



# AGENDA

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

Online  
Tuesday, February 11, 2025  
2 p.m.

## Board Meeting

### Land Acknowledgement

- A. Roll Call
- B. Approval of the Agenda
- C. Communications from the Board Chair
- D. Communications from the Superintendent of Schools
- E. Approval of the Minutes
  - 1. DRAFT – Board Minutes – December 10, 2024
- F. 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, February 10, 2025, to speak under this item.)*
- G. Reports
  - 2. Student Senate 2024-2025 Work Plan Update (Information)
  - 3. Reports from Caucus (From the meetings held on November 28, December 5 and 10, 2024 and January 28, 2025) (Information)
  - 4. School Resource Officer Program Evaluation Framework (Information)
- H. Comments from the Public and Staff Group Representatives on Educational Issues – 5 p.m.  
*(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 12 p.m. on Monday, February 10, 2025, to speak under this item.)*
- I. Other Committee, Board Representative and Trustee Reports
- J. Trustees and Board Requests for Information
- K. Notices of Motion
- L. Meeting Dates
- M. Adjournment

BOARD OF  
TRUSTEES

Julie Kusiek  
Board Chair

Jan Sawyer  
Board Vice-Chair

Trisha Estabrooks  
Dawn Hancock  
Marcia Hole  
Marsha Nelson  
Sherri O’Keefe  
Saadiq Sumar

**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, December 10, 2024, at 2 p.m.

**Present:****Trustees**

Trisha Estabrooks  
Dawn Hancock  
Marcia Hole

Julie Kusiek  
Marsha Nelson

Sherri O'Keefe  
Jan Sawyer  
Saadiq Sumar

**Officials**

Angela Anderson  
Todd Burnstad  
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

The Board Chair called the meeting to order and called on Trustee Nelson to provide a land acknowledgement.

Trustee Nelson said as we gather for this upcoming special season, we acknowledge that we are on Treaty 6 territory, the traditional gathering place of Cree, Dene, Blackfoot, Saulteaux, Nakota Sioux, Métis, Inuit, and many other First Nations peoples. We honor their histories, languages, cultures, and ongoing connections to this land. We extend our gratitude to the Elders and Knowledge Keepers who have cared for this land for generations, and to those who continue to do so. She encouraged everyone to incorporate gratitude into their gathering through:

- **Shared Gratitude:** Taking a moment and share what you're grateful for this year. This can include family, health, experiences, or anything else that brings joy.
- **Honor Traditions:** Share stories about family traditions and the significance they hold. This can be a way to connect with your heritage and pass it on to younger generations.
- **Cultural Exchange:** If you have guests from different cultural backgrounds, consider sharing a cultural dish or tradition. This can be a way to learn about other cultures and create a more inclusive gathering.

In the spirit of reconciliation, she encouraged folks to:

- **Research Local Indigenous Communities:** Learn more about the specific Indigenous communities in our area and their history. This can help you to deepen your understanding and appreciation for the land and its people.

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- Support Indigenous Businesses: Consider purchasing gifts or food from Indigenous-owned businesses. This helps to support local economies and promote Indigenous culture.
- Educate Yourself: Continue to learn about Indigenous history, culture, and current issues. This can help you to be a better ally and advocate for Indigenous rights.

By incorporating these elements into your Christmas/Winter gatherings, you can create a more meaningful and inclusive celebration that honors the land, its people, and your family traditions.

**A. O Canada****B. Roll Call: 2:05 p.m.**

The Superintendent advised that Trustee Estabrooks was absent and all other Trustees were present.

**C. Approval of the Agenda****MOVED BY Trustee Hole:**

**“That the agenda for the December 10, 2024, Board meeting be approved as printed.”  
(UNANIMOUSLY CARRIED)**

**D. Communications from the Board Chair**

The Board Chair acknowledged concerns expressed by staff, families, and students regarding overcrowded classrooms, insufficient provincial funding, and the potential impacts of Bill 27, particularly those related to the teaching of sexual health and student rights regarding preferred names and pronouns. Board Chair Kusiek reiterated the Board’s commitment to continue advocating for the best interests of students and the Division.

The Board Chair shared that last week the Board met with the Minister of Education and the Minister of Mental Health and Addictions. On behalf of the Board, she also met with the NDP Education Critic. The Board appreciated the opportunity to have these discussions and to raise further awareness and understanding of the great work that Edmonton Public Schools is doing every day for pathways to student success. It was an opportunity to propose areas where the province can provide additional support to meet the needs of our students and school division.

The Board Chair, on behalf of the Board, also met with Ambassador Martinez of the Kingdom of Spain. She thanked Superintendent Robertson and Division staff including Rita Sarrate who supported this meeting and school tours. They highlighted the Spanish Bilingual Program offered at EPSB and discussed the energizing possibilities that public education paired with international collaboration can create.

The Board Chair expressed a sentiment of hope and happiness for everyone at Edmonton Public Schools. She said everyone is doing a great work for students every day, and students continue to inspire us all to

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be motivated, creative and energized by the calling of public education. This is seen through the many projects where student voice has instigated positive change and learning in our schools and community. Together, at Edmonton Public Schools we're a community that is there for one another, sees one another's contributions, supports one another through collaboration and celebrates our successes. She said public education is a beautiful and necessary element of a robust, caring and democratic society and thanked everyone for all they do. She wished everyone a restful and joyful winter break.

### **E. Communications from the Superintendent of Schools**

The Superintendent thanked everyone attending the meeting in person, including SCOPE principals Mike Morison and Stacy Fysh, and those watching online.

The Superintendent shared that the Division is preparing to get students registered and pre-enrolled for the 2025-2026 school year. Combined dates for new student registration and returning student pre-enrolment start on Monday, February 3, 2025, and close on Wednesday, March 19, 2025. To help families get ready to choose a school for the 2025-2026 school year, open houses will run throughout February and March, giving families and students a chance to learn a little more about what a school has to offer, from alternative programming, to complementary courses, extracurricular activities, sports teams, a taste of school culture and a chance to see the space. Information about these dates will be available in January on [epsb.ca](https://epsb.ca). If families have any questions, reach out to the school principal for more information.

The Superintendent said that as we prepare for a well-deserved winter break, he thanked staff, students and families for a wonderful, busy and rewarding fall. He said everyone is ready for a bit of a break, to rest, relax and spend time with those who are important to us.

The Superintendent expressed thanks to many Division staff who work throughout the winter break and for their tireless work to have our schools safe and ready for staff and students to return to classrooms on January 6. He also expressed thanks and appreciation to the Board of Trustees for a busy fall time and wished them all a warm and safe break as well.

### **F. Approval of the Minutes**

#### 1. Board Meeting – November 26, 2024

Trustee Sumar requested that Item J, Other Committee, Board Representatives and Trustee Reports in the November 26, 2024 minutes, be amended as follows:

*Excerpt:*

#### **J. ~~Other Committee, Board Representatives and Trustee Reports~~—None**

*Acting Board Chair Sawyer advised the Board they would skip this agenda item due to time restraints.*

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**MOVED BY Trustee Hancock:**

**“That the minutes of the Board meeting held November 26, 2024, be approved as amended.”  
(UNANIMOUSLY CARRIED)**

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

There were no registered speakers for this item.

**H. Reports**

2. 2025-2026 School Year Calendar

**MOVED BY Trustee Hole:**

**“That Draft A of the proposed 2025-2026 School Year Calendar be approved.”**

**MOVED BY Board Chair Kusiek that the original motion be replaced with the following motion:**

**“That Draft B of the proposed 2025-2026 School Year Calendar be approved.”**

**The Board Chair called the question on the replaced motion.**

**IN FAVOUR: Trustees Hancock, Hole, Kusiek, Nelson, Sawyer, and Sumar**

**OPPOSED: Trustees O’Keefe**

**(CARRIED)**

3. First, Second and Third Reading of Bylaw to Require Criminal Record Check

The Board Chair stated that the next item on the agenda was discussion of a potential new bylaw. Bylaws are measures different jurisdictions can put in place that pertain to their own governance. She reviewed the process:

- Passing a bylaw requires three readings. The requirement of three readings for a bylaw comes from Section 6 of the Board Procedures Regulation, which states that every proposed bylaw must have three distinct and separate readings.
- The Regulation also requires that if all three readings are to take place at the same meeting, a motion to consider third reading must be presented and carried unanimously, prior to third reading taking place.
- This practice also aligns with the Division’s policy development and approval process.
- Often, readings happen at separate Board meetings to allow engagement and/or research by Trustees. Trustees were provided with an information report outlining details on the possibility of requiring criminal record checks for nominees at the November 5 Caucus meeting.
- The Board Chair also requested that this item not come to a Board meeting prior to the Alberta School Boards Association webinar on this topic on December 2, anticipating that there would be information in that session that may inform the Board’s understanding of the issue.

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- And, given that today is the only Board meeting in December and a bylaw must be in place prior to December 31 to be in effect for the 2025 municipal election, the Board will be considering all three readings today.
- For the first reading, the whole bylaw must be read.
  - Only the title or identifying number must be read for the second and third readings.
- First reading is typically a test of whether or not the Board wishes to consider an issue at all.
- Second reading is when Trustees usually debate the issue, make amendments, and vote again.
  - Note, however, that amendments can be introduced at any reading and the opportunity for questions and debate occur with every reading.
- Third reading is the last chance for debate, amendments and voting.
- If a bylaw fails any of the readings, it dies.

**MOVED BY Trustee O'Keefe:**

**"1. That Bylaw No. 2024-1 be read for the first time."  
(UNANIMOUSLY CARRIED)**

**MOVED BY Trustee O'Keefe:**

**"2. That Bylaw No. 2024-1 be read for the second time."  
IN FAVOUR: Trustees Hancock, Hole, Kusiek, Nelson, O'Keefe, and Sumar  
OPPOSED: Trustees Sawyer  
(CARRIED)**

**MOVED BY Trustee O'Keefe:**

**"3. That the Board of Trustees proceed with the third reading of Bylaw No. 2024-1 at this meeting."  
(UNANIMOUSLY CARRIED)**

**MOVED BY Trustee O'Keefe:**

**"4. That Bylaw No. 2024-1 be read for the third and final time."  
IN FAVOUR: Trustees Nelson and O'Keefe  
OPPOSED: Trustees Hancock, Hole, Kusiek, Sawyer, and Sumar  
(DEFEATED)**

Bylaw No. 2024-1 was not approved, therefore no changes to current election materials were made.

There was a short break in the meeting.

4. Belonging and Safety Draft Framework

Ms. Muhlethaler introduced the report and asked that any questions be directed to Superintendent Robertson.

The Board of Trustees provided the following feedback:

- Trustees expressed appreciation for the work that went into developing the framework, recognizing the significant effort involved.

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- Trustees appreciated the positive framing of safety, emphasizing a focus on creating a supportive and inclusive environment.
- Trustees valued the focus on evidence of impact, which encourages schools to continuously improve their approaches to safety and belonging.
- Trustees appreciated the flexibility of the framework, allowing schools to adapt it to their specific needs and contexts.
- Trustees recognized the value of the five focus areas and how they interconnect to develop an integrated framework for safety and belonging.
- Concerns were raised about the opening sentence, which some felt placed the onus of feeling safe and belonging on students rather than emphasizing shared responsibility.
- Trustees look forward to learning about the successes and challenges encountered in implementing this framework through future Results Reviews.
- Trustees emphasized the need for a clear and shared understanding of what "safety and belonging" looks like for all students within the Division. This would involve considering the diverse needs and experiences of all student demographics.
- Some Trustees suggested a need for clearer and more accessible language, particularly for parents, students, and those with English as an additional language.

The Superintendent clarified that a formal report on the final version of the framework will not be presented at a public Board meeting. This work has been delegated to the Superintendent's office. However, the Superintendent expressed a desire to receive feedback from the Board members as the framework is being developed. He emphasized that there will be ongoing opportunities for discussion and feedback on the framework and its impact in the coming years.

There was a short break in the meeting

The Board Chair reconvened the meeting at 5:05 p.m. The Board Chair temporarily moved to a later agenda item prior to the Policy Review Committee 2024-2025 Work Plan to accommodate public speakers scheduled for 5 p.m.

#### **I. Comments from the Public and Staff Group Representatives on Educational Issues – 5 p.m.**

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

##### **5. Policy Review Committee 2024-2025 Work Plan**

**MOVED BY Trustee Sumar:**

**“That the Policy Review Committee 2024-2025 work plan be approved.”**

**MOVED BY Vice-Chair Sawyer the motion be amended:**

**“That the Policy Review Committee 2024-2025 work plan be amended to remove personal mobile devices from the work plan.”**

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**MOVED BY Trustee Nelson:**

**“That the Board meeting be extended beyond 6 p.m.”  
(UNANIMOUSLY CARRIED)**

**The Board Chair called the question on the amended motion.**

**IN FAVOUR: Trustees Kusiek and Nelson**

**OPPOSED: Trustees Hancock, Hole, O’Keefe, Sawyer, and Sumar  
(DEFEATED)**

**The Board Chair called the question on the original motion.**

**(UNANIMOUSLY CARRIED)**

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

Trustee Hancock shared that the Alberta School Board Association (ASBA) held their Fall General Meeting on Monday, November 18th. She thanked her colleagues Board Chair Kusiek, Vice-Chair Sawyer, Trustee Estabrooks, Trustee Hole and Superintendent Robertson for attending along with herself.

Trustee Hancock said that during the business portion of the meeting, one emergent position statement submitted by EPSB and six regular position statements were presented to members for discussion and to vote on. Of the seven position statements a total of five were passed which ASBA will submit as advocacy to the provincial government on behalf of the members. Trustee Hancock reported back to the Board the position statements that were passed at the FGM. She thanked Board Chair Kusiek for sharing the position statements Edmonton Public submitted in her remarks at the last board meeting on November 26. Trustee Hancock shared the remaining position statements passed:

Position Statements

**1. 2SLGBTQIA+ Rights - Emergent Position Statement**

WHEREAS board autonomy is one of the core principles of ASBA and whereas all members of a school community have the right to learn and work in an environment free of discrimination, prejudice, and harassment, a right guaranteed by the Canadian Charter of Rights and Freedoms, the Alberta Human Rights Act, and the Education Act, and whereas “opt out” sexual health education is a long standing practice that has helped educate students in Alberta,

THEREFORE BE IT RESOLVED THAT sexual health education remain an “opt out” option for parents in Alberta and that school board autonomy be respected with regards to their own sexual orientation, gender identity, and gender expression policies.

- Submitted by EPSB



**MINUTE BOOK****2. Increase Grant Funding Rates**

BE IT RESOLVED THAT, The Government of Alberta annually increases Grant Funding Rates proportional to inflation, to maintain the impact and value the Grant Funding is intended to have on supporting students for success.

- Submitted by EPSB

**3. Increase Funding for Cybersecurity**

BE IT RESOLVED THAT, the Alberta School Boards Association advocates for the Government of Alberta to increase funding specifically to offset the growing cost of cybersecurity and threat mitigation for school divisions.

- EPSB voted in favour

**4. Rural Student Inequities**

BE IT RESOLVED THAT, the Government of Alberta addresses the challenges experienced by high school students, particularly those from rural and/or remote areas, when considering post-secondary studies, to ensure equitable access to higher learning.

- EPSB voted in favour

**5. Tobacco, Smoking and Vaping Reduction Regulation and Act**

BE IT RESOLVED THAT, The Government of Alberta prioritizes the prevention of youth smoking and vaping as a public health issue by:

- Updating the Tobacco, Smoking and Vaping Reduction Regulation to prohibit the sale of flavoured vaping products; and
- Working with non-profit organizations and school boards to increase education opportunities on the detrimental physical and mental health aspects of vaping, nicotine and second-hand vapour aerosol.

- EPSB didn't vote in favour of this position statement as it is partially covered under the existing position statement 13.9, this is a provincial health issue and therefore out of scope, and is already addressed by government programs.

Trustee Nelson shared that Wrap and Roll at Kingsway Mall is a tradition for the Edmonton Public Schools Foundation (the Foundation), and they are so grateful to be back for another year. From December 13-23, 2024, the Foundation will be fundraising to support all 214 of our schools - and more than 120,000 students - by accepting community donations in exchange for gift-wrapping services. Kingsway Mall has graciously donated the facilities, and all wrapping supplies so that 100% of donations received come directly to the Edmonton Public Schools Foundation.

The event runs from December 13-23, 2024

Monday to Saturday: 11:00 AM - 7:00 PM

Sunday: 12:00 PM - 5:00 PM

Location: Kingsway Mall, Entrance 2, on the main level near Shoppers

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Trustee Sumar provided a Ward G update, where he attended several meetings and events over the last few weeks:

- Attended a meeting of the Edmonton Public School Advocacy Network which featured a presentation from Dr. Wing Li from Support Our Students;
- Attended the Public Education Exchange World Cafe to discuss and hear perspectives about the value of public education;
- He was grateful to have been invited to several school council meetings, share some Board initiatives, and hear directly from parents and guardians about their concerns;
- Expressed sincere thanks to the students and staff at J. Percy Page for hosting a School Council Leaders Network meeting that was held jointly with Trustee Hole. They talked about advocacy, school council best practices, and strategies to engage more parents and guardians;
- He was invited to attend the Inclusion Alberta Changing Live Changing Communities Breakfast. A lot of great work was profiled there including, in particular, the work at Queen Elizabeth High School with one student with complex needs.
- He stopped by the J. Percy Page Bike-a-thon where students raised over \$85,000 for the Erica Legacy Foundation, an organization dedicated to raising funds and providing financial support for the enhancement of suicide prevention programming and support.
- Attended the VISMIN Officer Induction ceremony and welcomed the new officers of the association who support the Filipino Community in Edmonton. He expressed his gratitude to both the outgoing and incoming officers of the association for their dedication to the community.

Trustee Sumar was incredibly impressed by the work that our schools and Division Central Units (DU) are undertaking during School and Central Results Reviews. He thanked all our schools and DUs for the hard work that they do and for the great conversations about successes, opportunities for growth, and how the Board can best support our schools and DUs.

Trustee Sumar shared a good news story to wrap up his report. Principal George at Malcolm Tweddle School hosts monthly Coffee Conversations with parents. It's an opportunity for parents and guardians to come into the school to discuss various topics and is supported by Intercultural Liaisons, who provide language support in six languages. Some of the topics covered through the sessions include access to SchoolZone, how the brain works, bullying and dealing with anxiety, presentations from the Newcomer Centre and a Public Health Nurse. The sessions are quite well attended and provide for great conversations and engagement between staff and parents and guardians.

Board Chair Kusiek shared a Ward F update, last week she participated in the Journey Towards EDI: Student Symposium hosted at Lillian Osborne Highschool. Students from 9 different schools plus administrators from additional schools joined in the afternoon's discussion. She said this is powerful work in support of the Division's Anti-Racism and Equity Action Plan and she wanted to commend organizers of this event, including Assistant Principal David Tran at Esther Starkman School, as well as all students and staff who took part. Board Chair Kusiek said, 'I believe that together, we can build not only a more equitable and inclusive school experience but be leaders in kindness in the wider community too.'

Board Chair Kusiek shared that the next Ward F Coffee Conversation was on Friday, December 13, from 10 am to 12 pm at La Bosco Cafe.

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

L. **Notices of Motion - None**

M. **Next Board Meeting: Tuesday, January 21, 2025, at 2 p.m.**

N. **Adjournment: 6:28 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:** Feb 11, 2025

**TO:** Board of Trustees

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

**SUBJECT:** Student Senate 2024-2025 Work Plan Update

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

**RESOURCE STAFF:** Sean Jones, Nancy Petersen, Wanas Radwan

**REFERENCE:** [October 4, 2016, Board Report – Strategic Plan Update: Student Senate 2016-17 Work Plan](#)

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## ISSUE

The Student Senate is presenting an update on their 2024-2025 work plan.

## BACKGROUND

At the November 5, 2024 Board meeting, the newly elected Student Trustees presented the Student Senate 2024-2025 work plan and introduced the Senate executive. They also shared that four initial working groups had been developed around the following projects: a live career exploration event, a live diversity event, an academic support information group and a podcast group.

## CURRENT SITUATION

Since November 5, the Student Senate has held three formal meetings; the majority of the time at each meeting was set aside for project work. Project teams have also met between meetings. Each project team is using a project planning guide to assist them in setting project objectives, timelines, action plans, budgets and evaluation strategies. It has been exciting to see the transformation from brainstormed possibilities to concrete plans.

## KEY POINTS

- Student Senators created a 2024-2025 work plan.
- Student Senators formed four project groups.
- The project teams are making commendable progress on their projects.
- Student Trustees will share the outcomes of their plan at the June 10, 2025, public Board meeting.

SJ:KM:NP:WR:km

**DATE:** February 11, 2025

**TO:** Board of Trustees

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

**SUBJECT:** Special Caucus Committee Report (From the meeting held on November 28, 2024)

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

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

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#### 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.

**The following recommendation was approved at the November 28, 2024 Special Caucus Committee meeting:**

#### Human Resources Matter

That the Board Chair, on behalf of the Board of Trustees, send the drafted response letter to CUPE Local 3550 and post the letter to the Division website.

#### BACKGROUND

A draft response letter was prepared following CUPE Local 3550 President Mandy Lamoureux's open letter to the province and comments at the November 26, 2024, Board meeting.

KM:ca

**DATE:** February 11, 2025

**TO:** Board of Trustees

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

**SUBJECT:** Special Caucus Committee Report (From the meeting held on December 5, 2024)

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

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

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#### ISSUE

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**The following recommendation was approved at the December 5, 2024 Special Caucus Committee meeting:**

Disputes Inquiry Board (DIB) Report Regarding CUPE Local 3550 Negotiations

That the DIB Recommendation Report for a five-year collective agreement with CUPE Local 3550 (Support Staff) from September 1, 2020 to August 31, 2025 be approved.

#### BACKGROUND

The Division has consulted with the Provincial Bargaining and Compensation Office (PBCO) for its support of the DIB recommendation as required by legislation and has received approval to proceed.

KM:ca

**DATE:** February 11, 2025

**TO:** Board of Trustees

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

**SUBJECT:** Caucus Committee Report (From the meeting held on December 10, 2024)

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

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

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### 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.

**The following recommendations were approved at the December 10, 2024, Caucus Committee meeting:**

1. Recommended Terms of Settlement with CUPE Local 474 (Custodial Staff for a 2020-2028 Custodial Collective Agreement)

That the Mediator's recommendations and other agreed-to items for an eight-year collective agreement with CUPE Local 474 (Custodial Staff) from September 1, 2020 to August 31, 2028 be approved.

### BACKGROUND

The recommended terms of settlement for a collective agreement spanning the period September 1, 2020 to August 31, 2028, were issued by the Mediator on November 15, 2024. The recommendations were presented for ratification to the membership of CUPE Local 474 on December 5, 2024, and were successfully approved. The recommendations were then presented to the Board for consideration and were ratified.

2. Advocacy Committee 2024-2025 Work Plan

That the Board approve the Advocacy Committee Terms of Reference.

That the Board approve the Advocacy Committee 2024-2025 Work Plan.

### BACKGROUND

The Advocacy Committee is responsible for presenting to the Board of Trustees an annual Work Plan by Dec. 31 each year.

KM:ca

**DATE:** February 11, 2025

**TO:** Board of Trustees

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

**SUBJECT:** Special Caucus Committee Report (From the meeting held on January 28, 2025)

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

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

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### 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.

**The following recommendations were approved at the January 28, 2025, Special Caucus Committee meeting:**

1. Trustee Coverage for Wards C and D and other related Trustee Duties

That the Board selects two Trustees to represent Ward C until Trustee Hole resumes her Trustee duties.

That the Board approve 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, until Trustee Hole resumes her Trustee duties.

That the Board selects one Trustee to represent Ward D until the next municipal election.

That the Board approve additional remuneration for the Trustee representing Ward D in the amount of one-third of the regular remuneration for a Trustee until the next municipal election.

That the Board elect one Trustee to serve on the Policy Review Committee until Trustee Hole resumes her Trustee duties.

### BACKGROUND

Trustee Hole went on medical leave on January 20; her return date has not been set. In her absence, schools in Ward C will be covered by Trustees Hancock and O'Keefe. Trustee Estabrooks submitted her resignation from the Board of Trustees with an effective date of January 23. Trustee Kusiek will be the contact for Ward D for the remainder of this term (i.e., until October 20, 2025). The absence of Trustee Hole and resignation of Trustee Estabrooks left the Policy Review Committee with only two active members. Trustee Nelson will serve on the Policy Review Committee until Trustee Hole resumes her Trustee duties.

KM:ca



**DATE:** February 11, 2025

**TO:** Board of Trustees

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

**SUBJECT:** School Resource Officer Program Evaluation Framework

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

**RESOURCE STAFF:** Kelsey Duebel, Bryan Evans, Erin Faught, Nancy Petersen, Christine Simmons, Soleil Surette, Lisa Wright

**REFERENCE:** [Enhancing School Safety](#)

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#### **ISSUE**

The Division has developed an Evaluation Framework to guide the evaluation of the School Resource Officer (SRO) Program, which is currently being reintroduced into six Division high schools.

#### **BACKGROUND**

To help inform the Board of Trustees' decision about the Division's working relationship with Edmonton Police Services (EPS) and SROs in schools, engagement was conducted. This engagement was not focused solely on SROs, but was centered more broadly around the concept of safety in schools. Engagement activities included Social Innovation Labs involving students, families, community members and Division staff; engagement sessions with principals; and the inclusion of questions related to school safety on the 2023-24 Division Feedback Survey.

On April 30, 2024, the Board approved a [motion](#) for the Division to explore EPS having a formal role in Division schools to enhance student and staff safety. The Board also approved a motion to revert authority back to the Superintendent for decisions, contracts or agreements with or related to policing, security or paramilitary organizations.

During the April 30, 2024, public Board meeting, the Superintendent committed to accountability and reporting to the Board around evaluating the effectiveness of the partnership with EPS related to SROs.

To support the reintroduction of the SRO program in the Division, the following work was done prior to SROs entering the six school communities:

- Leadership staff from the Division and EPS met to discuss the feasibility of SROs returning to Division schools. These discussions examined feedback from the community related to police in schools and both organizations' vision for the program.
- A small working group made up of Division staff (including high school principals) and EPS Youth Integrated Services members, met through the summer and fall of 2024 to explore, design and prepare to support the reintroduction of SROs in six Division high schools on February 3, 2025. The work included:

- Developing a shared understanding of the intent of the SRO program and the role of an SRO in a Division school.
- Examining other SRO models in Canada and feedback from engagement.
  - This work included reflection around concerns raised and exploring ways to address those items that were actionable.
- Exploring school readiness to welcome a SRO into the school community; this work led to the identification of six Division high schools to receive a SRO in February 2025: Jasper Place, M. E. LaZerte, Ross Shephard, Eastglen, Harry Ainlay and Queen Elizabeth schools.
- Establishing a model of collaboration and communication between the two organizations to support the ongoing implementation and monitoring of the SRO program.
- Developing a training, professional learning and orientation program for SROs and school leadership teams. This work occurred prior to SROs joining school communities in February 2025 and covered a broad range of topics. Examples of these topics include:
  - Diversity and belonging
  - Child/youth development and social/emotional learning
  - Restorative practices
  - Neurodiversity
  - Application of alternative measures
  - Digital safety
  - Mental health and well-being
  - First point of intervention (e.g., Zebra, Child and Adolescent Protection Centre)
  - FOIP and confidentiality
- Developing materials to support communicating with staff, students and families of the six schools receiving a SRO.
- Collaborating around hiring practices to ensure a good fit for the SRO program and a school community.
- Developing a Memorandum of Understanding and an evaluation strategy specific to the SRO program in Division schools.
- SROs were welcomed into the six Division schools on February 3, 2025.

## CURRENT SITUATION

The primary goal of the SRO Program in the Division is to provide quality dedicated service to students, schools and the community that positively and equitably impacts the safety, well-being and development of youth in the education system. The primary function of the SRO Program is to assist school administration in supporting a safe and caring place of learning for students and staff.

The Division has developed an Evaluation Framework in collaboration with EPS along with feedback from the principals of the six schools reintroducing SROs to their school communities. The Evaluation Framework outlines the key components of the evaluation, which will occur through a phased approach.

- **Phase 1 Evaluation:** The first phase of the evaluation will take place from January to June 2025. This phase will evaluate the program's implementation processes; specifically, it will explore how the activities to support school readiness, preparation, onboarding and welcoming of SROs into the initial six schools have aligned with the intent of the program.
  - Preliminary findings from the Phase 1 Evaluation will be used as they emerge to inform the ongoing implementation of the program in September 2025 and the onboarding of additional schools.
  - A Phase 1 Evaluation Report will be brought to a public Board meeting in fall 2025.

- **Phase 2 Evaluation:** The second phase of the evaluation will take place throughout the 2025-26 school year. This phase will continue to assess the expanded implementation of the SRO Program's reintroduction in the Division and also begin exploring the program's initial effects on belonging and safety.

The Phase 2 Evaluation will explore the program's initial effects on belonging and safety through the lens of three interrelated domains:

1. Relationships, trust and belonging
2. Connection to supports, conflict resolution and de-escalation
3. Diversion and incident response, including emergency preparedness

The evaluation will use a range of data collection tools including surveys, focus groups and administrative data to measure the efficacy of the program's implementation processes and progress toward intended outcomes. Next steps involve collaboration with EPS and the Division's six participating school communities to co-create the key measurement tools and questions for Phase 1 data collection in spring 2025.

#### **KEY POINTS**

- The Division's SRO program has been reenvisioned, in collaboration with EPS, to support the reintroduction of SROs in Division schools beginning February 2025.
- This work was informed by feedback from the community regarding police in schools.
- The Division, in collaboration with EPS, has developed an Evaluation Framework to guide the evaluation of the SRO Program.
- The SRO Program is currently being reintroduced into six Division high schools.
- The first phase of the evaluation will take place from January to June 2025. A Phase 1 Evaluation Report will be brought to a public Board meeting in fall 2025.

#### **ATTACHMENTS and APPENDICES**

ATTACHMENT I School Resource Officer Program Evaluation Framework

KM:kd

# Evaluation Framework

## *School Resource Officer Program*

## Introduction

At the April 30, 2024 public Board meeting, the Board of Trustees approved the Superintendent to explore Edmonton Police Services (EPS) having a formal role in Division schools; this could include the reintroduction of School Resource Officers (SROs). The SRO Program is a partnership designed to positively impact the safety, well-being and development of youth within the education system. The primary function of the SRO Program is to assist school administration in supporting a safe and caring place of learning for students and staff.

The Division put the program on hold in 2020 after the Board of Trustees requested an independent review. Since then, the Division has worked to listen, review research and gather feedback from families, students, the community and Division staff around the concept of safety. The reintroduction of the SRO Program has been designed with consideration of community feedback shared with the Board of Trustees and feedback from school leadership, staff and students. The Division has been working closely alongside EPS to reimagine the program in alignment with the needs of students, families and school communities. The initial transition of SROs back into six Division high schools includes the following activities unique to this reintroduction of the program:

- Enhanced orientation and training for officers alongside school administrators.
- The implementation of a Community of Practice (CoP) which includes school and EPS leaders.
- Transparent communication with staff, students and families of the school communities receiving a SRO.

These components support continuous feedback, consistency of the SRO Program across schools, shared insights, equitable support for students and transparency while strengthening trust and alignment with the community. As partners, the Division and EPS recognize the importance of supporting Edmonton's youth on their path to adulthood and a life of dignity and fulfillment. This partnership is based on the principle that collaboration is critical to create welcoming, caring, respectful and safe learning and working environments that honor diversity and nurture a sense of belonging for all.

## Evaluation

This Evaluation Framework was developed through a collaborative approach between the Division and EPS along with feedback from the principals of schools reintroducing SROs to their school communities in February 2025. The evaluation of the SRO Program will use a phased approach, with the Phase 1 Evaluation taking place during the second semester of the 2024-25 school year and the Phase 2 Evaluation occurring throughout the 2025-26 school year (see Figure 1). The Phase 2 Evaluation will include any additional schools receiving a SRO for the 2025-26 school year.

- **Phase 1 Evaluation (January - June 2025):** The first phase will take place from January to June 2025, with a Phase 1 Evaluation Report coming to a public Board meeting in fall 2025. The Phase 1 Evaluation will focus on understanding the process of reintroducing SROs into the six Division high schools. Specifically, this phase of the evaluation will be centred around school readiness, orientation, training and welcoming SROs into the school community in alignment with the intent of the SRO Program.

The findings from the Phase 1 Evaluation will be used as they emerge to inform the ongoing implementation of the program in September 2025 and the onboarding of additional schools.

- **Phase 2 Evaluation (September 2025 - June 2026):** The second phase of the evaluation will continue to assess the implementation of the SRO Program with a focus around the experience of the members of the school

community. The evaluation will focus on short-term outcomes related to the SRO Program’s contribution to supporting belonging and safety in schools among students, families and staff.

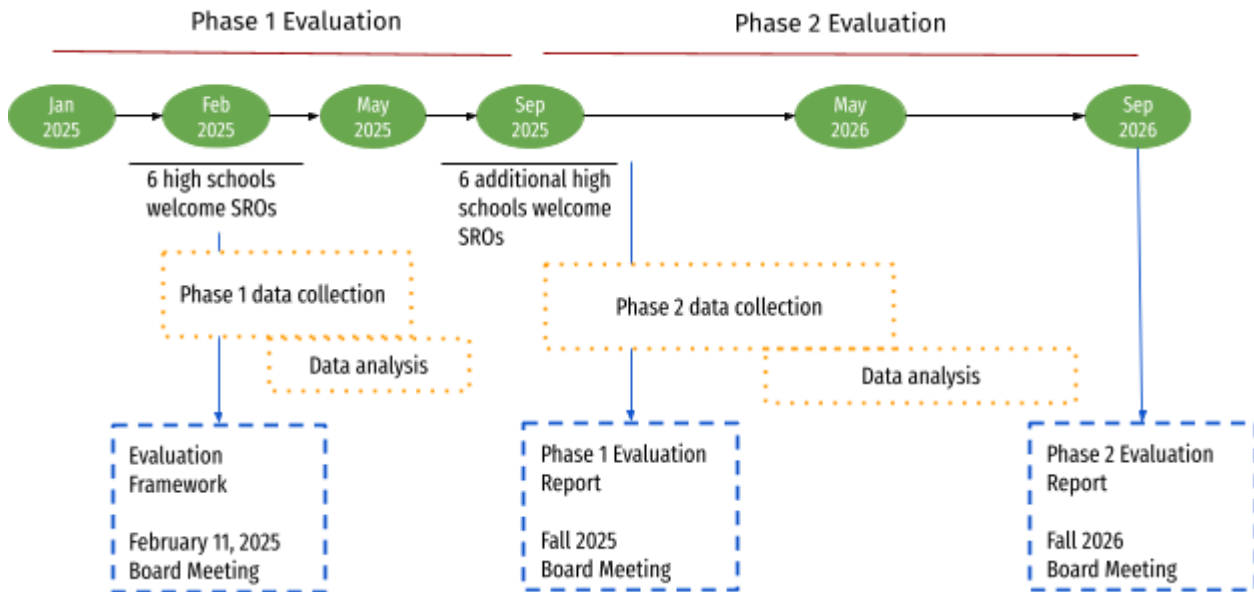


Figure 1: Evaluation Timeline and Key Milestones

Figure 2 provides a high-level overview of this Evaluation Framework (informing both Phase 1 and Phase 2), with a summary of the approach and key goals of the SRO Program in the Division and the measurement tools that will be used to assess the extent to which the program is progressing toward its key goals. Further details are provided throughout this report.

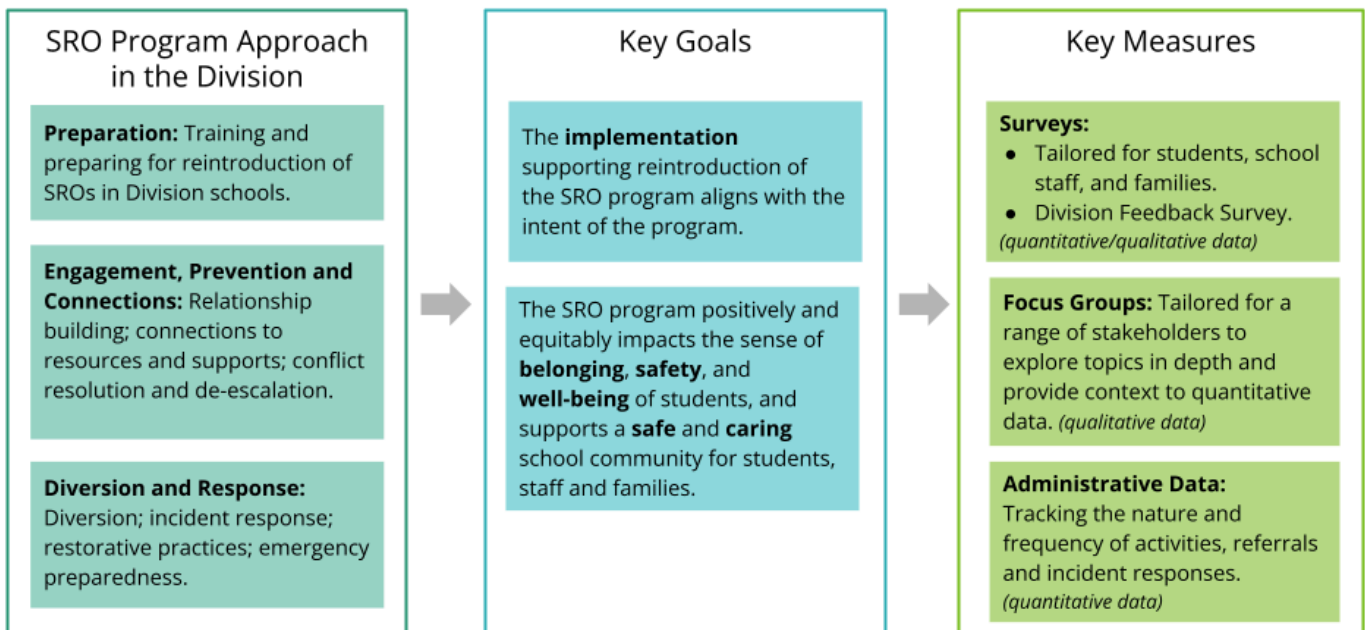


Figure 2: SRO Evaluation Framework Overview

## Phase 1 Evaluation: SRO Program Implementation Processes (January-June 2025)

The Phase 1 Evaluation will assess how the activities to support school readiness, preparation, onboarding and welcoming of SROs into the initial six schools have aligned with the intent of the program. The key questions for this implementation evaluation are:

1. To what extent has the program been implemented according to its planned core components?
2. To what extent did the implementation of the program’s communication materials, supporting resources, professional learning and governance structure support alignment with the intent of the program?

To answer the questions above, the evaluation will examine key implementation activities that supported the reintroduction of SROs into Division schools. This will include using a range of data collection tools including surveys, focus groups and administrative data.

| Key Implementation Activities  | Key Short-Term Outcomes   | Key Measurement Tools  |
|--|---|--|
| <ul style="list-style-type: none"> <li>● Using a process for a school to reflect on their readiness for a SRO</li> <li>● Creating a process to support welcoming a SRO into the school community</li> <li>● Developing materials that support communicating across the school community</li> <li>● Participation in professional learning (PL), training and onboarding prior to welcoming SROs back into schools (themes and topics include things identified as critical by students, families and staff, and research)</li> <li>● Implementation of the CoP with EPS and school leadership teams and select central leadership staff</li> <li>● Establishing a process to gather feedback from members of the school community relative to how they feel about having a SRO as a member of their school team (this process needs to ensure diverse and marginalized voices are included)</li> </ul> | <ul style="list-style-type: none"> <li>● SROs, school leadership and staff, students, families and community partners have a clear understanding of the role of the SRO in schools</li> <li>● SROs and relevant school staff deepen their knowledge and skills to support student belonging and safety through selected professional learning opportunities</li> <li>● The CoP supports relationship building, collaboration and problem solving between the Division and EPS as well as congruence of practice across the schools in alignment with the intent of the model</li> <li>● Students, families, staff and community partners perceive they have ongoing opportunities to provide feedback, including a clear and accessible process for reporting concerns</li> </ul> | <ul style="list-style-type: none"> <li>● Surveys               <ul style="list-style-type: none"> <li>○ Post-PL and training surveys</li> <li>○ School surveys (students, staff, families, community partners)</li> </ul> </li> <li>● Focus groups:               <ul style="list-style-type: none"> <li>○ General student population</li> <li>○ Specific student populations (e.g., diverse identities, students who have direct interactions with the SRO)</li> <li>○ Staff</li> <li>○ CoP participants</li> </ul> </li> <li>● Administrative data:               <ul style="list-style-type: none"> <li>○ Number of PL sessions, review of processes, etc.</li> </ul> </li> </ul> |

The findings from the Phase 1 Evaluation will be used to inform the ongoing implementation of the program in the 2025-26 school year and will be shared publicly through a report to the Board of Trustees in fall 2025.

## Phase 2 Evaluation: Initial Effects on Belonging and Safety (September 2025 - June 2026)

The Phase 2 Evaluation will continue to assess the expanded implementation of the SRO Program’s reintroduction in the Division and also begin exploring the program’s initial effects on belonging and safety. The primary goal of the SRO Program in the Division is to provide quality dedicated service to students, schools and the community that positively and equitably impacts the safety, well-being and development of youth in the education system. The primary function of the SRO Program is to assist school administration in supporting a safe and caring place of learning for students and staff.

To understand how well the program is doing in relation to its primary goal and function, the Phase 2 Evaluation will measure progress on a range of relevant short-term intended outcomes. These intended outcomes will be measured through a variety of data collection tools including surveys, focus groups and administrative data.

The program’s primary goal and function can be broken down into three interrelated domains:

1. Relationships, Trust and Belonging
2. Connection to Supports, Conflict Resolution and De-escalation
3. Diversion and Incident Response, including Emergency Preparedness

### First Domain: Relationships, Trust and Belonging

Through youth engagement, education support and collaboration with multidisciplinary teams in schools, the SRO Program aims to build relationships and trust between EPS and school communities. It is intended that these positive relationships contribute to a safe and caring learning environment and enhance a sense of belonging for all students.

| Key SRO Program Activities   | Key Short-Term Outcomes   | Key Measurement Tools   |
|--|---|---|
| <p>Relationship building with students through engagement</p> <ul style="list-style-type: none"> <li>● Informal interactions</li> <li>● Connections with students</li> <li>● Participating in school events and activities</li> </ul> <p>Relationship building with school staff</p> <ul style="list-style-type: none"> <li>● Administrators and faculty</li> <li>● Mental health therapists</li> <li>● Supportive roles such as, high school completion and school safety coaches</li> </ul> <p>Relationship building with families and community</p> <ul style="list-style-type: none"> <li>● Presentations to families and</li> </ul> | <ul style="list-style-type: none"> <li>● Students have maintained or improved feelings of belonging and safety after the introduction of a SRO in their school community</li> <li>● Students feel safe and supported in their interactions with the SRO</li> <li>● There is mutual respect and trust between students and the SRO as well as between staff and the SRO</li> <li>● The SRO is a valued member of the multidisciplinary school staffing team</li> <li>● Students are aware of the supportive adults in school who are able to communicate and refer to one another</li> </ul> | <ul style="list-style-type: none"> <li>● Surveys <ul style="list-style-type: none"> <li>○ Division Feedback Survey (students, staff, families)</li> <li>○ Youth Resilience Survey (students)</li> <li>○ School Surveys (students, staff, families, SROs)</li> </ul> </li> <li>● Focus groups <ul style="list-style-type: none"> <li>○ General Student population</li> <li>○ Specific student populations (e.g., diverse identities, students who have direct interactions with the SRO)</li> <li>○ Staff</li> </ul> </li> </ul> |



|  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>community</li> <li>● SRO, school, and community agency alignment and planning</li> <li>● SRO visibility and presence at school wide events</li> </ul> | <ul style="list-style-type: none"> <li>● Families feel comfortable engaging with the SRO in support of their child</li> <li>● Families’ perception of safety within the school community, when there is a SRO, is maintained or improved</li> </ul> | <ul style="list-style-type: none"> <li>○ SROs</li> <li>○ Families</li> <li>● Administrative data <ul style="list-style-type: none"> <li>○ Safety presentations provided, time spent meeting with students</li> </ul> </li> </ul> |
|--|---|--|

## Second Domain: Connection to Supports, Conflict Resolution and De-escalation

Through a collaborative approach, SROs will work with school staff to help connect students with Division, community and EPS supports and resources. SROs will also support schools’ work to engage students in conflict resolution through a restorative justice approach which promotes de-escalation and positive resolution of incidents.

| Key SRO Program Activities   | Key Short-Term Outcomes  | Key Measurement Tools   |
|--|--|---|
| <p>Connections to resources</p> <ul style="list-style-type: none"> <li>● Collaborating with mental health professionals to liaise with community resources and facilitate access to supports</li> <li>● Accessing programming offered through EPS specialized youth portfolios and EPS Youth Services, as appropriate</li> <li>● Accessing direct support and intervention for students who are at-risk due to violence, victimization, crime or other traumatic experiences</li> <li>● Providing educational presentations on current youth issues</li> <li>● Supporting access to specialized information and resources for students with disabilities as well as students and families who identify as 2SLGBTQIA+, Black, Indigenous and Peoples of Colour</li> </ul> <p>Conflict resolution and de-escalation</p> <ul style="list-style-type: none"> <li>● Informal mediation</li> <li>● Discussion and circles</li> <li>● Restorative justice approaches</li> </ul> | <ul style="list-style-type: none"> <li>● Students and staff have increased access to a skilled facilitator to support conflict resolution and restorative justice practices</li> <li>● Students have enhanced and timely access to community resources through the EPS Youth Services and additional support pathways</li> <li>● Students and staff have enhanced knowledge and skills related to maintaining personal and school safety</li> <li>● Incidents are de-escalated prior to becoming more serious or criminal</li> </ul> | <ul style="list-style-type: none"> <li>● Surveys <ul style="list-style-type: none"> <li>○ Division Feedback Survey (student, staff, families)</li> <li>○ School surveys (students, staff, families, SROs)</li> </ul> </li> <li>● Focus groups <ul style="list-style-type: none"> <li>○ General student population</li> <li>○ Specific student populations (e.g., diverse identities, students who have direct interactions with the SRO)</li> <li>○ Staff</li> <li>○ SROs</li> <li>○ Families</li> </ul> </li> <li>● Administrative data <ul style="list-style-type: none"> <li>○ Aggregated SRO activity statistics</li> <li>○ Aggregated safety-related issue statistics</li> </ul> </li> </ul> |

### Third Domain: Diversion and Incident Response, including Emergency Preparedness

By providing diversion options, responding to incidents, using restorative measures, supporting victims and enhancing school emergency preparedness, the SRO aims to address safety-related incidents in a supportive and timely manner to minimize the likelihood of harm and victimization.

| Key SRO Program Activities   | Key Short-Term Outcomes  | Key Measurement Tools   |
|--|--|---|
| <p>Diversion and incident response</p> <ul style="list-style-type: none"> <li>Assisting school administration with responses to non-criminal safety-related incidents, including the use of restorative measures</li> <li>Responding to safety threats, emergencies, and criminal incidents and assisting with crisis responses, including the use of restorative measures</li> <li>Considering and implementing diversion options according to the principles of the Youth Criminal Justice Act and EPS Young People Strategy while enforcing the Criminal Code, Provincial Statutes and Municipal Bylaws</li> <li>Supporting victims, including through the creation of individualized plans to support ongoing safety needs and connections to wraparound supports as appropriate</li> </ul> <p>Emergency preparedness</p> <ul style="list-style-type: none"> <li>Continually assessing and enhancing the emergency preparedness of the school, including assisting with lockdown and/other emergency drills</li> </ul> | <ul style="list-style-type: none"> <li>Safety-related incidents are addressed in a timely manner</li> <li>Students have increased opportunities for diversion options as an alternative to being connected to the justice system</li> <li>Individualized plans are in place when needed and effectively implemented to reduce risk and support coordinated responses to safety issues</li> <li>Students and families who were victims of safety-related incidents feel supported</li> <li>Students and staff have knowledge of security mechanisms in schools</li> </ul> | <ul style="list-style-type: none"> <li>Surveys <ul style="list-style-type: none"> <li>Division Feedback Survey (students, staff, families)</li> <li>School Surveys (students, staff, families, SROs)</li> </ul> </li> <li>Focus groups <ul style="list-style-type: none"> <li>Specific student populations (e.g., diverse identities, students who have direct interactions with the SRO)</li> <li>Staff</li> <li>SROs</li> <li>Families</li> </ul> </li> <li>Administrative Data <ul style="list-style-type: none"> <li>Aggregated SRO activity statistics</li> <li>Aggregated safety-related incident statistics</li> </ul> </li> </ul> |

### Next Steps

The Division will continue to plan and implement the Phase 1 Evaluation with input from EPS and the Division’s six participating school communities. This work will include the co-creation of the key measurement tools and questions for Phase 1 data collection in spring 2025. The Phase 1 Evaluation Report will be brought to a public Board meeting in fall 2025.