



AGENDA

BOARD OF TRUSTEES

Julie Kusiek
Board Chair

Jan Sawyer
Board Vice-Chair

Dawn Hancock
Marsha Nelson
Sherri O'Keefe
Saadiq Sumar

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

CFE McCauley Chambers
Tuesday, May 6, 2025
2 p.m.

Board Meeting

- A. Land Acknowledgement
- B. O Canada
- C. Roll Call
- D. Approval of the Agenda
- E. Communications from the Board Chair
- F. Communications from the Superintendent of Schools
- G. Approval of the Minutes
 - 1. DRAFT – Board Minutes – April 15, 2025
- H. Comments from the Public and Staff Group Representatives on Items on the Meeting Agenda

(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 12 p.m. on Monday, May 5, 2025, to speak under this item.)
- I. Reports
 - 2. 2025-2026 Budget – Staff Presentation *(No Enclosure)*
 - CUPE Local 474 (Custodial Staff)
 - 3. Locally Developed Courses (Recommendation)
 - 4. 2025-26 Non-Resident Fees and Special Needs Sponsorship Fees and 2026-27 International Student Fees (Recommendation)
 - 5. Transportation Fees for 2025-2026 (Recommendation)
 - 6. HG.BP Student Conduct and Behaviour Policy – First Reading (Recommendation)
 - 7. Advocacy re: Jordan's Principle Funding and Operating Procedures (Recommendation)
- J. Other Committee, Board Representative and Trustee Reports
- K. Trustees and Board Requests for Information
- L. Notices of Motion
- M. Meeting Dates
- N. Adjournment

MINUTE BOOK**Board Meeting**

Minutes of the meeting of the Board of Trustees of Edmonton School Division of Alberta held in the Centre for Education McCauley Chambers on Tuesday, April 15, 2025, at 2 p.m.

Present:**Trustees**

Dawn Hancock
Julie Kusiek

Marsha Nelson
Sherri O'Keefe

Jan Sawyer
Saadiq Sumar

Officials

Angela Anderson
Todd Burnstad
Grace Cooke
Andrea Cooper

Karen Mills
Kathy Muhlethaler
Kent Pharis
Nancy Petersen
Cliff Richard

Darrel Robertson
Carrie Rosa
Ron Thompson
Liz Yule

Board Chair: Julie Kusiek

Recording Secretary: Catherine Angeles

A. Land Acknowledgement

The Board Chair called the meeting to order with recognition that we are on Treaty 6 Territory, a traditional meeting grounds, gathering place, and travelling route to the Nehiyaw, Anishinaabe, Niitsitapi, Métis Otipemisiwak, Denesųłiné, and Nakota Sioux. We acknowledge all the many First Nations, Métis Otipemisiwak, Inuit whose footsteps have marked these lands for centuries.

B. O Canada**C. Roll Call: 2:03 p.m.**

The Superintendent advised that all Trustees were present.

D. Approval of the Agenda**MOVED BY Trustee Sumar:**

"That after the conclusion of Agenda Item J-4 the Board moves Agenda Item K after the conclusion of Agenda Item O and that the 20-minute time allotted for registered speakers, in Agenda Item K, be extended to accommodate all registered speakers."

(UNANIMOUSLY CARRIED).

MINUTE BOOK**MOVED BY Trustee Nelson:**

**"That the agenda for the April 15, 2025, Board meeting be approved as amended."
(UNANIMOUSLY CARRIED)**

E. Communications from the Board Chair

The Board Chair shared that yesterday she had the privilege of attending, on behalf of the Board of Trustees, the Alberta School Board Association's Honouring Spirit: Indigenous Student Award ceremony. This award recognizes First Nations, Metis and Inuit students from across Alberta who model strength and commitment in the pursuit of their personal education paths. Several dignitaries were present and provided remarks, including Michelle Beaver, a former EPSB student and 2024 award recipient. Michelle spoke of the strength of her culture, encouraged students to stand tall and with pride, and of the importance of education, including post-secondary studies after high school.

The Board Chair announced with great pleasure, that this year, Grade 3 student Zane Mauren at Jan Reimer School was a recipient of ASBA's 2025 Honouring Spirit: Indigenous Student Award. Zane demonstrates perseverance and a strong spirit, inspiring those around him. He possesses a strong awareness of self and identity, proudly wearing his long braid. Connected to his heritage and the teachings of his Elders and community members, Zane volunteers with the Red Deer Indigenous Dance Troupe and the Elders Lodge at the Sylvan Lake Powwow. His desire to give his all through dance is evident, as he practices diligently in a self-directed role, showcasing his mighty spirit despite his small stature. Board Chair Kusiek expressed congratulations to Zane.

F. Communications from the Superintendent of Schools

The Superintendent shared a warm welcome to everyone who were attending the meeting today, including SCOPE principals Satinder Basra and Marnie White, and those watching online.

The Superintendent also expressed congratulations to Zane Mauren on his 2025 Honouring Spirit: Indigenous Student Award. Superintendent Robertson expressed interest in hearing more about Zane's journey with Edmonton Public Schools.

The Superintendent said that after Easter long weekend, the Division will be opening the Division Feedback Survey to parents, families, staff and students. The annual survey will run from April 22-May 23. We receive really good feedback from the survey every year, helping the Division learn about how we're doing and what the community values in a quality education system. He thanked everyone in advance for taking the time to fill out the survey.

MINUTE BOOK**G. Recognition****1. Confirmation of Principal Designations**

The Superintendent announced that the following principals have been confirmed, effective September 1, 2025:

- Carla Babichuk, McArthur
- Alica Brownson, Lauderdale
- Kristel Busby, Kirkness
- Pina Chiarello, Hillcrest
- Brenna Cooper, Fraser
- Robyn Fagarasanu, Governor
- Ronali Ferguson, Belvedere
- Annette Hlavacek, Princeton
- Kirstin Johns-Bell, Minchau
- Kary Lavallee, Youngstown
- Michelle McColloch, Avonmore
- Rachel McOuat, Meadowlark
- Denis Mills, Belgravia
- Donna Overacker, Gold Bar
- Tim Paetkau, Keheewin
- Shauna Shore, Kensington
- Sergio Teixeira, Calder
- Jenell Thomas, Brander Greens
- Hendrik Wolmarans, Edmonton Christian West and Edmonton Christian High

There was a short break in the meeting at 2:14 p.m.

The meeting resumed at 2:19 p.m.

H. Approval of the Minutes

2. Board Meeting – April 1, 2025
3. Special Board Meeting – April 9, 2025

MOVED BY Trustee O'Keefe:

**"That the minutes of the Board meeting held April 1, 2025, and the Special Board meeting held on April 9, 2025, be approved as printed."
(UNANIMOUSLY CARRIED)**

I. Comments from the Public and Staff Group Representatives on Items on the Meeting Agenda

The Board of Trustees heard from five registered speakers for this item.

MINUTE BOOK**J. Reports****4. Letter regarding Standards for Special Education****MOVED BY Board Chair Kusiek:**

“That, further to the Board’s September 10, 2024 letter to the Minister of Education regarding the timelines for an update to the Standards for Special Education, the Board of Trustees write a follow-up letter to further emphasize that school boards, educators, students and families be meaningfully consulted, to inform a fulsome Provincial update to the Standards for Special Education. The letter must also emphasize:

- **That the Province provides adequate ongoing funding to fully meet the diverse range of needs for students requiring special education supports within a variety of settings.**
- **That the rate of enrolment growth for students requiring specialized learning supports is outpacing the rapid growth of overall enrolment in the Division.**
- **That services for students who require specialized learning supports must be enhanced within provincial standards and funding to facilitate students’ transition to life beyond the K-12 education system.”**

(UNANIMOUSLY CARRIED)

L. Other Committee, Board Representatives and Trustee Reports

Trustee Nelson shared an Edmonton Public Schools Foundation (the Foundation) update:

Celebrating 15 Years of Impact

- The Foundation is celebrating its 15 year anniversary.
- Fifteen years ago, the Foundation was established with one clear mission: to level the playing field for children coming to the classroom at a disadvantage. Since then, the Foundation has touched thousands of young lives, providing essential resources and opportunities to help students thrive.
- The Foundation would like to thank every donor, partner, and supporter who has contributed to this incredible journey so far. Your generosity has changed lives, and together, we can continue to fuel bright minds for years to come.
- Check out the Foundation website for a full article about the anniversary.
- From our hearts to yours, here’s to the next 15 years of impact.

M. Trustees and Board Requests for Information - None**N. Notices of Motion - None****O. Next Board Meeting: Tuesday, May 6, 2025, at 2 p.m.**

There was a short break in the meeting at 3:01 p.m.

MINUTE BOOK

The meeting resumed at 3:14 p.m.

K. Comments from the Public and Staff Group Representatives on Educational Issues – 4 p.m.

The Board of Trustees heard from three registered speakers for this item.

The meeting recessed at 3:28 p.m.

Board Chair Kusiek reconvened the meeting at 4 p.m.

The Board of Trustees heard from 13 registered speakers for this item.

P. Adjournment: 4:41 p.m.

The Board Chair adjourned the meeting.

Julie Kusiek, Board Chair

Karen Mills, Director Board and
Superintendent Relations

DATE: May 6, 2025

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, Vicki de Haan, Thomas Gillard, Laurie Houston

REFERENCE [Guide to Education: ECS to Grade 12](#)
[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, 2024–2025* 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, 2024)

LDCs also support alternative programs in Edmonton Public Schools and the Division Strategic Plan, with a particular focus on Priorities 1 and 2.

All LDCs developed by Edmonton Public Schools are written to ensure they meet student, school, community and program needs, as well as provincial and Division requirements. This includes ensuring that these courses contain a sequence introduction, a description of student needs that are addressed through the LDC and learning outcomes that are aligned with provincial requirements and standards.

Junior and senior high school LDCs must be approved by a Board motion prior to offering the locally developed courses in the Division. Senior high school LDCs must also be authorized by Alberta Education. The maximum duration for Alberta Education authorization is currently four years. However, there may be

circumstances that result in Alberta Education granting an authorization of one, two or three years. Alberta Education may grant authorization to 3- and/or 5-credit versions of LDCs.

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

RELATED FACTS

- All LDCs authorized by Alberta Education are available for acquisition at no cost.
- Edmonton Public Schools acquires LDCs developed by other school authorities in the province. LDCs may be acquired at any point in the authorization period that was granted by Alberta Education.
- 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 senior high school and elementary school locally developed courses be approved for use in Edmonton Public Schools:

Senior High School LDCs

Course Name	Course Codes	Version	Approval Period (School Years)
Academic Achievement through English Language Acquisition - Beginner 15 Academic Achievement through English Language Acquisition - Intermediate 15	LDC1481 LDC1482	3 and 5 Credits (2025–2029)	2025–2026 to 2028–2029
Artificial Intelligence 25 Artificial Intelligence 35	LDC2026 LDC3026	5 Credits (2025–2027)	2025–2026 to 2026–2027
Band 15 Band 25 Band 35	LDC1439 LDC2439 LDC3439	3 and 5 Credits (2025–2029)	2025–2026 to 2028–2029
Calculus (Advanced) 35	LDC3255	3 and 5 Credits (2025–2029)	2025–2026 to 2028–2029
Design Thinking for Innovation 15-25-35	LDC1131 LDC2131 LDC3131	3 and 5 Credits (2025–2029)	2025–2026 to 2028–2029
Film and Media Art 15 Film and Media Art 25 Film and Media Art 35	LDC1092 LDC2092 LDC3092	3 and 5 Credits (2025–2029)	2025–2026 to 2028–2029
Instrumental Jazz 15 Instrumental Jazz 25 Instrumental Jazz 35	LDC1431 LDC2431 LDC3431	3 and 5 Credits (2025–2029)	2025–2026 to 2028–2029
Introduction to Artificial Intelligence 15	LDC1026	5 Credits (2025–2029)	2025–2026 to 2026–2027

Senior High School LDCs (continued)

Course Name	Course Codes	Version	Approval Period (School Years)
Medicine Wheel 15	LDC1172	3 Credits (2025–2029)	2025–2026 to 2028–2029
Musical Theatre Performance 15 Musical Theatre Performance 25 Musical Theatre Performance 35	LDC1858 LDC2858 LDC3858	5 Credits (2023–2026)	2025–2026
Smudging (Elder Chronicles) 15	LDC1015	3 Credits	2025–2026 to 2026–2027
Vocal Jazz 15 Vocal Jazz 25 Vocal Jazz 35	LDC1433 LDC2433 LDC3433	3 and 5 Credits (2025–2029)	2025–2026 to 2028–2029

Elementary School LDCs

Course Name	Course Codes	Approval Period (School Years)
Creative Movement 1 Creative Movement 2 Creative Movement 3 Creative Movement 4 Creative Movement 5 Creative Movement 6	ELM1560 ELM2560 ELM3560 ELM4560 ELM5560 ELM6560	2025–2026 to 2028–2029

OPTIONS

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

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

CONSIDERATIONS and ANALYSIS

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

NEXT STEPS

Upon approval of this recommendation, the Administration will make these LDCs available for Division use for the applicable approval period.

ATTACHMENTS and APPENDICES

ATTACHMENT I Summaries of Locally Developed Courses Submitted for Approval on May 6, 2025

ATTACHMENT II Enrolment Data for Locally Developed Courses Submitted for Approval on May 6, 2025

LH:lh

Summaries of Locally Developed Courses Submitted for Approval on May 6, 2025

Academic Achievement through English Language Acquisition - Beginner 15 and Intermediate 15

Academic Achievement through English Language Acquisition - Beginner 15 and Intermediate 15 are 3- and 5-credit courses that were developed by another school jurisdiction and will be acquired through Alberta Education. This course sequence is replacing Academic Achievement through English Language Development 15-25-35, which is currently being delivered at four Division schools and had an enrolment of 427 students as of March 25, 2025.

Academic Achievement through English Language Acquisition - Beginner 15 and Intermediate 15, provide English as an Additional Language (EAL) students with opportunities to build and extend academic language proficiency and overall communicative competence across all aspects of literacy and within various subject areas. In these courses, students develop academic language through the exploration and practice of language functions, forms and vocabulary.

Artificial Intelligence 25-35

Artificial Intelligence 25-35 is a 5-credit course sequence developed by Edmonton Public Schools. This course sequence has not previously been offered in the Division.

Artificial Intelligence 25-35 is designed for students who would like to explore various facets of artificial intelligence (AI) and consider the impact of AI on individuals and society. In this course sequence, students have the opportunity to enhance their digital literacy skills and their ability to engage critically with various AI technologies. In Artificial Intelligence 25-35, students have the opportunity to develop a nuanced understanding of the implications and possibilities of AI and greater insight into the importance of thinking critically and ethically about the technologies they use.

A two-year approval is being requested as Alberta Education has granted it an authorization period aligned with that of Introduction to Artificial Intelligence 15.

Band 15-25-35

Band 15-25-35 is a 3- and 5-credit course sequence that was developed by another school jurisdiction and will be acquired through Alberta Education. It is currently being delivered at four Division schools and had an enrolment of 84 students as of March 25, 2025.

Band 15-25-35 provides students with the opportunity to develop, apply and refine their knowledge of the rehearsal process and performance techniques in a large ensemble setting. In this course sequence, students engage with diverse repertoire and enhance their interpretive skills. As members of a large ensemble, students in Band 15-25-35 have the opportunity to deepen their understanding of diverse cultures, historical periods and styles of master composers and arrangers.

Calculus (Advanced) 35

Calculus (Advanced) 35 is a 3- and 5-credit course developed by Edmonton Public Schools. It is currently being delivered at three Division schools and had an enrolment of 71 students as of March 25, 2025.

In Calculus (Advanced) 35, students engage in an in-depth exploration of the concepts, methods and applications of calculus. This course is intended to support students' transition to post-secondary studies and to prepare them for success in science, technology, engineering and mathematics programs. As well, this course is designed to prepare students for the Advanced Placement™ (AP) Calculus AB and BC exams.

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 822 students as of March 25, 2025.

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

Design Thinking for Innovation 15-25-35

Design Thinking for Innovation 15-25-35 is a 3- and 5-credit course sequence that was developed by another school jurisdiction and will be acquired through Alberta Education. It is currently being delivered at five Division schools and had an enrolment of 453 students as of March 25, 2025.

In Design Thinking for Innovation 15-25-35, students engage in the exploration of design thinking, innovation and creative development. In this course sequence, students identify real-world problems and create interdisciplinary projects that allow them to demonstrate their technical and inventive skills. Throughout Design Thinking for Innovation 15-25-35, the emphasis is on engaging, exploring, articulating and creating innovative solutions to increasingly complex challenges.

Film and Media Art 15-25-35

Film and Media Art 15-25-35 is a 3- and 5-credit course sequence that was developed by another school jurisdiction and will be acquired through Alberta Education. It is currently being delivered at nine Division schools and had an enrolment of 477 students as of March 25, 2025.

Film and Media Art 15-25-35 is intended to provide learning experiences where students investigate, explore and create film and media art from an artistic perspective. Students in this course sequence will engage in deepening their knowledge of film through the authentic exploration of the medium. In Film and Media Art 15-25-35, students will explore contemporary and historical art forms and create art that integrates narrative, technical and artistic elements.

Instrumental Jazz 15-25-35

Instrumental Jazz 15-25-35 is a 3- and 5-credit course sequence that was developed by another school jurisdiction and will be acquired through Alberta Education. It is currently being delivered at 10 Division schools and had an enrolment of 297 students as of March 25, 2025.

Instrumental Jazz 15-25-35 provides opportunities for students to develop their skills in music performance beyond the foundational skills offered through the Instrumental Music 10-20-30 Program of Studies. In this course sequence, students will develop their critical listening skills and practice as musicians by engaging with jazz repertoire and performance. Students in Instrumental Jazz 15-25-35 are encouraged to take creative risks and explore avenues for creative expression within the jazz idiom.

Introduction to Artificial Intelligence 15

Introduction to Artificial Intelligence 15 is a 5-credit course that was developed by another school jurisdiction and will be acquired through Alberta Education. This course has not previously been offered in the Division.

Introduction to Artificial Intelligence 15 provides an opportunity for students to explore the history of artificial general intelligence and its various subfields. In this course, students will consider how AI theories and concepts can be applied across various scenarios. Introduction to Artificial Intelligence 15 provides an opportunity for students to explore the transformative influence of artificial intelligence in today's world. This course is a prerequisite for Artificial Intelligence 25-35.

Medicine Wheel (Elder Chronicles) 15

Medicine Wheel (Elder Chronicles) 15 is a 3-credit course sequence acquired through Alberta Education. This course has not previously been offered in the Division.

In Medicine Wheel (Elder Chronicles) 15, students will explore the Medicine Wheel, which for millennia has been seen in North and South American cultures as a powerful way to pass on traditions vital to their worldview. As a teaching and learning tool, the Medicine Wheel may be seen as a holistic model to explain a shared worldview and show people how to build a healthy life by applying practical principles that have evolved into traditions and customs from the four directions.

Musical Theatre Performance 15-25-35

Musical Theatre Performance 15-25-35 is a 5-credit course sequence that was developed by another school jurisdiction and will be acquired through Alberta Education. It is currently being delivered at eight Division schools and had an enrolment of 234 students as of March 25, 2025.

Musical Theatre Performance 15-25-35 provides an interactive environment of integrated study in dance, drama, technical theatre and vocal music for students who seek the challenge of working through the creative process to performance. Students in this course sequence will examine the historical, cultural and social aspects of the musical theatre genre.

A one-year approval is being requested as this course sequence has been given an extension by Alberta Education.

Smudging (Elder Chronicles) 15

Smudging (Elder Chronicles) 15 is a 3-credit course sequence acquired through Alberta Education. This course has not previously been offered in the Division.

Smudging (Elder Chronicles) 15 provides an opportunity for students to learn smudging skills in cultural and non-cultural contexts. This course provides students with the opportunity to examine diverse cultural practices that incorporate the burning of incense into a ritual of wellbeing.

A two-year approval is being requested as this course sequence is currently authorized by Alberta Education until August 31, 2027.

Vocal Jazz 15-25-35

Vocal Jazz 15-25-35 is a 5-credit course sequence that was developed by another school jurisdiction and will be acquired through Alberta Education. It is currently being delivered at one Division school and had an enrolment of 18 students as of March 25, 2025.

Vocal Jazz 15-25-35 provides opportunities for students to develop the unique qualities and skills of jazz musicians. In this course sequence, students develop understandings related to complex harmonic structures and rhythms, microphone and vocal techniques, vocal blend and stylistic interpretation. Through the practice and performance of jazz repertoire, students explore diverse historical periods and styles.

Enrolment Data for Locally Developed Courses Submitted for Approval on May 6, 2025

Locally Developed Course/ Course Sequence Name	Enrolments 2021–2025 as of March 25, 2025				Schools offering in 2024–2025 as of March 25, 2025
	21–22	22–23	23–24	24–25	
Academic Achievement through English Language Development 15-25-35	238	375	386	427	Centre High Eastglen Queen Elizabeth W. P. Wagner
Band 15-25-35	66	73	48	84	Jasper Place McNally Ross Sheppard Victoria
Calculus (Advanced) 35	51	34	62	71	McNally Queen Elizabeth Strathcona
Creative Movement (Grade 1 to Grade 6)	616	702	816	822	Highlands Victoria Virginia Park
Design Thinking for Innovation 15-25-35	233	442	410	453	Dr. Anne Anderson Elder Dr. Francis Whiskeyjack Lillian Osborne Victoria W. P. Wagner
Film and Media Art 15-25-35	344	381	383	477	Academy at King Edward Argyll Centre Eastglen Jasper Place Lillian Osborne McNally Millwoods Christian Ross Sheppard Victoria
Instrumental Jazz 15-25-35	166	177	270	297	Harry Ainlay Jasper Place Lillian Osborne M. E. LaZerte McNally Queen Elizabeth Ross Sheppard

Locally Developed Course/ Course Sequence Name	Enrolments 2021–2025 as of March 25, 2025				Schools offering in 2024–2025 as of March 25, 2025
	21–22	22–23	23–24	24–25	
Instrumental Jazz 15-25-35 (continued)	166	177	270	297	Strathcona Victoria W. P. Wagner
Musical Theatre Performance 15-25-35	164	181	226	234	Eastglen J. Percy Page Lillian Osborne M. E. LaZerte Millwoods Christian Ross Sheppard Strathcona Victoria
Vocal Jazz 15-25-35	34	27	18	18	Victoria

DATE: May 14, 2025

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: 2025-2026 Non-Resident and Special Needs Sponsorship Fees and
2026-2027 International Student Fees

ORIGINATOR: Todd Burnstad, Chief Financial Officer

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

REFERENCE Education Act
Administrative Regulation HC.AR, Student Admission and Enrolment
[Funding Manual for School Authorities 2025-2026](#)

ISSUE

Each year, administration prepares a recommendation report for the Board of Trustees to approve non-resident and special needs sponsorship fees. These fees are set annually to help recover the cost of educating non-resident students in situations where Edmonton Public Schools is not eligible to receive provincial funding for the student, or when another school division requests Edmonton Public Schools to provide the educational programming for their resident student(s).

BACKGROUND

Non-Alberta Resident Fees

The Division charges a fee for students who are residents of Canada but whose parent(s) or legal court-appointed guardian(s) do not live in Alberta. Since the Division does not receive per-student provincial funding for these ineligible students, the fee is required to help cover the cost of providing educational programming.

During the 2024–2025 school year, two non-Alberta resident students from Nunavut were registered with Edmonton Public Schools.

The 2025–2026 fee schedule includes a Distance Education Credit Enrolment Unit (CEU) fee for non-Alberta resident students. This CEU fee is set to match the provincial funding rate for part-time distance education students, as outlined in the 2025–2026 Funding Manual.

For the 2025–2026 school year, administration is proposing an increase to the Non-Alberta Resident Fee to align with the Operational Funding per Adjusted Enrolment Method (AEM) FTE Student rate provided by Alberta Education. The proposed fee is \$10,400, representing a \$380 increase—or four per cent—which also aligns with the increase in provincial funding of 4.5 per cent. Additional details are available in Attachment I.

Non-Alberta and Alberta Resident Special Needs Sponsorship Fees

The Division also enters into education service agreements (sponsorships) with other school divisions to provide instructional programming for their special needs students. Programming costs vary based on each student's unique needs and may include additional fees for supports such as extra educational assistant time and transportation. By including eligible students from other Alberta school divisions in our enrolment count and claiming provincial funding, the Division is able to reduce the Alberta resident special needs sponsorship fee by the amount of the Non-Alberta Resident Fee, as outlined in Attachment I.

In the current year, Edmonton Public Schools is providing programming for 16 sponsored special needs students. Of these, 14 are from other Alberta school divisions, and two are from out of province. Most of these students are attending the Alberta School for the Deaf.

International Program Student Fees

Through International Student Programs, the Division has a 29-year history of offering academic programming to international students from various countries. This school year, 33 Division schools served 268 international students from 30 countries, with 241 full-year students and 27 partial-year students. Of these, 60 were in grades 2 to 9, and 208 were high school students in grades 10 to 12. This represents a decrease of more than 50 per cent in international student enrolment compared to previous years, largely due to limited school space.

For the 2025-2026 school year, International Student Programs expects to accept approximately 200 to 250 new and returning international students. To date, there have been around 180 new applications, with 50 students accepted. Students are carefully selected by International Program staff based on various criteria, including available space and address location. While the program remains of high quality, the number of applicants has significantly decreased compared to previous years. This decline is due to factors such as fewer agents recommending the program because of capacity issues, no active recruitment efforts, an increase in rejected study permits by Immigration, Refugees and Citizenship Canada (IRCC), and growing economic hardship abroad.

The International Student Tuition Fee is determined by several local factors, including the cost of English as an Additional Language (EAL) instruction and support services, Division operational costs such as staff salaries, and current market conditions for similar programs in Alberta and across Canada.

An increase in the international student tuition fee of \$500 is being recommended for the 2026-2027 school year to keep the Division consistent and competitive with fees charged by comparable-sized metro boards. Historically, the Edmonton Public School Division and the Calgary Board of Education have aligned their fees, and this increase would maintain that alignment. The International Student Program has not raised fees since the 2022-2023 school year.

RELATED FACTS

- Sponsorship agreements are used to transfer the necessary funds for providing high-needs programming from the resident school division to Edmonton Public Schools, in addition to provincial funding.
- Sponsored special needs students from outside Alberta and other non-resident students are excluded from the AEM calculation for provincial funding, which is based on Division enrolment.
- Non-Alberta Resident and Special Needs Sponsorship fees are reviewed annually, taking into account the costs of programming and any changes to student funding rates.

- International student tuition fees are set two years in advance to allow sufficient time for communication with families and partners, and to ensure families have enough time to plan and budget.
- International Program tuition fees are allocated in a way that maximizes revenue for schools while also ensuring there are adequate financial resources to effectively administer the program.

RECOMMENDATION

1. **That the proposed 2025-2026 Non-Alberta Resident fees and Special Needs Sponsorship fees, as outlined in Attachment I, be approved.**
2. **That the proposed 2026-2027 International Student Tuition fee of \$13,500 and International Student Application fee of \$250, as outlined in Attachment I, be approved.**

CONSIDERATIONS and ANALYSIS

- Administration has reviewed the proposed revisions to Administrative Regulation HC.AR, Student Admission and Enrolments, and HEC.BP, Non-Resident Student Admission and Enrolment, to ensure that the proposed fee structure aligns with the updated policies.

NEXT STEPS

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

ATTACHMENTS and APPENDICES

ATTACHMENT I	2025-2026 Proposed Non-Alberta Resident and Special Needs Sponsorship Fees 2026-2027 Proposed International Student Tuition and Application Fees
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MP:ja

Edmonton Public Schools
2025-2026 Proposed Non-Alberta Resident and Special Needs Sponsorship Fees
2026-2027 Proposed International Students Tuition and Application Fees

	2025-2026 Proposed Fees	2024-2025 Fee	Variance \$	Variance %	Notes
<u>FEE DESCRIPTION</u>					
NON-ALBERTA RESIDENT FEE					
Non-Alberta Resident Fee	\$ 10,400	\$ 10,020	380	4%	
Distance Education/High School per credit enrolment unit (CEU)	206	\$ 204	2	1%	1
NON-ALBERTA RESIDENT SPECIAL NEEDS SPONSORSHIP FEE*					
<u>LEVEL OF SPECIALIZED LEARNING SUPPORTS (Grades Kindergarten - 12)</u>					
Moderate - frequently requires adult support (targeted)	\$ 11,896	\$ 11,770	126	1%	2
Severe - extensively dependent on adult support (specialized)	26,709	\$ 26,416	293	1%	2
Profound - constantly dependent on adult support (specialized)	37,536	\$ 37,128	408	1%	2
* Additional fees may be added to cover costs such as additional educational assistant time and transportation costs, this is determined on an					
ALBERTA RESIDENT SPECIAL NEEDS SPONSORSHIP FEE*					
<u>LEVEL OF SPECIALIZED LEARNING SUPPORTS (Grades Kindergarten - 12)</u>					
Moderate - frequently requires adult support (targeted)	\$ 1,496	\$ 1,750	(254)	-14%	3
Severe - extensively dependent on adult support (specialized)	16,309	\$ 16,396	(87)	-1%	3
Profound - constantly dependent on adult support (specialized)	27,136	\$ 27,108	28	0%	3
* Additional fees may be added to cover costs such as additional educational assistant time and transportation costs, this is determined on an					
	2026-2027 Proposed Fees	2025-2026 Fee	Variance \$	Variance %	
<u>FEE DESCRIPTION</u>					
INTERNATIONAL STUDENT TUITION FEE	\$ 13,500	\$ 13,000	500	4%	
INTERNATIONAL STUDENT APPLICATION FEE	250	\$ 250	-	-	

Notes

- The Distance Education/High School per credit enrolment unit (CEU) fee is equal to the funding rate as outlined in the Funding Manual. The change from the previous year is due to a 1% increase in base rates, which was approved in summer 2024, subsequent to the 2024-2025 budget approval.
- Non-Alberta Resident special needs sponsorship fees are calculated by taking the provincial base instruction funding rate of \$6,564 (outlined in the Funding Manual) and multiplying it by the same ratios that the Division uses to calculate our internal Weighted Enrolment allocation that is provided to Division schools.
- Special needs sponsorship fees for Alberta Residents is equal to the Non-Alberta Resident special needs sponsorship fee (note 2 above) less the Non-Alberta resident fee.

DATE: May 6, 2025

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Transportation Fees for 2025–2026

ORIGINATOR: Cliff Richard, Chief Infrastructure and Technology Officer

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

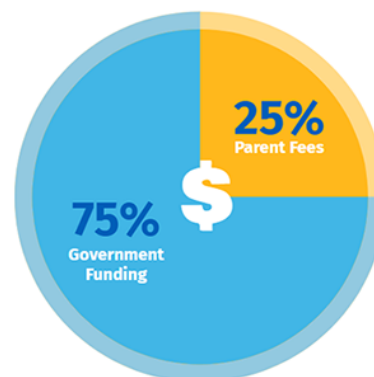
REFERENCE: [Student Transportation Task Force: Report to the Minister](#)
[Student Transportation Regulation](#)
[Funding Manual for School Authorities 2025–2026 School Year](#)

ISSUE

Administration submits proposed student transportation fees to the Board of Trustees for review on an annual basis. Fees were last reviewed by Trustees at the May 14, 2024 Board meeting where the Board voted to maintain fees at the 2023–2024 level. Administration is recommending that yellow bus transportation fees be increased for 2025–2026 in response to an anticipated operational deficit due to a decrease in the provincial student transportation funding allocated to our Division.

BACKGROUND

Student Transportation is funded from provincial transportation grants and student transportation fees. Bus pass fees help cover the cost of providing bus service; however, parent fees only cover a portion of the Division’s transportation costs. In the 2024–2025 school year, provincial funding is anticipated to account for approximately 75 per cent of overall revenue, while parent fees will cover the other 25 per cent.



In spring 2020, the Government of Alberta created a Student Transportation Task Force to review student transportation service across the province. The Task Force was composed of various stakeholders, including Edmonton Public Schools, and based on their recommendations, in February 2023, a new model for Student Transportation was announced that provided additional funding and changed transportation service delivery parameters. The changes increased funding for Student Transportation by approximately 22.5 per cent for 2023–2024 in order to address many of the challenges the yellow bus transportation industry has been facing related to increased costs, greater demand for service and a shortage of bus drivers.

Student Transportation staff continue to work to find efficiencies within a growing system to minimize costs while providing reasonable and sustainable transportation services. For example, the Division

currently uses the same number of bus routes as in March 2020 (approximately 830), but accommodates 21 per cent more riders with a similar average ride time (27 versus 26 minutes).

Student Transportation accumulated a budget surplus in recent years due to the inability to hire sufficient drivers due to an ongoing shortage. The provincial School Transportation regulation states that any surplus from transportation fees charged must be used to subsidize the cost of transportation of students in the two school years following the school year in which the surplus was collected. In the fees report presented at the public Board meeting on May 14, 2024, Student Transportation indicated that approximately \$2.2 million of accumulated surplus funds would be used to avoid fee increases and improve service for the 2024–2025 school year.

Student Transportation's funding for 2024–2025 has been reduced by approximately \$2.8 million in comparison to the funding profile originally provided in Spring 2024. This shortfall will mean that Student Transportation will need to access greater accumulated transportation surplus funds in 2024–2025 than originally anticipated.

Parallel to the funding adjustment, the Division was notified on December 16, 2024 that the provincial government would be updating the distance used in determining transportation eligibility for elementary students from 1.0 to 1.6 kilometres, effective September 2025. This change means that the Division will see a reduction in provincial transportation funding as fewer students will be eligible for service. As part of the provincial implementation plan, the provincial government indicated that one-year transition funding would be provided for the 2025–2026 school year to school authorities that continue to provide service for the previous 1-kilometre distance.

In total, the adjustments to Student Transportation's grant funding mean that the Division's funding profile for 2025–2026 is approximately \$4.9 million (11 per cent) less than the 2024–2025 funding profile. This means that Student Transportation will face a significant operational deficit which will need to be addressed during the 2025–2026 school year.

RELATED FACTS

- In May 2024, Student Transportation indicated that \$2.2 million of accumulated transportation surplus funds would be used to avoid an increase in transportation fees and continue implementing system improvements.
- After the 2024–2025 funding adjustments, Student Transportation estimates that limited accumulated transportation surplus funds (\$0.7 million) will be available to offset the operational deficit in 2025–2026.
- Student Transportation's funding profile for 2025–2026 is \$38.1 million. This is a reduction of \$4.9 million (11 per cent) in comparison to Student Transportation's original funding profile for 2024–2025.
- The 2025–2026 funding profile is based on the new 1.6-kilometre eligibility distance and does not include transition funding for divisions that continue to serve 1-kilometre transportation boundaries.
- The change to eligibility distance will impact approximately 1,500 yellow bus riders on over 200 bus routes. The estimated value of transition funding available for these students in 2025–2026 is approximately \$1.1 million and will not be available in future years. As the students impacted by the change are spread over a large number of routes, the opportunity for route savings as a result of the eligibility changes are limited.

- The cost per yellow bus route is expected to increase by approximately 11 per cent on average in September 2025 and will have increased approximately 43 per cent since 2020.
- Yellow bus ridership is projected to increase by 1,000 riders (6 per cent) in 2025–2026, and will have increased by 30 per cent since 2020.
- For 2025–2026, any gap that remains between the cost of providing transportation service and the revenue collected from government funding and fees will need to be offset by other Division funds that would otherwise be directed to instruction.
- Based on current fees and service levels, Student Transportation is forecasting an operational deficit for 2025–2026 of approximately \$8 million, the components of which are listed in Table 1.

Table 1: Components of Operational Deficit

Component	Value (millions)
Funding adjustment beginning in 2024–2025	\$2.8
Change to eligibility (1.0 kilometre to 1.6 kilometre)	\$2.1
Historic operating deficit	\$2.2
Net operational growth	\$0.9
Total	\$8.0

RECOMMENDATION

That transportation fees be increased in a phased approach until the 2027–2028 school year, as outlined in Option 2, below.

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

1. Increase Student Transportation fees to achieve full cost recovery for the 2025–2026 school year, as outlined in Table 2 below.
2. Increase Student Transportation fees in a phased approach as outlined in Table 3, next page, until the 2027–2028 school year.

Table 2: Proposed Transportation Fees 2025–2026 (Option 1 – Full Increase)

Transportation Service	Monthly Fee	
	2024–2025	2025–2026 (proposed)
Kindergarten to Grade 12 students taking ETS	\$55	\$60
Kindergarten to Grade 12 students taking yellow bus	\$30	\$80
Pre-Kindergarten to Grade 12 students who need additional care or specialized supports on yellow bus	\$0	\$0

Table 3: Proposed Transportation Fees 2025–2028 (Option 2 – Phased Increases)

Transportation Service	Monthly Fee			
	2024–2025	2025–2026 (proposed)	2026–2027 (proposed)	2027–2028 (proposed)
Kindergarten to Grade 12 students taking ETS	\$55	\$60	\$60	\$60
Kindergarten to Grade 12 students taking yellow bus	\$30	\$50	\$70	\$90
Pre-Kindergarten to Grade 12 students who need additional care or specialized supports on yellow bus	\$0	\$0	\$0	\$0

CONSIDERATIONS and ANALYSIS

If the recommendation to increase Student Transportation fees in a phased approach as outlined in Option 2 is approved, Student Transportation will require access to Division surplus of \$3.4 million in order to offset the operational deficit in 2025–2026. Details about the strategies to address the projected 2025–2026 deficit under each option are provided in Table 4, below.

Table 4: Strategies to address Student Transportation Projected 2025–2026 Deficit

Strategy	Possible Value (millions)	
	Option 1	Option 2
Continue to serve the existing 1-kilometre boundaries and maximize transition funding (only eligible for 2025–2026, not beyond)	\$1.1	\$1.1
Apply remaining accumulated transportation surplus	\$0.7	\$0.7
Increase bus fees for the 2025–2026 school year	\$6.2	\$2.8
Access to Division Surplus	-	\$3.4
Estimated total of potential strategies	\$8.0	\$8.0

In making this recommendation, additional considerations include:

- Both options presented fully deplete the Division’s transportation accumulated surplus balance during the 2025–2026 year.
- Under Option 1, approximately \$6.2 million in additional funds would be generated for 2025–2026, meaning that access to Division surplus funds would not be required. An additional increase is still anticipated to be required in 2026–2027 due to the elimination of both the Division’s transportation surplus as well as the elimination of the 2025–2026 transition funding. If the recommendation to increase transportation fees as outlined in Option 2 is approved, it will generate an estimated \$2.8 million in additional funds in 2025–2026. Fee increases in subsequent years would eliminate the need for access to other Division funds by the 2027–2028 school year. A phased approach to

increasing transportation fees allows time for families to prepare for the changes required to implement a sustainable transportation model.

- In February 2025, Edmonton Transit (ETS) lowered the cost for the Division to purchase an ETS pass by \$7 per month (\$73 to \$66). This will result in a savings for the Division of approximately \$750,000 per year, which has been considered in the anticipated operating deficit. Future changes may require additional adjustments to fees.
- The Funding Manual for School Authorities 2025–2026 confirms that transportation fees cannot be charged for students in need of specialized support and services who are not able to access regular transportation services.
- Student Transportation staff continue to identify operational efficiencies that could be implemented going forward. Any potential cost savings would be reinvested in the transportation system to improve service and reduce ride times.
- Annually, provincial student transportation funding applications are reviewed and funding is adjusted to reflect actual enrolment. Any downward adjustments to provincial transportation grant funding resulting from this process may result in a need to access additional surplus funds in 2025–2026.

NEXT STEPS

Upon approval of the 2025–2026 fee schedule, a communication plan will be implemented to inform families.

GH:ks

DATE: May 6, 2025

TO: Board of Trustees

FROM: Trustee Sherri O’Keefe Policy Review Committee
Trustee Marsha Nelson, Policy Review Committee
Trustee Saadiq Sumar, Chair, Policy Review Committee

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

ORIGINATOR: Karen Mills, Director, Board and Superintendent Relations

RESOURCE STAFF: Kelsey Duebel, Bryan Evans, Gail Haydey, Nancy Petersen, Wanas Radwan

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

ISSUE

The Policy Review Committee (PRC) has conducted its annual review of Board Policy HG.BP Student Behaviour and Conduct and is presenting the updated policy to the Board of Trustees at public Board for first reading.

BACKGROUND

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

RELATED FACTS

- The 2024-25 annual review of Board Policy HG.BP Student Behaviour and Conduct has been conducted, in compliance with Section 33 of the *Education Act*.
- This policy was reviewed at the September 9, 2024, December 17, 2024, and April 4, 2025, PRC meetings. Subject matter experts from Division Support Services and General Counsel supported the review of this policy.
- The following proposed updates are intended to clearly communicate the values and expectations of the Board in alignment with current context and existing Division expectations and practices:
 - The Policy section now more strongly emphasizes the collaboration between students, staff, families and community in supporting the success and safety of students, while acknowledging that the final decisions for responses to student misconduct rest with the Division.
 - Section B now includes an introductory paragraph that reinforces the Division’s values and aspiration for supporting student success within the context of student behaviour and conduct.
 - Section B.2. now includes:
 - Expectations around the role of students who are aware of or witness harmful incidents.
 - Details around expectations for the use of technology and devices.
 - Section D now includes an introductory paragraph that reinforces the Division’s commitment to responsive and, where appropriate, restorative practices.

- After first reading of the policy, it is the intent of the Board to proceed with engagement through a public online survey to collect feedback on the proposed policy updates outlined above. Survey feedback will inform the final draft of the policy with a focus on supporting clarity of language and confirming support for the proposed updates.
- Additional updates to the policy have been made to support clarity of language, alignment with legislation and accuracy of the references section. Due to the administrative nature of these revisions, the survey will not collect stakeholder feedback on these updates. These updates include the following:
 - The purpose statements have been refined to delineate between the Board's responsibilities mandated by the *Education Act* and the Board's specific commitments and expectations as per its strategic plan and priorities.
 - The purpose statements have also been refined to clarify that the Board's commitment to "analysis" as part of its commitment to proactive, supportive and responsive discipline means consideration of the context around students and incidents.
 - The reference section has been updated to include:
 - Board Policy DK.BP Division Technology.
 - Ministerial Order 014/2024 Standards for the Use of Personal Mobile Devices and Social Media in Schools.
 - Relevant administrative regulations corresponding to Board policies listed in the references.

RECOMMENDATION

That Board Policy HG.BP Student Behaviour and Conduct be read for the first time and be approved for engagement.

OPTIONS

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

1. Approve first reading of the policy.
2. Provide the PRC with feedback to inform revision of the document to support approval of first reading at an upcoming Board meeting.

CONSIDERATIONS and ANALYSIS

To ensure compliance with the *Education Act*, Board Policy HG.BP Student Behaviour and Conduct is required to undergo a review every year. The Policy Review Committee's annual work plan reflects this annual review. Approval to move forward with this draft of the policy will support achievement of this requirement.

The proposed policy revisions do not change any current approaches or practices in the Division and do not require any revision to administrative regulations related to student behaviour and conduct.

NEXT STEPS

Upon approval of the recommendation, the draft policy and a public survey will be posted to the Division website for four weeks to gather feedback from students, staff and families.

ATTACHMENTS and APPENDICES

ATTACHMENT I Draft Board Policy HG.BP Student Behaviour and Conduct

APPENDIX I Draft Board Policy HG.BP Student Behaviour and Conduct with changes highlighted

SS:kd

CODE: HG.BP**EFFECTIVE DATE:** (12-09-2006)**TOPIC:** Student Behaviour and Conduct**ISSUE DATE:** (28-05-2024)**REVIEW YEAR:** (2029)**PURPOSE**

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

To reflect the Board's commitment to providing learning and working environments that promote anti-racism, reconciliation and equity.

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

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

To affirm the Board's commitment to proactive, supportive and responsive discipline that considers the context around students and incidents and includes, where appropriate, restorative practices and consequences.

DEFINITIONS

Academic integrity is honest and responsible academic behaviour. Students are expected to submit original work, acknowledge sources and conduct themselves ethically in the completion of assessments and examinations.

Anti-racism is the proactive and consistent process of identifying, challenging, preventing and eliminating racism. It uses direct action to acknowledge where privilege exists, raise awareness, advocate for change and challenge beliefs (such as prejudice, bias and stereotypes) at the personal and institutional level to create and implement action to fight racism for individuals and within an organization, workforce or group.

Bullying is defined in the *Education Act* as "repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation."

Conflict occurs when there is a breakdown in relationships between individuals that results from a disagreement or misunderstanding. While conflicts may require adult intervention, they are considered to be a natural part of how students learn to navigate relationships.

Discrimination is negative differential treatment of a person or group on the basis of race, religious beliefs, ethnicity, language, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, gender identity and/or gender expression or sexual orientation.

Racism includes conscious and unconscious discriminatory or derogatory attitudes, microaggressions, comments or actions directed at marginalized groups relative to race or culture. It is based on assumptions, perceptions, social constructs, lack of knowledge or personal beliefs of superiority. Racism occurs in the context of a power and privilege imbalance and can be experienced at the individual, institutional or systemic level.

Restorative practice is an approach that brings together those who have caused harm and those who have been harmed to openly resolve the issue. Restorative practice can range in formality; however, it always involves an agreed upon action to repair harm and mend relationships.

POLICY

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

The Board acknowledges the importance of responsive discipline which involves a continuum of interventions that aim to build a sense of community in schools, facilitate healthy relationships, support behavioural changes, repair harm and hold students accountable. While the Board believes that this is a collaborative process where students, Division staff, families and community members all play a pivotal role in supporting student success and safety, the final decision rests with the Division.

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

EXPECTATIONS

A. STUDENT RIGHTS AND RESPONSIBILITIES

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

B. STUDENT BEHAVIOUR AND CONDUCT

Creating welcoming, inclusive, safe and respectful learning and working environments that respect diversity and foster a sense of belonging and a positive sense of self is a shared responsibility. The Board is committed to working with students, staff, families, community and partners to nurture safe and respectful learning and

working environments that encourage students to attend school regularly and punctually, and that support students in showing accountability for their conduct.

1. A student, as a partner in education, has the responsibility to behave in accordance with Section 31 of the *Education Act*. Section 31 states that a student has the responsibility to:
 - a. Attend school regularly and punctually.
 - b. Be ready to learn, actively engage in and diligently pursue the student's education.
 - c. Ensure the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
 - d. Respect the rights of others in the school.
 - e. Refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means.
 - f. Comply with the rules of the school and the policies of the Board.
 - g. Co-operate with everyone authorized by the Board to provide education programs and other services.
 - h. Be accountable to the student's teachers and other school staff for the student's conduct.
 - i. Positively contribute to the student's school and community.
2. Furthermore, students are expected to:
 - a. Resolve conflict or seek assistance to resolve conflict in a respectful, peaceful, safe and non-threatening manner that is conducive to learning and growth. Strategies for addressing conflict between students may include counselling, mediation or forms of restorative practice.
 - b. Refrain from encouraging a conflict or escalation of a conflict when they are aware of or when they witness an incident that may be harmful to the safety or well-being of another individual.
 - c. Report knowledge of an incident that is, or may become, harmful to the safety or well-being of another individual.
 - d. Use school and personal technology, including but not limited to personal mobile devices and applications (which may include artificial intelligence), appropriately and ethically, in accordance with Division Board policies, administrative regulations and federal or provincial statute or regulation or municipal bylaw.
 - e. Ensure that they conduct themselves with academic integrity and refrain from and report all incidents of academic misconduct including, but not limited to, cheating and plagiarizing.

C. UNACCEPTABLE BEHAVIOUR

1. Students are accountable for their behaviour whether or not it occurs within the school building, on school property, during the school day or by electronic means. When behaviour that occurs off school property or outside of regular school hours threatens the safety or well-being of individuals within the school community or disrupts the learning environment, school administrators may apply consequences for the behaviour.
2. Examples of unacceptable behaviour include but are not limited to:
 - a. Behaviours that interfere with the learning of others and/or the school environment.
 - b. Behaviours that create unsafe conditions.
 - c. Acts of bullying, discrimination, racism, harassment, threats or intimidation whether it be in-person, indirectly or by electronic means.
 - d. Physical violence.

- e. Retribution against any person who has intervened to prevent or report bullying or any other incident or safety concern.
- f. Possession, use or distribution of substances restricted by federal, provincial, municipal, Division or school authorities.
- g. Any illegal activity such as:
 - i. Possession, use or distribution of illegal substances.
 - ii. Possession of a weapon or use of a weapon (or replica) to threaten, intimidate or harm others.
 - iii. Possession, use, display or distribution of offensive messages, videos or images.
 - iv. Theft or possession of stolen property.
- h. Any breach of rules and expectations established by Division administrative regulations, a school-based code of conduct or Section B1 of this policy.

D. RESPONSES AND CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

In order to reach their full potential, each student has the right to learn in an environment where they feel safe, and respected. As such, when addressing unacceptable behaviour, the Board expects the Division to use responsive and, when appropriate, restorative practices to reflect each student's unique needs and lived experiences. Responding to unacceptable behaviour is a collaborative process that must include support for students impacted by unacceptable behaviour as well as students who engage in unacceptable behaviour. Through this lens, the Board expects the following when staff respond to unacceptable behaviour from students:

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

ACCOUNTABILITY

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

the Superintendent will provide the Board with information on implementation of the policy through the annual results review process and in the Alberta Education Results Report.

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

This policy will be made publicly available, provided to all staff, students and parents/guardians, and will be reviewed annually.

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

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

REFERENCES

AD.BP Vision, Mission, Values, and Priorities
 AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
 AE.BB.BP Wellness of Students and Staff
 DK.BP Division Technology
 DKB.AR Appropriate Use of Division Technology
 FA.BP Human Resources Framework
 FB.CA.AR Respectful Working Environments
 FB.EB.AR Workplace Violence
 HA.A.BP First Nations, Métis and Inuit Education
 HA.AB.BP Anti-racism and Equity
 HE.D.BP Student Attendance
 HE.D.AR Student Attendance
 HF.BP Safe, Caring and Respectful Learning Environments
 HF.AR Safe, Caring and Respectful Learning Environments
 HF.A.BP Sexual Orientation and Gender Identity
 HF.A.AR Sexual Orientation and Gender Identity
 HG.AR Student Behaviour and Conduct
 HGD.BP Student Suspension and Expulsion
 HGD.AR Student Suspension and Expulsion
Alberta Human Rights Act
Canadian Charter of Rights and Freedoms
Freedom of Information and Protection of Privacy Act
Ministerial Order 014/2024 Standards for the Use of Personal Mobile Devices and Social Media in Schools
Education Act 1(1)(d), 31, 33(1)(d), 33(2), 33(3), 35.1, 36, 37, 45-50

CODE: HG.BP**EFFECTIVE DATE:** (12-09-2006)**TOPIC:** Student Behaviour and Conduct**ISSUE DATE:** (28-05-2024)**REVIEW YEAR:** (2029)

*Please note, the survey is asking for feedback on the **new policy content** that is written in blue text below, starting on page 2.*

PURPOSE

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

To reflect the Board's commitment to providing learning and working environments that promote anti-racism, reconciliation and equity.

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

The Board acknowledges the importance of responsive discipline which involves a continuum of interventions that aim to build a sense of community in schools, facilitate healthy relationships, support behavioural changes, repair harm and hold students accountable. *While the Board believes that this is a collaborative process where students, Division staff, families and community members all play a pivotal role in supporting student success and safety, the final decision rests with the Division.*

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

EXPECTATIONS

A. STUDENT RIGHTS AND RESPONSIBILITIES

1. Students have the right to be treated with dignity, respect and fairness by other students and staff.
2. Students are expected to respect diversity and refrain from demonstrating any form of bullying, harassment, threats, intimidation or discrimination on the basis of race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

3. Students and parents/guardians will be informed of the Board's and school's expectations for student behaviour and conduct.

B. STUDENT BEHAVIOUR AND CONDUCT

Creating welcoming, inclusive, safe, and respectful learning and working environments that respect diversity and foster a sense of belonging and a positive sense of self is a shared responsibility. The Board is committed to working with students, staff, families, community and partners to nurture safe and respectful learning and working environments that encourage students to attend school regularly and punctually, and that support students in showing accountability for their conduct.

1. A student, as a partner in education, has the responsibility to behave in accordance with Section 31 of the *Education Act*. Section 31 states that a student has the responsibility to:
 - a. Attend school regularly and punctually.
 - b. Be ready to learn, actively engage in and diligently pursue the student's education.
 - c. Ensure the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
 - d. Respect the rights of others in the school.
 - e. Refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day, or by electronic means.
 - f. Comply with the rules of the school and the policies of the Board.
 - g. Co-operate with everyone authorized by the Board to provide education programs and other services.
 - h. Be accountable to the student's teachers and other school staff for the student's conduct.
 - i. Positively contribute to the student's school and community.
2. Furthermore, students are expected to:
 - a. Resolve conflict or seek assistance to resolve conflict in a respectful, peaceful, safe and non-threatening manner that is conducive to learning and growth. Strategies for addressing conflict between students may include counselling, mediation or forms of restorative practice.
 - b. Refrain from encouraging a conflict or escalation of a conflict when they are aware of or when they witness an incident that may be harmful to the safety or well-being of another individual.
 - c. Report knowledge of an incident that is, or may become, harmful to the safety or well-being of another individual.
 - d. Use school and personal technology, including but not limited to personal mobile devices and applications (which may include artificial intelligence), appropriately and ethically, in accordance with Division Board policies, administrative regulations and federal or provincial statute or regulation or municipal bylaw.
 - e. Ensure that they conduct themselves with academic integrity and refrain from and report all incidents of academic misconduct including, but not limited to, cheating and plagiarizing.

C. UNACCEPTABLE BEHAVIOUR

1. Students are accountable for their behaviour whether or not it occurs within the school building, on school property, during the school day or by electronic means. When behaviour that occurs off school property or outside of regular school hours threatens the safety or well-being of individuals within the school community or disrupts the learning environment, school administrators may apply consequences for the behaviour.
2. Examples of unacceptable behaviour include but are not limited to:
 - a. Behaviours that interfere with the learning of others and/or the school environment.
 - b. Behaviours that create unsafe conditions.
 - c. Acts of bullying, discrimination, racism, harassment, threats or intimidation whether it be in-person, indirectly or by electronic means.
 - d. Physical violence.
 - e. Retribution against any person who has intervened to prevent or report bullying or any other incident or safety concern.
 - f. Possession, use or distribution of substances restricted by federal, provincial, municipal, Division or school authorities.
 - g. Any illegal activity such as:
 - i. Possession, use or distribution of illegal substances.
 - ii. Possession of a weapon or use of a weapon (or replica) to threaten, intimidate or harm others.
 - iii. Possession, use, display or distribution of offensive messages, videos or images.
 - iv. Theft or possession of stolen property.
 - h. Any breach of rules and expectations established by Division administrative regulations, ~~or~~ a school-based code of conduct or Section B1 of this policy.

D. RESPONSES AND CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

In order to reach their full potential, each student has the right to learn in an environment where they feel safe, and respected. As such, when addressing unacceptable behaviour, the Board expects the Division to use responsive and, when appropriate, restorative practices to reflect each student's unique needs and lived experiences. Responding to unacceptable behaviour is a collaborative process that must include support for students impacted by unacceptable behaviour as well as students who engage in unacceptable behaviour. Through this lens, the Board expects the following when staff respond to unacceptable behaviour from students:

1. Responsive and, when appropriate, restorative practices may include opportunities for critical learning and reflection in the areas of personal accountability and responsibility, the development of empathy, as well as communication, conflict resolution and social skills development. Unacceptable behaviour may be grounds for disciplinary action.

2. Responses to unacceptable behaviour must take into account the student's age, maturity, individual circumstances and frequency of misconduct. The specific circumstances of the situation and of the student must be taken into account when determining appropriate responses to unacceptable behaviour.
3. When a student engages in unacceptable behaviour, responses, interventions and consequences may include, but are not limited to:
 - a. Temporary assignment of a student to an alternate supervised area within the school.
 - b. Temporary assignment of a student to an alternate learning location.
 - c. Short term removal of privileges.
 - d. Interventions such as positive behaviour supports, contracts and counselling:
 - e. Restorative practices, where appropriate and agreed upon by impacted students.
 - f. Replacement or restitution for loss of or damage to property.
 - g. In-school or out-of-school suspension.
 - h. Referral to the Attendance Board.
 - i. Recommendation for expulsion.

ACCOUNTABILITY

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

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

This policy will be made publicly available, provided to all staff, students and parents/guardians, and will be reviewed annually.

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

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

REFERENCES

AD.BP Vision, Mission, Values, and Priorities
 AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
 AE.BB.BP Wellness of Students and Staff
 DK.BP Division Technology
 DKB.AR Appropriate Use of Division Technology
 FA.BP Human Resources Framework
 FBCA.AR Respectful Working Environments

FBEB.AR Workplace Violence
HAA.BP First Nations, Métis and Inuit Education
HAAB.BP Anti-racism and Equity
HED.BP Student Attendance
HED.AR Student Attendance
HF.BP Safe, Caring and Respectful Learning Environments
HF.AR Safe, Caring and Respectful Learning Environments
HFA.BP Sexual Orientation and Gender Identity
HFA.AR Sexual Orientation and Gender Identity
HG.AR Student Behaviour and Conduct
HGD.BP Student Suspension and Expulsion
HGD.AR Student Suspension and Expulsion
Alberta Human Rights Act
Canadian Charter of Rights and Freedoms
Freedom of Information and Protection of Privacy Act
Ministerial Order 014/2024 Standards for the Use of Personal Mobile Devices and Social Media in Schools
Education Act 1(1)(d), 31, 33(1)(d), 33(2), 33(3), 35.1, 36, 37, 45-50

DATE: April 1, 2025

TO: Board of Trustees

FROM: Trustee Saadiq Sumar

SUBJECT: Advocacy re: Jordan's Principle Funding and Operating Procedures

RESOURCE STAFF: Todd Burnstad, Karen Mills

REFERENCE [CBC Article](#) dated January 7, 2025
[Red Deer Advocate Article](#) dated December 13, 2024
[Edmonton Journal Op-Ed](#) dated December 30, 2024
[Statement by Minister Hajdu](#) dated February 10, 2025

ISSUE

There is a backlog of Division requests submitted under Jordan's Principle that have not yet been fully processed. In addition, changes were recently announced to funding eligibility under Jordan's Principle.

BACKGROUND

At the February 11, 2025, Board meeting, Trustee Sumar served notice of motion that the Board of Trustees advocate to the Federal Government to provide a timeline to applicants, including school boards, as to when they can expect to receive funds that have already been approved and to clarify procedures and timelines to more expeditiously review existing and future requests submitted under Jordan's Principle.

Jordan's Principle, established by the Canadian Human Rights Tribunal and endorsed by the House of Commons, was established to ensure that First Nations children do not face barriers or delays in accessing services because of their identity. It was named in memory of Jordan River Anderson, a young boy from Norway House Cree Nation in Manitoba, who died at the age of five in the midst of a dispute between provincial and federal governments over who was responsible for his care.

In November 2024, the Government of Canada was ordered by the Canadian Human Rights Tribunal to address the backlog of requests in this program. As of December 2024, the government reported that there were 140,000 outstanding applications, including approximately 26,000 urgent applications, with no identified timeframe in which to clear the backlog. More specific to our Division, individual and group applications for 455 students were submitted in May 2024. The supports requested through these applications amounted to \$8.1M. To date, funding applications for 73 students have been approved, totaling \$1.8M in funding for supports, with approximately \$560K of this total still to be received. It's important to note that 365 Phase II applications were forwarded for national level approval in mid-December, but no updates have been received on these applications. These applications amount to an additional \$5.6M in supports.

In order to streamline funding, the Government of Canada in February adjusted the eligibility requirements for the program, including the following change:

"[Indigenous Services of Canada] has determined, based on its analysis of legal obligations related to substantive equality under Jordan's Principle, that funding for the following items will not be approved unless such funding is required by substantive equality: [...] School-related requests, unless linked to the specific health, social or educational need of the First Nations child. Supports to school boards off-reserve and private schools will be redirected to provincial school boards, or other existing provincial and federally-funded programs."

Based on this change, the Division would no longer be eligible to submit individual or group applications on behalf of First Nations children.

These issues have been raised from school boards across the province and the country, as this negatively impacts our ability to provide supports to students, either through staff or other resources. In some cases, school divisions have had to lay off support staff because of the delays in funding from the program.

RELATED FACTS

- Since 2016, \$8.8B in funding has been announced for services and supports under Jordan's Principle.
- In May 2024, individual and group applications were submitted by staff on behalf of 455 students.
- Applications for 73 students have been approved, while 351 applications remain unresolved.
- For the 2024-2025 school year, \$1.8M in funding has been approved, with approximately \$560K in funding still to be received by the Division
- Edmonton Public Schools is no longer eligible to submit applications on behalf of students because of changes to eligibility requirements announced in February 2025.
- Approximately 9,360 self-identified First Nations, Metis, and Inuit students are enrolled in Edmonton Public Schools.

RECOMMENDATION

That the Board of Trustees write to the federal Minister of Indigenous Services to request a timeline as to when the remaining applications will be reviewed and any outstanding commitments will be met, and request that changes to eligibility criteria that exclude off-reserve school boards be reversed.

NEXT STEPS

Upon approval, the Board Chair will submit a letter to the federal Minister of Indigenous Services. Both provincial associations (ASBA and PSBAA) and the Alberta Minister of Education will be copied on this letter.

SS:ss