings in the absence of the ASBA Director. This would include voting, reporting and participating in discussions.

- The Zone 2/3 Representative is required to attend all Zone 2/3 meetings where other Trustee Representatives from boards across the Zone area meet to discuss issues impacting all school boards, share concerns and collaborate on potential advocacy. These meetings are held monthly and are a full-day commitment.
- Due to the interrelationship that exists between Zones and ASBA, one Trustee holding both the Zone 2/3 Representative and the Alternate Director roles would have a better understanding of issues and foundation to naturally support or replace an ASBA Director.

RECOMMENDATION

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

CONSIDERATIONS and ANALYSIS

The Zone 2/3 Representative is required to attend full-day, monthly Zone meetings and, in their absence, the Zone 2/3 Alternate is required to be present. At these meetings, emergent issues are presented to the members and open, generative discussions are encouraged. This provides the Zone representative opportunities to connect with Trustees from other rural, urban and metro boards to hear their perspectives and challenges. In addition, the Zone 2/3 Directors and ASBA Executives attend the meetings to provide updates and reports on their engagements on behalf of the Association.

There is an established line of communications between the Association and Zones to gather feedback and information to assist the ASBA Board of Directors in supporting members in professional development, representing their concerns to governing bodies and obtaining input on the strategic plan and direction of the Association. These regular communications include surveys, strategic plan input, budget consultations, and bylaw updates which are sent directly to Zones for generative discussions with Zone representatives. The ASBA President, Vice-President and Chief Executive Officer attend all Zone meetings in-person or via Zoom to answer questions and provide updates, interacting with Zone representatives.

The Alternate Director is responsible to attend Board of Directors meetings in the absence of the Director. However, with the Edmonton Public Board's current practice of electing separate Trustees for the Zone 2/3 Representative and the Alternate Director, the Alternate Director may never have attended an ASBA Board of Directors or Zone 2/3 meeting. This makes it difficult for that individual to stay current on the issues and have background and context on discussions. Unless the Alternate Director is able to make the time commitment to attend Zone meetings, there is little opportunity for them to engage with ASBA Board of Directors or the Executive, or to understand the interconnected roles of these organizations, ASBA and Zones.

By having one Trustee hold both the Alternate Director and the Zone 2/3 Representative positions for Alberta School Boards Association (ASBA), would ensure that the input shared would be based on greater continuity and depth of knowledge on the issues being discussed.

Edmonton Public Schools' current ASBA Director has confirmed with ASBA that having one individual serve as the Zone 2/3 Representative and Alternate Director does not contravene any ASBA bylaws or other directives.

NEXT STEPS

If the recommendation carries, the change will be reflected in the voting options at the June 20, 2023 Organizational Board meeting.

ATTACHMENTS and APPENDICES

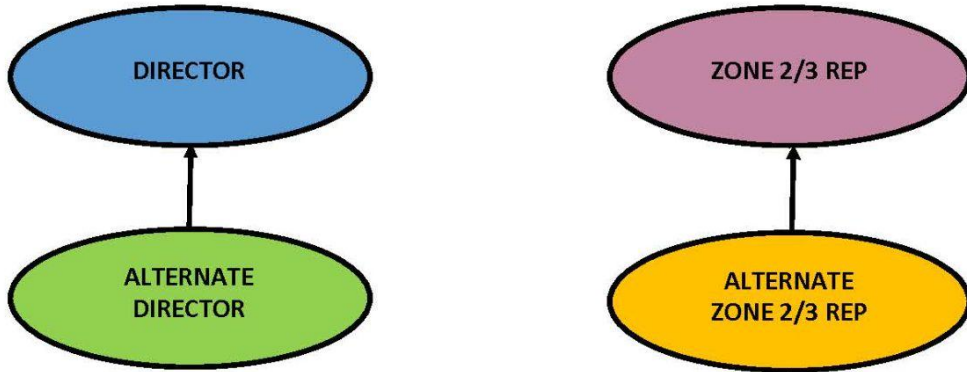
ATTACHMENT I Proposed Structure Diagram

DH:km

ATTACHMENT I - PROPOSED STRUCTURE DIAGRAM

ASBA REPRESENTATIVES

CURRENT STRUCTURE



ASBA REPRESENTATIVES

PROPOSED STRUCTURE



DATE: June 6, 2023

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Options for Vacant Ward H Trustee Position

RESOURCE STAFF: Karen Mills

REFERENCE [Trustees' Handbook](#)
[Education Act](#)
[Local Authorities Election Act](#)

ISSUE

Trustee Ip was successful in his provincial election bid. Upon receipt of his resignation letter, the Board of Trustees of Edmonton School Division will have a vacant Trustee position in Ward H. The Board must first decide whether or not they wish to hold a by-election.

BACKGROUND

On September 28, 2015, a by-election was held for Edmonton Public Schools when a Trustee resigned her seat with two years remaining in her term. Eight individuals vied for the Trustee position. A total of 1,227 votes were cast (2.17 per cent of eligible voters), with the successful candidate receiving 578 votes. The cost of running that by-election was \$133,459.20.

On June 24, 2020, an Edmonton Public Schools Trustee resigned. One year remained in the Trustee's term. The Board chose not to hold a by-election, but rather have another Trustee serve as the ward's Trustee for the remainder of the term. Additional remuneration was allocated to that Trustee.

In the October 2021 Edmonton Election, 14,082 Edmonton Public School Division ballots were cast in Ward H or about a 29 per cent voter turnout, below the overall voter turnout of 37.6 per cent.

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.
- The Board is not required to hold a by-election. As stipulated in the *Education Act*, 81(2) where a vacancy occurs on a board of 6 or more trustees:
 - during the 3-year period immediately following a general election, a by-election need not be held if there is only one vacancy on the board, and
 - during the 4th year following a general election, a by-election need not be held unless the number of vacancies on the board reduces the board to a number that is less than the quorum of the board plus one.

- All wards are designed such that they have a total resident population that is within +/- 25 per cent of the average for all wards and reflect the potential for population growth or decline with the goal that school ward populations remain within +/- 25 per cent of the average through two municipal general elections. However, the number of schools differs quite a bit by ward.
- 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)
- There are an estimated 33,000 voters eligible to participate in a Ward H by-election. If turnout is similar to 2015, approximately 660 voters (two per cent of eligible voters) would cast a ballot in a Ward H by-election.
- The estimated cost for a by-election ranges from approximately \$230,000 to \$410,000.
 - Costs vary due to the number of advance voting days, voting stations, voting tabulators, voter information cards and institutional voting options used.
 - Funds for a by-election would be drawn from the Board and System Administration Grant. As a Division, the Board and system administration expenditures cannot exceed 3.2 per cent of the total operating budget.
- The decision as to how to handle the Trustee vacancy in Ward H is the Board's decision. Administration will fully support the Board's decision, whether it be to hold a by-election or choose from amongst current Trustees. The following recommendation is offered only as a starting place for the discussion.

RECOMMENDATION

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

OPTIONS

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

- Approve the recommendation as presented.
- Direct that a by-election be held.

CONSIDERATIONS and ANALYSIS

If the Board decides to select from among current Trustee to represent Ward H, Trustees could then consider one of the following options at a future meeting:

- *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 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 to 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 challenging for the building of relationships and continuity for longer-term ward issues.

The above options would have Trustee(s) undertake additional duties. As such, the Board may consider approving additional remuneration for the Trustee(s) representing Ward H.

Holding a by-election would mean that no current Trustee would be required to assume additional responsibilities and that Ward H electors would be directly choosing their representative. However, cost, historical voter turnout, and the steep learning curve for an individual joining mid-term are considerations with this option.

If the Board chooses to hold a by-election, this option requires two resolutions:

- Resolution 1 would be the general direction to hold a by-election. This could be considered at the June 6 meeting, if waiver of notice is granted.
 - Resolution 2 would be presented at a future Board meeting to set the Election Day, the location where nominations will be received, approve the budget of the by-election and appoint the City's Returning Officer as the Board's Returning Officer. Notice of this motion could be served at the June 6 meeting.
- The *2017 to 2026 Agreement between the City of Edmonton and the EPSB Board of Trustees* dictates that EPSB must give Edmonton Elections a resolution (referred to in this report as Resolution 2) 75 days before Election Day, but a minimum of 120 planning days are required before Election Day.
 - Because the Nomination, Campaign, and the Election Advertising Periods starts the day immediately following the passing of Resolution 2, Edmonton Elections needs to be prepared to receive nominations and register third party advertisers as soon as the resolution is passed. (See *Attachment II for a by-election timeline.*)

- There is no legislative timeline within which a Trustee by-election must occur. Given the recent provincial election and resulting voter fatigue, as well as the difficulty in engaging people over the summer, administration and Edmonton Elections both recommend that, should a by-election be desired, a date for it not be set until the Board meets in September, so that there is not campaigning through July and August.
 - Edmonton Elections recommends that Resolution 2 setting the date of the by-election, amongst other details, not be made before September 1. The Election Day must be 75 days after the resolution (Resolution 2) is announced; thus, as an example, if the resolution setting the date for a by-election is passed on September 1, the Election Day would be November 14.
- As schools are typically the main voting locations, it is recommended that Election Day be on a PD or other non-instructional day. The Division's 2023-2024 school year calendar has weekdays with no classes on September 25, October 20, and November 9, 10, 13 and 14.

NEXT STEPS

Administration will support the direction the Board provides.

ATTACHMENTS and APPENDICES

ATTACHMENT I Schools by Ward

ATTACHMENT II By-election Timeline

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			

By-election Timeline

Day	Activity
Any time	Pass the general motion (Resolution 1) directing that a by-election be held
The day following the passing of the general motion	Edmonton Elections begins preparing election materials
At least 45 days following general motion	Pass the formal resolution (Resolution 2) setting the Election Day, the location where nominations will be received, approving the by-election budget and appointing the City's Returning officer as the Board's Returning Officer Election Day must be 75 days from this date
Four weeks following passing of formal resolution	Nomination period, the last day of which will be Nomination Day
The four week period following Nomination Day	Campaign period
75 days following passing of formal motion (Resolution 2) (and 120 days following general motion (Resolution 1) directing a by-election)	Election Day (four weeks after Nomination Day)

DATE: June 6, 2023

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Preliminary Findings from Extended Student Demographic Survey

ORIGINATORS: Kent Pharis, Assistant Superintendent of Schools, Co Chair Anti-racism and Equity Steering Committee
Nancy Petersen, Managing Director Strategic Division Supports, Co Chair Anti-racism and Equity Steering Committee

RESOURCE STAFF: Anti-racism and Equity Steering Committee, Erin Faught, Veronica Jubinville, Terry Korte, Willa Kung-Sutton, Bob Morter, Chris Neeve, Carrie Rosa, Mangal Singh, Jon Yin

ISSUE

In the fall of 2022 the Division invited students in Grades 4 to 12 to participate in an extended student demographic survey. This report is sharing initial results from the survey.

BACKGROUND

September 22, 2020, the Board of Trustees [passed a motion](#) formally requesting that Edmonton Public Schools administration develop a model for the collection of data to better understand the self-described identities of students in the Division. As a first step to support this initiative, the Superintendent established an advisory committee made up of members of the community who provided feedback related to how best to proceed with the collection of this data. The feedback from this group, along with input from staff and students provided insight related to steps required to collect this information from students. This work was also identified as a key action in the first year of the Division's [Anti-racism and Equity Action Plan](#).

In September 2021, a working group was established to explore and develop a model that would support the collection of extended student demographic information. This group was made up of staff from across various central decision units, including expertise from diversity education, First Nations, Métis and Inuit education, technology, student information, communications and research.

The planning and development process was also supported by ongoing consultation with staff, students and community organizations, examination of research and learning from other Canadian jurisdictions that have been collecting additional student demographic data for a number of years. The working group examined a broad range of factors critical to the initiative, such as:

- What questions around identity should be asked and why will this information be important?
- Should the data be anonymous or linked to student identity?
- How will this additional data inform action that will result in greater success for students?

- What are the Division's legal responsibilities around the collection and protection of this data (FOIP)?
- How should the data be gathered?
- What supports will schools need to implement the initiative?
- What engagement and communication with stakeholders will be critical to the success of this work?

The result of this work was the implementation of the Student Demographic Data (SDD) Survey in the fall of 2022. The survey included the following questions:

- Do you identify as First Nations, Métis and/or Inuit?
- Which of the following best describes you? (Students select from a list of eight descriptors of race and an other text box)
- What ethnic or cultural origin(s) do you see yourself as?
- What is your religion and/or spiritual affiliation?
- Please describe your gender identity.
- Please describe your sexual orientation. (This question was asked of Grades 7 to 12 students only)

These questions were asked of students through an online survey. To respect individual student and family comfort with sharing additional identity information with the Division, parents were able to request that their child not participate in the orientation session or the SDD Survey. Parents were able to indicate their preference to the school through an email, phone call or conversation with school staff.

Additionally, all questions for students were voluntary, which meant participating students only answered the questions they felt comfortable answering. For each question, students were also able to choose to not answer the question at all or select a response of 'I prefer not to answer.'

Communication was recognized as a critical factor to the success of this initiative. With this in mind, a key component of the model supporting the collection of SDD included developing materials to support communication with principals, staff, families and students. A range of resources was developed, in consultation with both internal and external stakeholders. Examples of these materials included:

- A video to introduce the student survey and provide key information.
- Materials for principals to work with their staff in preparation of the survey.
- Materials for principals to support further conversations with families prior to the survey being implemented with students.
- Materials for teachers to use with their students to support a pre-survey orientation and materials to support the actual implementation of the survey.
- To support clarity and understanding, student glossaries were developed to help students with language and terminology used in the survey.

To support communicating with as many individuals as possible, key materials were translated into the 15 most common languages represented within the student population. Information regarding the survey was available on SchoolZone, epsb.ca and Connect (internal staff website); additionally, the Superintendent sent a letter out to all families and Division social media accounts were used to reach out to staff, students and families.

CURRENT SITUATION

The SDD survey was implemented in a six week period during November and December of 2022. During this time approximately 55,850 students participated in the survey. After the survey closed a small group of Division staff began the work to prepare for the reporting of preliminary results. This work included

looking at reports from other school divisions that have asked similar questions of students and engaging with the Equity Advisory Committee and the Anti-racism and Equity Principal and Steering Committees to determine how best to visually present the results.

This initial report provides the representation of the identity of Division students based on their own voices and what they have been comfortable and willing to share with the Division through the survey instrument.

The data from the survey tells us more about how students identify and provides us with a better understanding of the diversity of students from across our 213 schools. This report is a first step to celebrate the diversity of students served by the Division and thank students for their willingness to participate in the survey.

Over the coming months and years the Division will examine the data from the SDD survey along with other information about students to better understand which students are facing challenges and where the Division needs to take action that will reduce barriers and improve the school experience so that all students can be proud of who they are, experience success and feel welcome at school.

KEY POINTS

- In the fall of 2022 the Division conducted a survey for students in Grades 4 to 12 to gain more information about student identity.
- Approximately 55,850 students participated in the survey.
- This report shares initial results from the survey; 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.

ATTACHMENTS and APPENDICES

ATTACHMENT I Who we are: Student Demographic Survey Report 2022-23

Who we are

Student Demographic Survey Report 2022–23

Background

In fall 2022, Edmonton Public Schools conducted a Student Demographic Survey for the first time. We wanted to learn more about the diversity of the students we serve. This information will be used to inform actions that can lead to more students experiencing success. To help us learn more, we reached out to students in Grades 4-12 and invited them to share information about themselves, including their:

- Indigenous identity
- racial identity
- ethnicity
- religion or spiritual affiliation
- gender identity
- sexual orientation (*Grades 7–12 only*)

The Student Demographic Survey is one step on our path to address racism and take action towards reconciliation and equity. The Board of Trustees and Division are committed to providing a welcoming, inclusive, safe and healthy learning environment for all students. In recent years we have acknowledged racism exists in Edmonton Public Schools and have laid the foundation to becoming an anti-racist organization. This work has been informed by the voices of students, staff, families and members of the community and has included the following actions:



“The Board of Trustees believes the steps we are taking to address racism and support reconciliation in schools are critically important. What we learn from the survey will lead to change that we hope will help all students feel safe and welcome at school.”

— Trisha Estabrooks, *Board Chair*



Thank you students

Edmonton Public Schools is grateful to students in Grades 4 to 12—without you, this survey wouldn't have been possible. All students deserve to be proud of who they are and feel a sense of welcome and belonging at school.



While talking to students about the survey, we asked them what their hopes for this project were.

Students hope that...

Student engagement

As the Division prepared for the survey, we talked with students to understand how they felt about participating. Students told us they were enthusiastic about sharing more information about who they are. They also told us it was important that this information lead to actions that will address inequity and help all students experience success.

Administering the Student Demographic Survey

The survey was open for students to complete between November 1 and December 16, 2022. Participation in the survey was voluntary. Parents who did not want their child to participate were able to opt their child out.

Survey questions were designed to be age appropriate for students in [Grades 4–6](#) and [Grades 7–12](#). When answering each question, students were able to choose from a list of options provided and were also given the opportunity to provide a written response.

Students who participated in the survey responded only to the questions they felt comfortable answering. For each question, students also had the option to choose “I prefer not to answer” or to skip the question altogether.

Student participation rates

In total, 55,844 students participated in the survey out of a possible 76,438 students. This is a 73 per cent response rate.

Grades	Students enrolled*	Students responded	Response rate (%)
4–6	24,724	19,757	80
7–12	51,714	36,087	70
Total	76,438	55,844	73

*Grades 4–12 students enrolled in Edmonton Public Schools as of September 29, 2022.

Everyone can feel proud of who they are.

Everyone feels safe and can truly be themselves.

This will help students feel more comfortable and welcome at school.



1. Do you identify as First Nations, Métis, and/or Inuit?

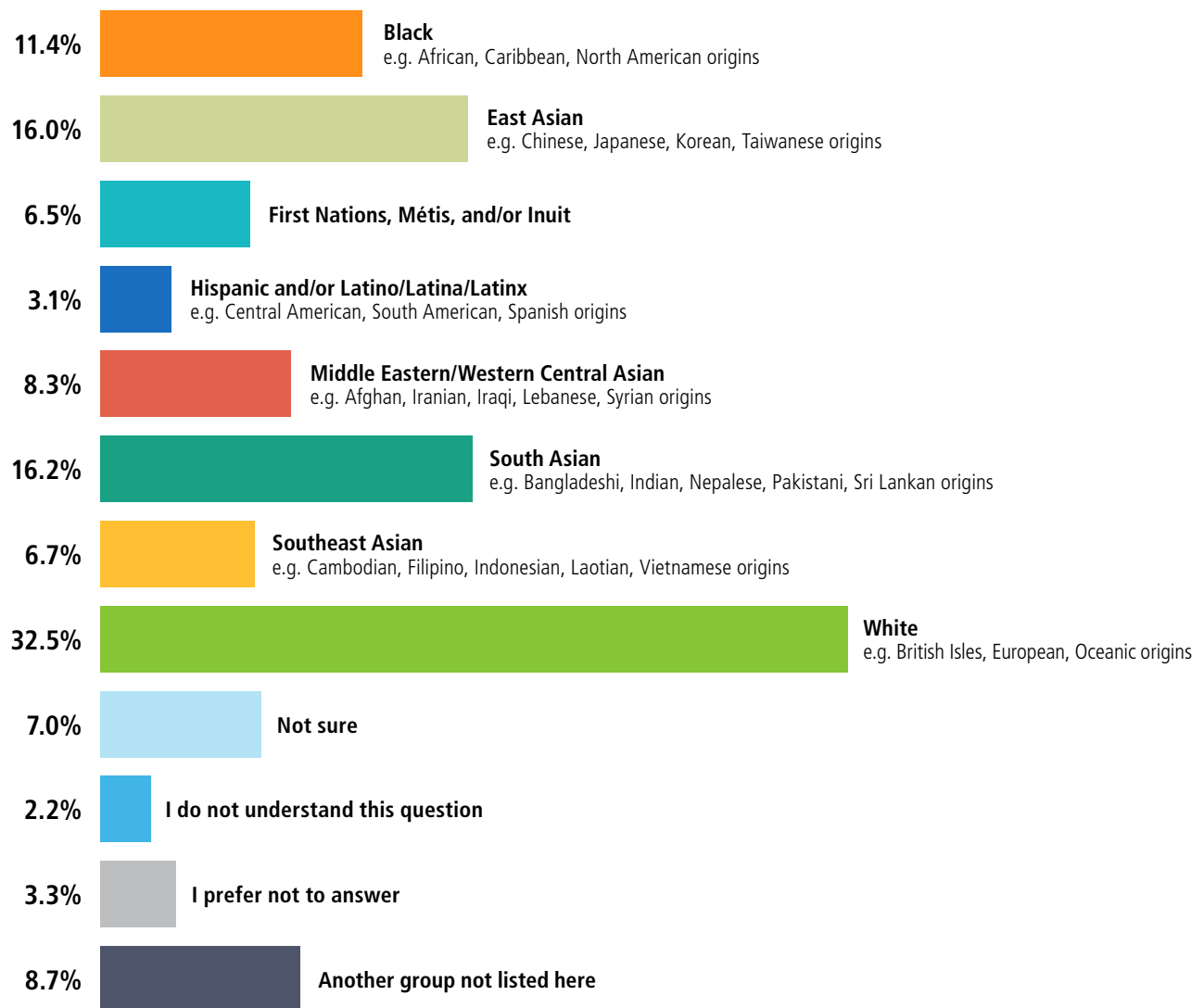
Grades 4–6 survey and Grades 7–12 survey combined (55,193 responses)



The sum of responses may exceed 100% because a student could choose more than one option for this question.

2. Which of the following best describes you?

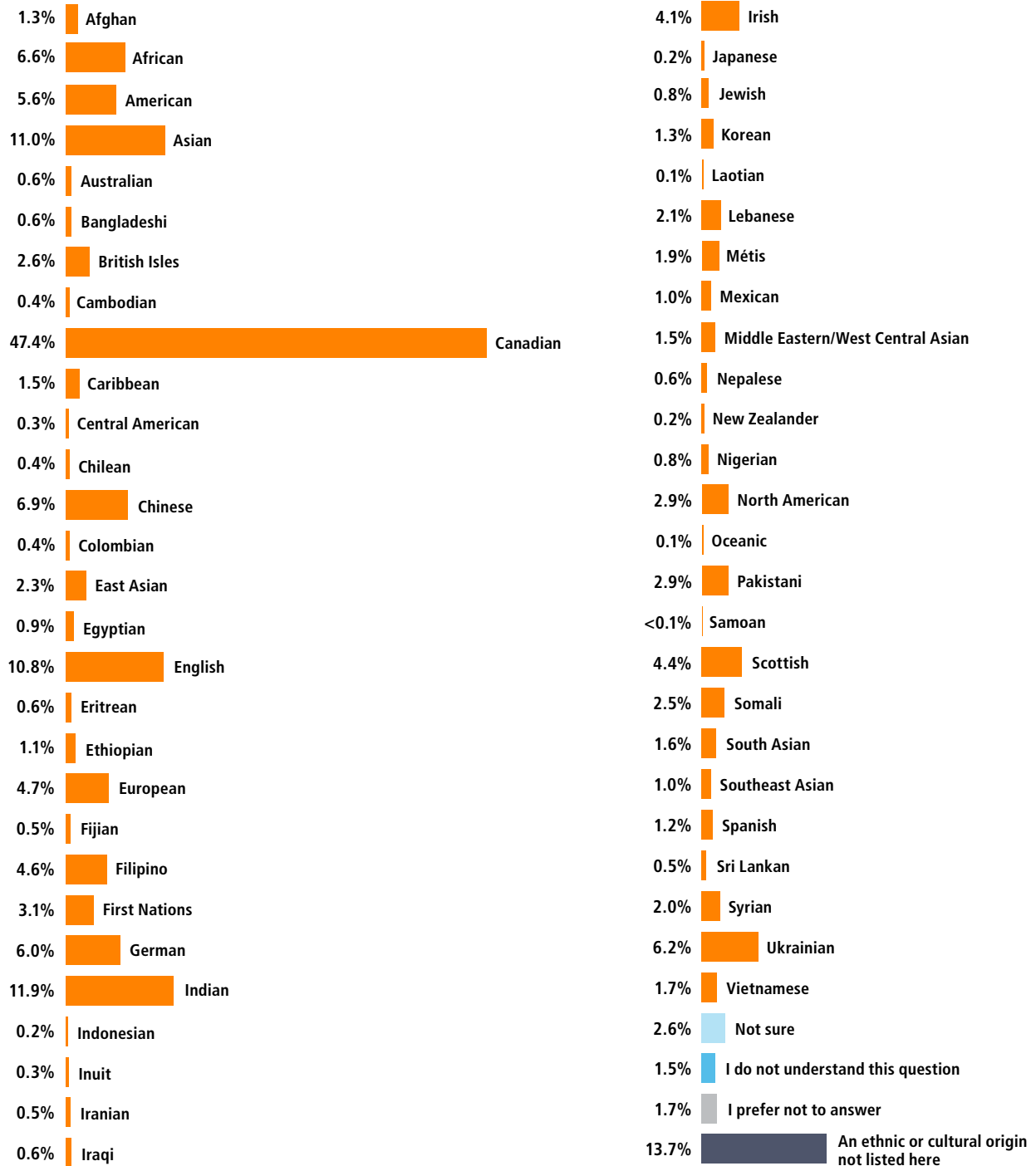
Grades 4–6 survey and Grades 7–12 survey combined (55,313 responses)



The sum of responses may exceed 100% because a student could choose more than one option for this question.

3. What ethnic or cultural origin(s) do you see yourself as?

Grades 4–6 survey and Grades 7–12 survey combined (55,361 responses)

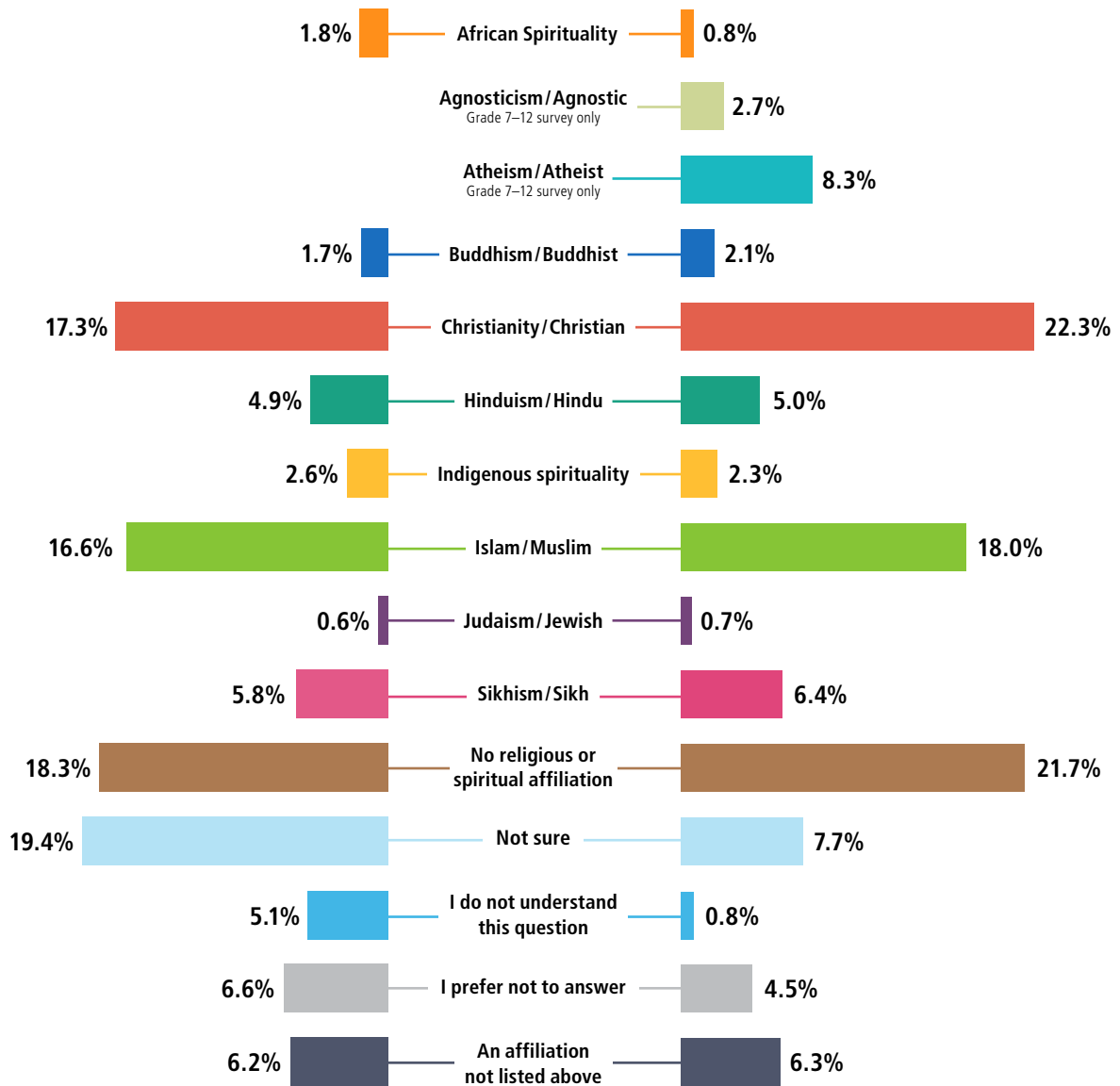


The sum of responses may exceed 100% because a student could choose more than one option for this question.

4. What is your religion and/or spiritual affiliation?

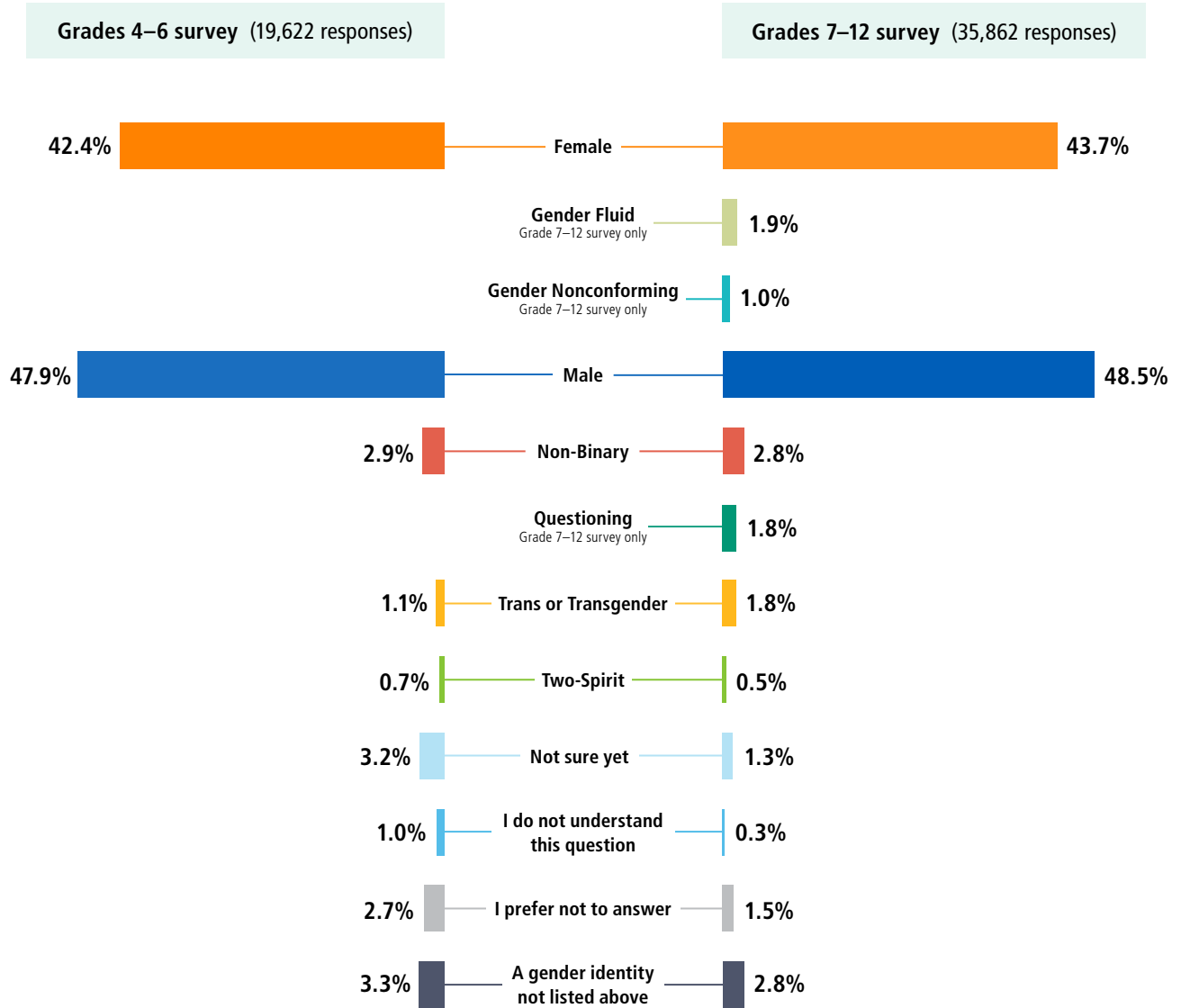
Grades 4–6 survey (19,342 responses)

Grades 7–12 survey (35,426 responses)



The sum of responses may exceed 100% because a student could choose more than one option for this question.

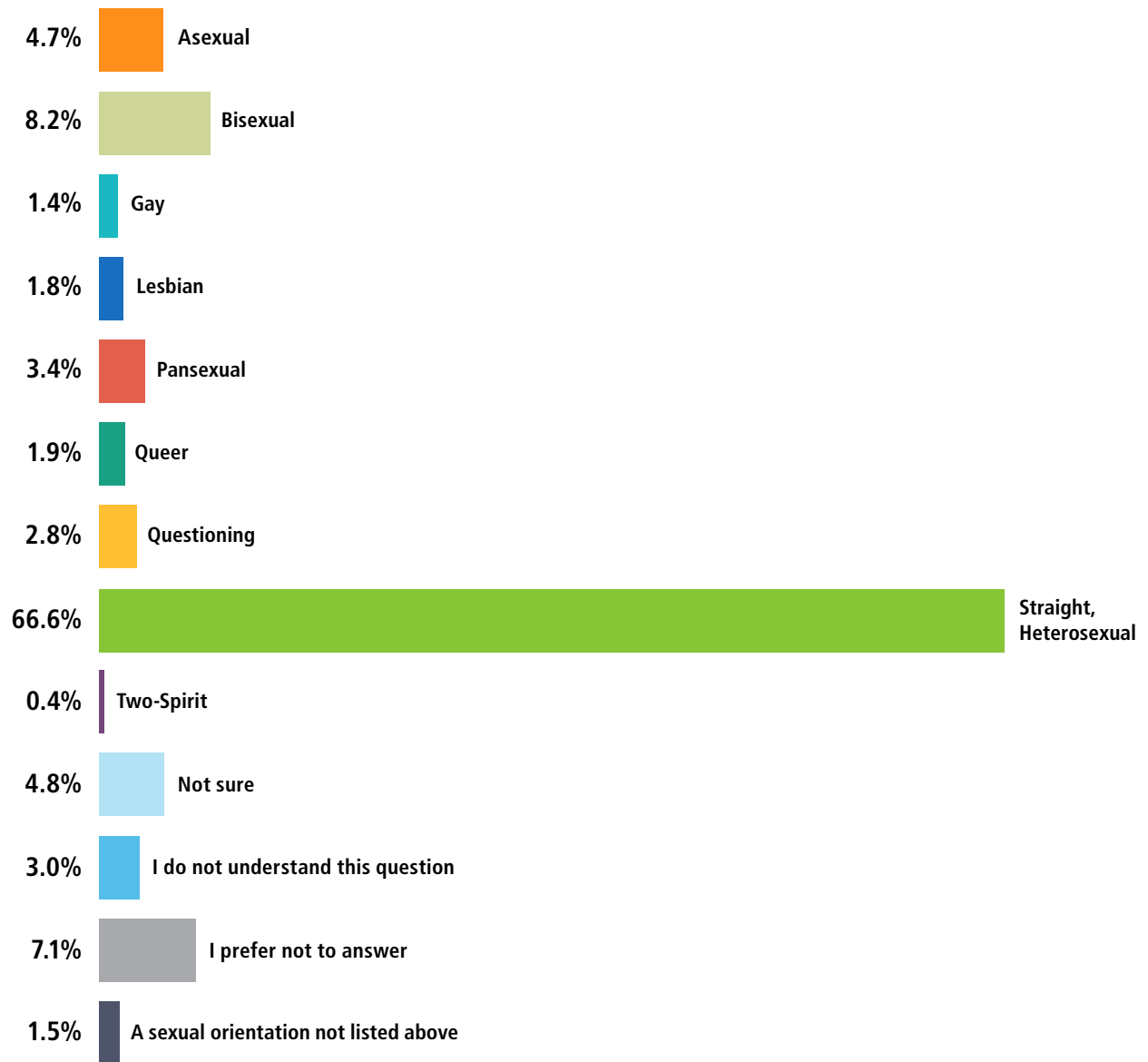
5. Please describe your gender identity.



The sum of responses may exceed 100% because a student could choose more than one option for this question.

6. Please describe your sexual orientation.

Grades 7–12 survey (34,977 responses)



The sum of responses may exceed 100% because a student could choose more than one option for this question.

“Education serves as the cornerstone of society and Edmonton Public Schools strives to be an organization where every student feels that they belong, are included and can succeed.”

— Darrel Robertson, *Superintendent of Schools*



Moving forward

We are proud that students across our schools come from a variety of backgrounds, cultures, communities and experiences.

The findings of the Student Demographic Survey are just the beginning. We will analyze the findings with other student information we have related to academic achievement, safety and a sense of belonging. Together, this information will help us answer questions about how students experience school and where the Division can take action to improve their experience.

As we move forward, we are committed to working with students to gain further perspectives and insights. Once the Division has a better understanding of how students experience racism and inequity at school, we can take next steps to reduce barriers. Our goal is to improve the school experience so that all students can be proud of who they are and feel welcome at school.

References

- [Board of Trustees statement on anti-racism and inclusion](#)
- [Board of Trustees motion to collect extended student demographic data](#)
- [Equity Advisory Committee](#)
- [Anti-racism and Equity policy](#)
- [Anti-Racism and Equity Action Plan](#)
- [Division Strategic Plan 2022–26](#)
- [Anti-Racism and Equity Action Plan – Year One Update](#)



Families are encouraged to visit the [Student Demographic Survey page](#) on the Division’s website for more information and to watch a short video from Superintendent Darrel Robertson and Board Chair Trisha Estabrooks.

DATE: June 6, 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.

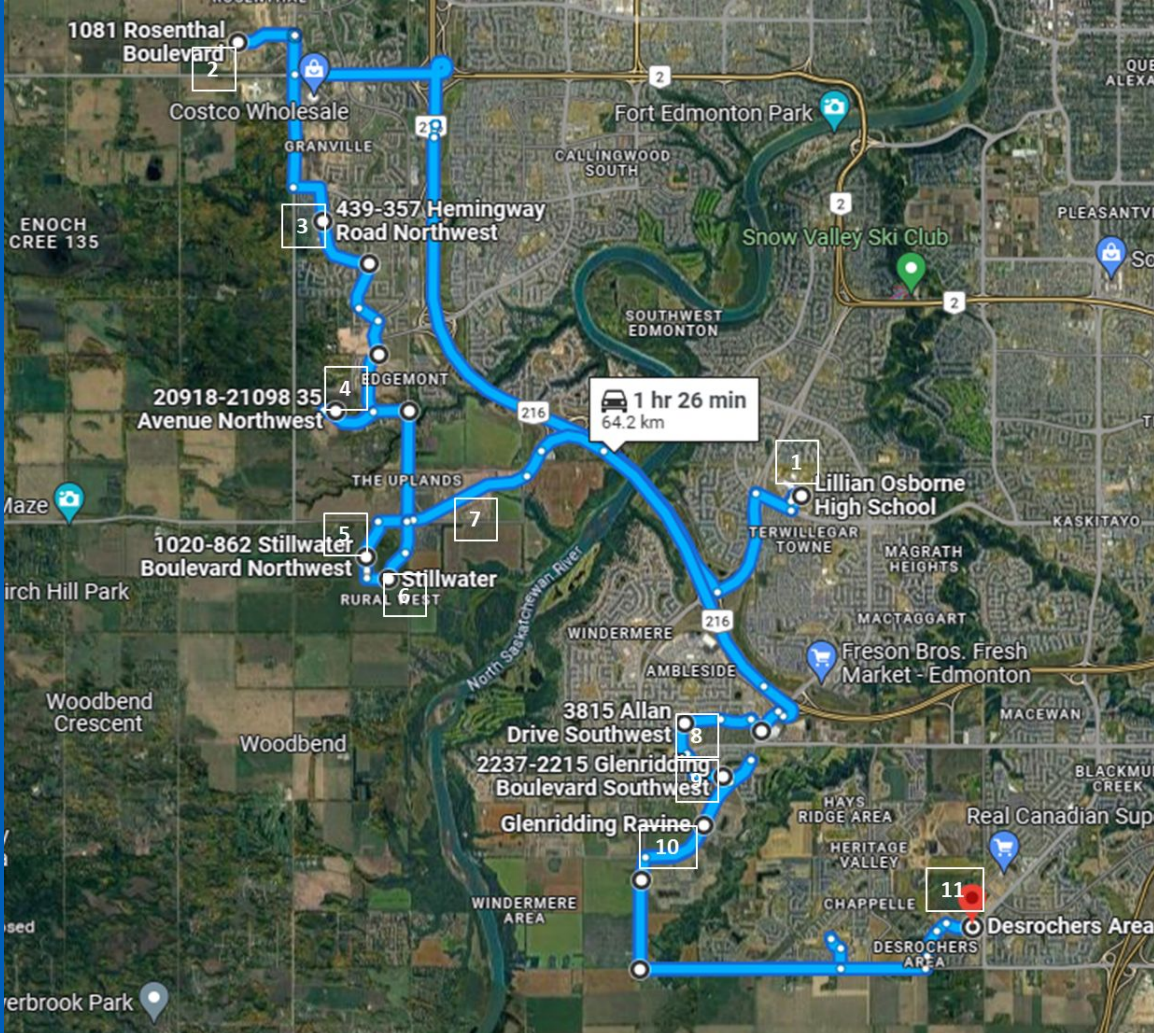
KEY POINTS

- 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

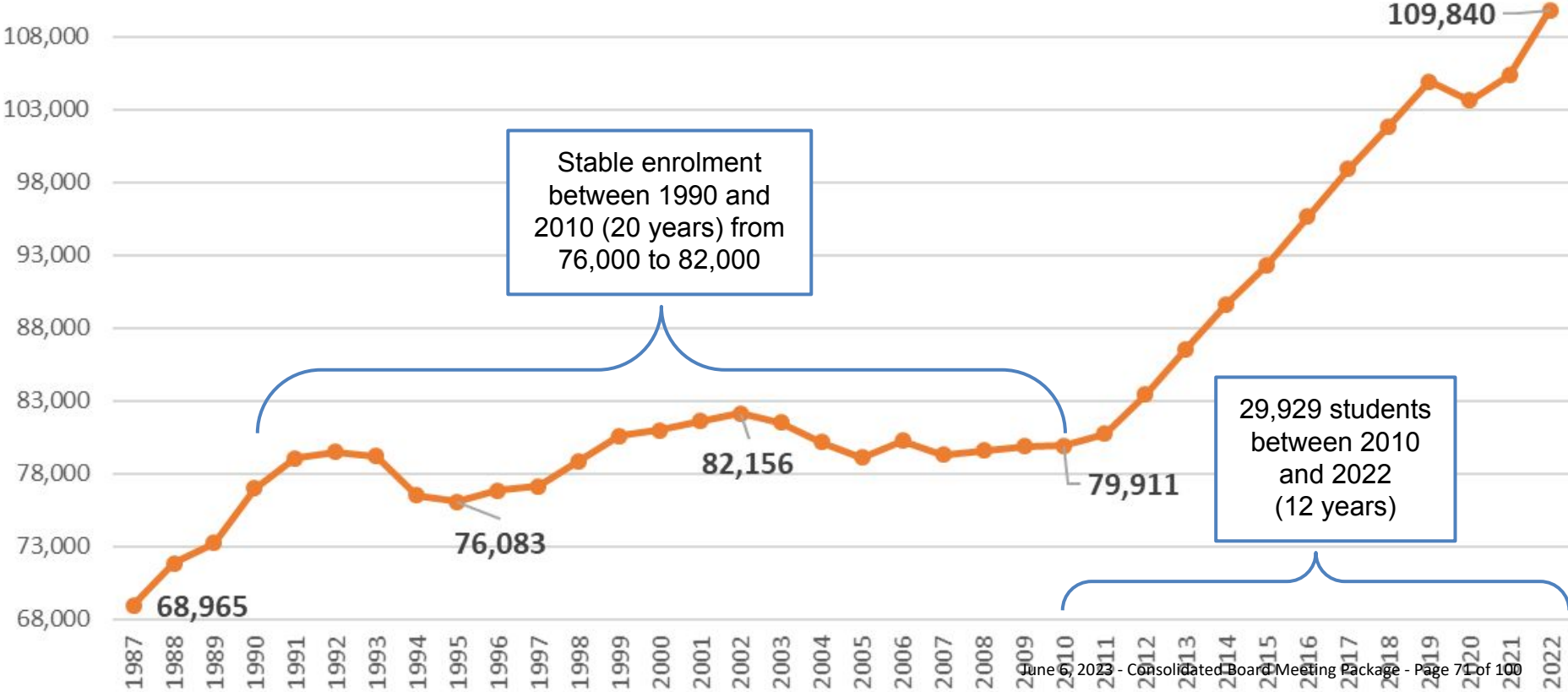
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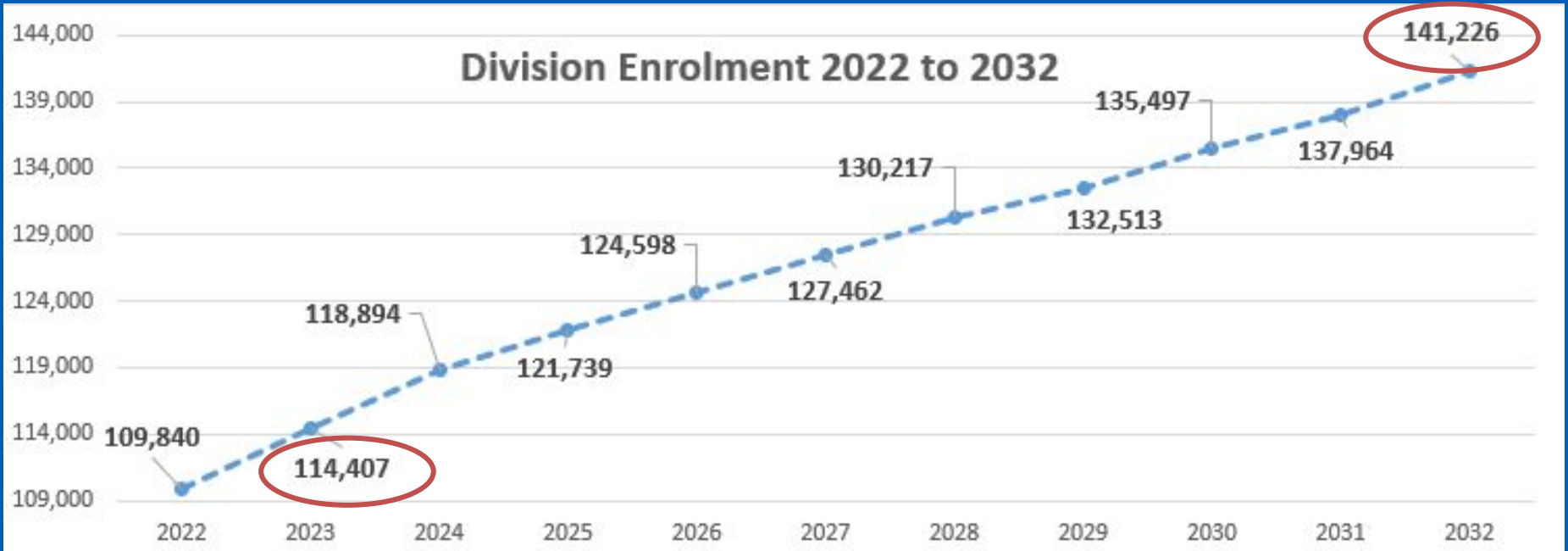
EPSB Trustees Tour: March 24, 2023

Historical Enrolment: How We Got Here

Division Enrolment 1987 to 2022

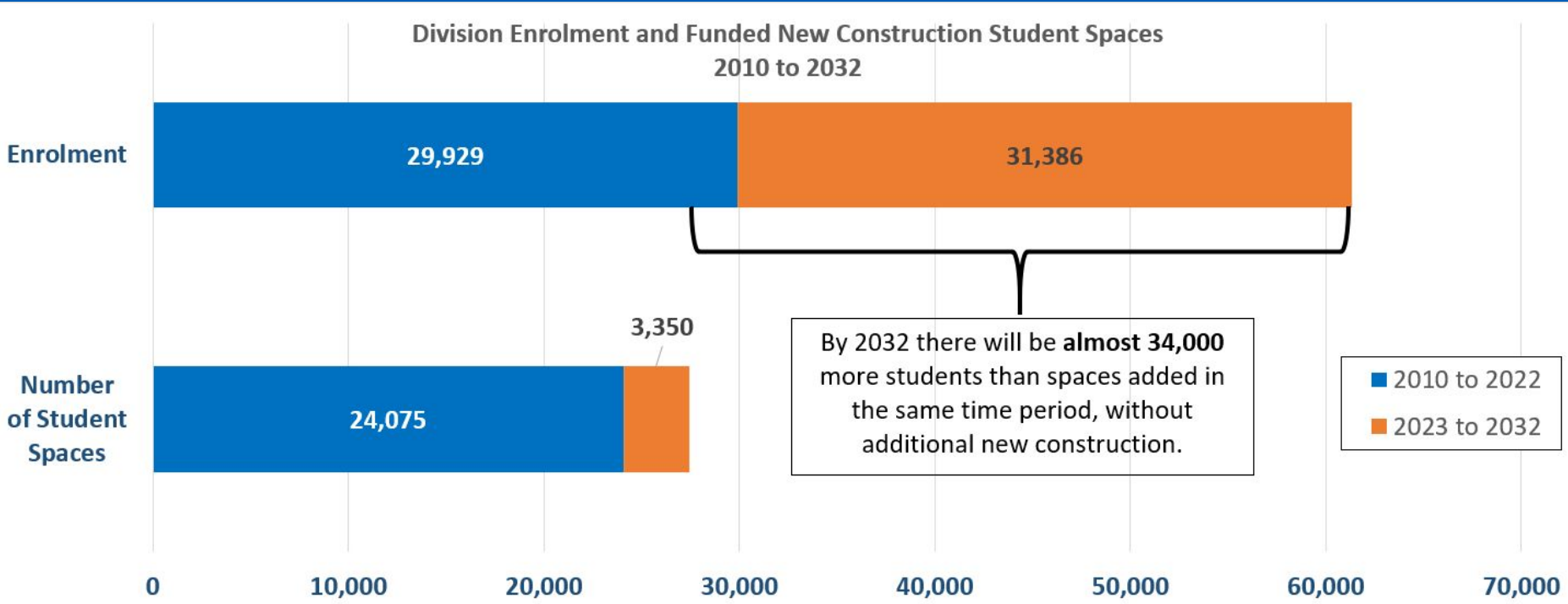


Projected Enrolment: Where We Are Going

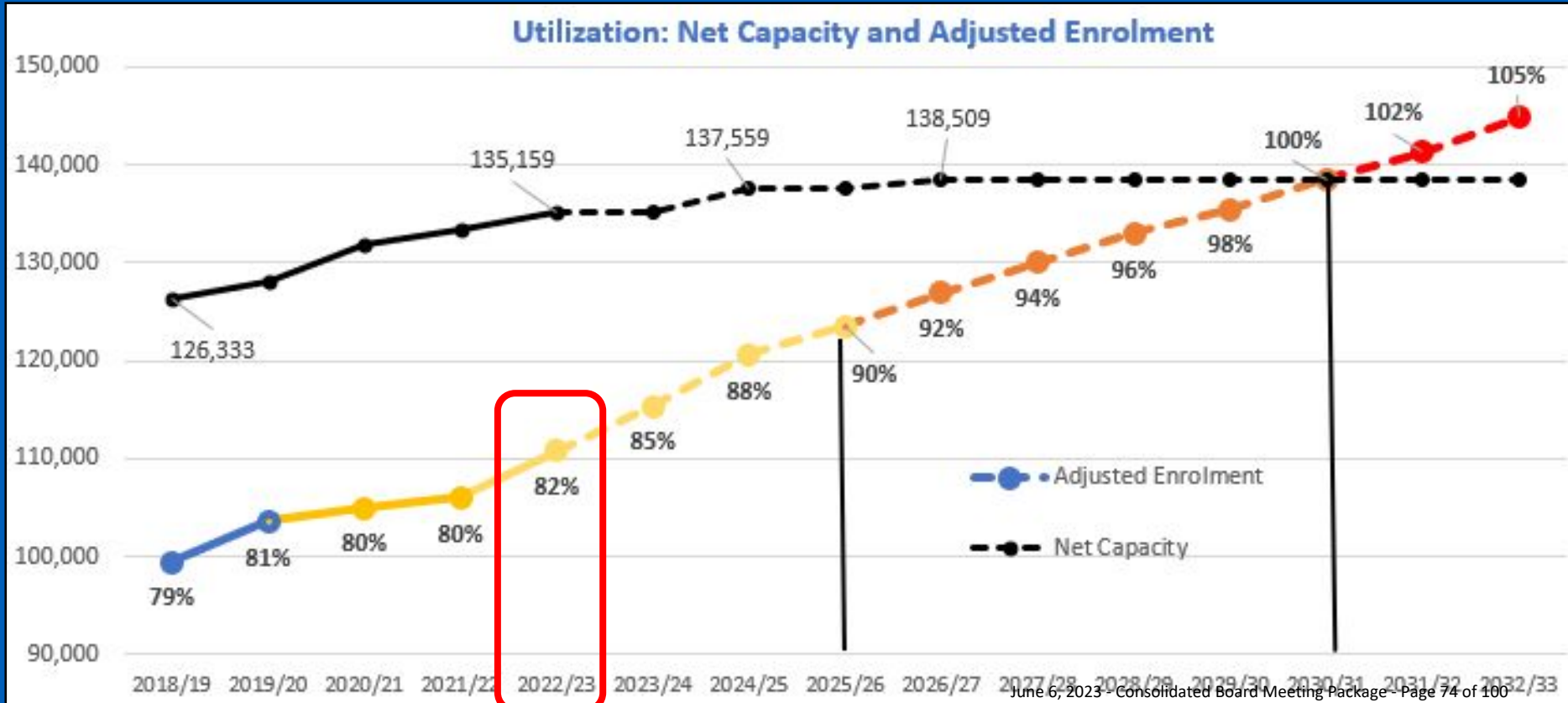


- These projections are considered conservative, at least for the next few years.
- Projections continue to point to increases across all grades as immigration continues to remain strong.

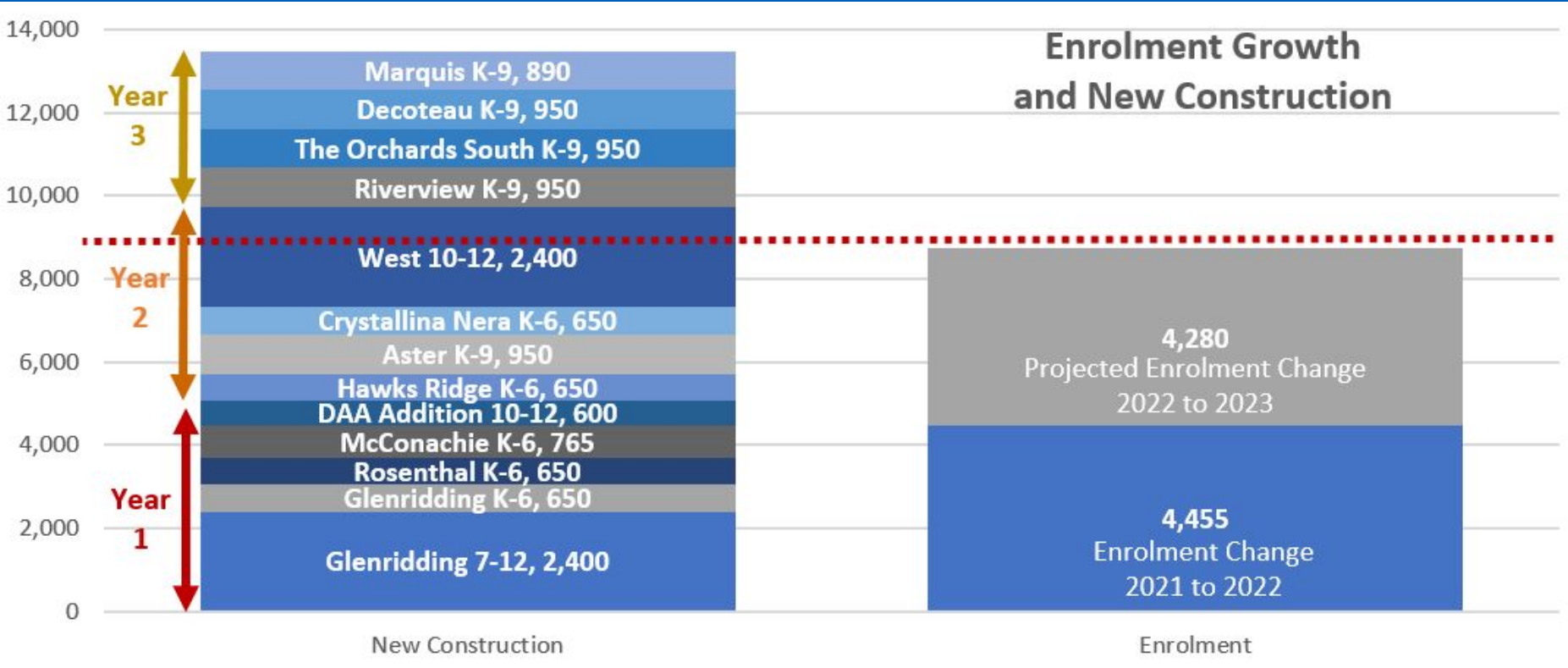
Enrolment and Seats: The Gap is Widening



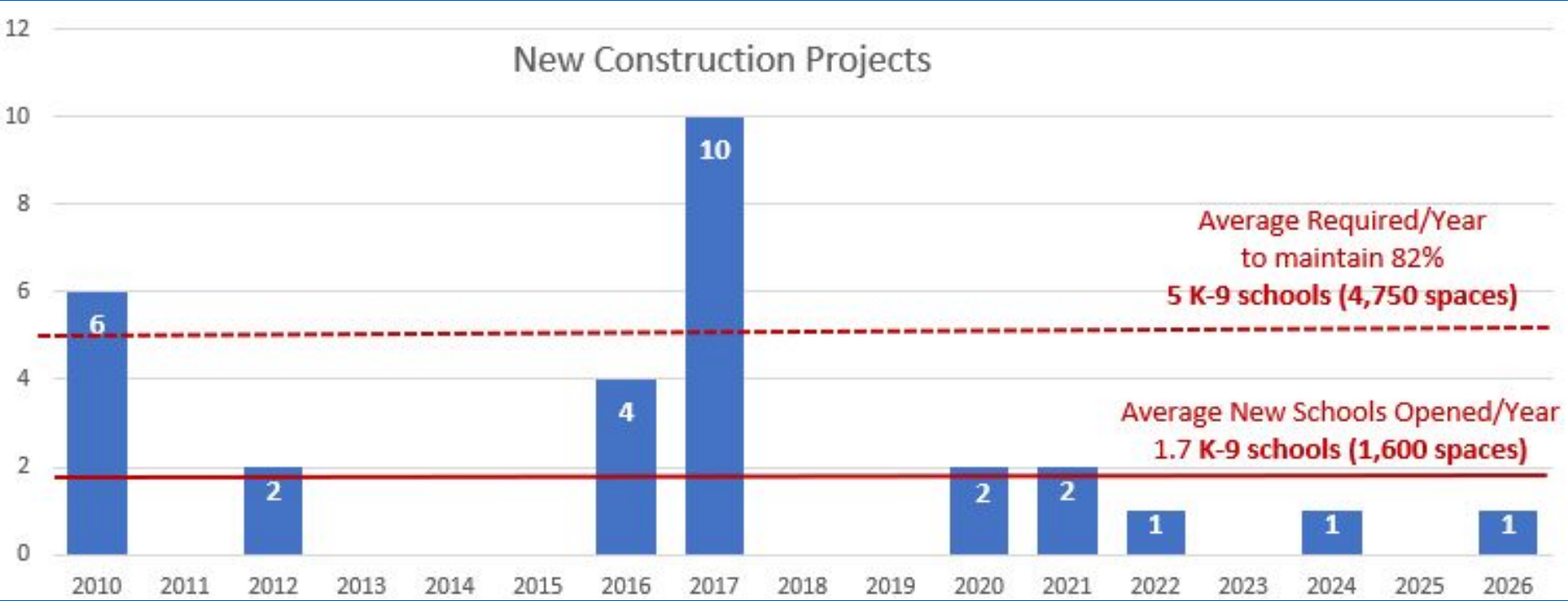
Projected Utilization: Where We Hit the Wall



Enrolment and Seats: Could fill Year 1 and 2

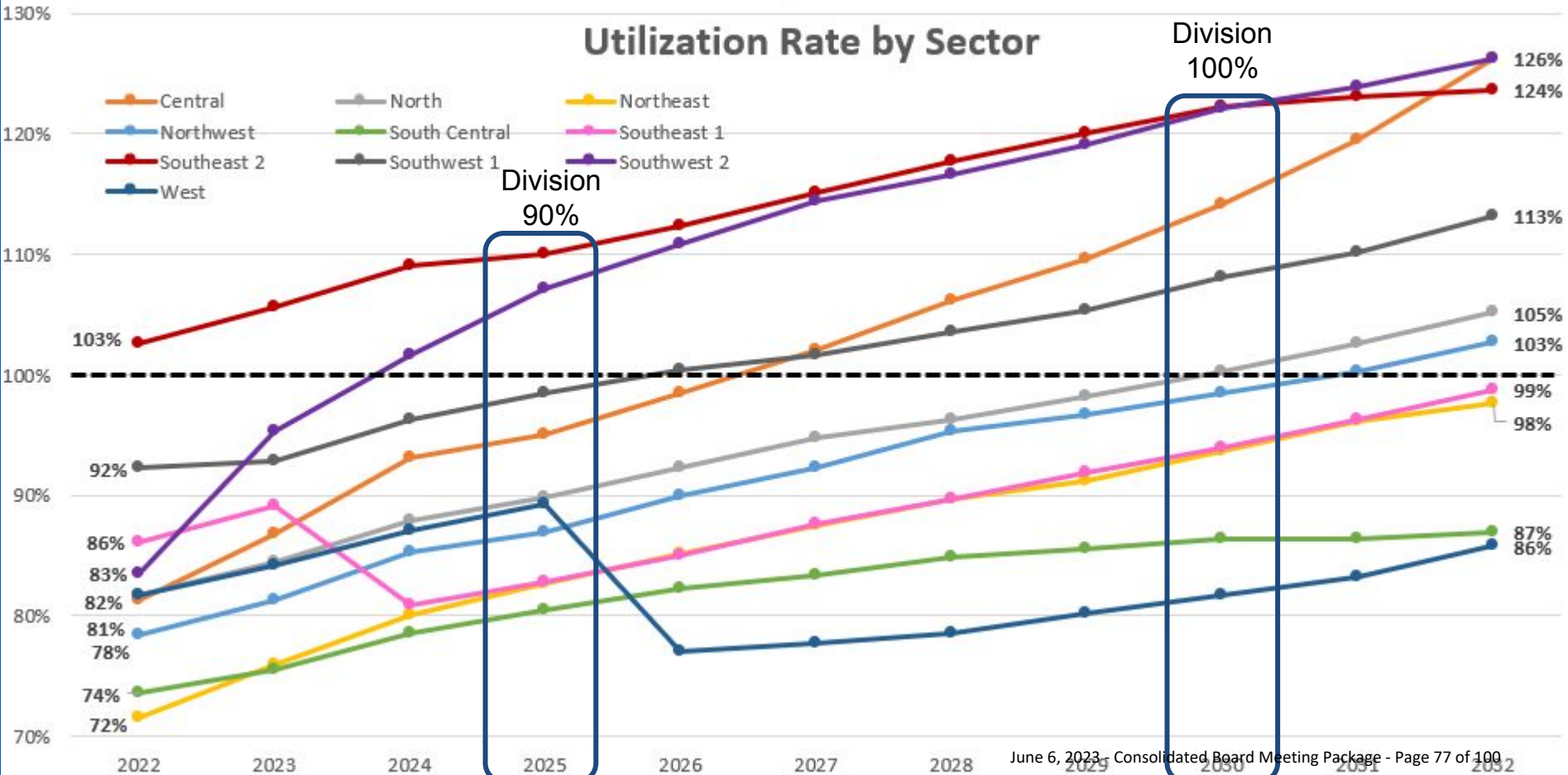


Enrolment and Seats: Not Keeping Pace



Utilization by Sector: The Distribution of Space

Utilization Rate by Sector

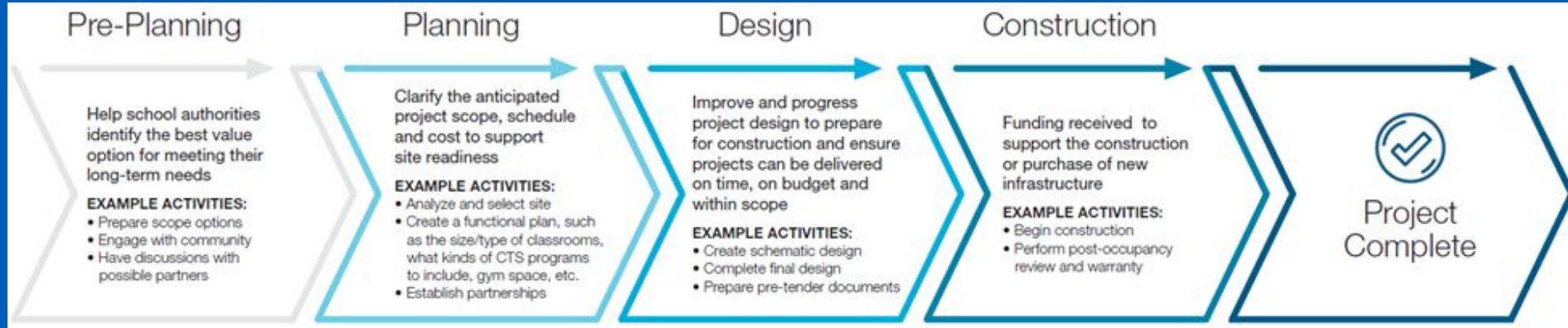


Sector Enrolment: Where we're headed

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

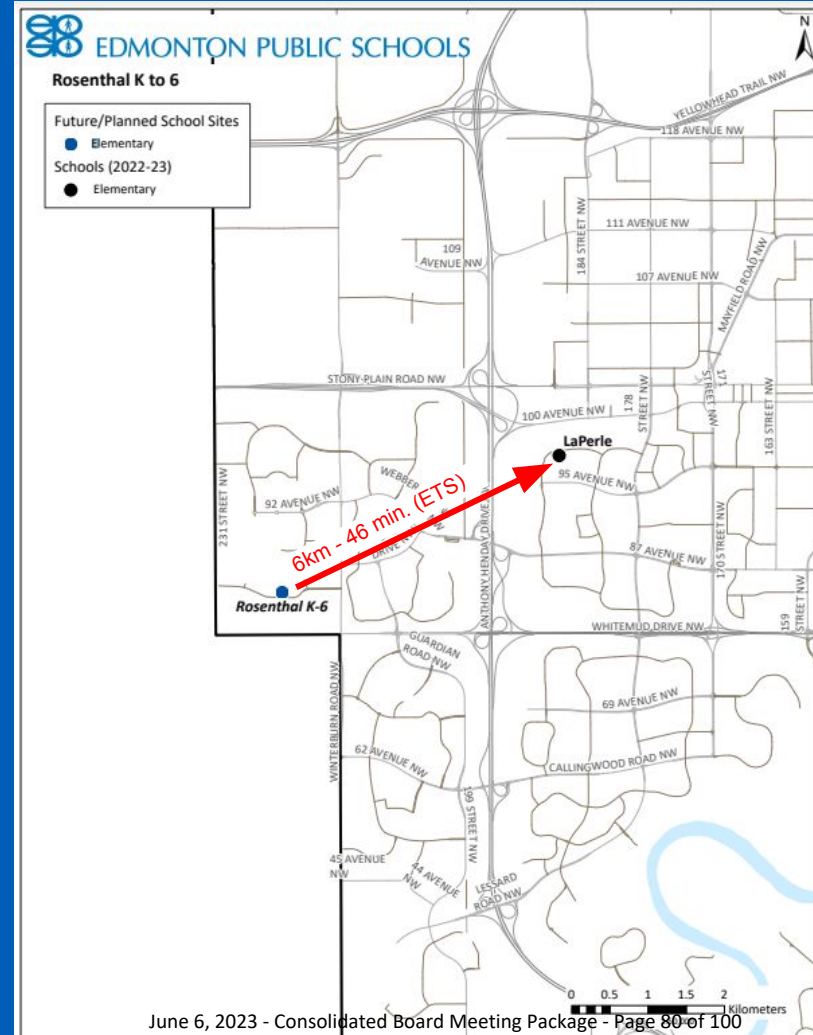
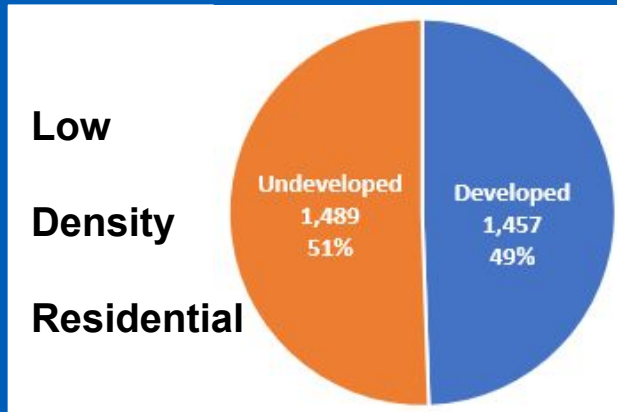
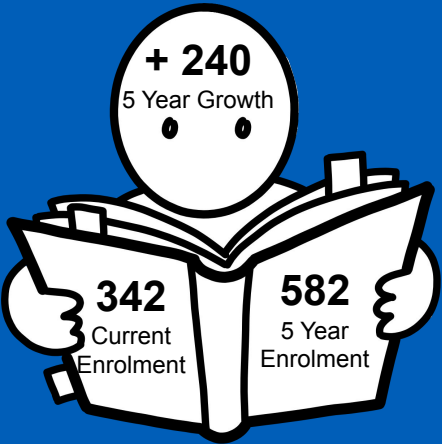
Site 10
Glenridding
(Windermere
Campus)
7-12

Site 3
Edgemont
K-9

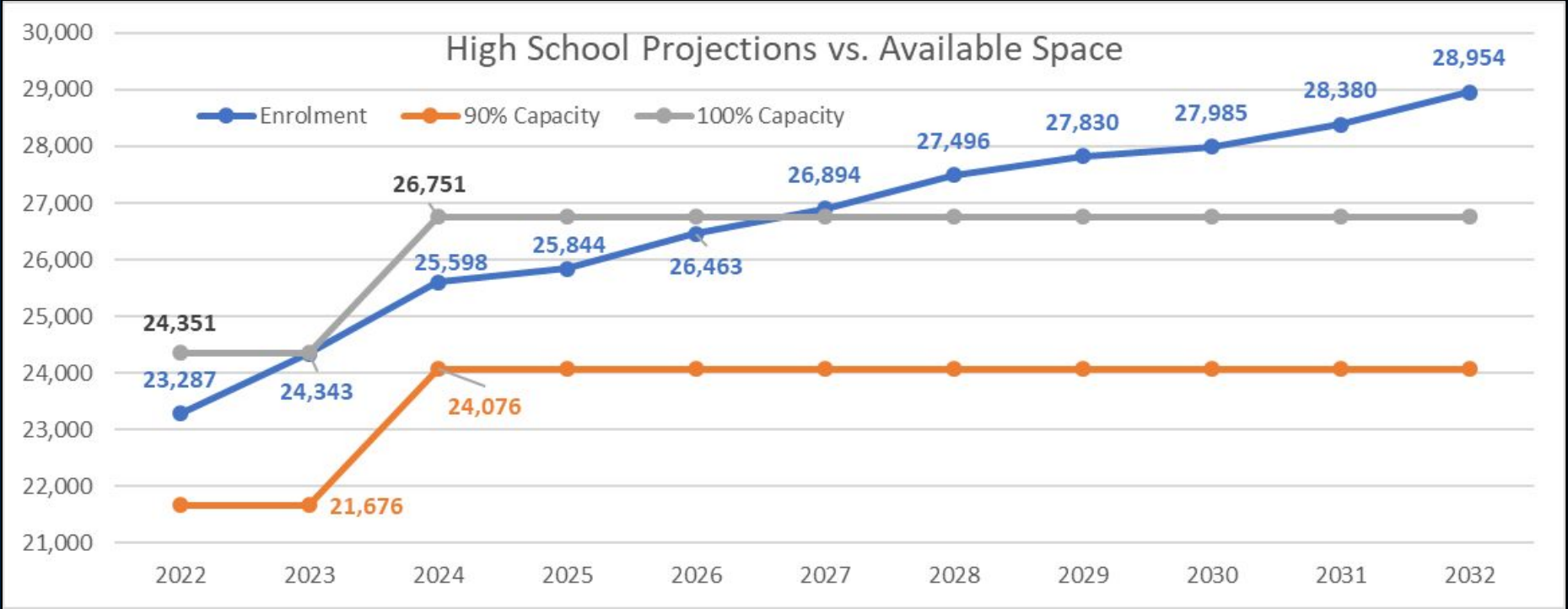
Site 2

Rosenthal: At a Glance

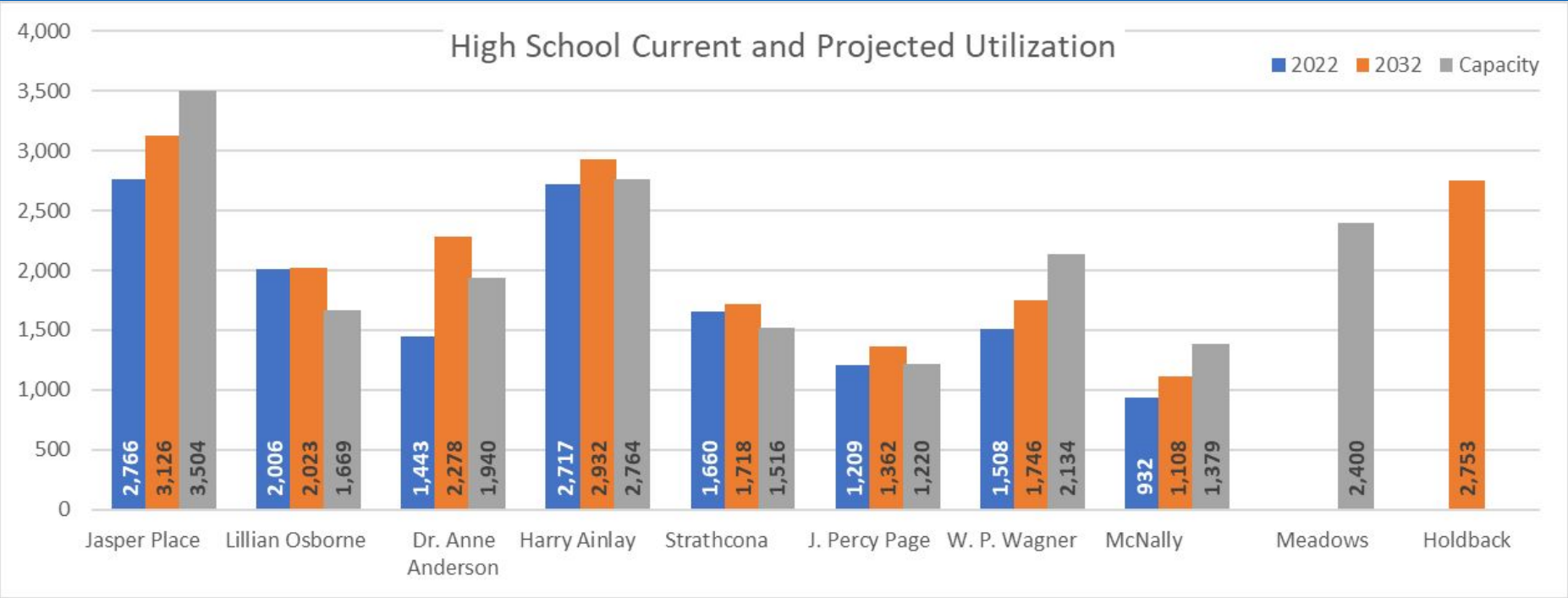
Current Designated School	Utilization	Distance
LaPerle	101%	6 km



High School Enrolment: Where we're headed



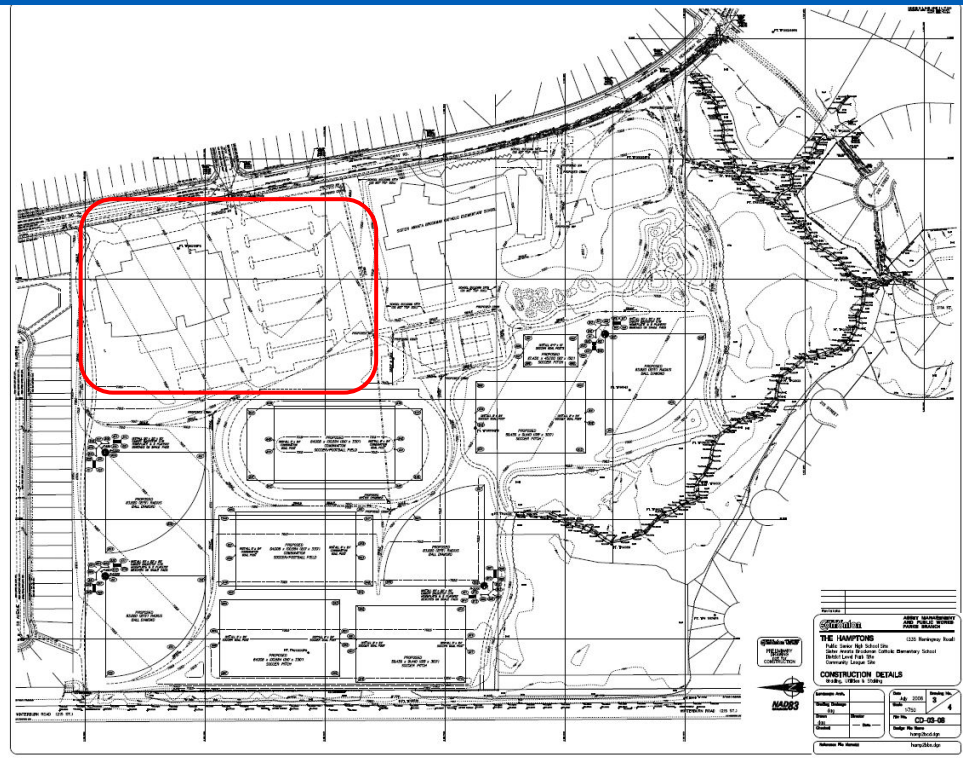
High School Enrolment: Where we're headed



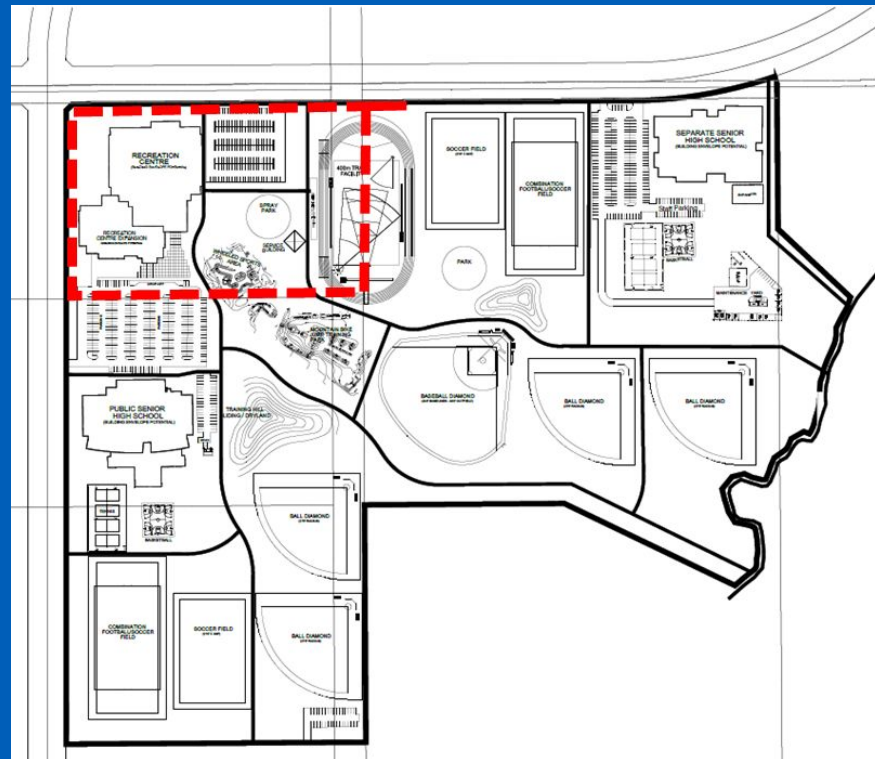
Updated Projections to 2032
Assumes Growth Control Measures to limit Enrolment

West 10-12 Site Options

Site 3: The Grange Campus

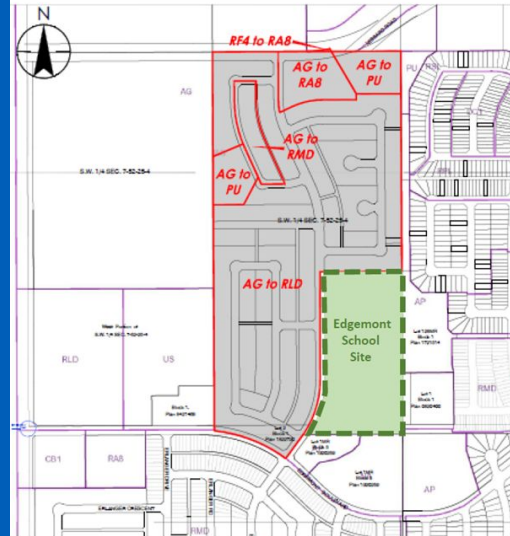
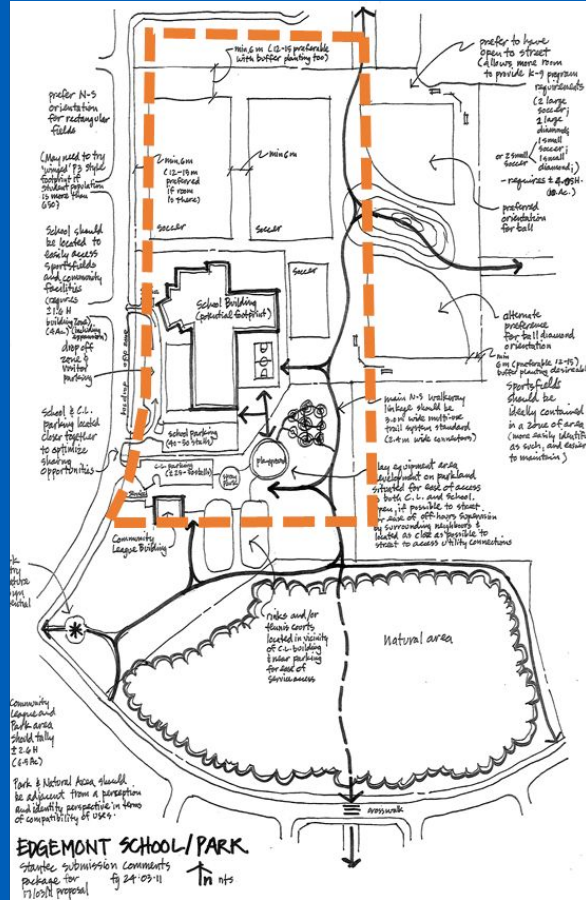


Site 6: Riverview Campus



Site 4 Edgemont: At a Glance

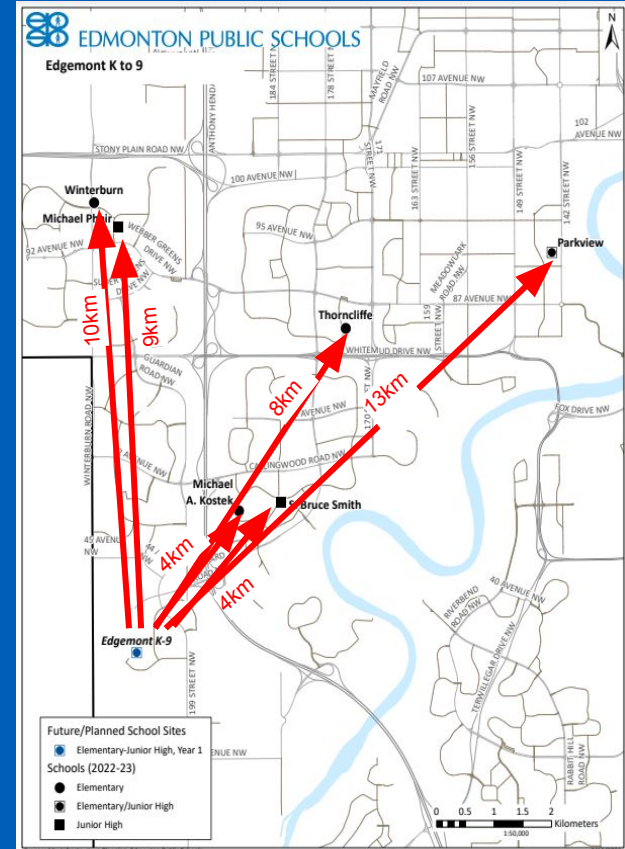
Current Designated School	Utilization	Distance
Thorncliffe	43%	8 km
Parkview	77%	13 km
Winterburn	94%	10 km
Michael Phair	56%	9 km
Michael A. Kostek	92%	4 km
S. Bruce Smith	84%	4 km



PROPOSED REZONING - Edgemont

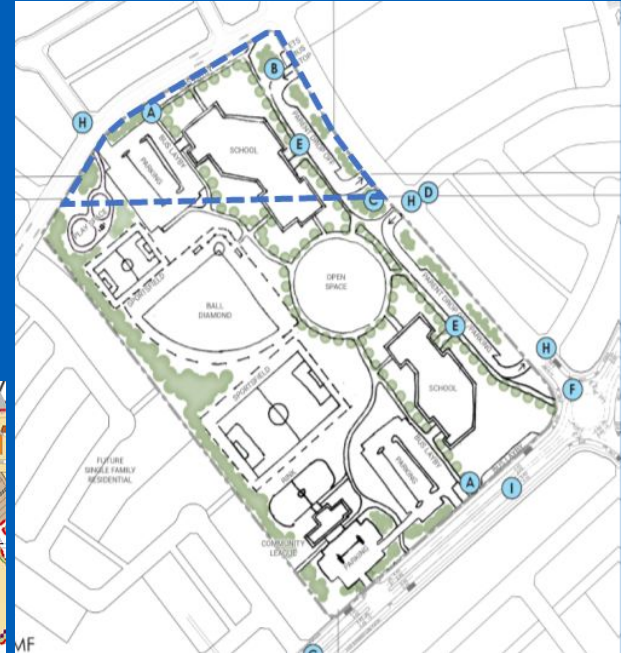
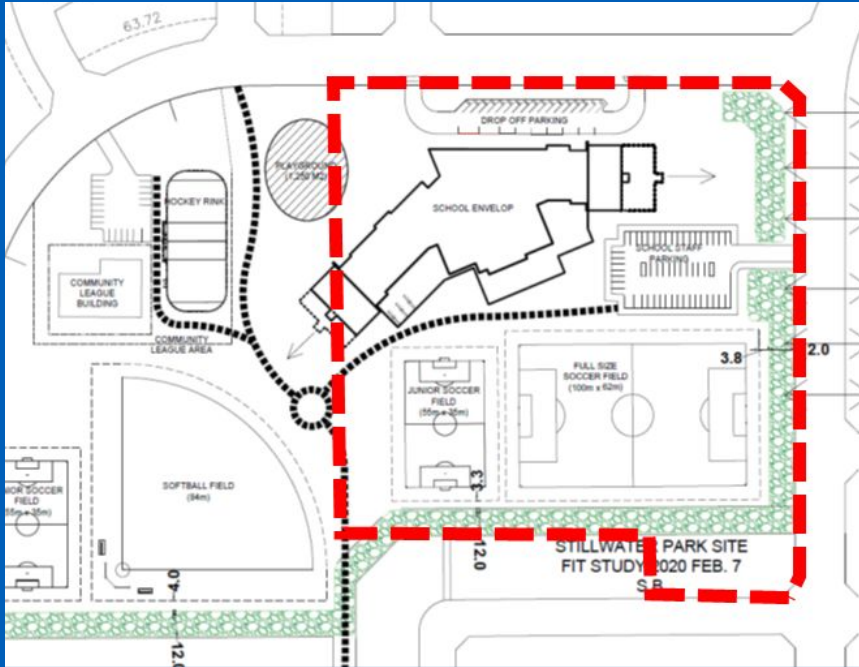
From: (AG) Agricultural Zone To: (RLD) Residential Low Density Zone	From: (AG) Agricultural Zone To: (RMD) Residential Mixed Dwelling Zone
From: (AG) Agricultural Zone To: (RAB) Medium Rise Apartment Zone	From: (AG) Agricultural Zone To: (RMD) Residential Mixed Dwelling Zone
	From: (AG) Agricultural Zone To: (PU) Public Utility Zone

Map Created: September 26, 2022 File: LDA22-0395

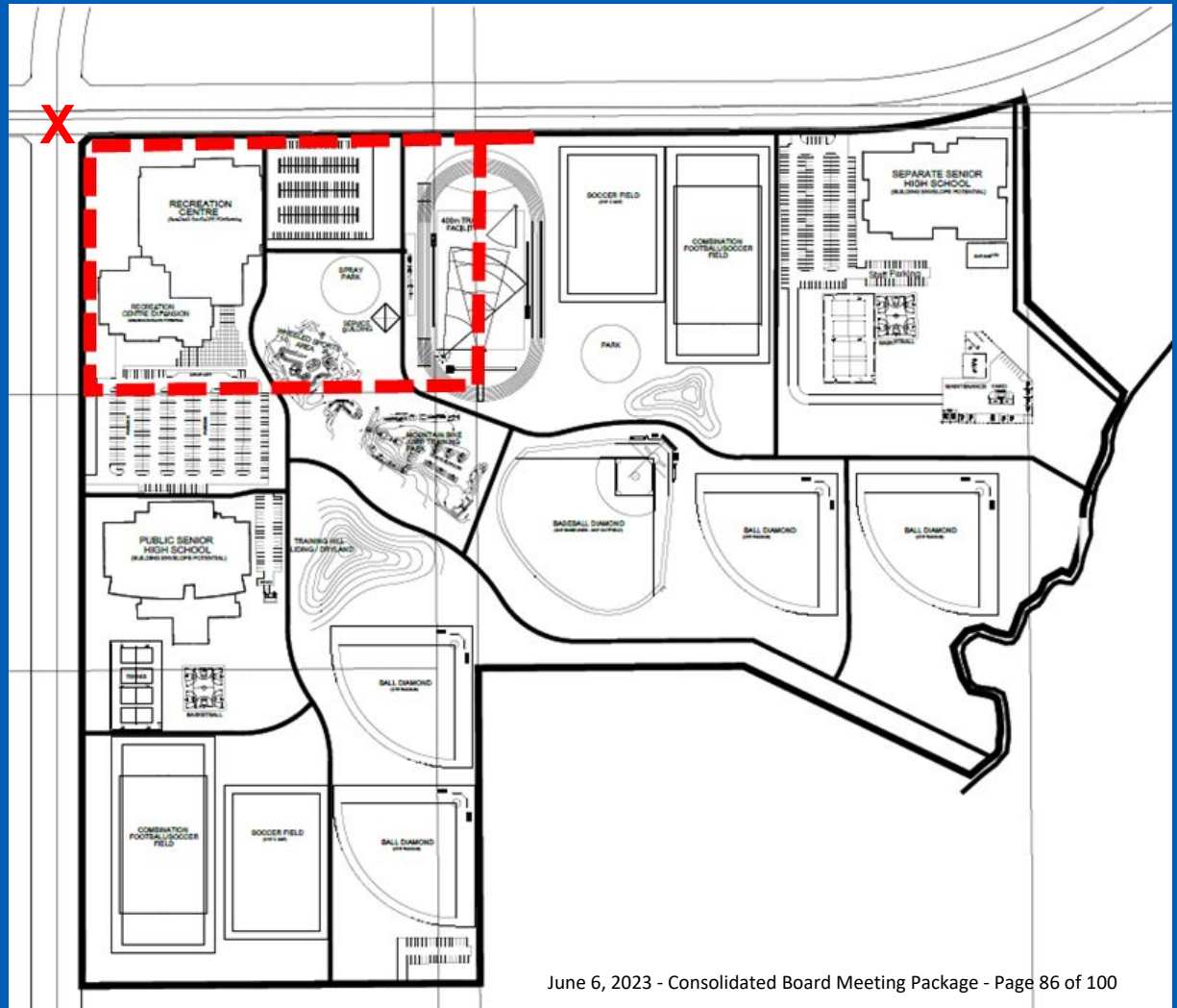


Site 5 Stillwater (Riverview K-9)

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

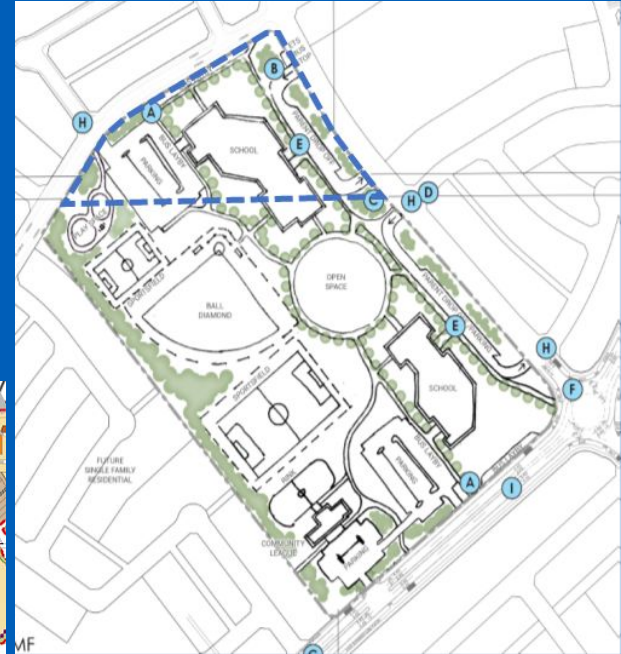
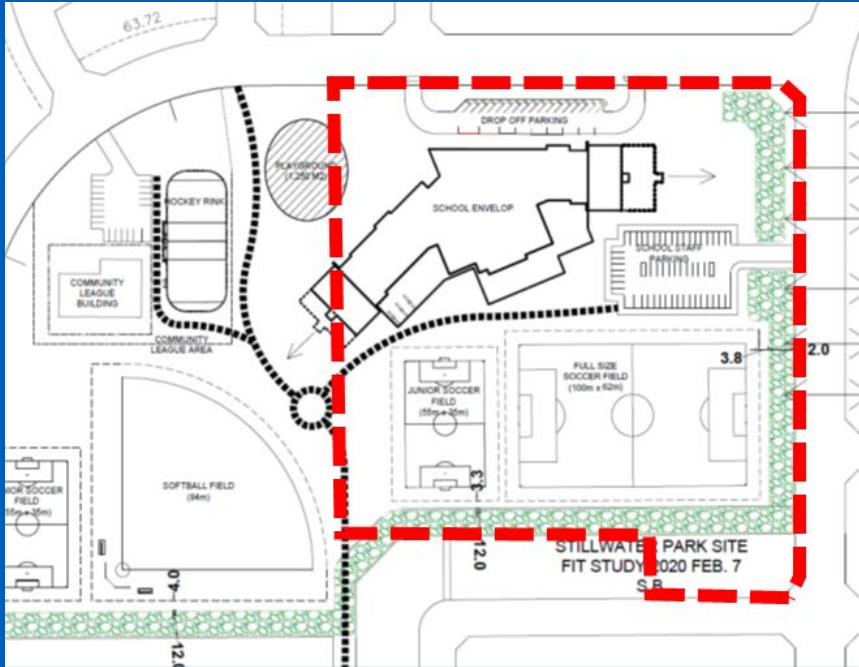


Site 6
West 10-12:
Riverview
Campus Site



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

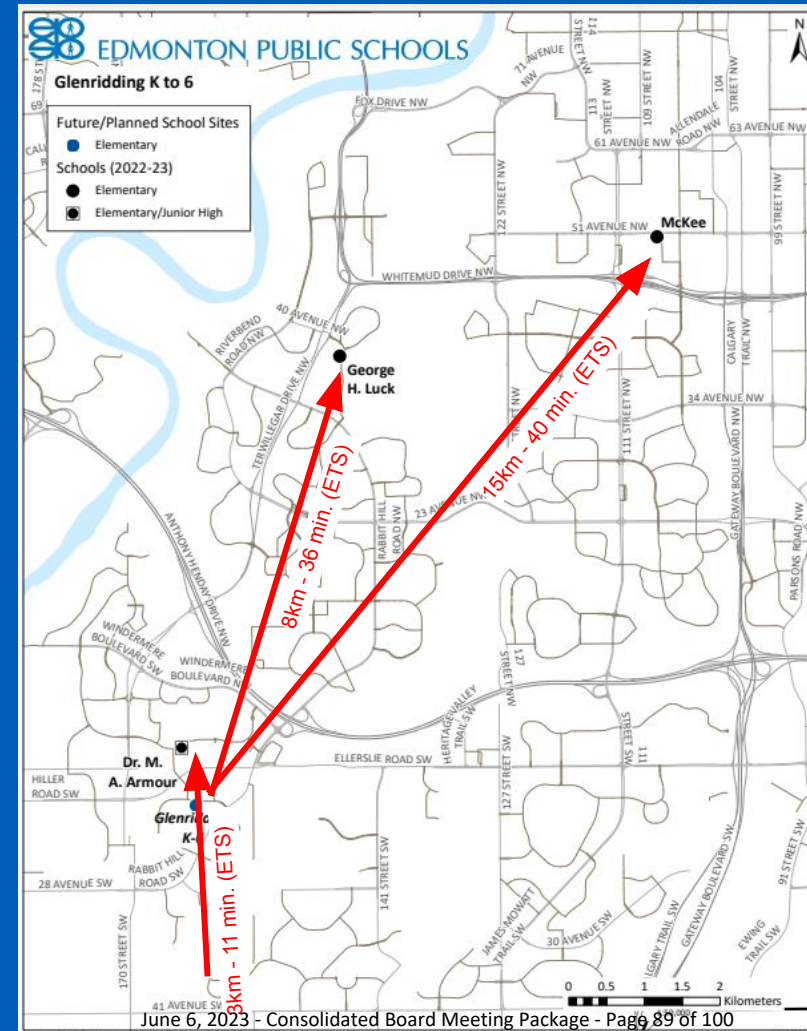
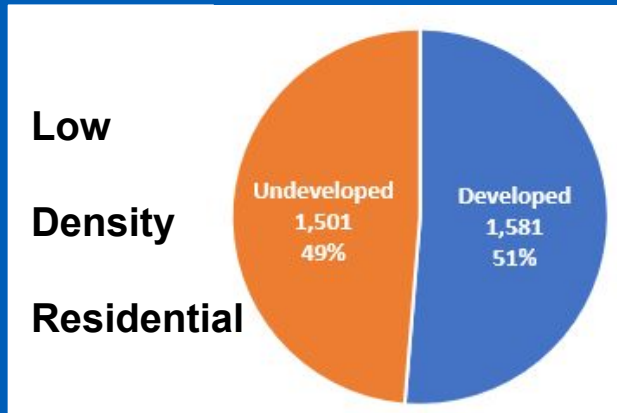
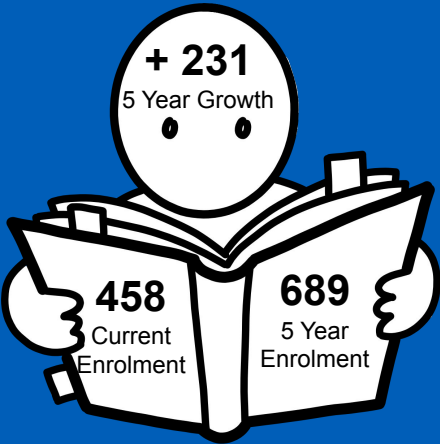
Enrolment History and Projections

	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

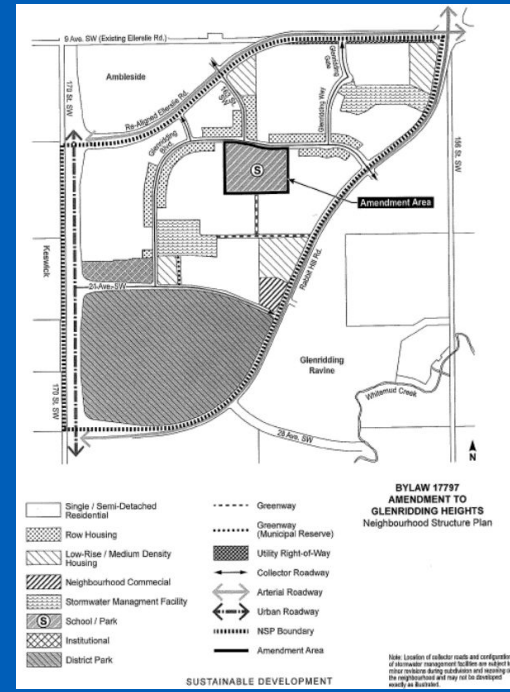
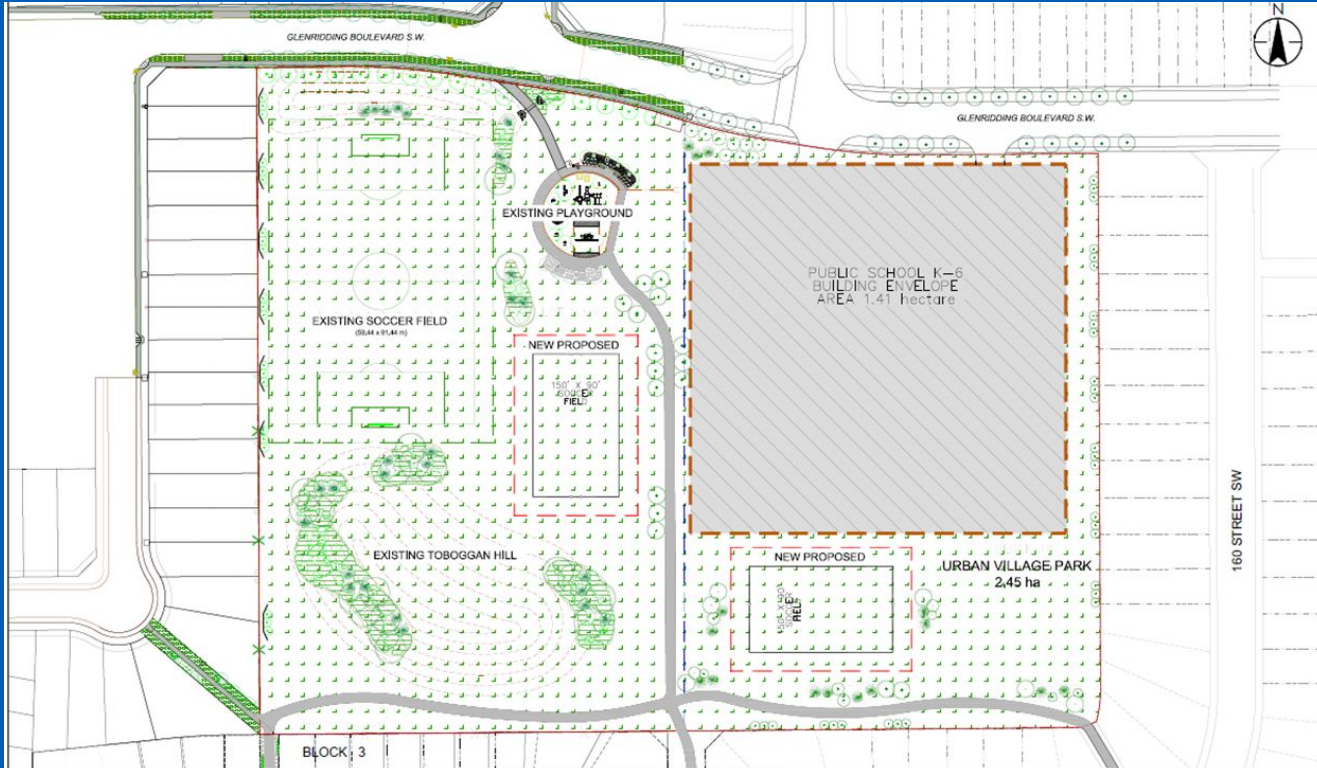
Glenridding Heights K-6: At a Glance

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

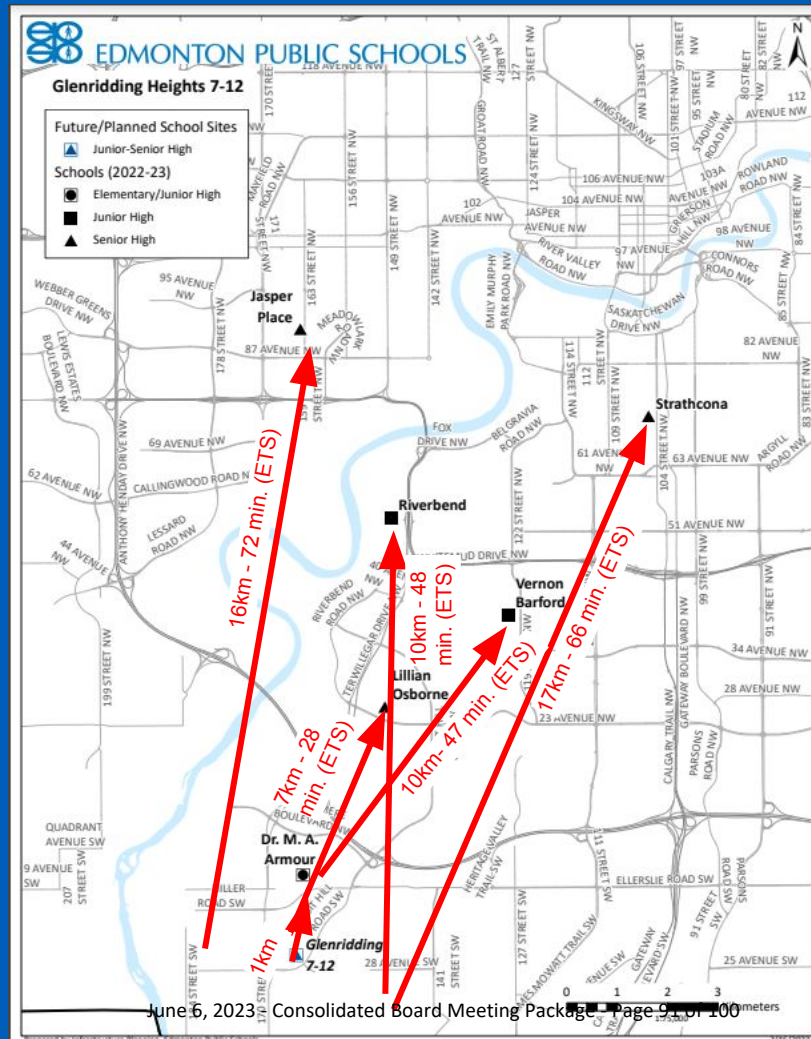
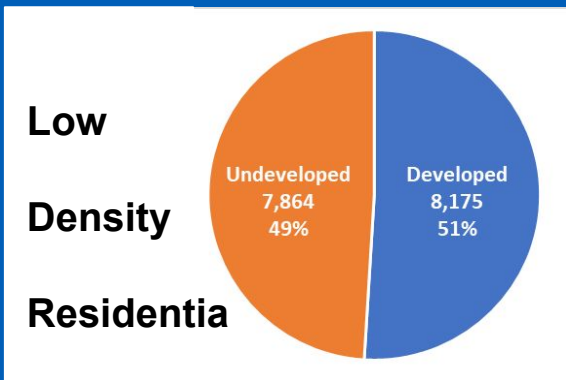
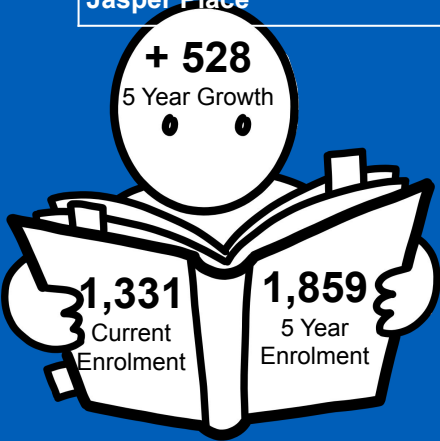
Glenridding Heights K-6: At a Glance



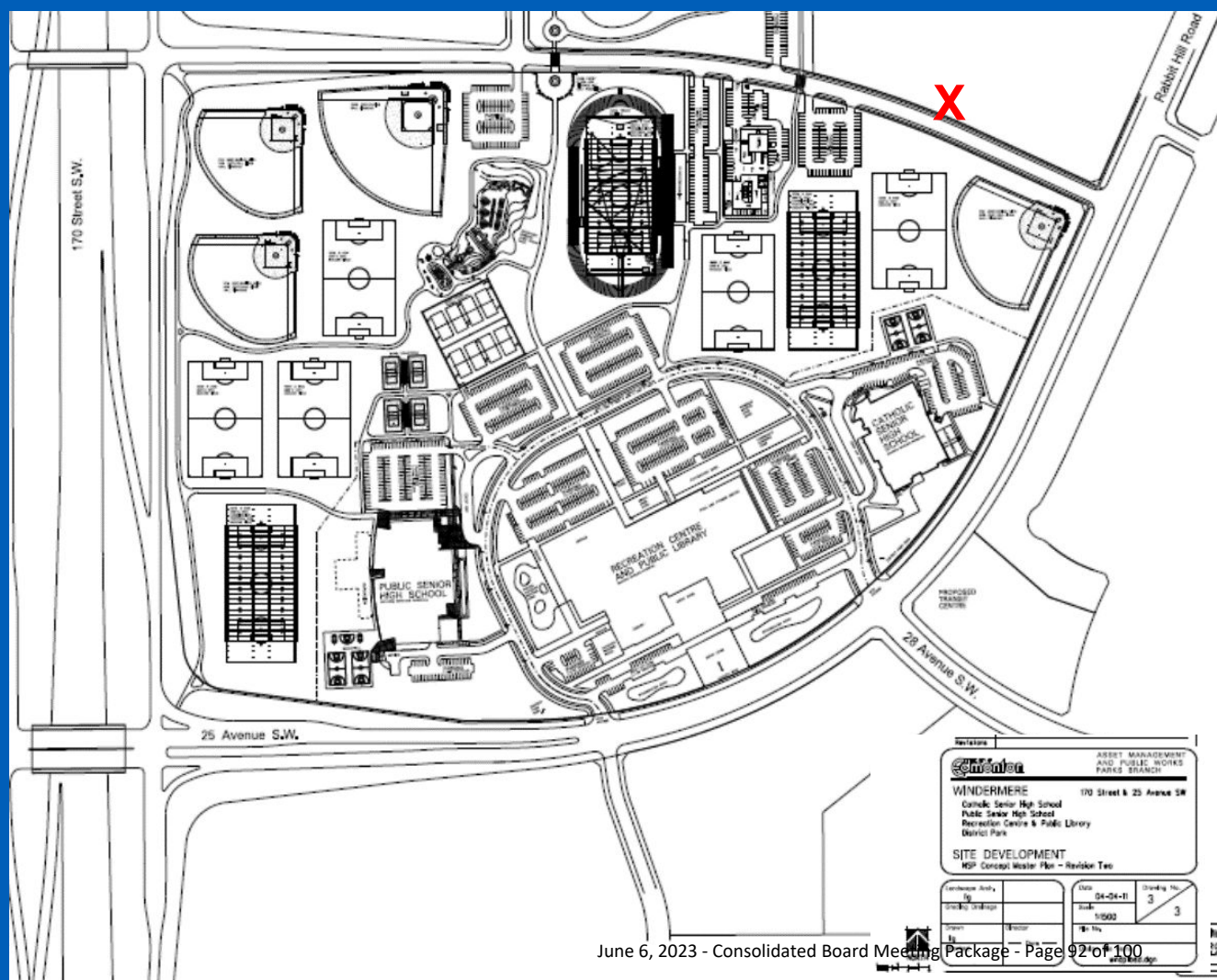
Site 10

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



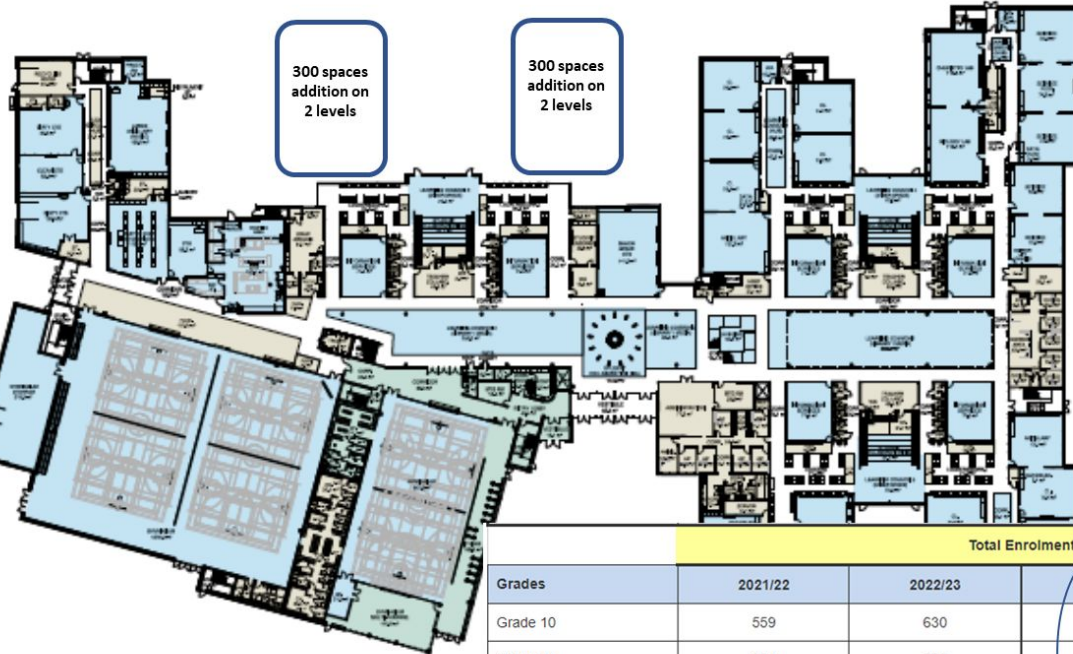
Site 10 Glenridding Heights 7-12: Windermere Campus Park



Site 11

Dr. Anne Anderson School: 600 Capacity Addition

Attachment 1



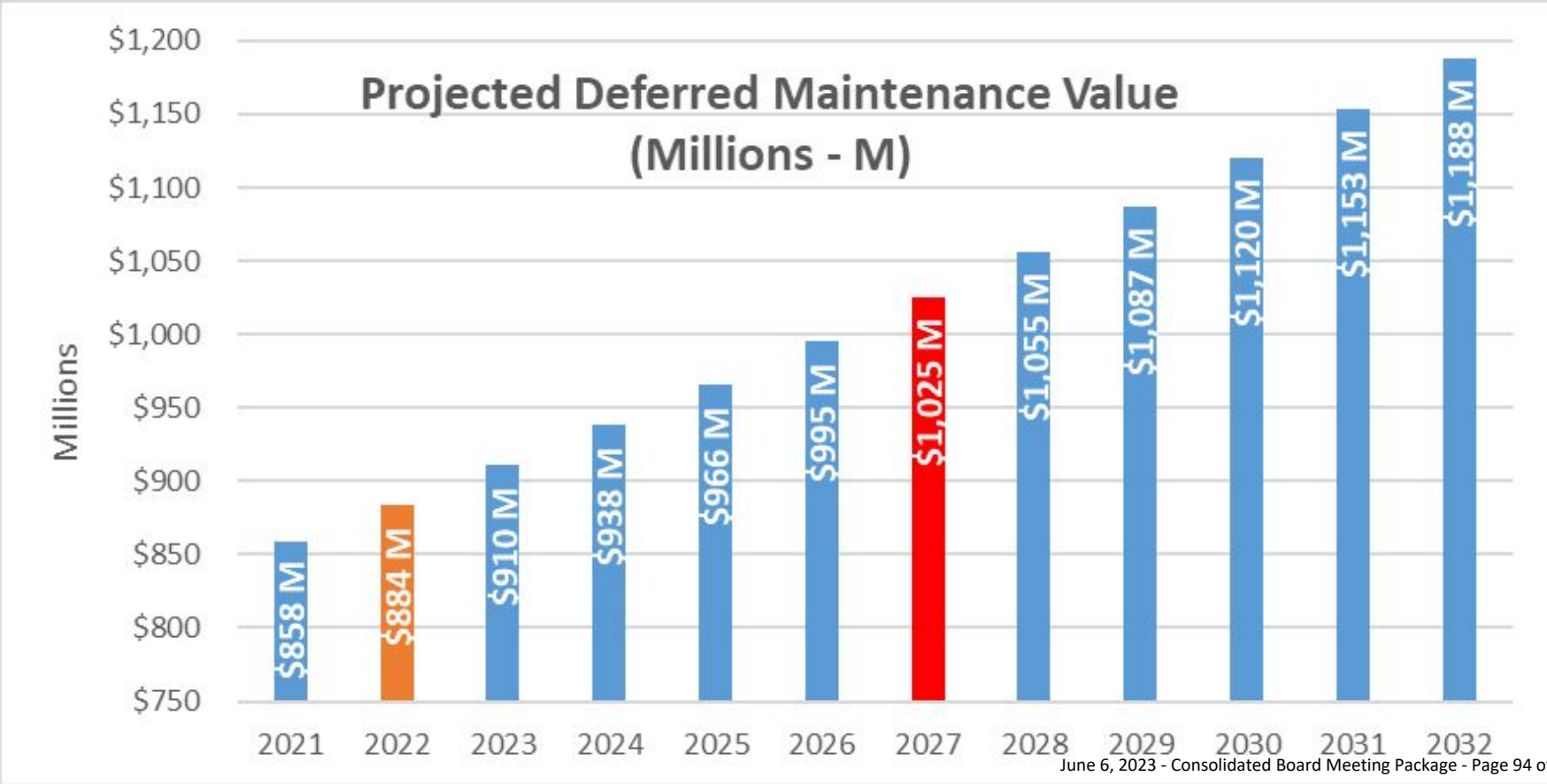
Details

- 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

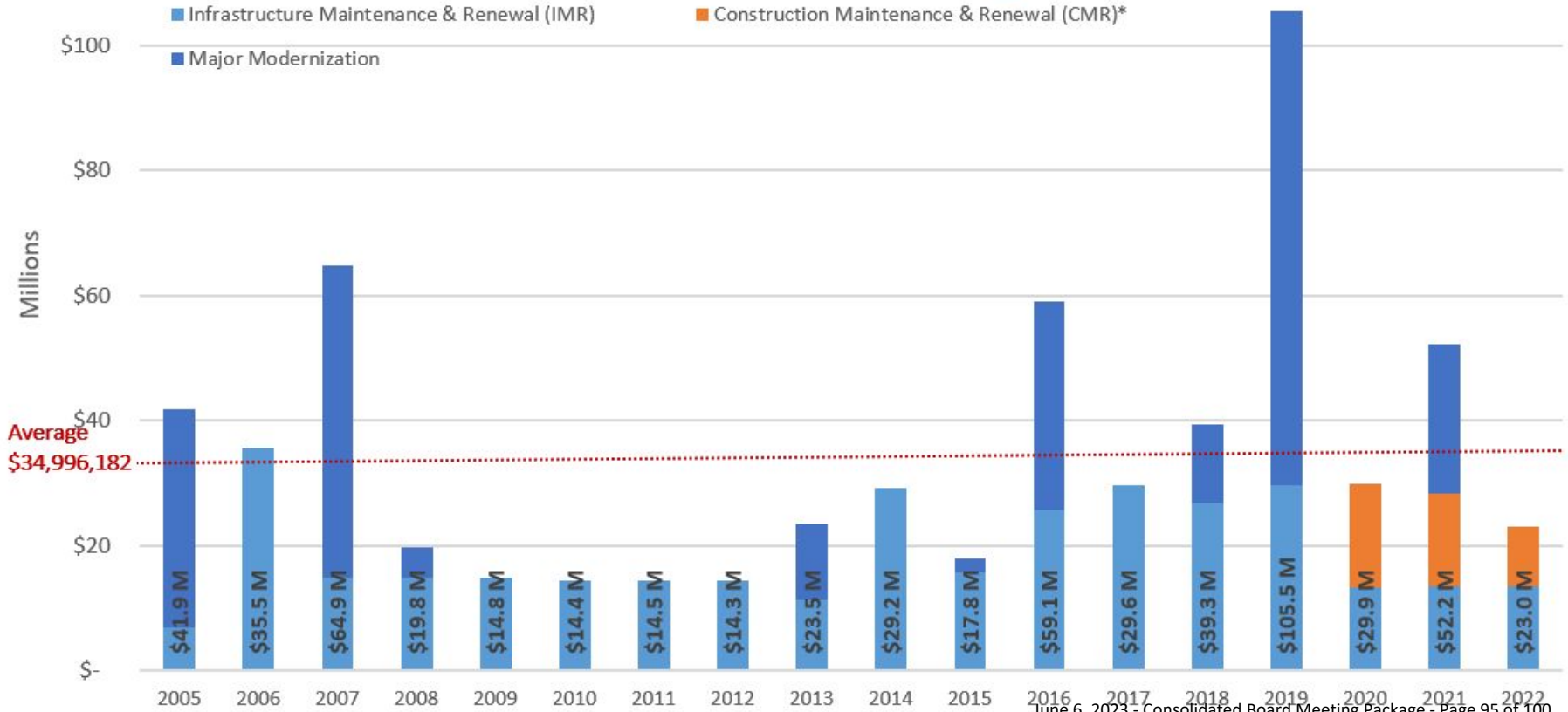
	Total Enrolment						
Grades	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Grade 10	559	630	660	698	699	706	735
Grade 11	204	576	648	680	718	719	726
Grade 12	0	237	611	686	720	760	761
Totals	763	1443	1919	2064	2137	2185	2222

Deferred Maintenance: On Pace to Continue Rising

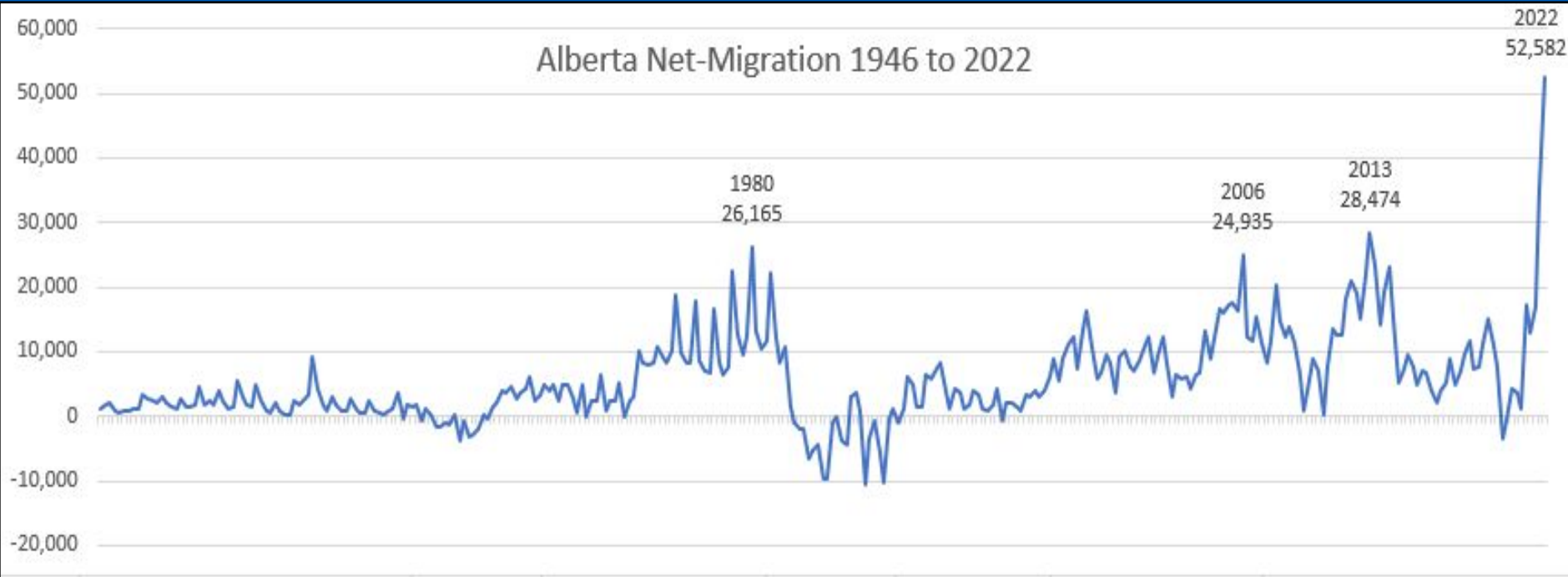


Capital Renewal Funding: Modernizations, IMR\CMR

Infrastructure Maintenance Funding 2005 to 2022



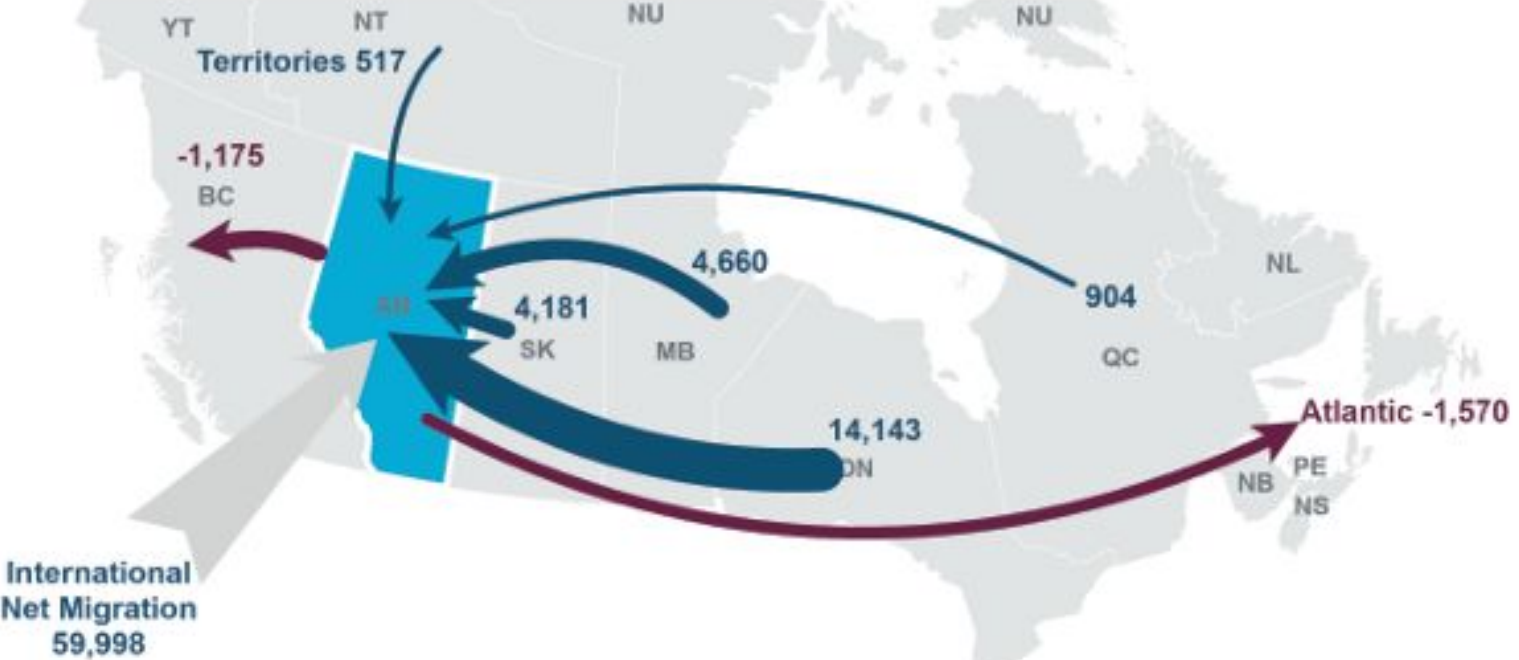
Net Migration in Alberta: Record Levels



Net Migration in Alberta: Where from?

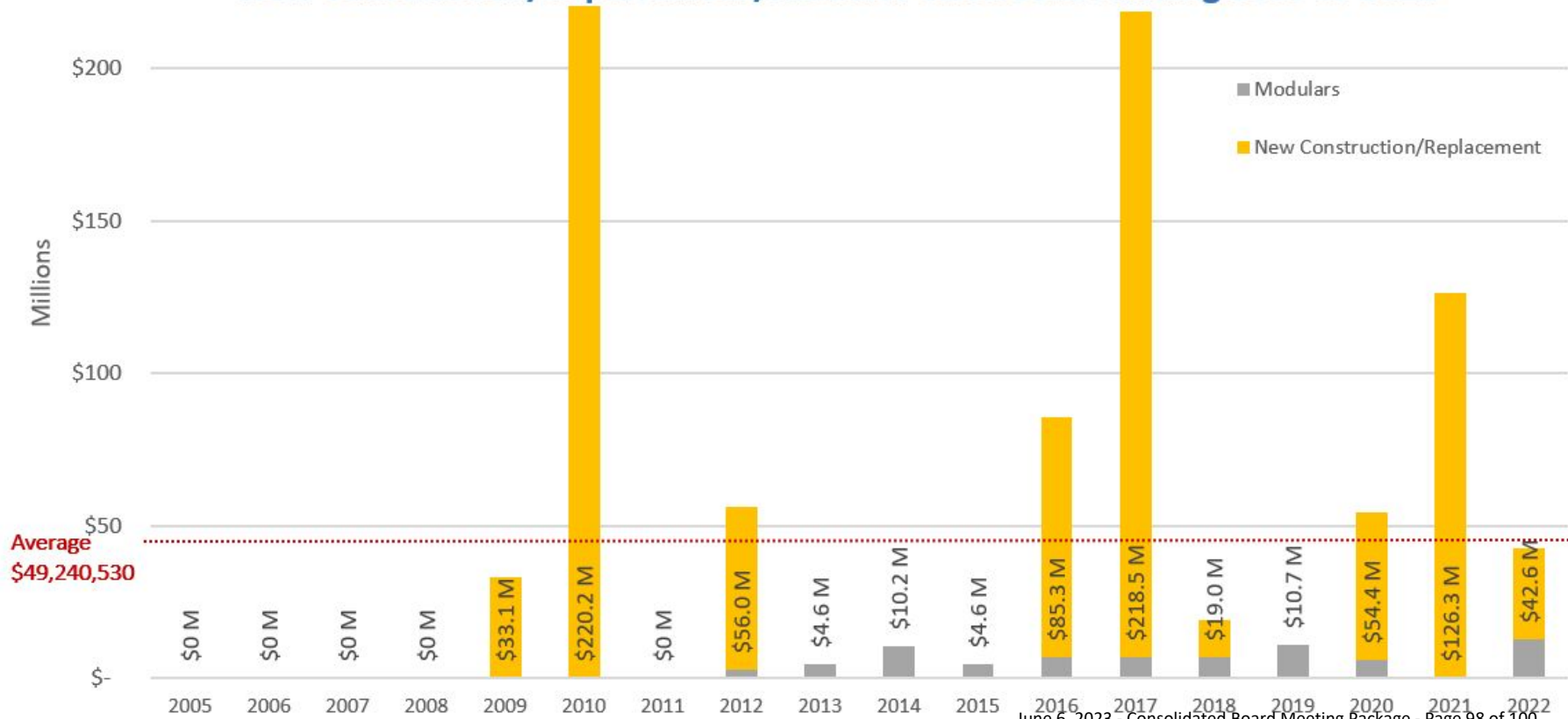
MAP 1: NET POPULATION MOVEMENT FOR ALBERTA

July 1, 2021 to June 30, 2022

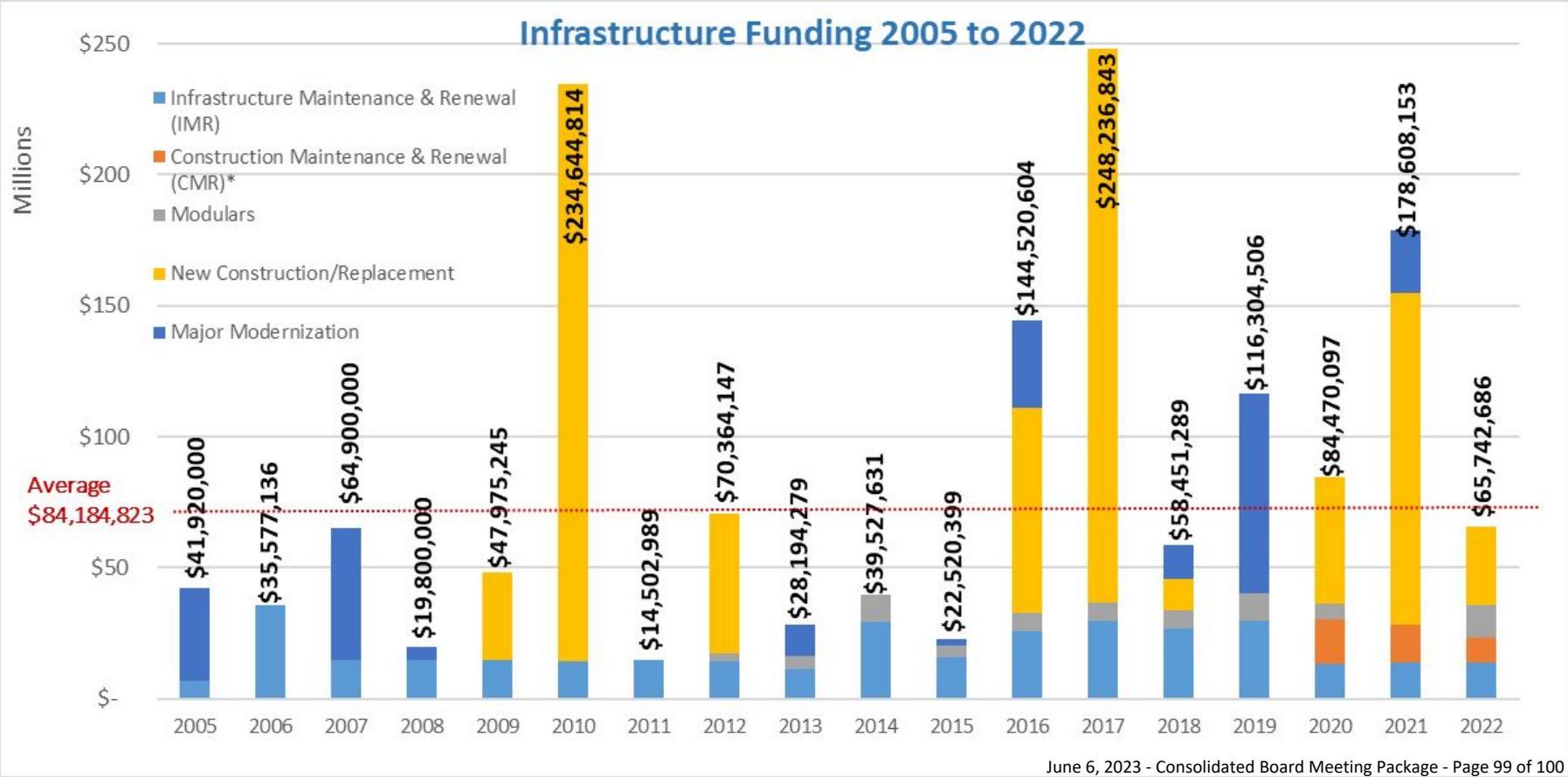


Infrastructure Funding: New Construction & Modulares

New Construction/Replacement/Modular Classroom Funding 2005 to 2022



Infrastructure Funding: Below Average Levels



Division Centres: New Students and Establishments

