



# 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 27, 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 – May 6, 2025
- H. Recognition
  - 2. Michael A. Strembitsky Awards  
(Information)
- I. 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 26, 2025, to speak under this item.)*
- J. Reports
  - 3. First, second and third reading of Board Policy DK.BP Division Technology  
(Recommendation)
  - 4. Advocacy for the Education of Undocumented Children  
(Recommendation)
  - 5. Strategic Plan Update: Priority 1 Literacy and Numeracy  
(Information)
  - 6. Seclusion and Physical Restraint Update  
(Information)
  - 7. Caucus Committee Reports  
(Information)
- K. Other Committee, Board Representative and Trustee Reports
- L. Trustees and Board Requests for Information
- M. Notices of Motion
- N. Meeting Dates
- O. Adjournment

**MINUTE BOOK****Board Meeting**

Minutes of the meeting of the Board of Trustees of Edmonton School Division of Alberta held in the Centre for Education McCauley Chambers on Tuesday, May 6, 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 and called upon Trustee Nelson to provide a land acknowledgement.

Trustee Nelson said today we acknowledge that we are gathered on Treaty 6 territory. This land has been the traditional territory of the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux peoples for countless generations. We recognize their deep connection to this land, a connection that mirrors the profound relationship between humanity and the Earth.

With Mother's Day on the weekend, we celebrate how mothers nurture their children and have the opportunity to thank them. We need also to honour the life-giving force of Mother Earth. Let us also honour the Treaties made with the Indigenous peoples of this territory and commit to understanding and respecting their stewardship of these lands, working together to care for our shared home.

**B. O Canada****C. Roll Call: 2:09 p.m.**

The Superintendent advised that all Trustees were present.

**MINUTE BOOK****D. Approval of the Agenda****MOVED BY Trustee Hancock:****“That the agenda for the May 6, 2025, Board meeting be approved as printed.”  
(UNANIMOUSLY CARRIED)****E. Communications from the Board Chair**

The Board Chair expressed pride in the impactful work the Division is doing to directly support students in exploring career pathways. Since the last Board meeting, she had the privilege of witnessing firsthand how the Division is bringing our strategic plan to life – specifically, the goal of 'building on outstanding learning opportunities for all students' to 'promote competencies to empower students to meet the needs of a changing society, workforce, and climate.' The recent [Campus EPSB](#) Networking Lunch was a fantastic example of this in action. High school students from across Edmonton Public Schools engaged in meaningful conversations with a variety of industry professionals over a shared meal. Students in the electrician apprenticeship program connected directly with electricians from various sectors. Board Chair Kusiek spoke with students who, through this event, gained clarity on career paths that weren't the right fit for them – a truly valuable early discovery. Others were energized by the possibilities opening up on their career journeys. The diversity of fields represented was remarkable, including community care/nursing, pipe fitting, the restaurant industry, millwrighting, bricklaying, carpentry, and more. Strong positive feedback included requests for longer sessions and a student's desire to advocate for similar experiences.

The Board Chair shared that many Trustees attended the inaugural EPSB Student AI Conference, a remarkable event that drew nearly 300 high school students. This was a genuine professional development opportunity for them, featuring an excellent keynote by Matthew Guzdial, engaging breakout sessions, and significant representation from industry and post-secondary institutions, all eager to connect with students about their evolving interests.

The Board Chair reported that the advocacy letter to the Minister of Education regarding robust engagement for an update to the Standards for Special Education has been sent and will be posted to the Division website shortly.

The Board Chair thanked the Public School Boards' Association of Alberta for a productive meeting with the Board of Trustees. Promotion and protection of public education is critically important for the success of today's students and tomorrow's thriving communities.

The Board Chair advised that beginning May 7, Trustee Sumar is on an approved absence. While he is away, Trustee Marsha Nelson is supporting Ward G.

**MINUTE BOOK****F. Communications from the Superintendent of Schools**

The Superintendent shared that the Division held its first Artificial Intelligence Conference last week. It was an amazing opportunity for more than 300 Grades 10-12 students from across the Division, to listen to some amazing speakers and panels, get some hands-on activities and network with professionals across the city. Superintendent Robertson thanked the TIPS team and Career Pathways for putting on such an incredible conference.

The Superintendent said that the grad season is upon us. It's one of his favourite times of year because it's an opportunity for the whole school community -- families, staff, students, friends -- a child's entire support network -- to celebrate the massive accomplishment of finishing the Kindergarten to Grade 12 journey. Superintendent Robertson thanked all the organizing committees for putting on these amazing ceremonies that celebrate our students.

The Superintendent stated that the Division Feedback Survey is now open to parents, families, staff and students. The annual survey will run until May 23. The Division is grateful to those who fill it out, helping us learn about how we're doing and what the community values in a quality education system. Superintendent Robetson thanked everyone in advance for taking the time to fill out the survey.

**G. Approval of the Minutes**

1. Board Meeting – April 15, 2025

**MOVED BY Trustee Nelson:**

**"That the minutes of the Board meeting held April 15, 2025, be approved as printed."  
(UNANIMOUSLY CARRIED)**

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

There were no registered speakers for this item.

**I. Reports**

2. 2025-2026 Budget – Staff Group Presentation

Mr. Barry Benoit, President of CUPE Local 474 (Custodial Staff), presented the Local's brief.

3. Locally Developed Courses

There was a short break in the meeting to fix a technical issue at 2:38 p.m.

The meeting resumed at 2:41 p.m.

### MINUTE BOOK

**MOVED BY Vice-Chair Sawyer:**

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

**(UNANIMOUSLY CARRIED)**

#### 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	2025–2026 to 2026–2027

### MINUTE BOOK

Course Name	Course Codes	Version	Approval Period (School Years)
		(2025–2029)	
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

4. 2025-2026 Non-Resident and Special Needs Sponsorship Fees and 2026-2027 International Student Fees

#### **MOVED BY Trustee O'Keefe:**

**“1. That the proposed 2025-2026 Non-Alberta Resident fees and Special Needs Sponsorship fees, as outlined in Attachment I, be approved.”**  
**(UNANIMOUSLY CARRIED)**

**“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.”**  
**(UNANIMOUSLY CARRIED)**

There was a short break in the meeting at 3:22 p.m.

**MINUTE BOOK**

The meeting resumed at 3:33 p.m.

5. Transportation Fees for 2025-2026

**MOVED BY Trustee Hancock:**

**“That transportation fees be increased in a phased approach until the 2027-2028 school year, as outlined in Option 2.”**

**(UNANIMOUSLY CARRIED)**

Board Chair Kusiek suggested the Board send a letter to the Minister of Education to highlight the negative impact of current transportation funding on families, specifically the resulting substantial fee increases, and the Division's surplus funds, which will be used to offset costs.

6. Board Policy HB.BP Student Behaviour and Conduct Annual Review

**MOVED BY Trustee Sumar:**

**“That Board Policy HB.BP Student Behaviour and Conduct be read for the first time and be approved for engagement.”**

**(UNANIMOUSLY CARRIED)**

7. Advocacy re: Jordan's Principle Funding and Operating Procedures

Board Chair Kusiek raised the issue of timing for sending the letter, considering the recent federal election and potential government reorganization.

Trustee Sumar agreed on the need for timely action while also allowing for flexibility due to potential cabinet changes. The goal is to advocate for students who would be eligible for funding, even in the 2025-2026 school year.

Trustee O'Keefe suggested including new Prime Minister Carney in the communication.

Trustee Sumar supported copying the Prime Minister to ensure awareness of the program's impact.

Vice-Chair Sawyer inquired about specific examples on how Jordan's Principle has impacted the Division.

Superintendent Robertson introduced three principals who have made applications for Jordan's Principle funding:

Ms. Brenda Mulder, Principal, Mary Butterworth School

Ms. Karla Loberg-Walter, Principal, Edmonton Christian Northeast School

Ms. Karen Keats Whelan, Principal, Roberta MacAdams School

The three principals shared their own individual stories of how Jordan's Principle has impacted students.

**MINUTE BOOK**

**MOVED BY Trustee Sumar:**

**“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.”**

**(UNANIMOUSLY CARRIED)**

**J. Other Committee, Board Representatives and Trustee Reports**

Trustee Nelson shared an Edmonton Public Schools Foundation (Foundation) update. Last week was National Volunteer Week - an annual reminder to celebrate the magic that happens when people share their time, talent, and energy to strengthen our communities. The Foundation is honoured to have 10 community champions who volunteer their time on the Board. Their vision, expertise, and countless volunteer hours fuel literacy initiatives, nutrition programs, and wrap-around supports that help Edmonton students thrive. Trustee Nelson expressed thanks to those who volunteer with the Foundation.

Trustee O'Keefe, Chair of the Governance and Evaluation Committee, provided an update regarding the Trustees' Handbook. The Caucus Committee approved the following changes, which will come into effect for the May 23 Special Board meeting:

- Speakers may speak to an item that is on the meeting agenda.
- Speakers must limit their comments to their own knowledge or opinions and experiences. They may not speak on behalf of anyone else.
- A maximum of five speakers may register per agenda item. Anyone unable to register is encouraged to submit their comments prior to the Board meeting so the Board can consider their comments before they make decisions on the agenda item.
- Individuals or groups may speak at a Board meeting a maximum of four times per year, allowing a larger group of individuals to bring and share their ideas with the Board on agenda items.
- Comments from the public and staff group representatives will not be audio or videotaped.
- Individuals must still call the Board office after the meeting agenda has been posted, and by noon the business day before the Board meeting. Individuals cannot register by email.
- Each speaker will still have up to three minutes to speak.

Trustee O'Keefe noted that there are still multiple ways individuals can share their thoughts with the Board. They can email, write or call their Trustees. They can also set time to talk with them in person. Individuals may attend school council meetings, talk with staff (at their child's school), and complete Division surveys, participate in public engagement opportunities or sessions. These channels offer a chance for questions, clarification and a two-way dialog, and the Board encourages anyone who needs assistance or wants to provide ideas to contact their Trustee directly so that they can have a discussion and connect them with the appropriate resources to assist. The new changes to the Trustees' Handbook will be shared on the Division's website.

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



**MINUTE BOOK****L.     Notices of Motion**

Board Chair Kusiek gave notice that she would be making the following motion:

That the Board of Trustees write a letter to the Minister of Education to put forth amendments to the *Education Act* that authorize the enrolment of undocumented children in Alberta school jurisdictions, and to amend the *Funding Manual for School Authorities* for the provision of educational funding to support such enrolments.

That the Edmonton Public School Board of Trustees works alongside our partner organizations and other school boards to further promote this advocacy for Provincial authorization for enrolment and funding of undocumented students.

**M.     Next Special Board Meeting: Friday, May 23, 2025, at 9 p.m.****N.     Adjournment: 4:38 p.m.**

The Board Chair adjourned the meeting.

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Julie Kusiek, Board Chair

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Karen Mills, Director Board and  
Superintendent Relations

**DATE:** May 27, 2025

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Michael A. Strembitsky Award of Excellence

**ORIGINATOR:** Carrie Rosa, Managing Director, Communications

**RESOURCE STAFF:** Cathy MacDonald

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

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## ISSUE

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

## BACKGROUND

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

## CURRENT SITUATION

Each of the following nominees will be acknowledged and receive a plaque.

<b>Name</b>	<b>School</b>
Jordan Carroll	Academy at King Edward
Pablo Perez	Centre High Campus
Rameesha Khalid	Dr. Anne Anderson School
Jana Hamdalla	Eastglen School
Maia Visscher	Edmonton Christian High School
Charlotte Tse	Harry Ainlay School
Addison Terry	J. Percy Page School
Autumn Lavallee	Jasper Place School
Brielle Huang	Lillian Osborne School
Rvnoor Harry	M. E. LaZerte School
Ben Wirtz	McNally School
Sarah Lee	Millwoods Christian School
Ameena Taher	Old Scona School
Isabelle Virani	Queen Elizabeth School
Kade Campbell	Ross Sheppard School
Elle Djogović	Strathcona School

Jordon Ho  
Avery Pepper  
Benjamin Woodbridge

Victoria School  
Vimy Ridge Academy  
W. P. Wagner School

**KEY POINTS**

The bronze, silver and gold Michael A. Strembitsky Award of Excellence recipients will be announced by the Board Chair at the public Board meeting on May 27, 2025.

CR:cm

**DATE:** May 27, 2025

**TO:** Board of Trustees

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

**SUBJECT:** First, second, third and final reading of Board Policy DK.BP Division Technology

**ORIGINATOR:** Karen Mills, Director Board and Superintendent Relations

**RESOURCE**

**STAFF:** Lea Beeken, Kelsey Duebel, Terry Korte, Nancy Petersen, Wanas Radwan

**REFERENCE:** [Trustees Handbook](#) Section 5.4 – Caucus Committee  
[Board Policy CH.BP – Framework for Policy Development and Review](#)

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**ISSUE**

The Policy Review Committee (PRC) is presenting Board Policy DK.BP Division Technology to the Board of Trustees (the Board) for first, second, third and final reading at public Board.

**BACKGROUND**

Currently, Board Policy DK.BP Division Technology outlines the Board’s commitment to high quality learning, teaching and working environments through the use of technology. To strengthen the clarity of direction and maintain congruence with administrative regulations related to Division technology, minor revisions to definitions are being proposed for this policy.

**RELATED FACTS**

- In the PRC’s 2024-25 Work Plan, a commitment was made to undertake initial exploratory work to understand the current landscape of artificial intelligence (AI) and its implications for the Division, including any potential need for Board direction through a Board policy.
- A subject matter expert from Technology and Information Management shared a presentation about the current landscape of AI with committee members at the October 24, 2024, PRC meeting.
- The PRC determined that, given the continuously evolving and changing landscape of AI, it would be premature to develop a standalone Board policy on AI in the Division.
  - PRC asked administration to explore the inclusion of an AI definition into existing policy.
- To support this request, administration met with subject matter experts in Technology and Information Management to review an updated definitions section. The following considerations were noted:
  - Updating the definitions section clarifies that the Board’s expectations for the use of AI is aligned with its expectations for the use of all technology in the Division. This includes expectations for the safe and appropriate use of technology, which may include AI, in support of learning and teaching and to maintain the safety, security and privacy of students and staff.
  - It is anticipated that the provincial government will release regulations in late spring in support of direction outlined in Bill 33 *Protection of Privacy Act* and Bill 34 *Access to Information Act*. This legislation will replace the Alberta *Freedom of Information and Protection of Privacy Act*.
  - While AI is not explicitly defined in the new legislation, additional direction around “automated

systems” and “synthetic information” may be included in the upcoming regulations. A review of all relevant policies and regulations will be conducted to determine any amendments required for alignment with the new legislation and regulations, once they are released.

- Based on this exploration, the PRC decided to draft the following changes to Board Policy DK.BP Division Technology:
  - Add a definition of “Artificial Intelligence.”
  - Update the definitions of “Division Technology” and “Technology” to include reference to AI.
    - Revisions to the definition section mirror changes made to Administrative Regulations DK.AR Division Technology and DKB.AR Appropriate Use of Division Technology.
- Through these revisions, policy direction on technology now explicitly applies to AI, where relevant.
- The draft policy was shared at the May 6, 2025, Caucus committee meeting for feedback.

### **RECOMMENDATION**

- 1. That Board Policy DK.BP Division Technology be read for the first, second, third and final time and be approved.**

### **OPTIONS**

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

1. Support the recommendation to approve Board Policy DK.BP Division Technology.
2. Complete the first reading of the policy and direct the PRC to adopt revisions to the policy prior to a second, third and final reading.

### **CONSIDERATIONS and ANALYSIS**

Updating the definitions in Board Policy DK.BP Division Technology strengthens clarity and maintains congruence with the definitions included in Administrative Regulations [DK.AR Division Technology](#) and [DKB.AR Appropriate Use of Division Technology](#).

The proposed revisions to the definitions do not require public engagement as they do not change current direction, intent or values of the policy and instead provide clarity and alignment with administrative regulations. This is consistent Board practice when draft updates to a policy are not substantive, in alignment with Board Policy CH.BP Framework for Policy Development and Review.

All Board policies and administrative regulations will be reviewed for congruence with new legislation (i.e., Bill 33 *Protection of Privacy Act* and Bill 34 *Access to Information Act*) when further provincial regulations become available.

In the PRC’s work plan, the intended timeline to have this policy work completed is the 2024-25 school year. Approval to move forward with this policy will align with this timeline.

### **NEXT STEPS**

Upon approval of the recommendation, the updated policy will be posted to the Division website.

### **ATTACHMENTS and APPENDICES**

ATTACHMENT I      Draft Board Policy DK.BP Division Technology

SS:wr

**CODE:** DK.BP**EFFECTIVE DATE:** (09-03-2010)**TOPIC:** Division Technology**ISSUE DATE:** (29-01-2020)**REVIEW YEAR:** (2027)

## PURPOSE

To reflect the Board of Trustees' (the Board) commitment to enabling high quality learning, teaching and working environments through the use of technology.

## DEFINITIONS

**Artificial Intelligence (AI)** refers to technology that enables computers to perform various functions that would be typically associated with requiring human intelligence. AI involves the development and use of algorithms and systems to learn from various data sets that can perform tasks such as problem-solving, pattern recognition, natural language processing and prediction and more. AI includes generative artificial intelligence, a machine learning system that can create new content such as text, images, music, audio and videos, in response to a prompt or series of prompts.

**Division Technology** includes those technologies licensed or owned by the Division, including but not limited to: hardware, applications (which may include AI), networking and communications equipment.

**Technology** refers to any hardware, applications (which may include AI), networking and communications equipment used in the Division, including those that are personally owned.

## POLICY

The Board believes technology supports high quality learning and teaching that enables students to discover, develop and apply competencies across subject and discipline areas for learning, work and life.

The Board supports the safe and appropriate use of technology that contributes to a productive learning environment and aligns with Division expectations for positive student and staff behaviour.

The Board supports a learning and teaching environment in which Division students and staff have equitable access to devices, applications, infrastructure and networks that facilitate the effective integration of technology.

The Board recognizes the importance of Division technology that is designed to maintain the safety, security and privacy of students and staff and values transparency related to practices supporting the collection, management and storage of data.

The Board acknowledges the role of technology to provide high quality working environments that enable communication and information management.

The Board values professional learning and capacity building of Division staff in the area of technology to support student learning.

The Board acknowledges that learning, teaching and working environments are continually evolving, and supports the use of technology that adapts to these dynamic environments. To achieve this outcome, the Division collaborates with industry leaders and innovators in the field of educational technology.

## **ACCOUNTABILITY**

The Superintendent is responsible for implementing this policy through appropriate administrative regulations and communication with Division stakeholders, including staff, students and families.

## **REFERENCES**

AA.BP - Stakeholder Relations  
AE.BP - Welcoming, Inclusive, Safe and Healthy Learning and Working Environments  
CN.BP - Managing Division Information  
CN.AR - Creation, Use and Maintenance of Division Information  
CNA.BP - Information Security  
DCA.AR - Video Surveillance Systems  
DK.AR - Division Technology  
DKB.AR - Appropriate Use of Division Technology  
DKC.AR - Canada's Anti-Spam Legislation (CASL) Compliance  
EA.BP - Infrastructure Planning Principles  
FA.BP – Human Resources Framework  
GA.BP - Student Programs of Study  
HG.BP - Student Behaviour and Conduct  
HG.AR - Student Behaviour and Conduct  
Alberta Education Learning and Technology Policy Framework  
*Freedom of Information and Protection of Privacy Act*

**DATE:** May 27, 2025

**TO:** Board of Trustees

**FROM:** Board Chair Julie Kusiek

**SUBJECT:** Advocacy for the Education of Undocumented Children

**RESOURCE STAFF:** Vicki de Haan, Bryan Evans, Gail Haydey, Terry Korte

**REFERENCE** [Education Act](#) sections 11(1), 3(1), 12  
[Funding Manual for School Authorities 2024/2025 School Year](#)  
[HC.AR](#) Student Admission and Enrolment  
[HEC.BP](#) Non-Resident Student Admission and Enrolment  
[Ontario Education Act](#) (s. 49.1)  
[Ontario Policy/Program Memorandum 136](#)  
[British Columbia's School Act](#) (s. 82)

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## ISSUE

Families of undocumented children located in Edmonton are requesting full access to funded public education offered by Edmonton Public Schools.

## BACKGROUND

Public education is an important service for students and for our wider community. It is an investment in children and in our collective future. Undocumented children are not in control of the legal status of themselves or their family.

Advocates for the education of undocumented students have raised concerns about the ineligibility of undocumented children to register with Edmonton Public Schools, requesting both Board advocacy to the provincial government and a sanctuary policy for Edmonton Public Schools passed by the Board of Trustees.

The Board of Trustees cares about the education of all children, including children who are undocumented. However, provincial legislation, funding and space constraints limit the Division's ability to enrol undocumented students and the Board's agency to create a sanctuary policy for undocumented students similar to British Columbia and Ontario.

## RELATED FACTS

### Legislation in British Columbia and Ontario in comparison to Alberta

The *Ontario Education Act* (s.49.1) has a specific provision that requires admission to a school even if the person or parent is unlawfully in Canada. Alberta's *Education Act* does not have the same provision. Furthermore, according to the Ontario Policy/Program Memorandum 136, "students to whom section 49.1 applies would, in most cases, generate provincial grants."



British Columbia's *School Act* (s.82) requires their school boards to provide education programs free of charge to resident students. That Act further provides that a student is a resident of BC if the student and the student's guardian are 'ordinarily resident' in British Columbia. According to British Columbia's "Eligibility of Students for Operating Grant Funding Policy", indicia of 'ordinary residence' for the purpose of receiving free public education in British Columbia includes items such as ownership of dwelling or long-term lease or rental of a dwelling, employment within the community, provincial driver's licence, parent or guardian filing income tax returns, etc. Alberta's *Education Act* does not have a similar provision.

### **Legislative Responsibilities in Alberta**

Section 11(1) of the *Education Act* provides that the Board shall ensure that each of its resident students is provided with an education program consistent with the requirements of the Act and the accompanying regulations.

Section 3(1) of the *Education Act* outlines that, to have the right of access to education in Alberta, a person must be a 'resident of Alberta', and have a parent who is a 'resident of Canada'. Section 1(4) defines 'resident of Alberta' and 'resident of Canada' to be a person who is "lawfully entitled to be or remain in Canada" and "does not include a tourist or visitor."

Section 12 of the *Education Act* further establishes the requirement that "a board shall enrol all individuals who are entitled under section 3 to have access to an education program in a school year before enrolling an individual who is not entitled under section 3 to have access to an education program in that school year."

The *Funding Manual for School Authorities 2024/25 School Year* (herein referred to as the Funding Manual) glossary definitions of Student(s), Child(ren), and Temporary Resident further outline the specific criteria for a student to be included in the Division's enrolment count for funding allocation, including criteria with respect to immigration status and residency. For example, the definition of Student(s) states that, to be counted towards the Division's enrolment count, a person must meet the following criteria:

1. Is a Canadian citizen on the September count date; or
  - a. is lawfully admitted to Canada for permanent residence; or
  - b. is a child of a Canadian citizen; or
  - c. is a child of an individual who is lawfully admitted to Canada as a permanent or temporary resident\*; or
  - d. is a step-child (who has been issued a study permit) of a temporary foreign worker that is in Canada on a work permit; and who is the biological or adopted child of the temporary foreign worker's spouse or partner; or
  - e. is a step-child of a Canadian citizen and is the biological or adopted child of the Canadian citizen's non-Canadian spouse or partner. The following documentation is required:
    - i. proof of application for permanent resident status and fee payment to immigration, Refugees and Citizenship Canada (IRCC); or
    - ii. valid study permit for the student.
2. Is a resident of Alberta and has a parent who ordinarily resides in Alberta on the September count date; or
  - a. is an independent student who is between 16 years of age and less than 18 years of age

- who resides in Alberta and has a parent that resides in Canada; or
- b. is an independent student who is between 18 years of age and less than 20 years of age and who resides in Alberta.

\*Also included in the Funding Manual glossary:

Temporary Resident: For purposes related to the interpretation of the *Education Act*, is defined as a person who:

1. has been issued a study permit and has registered at an Alberta designated learning institution and paid tuition for:
  - a. a full-time provincially recognized diploma program or full-time degree program of study that is a minimum of 2 years in duration; or
  - b. a full-time graduate or post-doctoral program of study that is a minimum of 1 year.
2. has been issued an employment authorization (work permit) to work temporarily in Canada (e.g., a temporary foreign worker); or
3. has filed a refugee claim to the Immigration and Refugee Board (IRB) within the past year (e.g., a refugee claimant); or
4. has diplomatic status in Canada.

A child/student whose parent qualifies as a temporary resident (as defined above) is eligible to access basic education at no cost. In short, the *Education Act* outlines which people have a right of access to education in Alberta, and sets out the statutory responsibility of a Board to its resident students.

The *Education Act* provides circumstances where enrolment may be considered for a non-resident student in a Division school:

- s.10(4): Non-resident students will be considered for enrolment in schools where sufficient space and resources are available to accommodate the student.

Note: This would be the case for a resident student of Edmonton Catholic School Division, or another Alberta division, who is seeking enrolment in a Division school. These types of non-resident students are eligible to be counted in the Division's enrolment count for provincial funding, and may attend a Division school where sufficient space is available to accommodate their programming in accordance with Board Policy HEC.BP – Non-Resident Student Admission and Enrolment and Administrative Regulation HC.AR – Student Admission and Enrolment.

- s.13(2): A board may charge tuition fees in respect of an individual who attends a school operated by the board and who is not a resident student of the board or any other board or the Government.

Note: Annually, the Board sets tuition fees for international students, non-Alberta resident students, and non-resident students requiring sponsorship from their resident board.

- s.3(1) generally provides for the right of access to education for persons between age 6 and 19. However,
- s.3(2) outlines that a board may provide an education program for an individual who is younger than 6 years of age or older than 18 years of age, and who is a resident of Alberta and has a parent who is a resident of Canada. In these age exceptions, these children and students are still eligible to be counted in the Division's enrolment count for funding allocation based on the criteria outlined in the Funding Manual.

**Provincial Limitations on Enrolment of Specific Students**

Section 12 of the *Education Act* provides that a board must enroll those who are entitled to have access to an education program under section 3 of the Act **before** allowing enrolment of ineligible students. Furthermore, it remains clear through the criteria outlined in the *Education Act* and the Funding Manual, as well as from previous enrolment audits conducted by Alberta Education, that, should the Board register a student who does not meet provincial eligibility criteria, there is no mechanism to access the provincial funding needed to provide the student's education program.

**RECOMMENDATIONS**

1. **That the Board of Trustees request that the Minister of Education and Childcare put forth amendments to the *Education Act* that authorize the enrolment of undocumented children in Alberta school jurisdictions, and amend the *Funding Manual for School Authorities* to provide full funding to support such enrolments.**
2. **That the Board of Trustees works alongside our partner organizations and other school boards to further promote this advocacy for Provincial authorization for enrolment and funding of undocumented students.**

**CONSIDERATIONS and ANALYSIS**

From time to time, there are circumstances where the Division may seek a specific decision or exemption from Alberta Education, or clarification or interpretation of funding eligibility. Any exemption in a unique or complex case to allow a student to be included in the Division's enrolment count as a funded student is at the discretion of the provincial government.

In addition to the issue of allocated funding to support programming, there is the added consideration of sufficient space and facilities to accommodate students. The Board of Trustees has advocated tirelessly for new school construction and modernizations to keep pace with enrolment growth. While we are seeing progress with 13 school projects underway, many more schools are needed to catch up with enrolment.

The increasing population in Edmonton and the resulting enrolment pressure on Division schools led to the development of the Division Growth Control Model to help manage space in schools. Based on the Division's responsibility to resident students as outlined in the *Education Act*, new non-resident students and unfunded students are not eligible to attend closed boundary schools or schools that have been subject to a random selection process.

Board policies HEC.BP – Non-resident student Admission and Enrolment and HC.BP – Resident Student Enrolment outline the Board's mandated priority to resident students, and provide for circumstances in which non-resident students and international students may be enrolled with the Division.

In the case of Division schools that may have low or declining enrolment, while there may be space to allow the enrolment of students who do not have a right of access to education, there is still no mechanism to access funding from the provincial government to support their programming.

Recommendation one speaks to the importance of having the Government of Alberta work alongside school divisions to make the necessary legislative, funding changes as well as the infrastructure

investments that are required to ensure that all children, regardless of their legal status who are living in Alberta are eligible for the same high quality public education as their resident peers.

Recommendation two speaks to the critical nature of a united, province-wide effort among all public, Catholic and francophone school boards to collectively stand up for undocumented children and to work together to advocate for the provincial changes required to allow for their education in Alberta.

**NEXT STEPS**

The Board Chair will write a letter to the Minister of Education and Childcare in alignment with Recommendation 1. The letter will also copy the Associate Minister of Multiculturalism, the Minister of Children and Family Services and the Minister of Jobs, Economy, Trade and Immigration.

In alignment with Recommendation 2, the Board Chair will write a letter to the Alberta School Boards Association (ASBA) to seek advice on preparing a robust position statement to be brought forward to ASBA member boards for consideration at the Fall General Meeting, and any other potential joint advocacy.

JK:jk

**DATE:** May 27 , 2025

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Strategic Plan Update: Priority 1

**ORIGINATOR:** Kathy Muhlethaler, Assistant Superintendent, Instructional and Strategic Division Supports

**RESOURCE STAFF:** Marnie Beaudoin, Dave Bennell, Kelsey Duebel, Erin Faught, Husna Foda, Nancy Petersen, Christine Simmons, Soleil Surette, Jon Yin

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## ISSUE

As part of the Division's accountability and assurance framework, this Strategic Plan Update reports on progress towards Priority 1 of the 2022–26 Strategic Plan, *"Build on outstanding learning opportunities for all students"*, highlighting work and results for Goal 2 *"Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes"*. This goal supports the intended outcome of Priority 1, which is that the growth and success of every student is supported throughout their journey from Kindergarten to high school completion and beyond.

## BACKGROUND

In 2022, Edmonton Public Schools launched the new Division Strategic Plan for the 2022-26 term. The Division Strategic Plan has three priority areas with supporting goals and outcomes. The plan provides common direction and alignment between the work of the Board of Trustees, the Superintendent of Schools and Division staff. The plan serves as the foundation for a Division culture of evidence-based decision making, assurance and accountability.

To demonstrate the Division's commitment to transparency and accountability, Strategic Plan Update reports were introduced in 2016–17 as an extension of the Annual Education Results Report (AERR). The reports are intended to provide the Board of Trustees with updates on progress towards the goals and outcomes of our Strategic Plan.

## CURRENT SITUATION

Literacy and numeracy form the foundation for successful living, learning and participation in society. Proficiency in literacy and numeracy are key determinants of educational outcomes, which in turn significantly influence earning potential, career trajectory and overall quality of life.<sup>1</sup> Higher levels of achievement in Kindergarten to Grade 12 education are associated with greater school engagement, high school completion and more successful transitions to post-secondary education or the world of work.<sup>2</sup>

This Strategic Plan Update provides the Board of Trustees with an overview of the relationship between the length of time students spend in the Division and their results from the Grade 9 Provincial Achievement Test (PATs) for English Language Arts and Math as research indicates that continuity and mobility impact student achievement. In addition, the report explores Division work that supports

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<sup>1</sup> [Lane & Conlon, 2016](#); Education at a Glance 2015: OECD Indicators; OECD Skills Outlook 2013; OECD Skills Matter: Additional results from the Survey of Adult Skills.

<sup>2</sup> [Rothman and McMillan, 2003](#). Influences on achievement in literacy and numeracy.

creating high quality teaching and learning environments, including enhancement of student self efficacy, the provision of a range of professional learning opportunities across the Division, and alignment with established and emerging research.

## **KEY POINTS**

This Strategic Plan Update Report provides the Board of Trustees with an overview of the Division's comprehensive approach in support of Priority 1 with a focus on Goal 2.

## **ATTACHMENTS and APPENDICES**

ATTACHMENT I Strategic Plan Update: Priority 1

KM:mh

# Strategic Plan Update Report: Priority 1

*May 27, 2025*

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# Introduction

As part of the Division's accountability and assurance framework, this Strategic Plan Update reports on progress towards Priority 1 of the 2022–26 Strategic Plan, *"Build on outstanding learning opportunities for all students"*, highlighting work and results for Goal 2 *"Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes"*.

Literacy and numeracy form the foundation for successful living, learning and participation in society. Proficiency in literacy and numeracy are key determinants of educational outcomes, which in turn significantly influence earning potential, career trajectory and overall quality of life.<sup>1</sup> Higher levels of achievement in Kindergarten to Grade 12 education are associated with greater school engagement, high school completion and more successful transitions to post-secondary education or the world of work.<sup>2</sup>

A comprehensive overview of Division results for literacy and numeracy learning have been provided through the Annual Education Results Review Report, presented at the public Board meeting on November 26, 2024. This Strategic Plan Update report will explore the relationship between the length of time students spend in the Division and their results from the Grade 9 Provincial Achievement Test (PATs) for English Language Arts (ELA) and Math as research indicates that continuity and mobility does impact student achievement. In addition, the report will explore some Division work that supports creating high quality teaching and learning environments, including enhancement of student self efficacy, the provision of a range of professional learning opportunities across the Division and alignment with established and emerging research. The report will conclude with a discussion of next steps.



<sup>1</sup> [Lane & Conlon, 2016](#); Education at a Glance 2015: OECD Indicators; OECD Skills Outlook 2013; OECD Skills Matter: Additional results from the Survey of Adult Skills.

<sup>2</sup> [Rothman and McMillian, 2003](#). Influences on achievement in literacy and numeracy.

# What the Data Says

The Division strives to support growth in literacy and numeracy throughout students' learning journeys from Kindergarten to Grade 12. By analyzing 2023-24 Grade 9 PAT results through the lens of time spent in the Division, we can gain a deeper understanding of the importance of consistency and insight into the effectiveness of Division practices and strategies for student achievement.

## Provincial Achievement Test Results<sup>3</sup>

Research has identified educational continuity as one of many factors that impact student academic achievement.<sup>4 5</sup> Through this lens, we analyzed academic results for students who have been with the Division for different lengths of time. Research has found that, along with educational continuity, access to high quality education helps address equity gaps, and over the long term can increase socio-economic mobility for students with lower socioeconomic status.<sup>6 7</sup> A common curriculum, evidence-based practices and high expectations all support high quality educational programming. At the Division, this consistency helps support the positive results that are reflected in stronger academic outcomes for students who have been at EPSB the longest.

While research has demonstrated that mobility has an influence on student achievement, it is acknowledged that this is not something that students have control over, as this is often a family-level decision occurring in the context of employment, housing or family circumstances.

## Literacy and Math

Results for Division students indicate there is a positive relationship between time spent as a student in the Division and the likelihood of achieving the Acceptable Standard or the Standard of Excellence on both Grade 9 ELA and Math PATs in 2023-24 (see Fig.1 and Fig.2). These findings align with what we know from research, as outlined above, about the importance of educational continuity and stability for academic achievement. The [Year 2 EAP Evaluation](#) also looked at the impact of continuity on student achievement, using the Canadian Achievement Test Fourth Edition (CAT4) and the time frame of Grade 3 to Grade 5. This analysis found that for the majority of students who had been at an EAP school for at least three years, they made substantial gains in reading, math and computation and estimation. These results speak to both the importance of stability and of the evidence-based teaching and learning strategies implemented across the EAP cohort of schools.

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<sup>3</sup> All results calculated on total students enrolled and include students who did not write the exams, mirroring the results presented in the 2023-24 AERR.

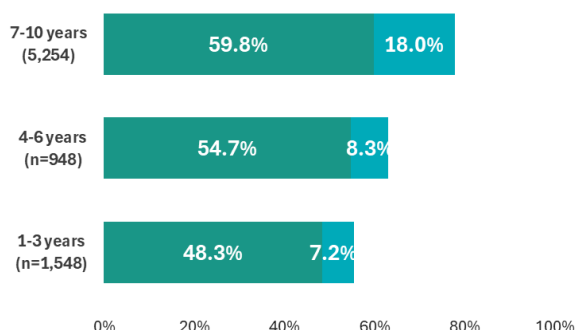
<sup>4</sup> Grigg, 2012. School Enrollment Changes and Student Achievement Growth: A Case Study in Educational Disruption and Continuity.

<sup>5</sup> Eddy, 2011. The Effect of Student Mobility on Student Achievement. Dissertation.

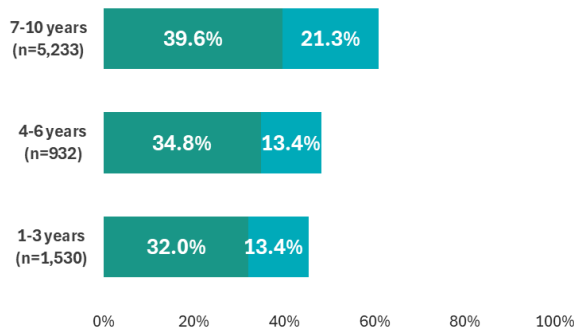
<sup>6</sup> Welsh, 2016. School Hopscotch: A Comprehensive Review of K-12 Student Mobility in the United States.

<sup>7</sup> Equity in Education: Breaking Down Barriers to Social Mobility (OECD, 2018)

**Fig. 1. 2023-24: Students meeting the **Acceptable Standard** or **Standard of Excellence** on the Gr. 9 ELA PAT by duration enrolled at the Division (All Students)**



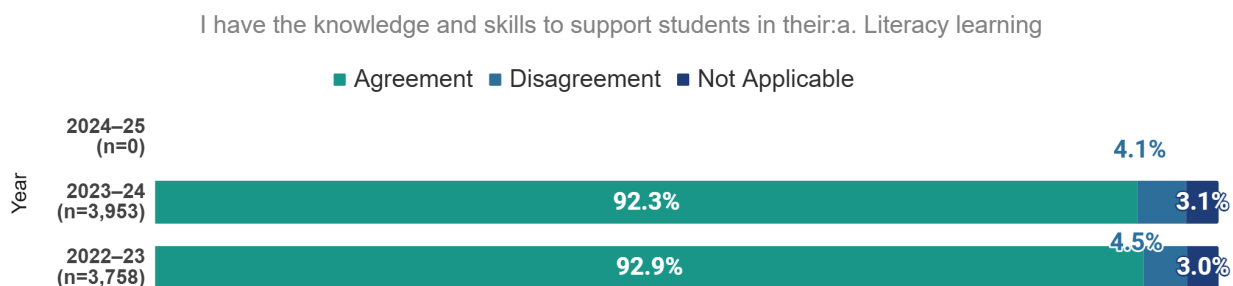
**Fig. 2. 2023-24: Students meeting the **Acceptable Standard** or **Standard of Excellence** on the Gr. 9 Math PAT by duration enrolled at the Division (All Students)**



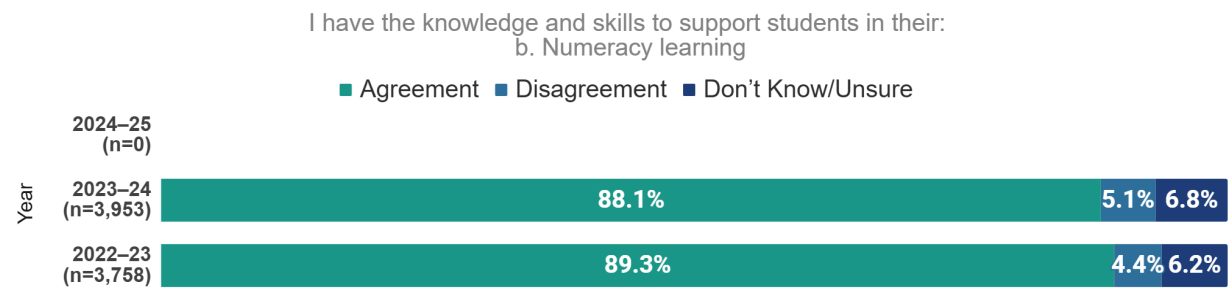
## High Quality Teaching and Learning

At the core of student success are high quality teaching and learning environments. The Division actively cultivates these environments by providing a range of professional learning opportunities, fostering leadership growth, supporting collaborative models and providing access to supports such as coaching, mentoring and guiding frameworks, all informed by evidence-based practices. Through the Division Feedback Survey (DFS), staff have indicated a high level of confirmation that they have the knowledge and skills to support students in their literacy and numeracy learning, as noted in Figures 3 and 4 below.

**Figure 3.** 92.3 per cent of staff indicated that they agreed or strongly agreed that they have the knowledge and skills to support students in their literacy learning during the 2023–24 school year [K–9 Teachers/APs only; all principals].



**Figure 4.** 88.1 per cent of staff indicated that they agreed or strongly agreed that they have the knowledge and skills to support students in their numeracy learning during the 2023–24 school year [K–9 Teachers/APs only; all principals].



Recognizing that strong literacy and numeracy skills are fundamental for students to thrive in all aspects of life, the Division is committed to meeting students where they are in their learning and helping them to continue to grow. Our strategic and collective actions detailed below underscore this commitment to both students and staff, as they work together to support continuous growth and improvement.

## Supporting Student Self-Efficacy

A key part of building high quality teaching and learning environments is nurturing students’ self-efficacy in their learning. As discussed above, student achievement is a complex interaction of many factors. Along with educational continuity and high quality teaching, a student’s sense of engagement and self-efficacy are important elements in academic achievement. Student self-efficacy is defined as an individual’s belief in their ability to deal with certain tasks or to reach a goal, and is considered to be a key predictor to student growth and improving academic outcomes.<sup>8 9 10</sup> At the Division, growing students’ awareness and view of themselves as learners is an intentional instructional strategy that supports students in building both their learning stamina and their engagement. The more students are able to articulate who they are as a learner, the more meaningfully they can engage in the learning process and advocate for themselves as learners. Students who are more engaged are likely to do better academically and doing well in school increases engagement, because students perceive a greater sense of belonging.<sup>11</sup>

Building students’ belief in their ability to grow academically is a key strategy to supporting students in achieving their learning outcomes. An example of work being done at the Division around student self-efficacy was outlined in the [Equity Achievement Project \(EAP\) Year Two Update](#) and the impact of that work continues to be a topic in the project’s leadership and lead teacher communities of practice (CoP). Participants in these CoPs often reference examples of how students understanding and seeing themselves as learners allows them to advocate individually and collectively for their learning. A recently shared EAP story illustrated how current students help welcome new students by explaining that at “our school we can do hard things” because that was an important part of their learner self-efficacy and identity.

<sup>8</sup> Krpn Marks, C. 2018. Teaching Math with Meaning: Cultivating self-efficacy through learning competencies, Grade K-8. Pearson Canada.

<sup>9</sup> Shone, E. T., et al. 2023. The role of students’ mathematics perception and self-efficacy towards their mathematics achievement. Psychology in Schools.

<sup>10</sup> Bandura, A. 1977. Self-efficacy: Towards a unifying theory of behavioral change. Psych. Rev.

<sup>11</sup> Structures for Belonging: A synthesis of research on belonging-supportive learning environments (SERN, 2021)

One way of measuring student self-efficacy is through the DFS, which asks students if they think they are improving in reading, writing and mathematics (see Box 1). Along with the DFS, schools are also able to use the Youth Resilience Survey and the Alberta Assurance Survey to explore their students' engagement and self-efficacy and triangulate it with learning outcomes to help their students grow academically.

#### Box 1: 2023-24 DFS

Grades 4-6 students:

*I think I am getting better at:*

**Reading: 86.4 per cent**

**Writing: 82.7 per cent**

**Math: 81.4 per cent**

## Building Staff Capacity

Across the Division, a variety of professional learning (PL) is available to all levels of staff in support of the Strategic Plan priorities. A particular area of focus is supporting teachers to further strengthen their classroom practice by continuing to build skills and strategies that enhance high quality literacy and numeracy learning responsive to all students.

EAP is a strategic and intentional response to ensure children in some of Edmonton's most socially vulnerable communities are set up for success in school, and ultimately in life, with the overarching goal of the intentional support of student learning, leading to improved academic outcomes for our most vulnerable students. Centric to EAP's evidence-based approaches is high quality teaching and learning and ensuring that teachers have the knowledge, skills and confidence to support each one of their students in their learning progress.

The development of the literacy and mathematics frameworks foundational to EAP are based on research related to effective PL. Effective PL is defined as "professional learning that results in change in teacher knowledge and practices, and improvements in student learning outcomes".<sup>12</sup> Based on this research, Effective Teacher Professional Development outlines the following seven characteristics:

- Content focused
- Incorporates active learning utilizing adult learning theory
- Supports collaboration, typically in job-embedded contexts
- Uses models and modeling of effective practice
- Provides coaching and expert support
- Offers opportunities for feedback and reflection
- Is of sustained duration

The work of EAP has helped to further inform literacy and numeracy teaching and learning across the Division through the introduction of the Literacy and Numeracy Achievement Project (LNAP), an "opt-in" initiative for schools wanting to be part of a community of practice built around evidence-based literacy and/or numeracy strategies, in 2023. Additionally strategies and concepts from this focused work have

<sup>12</sup> Darling-Hammond, L., Hyster, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute.

been woven or integrated into other literacy and numeracy PL and supportive resources offered by the Division.

Box 2 provides some examples of the evidence-based literacy and numeracy PL opportunities available to staff through Curriculum and Learning Supports (CLS) and Specialized Learning Supports (SLS) for the 2024–25 school year. More comprehensive lists of centrally offered literacy and numeracy PL opportunities are available in Tables 1 and 2 in Appendix A.

### Box 2: Examples of PL Opportunities offered through CLS and SLS in 2024-25

- Comprehensive Literacy: Emergent Literacy for Students with Complex Needs - 2 Parts (SLS)
- Literacy and Numeracy Collaborative Practice For Leaders
- Literacy and Math Communities of Practices for both EAP and LNAP teachers
- Oral Storytelling: Using Indigenous Picture Books to Promote Oral Language Skills in the Classroom
- Secondary School Leaders: Supporting Literacy for All Students Across Content Areas Series
- Writing Skills for Social Studies
- Growing with the Kindergarten Curriculum: Playing with Money
- Number Sense Routines for Grades 7-12
- Weaving in Wellness: K-6 Financial Literacy - It's More Than Money

Schools and catchments also play a key role in supporting ongoing teacher capacity building through CoP, teacher professional growth plans and collaboration.

Through these multiple means, staff have access to PL that provides flexibility and is responsive to a range of learning needs and styles.

Together these layers of PL support building staff capacity and confidence in Tier 1 (universal) classroom instructional processes that research confirms are foundational to student learning and achievement. DFS results indicate that school-level collaboration or resources are perceived as most impactful, followed by Division-provided professional learning opportunities for enhancing teacher confidence in supporting all students to achieve learning outcomes.

## Evidence-Based Practices

The Division's work in support of high quality teaching and learning is grounded in research. Examples of key research that has been instrumental in informing our practice includes the 2017 OECD report [\*Promising Practices in Supporting Success for Indigenous Students\*](#). This is a guiding document within the Division, outlines evidence-based practices that support high quality teaching and learning for First Nations, Métis, and Inuit students and that are beneficial for all students. Additionally *Turning High-Poverty Schools Into High-Performing Schools* and work by Linda Darling-Hammond on teacher professional development and the science of learning, have been key for the Division's support of evidence-based teaching and learning practices in the areas of literacy and numeracy.<sup>13 14 15</sup>

<sup>13</sup> Parrett, W. H. & Budge, K. M. (2020). *Turning High-Poverty Schools Into High-Performing Schools*. (2nd ed.) ASCD.

<sup>14</sup> Darling-Hammond, L., Hyster, M. E., Gardner, M. (2017). *Effective Teacher Professional Development*. Palo Alto, CA: Learning Policy Institute.

<sup>15</sup> Darling-Hammond, L., Flook, L., Cook-Harvey, C., et al. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*. 24:2, 97-140.

Recently the OECD released [Unlocking High-Quality Education](#) (2025), which outlines five teaching goals and 20 evidence-based practices that support high quality teaching and learning. The report recognizes the challenges of applying research into the “complex reality of everyday classrooms”, and the importance of school leadership in enabling high quality teaching. Teaching is described as an art, science and craft, where teachers and students alike are constantly learning and growing. Within this context, the Division’s multifaceted approach to PL serves to strengthen the learning environment.

This new OECD report aligns with the 2017 OECD research and provides a deeper, more granular exploration of many of the pedagogical and foundational policies and practices outlined in the *Promising Practices* report. This new research continues to affirm the evidence-based strategies and practices that are supported through the work occurring across the Division.

## Conclusion

Supporting high quality literacy and numeracy learning is fundamental to Kindergarten to Grade 12 education and to the continuous growth and success of each student in preparation for life beyond high school. This report highlights the impact that high quality teaching and learning environments, which are supported throughout the Division, can have on student achievement. It also illustrates the intentional work across the Division that builds on evidence-based practices to support the ongoing growth and success of each student on their journey from early learning to high school completion and beyond.

### Next Steps

#### Literacy and Numeracy

- Schools will continue to implement evidence-based teaching and learning strategies that are responsive to the needs of their students. These will be highlighted in their school plans in support of Priority 1 of the Strategic Plan.
- Schools will continue to use assessment tools and best practices to monitor for ongoing growth and progress to inform programming and interventions.
- The Division will continue to offer a range of PL opportunities that are evidence-based and responsive to the learning needs of students across the Division.
- Through year five of the EAP, schools serving socially complex communities will continue to explore and implement evidence-based practices that have the greatest impact on student achievement.
- The Division will further explore the research connecting positive feelings of belonging and safety with student achievement.



# Appendix A

## Literacy and Numeracy Professional Learning

**Table 1.** Examples of literacy professional learning opportunities offered by CLS and SLS

Literacy PL offered by CLS or SLS
<ul style="list-style-type: none"> <li>• A Recipe for Effective Vocabulary Instruction (K-2)</li> <li>• AAC Live: Introduction to Augmentative &amp; Alternative Communication (AAC) (SLS)</li> <li>• AAC and Literacy Fun: Make and Take for Teachers (SLS)</li> <li>• AAC Anytime: LAMP Words for Life on iPads (SLS)</li> <li>• AAC Asynchronous: TouchChat with WordPower 101 (SLS)</li> <li>• AAC Live: Chat Editor as a Universal Support in the Classroom (SLS)</li> <li>• AAC Live: Complex Bodies and Accessing AAC (SLS)</li> <li>• Beyond the Essay</li> <li>• Book Clubs in Divisions 1 and 2</li> <li>• Bookclubs for Grades 4-6</li> <li>• Community of Practice for Students with Complex Needs - Boosting Reading Comprehension Using Anchor-Read-Apply (SLS)</li> <li>• Comprehensive Conventional Literacy for Students with Complex Needs - 2 Parts (SLS)</li> <li>• Comprehensive Literacy: Emergent Literacy for Students with Complex Needs - 2 Parts (SLS)</li> <li>• Conferring One-on-One with Writers: Lifting the Level of Writing Through Conversation</li> <li>• Decodable Text for Beginning Readers</li> <li>• Developing the Word Solving Skills of Beginning Readers -5 part series</li> <li>• Discussion and Feedback of Grade 1 Reading Benchmarks</li> <li>• Division-wide Focus on Reading</li> <li>• Education Assistants Supporting English as Additional Language Learners with Writing (SLS)</li> <li>• English as Additional Language (EAL) Strategies - Listening and Speaking (SLS)</li> <li>• EAL Strategies - Reading and Writing (SLS)</li> <li>• Equity Achievement Project (EAP) Leadership Community of Practice</li> <li>• EAP Literacy Coaching sessions</li> <li>• EAP Literacy Community of Practice</li> <li>• EAP Literacy PL Days</li> <li>• Early Learning Deep Dive Book Study</li> <li>• Educational Assistants Supporting Literacy</li> <li>• Eliciting and Enhancing Spoken Language with Students who are Deaf/Hard of Hearing (SLS)</li> <li>• Engaging Reluctant Writers: Instructional Strategies That Get Students Writing</li> <li>• English Language Arts and Literature Sample Timetables &amp; University of Florida Literacy Institute (UFLI) - Discussion</li> <li>• Exploring Land as Text in the New English Language Arts and Literature Curriculum</li> <li>• Exploring Writing Workshop</li> <li>• First Author - Community of Practice (SLS)</li> <li>• Going Deeper into Phonemic Awareness, Letter Learning, Phonics and Word Study in Kindergarten and Grade 1 - 2 part series</li> <li>• Going Deeper into Supporting Readers in Kindergarten and Grade 1 - 2 part series</li> <li>• Going Deeper into Supporting Writers in Kindergarten and Grade 1 - 2 part series</li> <li>• Growing with the Kindergarten Curriculum: Letter Exploration</li> <li>• High Impact Literacy Practices; For Students with Learning Disorders (SLS)</li> <li>• High School English Language Arts Department Head COP</li> <li>• HLAT Standards Training and Collaborative Scoring</li> <li>• Introducing Clicker: Developing Independence with Literacy Skills through Supplementary Software (SLS)</li> </ul>



- Introduction to Guided Reading and Small Group Reading Instruction
- Land as Text: Using Picture Books to Enrich Land Literacy in the Classroom
- Language Modeling: Help me, help you ...please?! (SLS)
- Literacy and Numeracy Achievement Project (LNAP) Leadership Communities of Practice
- LNAP Literacy Community of Practice
- LNAP Literacy Whole School sessions
- Literacy and Numeracy Collaborative Practice For Leaders
- Literacy Coaching: The Role of the Literacy Leader
- Literacy Intervention in the Secondary Classroom
- Making Connections in Social Studies and English Language Arts and Literature: Linking the Familiar with the New
- Morphology: Grades 3-6
- Novel Study in Secondary English Language Arts
- Off to a Great Start: K-1
- Off to Great Start: Literacy Instruction (Grades 2-6)
- Oral Language: Practical Tips and Tricks for Effective Talk
- Oral Storytelling: Using Indigenous Picture Books to Promote Oral Language Skills in the Classroom
- Overview of Assessment for Writing
- Read&Write for Google Chrome (SLS)
- Reading in Secondary English Language Arts
- ReadtopiaGO - Community of Practice (SLS)
- Secondary School Leaders: Supporting Literacy for All Students Across Content Areas Series
- Shared Language Matters: A Literacy Framework Supporting Anti-Discrimination and Positive Mental Health in Schools (SLS)
- Small Group Reading Instruction
- Spotlight on: Kindergarten: Exploring Letters
- Spotlight on: Land as Text in the New Curriculum
- Spotlight on: Land as Text: Cross-curricular Connections
- Spotlight on: Modeling Writing Through Mentor Texts
- Spotlight on: Navigating New Curriculum Through Read-Alouds
- Supporting Below Grade Level Readers (Grades 3-6)
- Supporting Below Grade Level Readers in Content Areas (Grades 3-6)
- Supporting Below Grade Level Writers (Grades 3-6)
- Supporting Phonological Awareness, Oral Language and Vocabulary in Kindergarten and Grade 1
- Supporting Readers in Kindergarten and Grade 1
- Supporting Students with the Reading Demands of Social Studies
- Supporting Writers in Kindergarten and Grade 1
- Teaching Phonics in K-3 Classrooms 4 part series
- Teaching Reading Comprehension in K-2 Classrooms
- Teaching Spelling in Grades 1-6: Research and Best Practices
- Teaching Writing in Small Groups: Responsive Teaching with Big Impact
- The Language and Literacy Project - Sessions 1, 2 & 3 (SLS)
- UFLI Foundations Overview
- Understanding Division I English Language Arts and Literature
- Understanding Division I English Language Arts and Literature: Implementing the Phonics and Phonological Awareness Organizing Ideas
- Understanding Division II English Language Arts and Literature
- Understanding Division II English Language Arts and Literature - Word Meaning and Structures
- Understanding Division II English Language Arts and Literature: Oral Traditions and Land Literacy
- Understanding Division II English Language Arts and Literature: Presentations and Orations
- Understanding Division II English Language Arts and Literature: Text forms and Genres
- Understanding Division II English Language Arts and Literature: The Research Process

- Understanding Division II English Language Arts and Literature: Using Mentor Texts for Writing
- Understanding Text Levels: The Key to Moving Struggling Readers Forward (SLS)
- Using Mentor Texts as Tools to Support Writing
- Using Riddles and Unsolvable Problems To Encourage Oral Language
- Using the Supporting Writing Growth Resource to Plan Next Steps for Writers
- Using Wordless Picture Book to Engage, Motivate, and Inspire Readers and Writers in Div. 1-4
- Vocabulary - More Than Just Definitions (Grades 3-6)
- Vocabulary and Word Study in Secondary English Language Arts
- Warm Ups and Routines
- What Matters Most in the Teaching of Reading: Understanding the 5 Pillars in Our Current Context
- Whole Class Reading Instruction
- Whole Class Writing Instruction
- Writing Skills for Social Studies
- Writing Workshop Basics
- Written Response Item Writing - Exemplar Selection

**Table 2.** *Examples of numeracy professional learning opportunities offered by CLS and SLS*

Numeracy PL offered by CLS or SLS
<ul style="list-style-type: none"> <li>• Blueprinting Session with the Math Department</li> <li>• Comprehensive Numeracy for Students with Complex Needs - Part 1 (SLS)</li> <li>• EAP Math Coaching sessions</li> <li>• EAP Math Community of Practice</li> <li>• Growing with the Kindergarten Curriculum: Numeral Navigators</li> <li>• Growing with the Kindergarten Curriculum: Playing with Money</li> <li>• High School Math Series: Deep Dive into Algebraic Reasoning</li> <li>• High School Math Series: Deep Dive into Trigonometry</li> <li>• Introduction To A Guided Approach To Math (Elementary) - Series</li> <li>• Junior High Math: Equality and Linear Relationships</li> <li>• Junior High Math: Redefining Geometry and Measurement</li> <li>• Leadership Development Framework (LDF): An Overview of A Guided Approach to Math for School Leaders</li> <li>• LDF: Navigating Divisional Professional Learning, Resources and Supports for Mathematics (Teachers)</li> <li>• LNAP Math Community of Practice</li> <li>• LNAP Math Whole School sessions</li> <li>• Literacy and Numeracy Collaborative Practice For Leaders</li> <li>• Mathematics Assessment Criteria Resource (MACR)</li> <li>• Navigating Divisional Professional Learning, Resources and Supports for Mathematics (Teachers)</li> <li>• Navigating Jump Math Lessons Through the Scope and Sequence Documents</li> <li>• Navigating Mathematics and Numeracy for Teachers on Connect</li> <li>• Number Sense Routines for Grades 7-12</li> <li>• Numeracy and Mathematics</li> <li>• Pre-Division Leadership Meeting (Pre-DLM): Mathematics Assessment Criteria Resource</li> <li>• Pre-DLM: Navigating Divisional Professional Learning, Resources and Supports for Mathematics</li> <li>• Spotlight on DPA in the classroom</li> <li>• Spotlight on: Coordinate Geometry</li> <li>• Spotlight on: ESPB Mathematics Resources: CONNECTing you to everything you need.</li> <li>• Spotlight On: Financial Literacy in Physical Education and Wellness - Isn't That a Math Thing?</li> <li>• Spotlight on: Functions</li> <li>• Spotlight on: Integer Operations</li> <li>• Spotlight on: new LearnAlberta Resources for Math</li> </ul>

- Spotlight on: Problem Solving: Preparing for the PAT (Grades 4-9)
- TDPL Mini Math Day Elementary Offerings: Equality (K-3)
- TDPL Mini Math Day Elementary Offerings: Equality and Algebra (Grades 4-6)
- TDPL Mini Math Day Elementary Offerings: Fraction Fun for Early Learners (K-3)
- TDPL Mini Math Day Elementary Offerings: Geometry (K-3)
- TDPL Mini Math Day Elementary Offerings: Math Fair: Making it Happen! (Grades K-12)
- TDPL Mini Math Day Elementary Offerings: Maximizing Math Cards (Grades K-6)
- TDPL Mini Math Day Elementary Offerings: Measurement (K-3)
- TDPL Mini Math Day Elementary Offerings: Patterns (K-3)
- TDPL Mini Math Day Elementary Offerings: Stimulating Statistics (Kindergarten to Grade 3)
- TDPL Mini Math Day Elementary Offerings: Teaching Time (K-3)
- Trigonometry
- Understanding Grade 4 Math
- Understanding Grade 5 Mathematics: Symmetry
- Understanding Grade 5 Mathematics: Statistics, Frequency and Categorized Data
- Understanding Grade 4 Math: Equivalent Fractions
- Understanding Grade 4 Mathematics: Fractions, Decimals and Percent
- Understanding Grade 4 Mathematics: Geometry
- Understanding Grade 5 Math
- Understanding Grade 6 Mathematics: Adding and Subtracting Fractions
- Understanding Grade 6 Mathematics: Algebra
- Understanding Grade 6 Mathematics: Functions
- Understanding Grade 6 Mathematics: Geometry/Coordinate Geometry
- Understanding Grade 6 Mathematics: Implementing Term One Organizing Ideas
- Understanding Grade 6 Mathematics: Positive and Negative Numbers
- Understanding Grade 6 Mathematics: Ratios and Rates
- Understanding Grade 6 Mathematics: Relative Frequency
- Understanding Grade 6 Mathematics: Revisiting Integer Operations
- Understanding Grade 6 Mathematics: Routines and Wrap-Up
- Understanding Mathematics: Addition
- Understanding Mathematics: Equality (Kindergarten to Grade 3)
- Understanding Mathematics: Fractions (Kindergarten to Grade 3)
- Understanding Mathematics: Geometry (Kindergarten to Grade 3)
- Understanding Mathematics: Measurement (Kindergarten to Grade 3)
- Understanding Mathematics: Multiplication
- Understanding Mathematics: Patterns (Kindergarten to Grade 3)
- Understanding Mathematics: Quantity (Kindergarten to Grade 3)
- Understanding Grade 5 Mathematics: Adding and Subtracting Fractions and Improper Fractions
- Using Manipulatives with Math Curriculum
- Weaving in Wellness: K-6 Financial Literacy - It's More Than Money
- You've Got Time: Sequencing Events in Kindergarten

**DATE:** May 27, 2025

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Seclusion and Physical Restraint Update

**ORIGINATOR:** Kathy Muhlethaler, Assistant Superintendent

**RESOURCE STAFF:** Dave Bennell, Terri Gosine, Leanne Spelman

**REFERENCE** [Standards for Seclusion and Physical Restraint in Alberta Schools](#)  
[HAH.AR Division Seclusion Rooms and Use of Physical Restraint](#)

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## ISSUE

On May 25, 2021, the Board passed the following motion:

That data on the use of seclusion and restraint are reported to the Board annually, along with work on systemic changes so that these practices are no longer needed or used.

## BACKGROUND

The Standards for Seclusion and Physical Restraints in Alberta Schools are the basis for our Division's Administrative Regulation HAH.AR Seclusion Rooms and Use of Physical Restraint. The Division has established practices and standards that prioritize the safety and well-being of students and staff within a welcoming, inclusive, safe and healthy learning environment providing clear standards and expectations with respect to the use of seclusion rooms and physical restraint in the Division. Seclusion rooms and physical restraint are only to be used by staff who have met the training standards. Training provides staff with the skills to safely recognize and respond to crisis situations, focusing upon proactive approaches and de-escalation techniques.

## CURRENT SITUATION

The Division continues to support systemic change through the development of staff capacity to ensure a positive, proactive approach to supporting students with complex behavioral needs. This is approached through prevention with a focus on de-escalation, defusing challenging behaviours and building positive relationships.

Additionally, a crisis or safety management plan is required in exceptional situations where a student's behaviour has the potential to put their safety or the safety of others at serious and imminent risk of physical harm and when de-escalation, preventative strategies or alternative interventions are ineffective. The use of seclusion and/or physical restraint is a last resort, as in a crisis or emergency situation.

### Key Initiatives

Over the past year, the Division has worked to reduce the number of seclusion rooms across the Division while supporting specific student learning needs. The number of seclusion rooms across Division schools

has been reduced from 167 (May 14, 2024) to 105 (May 1, 2025), resulting in a total reduction of 62 seclusion rooms.

In June 2024, the Division consulted with schools to determine anticipated student programming needs for the fall. The Division provided a package of sensory materials to support the decommissioning of the seclusion room and the shifting of the space to a sensory/self regulation space where student programming needs warranted. This resulted in a total reduction of 24 seclusion rooms from June 2024 to August 31, 2024. The Division continued to consult with schools throughout the 2024-2025 school year to determine student programming needs. This resulted in a further 38 seclusion rooms being decommissioned and shifted to sensory/self regulation spaces from September 1, 2024 to May 1, 2025.

Many schools have been shifting their seclusion room spaces to sensory/self regulation spaces; however, because the seclusion room had not been formally decommissioned, it continued to be counted as an operational seclusion room. The Division worked with schools to provide materials and formally decommission seclusion rooms where schools had either already shifted the use of these spaces or were planning to shift the use of the seclusion room in response to student programming needs.

The sensory/regulation space is a fluid part of the classroom learning environment and students are able to access the space as needed. These spaces are meant to meet the unique sensory needs of students and are equipped with features and activities such as specialized equipment, lighting, and sounds that help students manage sensory processing needs, improve fine and gross motor skills, and regulate their emotions. Sensory spaces provide a dedicated space specifically designed to provide a calming and supportive environment to help students regulate.

#### Division Professional Learning

The Division strives to continually refine and update professional learning aligned to research and evidence-based strategies to support students with complex behaviour needs. Some examples of the professional learning and resources available to schools include:

- Educational Assistant learning modules (available to all staff on Connect)
- [Staff Professional Learning Sessions for 2024–2025](#)
- [Student Mental Health Capacity Building Sessions](#)
- Behaviour and Social Emotional Supports resources and toolkits available on Connect. This resource hub contains a wide range of supports and resources to assist with programming for students with complex behaviour needs. The sites also provide information and strategies to differentiate levels of support, to address behaviour and social emotional needs, and tools to help implement classroom strategies.
- SLS School linked team consultations and specialized assessments

#### Division Training Standards

Additionally, the Division provides professional learning to meet Division training standards through Non-violent Crisis Intervention (NCI) and three complex behavior modules.

- Update to Nonviolent Crisis Intervention  
Beginning in the 2024–2025 school year, the Division expanded the training provided through Non-violent Crisis Intervention to include additional training to understand the unique needs of autistic students. The features of this new NCI content include:
  - Understanding the strengths, needs and characteristics of children diagnosed with autism
  - Understanding the differences and potential challenges in expressive and receptive nonverbal communication
  - Prevention focussed and designed to teach socially appropriate behaviours.

- Complex Behaviour Modules

The complex behaviour professional learning modules A, B and C provide positive behaviour interventions and strategies through all tiers of the pyramid of intervention:

- Module A: provides a foundational look at positive behaviour supports and universal strategies that can support and promote mental health in the classroom.
- Module B: builds on the foundations of Module A and provides information about how complex behaviours develop, and some of the precipitating factors that can impact a student in the classroom such as executive functioning, regulation and trauma.
- Module C: provides in-depth instruction regarding Individual Behaviour Support Plan (IBSP) creation and building a supportive collaboration between family and school to support students with complex behavioural needs, including data tracking, and developing specific strategies for supporting students.

Historically, there has been strong participation in the Complex Behaviour Modules A, B and C as they are part of Division training standards for staff involved in the use of seclusion and/or physical restraint. When there is potential for the use of a seclusion room and/or physical restraint, schools are required to have a minimum of two staff who meet training standards. Modules B and C as well as Non-violent Crisis Intervention (NCI) are required for staff in schools with operational seclusion rooms. Module A is strongly recommended. All modules are available to any Division staff member interested in taking them.

As most Division staff working in schools with operational seclusion rooms have completed this training, the current Module C participation numbers likely reflect either staff who are new to supporting students with complex behaviour learning needs or other interested staff.

Module	A: Universal	B: Targeted	C: Specialized	Pre-DLM
September 2024–April 2025 Number of Staff Participants	35	33	68	25

Attendance in these modules is as follows:

- As of April 22, 2025, 161 Division staff attended one or more of the complex behavior modules this school year.
- Since data collection commenced in 2019, a total of 5,086 staff have participated in Complex Behaviour Module professional learning sessions up to and including April 22, 2025:
  - 1,704 staff who have attended Complex Behaviour Module A
  - 1,728 Division staff who have attended Complex Behaviour Module B
  - 1,551 Division staff who have attended Complex Behaviour Module C
  - 87 Division Staff who have attended Complex Behaviour Modules B and C Combined (the combined session is no longer offered)
  - 51 Division Staff who have attended Complex Behaviour Module C Condensed (Pre-DLM session for administrators)

Non-violent Crisis Intervention (NCI) training includes conflict de-escalation training and techniques through online theory modules and in-person physical competency sessions.

<b>Non-violent Crisis Intervention (NCI)</b> September 2024–April 2025 Number of Staff Participants	1,226
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Non-violent Crisis Intervention (NCI) requires recertification every two years. The participation numbers above include staff seeking re-certification as well as staff taking the training for the first time. There are currently 3,234 Division staff who are certified in NCI.

Alberta Education requires school Divisions to track and provide data each month on the use of operational seclusion rooms for each school with an operational seclusion room in their building. The following data is provided:

- For the 2021–2022 school year, there were 78 schools with one or more operational seclusion rooms, for a total of 151 operational seclusion rooms.
- For the 2022–2023 school year, there were 83 schools that had one or more operational seclusion rooms, for a total of 174 operational seclusion rooms.
- For the 2023–2024 school year, there were 80 schools that had one or more operational seclusion rooms, for a total of 167 operational seclusion rooms.
- For the 2024–2025 school year, there are 56 schools that have one or more operational seclusion rooms, for a total of 105 operational seclusion rooms.

With respect to the tables below, please note the following:

- Unique Students refers to the number of different students using the seclusion room that month (the same student may have used a seclusion room more than once).
- The 2020–2021 data reflects in-person learners with approximately 30 per cent of Division students learning online.
- The 2021–2022 data reflects in-person learners with approximately five per cent of Division students learning online.
- For 2024–2025 data reflects support staff labour action from January 13 to March 20 where some students with complex behaviour needs participated in rotational at home learning.

## Seclusion Room Data

Student self-selected use refers to when students access the space for sensory or self regulation purposes or as a quiet space to complete their work. With self-selected use, the door remains open, students choose to enter and leave the space as a supportive strategy and the space operates as an extension of the classroom learning environment. The use of the room in this way is not seclusion. As this data is not seclusion data, the 2024–2025 school year will be the final year this data is collected and reported.

	<b>RECORD OF USE SELF-SELECTED</b>									
	<b>2020–2021</b>		<b>2021–2022</b>		<b>2022–2023</b>		<b>2023–2024</b>		<b>2024–2025</b>	
	Monthly Self-selected - use of seclusion room	Monthly Self-selected Unique Students	Monthly Self-selected use of seclusion room	Monthly Self-selected Unique Students	Monthly Self-selected use of seclusion room	Monthly Self-selected Unique Students	Monthly Self-selected use of seclusion room	Monthly Self-selected Unique Students	Monthly Self-selected use of seclusion room	Monthly Self-selected Unique Students
September	113	57	246	65	190	62	205	70	318	95
October	104	39	142	62	239	80	206	73	169	58
November	81	36	143	63	207	60	177	67	88	33
December	64	33	61	38	136	51	184	53	66	33
January	91	44	104	41	160	65	186	53	51	20

	RECORD OF USE SELF-SELECTED									
	2020–2021		2021–2022		2022–2023		2023–2024		2024–2025	
	Monthly Self-selected - use of seclusion room	Monthly Self-selected Unique Students	Monthly Self-selected use of seclusion room	Monthly Self-selected Unique Students	Monthly Self-selected use of seclusion room	Monthly Self-selected Unique Students	Monthly Self-selected use of seclusion room	Monthly Self-selected Unique Students	Monthly Self-selected use of seclusion room	Monthly Self-selected Unique Students
February	80	36	158	68	156	62	162	55	23	10
March	78	39	104	53	104	49	133	49	35	19
April	100	43	106	42	122	44	224	60	45	23
May	41	24	97	40	151	47	149	60	n/a	n/a
June	92	40	60	27	84	27	147	40	n/a	n/a
<b>TOTAL</b>	<b>844</b>	<b>391</b>	<b>1,221</b>	<b>499</b>	<b>1,549</b>	<b>547</b>	<b>1,773</b>	<b>580</b>	<b>795</b>	<b>291</b>

	RECORD OF USE NON-SELF-SELECTED									
	2020–2021		2021–2022		2022–2023		2023–2024		2024–2025	
	Monthly Seclusion Room usage (non-self-selected)	Monthly Seclusion Room Unique Students	Monthly Seclusion Room usage (non-self-selected)	Monthly Seclusion Room Unique Students	Monthly Seclusion Room usage (non-self-selected)	Monthly Seclusion Room Unique Students	Monthly Seclusion Room usage (non-self-selected)	Monthly Seclusion Room Unique Students	Monthly Seclusion Room usage (non-self-selected)	Monthly Seclusion Room Unique Students
September	73	31	115	46	114	54	111	48	112	59
October	92	37	108	62	142	55	235	93	83	46
November	90	36	141	57	172	61	196	69	53	35
December	61	31	109	53	141	66	166	66	67	49
January	61	32	110	47	103	49	185	71	22	17
February	60	30	208	62	88	47	164	65	18	13
March	99	41	215	71	70	40	106	50	24	17
April	46	36	187	55	97	54	181	80	66	38
May	48	24	168	52	105	56	149	60	n/a	n/a
June	76	36	108	44	64	40	88	38	n/a	n/a
<b>TOTAL</b>	<b>706</b>	<b>334</b>	<b>1,469</b>	<b>549</b>	<b>1,096</b>	<b>522</b>	<b>1,581</b>	<b>640</b>	<b>445</b>	<b>274</b>

The seclusion room data from September 2024 to April 2025 indicates there were 1,240 uses of these spaces across the Division:

- 795 (or 64.11 per cent) of uses were self-selected
- 445 (or 35.89 per cent) of uses were non-self-selected



During the 2020–2021 school year, the Division created a process to collect physical restraint data and provided staff with training relative to the collection of this data. For that school year, some data was collected but it is not considered comprehensive and, as a result, has not been included in this report.

With respect to the Physical Restraint table below, the data is separate from the self-selected and non-self-selected seclusion room use data.

	Physical Restraint							
	2021–2022		2022–2023		2023–2024		2024–2025	
Month	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students
September	50	36	75	39	61	40	79	47
October	81	45	67	45	90	55	76	51
November	76	44	78	33	66	38	71	48
December	41	25	51	35	59	34	39	31
January	44	21	51	40	53	29	23	18
February	81	35	37	25	64	35	26	19
March	68	34	59	41	47	29	35	24
April	75	43	63	40	51	34	74	36
May	60	35	75	52	65	40	n/a	n/a
June	36	25	54	30	50	32	n/a	n/a
<b>TOTAL</b>	<b>612</b>	<b>343</b>	<b>610</b>	<b>380</b>	<b>606</b>	<b>366</b>	<b>423</b>	<b>274</b>

	Seclusion and Physical Restraint							
	2021–2022		2022–2023		2023–2024		2024–2025	
Month	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students
September	30	25	50	35	45	27	58	31
October	31	27	54	34	103	49	46	22
November	54	43	34	25	64	43	43	21
December	32	24	36	23	40	29	35	24
January	11	11	47	31	52	33	21	15
February	39	29	32	23	37	23	12	8
March	45	31	34	23	40	28	13	10
April	51	36	42	33	50	37	36	20
May	44	24	44	27	41	30	n/a	n/a

	Seclusion and Physical Restraint							
	2021–2022		2022–2023		2023–2024		2024-2025	
Month	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students
June	55	29	31	18	21	17	n/a	n/a
<b>TOTAL</b>	<b>392</b>	<b>279</b>	<b>404</b>	<b>272</b>	<b>493</b>	<b>316</b>	<b>264</b>	<b>151</b>

## NEXT STEPS

Beginning in the 2025-2026 school year, reporting on seclusion rooms will be incorporated into the Annual Education Results Review Review (AERR).

The Division will:

- continue to support professional learning and building staff capacity relative to supporting students with complex behavioural needs. A range of professional learning opportunities to support proactive and preventative strategies will continue to be provided.
- continue to provide professional learning based on emerging research and best practice to support student success.
- work with schools to decommission seclusion rooms and shift the space to sensory/self-regulation spaces as student programming needs warrant.
- work with schools to explore decommissioning seclusion rooms where the space is not required as part of a crisis management plan.

## APPENDICES

APPENDIX I

[Staff Professional Learning Sessions 2024-2025](#)

APPENDIX II

[Student Mental Health Capacity Building Sessions](#)

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<b>Staff Professional Learning Sessions 2024-2025</b>	
<b>An Introduction to Progress Reports for Students Receiving Adapted or Modified Programing</b>	This session will look at the purpose of progress reports for students in an interactions classroom. Topics will include, adapted vs. modified programing, how progress reports are structured, and initial data sources you can use to determine a student's GLP.
<b>Augmentative and Alternative Communication (AAC) in Action: SHOW your students Language using Language Acquisition through Motor Planning (LAMP) Words for Life</b>	This session will focus on how to SHOW (or model) language for students using LAMP Words for Life. We'll keep your hands busy practicing messages that SHOW your students how to connect socially, make small talk, share opinions, describe, and advocate.
<b>Augmentative and Alternative Communication (AAC) in Action: SHOW your students Language using TouchChat WordPower 60 Basic</b>	This session will focus on how to SHOW (or model) language for students using TouchChat WordPower 60 Basic. We'll keep your hands busy practicing messages that SHOW your students how to connect socially, make small talk, share opinions, describe, and advocate.
<b>Autism 101: Developing Eyes for Autism</b>	If you've heard the saying "If you've seen one student with ASD, you've seen one student with ASD", then you know that you may often wonder to yourself "What is ASD and how do I support my students?" This session will provide a brief overview of what ASD is and isn't, challenges students with ASD might have in the classroom, and what ASD might look like. This interactive session will allow for open conversation and Q&A to discuss those students that stay with you at the end of the day.
<b>Co-Regulation: The Dance of Shared Emotions</b>	This session explores the concept of co-regulation; a powerful tool for supporting the regulation and learning of our Autistic learners. Participants will gain a deeper understanding of co-regulation, the impact of their "own state" on the state of the student, and learn practical strategies for supporting students in times of distress.
<b>Complex Module Training - Module A</b>	This workshop focuses on Positive Behaviour Support as seen through the Pyramid of Intervention. We need an integrated system including school-wide, classroom management and individual student support. This provides school staff with effective strategies to facilitate academic achievement and healthy social development of students in a safe, supportive learning environment. Suggestions and strategies presented are based on current research and best practices.
<b>Complex Behaviour Training - Module B - Trauma and Regulation Impact on Behaviours</b>	This workshop will focus on trauma-informed practices and the importance of regulation. Participants will develop a greater understanding of the purpose and context of specific behaviours with different populations of students. The use of alternative spaces as targeted intervention strategies including calming spaces and sensory motor rooms will also be presented. Recommended for staff working with students who have experienced trauma and have difficulties regulating. Best taken as a series A, B, and then C.

<b>Staff Professional Learning Sessions 2024-2025</b>	
<b>Complex Behaviour Training - Module C - Specialized Behaviour Supports</b>	Data collection, de-escalation and the continuum of time-out procedures will be presented. Writing effective Individual Behaviour Support Plans will also be covered. Recommended for staff working with students who present with challenging behaviour.
<b>Executive Function and Autistic Learners: Strategies for Success</b>	Explore the concept of executive function and its impact on autistic learners. Gain a deeper understanding of the challenges and strengths associated with executive function in autism, and learn practical strategies to support these learners in academic and social settings.
<b>Gestalt Language Processing: Understanding and Supporting Echolalia</b>	In this session, we will explore the connection between autistic communication and echolalia, focusing on the concept of Gestalt Language Processing (GLP) as a natural way of learning language. This session will also provide practical strategies for supporting Gestalt Language Processors through play, augmentative and alternative communication (AAC), and literacy instruction.
<b>Getting in the Groove with Routines and Visuals</b>	This session will discuss the importance of using routines and visuals to facilitate learning and regulation for students with significant disabilities and complex communication needs. Come learn the "what, why and how" of implementing these strategies for student success.
<b>How We Design and Organize Spaces Matters: Setting Up the School Environment for Success</b>	The session will discuss the importance of predictable, sequential and sensory sensitive environments to optimize the participation, learning and safety of Autistic students.
<b>Individual Program Plans (IPP's) in an Interactions Classroom</b>	This session will look at all sections of an IPP with a focus on goals, instructional strategies, baseline data, and reviews.
<b>Make and Take Session: Creating art for self-expression and regulation</b>	Let's explore ways to design opportunities for our students to experience art as a tool for self-expression and regulation. We'll consider materials that are available in and out of the classroom and ways to set up the environment to promote access to art materials. Make and Take stations will include digital art, big movement art, process/sensory art, and use of loose parts to light the imagination.
<b>Make and Take Session: Let's Practice Language Acquisition and Motor Planning (LAMP) &amp; TouchChat</b>	Bring your device. This interactive session will provide participants with PrAACtical strategies for effectively communicating with children who use Augmentative and Alternative Communication (AAC) devices. We will explore the TouchChat and LAMP apps. Learn techniques and take home cheat sheets, to support your students to engage in fun, interactive play and classroom activities that foster communication and social-emotional growth. Did we mention? Bring your device!
<b>Make and Take Session: Mastering Multi Grade Lesson Planning for the Complex Classroom</b>	Collaborate with an Academic Programming Consultant and an Education & Behavior Consultant to create multi-grade lesson plans. Bring your technology and get ready for an interactive, hands-on experience!

<b>Staff Professional Learning Sessions 2024-2025</b>	
<b>Make and Take Session: Sensory Ways to Play and Learn</b>	Join us for a hands-on workshop creating sensory activities—from tidy to delightfully messy! Discover how to use sensory tools to introduce or adapt academic learning. We'll also explore a variety of readily available classroom sensory resources.
<b>Make and Take Session: Unplug &amp; Reconnect, A Mindfulness Workshop for Educators</b>	This workshop provides a gentle introduction to mindfulness practices. Through breathing exercises and calming techniques, guided imagery and mindful movement; participants will learn to cultivate present moment awareness and reduce stress. No prior experience is necessary. Leave feeling more relaxed, centered, and equipped with tools to incorporate mindfulness into daily life. Come dressed in comfortable clothes.
<b>Make and Take Session: Visuals for all!</b>	Bring your scissors and get ready to create! All visuals (TouchChat and LAMP) will be provided for you to cut, assemble, and take home—perfect for lanyards, coreboards, or flipbooks. Hands-on, practical, and ready to use in your classroom!
<b>Moving Toward Conventional Literacy Instruction for Students with Complex Needs</b>	Students with significant disabilities and complex communication needs who have had adequate emergent literacy learning opportunities will likely benefit from a shift toward conventional literacy instruction. This session will highlight the components of Comprehensive Conventional Literacy instruction, including practical examples and teaching tips, and discuss how to program for both emergent and conventional literacy instruction.
<b>Multimodal and Engaging Teaching Practices - Setting up the environment to promote interaction and enhance learning</b>	We will explore ways to meet diverse learning and developmental needs, by designing classrooms that offer multiple ways for all students to access information. We will discuss Universal Design for Learning (UDL), and the value of using multiple modes of representation to engage students and give them ways to express their learning. We will touch on curricular outcomes and there will be an opportunity to put ideas into practice by creating a plan that can be implemented in your classroom immediately.
<b>Neurodiversity &amp; Shifting Practice: Regulation</b>	The concept of neurodiversity helps us to understand how people experience the world in different ways. Participants will learn about: (a) neurodiversity-affirming care and the importance of shifting practice toward this model in support of diverse classrooms; (b) ableism and its impact in our educational environments.
<b>Non-Violent Crisis Intervention (NCI) conversations applied to Interactions</b>	This session is an opportunity for NCI certified staff to engage in collaborative conversation and real time practice to refine their de-escalation, disengagement, and holding skills when supporting autistic students.

<b>Staff Professional Learning Sessions 2024-2025</b>	
<b>Nurturing Autonomy: Alternatives to Physical Prompting</b>	This presentation will delve into the importance of developing self-advocacy skills in autistic children. We will discuss the negative impact of physical prompting techniques and explore alternative strategies that promote autonomy and independence. By focusing on communication, choice-making, and regulation, we can empower autistic children to become effective self-advocates.
<b>Relationship Building and Including Student's Interests in Programming</b>	This session will discuss the importance of building trusting relationships with students to promote engagement in the classroom. Discover ways to increase classroom participation by including student's interests across different curriculum areas.
<b>Roots of Regulation in Autistic Learners</b>	Roots of regulation addresses the physical stressors of autistic learners in the classroom including sleep, feeding, toileting, and sensory processing. Various stressor types and strategies to support regulation in the classroom will be explored.
<b>Sensory Exploration</b>	In this session we will review the senses and discuss what we can do to help our students who are over or understimulated in each sense. We will then make some different, child-friendly sensory activities you can bring back to your students and make with them in your classroom. **Please note session is NOT scent free.
<b>Social Narratives for Learning Environments - Learning Through Stories</b>	This session will discuss the importance of social narratives to bring awareness to positive neuroaffirming practices in sharing stories to help students identify a situation, teach a skill or help students to interact with their school setting and people.
<b>Supporting Inclusion for Students from an Interactions Class</b>	This session is designed to discuss the benefits of inclusion for Autistic students as well as provide participants with helpful tips and tools to support inclusion.
<b>Supporting students with ADHD in the classroom</b>	<p>We will provide information related to the presentation of ADHD, particularly within the school setting. As well, we will discuss strategies for school staff to support students with ADHD in the classrooms.</p> <p>What is ADHD? What are the comorbidities of ADHD? What is executive function? How to support students with ADHD in the classroom.</p>
<b>Supporting Students with Complex Needs: IPPs - Planning and Communicating Student Growth</b>	We have to write them, but how can we make them useful tools? This session will cover the IPP process and how to use IPPs to effectively communicate to parents about how students are doing and use them as a working document within your teams!
<b>Supporting Writers with Significant Disabilities and Complex Communication Needs</b>	This session is designed to develop teacher and educational assistants knowledge and skills in writing instruction with a focus on emergent learners with significant disabilities and complex communication needs. This writing session is focused on instructional processes and preparing students with complex communication needs for writing.

<b>Staff Professional Learning Sessions 2024-2025</b>	
<b>The Development of Executive Functioning - How to Support Children as their Brains Keep Changing</b>	Executive function (EF) are a set of cognitive skills that develop up to early adulthood, and include a person's ability to self-regulate, plan, focus attention, remember instructions, and juggle multiple tasks successfully. Participants will learn about the development of executive functioning from childhood to adulthood, how EF can influence students' behavior and learning, and possible supports to help students' changing brains.
<b>Understanding and supporting students with selective mutism</b>	Discuss the features of selective mutism and other common characteristics of children with the disorder. Explore how selective mutism differs from other factors that might impact a child's ability to speak comfortably in the school setting. Provide suggestions for supporting students with selective mutism in the school setting.

## Student Mental Health Capacity Building Sessions

### ONLINE SESSIONS

#### MHCB Classroom Series Div 1 Grades K–3

- Understanding & Expressing Feelings
- Understanding The Brain
- Communication Clues! Talking, Listening And Understanding

#### MHCB Classroom Series Div 2 Grades 4, 5, & 6

- Superflex And The Unthinkables - Space Invader
- Superflex And The Unthinkables - Mean Jean
- Superflex And The Unthinkables - Glassman
- Superflex And The Unthinkables - Rock Brain

### CLASSROOM SESSIONS

#### MHCB Classroom Series Div 1 Grades K–1

- Journey to Wellness: Emotional Literacy
- Journey to Wellness: Healthy Friendships/Belonging
- Journey to Wellness: Big Feelings
- Journey to Wellness: Empathy
- Journey to Wellness: Conflict Resolution
- Journey to Wellness: Communication
- Journey to Wellness: Boundaries

#### MHCB Classroom Series Div 2 Grades 4, 5, & 6

- Is it rude, is it mean or is it bullying?

### CAREGIVER SESSIONS

*Offered online Division-wide and in schools.*

- Understanding Mental Health and the Brain
- Emotional Literacy: Helping Your Child Understand and Express Feelings
- Understanding Anxiety
- Understanding ADHD
- Circle of Security



**DATE:** May 27, 2025

**TO:** Board of Trustees

**FROM:** Trustee Sawyer, Caucus Committee Chair

**SUBJECT:** Caucus Committee Reports

**ORIGINATOR:** Karen Mills, Director Board and Superintendent Relations

**REFERENCE** [Trustees' Handbook](#) – Caucus Committee - Section 5.4

## ISSUE

The Board approved the following recommendation at the March 3, 2015, Board meeting: That Section 5.4 of the Trustees' Handbook be revised to give the Caucus Committee final decision-making power on certain types of matters, and yet constrain that power so it is used only when absolutely necessary.

## NEW FORMAT

This year, an updated format for reporting Caucus decisions to Board has been explored, with the desired outcome being a balanced, timely, and consistent practice which provides accountability while still honouring the level of confidentiality required by the confidential labour/employment, land, legal and strategy matters which are discussed at Caucus. This report employs the agreed upon format.

The following recommendations were approved by the Caucus Committee:

Meeting date	Matter	Motion/Decision
October 8, 2024	#01.24/25 Land	Land matter #01.24/25 was approved in accordance with the respective recommendation discussed at Caucus Committee on October 8, 2024.
October 8, 2024	Labour/ Employment matter #01.24/25	Labour/Employment matter #01.24/25 was approved in accordance with the respective recommendation discussed at Caucus Committee on October 8, 2024.
October 8, 2024	Exempt salary adjustment	"That approval be provided for Exempt Non-Management and Exempt Management staff to receive a 3.00 per cent wage adjustment on September 1, 2024."
October 22, 2024	Land matter #02.24/25	Land matter #02.24/25 was approved in accordance with the respective recommendation discussed at Caucus Committee on October 22, 2024.

Meeting date	Matter	Motion/Decision
January 10, 2025	Labour/ Employment matter #02.24/25	Labour/Employment matter #02.24/25 was approved in accordance with the respective recommendation discussed at Caucus Committee on January 10, 2025.
January 14, 2025	Land matter #03.24/25	Land matter #03.24/25 was approved in accordance with the respective recommendation discussed at Caucus Committee on January 14, 2025.
January 21, 2025	Trustee representatives	<p>"That the Board appoint two Trustee representatives for the All Specialized Learning Supports Employees bargaining committee."</p> <p><i>Trustees O'Keefe and Hancock were appointed.</i></p>
January 21, 2025	Labour/ Employment matter #03.24/25	Labour/Employment matter #03.24/25 was approved in accordance with the respective recommendation discussed at Caucus Committee on January 21, 2025.
January 21, 2025	Land matter #04.24/25	Land matter #04.24/25 was approved in accordance with the respective recommendation discussed at Caucus Committee on January 21, 2025.
January 21, 2025	Land matter #05.24/25	Land matter #05.24/25 was approved in accordance with the respective recommendation discussed at Caucus Committee on January 21, 2025.
January 21, 2025	Authorization for absences	"That Trustee Hole be authorized to be absent for three or more consecutive regular meetings of the Board, effective immediately."
February 11, 2025	Strategy matter #01.24/25	Strategy matter #01.24/25 was approved in accordance with the respective recommendation discussed at Caucus Committee on February 11, 2025.
February 11, 2025	Suzuki Charter Expansion Request	"That the Board authorizes the Board Chair to send a letter of support to the Suzuki Charter School Board Chair signaling support for Suzuki's application for provincial funding for a modernization/expansion of Capilano School, with the caveat that the Division remains property owner and landlord and does not incur project costs aside from reasonable staff time and effort in collaboration and oversight."

Meeting date	Matter	Motion/Decision
		That the Board authorizes Administration to liaise and collaborate with Suzuki Charter School and the Province as necessary to realize and appropriately oversee the project described in Recommendation 1, should the Province approve Suzuki's application."
February 25, 2025	Recruitment of Superintendent of Schools	<p>"That the engagement of an executive search firm to conduct an internal and national external search for a new Superintendent of Schools be approved.</p> <p>That Leaders International be approved as the executive search firm that will be engaged for this recruitment.</p> <p>That Angela Anderson, Chief Human Resources Officer be the designated Division liaison between the Board of Trustees and the executive search firm and provide the Board of Trustees support for this recruitment.</p> <p>That the Division liaison's point of contact for coordinating with the Board of Trustees on this matter will be the Board Chair, Julie Kusiek."</p>
March 4, 2025	Land matter #06.24/25	Land matter #06.24/25 was approved in accordance with the respective recommendation discussed at Caucus Committee on March 4, 2025.
March 4, 2025	Labour/ Employment matter #05.24/25	Labour/Employment matter #05.24/25 was approved in accordance with the respective recommendation discussed at Caucus Committee on March 4, 2025.
March 4, 2025	Trustees' Handbook Updates	<p>"That the Purpose section in Chapter 5 of the Trustees' Handbook be replaced as presented.</p> <p>That Section 5.1 Organizational Board Meeting in Non-Election Years of the Trustees' Handbook be revised as presented.</p> <p>That Section 5.1.1 Organizational Board meeting in Election Year of the Trustees' Handbook be revised as presented.</p>

Meeting date	Matter	Motion/Decision
		<p>That Section 5.1.2(3) Other Standing Committee in the Trustees' Handbook be revised as presented.</p> <p>That Section 5.1.2(5) Election for Board Representatives on External Committees of the Trustees' Handbook be revised as presented.</p> <p>That Section 5.2 Public Board Meetings-Public Sessions of the Trustees' Handbook be revised as presented.</p> <p>That Section 5.2 Public Board Meetings-Quorum of the Trustees' Handbook be revised as presented.</p> <p>That Section 5.2 Public Board Meetings-Remote Participation of the Trustees' Handbook be revised as presented.</p> <p>That Section 5.2.1 Public Board Meeting Agendas of the Trustees' Handbook be revised as presented.</p> <p>That Section 5.2.1 Public Board Meeting Agendas-Format of the Trustees' Handbook be revised as presented.</p> <p>That Section 5.2.1 Public Board Meeting Agendas-Preparation of the Trustees' Handbook be revised as presented.</p> <p>That Section 5.2.2 Meeting Proceedings and Rules of Order-Process to Initiate Action on Selected Concerns through Motions of the Trustees' Handbook be revised as presented.</p> <p>That Section 5.2.2 Meeting Proceedings and Rules of Order-Debate on Motions of the Trustees' Handbook be revised as presented.</p> <p>That Section 5.2.3 Comments from the Public and Staff Group Representatives of the Trustees' Handbook be revised as presented.</p> <p>That Section 5.2.5 Minutes of the Trustees' Handbook be revised as presented.</p>

Meeting date	Matter	Motion/Decision
		<p>That Section 5.3 Special Board Meetings of the Trustees' Handbook be revised as presented.</p> <p>That Section 5.4 Caucus Meetings-Quorum of the Trustees' Handbook be revised as presented.</p> <p>That Section 5.4 Caucus Meetings-Format of Agendas of the Trustees' Handbook be revised as presented.</p> <p>That Section 5.4 Caucus Meetings-Minutes of the Trustees' Handbook be revised as presented.</p> <p>That Section 5.7.1 Board Reports of the Trustees' Handbook be revised as presented.</p> <p>That Section 5.7.2 Enquiries and Requests for Information of the Trustees' Handbook be revised as amended."</p>
March 4, 2025	Trustee Coverage	<p>"Trustees Hancock and O'Keefe will continue to represent Ward C until the municipal election on October 20, 2025.</p> <p>Additional remuneration for the Trustees representing Ward C, in the amount of one-third of the regular remuneration to be split evenly amongst the two Trustees, will continue until the municipal election on October 20, 2025.</p> <p>The Board selected Trustee O'Keefe to serve on the Local 3550 bargaining committee.</p> <p>The Board selected Trustee Hancock to serve on the Local 784 bargaining committee."</p>
March 18, 2025	Ratification of Local 3550 agreement for 2020-2028	<p>"That the Memorandum of Agreement and other agreed-to items for an eight-year collective agreement with CUPE Local 3550 (Support Staff) from September 1, 2020 to August 31, 2028 be approved."</p>
April 1, 2025	Trustees' Handbook Updates	<p>"That Chapter 9 of the Trustees' Handbook be revised as presented.</p> <p>That Chapter 13 of the Trustees' Handbook be revised as presented.</p>

Meeting date	Matter	Motion/Decision
		<p>That in Section 15.2 Speaking to Motions, the last two sentences be struck and the following sentence be added: “Any media contact, see Section 15.1.4 Media Requests for Comments or Interviews for more information.</p> <p>That in Section 15.3 Addressing Individual Ward Issues, the following be added to the last sentence, “...refer to Section 15.1.4 Media Requests for Comments or Interviews.”</p> <p>That Chapter 15 of the Trustees’ Handbook be revised as amended.</p> <p>That in Section 16.2 Resignations, the last paragraph, first sentence, be amended to begin with the phrase “Following a notice of resignation of a Trustee...”</p> <p>That Section 16.2 Resignations From the Board be updated as follows: “A Trustee may resign by submitting their written resignation to the <del>Director Board and Superintendent Relations</del> <b>Secretary of the Board</b> at the beginning of a meeting of the Board, and the Trustee ceases to hold office at that time. Trustees are strongly encouraged to inform the Board Chair and <del>Director Board and Superintendent Relations</del> <b>Superintendent of Schools</b> prior to the meeting.”</p> <p>That Chapter 16 of the Trustees’ Handbook be revised as amended.</p> <p>That Chapter 17 of the Trustees’ Handbook be revised as presented.”</p>
April 1, 2025	Superintendent Evaluation	“That the 2024-2025 Superintendent Evaluation be cancelled.”
May 6, 2025	Board Self-evaluation	“That the 2024-2025 Board Self-evaluation be cancelled and the Board Self-evaluation not occur in an election year.”

Meeting date	Matter	Motion/Decision
May 6, 2025	Trustees' Handbook Updates	<p>"Any individual or group may speak at a Public Board meeting <del>on an issue</del> to a maximum of four times per school year. <b>Those who can not register are encouraged to submit their thoughts in writing prior to the Board meeting.</b></p> <p>That the revisions to Chapter 5 of the Trustees' Handbook be approved, as amended.</p>
May 6, 2025	Authorization for absence	<p>That an absence from Board-related activities, without pay, for Trustee Sumar from May 7-14, 2025 be approved. Further, if he is successful in seeking the nomination for the Alberta NDP, that the approved absence be extended to the by-election.</p> <p>That the Board select Trustee Nelson to represent Ward G until Trustee Sumar resumes his Board-related activities."</p>

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