



# 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, September 9, 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 – June 24, 2025
  - 2. DRAFT – Special Board Minutes – July 30, 2025
- H. Comments from the Public and Staff Group Representatives on Items on the Meeting Agenda

*(NOTE: Pre-registration with the Board Office [780-429-8443] is required by NOON on Monday, September 8, 2025, to reserve a speaking time.)*
- I. Reports
  - 3. Actions Taken Under Delegation of Authority – 2025 Summer Recess (Information)
  - 4. Process and Timeline for the Fall Review of the 2024-25 Results and the Plan for 2025-26 (Recommendation)
  - 5. Update on School Project Construction Schedules (Information)
  - 6. Policy Review Committee Work Plan Summary (Information)
  - 7. Strategic Plan Update: Governance and Engagement (Information)
  - 8. Caucus Committee Reports (Information)
  - 9. Delegation of Authority – 2025 Election Recess (Recommendation)
- J. Other Committee, Board Representative and Trustee Reports
- K. Trustees and Board Requests for Information
- L. Notices of Motion
- M. Meeting Dates
- N. Adjournment

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

Minutes of the meeting of the Board of Trustees of Edmonton School Division of Alberta held in the Centre for Education McCauley Chambers on Tuesday, June 24, 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  
Kelsey Duebel

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 requested that the Greenfield School Grade 6 students' land acknowledgement video be played.

**B. O Canada****C. Roll Call: 2:08 p.m.**

The Superintendent advised that all Trustees were present.

**D. Approval of the Agenda**

**MOVED BY Trustee O'Keefe:**

**"That the agenda for the June 24, 2025, Board meeting be approved as printed."  
(UNANIMOUSLY CARRIED)**

**MINUTE BOOK****E. Communications from the Board Chair**

The Board Chair hoped everyone enjoyed the celebrations over these past final weeks of school. She expressed gratitude to staff and families for their dedication to students. To the students, Board Chair Kusiek said, “You are amazing. As I’m sure every Trustee will attest, attending celebrations is one of the best parts of this job. It’s a joy to celebrate with you.”

The Board Chair shared that the Board’s letter to the Minister of Education and Childcare informing him of the impact of transportation funding and changes to distance eligibility will be sent soon. It will be posted to [epsb.ca](https://epsb.ca) in the coming days.

The Board Chair acknowledged all retirees, especially Superintendent Darrel Robertson. She said, “Darrel, your incredible focus on keeping the main thing the main thing - student success - has made Edmonton Public Schools one of the best school divisions anyone could send their child to. Your visionary leadership has had an impact not only here, but across Alberta. We are so proud to have had the privilege of working with you and to enjoy the leadership you bring to the role of Superintendent, and the compelling case you make over and over again to the importance of PUBLIC education as a social good for our entire community. On behalf of the entire Board of Trustees, we wish you a wonderful retirement.”

The Board Chair also wished all students, staff and families a wonderful summer break and said the Trustees look forward to seeing everyone at their meeting in September.

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

The Superintendent welcomed everyone who was in attendance today, and those watching online.

The Superintendent expressed congratulations to Keri Devlin for receiving an award from the Early Childhood Education Council this spring. This award is given to those committed to furthering the Early Childhood Education Council’s philosophy of: the child is capable, curious and imaginative, and is an active co-constructor of meaning with their peers and adults. Ms. Devlin is a dedicated Kindergarten teacher and forest practitioner at Roberta MacAdams School. She creates a space where outdoor learning and play assists her curriculum delivery. She contributes to the professional development of other educators and support staff by hosting tours of her learning environment and leading professional learning opportunities. Congratulations to Keri!

The Superintendent stated that it was hard to believe tomorrow is the last day of classes and learning for students across the Division. He shared the Division’s immense pride in all students who successfully completed another year of learning, giving it their best every day. He also extended gratitude to the Division’s parent community, who endlessly support their children to be prepared for learning each and every day. Finally, he thanked the entire Edmonton Public Schools team for creating learning environments that are engaging, safe, welcoming and inclusive, so that students can be themselves, gain new knowledge and feel like they’re part of the community.

### **MINUTE BOOK**

The Superintendent thanked Board Chair Kusiek for the kind words. He thanked the Board of Trustees for their tireless advocacy for public education. He also expressed gratitude to the amazing students, families and staff of Edmonton Public Schools for allowing him to serve them in a variety of different roles over the last 30 years, including the past 12 as Superintendent, noting it has been the ‘honour of a lifetime’.

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

The meeting resumed at 2:19 p.m.

#### **G. Approval of the Minutes**

1. Board Meeting – June 10, 2025

**MOVED BY Vice-Chair Sawyer:**

**“That the minutes of the Board meeting held June 10, 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. Locally Developed Courses

**MOVED BY Trustee Hancock:**

**“That the following locally developed courses be approved for use in Edmonton Public Schools:”**

Course Name	Course Codes	Version	Approval Period (School Years)
Academic Achievement through English Language Development 35	LDC3149	3 and 5 Credits (2021–2026)	2025–2026
Chemistry (Advanced) 35	LDC3138	3 Credits (2025–2029)	2025–2026 to 2028–2029

### MINUTE BOOK

Course Name	Course Codes	Version	Approval Period (School Years)
Extended Essay 35	LDC3609	3 Credits (2025–2029)	2025–2026 to 2028–2029
Forensic Studies 25 Forensic Studies 35	LDC2256 LDC3256	3 Credits 3 and 5 Credits (2025–2029)	2025–2026 to 2028–2029
Leadership, Character & Social Responsibility 15 Leadership, Character & Social Responsibility 25 Leadership, Character & Social Responsibility 35	LDC1509 LDC2509 LDC3509	3 and 5 Credits (2025–2029)	2025–2026 to 2028–2029
Theory of Knowledge (Higher) 25 Theory of Knowledge (Higher) 35	LDC2152 LDC3152	3 Credits (2025–2029)	2025–2026 to 2028–2029
Workplace Essential Skills 25 Workplace Essential Skills 35	LDC2743 LDC3743	5 Credits (2025–2029)	2025–2026 to 2028–2029

**(UNANIMOUSLY CARRIED)**

3. Board Policy HG.BP Student Behaviour and Conduct Annual Review

**MOVED BY Trustee Sumar:**

**“That Board Policy HG.BP Student Behaviour and Conduct be read for the second, third and final time and be approved.”**

**(UNANIMOUSLY CARRIED)**

4. Completion of Work in Response to September 21, 2021, Motion on Renaming Schools

**MOVED BY Trustee Nelson:**

**“That the Board of Trustees considers the work directed in the September 7, 2021, Board motion as completed with no further action required.”**

**IN FAVOUR: Trustees Hancock, Kusiek, Nelson, O’Keefe, and Sawyer**

**OPPOSED: Trustee Sumar**

**(CARRIED)**

**MINUTE BOOK****5. Governance and Evaluation Committee 2024-2025 Work Plan Summary**

A summary was provided of the work accomplished by the Governance and Evaluation Committee over the 2024-2025 school year.

**6. Delegation of Authority – 2025 Summer Recess****MOVED BY Trustee O'Keefe:**

**"1. That in accordance with Section 3 of the *Education Act* Board Procedures Regulation, any special Board meetings during the 2025 summer recess be at the call of the Board Chair or, in their absence, the Board Vice-Chair."**

**(UNANIMOUSLY CARRIED)**

**"2. That in accordance with Section 52(1) of the *Education Act*, effective immediately following the June 24, 2025, Board meeting, delegation of authority to the Superintendent of Schools to make decisions during the 2025 summer recess on behalf of the Board be approved."**

**(UNANIMOUSLY CARRIED)**

**"3. That a report of all such decisions be brought to the first public Board meeting in the fall of 2025."**

**(UNANIMOUSLY CARRIED)**

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

Trustee Nelson shared an Edmonton Public Schools Foundation (Foundation) update. After 30 years with Edmonton Public Schools, Superintendent Darrel Robertson is retiring. To celebrate his impact, the Foundation is excited to announce the Career Pathways Fund. The Career Pathways Fund will directly support programming like Campus EPSB and dual credit. Donations to the fund may support student tuition, program costs and hands-on learning materials and equipment, removing barriers so more students can access these life-changing opportunities.

Trustee Nelson said the Foundation thanked Superintendent Robertson for his incredible support over the years, and invited staff, friends and community members to celebrate Darrel's remarkable career by contributing to student success in a meaningful way through the Career Pathways Fund.

**K. Trustees and Board Requests for Information - None****L. Notices of Motion - None****M. Next Board Meeting: Tuesday, September 9, 2025, at 2 p.m.**

**MINUTE BOOK**

N. **Adjournment: 3:14 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

**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 Wednesday, July 30, 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  
Andrea Cooper

Kathy Muhlethaler  
Nancy Petersen  
Kent Pharis

Carrie Rosa  
Ron Thompson  
Liz Yule

**Board Chair:** Julie Kusiek

**Recording Secretary:** Catherine Angeles

**A. Land Acknowledgement**

The Board Chair noted that the waiver of notice of meeting was unanimously approved by the Board of Trustees.

The Board Chair called the meeting to order and called upon Vice-Chair Sawyer to provide a land acknowledgement.

Vice-Chair Sawyer said that we are gathered today on Treaty 6 Territory and the homeland of the Métis. For generations, this land has been a place of teaching, learning, and gathering for Indigenous Peoples, and we are grateful to walk alongside them in continuing that tradition. Today is a hopeful and exciting moment for our Division, as we look forward to welcoming a new Superintendent. As we take this important step together, we carry with us the spirit of this land—a spirit of resilience, of community, and of hope for the future. May our decision reflect these values as we continue enhancing pathways for student success.

**B. Roll Call: 2:01 p.m.**

Assistant Superintendent Muhlethaler advised that all Trustees were present.



**MINUTE BOOK****C. Approval of the Agenda****MOVED BY Trustee O'Keefe:**

**"That the agenda for the July 30, 2025, Special Board meeting be approved as presented."  
(UNANIMOUSLY CARRIED)**

**D. Reports****1. Motion to Appoint Superintendent of Schools****MOVED BY Board Chair Kusiek:**

**"That the appointment of Mr. Ron Thompson as Superintendent of Schools for a three-year period effective September 1, 2025, be approved."  
(UNANIMOUSLY CARRIED)**

**E. Adjournment: 2:13 p.m.****The Board Chair adjourned the meeting.**

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Julie Kusiek, Board Chair

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Kathy Muhlethaler, Assistant Superintendent  
Instructional and Strategic Division Supports

**DATE:** September 9, 2025

**TO:** Board of Trustees

**FROM:** Ron Thompson, Superintendent of Schools

**SUBJECT:** Actions Taken Under Delegation of Authority - 2025 Summer Recess

**ORIGINATOR:** Kelsey Duebel, Director Board and Superintendent Relations

**REFERENCE** [Board Policy CHA.BP – Board Delegation of Authority](#)  
[Education Act – Section 52\(1\)](#)  
[June 24, 2025 Board Report – Delegation of Authority – 2025 Summer Recess](#)

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**ISSUE**

The Superintendent reports to the Board on any decisions he made under the Delegation of Authority during the summer recess on matters that would normally be brought to the Board.

**BACKGROUND**

The Board passed the following motion at the June 24, 2025, Board meeting:

1. That in accordance with Section 3 of the *Education Act* Board Procedures Regulation, any special Board meetings during the 2025 summer recess be at the call of the Board Chair or, in their absence, the Board Vice-Chair.
2. That in accordance with Section 52(1) of the *Education Act*, effective immediately following the June 24, 2025 Board meeting, delegation of authority to the Superintendent of Schools to make decisions during the 2025 summer recess on behalf of the Board be approved.
3. That a report of all such decisions be brought to the first public Board meeting in the fall of 2025.

**CURRENT SITUATION**

The Superintendent reports that he took no actions on behalf of the Board.

KD:ca

**DATE:** September 9, 2025

**TO:** Board of Trustees

**FROM:** Ron Thompson, Superintendent of Schools

**SUBJECT:** Process and Timeline for the Fall Review of the 2024-25 Results and the 2025-26 Plans

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

**RESOURCE STAFF:** Anne Belley, Kelsey Duebel, Nancy Petersen, Christine Simmons, Soleil Surette

**REFERENCE:** [Education Act](#) Section 33 (1) (b & c)  
[Administrative Regulation AFA.AR - Results Review](#)

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## ISSUE

Under direction set out in the provincial Assurance Framework, the Board of Trustees's planning and results review reporting processes are conducted annually and should be completed each fall by the end of November. To assist Division staff and the Board of Trustees with this work, Administration has prepared a process and timeline for approval by the Board of Trustees.

## BACKGROUND

The Board of Trustees approves the process and timeline for review of the previous year's results, as well as the review of the plans established for the current school year. Through this process Trustees have an opportunity to learn about the results achieved by schools and central decision units. They also gain an understanding of how schools and central decision units will develop their plans for this coming school year in support of the Division priorities based on evidence and any implications from last year's results.

To support the results review process, schools and central decision units will report on their results using the Division template (Attachment II). The template enables schools and central decision units to reflect on results achieved from the goals that were established for 2024-25, identify any challenges they encountered and opportunities for improvement that may influence their 2025-26 plans. School plans will detail goals for the upcoming school year that align with the Division's Strategic Plan (Attachment III).

## RELATED FACTS

- Central results review meetings have been scheduled to take place November 18, 19 and 20, 2025. There will be three central results review meetings scheduled for a maximum of two and a half hours per session. These meetings have been scheduled to reflect other Trustee commitments.
- School results review meetings have been scheduled to take place November 24, 26 and 27, 2025. During these meetings, Trustees, in collaboration with Assistant Superintendents, will facilitate a group dialogue.
  - Proposed agendas and guiding questions for both school and central meetings are provided in Attachment IV.
- Due to the Municipal Election on October 20, 2025, the Alberta School Board Association and Public School Board Association of Alberta's fall conferences are being held back to back from November 17

to 21, 2025. To accommodate this and the school calendar, some school results reviews are being held after the presentation of the Annual Education Results Report (AERR) and audited financial statements at the November 25, 2025, public Board meeting. This scheduling is unique to the identified circumstances of this school year.

- To support establishing this year's results review schedule, potential dates were identified at the end of the school year based on the report administration brought to the March 4, 2025, public Board Meeting.
  - The proposed updated schedule provided in this report (Attachment V) has been built based on the initial schedule with consideration to Trustee feedback from the March 4 meeting and factoring in the circumstances unique to this year's calendar, as noted above.
- Attachment V also identifies the proposed groupings, which are based on Trustee wards, for school results review. This schedule is finalized in September and accounts for changes in school principalship.
- The Superintendent will present the Division's results as part of the AERR at the public Board meeting on November 25, 2025.
- As in previous years, schools with first- and second-year principals will be reviewed by Assistant Superintendents. These meetings will be scheduled by the Assistant Superintendents prior to November 25, 2025.
- Results review meetings are planned to be held in person at suggested host schools which are highlighted in green on the schedule (Attachment V). Schools are encouraged to invite students, parents and key community partners to these meetings to listen and support the conversation, where appropriate.

## RECOMMENDATION

**That the process and timeline for the 2024-25 results review and the 2025-26 plans as outlined in Attachment I, be approved.**

## NEXT STEPS

If approved by the Board of Trustees, the 2024-25 results review and the 2025-26 plans process and timeline will be communicated to principals and central decision unit leaders.

## ATTACHMENTS and APPENDICES

ATTACHMENT I	<a href="#">Proposed Process and Timeline for the 2024-25 Results Review and 2025-26 Plans (Calendar)</a>
ATTACHMENT II	<a href="#">2024-25 Results Review - Document Template</a>
ATTACHMENT III	<a href="#">2025-26 Plans - Document Template</a>
ATTACHMENT IV	<a href="#">Proposed Agenda</a>
ATTACHMENT V	<a href="#">Proposed Schedule for the School and Central Decision Units</a> <a href="#">2024-25 Results Reviews and 2025-26 Plans – Trustees Results Review</a>

NP:ab

**DATE:** September 9, 2025

**TO:** Board of Trustees

**FROM:** Ron Thompson, Superintendent of Schools

**SUBJECT:** Update on School Project Construction Schedules

**ORIGINATOR:** Cliff Richard, Chief Infrastructure and Technology Officer

**RESOURCE STAFF:** Jenifer Elliott, David Evans, Geoff Holmes, Robert Tarulli, Christopher Wright

**REFERENCE** [Three-Year Capital Plan 2026-2029](#)  
[Alberta School Capital Manual 2024-2025](#)

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## ISSUE

Alberta Infrastructure has notified the Division there will be extended construction timelines for both the Rosenthal and Edgemont school projects. The changes are a result of additional geotechnical work required to stabilize site conditions and to ensure that foundations and supporting infrastructure are designed to meet long-term safety and durability standards.

While these changes to the construction schedule extend the project delivery timeline, this process reduces the likelihood of future structural issues or schedule disruptions once construction is underway. Division Infrastructure will continue to monitor the potential impacts of the construction schedule on student space availability in the affected areas and will work to support schools with additional accommodation strategies, if required, to address the impacts of the revised timelines.

## BACKGROUND

Edmonton Public Schools prepares an annual Three-Year Capital Plan for submission to Alberta Education, which identifies priority school construction and modernization projects. This plan informs the Government of Alberta's broader capital planning process and is reviewed by the provincial Treasury Board Committee during the development of the provincial budget.

On September 17, 2024, the Government of Alberta announced the [School Construction Accelerator Program](#) as part of Budget 2024. Under this program, projects progress through three main stages: planning, design, and construction. The planning stage involves confirming the project scope and schedule, assessing site readiness, and includes site investigations such as geotechnical testing and fit studies. The design stage carries the project through schematic and detailed design to the preparation of tender-ready construction documents. The construction stage begins with tendering and continues through to completion and occupancy of the facility.

Once a project has received approval for capital funding in the planning or design stage, it may proceed to subsequent stages without waiting for the next annual capital plan submission. This process provides greater flexibility in project timelines, enabling school projects to advance as they are ready.

**CURRENT SITUATION***Edgemont K-9 School*

As part of the 2023 provincial budget, the Division received full construction funding for a new K–9 school in Edgemont. In March 2024, Alberta Infrastructure confirmed that the project would proceed as part of a Public-Private Partnership (P3) school bundle, with an anticipated completion date of September 2027.

During site preparation, geotechnical investigations undertaken by the P3 contractor identified challenges related to underlying clay soils. These issues were compounded in summer 2024 when the developer placed approximately six metres of fill material on the site to bring it to rough grade. In March 2025, the Division was notified that the Edgemont School project would be removed from the P3 bundle pending mechanical ground improvement.

Alberta Infrastructure has now installed instrumentation to monitor and assess site settlement and determine if the installed wick drains are actively improving ground conditions. The first of the monitoring reports will be available in fall 2025 and will indicate how effective the mitigative efforts have been.

Students from the Edgemont neighbourhood are currently designated in four distinct areas. Families living in the northern portion are directed to Winterburn School for elementary and Michael Phair School for junior high. A small portion of the northwest part of the neighbourhood is designated to Bessie Nichols for elementary and junior high. Those in the southeast are designated to Michael A. Kostek School for elementary and S. Bruce Smith School for junior high. The southwest portion is designated to Thorncliffe School for elementary and Parkview School for junior high.

The Division will continue to work with Alberta Infrastructure to determine the extent of the changes to the construction timeline, and once confirmed, the Division will continue to evaluate and implement growth accommodation strategies supporting individual schools if required.

*Rosenthal K-9 School*

As part of the 2024 provincial budget, the Division received planning funding for the new K–9 school in Rosenthal. This funding enabled early site assessments to proceed, including an environmental site assessment initiated in December 2024 to examine surface and subsurface conditions. In February 2025, the Province announced full construction funding for the project. During subsequent technical reviews as the project progressed, Alberta Infrastructure determined that further geotechnical investigations were required to address potential concerns with soil stability.

These investigations have since confirmed the site requires additional engineered soil fill beyond what has already been placed by the developer. Due to the settlement risks associated with the underlying clay soils, Alberta Infrastructure has advised that ground improvement measures and structural reinforcement will be necessary. This work will involve ongoing ground monitoring, soil stabilization, and engineering treatments designed to ensure long-term structural integrity of the school foundation. Alberta Infrastructure has indicated this process may extend the project schedule by up to 18 months prior to the commencement of construction. Current timelines identify the initiation of ground improvement work in spring 2026, with school construction timelines extended until site conditions are stabilized and verified through additional testing.

Students from the Rosenthal neighbourhood are currently designated to LaPerle and Thorncliffe schools. The Division will continue to work with Alberta Infrastructure to confirm the details of the changes to the construction timeline, which is anticipated to extend the project by approximately 1.5 years. As part of ongoing work, the Division will continue to assess and implement growth accommodation measures supporting individual schools as needed to manage student enrolment pressures.

**KEY POINTS**

- The Edgemont and Rosenthal school projects, announced for construction funding in 2023 and 2025 respectively, are experiencing extended construction timelines due to geotechnical challenges with clay soils and site stability. These changes have been reported by Alberta Infrastructure as the construction projects have progressed since funding was announced.
- Alberta Infrastructure is leading stabilization efforts, with continuous ground monitoring and testing. Administration will continue to track project timelines and keep Trustees updated as new technical findings become available.
- Edgemont School: Ground improvement through wick drains and monitoring instrumentation is now underway, to help improve subsurface conditions with the first settlement reports expected in Fall 2025.
- Rosenthal School: Additional engineered fill and ground improvement measures are required, with construction timelines now anticipated to be extended by up to 18 months. Ground stabilization work is scheduled to begin in spring 2026.
- Alberta Infrastructure is not able to provide target school construction completion dates at this time but remains committed to delivering these approved and funded projects.
- As part of their ongoing work, the Division will continue to evaluate and implement growth accommodation strategies if required.
- Site readiness must be demonstrated as part of the capital planning process prior to a school project advancing to design or construction funding.

RT:jl

**DATE:** September 09, 2025

**TO:** Board of Trustees

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

**SUBJECT:** Policy Review Committee 2024-25 Work Plan Summary

**ORIGINATOR:** Kelsey Duebel, Director Board and Superintendent Relations

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

**REFERENCE:** [Trustees’ Handbook](#), Section 6.1.3 - Board Committees, Policy Review Committee

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## ISSUE

The Trustee Policy Review Committee (PRC) is responsible for developing and presenting to the Board of Trustees (the Board) an annual work plan. This report summarizes the committee’s accomplishments for the 2024-25 school year.

## BACKGROUND

The Board approved the membership of the PRC at the June 18, 2024, organizational Board meeting to assist the Board in the review, revision and development of Board policy. The PRC ensures that Board policies submitted for Board approval are in accordance with Board Policy CH.BP Framework for Policy Development and Review.

The PRC is responsible for developing and presenting to the Board an annual work plan. The [PRC 2024-25 work plan](#) was approved at the December 10, 2024, Board meeting.

While this did not impact progress towards the work plan, it should be noted that there were membership changes on the committee midyear, as both Trustee Estabrooks and Trustee Hole stepped away from their Trustee roles. On January 28, 2025, the Board unanimously supported that Trustee Nelson would serve on the committee alongside Trustees O’Keefe and Sumar.

## CURRENT SITUATION

Over the course of the 2024-25 school year, the PRC has undertaken the following work to accomplish its goals as set out in its annual work plan.

### New Policy Development

- **Review of School Names and Naming of Schools:**
  - On September 7, 2021, the Board [passed the motion](#): *“That the Board commit to creating a renaming policy, a review of all school names and renaming schools where appropriate. A special committee made up of students, parents, staff, community members, two Trustees and*



*individuals involved in anti-racism work be formed to propose a process for school renaming and a process for a Division-wide review of all Edmonton Public Schools.”.*

- Since the motion was passed in 2021, a School Renaming Criteria Advisory Committee was formed and met four times between October 2022 and January 2023. The work of the committee was summarized in the School Renaming Criteria Advisory Committee [Report of Recommendations](#). This document was shared with Trustees on March 10, 2023.
- Informed by feedback from the advisory committee and in collaboration with communities, the Board has renamed three schools:
  - May 2022: kisêwâtisiwin School, formerly Dan Knott School
  - April 2024: Wîhkwêntôwin School, formerly Oliver School
  - September 2024: awâsis waciston School, formerly Prince Charles
- At the [June 24, 2025 Board meeting](#), the Board approved the recommendation: *“That the Board of Trustees considers all work directed in the September 7, 2021, Board motion to be complete and no further action is required.”* In the work undertaken to explore a renaming policy and the experience of renaming these three schools, the Board has determined that Board policies, administrative regulations and procedures currently in place provide the necessary guidance for the renaming of Division schools.

## Policy Review and Revision

- **Review of Board Policy FA.BP Human Resources Framework:** Work was initiated to support the review of this policy, with the opportunity for enhanced clarity around the values foundational to the policy and alignment with priorities two and three of the Strategic Plan. A preliminary review of the policy has been conducted and a revised draft policy is in development. The PRC intends to provide a status update to the newly elected Board in the 2025-26 school year, for consideration and continuation of this work if desired.
- **Annual Review of Student Behaviour and Conduct:** Section 33 of the *Education Act* requires an annual review of the code of conduct for students. To comply with this requirement, Board Policy HG.BP Student Behaviour and Conduct was reviewed. This work resulted in the PRC proposing some revisions to the policy to enhance clarity and affirm the Board’s values and expectations. The draft policy was approved for first reading at the May 6, 2025, Board meeting. A survey was then made available to the public from May 7 to June 4, 2025. Feedback from the survey informed the final draft of the policy. The revised policy came forward for second, third and final reading and was approved at the June 24, 2025, Board meeting, supporting the Board’s compliance with the annual review.
- **Review of Board Policy AEBB.BP Wellness of Students and Staff:** The review of this policy was initiated to support stronger alignment with priority three of the Division’s Strategic Plan and our mandated responsibilities set out in the *Education Act* related to *the provision of a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging*. PRC intends to provide the revised draft for the newly elected Board in the 2025-26 school year, for consideration and continuation of this work if desired.
- **Alignment of Board Policies with New Provincial Direction:** For September 1, 2025, compliance to new provincial legislation, the PRC considered the potential implications of the *Education Amendment Act, 2024* and the *Fairness and Safety in Sport Act* for Board policies. In consultation with General Counsel, it was determined that the Division’s compliance with the new legislative requirements will be reflected through updates to administrative regulations and Division procedures.

**Longer-Term Policy Work**

- **Review of Board Policy EO.BP Environment:** The PRC will identify the opportunity for this work for the newly elected Board. Review of this policy has the potential to support the Division's environmental strategy and priority three of the Strategic Plan.
- **Review of Board Policy EA.BP Infrastructure Planning Principles:** The potential need to review this policy emerged in the work to explore a renaming policy. Based on the Board's approval of the recommendation at the June 24, 2025, Board meeting to conclude the renaming policy work, this potential policy work also concluded.
- **Review of Board Policy HA.BP Inclusive Education:** This policy is on the PRC's annual work plan in anticipation of the release of the updated *Standards for Special Education* from Alberta Education. Work to revise the policy should reflect alignment with the provincial standards. It is recommended that future work to review the policy commence once the revised provincial standards have been released.
- **Personal mobile devices in schools:** Exploratory work, in consultation with subject matter experts, was completed to better understand the considerations around developing a Division policy for personal mobile devices in schools. Based on this work, the PRC determined that a stand-alone policy specific to personal mobile devices was not needed. Instead, direction for personal mobile devices will continue to be articulated in the Student Rights and Responsibilities document and in Board Policy HG.BP Student Behaviour and Conduct, in alignment with provincial direction set out in [Ministerial Order #014/2024](#) *Standards for the Use of Personal Mobile Devices and Social Media in Schools*.
- **Artificial Intelligence (AI):** The PRC undertook exploratory work to understand the current landscape of AI and identify any potential need for Board direction through a Board policy. As a result of this work, the PRC proposed updates to the definitions section of Board Policy DK.BP Division Technology to include the definition of AI, in alignment with current administrative regulations and consultation with subject matter experts in Technology and Information Management. The updated draft policy came forward for first, second, third and final reading and was approved at the May 27, 2025, Board meeting.
- **Board policy governance and review cycle:** The PRC has supported administration in moving forward in this work, identifying the desired outcome of a policy coding and review cycle procedure that is clearer and more transparent. The work to refine the review cycle and update all policy documents is a multi-year initiative. The PRC has provided feedback to help inform this work going forward. This information will be provided to the newly elected Board for their awareness.

**KEY POINTS**

- All items in the PRC's 2024-25 work plan have been addressed in this update.
- The new Board will be left with information around any policy work still in progress for their consideration.

SS:wr

**DATE:** September 9, 2025

**TO:** Board of Trustees

**FROM:** Ron Thompson, Superintendent of Schools

**SUBJECT:** Strategic Plan Update: Governance and Engagement

**ORIGINATOR:** Nancy Petersen, Managing Director, Strategic Division Supports

**RESOURCE  
STAFF:** Todd Burnstad, Kelsey Duebel, Geoff Holmes, Cliff Richard, Marnie Beaudoin

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**ISSUE**

The purpose of this Strategic Plan Update Report is to provide a summary of the Board of Trustees' leadership and governance throughout their four-year term, which comes to an end this fall.

**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**

This Strategic Plan Update report highlights the work and governance of the Board, which reflects the collaboration and commitment shared between the Board of Trustees, the Superintendent and senior leadership in its efforts to fulfill priorities and goals of the Strategic Plan.

**KEY POINTS**

This Strategic Plan Update Report provides the Board of Trustees with an overview of the Board's engaged and effective governance, knowing that sound governance is a key means to a thriving public education system and fostering success for every student.

**ATTACHMENTS and APPENDICES**

ATTACHMENT I Strategic Plan Update: Governance and Engagement

NP:mh

# Strategic Plan Update Report: Governance and Engagement

*September 9, 2025*

# Introduction

Edmonton Public Schools is committed to supporting success for every student by providing high quality teaching and learning opportunities within an effective public education system. Achievement of this commitment is enabled through sound governance by the Board of Trustees (the Board).

Guided by the Four-Year Education Plan, the Division's Strategic Plan and the Annual Education Results Report, the Board has championed an effective public education system. This incredible work, which wraps up this fall, was a collaborative effort with families, students, staff and the community.

Grounded in the core values of Accountability, Collaboration, Equity and Integrity, the Board's leadership has empowered students to live *a life of dignity, fulfillment, empathy and possibility*.

We celebrate their remarkable achievements and look forward to the continued success they have helped make possible.

## Governance of Edmonton Public Schools

Through the [Education Act](#) the Government of Alberta delegates a portion of responsibility for education to locally elected school boards. At Edmonton Public Schools, the Board includes representatives for nine wards (geographic areas) across Edmonton. The Board appoints the Superintendent of Schools, who carries out administrative and operational duties assigned by the Board and as outlined in provincial legislation.

The Board functions using a policy governance model. Its leadership is brought to life through:

- Setting the Division's Strategic Plan, which is created in the first year of a Board's term and establishes direction and strategic priorities for the Division.
- Communicating transparently and engaging to build meaningful connections with families, students, staff and education partners.
- Advocating to multiple levels of government on behalf of the public education system.
- Developing, updating and reviewing policy to ensure it is current, aligns with the strategic direction for the Division and complies with all legislation and ministerial orders.

The Board also establishes committees to support their work. The committees are set for the year and each committee brings its annual work plan to public Board for review and approval by the Board as a whole. Currently there are five standing committees:

- Advocacy Committee
- Audit Committee
- Caucus Committee
- Governance and Evaluation Committee
- Policy Review Committee

The work and governance of the Board also reflects the collaboration and accountability for shared leadership that exists between the Board and the Superintendent.

## Context

Edmonton Public Schools is the second largest school division in Alberta and is proud to serve more than 123,000 students across 214 schools and programs. The Division has an operating budget of over \$1.365 billion and employs over 9,590 FTE of staff.

While the past four years have been a time of significant change and complexity, the Board has skillfully navigated an evolving provincial education system, unforeseen global events and shifting societal trends. Their remarkable achievements are a testament to their dedication to a strong public education system.

The Board of Trustees has been nimble and responsive in its leadership, maintaining their focus on student success and public education, while strategically navigating the complexities and challenges of the past four years, which have included:

- The COVID-19 pandemic.
- The influence of social media and the impact of global events.
- Implementation of new provincial curriculum.
- Introduction of new and amended provincial legislation.
- Collective agreement negotiations and labour disruption.
- A challenging fiscal environment, coupled with a period of high inflation and changes to the provincial education funding formula.
- Unprecedented student enrolment growth combined with significant space challenges to accommodate growth.
- Navigating the ongoing evolution of technology and artificial intelligence.
- Hiring a new Superintendent of Schools.

## A Closer Look at Student Enrolment Growth

Edmonton Public Schools is proud to be a Division of choice for families in the city. During the Board's term, they have been tireless in their advocacy for additional space to support our growing Division. During their term, the Division's student enrolment has grown at an unprecedented rate of 19 per cent in four years. In addition to growth, there was also a notable change in classroom complexity over this same period, with the number of students eligible for specialized supports and services increasing.

- Students meeting Alberta Education's English as an Additional Language (EAL) eligibility increased by 50 per cent.
- Students meeting Alberta Education's severe special education code eligibility increased by 46 per cent.
- Students meeting Alberta Education's mild/moderate special education code eligibility increased by 38 per cent.
- Students with refugee status increased by 110 per cent.

To navigate these complexities, the Board took decisive and strategic action. They championed transparency and understanding, advocating tirelessly for provincial education funding that fully meets students' learning needs and funding for space to respond to the Division's unprecedented enrolment growth.

## Engagement

Engagement is foundational to our provincial assurance framework. The Board and Division Administration actively seek input from students, staff, families and community members. We believe that everyone plays a vital role in supporting student success and well-being in the public education system. Both the Board and Division are committed to listening to those closest to our decisions before we take action.

Over the last four years, the Board has had many opportunities to hear from families, students, staff, members of the community and educational partners to help them make decisions, through:

- **Advisory committees:** These committees provide advice that helps the Division move forward in specific areas of work, such as policy development or how we are working to implement an initiative. Examples of advisory committees include:
  - Inclusive Education Parent and Community Advisory Committee
  - Equity Advisory Committee
  - School Renaming Criteria Advisory Committee
- **Direct communication:** Trustees directly receive questions, concerns or feedback from families and community members through emails, phone calls and direct inquiries. These range from informal connections to formal inquiries and requests for information that are addressed through the Division's Trustee Service Request system. To respond to these requests, Trustees work in collaboration with Administration and throughout their term responded to over 1,300 inquiries through the Trustee Service Request system alone.
- **Division Feedback Survey (DFS):** Feedback from our communities is essential. Each year, Administration conducts a survey for staff, students and families. Data from the survey provides meaningful information to inform decision making, helps support Division reporting and monitors progress towards the Division's Strategic Plan.
- **Policy engagement:** Before policy decisions are finalized, the Board seeks input from students, staff, families and community members, typically through an online survey. Over its term, the Board received input to help revise six Board Policies:
  - HC.BP Resident Student Enrolment
  - HEC.BP Non-Resident Student Admission and Enrolment
  - AB.BP Dispute Resolution and Appeals
  - GCA.BP Approval of the School Year Calendar
  - HFA.BP Sexual Orientation, Gender Identity and Gender Expression
  - HG.BP Student Behaviour and Conduct.

- Provincial relationships: Through building strong relationships with its provincial counterparts, the Board has played an essential role in supporting and highlighting the role of public education in the province.
  - As a member of the Metro School Boards Group, the Board Chair worked with the Chairs from the three other metro boards to advocate for shared solutions with the provincial government regarding funding and infrastructure challenges.
  - The Board also actively participates on the Alberta School Board Association's (ASBA) Board of Directors and the Public School Board's Association of Alberta (PSBAA). This participation has given Edmonton Public Schools a strong voice in advocating for public education.
  - As contributing members of ASBA, the Board brought forward and received support for several position statements around topics of key importance to education across the province; these topics included:
    - Carbon Tax Rebate
    - Equitable Funding for Displaced Students, Refugee Students, and Refugee Claimants
    - 2SLGBTQIA+ Rights
    - Increase Grant Funding Rates
    - Opposition to Voucher System
  - Throughout their term, the Board has met with the Government of Alberta, Ministers and other elected officials to build awareness of Edmonton Public Schools' needs and the value of public education.
  - Also throughout their term, the Board of Trustees, has enthusiastically hosted and spoke at Government of Alberta announcements where good news is shared around the province.
- School council meetings: During their term, Trustees regularly attend school council meetings, getting an opportunity to hear directly from families' about their questions, concerns and hopes for their children's education in the public school system.
- Student Senate: The Board appreciates hearing the voice of students. One of the forms is the Student Senate, which includes student senators from across Division high schools, who represent their fellow high school students to provide student voice and perspective. Student Senate serves as a youth engagement model that promotes active student participation in youth governance and provides the Board with a meaningful way to hear directly from students. Three times a year, Student Senators give a formal presentation to the Board at a public Board meeting. Trustees also have opportunities for informal dialogue around public education with members of the Student Senate throughout the school year.
- Trustee Results Review conversations: Every year, the Board participates in Results Review Conversations, which provide school and central leaders with the opportunity to reflect on their results in relation to the Division's strategic priorities and goals. Through results reviews, Trustees are able to gather information, understand trends and share their observations with Administration. These conversations inform future planning and decision making at the school and Division level.



## Advocacy

One of the most powerful ways Trustees serve our community is through advocacy, ensuring that the voices of students, parents, staff and the community are heard at every level. The Trustee Advocacy Committee, which became a committee-of-the-whole in September 2024, has been at the heart of this crucial work. This dedicated group has championed initiatives that strengthen our public education system and advance our Strategic Plan. To support their efforts, the committee established an advocacy approach centred around the following:

- Coordinated, focused advocacy initiatives intended to progress key Division priorities and the Strategic Plan.
- Actions that are responsive to the voices of parents, families, staff and community members.
- Solution-focused strategies that instill confidence in the strength of public education.
- Initiatives that enhance awareness, support information that is factual and transparent and results in a common understanding of a topic or issue among our audiences.
- Strategies that support working collaboratively with educational partners.

The Board has been creative, strategic and responsive in their advocacy, which includes:

- Identifying key topics to focus on and monitor, like: provincial funding, space challenges, the value of public education, student and staff mental health and rights of 2SLGBTQIA+ students.
- Hosted family and parent volunteer events to thank families for the positive role they play in supporting student success and contributing to our school communities. These events have also highlighted educational topics of interest, such as literacy and Kids in a Digital World.
- Developed a series of “Tips from your Trustee” social media series around key topics, including: budget, infrastructure, mental health, childcare in school and connecting with your Trustee.
- Hosted school tours for provincial officials to demonstrate first-hand the importance and impact of schools as community hubs.
- Developed public advocacy letters around a range of critical topics, some examples include:
  - [Carbon Tax rebate for public schools](#) (June 16, 2023)
  - [Letter Supporting National Framework for a School Food Program Act](#) (April 22, 2024)
  - [Advocacy for 2SLGBTQIA+ Rights](#) (November 12, 2024)
  - [Update to Standards for Special Education](#) (May 6, 2025)
  - [Restoration of Jordan’s Principle funding](#) (May 23, 2025)
  - [Requesting provincial changes to allow access to education for undocumented students](#) (June 9, 2025)
  - [Student transportation funding impact](#) (June 26, 2025)
- Developed an infrastructure information sheet that shared what being a growing school division with limited space looks like in our schools.

Over the last four years, the Board of Trustees has shown its belief that advocacy can be actioned in collaborative solutions. They have realized success in some key areas:

- **Changes to the provincial enrolment funding formula**

A key area of advocacy for the Board has been for changes to the provincial funding formula for enrolment. This advocacy was critical in response to the rapid enrolment growth in the Division,

inflationary pressures and a new Weighted Moving Average funding formula, which was introduced by the province in 2020. For the 2025-26 school year, the Board successfully advocated for the province to change its enrolment funding formula, resulting in the new Adjusted Enrolment Method. This change reduced the number of unfunded students in the Division from 4,002 in 2024-25 to an estimated 1,301 in 2025-26.

- **Funding for new schools and modular classrooms**

Throughout their term the Board has been tireless in its advocacy for our need for new schools, modular classrooms and solutions to accelerate the pace of new school construction. During this time, the Board has celebrated:

- Two new schools: Joey Moss School in September 2022 and Elder Dr. Francis Whiskeyjack School in September 2024.
- Twelve Division school construction projects have been formally announced over the Board's term; currently five have been approved for full construction funding, four have been approved for design funding and three have been approved for planning funding.
- The Board of Trustees supported the provincial government's September 2024 School Construction Accelerator Program announcement, which will see more new schools being built to support students in Edmonton and across the province. This new program also guarantees projects that are approved for planning or design will move forward through to construction.
- The Board of Trustees welcomes construction of 89 new modular units in the Division. These modular units provide a temporary solution to help address some of the Division's most pressing space needs.

- **National School Food Program Funding Announcement**

The Board advocated around the importance of school nutrition funding and the increasing number of students needing access to healthy food during the school day. In March 2025 it was announced that Alberta had signed on to the national food program. These funds will provide additional support for school nutrition above and beyond the current School Nutrition Program funded through Alberta Education. This funding is timely and responsive as the Edmonton community is experiencing increasingly high rates of food insecurity.

## Policy Work

One way in which the Board governs is through adopting carefully developed policies. To champion this work, the Board actively develops, revises and reviews policies. This work is guided by an annual work plan. Sound policy work is supported by engagement; throughout their term, the Board has been deeply committed to authentically engaging with families, staff, students and the broader community, ensuring their voices are at the heart of sound policy development.

Over the Board's four-year term they have taken on significant work to review, revise and develop policies and explore any policy implications related to new or updated legislation. Highlights from this work include:

- May 2022: Approved revisions to Board Policy CO.BP Fiscal Oversight and Accountability, to update language, terminology and processes set out in the policy to support the Division's current fiscal oversight responsibilities.
- June 2023: Approved revisions to both Board Policies HC.BP Resident Student Enrolment and HEC.BP Non-Resident Student Admission and Enrolment, to update both policies to reflect current access to space realities, while continuing to align with responsibilities in the *Education Act*. Through this work, the Board has been able to provide better clarity to families around the Division's admission and enrolment processes.
- February 2024: Approved revisions to Board Policy AB.BP Appeals, to align with requirements and direction set out in the *Education Act* and clarify dispute resolution and appeal practices. This work included developing a dispute resolution policy and saw the renaming of the policy to AB.BP Dispute Resolution and Appeals.
- May 2024: Approved revisions to Board Policy GCA.BP Approval of the School Year Calendar, to better clarify how the Division calendar is set and affirm the Board's commitment to prioritize the inclusion of diverse days of significance as breaks in the school year calendar wherever possible.
- June 2024: Approved updates to Board Policy HFA.BP Sexual Orientation and Gender Identity, to update language in the policy to align with the *Alberta Human Rights Act*, while maintaining the Board's priority of providing a welcoming, inclusive, safe and healthy learning and working environment throughout the Division. The policy's name was updated to Board Policy HFA.BP Sexual Orientation, Gender Identity and Gender Expression.
- May 2025: Approved updates to Board Policy DK.BP Division Technology, to include a definition of Artificial Intelligence (AI), to ensure that direction set out in the policy explicitly applies to AI, where relevant.
- Every year, the Board also reviews and approves Board Policy HG.BP Student Behaviour and Conduct, which is a requirement in Section 33 of the *Education Act*. This year's review included revisions to the policy to reinforce the Board's commitment to restorative practices whenever appropriate, further articulating expectations about how students use technology and brought further clarity to the policy.
- Extensive work has been done by the Board to explore whether a renaming policy was needed to support the renaming of schools where the legacy of an existing namesake has the potential to cause harm to the school community. A [report](#) summarizing this work was brought to public Board in June 2025 highlighting:
  - Input from the School Renaming Criteria Advisory Committee.
  - Information gained from a historical overview of all Division school names.
  - An overview of how three Division schools were renamed during the Board's term.
 This work provided in the June 2025 public Board report confirmed that there are responsive and nimble processes in place to support the Board in the renaming of a school should it be necessary.
- Over their term, the Board has carefully examined their responsibilities to develop or revise policies in response to legislation changes. This has included not only making the policy revisions mentioned above, but also performing due diligence in response to new provincial direction, such as the provincial cellphone ministerial order, to ensure the Division remains in compliance.

# Support for Strategic Plan Priorities

Under Alberta Education's assurance framework, a key action of a new Board is to review and establish the Division's strategic direction. At the June 21, 2022, public Board meeting the Board brought forward the visionary [2022-26 Strategic Plan](#), providing direction and serving as a roadmap for both the work of the Board and the Division. The plan was developed by the Board with feedback from students, families and staff.

This plan comes to life through our annual Four-Year Education Plan and Budget. The Board has diligently reviewed and approved these documents, ensuring that actions and resources are prioritized to support the Division's progress and bring this strategic vision to fruition.

The following is a summary of strategic actions approved by the Board, as set out through these annual planning documents, that support progress towards Division priorities and the Strategic Plan:

## **Priority 1: Build on outstanding learning opportunities for all students**

- To support early literacy and numeracy development, the Board allocated \$40 million every year of their term to support programming for Kindergarten to Grade 3 children and students. This investment in early literacy and numeracy is an evidence-based strategy.
- Each year of their term the Board approved targeted funding for the Equity Achievement Project (EAP). EAP is an evidence-based initiative supporting student learning with the overarching goal of improved academic outcomes for some of the Division's most vulnerable students.
  - The Board also supported the Literacy and Numeracy Achievement Project (LNAP) in the spring of 2023—an evidence-based initiative focusing on writing and mathematical reasoning and building off of the professional learning, strategies and lessons learned through EAP.
- The Board has shown its commitment to help build new teachers' capacity and confidence in their work with special needs students, in French immersion and in other high priority areas by making an annual targeted Special Needs and Language Teacher Development allocation. This pilot has had a positive impact on the Division's ability to hire and retain teachers in these areas of high need.

## **Priority 2: Advance action towards anti-racism and reconciliation**

- The Board is committed to fostering a culture of belonging, inclusion and equity for all. To uphold this commitment and meet the expectations of the *Education Act*, they have championed and funded the Anti-Racism and Equity Action Plan every year of their term. This vital work is guided by the voices of staff, students and the community, as well as the Board's foundational policies HAAB.BP Anti-racism and Equity and HAA.BP First Nations, Métis, and Inuit Education. Key actions of this work have focused around three key areas:
  - Provide support for schools in their work to create school communities that foster a sense of belonging for all students.
  - A focus on Division Human Resource practices that support all staff to feel engaged and connected in their work environment, while promoting equity of opportunity.
  - Learning more about the identity of the students through the voluntary collection of extended student demographic data to gain a deeper understanding of how different identities

experience school and use this information to inform actions to enhance feelings of belonging and safety for all students.

- The Board demonstrated their commitment to prioritizing diverse days of significance, when possible, in their work to approve the Division's annual school calendar. This intent was also reinforced through revision to Board Policy GCA.BP Approval of the School Year Calendar.
- The Board takes its responsibilities outlined in the Truth and Reconciliation Commission Recommendations seriously. Each year of its term, the Board has championed and approved initiatives dedicated to ensuring the success of First Nations, Métis, and Inuit students and supporting First Nations, Métis, and Inuit education. Some examples of these initiatives include the per student funding allocation for self-identified First Nations, Métis, and Inuit students; funding to provide transportation for students who attend amiskwaciy Academy and the Awasis program at awasis waciston School; and funding to support First Nations, Métis, and Inuit Senior High Completion Coaches.
- The Board renamed three schools over the course of its term, with the intent to support a sense of belonging for all students and advance action toward anti-racism and equity. kisêwâtisiwin School received its new name in May 2022, Wîhkwêntôwin School in April 2024 and awâsis waciston School in September 2024. Each of the unique renaming processes were conducted in collaboration with the community.
- When presented with the opportunity to name a new high school, the Board chose to honour the legacy of an Elder in the community who is a lifelong learner and has dedicated his life to serving others, Elder Dr. Francis Whiskeyjack. At the September 12, 2023, public Board meeting the Board was thrilled to receive a report acknowledging the naming of Elder Dr. Francis Whiskeyjack High School in the Meadows.

**Priority 3: Promote a comprehensive approach to student and staff well-being and mental health**

- The Board recognizes the growing need to support student mental health and well-being. Throughout their term, they've prioritized this work by allocating significant funding to a range of impactful initiatives, including:
  - Establishing Division mental health classrooms in two schools. In 2022-23, initiating CARE (Confidence, Academics, Relationships and Emotional Regulation) classrooms that have a teacher, educational assistant, mental health therapist and consulting registered psychologist. This 12-week program is designed as an early intervention for students in Grades 4 to 6 to support them with learning strategies, emotional regulation and social competency skills that will help them in school, at home and in the community.
  - Creating a collaborative cross-disciplinary Mental Health Team in 2022-23 that supports the effective and efficient use of resources, enhances connections to Alberta Health Services and provides a more streamlined approach for schools. The Mental Health Team and Mental Health Capacity Building (MHCBC) Wellness Coaches work closely with each other to provide a seamless continuum of support and reduce barriers to accessing mental health services for students and families.

- Additional funding for MHCB Wellness Coaches, whose work focuses on four core themes: social and emotional learning, anti-racism and building on inclusive communities, healthy choices and mental health and resilience. To date, 50,248 students have participated in MHCB programming, 1,495 staff members have received professional learning opportunities and 513 parents/caregivers have attended caregiver information sessions.
- To gain a deeper understanding of belonging and safety within a school community, the Board hosted social innovation labs on the topic of school safety in the fall of 2023. These labs were an opportunity for students, staff, families and community members to share their experiences and perspectives around school safety. Feedback from the labs helped to inform Board decision-making related to safety in schools and the initial development of the Division's Belonging and Safety Framework.

## Other Notable Accomplishments

### Commitment to Governance Excellence

The Board is committed to governance excellence. Through their Trustee Handbook, the Board sets the policies, principles, protocols and practices that guide their work in support of governance and operations for the Division. Throughout their term, the Board reviewed and revised sections of their handbook to ensure their work was focused and that student learning, success and well-being remained centered as the heart of their actions.

### Strategic Use of Resources:

The Board's commitment to careful and strategic use of Division funds has been demonstrated throughout their term. Examples of this financial stewardship include:

- **Ongoing Allocation for the Equity fund:** Originally established in 2014-15, the Equity Fund helps bridge gaps to better support students. The Board's commitment to continuing the Equity Fund shows their responsiveness to the needs of schools. By accessing equity funds, schools are able to support classroom complexities, address large class sizes and respond to unpredictable enrolment patterns.
- **Actual versus Projected Enrolment Relief Funding:** Over its term, the Board has shown its support for schools by targeting funds to support schools when their actual fall enrolment differed from their projected spring enrolment. In each year of their term, the Board allocated \$5 million to schools (except in 2024-25 where the Board allocated \$4 million) for this enrolment relief.
- **Student Transportation Funding Changes:** To keep bus fees manageable for families, despite funding decreases, the Board chose to access \$4.1 million from reserve funds, resulting in a smaller fee increase for families. The Board also chose to approve a gradual increase to fees over three years, further mitigating immediate impact on families.
- **Long Term Infrastructure Cost Savings:** The Board's oversight of the Division's infrastructure has been a top priority. They were excited to approve the purchase of Alberta College from MacEwan University to serve as the permanent home for Centre High. This move not only eliminated historical lease costs, but also secures a long-term solution to high school capacity challenges for fourth- and fifth-year students, ultimately creating significant operational savings.

## Supporting Public Education Provincially

Throughout their term, the Board has shown that they are proud partners across the province. Both the Board and Division have provided leadership and assistance to many other school divisions. This collaborative spirit is a testament to our commitment to working together for the benefit of all students. Examples of the Board's support of the Division's collaboration and provincial leadership include:

- **The Educational Assistant (EA) Internship Program:** The Board has enthusiastically supported the development and implementation of the EA program, which is an innovative provincially funded initiative that launched in the spring of 2023. The program supports recruitment and retention of EAs in school divisions throughout Alberta. Edmonton Public Schools coordinates the program for Alberta Education and created the online modules for EA training used by participating divisions across the province. In the 2024-25 school year, 20 school divisions were involved in the program, supporting 247 schools across the province, with 479 interns.
- **New Curriculum Resource Development:**
  - In collaboration with the three other metro school divisions, Edmonton Public Schools led a two-year project to develop resources for the new K-6 Science curriculum across the province. The project was funded through a provincial grant, with Edmonton Public Schools as the lead. The Division also acted as a hub to lead a provincial project focused on supporting implementation of new curriculum through a lens of French oral language development. This project was funded through a grant from Official Languages in Education Programs (OLEP). The Division led the development of resources and professional learning for French Immersion used by multiple school divisions.
  - Building on the Division's leadership facilitating the new curriculum science resources, the Division successfully secured a conditional grant to support the development of junior high resources for draft Mathematics, Physical Education and Wellness, Social Studies, Career Education and Financial Literacy curriculum.
- **Infrastructure Planning:** The Division's Infrastructure Planning team has provided support and guidance to other school jurisdictions, assisting them with the development of infrastructure and capital plans and planning documents while sharing expertise and best practices.

## Environmental Sustainability

The Board is a passionate champion of environmental sustainability. They have made deliberate decisions to ensure our Division's infrastructure is managed with the future in mind. Guided by Edmonton Public Schools' Energy and Environmental Strategy, we are continuously improving and modeling the best sustainability practices. In a landmark move, the Board approved ambitious emissions reduction targets of five per cent by 2025 and 45 per cent by 2035. To make these goals a reality, the Division has worked with expert consultants to develop a clear plan, which includes initiatives like building energy audits, retrofits, solar panel installations, organic waste sorting and participation of Division schools in the EcoSchools certification program.

## Skilled Trades and Technology Collegiate

In May 2025, the Board was thrilled to receive approval and funding for a new Skilled Trades and Technology Collegiate. The collegiate will offer programming that provides targeted, hands-on, work-integrated learning experiences to students in Grades 9 to 12 who are interested in the trades. This new and expanded programming aims to provide equitable access to skilled trades education, enhance career planning and better prepare students for apprenticeships and employment in high-demand trades. The collegiate will serve as another meaningful way the Division can support students in exploring possible pathways in their life beyond high school.

## Edmonton Public Schools as an Employer

The Board of Trustees recognizes their role in providing leadership to the Division as an employer of 9,590 plus staff. The Board was excited to be recognized at number 69 on [Forbes list of Canada's Best Employers](#). Forbes surveys over 40,000 Canada-based employees from organizations that employ at least 500 staff. The list is based on the anonymous responses from survey participants related to a range of criteria, including salary, work flexibility, training programs and opportunities to advance.

## Conclusion

The Board's 2021-25 term has been characterized by complexity, adaptability and resilience. Despite a complex and ever-changing landscape, they remained steadfast in their commitment to the strength and mandate of the public education system. Their work has not only embodied the Division's cornerstone values, but has also centered on one powerful vision: *enhancing pathways for student success*.

As this dedicated Board concludes their term, they leave behind a powerful legacy of collaborative and responsive governance. These tools will empower the incoming Board as they begin their term in service to the students and families of Edmonton Public Schools.





**DATE:** September 9, 2025

**TO:** Board of Trustees

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

**SUBJECT:** Caucus Committee Reports

**ORIGINATOR:** Kelsey Duebel, Director Board and Superintendent Relations

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

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**ISSUE**

In accordance with Section 5.4 of the Trustees' Handbook, certain types of matters are dealt with by the Caucus Committee through *in camera* sessions.

**CURRENT SITUATION**

The following recommendations were approved by the Caucus Committee:

Meeting date	Matter	Motion/Decision
May 15, 2025	CUPE Local 784 Collective Agreement #15433	That the Memorandum of Agreement and other agreed-to items for a four-year collective agreement with CUPE Local 784 (Maintenance) from September 1, 2024, to August 31, 2028, be approved.
May 27, 2025	Labour/Employment #15329	Labour/Employment matter #15329 was approved in accordance with the respective recommendation discussed at Caucus Committee on May 27, 2025.

KD:ca

**DATE:** September 9, 2025

**TO:** Board of Trustees

**FROM:** Ron Thompson, Superintendent of Schools

**SUBJECT:** Delegation of Authority – 2025 Municipal Election Board Recess

**ORIGINATOR:** Kelsey Duebel, Director Board and Superintendent Relations

**REFERENCE** [Board Procedures Regulation](#)  
[Education Act](#)

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**ISSUE**

At the conclusion of the September 9, 2025, Board meeting, the Board of Trustees will recess until the October 31, 2025, organizational Board meeting. The Board delegates authority to the Superintendent of Schools to make decisions on behalf of the Board during this special recess.

**BACKGROUND**

The first recommendation provides for the calling of special Board meetings during the 2025 municipal election Board recess in the event that special meetings are necessary for Trustees to address critical matters.

The second recommendation is intended to cover other matters which normally would come to the Board for decision but which the Board is authorized to delegate under Section 52(1) of the *Education Act*. Subject to the *Education Act*, the delegation authorizes decision-making by the Superintendent of Schools on behalf of the Board. During the election period recess, Trustees may continue regular community relations and communications activities in alignment with the Board of Trustees' Handbook and board policies including but not limited to Board Policy IJA.BP Electioneering and Politically Motivated Communications.

**RELATED FACTS**

- The delegation of authority is effective immediately following the September 9, 2025, Board meeting.
- The next scheduled public Board meeting is the organizational Board meeting on October 31, 2025.

**RECOMMENDATION**

1. That, in accordance with Section 3 of the Board Procedures Regulation, any special Board meetings during the 2025 municipal election Board recess be at the call of the Board Chair or, in her absence, the Board Vice-Chair.
2. That, in accordance with Section 52(1) of the *Education Act*, effective immediately following the September 9, 2025 Board meeting, delegation of authority to the Superintendent of Schools to make decisions during the 2025 municipal election Board recess on behalf of the Board be approved.

3. That a report of all such decisions be brought to the October 31, 2025, public Board meeting.

**CONSIDERATIONS and ANALYSIS**

Should a special Board meeting be required, the Superintendent of Schools will contact the Board Chair or, in her absence, the Board Vice-Chair.

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