



BENNETT • ARGYLL • METRO

School Philosophy

BAM: Bennett-Argyll-Metro Centers:

Equity drives the programming for Bennett-Argyll Metro (BAM) Centers. BAM connects students from across the province and Division schools with peers, teachers, and community partners to provide choice, flexibility and authentic learning opportunities. Students are at the center of responsive programming to enhance pathways to success and are encouraged to demonstrate their learning in multiple ways.

Bennett Centre develops young leaders to host, lead, and facilitate initiatives surrounding school and community change within Treaty 6 territory. Bennett Centre offers programming that is tailored for schools and community members. The learning is centered around the provocation of what it means to be a good treaty person and partner. The Bennett Centre also has a 64 bed residence to accommodate overnight school experiences and community group bookings.

Argyll Centre engage students in authentic and meaningful learning experiences through a variety of programming options. Argyll's diverse and equitable learning community fosters connections between students, families and staff. Student success in both in-person and online programs hinges on partnerships between families, teachers and the greater community.

Metro Continuing Education has been a vibrant part of Edmonton Public Schools since offering its first night class in 1891. Serving over 20,000 students per year, Metro offers a diverse range of Academic programming, Adult Community Education and English Language programs. The core Academic programming at Metro include evening and weekend high school upgrading, coordination of district Summer School programming, diploma exam preparation, tutoring, and elementary, junior high, and high school enrichment programs. The English Language Institute (LINC and ELI) at Metro provides English instruction, through a variety of programs, to hundreds of adult newcomers to Canada.

Community Profile

Bennett- Argyll-Metro (BAM) Centers do not serve a defined catchment area but provide flexible and accommodating learning environments for K-12 students and adult learners (ELI and Night School) who reside within the EPSB division and across Alberta.

Programs and Organization

Programs:

Bennett Centre offers tailored programs that develop young leaders to host, lead, and facilitate initiatives surrounding school and community change within treaty 6 territory and beyond.

Argyll Centre offers Online Synchronous and Asynchronous learning, Parent Directed Home Education, Reach Out programming and the Caraway Alternative program. Metro Centre offers Adult English Language Instruction (LINC, ELI), Night School, Summer School, Diploma Preparation, Tutoring, and tailored programs from Community Leagues and their members.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

Results and Implications

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2021-2022, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

By June 2022 the procedures and operations of Bennett, Argyll, and Metro Centres (BAM) will be aligned across the 3 DUs. An audit of financial procedures and operations will be completed with an outside consultant to determine efficiencies and redundancies. The BAM admin team are working on projects that are cross pollinated amongst the DUs. The team will meet weekly (1/2 day) for PL, to discuss progress on major projects, and share indicators of success and/or where the work should be shifted. A rebranding process is being undertaken to align values, goals, and procedures amongst the DUs.

Community Education: Bennett/Argyll/Metro (BAM) will continue to foster engagement and partnerships with many diverse communities. A strategic consultation framework and partnerships with Edmonton's Community Leagues will continue to grow and programming will be offered throughout community leagues in Edmonton. Community partnerships will be developed and fostered to encourage and build capacity to support public education initiatives offered outside the regular classroom.

Parent Directed/Home Education Hub: will continue to be supported by the BAM admin team and the Parent Directed School Council. A community hub website is operated by BAM team and parents are kept up to date on upcoming events, can add suggestions of potential programming for their families, and can share best home education practices with the home education community.

Community Connection Hub: <https://sites.google.com/epsb.ca/communityconnectionhub/current-programs-co-create-with-argyll-metro>

Programming at the Bennett Centre:

As outlined in the TRC calls to action and to address the standards of practice in both the TQS and LQS, we will continue to innovate programming that celebrates Indigenous ways of knowing for staff and students. We will pursue creating a hub which animates the notion of 7 Generations Thinking within Edmonton Public Schools. Through this hub, students will be able to interact with artists, storytellers, elders, knowledge keepers, and community members "in residence" to create projects that will honour their relations. These projects will move beyond the four walls of the classroom and will be animated in the city in both physical and virtual formats. After extensive work to remove problematic artifacts from the Bennett Centre, a consultation process is being undertaken with students (grades 2-12), FNMI consultants, parents, community members, and Division teachers, staff, Elders, and Knowledge Keepers to determine programming for the future at Bennett Centre. This year 5 elementary classrooms from 5 schools across the Division will undertake a number of prototype activities to determine next step programming (admin/teachers/students/parents engaged in the consultation). Multi grade groups, family learning, and intergenerational activities will be undertaken in this land based learning hub embracing Indigenous ways of knowing. The work will be celebrated and displayed in co-created art installations using multiple media formats. The installations will also act as learning experiences for the broader community. Four courses will be run in a hybrid fashion (virtual summits and in-person learning activities) will be hosted through the Bennett Centre with teams from the Division, Province, and International partners (grades 7-12). A community hub of elders will be assembled for consultation and advice.

Results Achieved:

We worked with an external consultant to examine Bennett, Argyll, and Metro systems. A clearer understanding of the DUs systems was attained and work continues to align systems for efficiency and reduce overlap between the 3 DUs.

Results and Implications

Community Education: was continued with great success with many Edmonton Community Leagues. Programming was tailored to the specific needs and requests of the Community Leagues.

Parent Directed Learning: was supported through the development of a Home Education Hub. The community liaison developed numerous offerings for the Parent Directed families based on their requests. While some offerings were well attended there were unfortunately quite a few that did not receive support once they were a reality. The biggest "win" was the Friendship Hour offered by the BAM community Liaison. This was well attended and the students who participated all indicated their gratitude and enthusiasm for the program and its continuation into the next school year.

Programming at the Bennett Centre: numerous prototypes were executed at the Bennett Centre. A 1 million dollar infrastructure grant was awarded by the Federal Government. Work is underway to replace and enhance technology, build learning gardens, enhance accessibility for visitors, paint, and replace outdated flooring and furniture.

- 4 elementary classes alongside their teachers did monthly learning with the Bennett Centre Team centered on Indigenous Ways of Knowing. Participants, their families and administration indicated that this was excellent programming and their students and children greatly benefitted.
- students from across the division high schools participated in the Indigenous Ways of Knowing Course
- a community hub of elders has been assembled for advice and assistance
- courses were run in a hybrid model and numerous students took the opportunity to participate in overnight summits at the Bennett Centre.
- Community members and EPSB families participated in an intergeneration celebration hosted at the Bennett Centre celebrating traditional Cree Ways of Knowing.

Results and Implications

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By June 2022, we will have prototyped and implemented a number of components of the established framework for an updated version of EPSB Virtual School. We will continue to prototype teaching and learning experiences as an integral part of the design process of building the Virtual School. This work has fidelity to the principles of an engaged and equitable school that centers students in policy and design decisions and engages the interrelated concepts of teacher presence, learner presence, and social/community presence. This highly relational design framework will support Division and Provincial High School students, teachers, parents, and community members and honour unique learning contexts.

Repeater: Top Up and Storied Streams of programming will be prototyped and offered for all High School students across the Division who have failed or withdrawn from a course prior to achieving their personal success. A team of teachers are designing the courses and assessment tools that fall into 2 categories: the Top Up programming for students who lack mastery of required outcomes in a single course that signal personal success; a Storied Stream where students who have largely disengaged with school or have appreciated interdisciplinary programming previously may take a bundle of courses in a hybrid fashion (online and in-person). Storied Courses will allow a student to attain multiple credits through an Inquiry/Project Based/teacher facilitated Bundle. An Indigenous Tech Company, Animikki, will work in partnership to develop the LMS for these courses and curricula.

The four courses: students from high schools across Edmonton Public Schools, across the province, and internationally, will have participated in 4 innovative courses. These courses (co-created and designed by teachers, students and community) will deliver curricula broadly infused with building an understanding of treaties, Indigenous histories, anti-racism, and social justice issues. Action Research, Inquiry Based projects will act to intentionally enhance student voice, confidence, and belonging; a critical component of creating welcoming, high-quality learning and working environments.

Ways of Knowing: Building on the success of our previous prototypes of the "Ways of Knowing" course, High School students, staff, and administration will have the opportunity to participate to build capacity within their schools. This course offers a unique opportunity for students to grapple with complex questions regarding living in good relation on Treaty 6, to learn from Elders, Knowledge Keepers, artists, and community leaders to create action projects that reflect a meaningful understanding of treaty partnership and reconciliation within our shared community.

Food Security: During this course students and staff will explore the theme of Wahkohtowin and the many connections we have to what we eat. Students will cook and eat together, be connected to local community leaders, artists, Elders and knowledge keepers, and create many community projects that will foster relationships between each other and the land that nurtures us. This course will be offered as a prototype of a storied experience where students can anticipate earning credits across multiple disciplines in CTS, English, Social, Science, and more.

Anti Racism: High school students and teachers are invited to participate in a course centered around building anti racism cultures within student populations. High School students will be invited to engage with anti racism education which they will then use to mentor students of Jr. High students within their school's catchment area. Through the mentorship from High School students, Junior High students will develop a meaningful understanding of anti racism education while building confidence in preparation for their transitions to High School.

Beyond Four Walls: During the COVID 19 pandemic, over one third of humanity has experienced lockdown and schools across the globe have transitioned to distance and online learning. Although these are unprecedented times, student voice and equity remain at the centre of everything we do in education. Even though the context of learning may have shifted, the principles of great teaching and learning remain constant. During these summits we will gather virtually to explore student perceptions of education in this current context. What should we bring back to teaching and learning? What should we improve in teaching and learning? What should we let go? Students, teachers, and principals from high schools in Edmonton, Canada, Norway, Iceland, New Zealand, Australia, and Finland will explore these themes and ideas for how to create sustainable shifts to education.

Results Achieved: The Bennett-Argyll-Metro (BAM) team did prototype a number of initiatives that were centered on "driving equity" throughout the EPSB Division. The framework for Virtual School was updated and the partnership with Animikki was solidified to begin the creation of the infrastructure for storied/interdisciplinary content and processes. Fidelity to the principles of an engaged and equitable school were maintained and enhanced throughout the 2021-2022 school year with the numerous prototypes that were executed by BAM throughout the Division. Teacher, student, parent, and community "talk" indicates that participants in BAM initiatives understand that it is critical to have student, teacher, and community presence in order to ensure an improved sense of belonging and enhanced "student voice".

- Reaching Out: 8 Junior High Schools received support for their most at risk youth, many struggling with mental health issues and poor attendance. Roughly 200 students were assisted. This will be tracked for success data end of year 2022.
- Transitions: this prototype focused on transitions from grade 6 to 7 included 1 Junior High and 3 Feeder Schools. Over 60 students participated with staff from all 3 sites. BAM team members led peer support activities to increase confidence with Grade 6s. This will be tracked for success data end of year 2022.
- The 4 courses were offered plus 1 additional course as a result of direct need expressed by students and staff in EPSB High Schools. 20 summits, 2000 students from

Results and Implications

10 schools, 100 projects.

- TOP UP: Courses offered for students who have previously failed or been withdrawn from a course. This was offered for ALL EPSB high school students. 500-600 students, all HS courses.

Results and Implications

Division Priorities 2018-2022

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By June 2022, all staff will begin or continue working on their IB-PGP as a continuation of their professional learning. This year will focus on expanding the work to include collaborating with a critical friend and receiving PL in an area identified by the participant (themes). In addition, we are pursuing meaningful Professional Learning on the topic of anti-racism for all High School principals and their admin teams (APs). This Professional Learning will be stewarded by three professional anti-racism educators throughout the 2021-2022 school year. The consulting team will be supported by the Bennett/Argyll/Metro (BAM) admin team.

The Anti Racism High School Principal Professional Learning will develop throughout 2021-2022 to include:

Responsive Supports:

- how we create schools that listen?
- professional learning series for all High School Principals and members of their admin team (Assistant Principals) monthly
- content, theory, myth busting, experiential learning, reflective practice protocols for participants
- co-creating appropriate, consistent language and processes around anti racism
- virtual/online anti-racism modules to set a base standard for High School teachers and staff around this work
- accountability and support to ensure that AR processes and protocols are implemented
- develop strategies for School Social Justice Committees to develop language, understanding and awareness.
- processes to engage students in developing agency and capacity to enhance empathy and compassion for one another
- continued development of community contacts and support - many of our schools already have excellent support systems. Ensuring that all schools have the community supports necessary
- supports to develop processes to engage staff, students, and community in ongoing discussions on racism/antiracism
- supports to develop a year plan on antiracism for the broader school community
- leaders may have the opportunity to receive University of Alberta credits for the courses towards the mandatory principal accreditation by AbEd (TBD)

Change Leadership:

- a series of professional learning sessions will be offered to City Campus Catchment Aspiring Leaders
- participants will be introduced to the current drivers of public education
- adaptive leadership, transformational leadership theories will be explored
- Leadership Quality Standards will be explored in relation to change leadership
- participants will engage in Inquiry Based projects around their leadership practice
- digital publications of final projects/papers by participants
- leaders may have the opportunity to receive University credits for the courses towards the mandatory principal accreditation by AbEd (TBD)

Results Achieved:

Professional Learning sessions were held monthly for ALL high School Principals and their identified leadership teams. The series of sessions was process rich and centered under the umbrella of "Creating Schools That Listen". The group that met on a monthly basis had 120 participants. Three external consultants were hired to meet with the BAM Anti Racism team and they were employed in an iterative model that put adult learning at the center of the processes and PL curriculum. We had an external process observer who is an expert in Social Innovation Lab processes and he participated monthly in the sessions and the debriefing after each session. His role was to act as a

Results and Implications

critical observer to the processes and offer insights into how the group was responding to the PL series. A researcher also external to EPSB came alongside the work to review the Anti Racism Professional Learning series. She interviewed interested participants, held focus groups, and distilled and analyzed data from surveys administered to participants throughout the year. A report will be forthcoming to the BAM Anti racism team. Students who were participating in the Anti Racism course with BAM formed a steering committee to present a student perspective on issues and advice for school leaders. This presentation and documentation was impactful and became the "curriculum" for the Creating Schools That Listen Series.

- student, teacher, school leader community "talk" indicate that the development of a common language and self reflection were consistent success indicators for this work.
- student curriculum for school leaders developed and beginning stages of implementation in some EPSB high schools
- 20 Principals and Assistant Principals received credit in EDU 520 and EDU 521 through the University of Alberta (Dr. P. Jean Stiles taught the courses).

Change leadership sessions ran bi-monthly for aspiring leaders in the City Campus catchment.

- the participants were led through a series of PL sessions that explored LQS in action, adaptive leadership, Regenerative Thinking, and building agency as a leader. A few participants completed course work EDU 520 and EDU 521. The action research projects and reflections were outstanding.

I-BPGPs

All catchment staff completed at least one cycle of an action research/ I-BPGP and shared results with a group of peers in May.

What were the biggest challenges encountered in 2021/22?

The greatest challenge in 2021-2022 was the reluctance of schools to support fieldtrips due to ongoing and aftermath issues with COVID. Financial issues continue to put a strain on the participation of socially vulnerable schools so BAM covered most of the costs for those school but this will be unsustainable over time.

What are the implications from 2021/22 that will impact your current year plan?

Continue the work and spread the work about the programming options and possibilities at Bennett, Argyll, Metro (BAM)
Update communication vehicles to enhance understanding and access to BAM activities and offerings.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 0349 Argyll Home School Centre

Assurance Domain	Measure	Argyll Home School Centre			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.7	92.6	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	79.0	61.5	84.3	81.4	83.2	83.1	High	Maintained	Good
	3-year High School Completion	32.0	37.2	26.7	83.2	83.4	81.1	Very Low	Maintained	Concern
	5-year High School Completion	39.8	34.3	36.0	87.1	86.2	85.6	Very Low	Maintained	Concern
	PAT: Acceptable	16.9	n/a	26.1	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	2.6	n/a	5.3	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	52.2	n/a	79.3	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	8.3	n/a	21.8	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	86.2	96.3	92.7	89.0	89.6	90.3	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.9	79.6	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	75.5	75.6	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	72.0	69.6	87.7	78.8	79.5	81.5	Low	Declined	Issue

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 7090 Metro Continuing Education

Assurance Domain	Measure	Metro Continuing Education			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	91.1	81.4	83.2	83.1	n/a	n/a	n/a
	3-year High School Completion	*	20.2	11.0	83.2	83.4	81.1	*	*	*
	5-year High School Completion	0.0	71.3	45.6	87.1	86.2	85.6	Very Low	Declined Significantly	Concern
	PAT: Acceptable	n/a	n/a	n/a	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	63.8	n/a	81.2	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	16.2	n/a	24.5	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	95.8	89.0	89.6	90.3	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	53.8	78.8	79.5	81.5	n/a	n/a	n/a

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- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

The following SMART (Specific, Measurable, Achievable, Relevant, Time-framed) goals have been established for the 2022-2023 school year (referencing the Division's Priority number that the goal supports). All Schools will set at least two goals; one goal must be in support of Priority 1 of the 2022-2026 Strategic Plan. Schools will set a second goal that can be in support of any priority area, and schools can choose to set a third goal if desired. Central DU's will set at least two goals in support of any of the priorities of the 2022-2026 Strategic Plan, and can choose to set a third goal if desired.

By June 2023, we will have prototyped and implemented a number of components of the established framework for an updated version of EPSB Virtual School. Deliberate intentional work with the network of BAM stakeholders including online teachers about Inquiry and Project based learning will continue throughout 2022-2023. We will continue to prototype teaching and learning experiences as an integral part of the design process of building the Virtual School. This work has fidelity to the principles of an engaged and equitable school that centers students in policy and design decisions and engages the interrelated concepts of teacher presence, learner presence, and social/community presence. This highly relational design framework will support Division and Provincial High School students, teachers, parents, and community members and honor unique learning contexts. Top Up (repeater courses for HS students), Reaching Out (junior high outreach hybrid model), and other innovative programming will foster innovative response efforts to reengage students and meet diverse student needs. Courses and Summits will continue in 5 streams for Division High Schools (Consent, Ways of Knowing, Anti Racism, Beyond 4 Walls, and Food Security). These courses, co-created and designed by teachers, students and community, will deliver curricula broadly infused with building an understanding of treaties, Indigenous histories, anti-racism, and social justice issues. Action Research Inquiry Based projects will act to intentionally enhance student voice, confidence, and belonging: all critical components of creating welcoming, high-quality learning and working environments.

Division Priority 1

By June 2023, all Bennett-Argyll-Metro (BAM) staff complete an I-BPGP as a continuation of their professional learning and employ principles from the framework of Regenerative Thinking to expose blind spots, extend thinking and questioning, and illuminate assumptions. Professional Learning on the topic of inclusion and equity (anti-racism) will continue for all High School principals and their admin teams (APs). In addition, BAM staff and leadership teams from the Harry Ainlay Catchment (HAC) will embark on the Professional Learning Series **Creating Schools that Listen**. This Professional Learning will be stewarded by the BAM administration team, consultants and students from the Anti Racism summits.

As outlined in the Truth and Reconciliation Commission's (TRC) calls to action and to address the standards of practice in both the TQS and LQS, BAM will continue to innovate programming that celebrates Indigenous and multiple diverse ways of knowing for staff, students, and community members. BAM will pursue creating a community hub which animates the notion of intergenerational learning and revitalization within Edmonton Public Schools. BAM will create a web of support to bring student ideas come to life. Through this hub students will be able to interact with artists, storytellers, elders, knowledge keepers, parents/family members, and community members in residence to create projects that will honour their relations on Treaty 6. These projects will move beyond the 4 walls of the classroom and will be showcased in the city in both physical and virtual formats. Schools from across the division are invited to engage in processes of belonging and student voice creation and will be invited to undertake a number of prototype activities to enhance Indigenous ways of knowing programming (admin/teachers/students/parents engaged in consultation). Multi grade groups, family learning, and intergenerational activities will be undertaken in this land based learning hub. The work will be celebrated and displayed in co-created art installations using multiple media formats. The installations will also act as learning experiences for the broader community. Five summit streams will be offered for Division students in hybrid fashion (virtual and in person learning activities) and will be hosted through the Bennett Centre with teams from the Division, Province and International partners (grades 7-12). A council of elders will be assembled for consultation and advice. The Bennett Centre activates processes and practices of belonging that cultivate a living knowledge system: knowledge continues to live within the actions of community members and students in the ways that they consider their many relations on Treaty 6 and engage in opportunities to bring their learning to future Bennett Centre summit iterations.

Professional Learning: The Creating Schools That Listen series for BAM team and staff, High School leadership teams, and HAC Catchment leadership teams will include a responsive and iterative approach to creating cultures of belonging. This professional learning will unite students, teachers, community members, and administrators in a series of collaborative processes aimed at co-constructing safe and welcoming school environments for ALL stakeholders within the EPSB Division. These processes will foster agency in participants to build capacity and enhance empathy and compassion for all. Systemic barriers to student success will be highlighted and actionable plans will be implemented to develop more inclusive pathways to success for ALL.

Division Priority 2



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<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	1.938000	Salaries	\$7,178,942	92%
Weighted	0.000	Exempt	3.500000	Supplies, Equip., Services	\$618,111	08%
Regular	2,013	Support	12.600000			
		Teacher	<u>54.300000</u>			
Year Opened		Total	72.338000	Total	\$7,797,053	100%

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BAM: Bennett-Argyll-Metro Centers:

Equity drives the programming for Bennett-Argyll Metro (BAM) Centers. BAM connects students from across the province and Division schools with peers, teachers, and community partners to provide choice, flexibility and authentic learning opportunities. Students are at the center of responsive programming to enhance pathways to success and are encouraged to demonstrate their learning in multiple ways.

Bennett Centre develops young leaders to host, lead, and facilitate initiatives surrounding school and community change within Treaty 6 territory. Bennett Centre offers programming that is tailored for schools and community members. The learning is centered around the provocation of what it means to be a good treaty person and partner. The Bennett Centre also has a 64 bed residence to accommodate overnight school experiences and community group bookings.

Argyll Centre engage students in authentic and meaningful learning experiences through a variety of programming options. Argyll's diverse and equitable learning community fosters connections between students, families and staff. Student success in both in-person and online programs hinges on partnerships between families, teachers and the greater community.

Metro Continuing Education has been a vibrant part of Edmonton Public Schools since offering its first night class in 1891. Serving over 20,000 students per year, Metro offers a diverse range of Academic programming, Adult Community Education and English Language programs. The core Academic programming at Metro include evening and weekend high school upgrading, coordination of district Summer School programming, diploma exam preparation, tutoring, and elementary, junior high, and high school enrichment programs. The English Language Institute (LINC and ELI) at Metro provides English instruction, through a variety of programs, to hundreds of adult newcomers to Canada.

Community Profile

Bennett- Argyll-Metro (BAM) Centers do not serve a defined catchment area but provide flexible and accommodating learning environments for K-12 students and adult learners (ELI and Night School) who reside within the EPSB division and across Alberta.

Programs and Organization

Programs:

Bennett Centre offers tailored programs that develop young leaders to host, lead, and facilitate initiatives surrounding school and community change within treaty 6 territory and beyond.

Argyll Centre offers Online Synchronous and Asynchronous learning, Parent Directed Home Education, Reach Out programming and the Caraway Alternative program. Metro Centre offers Adult English Language Instruction (LINC, ELI), Night School, Summer School, Diploma Preparation, Tutoring, and tailored programs from Community Leagues and their members.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		6,770,231		7,797,053
Internal Revenue		0		0
REVENUE TOTAL		6,770,231		7,797,053
Classroom	41.200000	4,236,679	49.600000	5,100,468
Leadership	4.700000	649,204	4.700000	651,963
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	75,000	.000000	89,000
TOTAL TEACHER	45.900002	4,960,883	54.299999	5,841,431
(% of Budget)		73.27%		74.92%
Exempt	3.500000	407,892	3.500000	407,892
Exempt (Hourly/OT)	.000000	10,000	.000000	20,500
Support	11.600000	680,015	12.600000	754,473
Support (Supply/OT)	.000000	15,000	.000000	8,000
Custodial	1.938000	140,646	1.938000	140,646
Custodial (Supply/OT)	.000000	6,000	.000000	6,000
TOTAL NON-TEACHER	17.038000	1,259,553	18.038000	1,337,511
(% of Budget)		18.6%		17.15%
TOTAL STAFF	62.938002	6,220,436	72.337999	7,178,942
(% of Budget)		91.88%		92.07%
SUPPLIES, EQUIPMENT AND SERVICES		506,800		554,705
INTERNAL SERVICES		42,500		62,906
OTHER INTEREST AND CHARGES		500		500
TOTAL SES		549,800		618,111
(% of Budget)		8.12%		7.93%
TOTAL AMOUNT BUDGETED		6,770,236		7,797,053
Carry Forward Included		0		0
Carry Forward to Future		0		0

Profile



BENNETT • ARGYLL • METRO

<u>Staff FTE</u>		<u>Budget</u>	
Custodial	1.000000	Salaries	\$406,044 31%
Exempt	3.000000	Supplies, Equipment and Services	\$902,956 69%
Support	0.200000	Total	\$1,309,000 100%
Teacher	0.000000		
Maintenance	0.000000	Internal Revenue	\$840,000
Total	4.200000		

Vision

Enhancing pathways for student success.

Mission

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Values

Accountability, collaboration, equity and integrity.

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance action towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Profile

The Bennett Centre assists schools across the Division by developing co-operative living skills and modeling effective teaching practices in hands-on programs that engage students in their/the curriculum, with a particular emphasis on indigenous, traditional teachings, in response to the Calls to Action in the Truth and Reconciliation Commission (TRC). The Bennett Centre also provides schools with the opportunity to stay on site overnight in their 64 bed residence to further engage students in their learning and provide them with a positive memorable educational experience (retreats, summits).

The Bennett Centre provides a venue for special events for district and public functions. A number of community organizations access the Bennett center as a site for their camps and special events (Youth Write, Kids with Cancer).

Budget Summary Report

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		253,000		469,000
Internal Revenue		850,050		840,000
REVENUE TOTAL		1,103,050		1,309,000
Teacher	1.000000	111,479	.000000	0
Supply Teacher	.000000	0	.000000	0
TOTAL TEACHER	1.000000	111,479	.000000	0
(% of Budget)		10.11%		0%
Exempt	2.000000	198,895	3.000000	279,372
Exempt (Hourly/OT)	.000000	0	.000000	22,000
Support	.200000	12,369	.200000	12,369
Support (Supply/OT)	.000000	0	.000000	9,000
Custodial	1.000000	76,303	1.000000	76,303
Custodial (Supply/OT)	.000000	0	.000000	7,000
TOTAL NON-TEACHER	3.200000	287,567	4.200000	406,044
(% of Budget)		26.07%		31.02%
TOTAL STAFF	4.200000	399,046	4.200000	406,044
(% of Budget)		36.18%		31.02%
SUPPLIES, EQUIPMENT AND SERVICES		611,004		325,484
INTERNAL SERVICES		93,000		577,472
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		704,004		902,956
(% of Budget)		63.82%		68.98%
TOTAL AMOUNT BUDGETED		1,103,050		1,309,000
Carry Forward Included		0		0
Carry Forward to Future		0		0

Profile



BENNETT • ARGYLL • METRO

<u>Staff FTE</u>		<u>Budget</u>	
Custodial	0.000000	Salaries	\$753,160 25%
Exempt	3.621000	Supplies, Equipment and Services	\$2,304,780 75%
Support	3.999360	Total	\$3,057,940 100%
Teacher	0.408670		
Maintenance	0.000000	Internal Revenue	\$3,000,940
Total	8.029030		

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Profile

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Our **Academic Success programs** at Metro include high school programming (fast tracking and upgrading), coordination of EPSB Summer School programming, and School and Community Supports (SCS K-12). These SCS supports offer EPSB students tutoring (grades 9-12), after-school and summer enrichment programming (camps), diploma exam preparation classes, and elementary and junior high enrichment courses.

The **English Language Institute (ELI)** at Metro provides English Language instruction to adults, at multiple locations. Over 500 newcomers to Canada attend courses annually.

Metro's **Community Education** division offers multiple personal and professional development courses every year (in-person and online). By pursuing an asset-based pathway to supporting community leagues, Metro's Community Education is inspired to provide programming throughout neighborhoods in the City of Edmonton.

Budget Summary Report

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		65,000		57,000
Internal Revenue		2,439,112		3,000,940
REVENUE TOTAL		2,504,112		3,057,940
Teacher	.417000	61,556	.408670	60,708
Supply Teacher	.000000	0	.000000	0
TOTAL TEACHER	.417000	61,556	.408670	60,708
(% of Budget)		2.46%		1.99%
Exempt	3.907000	438,827	3.621000	400,071
Exempt (Hourly/OT)	.000000	10,000	.000000	4,999
Support	3.999360	276,384	3.999360	276,384
Support (Supply/OT)	.000000	11,498	.000000	5,998
Custodial	.000000	0	.000000	0
Custodial (Supply/OT)	.000000	0	.000000	5,000
TOTAL NON-TEACHER	7.906360	736,709	7.620360	692,452
(% of Budget)		29.42%		22.64%
TOTAL STAFF	8.323360	798,265	8.029030	753,160
(% of Budget)		31.88%		24.63%
SUPPLIES, EQUIPMENT AND SERVICES		316,540		1,038,180
INTERNAL SERVICES		1,339,307		1,216,600
OTHER INTEREST AND CHARGES		50,000		50,000
TOTAL SES		1,705,847		2,304,780
(% of Budget)		68.12%		75.37%
TOTAL AMOUNT BUDGETED		2,504,112		3,057,940
Carry Forward Included		0		0
Carry Forward to Future		0		0

Profile



BENNETT • ARGYLL • METRO

<u>Staff FTE</u>		<u>Budget</u>	
Custodial	0.000000	Salaries	\$3,953,039 58%
Exempt	0.700000	Supplies, Equipment and Services	\$2,837,978 42%
Support	2.500000	Total	\$6,791,017 100%
Teacher	8.400000		
Maintenance	0.000000		
Total	11.600000		

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Budget Summary Report

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		7,208,531		6,791,017
Internal Revenue		0		0
REVENUE TOTAL		7,208,531		6,791,017
Teacher	7.640000	4,063,049	8.400000	3,481,136
Supply Teacher	.000000	0	.000000	0
TOTAL TEACHER	7.640000	4,063,049	8.400001	3,481,136
(% of Budget)		56.36%		51.26%
Exempt	.700000	61,395	.700000	61,395
Exempt (Hourly/OT)	.000000	100,000	.000000	225,000
Support	2.500000	183,509	2.500000	183,509
Support (Supply/OT)	.000000	1,999	.000000	1,999
TOTAL NON-TEACHER	3.200000	346,903	3.200000	471,903
(% of Budget)		4.81%		6.95%
TOTAL STAFF	10.840000	4,409,952	11.600001	3,953,039
(% of Budget)		61.18%		58.21%
SUPPLIES, EQUIPMENT AND SERVICES		642,761		73,411
INTERNAL SERVICES		2,155,818		2,764,567
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		2,798,579		2,837,978
(% of Budget)		38.82%		41.79%
TOTAL AMOUNT BUDGETED		7,208,531		6,791,017
Carry Forward Included		0		0
Carry Forward to Future		0		0

Profile



BENNETT • ARGYLL • METRO

<u>Staff FTE</u>		<u>Budget</u>	
Custodial	0.000000	Salaries	\$1,359,309 75%
Exempt	1.993000	Supplies, Equipment and Services	\$461,725 25%
Support	1.960650	Total	\$1,821,034 100%
Teacher	1.591300		
Maintenance	0.000000		
Total	5.544950		

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Budget Summary Report

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		1,811,481		1,821,034
Internal Revenue		0		0
REVENUE TOTAL		1,811,481		1,821,034
Teacher	2.243870	263,706	1.591300	190,279
Supply Teacher	.000000	0	.000000	0
TOTAL TEACHER	2.243870	263,706	1.591300	190,279
(% of Budget)		14.56%		10.45%
Exempt	.993120	91,556	1.993000	214,657
Exempt (Hourly/OT)	.000000	812,426	.000000	812,425
Support	1.960650	132,497	1.960650	140,948
Support (Supply/OT)	.000000	1,000	.000000	1,000
TOTAL NON-TEACHER	2.953770	1,037,479	3.953650	1,169,030
(% of Budget)		57.27%		64.2%
TOTAL STAFF	5.197640	1,301,185	5.544950	1,359,309
(% of Budget)		71.83%		74.64%
SUPPLIES, EQUIPMENT AND SERVICES		65,208		45,464
INTERNAL SERVICES		445,088		416,261
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		510,296		461,725
(% of Budget)		28.17%		25.36%
TOTAL AMOUNT BUDGETED		1,811,481		1,821,034
Carry Forward Included		0		0
Carry Forward to Future		0		0

Profile



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<u>Staff FTE</u>		<u>Budget</u>	
Custodial	0.000000	Salaries	\$167,689 78%
Exempt	1.500000	Supplies, Equipment and Services	\$47,850 22%
Support	0.000000	Total	\$215,539 100%
Teacher	0.000000		
Maintenance	0.000000	Internal Revenue	\$132,539
Total	1.500000		

Budget Summary Report

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		75,000		83,000
Internal Revenue		155,747		132,539
REVENUE TOTAL		230,747		215,539
Leadership	.000000	0	.000000	0
Teaching - Other	.000000	0	.000000	4,250
TOTAL NON-TEACHER	.000000	0	.000000	4,250
(% of Budget)		0%		1.97%
Exempt	1.500000	172,746	1.500000	153,438
Exempt (Hourly/OT)	.000000	0	.000000	10,001
Support	.000000	0	.000000	0
Support (Supply/OT)	.000000	0	.000000	0
Custodial (Supply/OT)	.000000	0	.000000	0
TOTAL NON-TEACHER	1.500000	172,746	1.500000	163,439
(% of Budget)		74.86%		75.83%
TOTAL STAFF	1.500000	172,746	1.500000	167,689
(% of Budget)		74.86%		77.8%
SUPPLIES, EQUIPMENT AND SERVICES		58,001		47,850
INTERNAL SERVICES		0		0
TOTAL SES		58,001		47,850
(% of Budget)		25.14%		22.2%
TOTAL AMOUNT BUDGETED		230,747		215,539
Carry Forward Included		0		0
Carry Forward to Future		0		0