

Minutes
Queen Elizabeth High School Council
November 17, 2025 Queen Elizabeth Learning Commons

Meeting called to order at 7.06pm (apologies for the original link not working. New link was sent)

1. Land Acknowledgment - *Presented by Ellen Parker*

Ellen Parker opened the meeting with a land acknowledgment.

2. Welcomes and Introductions -*Presented by Ellen Parker*

Introductions took place for all attending the meeting both in person and virtually.

3. Approval of previous minutes - *Presented by Ellen Parker*

Minutes from the previous meeting on September 15 were approved by Leslie Street and seconded Kathie Robert.

4. Principal's Update - *Presented by Jennifer Edmondson-Neily*

Update was given on the school results from 2024-2025.

Key celebrations included

- ⑩ Student overall levels of engagement have increased by 2 percentage points based on the Alberta Education Assurance Measures (AEAM) Survey Results.
- ⑩ Student levels of engagement in science have increased by 5 percentage points based on the AEAM results.
- ⑩ Students at Queen Elizabeth High School report higher levels of safety, connection and belonging to school than the previous school year and greater than the national average based on the OurSCHOOL Survey results.
- ⑩ Students overwhelmingly report that there are high expectations for them as learners based on the CBE Survey.
- ⑩ Overall, student levels of interest in learning at school have increased by 8 percentage points based on the CBE Survey.
- ⑩ Overall, students report that "the things I am learning in school are meaningful to me" has increased by 2 percentage points based on the CBE Survey.
- ⑩ Teacher perception of students' learning as engaging, interesting and meaningful has increased.

Areas for Growth

- 55.5% of students reported that they read texts that are interesting to them.
- Grade 7-9 students reported lower engagement in all subject areas than our high school students.
- Grade 7-9 students reported having less voice in the decision-making processes at our school.

- Increase interest in the texts students are reading by implementing choice, voice, and culturally responsive texts through a daily junior high literacy block.
- High school students showed a greater increase and higher levels of engagement than junior high school students. Develop a junior high school principal advisory council to hear student voice.
- Increase student voice in engaging task design by collecting student voice through the CBE Survey and Student Advocacy focus groups.
- Build staff capacity by implementing a “macro” and “micro” professional learning structure for teachers to design engaging tasks using student voice.

School development plan for 2025-2026

School Goal

- Student engagement in learning will improve.

Outcome

- Through an enhanced culture of well-being, thoughtful task design, and responsive assessment practices, students will become more engaged in their learning.
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The leadership team and currently working on the full school development plan which will be make available once completed.

High school 101 – Presented by Aimee Furey and Jason Stroh

A detailed information session was delivered explaining how the junior high curriculum develops into high school. Alberta graduation requirements and how students move through the high school was explained as well as the pathways students can take in subjects and what options they have available to them. Below at some key slides from the presentation.

Junior High vs. High School

Junior High

- Classes are full year
- Content is delivered at a slower pace (full year)
- Attendance is important, but students have more time to make up missed classes
- Students move along with age-appropriate peer groups
- Course content can be modified for students, but courses are not streamed.
- Students can receive accommodations to support their learning

High School

- Classes run on semesters
- Content is delivered more quickly
- Attendance is important, and missing classes can have a negative impact on student achievement
- Students must pass a course to move on to the next level
- Course content cannot be modified, but courses are streamed.
- Students can receive accommodations to support their learning

Alberta Graduation Requirements



ALBERTA HIGH SCHOOL DIPLOMA MINIMUM REQUIREMENTS

100 CREDITS

Earn a minimum of 100 credits. Successfully complete the following courses:

- English 30-1 or 30-2; AND
- Social 30-1 or 30-2; AND
- Math 20-1 or 20-2 or 20-3; AND
- Science 20 or Science 24 or Biology 20 or Chemistry 20 or Physics 20 or Science 14 and 10; AND
- Physical Education (PE) 10; AND
- Career and Life Management (CALM); AND

Earn 10 credits, in any combination:

- Career and Technology Studies (CTS) courses
- Fine and Performing Arts courses
- Second Languages* courses
- Physical Education 20 and/or 30
- Knowledge & Employability (K&E) courses
- Registered Apprenticeship Program (RAP) courses
- Locally Developed and Authorized courses in CTS, fine arts, second languages or K&E occupational courses AND

Earn 10 more credits, in any 30-level course (in addition to English 30-1 or 30-2 and Social 30-1 or 30-2) from:

- 30-level Math, Science, Fine Arts, Second Languages, or PE
- Advanced Level (3000 series) CTS courses
- 30-level Locally Developed and Authorized courses
- 30-level Work Experience courses
- 30-level Registered Apprenticeship Program (RAP) courses
- 30-level K&E courses
- 30-level Green Certificate courses

IMPORTANT: You are encouraged to explore many options in high school, be sure to gain the prerequisites to complete the 10 credits in 30-level courses other than English and Social.

Provincial diploma exams are required for: English 30-1 & 30-2; French Language Arts 30-1; Social 30-1 & 30-2; Math 30-1 & 30-2; (in English or French); Science 30; Biology 30; Chemistry 30; and Physics 30. Final marks in these courses are a blend of school marks and the Diploma Exam marks (your Diploma Exam is worth 30%; your school mark is worth 70%).

ALBERTA CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT MINIMUM REQUIREMENTS

80 CREDITS

Earn a minimum of 80 credits. Successfully complete the following courses:

- English 20-2 or Knowledge & Employability (K&E) English 30-4; AND
- Math 10-3 or K&E Math 20-4; AND
- Science 14 or K&E Science 20-4; AND
- Social 10-2 or K&E Social 20-4; AND
- Physical Education 10; AND
- Career and Life Management (CALM); AND

Earn 5 credits in:

- 30-level K&E occupational course, or
- 30-level Career and Technology Studies (CTS), (Advanced-level-3000 series) or
- 30-level Locally Developed and Authorized course with an occupational focus

AND

Earn 5 credits in:

- 30-level K&E Workplace Practicum course, or
- 30-level Work Experience course, or
- 30-level Green Certificate Specialization course

OR instead of the 10 credits in the section immediately above

Earn 5 credits in:

- 30-level Registered Apprenticeship Program (RAP) course

IMPORTANT:

A Certificate of Achievement is NOT a high school diploma. K&E courses align with other courses to maximize opportunities for your success, to support your completion of high school, and to easily allow you to transfer to other courses. Such flexibility makes it possible to work toward achieving a High School Diploma. Another semester or year of high school may be part of your plan to do this.

To qualify for a Certificate of High School Achievement, you successfully complete a minimum of 1 academic Knowledge & Employability (K&E) 4-course (English, Math, Science, or Social).

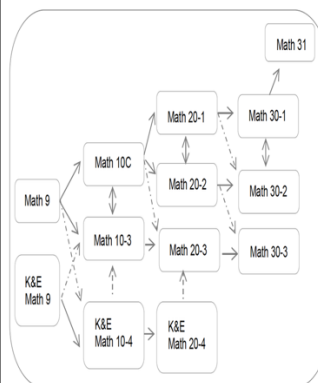
A Certificate of High School Achievement can be earned in 2-4 years.

Written consent is required to register in each K&E 4-course.

A High School Diploma is required for College or University entrance

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Math

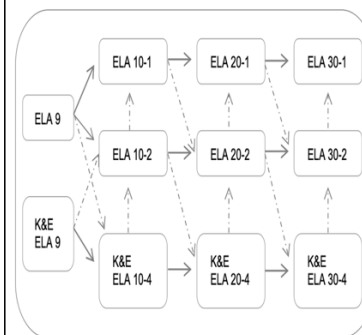


Transitioning from Grade 9 to 10

- **Math 10C:** for students who demonstrated Good or Excellent Achievement in Math 9 and are motivated to pursue post-secondary education. This course provides choices for you as you move to 20-level courses.
- **Math 10-3:** for students who did not meet all Grade 9 level expectations, or those interested in Workplace and Apprenticeship Mathematics
- **Math 15:** improve student mastery of grade 9 mathematical skills, concepts and ideas; available in Summer School for grade 9 students

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English



Transitioning from Grade 9 to 10

- **ELA 10-1:** for students who demonstrated Good or Excellent Achievement in ELA 9, and are motivated to pursue post-secondary education. Develops strong, comprehensive communication skills for university and post-secondary programs
- **ELA 10-2:** for students who have demonstrated Basic Achievement in ELA 9. Develops your communication skills through practical, creative, and persuasive writing skills for some post-secondary education and Apprenticeship programs.

Who should take AP courses?

- Students who have a passion in a certain subject and want to pursue it more deeply
- Students with a strong academic foundation in grade 10
- Students who receive Teacher Recommendation to take AP courses at the next level
- Students who have a strong work ethic and commitment to academic work
- Students who are looking for advanced credits in first year University
- Students who want to be better prepared for Post Secondary

Why Advanced Placement?

AP Courses at QEHS include:

- AP Biology
- AP Calculus AB
- AP Chemistry
- AP English Literature
- AP Physics
- AP Seminar
- AP Research

Complementary Courses



Social Sciences

- Military Studies
- Psychology 20
- Psychology/Sociology 30
- AP Capstone
- AP Seminar



Second Languages

- French
- American Sign Language



Phys Ed & Wellness

- Phys Ed
- Calm 20
- Leadership
- Sports Medicine
- Sports Performance

CTS

- Comm Tech
- Computer Science
- Robotics
- Design Thinking for Innovation
- Photography
- Culinary Arts
- Construction

Fine & Performing Arts

- Art
- Drama
- Band & Instrumental Music

High School Proficiency Scale

Beginning		Developing		Proficient		Exemplary	
1	2	1	2	1	2	1	2
The student demonstrates a level of understanding and/or skill that is not yet meeting expectations of the course outcomes.		The student demonstrates a basic level of understanding and/or skill that meets expectations of the course outcomes.		The student demonstrates a well-developed level of understanding and/or skill that meets expectations of the course outcomes.		The student demonstrates a mastery level of understanding and/or skill that meets expectations of the course outcomes.	
» The quality of work may be vague and/or undeveloped .		» The quality of work may be adequate and/or concrete .		» The quality of work may be clear and/or well-reasoned .		» The quality of work may be perceptive and/or insightful .	
» Targeted adjustments to planning and instruction will be necessary for further learning in this area.		» Adjustments to planning and instruction may be necessary for further learning in this area.		» The student can be confident of being prepared for further learning in this area.		» The student can be confident of being prepared for further learning in this area.	
20%	40%	55%	65%	75%	85%	95%	100%

5. Booster Club update – Presented by Kathie Robert

Kathie thanked everyone who helped and supported the Casino night. Final figures would not be known until the new year as casino fundraisers are pooled and split equally.

6. Band Update – Presented by Tara Brown

Tara thanked the school council for the band uniform. The band will be wearing the uniform on an upcoming field trip. The band currently have a fundraiser from Purdy's running. Tara thanked Jennifer for the link in the Knights Notes on November 14. A Fine Arts night is taking place on Wednesday December 10. This will celebrate creativity, innovation and the pursuit of passion.

7. GATE Update- *Presented by Chris Peng*

Virtual Education Session entitled "understanding the role of IPPs on your gifted and 2e child's education will be held on December 1 via google meet and is open for GATE and non GATE parents. Registration in on the Knights Notes November 14

8. Questions from Attendees

Open floor for questions – No questions

Meeting Adjourned: 8.00pm

Next meeting – January 19 7pm

2025–2026 School Council Meeting Schedule

- **January 19, 2026**
- **March 16, 2026**
- **May 19, 2026**

All meetings will be held in person at the Learning Commons, with an option to attend online via Microsoft Teams.