EDMONTON PUBLIC SCHOOLS

Board Meeting Agenda

Board of Trustees

Board Chair: **Saadiq Sumar**
Vice-Chair: **Holly Nichol**

Nickela Anderson
Sarah Doll
Melanie Hoffman
Linda Lindsay
Sherri O'Keefe
Jan Sawyer

Tuesday, November 10, 2026	2 p.m.	McCauley Chambers, Centre for Education 1 Kingsway NW, Edmonton AB T5H 4G9

A. Land Acknowledgement

B. Roll Call

C. Approval of Agenda

D. Vimy Ridge Academy Remembrance Day Ceremony

E. Communications from the Board Chair

F. Communications from the Superintendent of Schools

G. Approval of the Minutes

1. DRAFT – Board Meeting – October 27, 2026

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

NOTE: To speak under this item, pre-registration with the Board Office (780-429-8443) is required by ***NOON on MONDAY, NOVEMBER 9, 2026****, to reserve a speaking time.*

I. Comments from the Public and Staff Group Representatives on Education Topics

NOTE: To speak under this item, pre-registration with the Board Office (780-429-8443) is required by ***NOON on MONDAY, NOVEMBER 9, 2026****, to reserve a speaking time.*

J. Reports

2. Interim Trustee Coverage for Ward F
(Recommendation)
3. Funds for the 2027-29 Professional Improvement Program - Teacher Certificated Staff
(Recommendation)
4. Funds for the 2027-28 Professional Improvement Program - Exempt Staff
(Recommendation)
5. Response to RFI #003: Ministerial Order 34/2025, *Education Act* Amendments and Bills 27/29 Impacts
(RFI Response)
6. Addition of April, May & June 2025 Seclusion and Physical Restraint Data
(Information)

K. Other Committee, Board Representative and Trustee Reports

L. Trustees and Board Requests for Information

M. Notices of Motion

N. Meeting Dates

O. Adjournment

EDMONTON PUBLIC SCHOOLS

Board Meeting Minutes

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, October 27, 2026, at 2 p.m.

Present

Trustees	**Nickela Anderson, Sarah Doll, Linda Lindsay, Holly Nichol, Sherri O'Keefe, Jan Sawyer *(present until 3:18 p.m.)*, Saadiq Sumar**		
Officials	**Angela Anderson, Todd Burnstad, Grace Cooke, Andrea Cooper, Kelsey Duebel, Martin Fechner, Kent Pharis, Nancy Petersen, Carrie Rosa, Ron Thompson, Christopher Wright, Liz Yule**		
Board Chair	**Saadiq Sumar**	**Recording Secretary**	**Catherine Angeles**

A. Land Acknowledgement

The Board Chair called the meeting to order with recognition that we are on Treaty 6 Territory, a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge all the many First Nations, Métis and Inuit whose footsteps have marked these lands for centuries.

B. O Canada

The Svend Hansen School video version of O Canada was played.

C. Roll Call

2:04 p.m. – The Superintendent advised that Trustee Hoffman was absent and all other Trustees were present.

Trustee Kusiek called a Point of Privilege and read her letter of resignation from the Board, effective immediately.

Board Chair Sumar thanked Trustee Kusiek for her service and wished her the best in her future endeavours. Chair Sumar noted that, in accordance with the *Education Act*, Trustee Kusiek's resignation was effective immediately and accepted upon submission to the Corporate Secretary.

The Board Chair called a recess at 2:07 p.m. At that time, Trustee Kusiek departed the meeting.

The Board Chair called the meeting back to order at 2:25 p.m.

D. Approval of Agenda

MOVED BY Vice-Chair Nichol:

That the agenda for the October 27, 2026, Board meeting be approved as presented.

(UNANIMOUSLY CARRIED)

E. Communications from the Board Chair

The Board Chair said that this Saturday marks one year of the swearing-in of the current Board of Trustees. It's been an incredible year, full of ups and downs, including job action, lots of school, Division-wide, and community events, many internal and external groups and individual awards for staff and students, a new Division Strategic Plan and a lot of learning. Chair Sumar said he is incredibly grateful to serve with an amazing group of women as well as with the amazing team at EPSB. He also stated that it has been an incredible privilege to serve as the Board Chair; as far as he was aware, he is the first person of colour to serve in this role. Chair Sumar thanked all of the Division's partner organizations and community stakeholders for their patience while the Board has been settling into their roles and their willingness to connect. He said their support provides an immeasurable impact to the Division and to Edmonton as a whole.

The Board Chair thanked school principals, Read In Week Coordinators, and school staff for welcoming the Board of Trustees into schools at the start of October for Read In Week and other literacy-themed activities. Read In Week provides the Board of Trustees an incredible opportunity to underscore the importance of literacy, share their love of reading, and answer questions students have about trusteeship.

The Board Chair shared that several members of the Board of Trustees attended the PSBAA Fall Conference and AGM. A highlight of the Fall Conference was the Lois Hole Dinner, where members heard an address from Dylan Bressey, President of Alberta Municipalities. There was also time for some incredible PL, connection-building, and business. Chair Sumar thanked the team at PSBAA for organizing a fantastic conference.

The Board Chair announced the launch of the new Edmonton Public Schools Foundation Endowment Fund. This fund represents a transformational milestone, ensuring a permanent, sustainable source of funding to help Edmonton students thrive for generations to come. More information was shared in the Trustee reports section of the agenda. Chair Sumar recognized the Foundation and the Board for their ongoing support of thousands of students—support that will continue for decades to come thanks to this endowment.

The Board Chair shared that the Board of Trustees is incredibly proud of all students who were honoured with a 2026 Division Student Award. A full listing of the recipients, along with a short bio of each of them, can be found on the EPSB website or through social media channels. Chair Sumar encouraged all to read more about these incredible leaders. Chair Sumar congratulated A. Blair MacPherson Junior High School Science Teacher, Nicholas Riemann, for receiving one of only three

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Inspiring Education Awards this year. He thanked Nicholas for his incredible dedication to student learning and sharing his passion for science.

The Board Chair advised that construction is moving ahead at Dr. Anne Anderson High School, with the addition of 600 new student spaces. Construction is expected to be completed for the next school year, and the Board is incredibly grateful to Division staff as well as the Government of Alberta for their work in bringing more capacity to our system.

The Board Chair took a few moments to speak on some recent Government announcements. The Student Support Policy Framework and the Regulation of the Display of Flags were shared last week. He said the Board is working closely with Division staff to review the regulations and understand their impact. Broadly, they are examining how these relate to societal progress on Truth and Reconciliation and the 94 Calls to Action, as well as the Board's mandate as stated in the *Education Act* to provide students with safe and caring learning environments.

F. Communications from the Superintendent of Schools

The Superintendent welcomed everyone in attendance and those who were tuning in online. He congratulated Trustees on the upcoming one-year anniversary of their election to the Board. He also extended a special welcome to two principals from the Superintendent's Community of Practice in Education (SCOPE), Principal Kristel Busby from Kirkness School and Principal Rick Gingras from Meyonohk School.

The Superintendent shared that September 30 is an important day for school divisions across the province, because that is the date the Division shares our enrolment data with the provincial government. The official September count for the Division for the 2026-2027 school year is 121,613 students. This is a decrease of 401 students, or a 0.3 per cent decrease, from the September 30 count in the 2025-2026 school year. While the Division projected more than 123,000 students for this school year, Superintendent Thompson understands many other school divisions in Alberta have also seen flat enrolment growth.

The Superintendent advised that schools have just finished up the fall budgeting process, building and revising their school plans. Superintendent Thompson shared his gratitude to everyone involved in the process, from school accountants, budget consultants, the assistant superintendents, principals, school teams and central Decision Units (DUs).

The Superintendent shared that schools and central DUs are getting ready for Results Reviews, which take place next month. The central Results Reviews are earlier this year and start next week. These are great opportunities to share with staff and the community the amazing things happening around the school Division. Superintendent Thompson thanked principals and central DU administrators for all of the work they've done to prepare for those conversations. He also thanked the Board of Trustees, acknowledging that while these responsibilities add to their already busy calendars, he noted how much they enjoy this time of year celebrating the work done over the past school year and learning more about plans for the future.

The Superintendent congratulated the Communications team, who picked up two awards over the weekend at the Canadian Association of Communicators in Education Bravo Awards. They received an award for the campaign to introduce the Board of Trustees to the community exactly one year ago after they were elected. They also received an award of excellence for their work to reintroduce School Resource Officers into schools.

G. Approval of the Minutes

1. Board Meeting - October 6, 2026

MOVED BY Trustee Doll:

That the minutes of the Board meeting held October 6, 2026, be approved as presented

(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. Motion: Ward Map Review Including Options for Seven Wards or Nine Wards in 2029 Election (Recommendation)

The Board Chair provided a summary of the background on this report. This report was originally presented as Agenda Item 5 at the September 15, 2026 Board meeting. During the previous debate, an amendment to the recommendation was moved by Trustee Hoffman. Before that amendment was debated or voted on, the Board passed a motion to table the item until the October 6, 2026, Board meeting in order to gather additional information and clarification. At the October 6, 2026, Board meeting, the item was deferred to the October 27, 2026, Board meeting.

Administration added the extra information requested by the Board on September 15 as an appendix to the October 6 report.

According to parliamentary procedure, the motion became the property of the Board once the agenda was approved. Trustee Hoffman's absence did not stall the amendment. The amendment was attached to the main motion and must be addressed.

Because the Board paused before debate on the proposed amendment, the Board Chair opened the floor for questions to Administration.

The previous amendment, MOVED BY Trustee Hoffman at the September 15, 2026 Board meeting:

That Division Administration prepares a report for the Board of Trustees that outlines updated ward boundary maps for the 2029 election with ~~two~~ the following options ~~- one with seven wards and one with nine wards~~ - seven wards, nine wards, eleven wards, or another number in alignment with boundaries for other levels of government - be approved.

(UNANIMOUSLY DEFEATED)

The original motion, MOVED BY former Trustee Kusiek at the September 15, 2026 Board meeting:

That Division Administration prepares a report for the Board of Trustees that outlines updated ward boundary maps for the 2029 election with two options - one with seven wards and one with nine wards - be approved.

(CARRIED)

IN FAVOUR: Trustees Anderson, Lindsay, O'Keefe, and Sawyer

OPPOSED: Trustees Doll, Nichol, and Sumar

3. Ward H Trustee Coverage
(Recommendation)

MOVED BY Trustee Anderson:

That the following actions be taken to support Trustee Hoffman's medical leave of absence:

1. That the Board authorizes Trustee Hoffman (Ward H) to take a medical leave of absence, with no trustee duties to be performed during this leave, until she is able to resume her duties.

2. That the Board approves additional remuneration for the trustee representing Ward H during Trustee Hoffman's absence, in the amount of one-third of the regular remuneration for a trustee until Trustee Hoffman resumes her duties.

3. That the Board elects one trustee to represent Ward H until Trustee Hoffman resumes her duties.

4. That the Board elects one trustee to serve on the Governance and Evaluation Committee until the next organizational meeting of the Board, scheduled for June 15, 2027.

5. That the Board elects one trustee to serve on the Specialized Learning Supports Employees (CUPE Local 3550) negotiations committee until the next organizational meeting of the Board, scheduled for June 15, 2027.

6. That the Board's ASBA Issues and Resolutions Committee, comprised of the Board Chair or Board Vice-Chair, the ASBA Provincial Executive Board of Directors representative and the ASBA Zone 2/3 alternate, be confirmed.

MOVED BY Trustee Nichol, the motion be amended:

That the following actions be taken to support Trustee Hoffman's medical leave of absence:

1. That the Board authorizes Trustee Hoffman (Ward H) to take a medical leave of absence, with no trustee duties to be performed during this leave, until she is able to resume her duties.

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2. That the Board approves additional remuneration for the trustee representing Ward H during Trustee Hoffman's absence, in the amount of one-third of the regular remuneration for a trustee plus an additional bi-weekly car allowance until Trustee Hoffman resumes her duties.

3. That the Board elects one trustee to represent Ward H until Trustee Hoffman resumes her duties.

4. That the Board elects one trustee to serve on the Governance and Evaluation Committee until the next organizational meeting of the Board, scheduled for June 15, 2027.

5. That the Board elects one trustee to serve on the Specialized Learning Supports Employees (CUPE Local 3550) negotiations committee until the next organizational meeting of the Board, scheduled for June 15, 2027.

6. That the Board's ASBA Issues and Resolutions Committee, comprised of the Board Chair or Board Vice-Chair, the ASBA Provincial Executive Board of Directors representative and the ASBA Zone 2/3 alternate, be confirmed.

The Board Chair called the question on the amendment.
(UNANIMOUSLY CARRIED)

The Board Chair called the question on the amended motion.
(UNANIMOUSLY CARRIED)

There was a short break in the meeting at 3:00 p.m. The meeting resumed at 3:12 p.m.

The nominations and elections were held, resulting in the Board appointing the following positions:

Ward H Coverage

The Board Chair called for nominations for one Trustee to represent Ward H until Trustee Hoffman resumes her duties.

Trustee O'Keefe nominated Trustee Sawyer. Trustee Sawyer accepted the nomination.

Trustee Anderson nominated Trustee Doll. Trustee Doll accepted the nomination.

The Board Chair, seeing no further nominations, declared the nominations closed.

The Board Chair confirmed that the vote would be taken by a show of hands.

Trustee Doll received the majority of votes. The Board Chair declared Trustee Doll elected to represent Ward H until Trustee Hoffman resumes her duties.

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Governance and Evaluation Committee

The Board Chair called for nominations for one Trustee representative to serve on the Governance and Evaluation Committee until the next organizational meeting of the Board, scheduled for June 15, 2027.

Trustee Doll nominated Trustee Anderson. Trustee Anderson accepted the nomination.

The Board Chair, seeing no further nominations, declared the nominations closed.

The Board Chair declared Trustee Anderson elected by acclamation to serve on the Governance and Evaluation Committee until the next organizational meeting of the Board, scheduled for June 15, 2027.

Specialized Learning Supports Employees (CUPE Local 3550) Negotiations Committee

The Board Chair called for nominations for one Trustee representative to serve on the Specialized Learning Supports Employees (CUPE Local 3550) Negotiations Committee until the next organizational meeting of the Board, scheduled for June 15, 2027.

Trustee O'Keefe nominated Trustee Sawyer. Trustee Sawyer did not accept the nomination.

Vice-Chair Nichol self-nominated. The nomination was accepted by Board Chair Sumar.

The Board Chair, seeing no further nominations, declared the nominations closed.

The Board Chair declared Vice-Chair Nichol elected by acclamation to serve on the Specialized Learning Supports Employees (CUPE Local 3550) Negotiations Committee until the next organizational meeting of the Board, scheduled for June 15, 2027.

4. Authorization to Enter into Joint Elections Agreement with the City of Edmonton (Recommendation)

MOVED BY Trustee Lindsay:

That the Division may enter into an agreement with the City of Edmonton to conduct joint elections for a term not longer than ten years, and that the agreement be in form and content acceptable to the Superintendent of Schools.

Trustee Sawyer left the meeting at 3:18 p.m.

The Board Chair called a short break in the meeting at 3:20 p.m., before the vote on Recommendation 1 was conducted.

The meeting resumed at 3:32 p.m.

The Board Chair called the question on Recommendation 1.

(UNANIMOUSLY CARRIED)

Trustee Sawyer was absent for the vote.

MOVED BY Trustee O'Keefe:

That the City of Edmonton's Returning Officer be appointed as the Board's Returning Officer for Trustee General Elections and any other Election required by the Board during the term of the agreement.

(UNANIMOUSLY CARRIED)

Trustee Sawyer was absent for the vote.

5. Board Policy CO.BP Fiscal Oversight and Accountability
(Recommendation)

MOVED BY Trustee Anderson:

That Board Policy CO.BP Fiscal Oversight and Accountability be read for the first, second, and third time and be approved.

(UNANIMOUSLY CARRIED)

Trustee Sawyer was absent for the vote.

6. Trustees' Handbook Committee Terms of Reference and 2026-27 Work Plan
(Recommendation)

MOVED BY Vice-Chair Nichol:

That the Trustees' Handbook Committee's Terms of Reference and 2026-27 Work Plan be approved.

(UNANIMOUSLY CARRIED)

Trustee Sawyer was absent for the vote.

7. Caucus Committee Report
(Information)

The report was received as information.

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J. Other Committee, Board Representative and Trustee Reports

Board Chair Sumar shared an Edmonton Public Schools Foundation (Foundation) update:

- The Foundation announced Leanne McFee as their new Board Chair. Leanne has been a dedicated member of the Foundation Board since 2019, previously serving as Vice-Chair. A retired teacher who taught for 27 years in Saskatchewan before moving to Edmonton, Leanne brings a belief in the transformative power of education and an unwavering commitment to children. The Foundation is grateful to have Leanne stepping into this role.
- The Foundation also announced that Leanne Moncrieff has been appointed to the role of Vice Chair for the Foundation. Leanne is a retired Edmonton Public School Board principal and educator, and the Foundation feels fortunate to have Leanne stepping into this leadership role.
- The Foundation announced the launch of its brand-new Endowment Fund. This fund represents a transformational milestone, ensuring a permanent, sustainable source of funding to help Edmonton students thrive for generations to come. To celebrate this launch, the Edmonton Community Foundation has generously agreed to match all donations dollar-for-dollar up to $50,000 from now until December 31, 2026. This means every gift made today goes twice as far toward building a lasting foundation for Edmonton students. Visit the Foundation's website to learn more.

K. Trustees and Board Requests for Information

Trustee Anderson submitted a Request for Information regarding the Ministerial Order 26/2026, Flag Display Regulation:

The Flag Display Regulation imposes new requirements on school divisions that were not requested by our school communities and that carry financial and operational implications for local education priorities.

Understanding the financial, operational, and community impacts of implementing and maintaining these requirements is important to ensuring transparency, accountability, and informed Board advocacy.

This information request seeks to understand the Division’s implementation and maintenance costs, as well as the identification of and applications for exemptions under the regulation and ongoing school level support.

1. What are the costs associated with implementing the Flag Display Regulation, including material costs (e.g., flagpoles and flags) and administrative costs (e.g., staff time)?
2. What are the anticipated ongoing maintenance and replacement costs?
3. Where will the funds come from?
4. What are potential additional dates of significance, recognition, or symbols of distinction that the Division will consider when identifying and applying for exemptions to help ensure school communities feel safe, cared for, and respected?

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5. How will administration support consistent implementation of the regulation across the Division, including providing guidance to principals and staff on interpretation and the exercise of professional judgment where requirements are unclear?
6. How will administration assess and monitor the regulation's impacts on students, staff and communities, including opportunities for students, families and staff to provide feedback and processes to address concerns or unintended consequences?

This RFI will enable the Board to share timely information with the public about the financial, operational, and school community impacts of the regulation. It will also help identify opportunities to support administration in determining appropriate exemptions.

The information gathered will help the Board assess the scope and urgency of advocating for provincial funding to cover the costs associated with implementing and maintaining these requirements. As these obligations arise from a provincial regulation, it is important to understand their full impact on Division resources, including classrooms, and the potential implications for existing priorities.

The timing of this request is intended to allow Division staff to proactively collect the necessary information and support informed decision-making and advocacy.

L. Notices of Motion

None

M. Meeting Dates

Next Board Meeting: Tuesday, November 10, 2026, at 2 p.m.

N. Adjournment

3:50 p.m. – The Board Chair adjourned the meeting.

Saadiq Sumar, Board Chair	Kelsey Duebel, Director Board and Superintendent Relations

Date	November 10, 2026
To	Board of Trustees
From	Ron Thompson, Superintendent of Schools
Subject	Interim Trustee Coverage for Ward F
Originator	Kelsey Duebel, Director Board and Superintendent Relations
Resource Staff	Wanas Radwan
Reference	Trustees' Handbook *Education Act* *Local Authorities Election Act*

ISSUE

Trustee Kusiek submitted her resignation from the Board of Trustees (the Board) with an effective date of October 27, 2026. The Board currently has a vacant Trustee position in Ward F and must determine coverage for her duties until a decision about a by-election is made by the Board.

RECOMMENDATION

That the following actions be taken to address coverage for the vacancy in Ward F:

1. **That the Board approves additional remuneration for the trustee representing Ward F until a decision about a by-election is made, in the amount of one-third of the regular remuneration for a trustee plus an additional bi-weekly car allowance.**
2. **That the Board elects one trustee to represent Ward F, until a decision about a by-election is made.**
3. **That the Board elects one trustee to serve on the Policy Review Committee until the next organizational board meeting of the Board, scheduled for June 15, 2027.**
4. **That the Board elects one trustee to serve as the Audit Committee Chair until the next organizational board meeting of the Board, scheduled for June 15, 2027.**
5. **That the Board elects one trustee to serve on the Custodial Staff (CUPE Local 474) negotiations committee until the next organizational board meeting of the Board, scheduled for June 15, 2027.**

BACKGROUND

- Section 80(1) of the *Education Act* directs that a trustee may resign by submitting the trustee's written resignation to the secretary of the board at the beginning of a meeting of the board, and the trustee ceases to hold office at that time.
- The Trustees' Handbook requires that the Policy Review Committee has three members and that the Board has two representatives on all negotiation committees.

  - Trustee Kusiek was a member of the Policy Review Committee and a representative for negotiations for Custodial Staff (CUPE Local 474). To maintain compliance with the Trustees' Handbook, coverage is needed for these positions.
- The Trustee's Handbook requires that, in the event that the Chair of the Audit Committee resigns mid-year, a new chair is selected at the next scheduled regular Board meeting.
  - Trustee Kusiek was the Chair of the Audit Committee. To maintain compliance with the Trustees' Handbook, coverage is also needed for this position.

RELATED FACTS

- Ward F has 35 schools (see Attachment I for a list of all schools by ward):
  - Alberta School for the Deaf
  - Allendale School
  - Avalon School
  - Belgravia School
  - Brandon Gardens School
  - Brookside School
  - D.S. Mackenzie School
  - Duggan School
  - Earl Buxton School
  - Esther Starkman School
  - George H. Luck School
  - Grandview Heights School
  - Greenfield School
  - Harry Ainlay School
  - L.Y. Cairns School
  - Lansdowne School
  - Learning Store at Blue Quill
  - Lendrum School
  - Lillian Osborne School
  - Malmo School
  - McKee School
  - McKernan School
  - Mount Pleasant School
  - Nellie Carlson School
  - Parkallen School
  - Queen Alexandra School
  - Richard Secord School
  - Rideau Park School
  - Riverbend School
  - Steinhauer School
  - Strathcona School
  - Sweet Grass School
  - Tevie Miller Heritage School Program
  - Vernon Barford School
  - Westbrook School
- The Board needs to determine remuneration for the trustee providing interim Ward F coverage and which trustee(s) will provide coverage until a decision about a by-election is made:
- The Board also needs to determine which trustees will provide committee and negotiations representation coverage until the next organizational board meeting.
- Administration is currently gathering information about the potential implications of holding a by-election, including the expected costs and required infrastructure. This information will be shared at a future board meeting to support a board decision on whether to hold a by-election for Ward F.

CONSIDERATIONS and ANALYSIS

Choosing to elect one Trustee to represent Ward F in addition to their current ward until a decision on a by-election is made would provide a consistent point of contact for constituents and facilitate a broad understanding of the ward issues. While this arrangement would increase the responsibilities of the individual Trustee, they could ask Trustee colleagues for assistance, when appropriate.

NEXT STEPS

Upon approval of the recommendations and election of the relevant positions, administration will communicate the change of trustee coverage in Ward F to schools and the community and will update relevant materials regarding trustee committee representation. Human Resources will update the honorarium for the trustee providing coverage for Ward F.

ATTACHMENTS and APPENDICES

ATTACHMENT I Schools by Ward

KD: wr

List of Schools by Ward

Ward A	Ward B	Ward C	Ward D	Ward E	Ward F	Ward G	Ward H	Ward I
Athlone Baturyn Caernarvon Calder Dickinsfield Dunluce Elizabeth Finch Evansdale Florence Hallock Glengarry Hilwie Hamdon Kensington Killarney Lago Lindo Lauderdale Learning Store at Northgate Lorelei Major-General Griesbach Mary Butterworth McArthur Mee-Yah-Noh North-mount Queen Elizabeth Rosslyn Scott Robertson	Balwin Bannerman Belmont Belvedere Delwood Dr. Donald Massey Edmonton Christian Northeast Fraser Homesteader Horse Hill J.A. Fife John Barnett John D. Bracco Kildare Kirkness Londonderry M.E. LaZerte McLeod Overlanders Princeton Sifton Soraya Hafez Steele Heights York	Aldergrove amiskwaciy Academy awâsis waciston Belmead Brightview Britannia Coronation David Thomas King Dovercourt Edmonton Christian High Edmonton Christian West Glenora Grovenor Inglewood John A. McDougall LaPerle Mayfield Michael Phair Ross Sheppard Spruce Avenue Thorncliffe Victoria Westglen West-minster Westmount Winterburn Youngstown	Abbott Academy at King Edward Argyll Centre Beacon Heights Centre High Campus Delton Eastglen Forest Heights Garneau Gold Bar Hardisty Highlands Ivor Dent King Edward McNally Norwood Old Scona Riverdale Rutherford Virginia Park Wîhkwên-tôwin Windsor Park	Aleda Patterson Alex Janvier Bessie Nichols Callingwood Centennial Crestwood Elmwood Hillcrest James Gibbons Jasper Place Kim Hung Laurier Heights Learning Store West Edmonton Lymburn Lynnwood Meadow-lark Meadow-lark Christian Michael A. Kostek Ormsby Parkview Patricia Heights Rio Terrace S. Bruce Smith Stratford Talmud Torah	Alberta School for the Deaf Allendale Avalon Belgravia Brander Gardens Brookside D.S. MacKenzie Duggan Earl Buxton Esther Starkman George H. Luck Grandview Heights Greenfield Harry Ainlay L.Y. Cairns Lansdowne Learning Store at Blue Quill Lendrum Lillian Osborne Malmo McKee McKernan Mount Pleasant Nellie Carlson Parkallen Queen Alexandra Richard Secord Rideau Park Riverbend Steinhauer Strathcona Sweet Grass Tevie Miller Heritage School Program Vernon Barford Westbrook	A. Blair McPherson Avonmore Bisset Braemar Clara Tyner Donnan Edith Rogers Elder Dr. Francis Whiskeyjack Grace Martin Greenview Hazeldean Hillview Holyrood J. Percy Page Jackson Heights Julia Kiniski Kameyosek Kate Chegwin Kenilworth Learning Store on Whyte Lee Ridge Malcolm Tweddle Metro Continuing Education Meyonohk Mill Creek Millwoods Christian Minchau Ottewell Thelma Chalifoux Tipaskan Velma E. Baker Vimy Ridge Academy W.P. Wagner Waverley Weinlos	Constable Daniel Woodall Donald R. Getty Dr. Anne Anderson Dr. Lila Fahlman Dr. Margaret-Ann Armour Garth Worthington George P. Nicholson Joey Moss Johnny Bright Keheewin Roberta MacAdams	Crawford Plains Daly Grove Ekota Ellerslie Campus Jan Reimer Kisêwâti-siwin Menisa Meyokumin Michael Strembitsky Pollard Meadows Sakaw Satoo Shauna May Seneca Svend Hansen T.D. Baker

Date	November 10, 2026
To	Board of Trustees
From	Ron Thompson, Superintendent of Schools
Subject	Funds for 2027-2029 Professional Improvement Program - Teacher Certificated Staff
Originator	Angela Anderson, Chief Human Resources Officer
Resource Staff	Renée Thomson
References	Division Strategic Plan 2026-30 Teachers' Collective Agreement-September 1, 2020 to August 31, 2024, Clause 9)

ISSUE

An allocation of funds from the 2027-2028 and 2028-2029 operating budgets is requested to support the Professional Improvement Program – Teacher Certificated Staff. This two-year funding commitment is necessary to continue to offer teachers the flexibility of applying for either one or two years of program support.

Through the Professional Improvement Program, teachers can access tuition and leave support for post-secondary coursework as per clause 9 of the Teachers' Collective Agreement. A commitment of funds to support this program is an investment that will benefit our Division in several ways, including improving student achievement, building capacity in our teaching staff and sharing knowledge and expertise. The request for a commitment of funds is made well in advance of the distribution of the funds to accommodate application and university admission processes.

RECOMMENDATIONS

1. **That an allocation of $1,450,000 from the 2027-2028 operating budget be approved for the Professional Improvement Program - Teacher Certificated Staff for the purpose of granting professional improvement leaves and tuition support to teachers for the 2027-2028 school year.**
2. **That a commitment of support not exceeding 50 per cent of the 2027-2028 allocation amount be approved for the 2028-2029 Professional Improvement Program - Teacher Certificated Staff applications. A formal request for an allocation of funds from the 2028-2029 operating budget will be brought to the Board of Trustees in the fall of 2027.**

BACKGROUND

Edmonton Public Schools recognizes that staff professional development is a critical aspect in supporting successful outcomes for students, as well as for effective succession planning. The Professional Improvement

Program – Teacher Certificated Staff is in direct support of Board Policy GE.BP - Organization for Instruction, which affirms that "effective teachers who have strong knowledge of pedagogy and subject content knowledge, make a significant difference to student learning and achievement." Grounded in the Division's core values of accountability, collaboration, equity, and integrity, the program aligns with the Division Strategic Plan. In doing so, it advances our vision of "Empowering students to shape their futures and communities" and reinforces our mission: "We provide high-quality public education that supports students' academic success and builds compassion and connection."

Through this program, Division teachers have the opportunity to apply for tuition and leave support to participate in professional improvement activities that are aligned with Division Strategic Plan and areas of need. A comparison of the number of successful applicants by year (Attachment I), as well as a synopsis of funds and support granted over the past 10 years (Attachment II) are included in this report.

In November 2025, the Board of Trustees approved an allocation of $1,350,000 from the 2026-2027 operating budget to fund the Professional Improvement Program - Teacher Certificated Staff. These funds are supporting professional improvement leaves and tuition support for teachers in the 2026-2027 school year.

The Board of Trustees also committed to an allocation of funds from the 2027-2028 operating budget to support the second year of a trial two-year application process. The pilot allowed teachers to submit requests for either one or two years of support within one application. The commitment of funds for 2027-2028 could not exceed 50 per cent of the 2026-2027 allocation amount and was provisional based on final budget approval.

The two-year application option has been piloted since the 2025–2026 school year to allow for a full review cycle. Program participants were surveyed to assess the impact and effectiveness of the trial. Overwhelmingly positive feedback was received from the 82 program participants who responded to the survey questions. Participants view the two-year application as a significant program benefit that saves them time and energy as they balance professional, academic and personal commitments. Participants also appreciated funding certainty that better aligns with university timelines. While some program participants noted the need to adjust their plans for their second year of studies, due to changes in university course offerings, those changes were accommodated. Following a successful pilot and positive participant feedback, the two-year application option will now be offered on an ongoing basis.

RELATED FACTS

- The Professional Improvement Program – Teacher Certificated Staff is guided by clause 9 of the Teachers' Collective Agreement.
  - Clause 9.2.2 outlines the conditions under which, upon application, a leave for professional improvement may be granted to a teacher.
  - Clause 9.2.7 specifies that tuition support for professional improvement may be granted, upon application, to a teacher on a continuing contract and with two or more years of service with Edmonton Public Schools.

  - Clause 9.2.8 states the maximum amount the Division may allocate for the Professional Improvement Program – Teacher Certificated Staff as "3/4 of 1% of the annual grid costs, calculated as of the preceding November 30".
- In 2026-2027, the approved allocation of $1,350,000 for this program was 29 per cent of the maximum possible allocation, compared to 31 per cent of the maximum for the previous year (Attachment II).
- The Professional Improvement Program application process is rigorous. Assessment of applications is completed by a committee of Division leadership staff who consider the alignment of the applicants' proposed professional improvement plans with Division priorities and identified programming needs. Additional considerations include the anticipated benefits to learners, the school and the Division, as well as connections to the applicants' professional growth plans and career goals.
- Successful applicants agree to a return of service to Edmonton Public Schools for support granted through this program. The commitment is one year of active service in the Division for each year of tuition support and three years of active service for a full-time leave with an allowance. Part-time leaves are prorated accordingly.
- In total, we received 140 applications for support for the 2026-2027 school year.
  - Through the 2025-2027 application process, 56 applicants requested support for the 2026-2027 school year.
  - Through the 2026-2028 application process, 84 applicants requested support for the 2026-2027 school year. Thirty-eight applications were for support in 2026-2027 only. Forty-six applications were for support in both 2026-2027 and 2027-2028.
  - Based on the relative strength of all the 2026-2027 applications, 41 applicants were granted the support they requested and were eligible to receive and 74 were granted partial support. Support was not recommended for 25 applicants.
- Based on the relative strength of the requests for support in 2027-2028, 17 applicants were provisionally granted the support they requested and were eligible to receive, 23 were provisionally granted partial support, and six were not recommended for support.
- The majority of applications for support in 2026-2027 were for programs related to counseling and trauma-informed education, leadership, inclusive learning, as well as health and wellness. Support was also requested for programs related to mathematics, science/STEM, literacy, curriculum studies, as well as equity and diversity.
- It has been an administrative practice to maintain a holdback of a portion of the allocation to address potential increases to leave allowance costs and tuition fees in the next academic year, as well as potential fluctuations in the exchange rate for tuition fees paid to international post-secondary institutions. The holdback for the 2026-2027 Professional Improvement Program was $34,804, which is 2.6 per cent of the total allocation amount.
- The Division is committed to supporting professional learning for staff in a number of ways. The chart below outlines sources of support for professional learning.

	Funds for Professional Learning - Teacher Certificated Staff
School Budgets	Funds are allocated for staff professional learning within schools and catchments.
Central Decision Units	Central decision units allocate funds for the delivery of targeted professional learning activities for staff. These include sessions offered through Curriculum and Learning Supports, Specialized Learning Supports, Technology and Information Management and Human Resources, among others.
Division Programs: Teacher Development Program and Professional Improvement Program	Tuition support is available to teachers for post-secondary coursework related to core subjects and second languages, as well as for courses related to specific Division priorities through the Teacher Development Program. Tuition and leave support is available to teachers through the Professional Improvement Program for post-secondary coursework aligned with the Division's Strategic Plan.
Teacher Development Fund (administered through the ATA)	Through the Teachers' Collective Agreement, the Division has committed funds to Edmonton Public Teachers Local 37 of the Alberta Teachers' Association (ATA) to administer and distribute funds in support of professional development activities and resources related to teachers' individual professional growth plans.
Bursaries and Scholarships	Teachers are encouraged to access support through the provincial government's bursary programs and to explore scholarship opportunities through their post-secondary institution and other community organizations.

CONSIDERATIONS and ANALYSIS

Supporting teachers in their post-secondary studies advances the Division's commitment to student success and well-being. By engaging in university coursework, teachers acquire current, evidence-based research, which translates into impactful and innovative learning opportunities within classrooms and school communities. As highlighted in the reflective statements in Attachment IV, teachers participating in the Professional Improvement Program reported meaningful shifts in their practice. Teachers noted a deepened understanding of Indigenous worldviews, equity, and diversity. Participants highlighted that they better understand how to create classrooms and school communities that prioritize student well-being and belonging, while integrating evidence-based strategies to elevate engagement and achievement. Furthermore, several participants shared that coursework in trauma-informed education deepened their compassion and empathy, enabling them to respond to student needs with greater care and understanding.

The number of teachers who request and receive support through this program is small relative to the total number of teachers in the Division. As we continue to build capacity each year by supporting a small number of teaching staff to participate in post-secondary studies aligned with our Division's Strategic Plan, those teachers, in turn, share their learning and experience with colleagues to foster shared understanding. This expertise ripples across the Division through professional development, communities of practice, peer

collaboration and mentorship. Ultimately, this shared learning strengthens our ability to help every student thrive in a supportive, connected school community.

We are requesting an increased allocation of funds to support the 2027-2029 Professional Improvement Program. As indicated in Attachment I, the Division has steadily expanded teaching staff over the past several years in an effort to keep pace with our growing student population and classroom complexities. Since 2022, the number of teachers in our Division has expanded from 5,591 to 6,621, which is 1,030 additional teachers, an 18.4 per cent increase. As the number of teaching staff continues to grow, we anticipate a corresponding increase in demand for the Professional Improvement Program. An increase in the program's funding allocation will proactively address rising post-secondary tuition costs, while continuing to support teacher certificated staff to develop a deeper understanding of educational theories and practice, curricula and subject content in support of Division students.

NEXT STEPS

Upon approval of this recommendation, the program timelines for the application intake will be implemented (Attachment III).

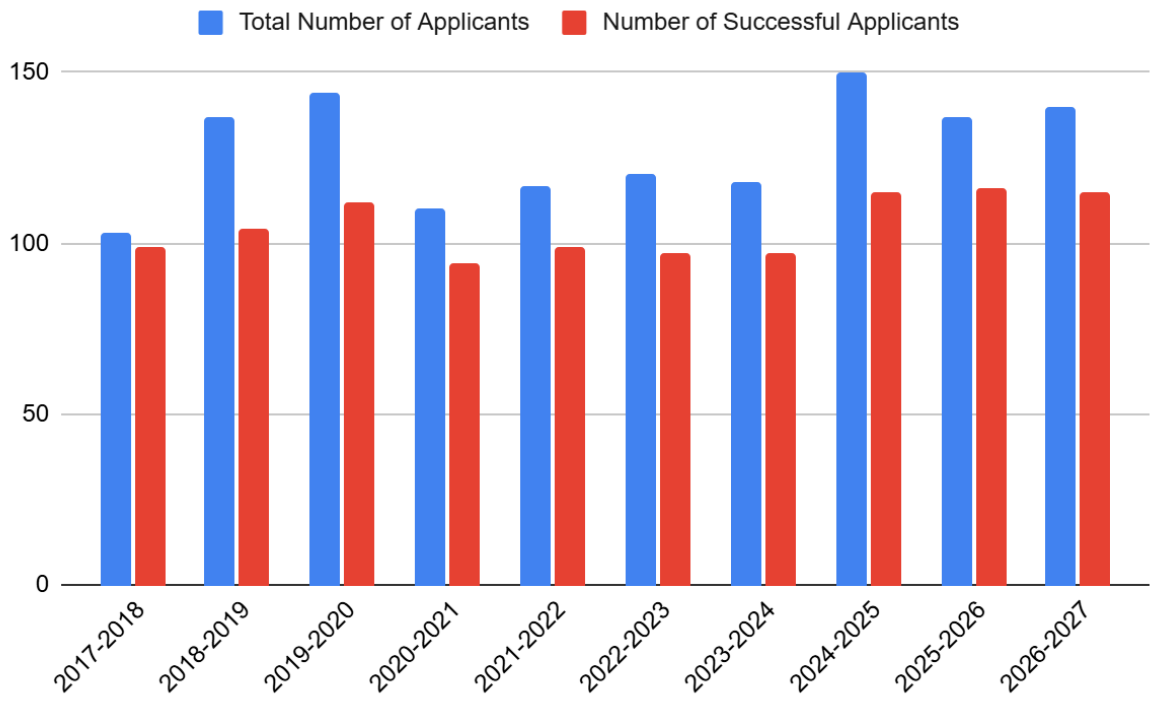
ATTACHMENTS and APPENDICES

ATTACHMENT I	Comparison by Year: Total Number of Teacher Certificated Applicants and Number of Successful Applicants
ATTACHMENT II	Professional Improvement Program History
ATTACHMENT III	Professional Improvement Program Timeline
ATTACHMENT IV	Selection of Reflective Statements: Benefits of Program Participation

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ATTACHMENT I

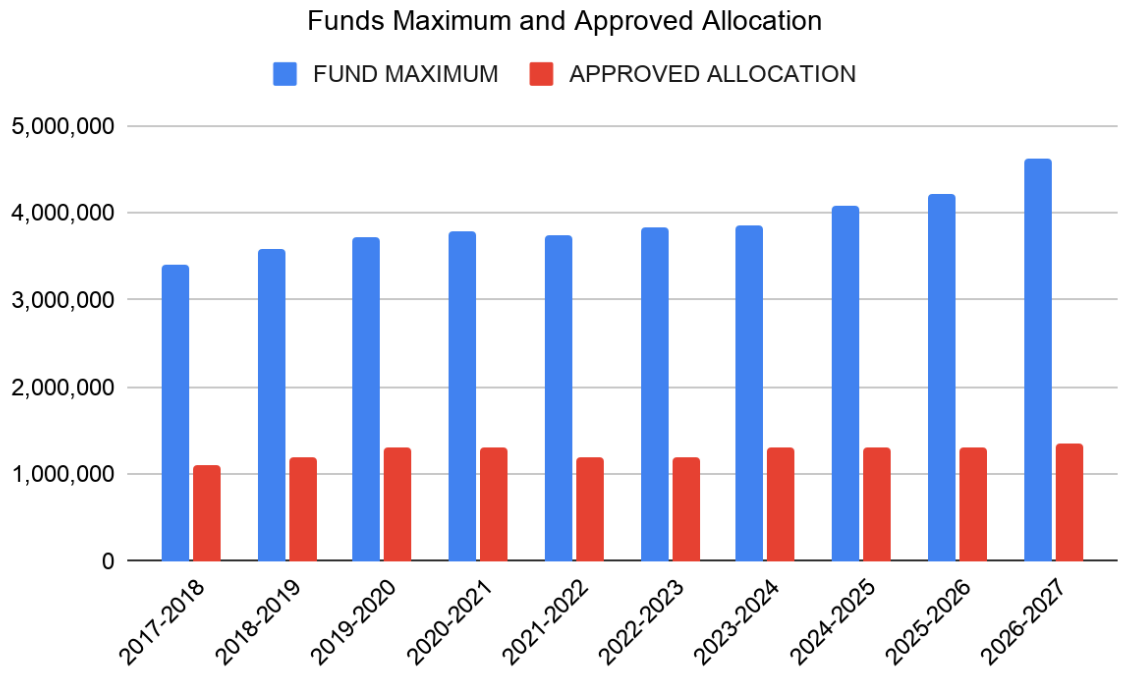
Comparison of Total Number of Teachers and Number of Successful Applicants				
Year	**Number of Teachers (Sept. 30)**	**Total Number of Applicants**	**Number of Successful Applicants**	**Percentage of Teachers Supported**
2017-2018	5518	103	99	1.79%
2018-2019	5737	137	104	1.81%
2019-2020	5832	144	112	1.92%
2020-2021	5614	110	94	1.67%
2021-2022	5647	117	99	1.75%
2022-2023	5591	120	97	1.73%
2023-2024	5806	118	97	1.67%
2024-2025	6001	150	115	1.92%
2025-2026	6261	137	116	1.85%
2026-2027	6621	140	115	1.74%



ATTACHMENT II

Professional Improvement Program History

YEAR	FUND MAXIMUM AS PER CLAUSE 9.2.8	APPROVED ALLOCATION	% OF MAXIMUM	APPROVED TOTAL LEAVE FTE	ACTUAL $ GRANTED FOR LEAVES	ACTUAL $ GRANTED FOR TUITION	TOTAL ACTUAL $ GRANTED FOR LEAVES & TUITION
2017-2018	3,402,751	1,100,000	32%	7.818	521,808	545,100	1,066,908
2018-2019	3,587,437	1,200,000	33%	8.09	589,115	581,762	1,170,877
2019-2020	3,725,511	1,300,000	35%	11.072	679,106	584,120	1,263,226
2020-2021	3,795,407	1,300,000	34%	8.478	621,109	641,150	1,262,259
2021-2022	3,754,228	1,200,000	32%	9.079	515,900	651,700	1,167,600
2022-2023	3,828,254	1,200,000	31%	10.117	492,070	680,170	1,172,240
2023-2024	3,859,977	1,300,000	34%	6.325	474,546	780,000	1,254,546
2024-2025	4,071,363	1,300,000	32%	6.451	514,008	747,250	1,261,258
2025-2026	4,222,075	1,300,000	31%	7.470	479,882	780,000	1,259,882
2026-2027	4,614,675	1,350,000	29%	7.955	615,135	700,060	1,315,195



An allocation of funds in the amount of not greater than $675,000 was provisionally approved for 2027-2028 applicants.

ATTACHMENT III

PROFESSIONAL IMPROVEMENT PROGRAM TIMELINE

2027-2028 Activities	Dates
Professional Improvement Program – Teacher Certificated Staff (2027-2028/2028-2029) announced on Division Staff News and application available on Connect	October 31, 2026
Information meetings for interested staff (4:00 - 6:00 p.m. Google Meet)	November 17 and 23, 2026
Obtain data to calculate maximums as per Clause 9.2.8 of the Teachers' Collective Agreement	November 30, 2026
Due date for applications	January 8, 2027
Processing of applications ● Receipt of applications confirmed ● Background information compiled (previous leaves, degrees, grid placement, years of service, summary of request, projected costs) ● Applications prepared for review by a committee of leadership staff	November 2, 2026 – February 12, 2027
Review of applications	February 4 – 12, 2027
Compile background information with input from assessors	February 15 – March 5, 2027
Recommendation submitted for approval	March 12, 2027
Approval of leaves and tuition support	March 19, 2027
Communication of support granted ● Applicants notified; letters and agreements sent to successful applicants ● Posted on Connect	March 22 - 26, 2027

Selection of Reflective Statements: Benefits of Program Participation
2024-2025 Professional Improvement Program – Teacher Certificated Staff

Jason Ashmore, Teacher, Hospital School Campuses
University of Alberta - Master of Education in Educational Studies
Ultimately, this professional improvement experience will strengthen my ability to serve Edmonton Public Schools as a confident, informed, and collaborative leader. By integrating research-based leadership practices with the Division's commitment to excellence and equity, I will be better positioned to contribute to sustainable school improvement and to advance the Division's priorities in teaching, learning, and community engagement.

Heather Belanger, Assistant Principal, Soraya Hafez School
University of Alberta - Master of Education in Studies in Educational Leadership
Ongoing development of knowledge and skills has allowed me to specialize in educational leadership, gain further insight and understanding of Indigenous worldviews, and conduct a research assignment. These opportunities have significantly bolstered my pedagogical techniques and professional credibility.

Patrick Crowell-Bour, Principal, Queen Alexandra School
Concordia University of Edmonton - Master of Education in Educational Leadership
The skills and knowledge I am gaining, combined with job-embedded opportunities to apply them, are instilling incredible growth both professionally and personally... Collective efficacy has been shown to be at the heart of effectiveness in education, and my current program enhances my own efficacy immediately; as leaders have the opportunity to influence the efficacy of many others, the impacts of this growth can reach numerous staff and ultimately enhance student learning for years to come.

Rajia Fayad, Department Head, Institutional Services Schools
Western University - Master of Professional Education with a specialization in Diversity, Equity and Social Justice
In the short term, the coursework I am undertaking—particularly in the areas of Indigenous education, anti-oppressive pedagogy, and equity-focused curriculum design— has already deepened my ability to design learning environments where a wider range of students feel seen, supported, and academically capable. This learning is informing my day-to-day decisions in the classroom, from how I structure mathematical tasks to how I respond to the complex social realities many students bring with them. As a high-school mathematics teacher working with diverse learners, including many who face systemic barriers, these insights are immediately improving the relevance, accessibility, and responsiveness of my instruction.

Kym Francis, Curriculum Coordinator, Bannerman School
University of Alberta - Doctor of Philosophy in Educational Psychology with a specialization in Special Education
I engaged in coursework that deepened my understanding of quantitative and qualitative research methods, enhancing my ability to utilize data effectively to support student learning, evaluate the effectiveness of instructional methods, and assess the impact of various learning programs... The knowledge and strategies I have acquired will directly impact my students by providing them with more personalized and effective support in their learning journeys. In the long term, these advancements will contribute to Edmonton Public Schools' goal of fostering inclusive and high-achieving learning environments, ensuring student success.

Jackie Fuga, Teacher, Hillcrest School
University of Alberta - Master of Education in Educational Psychology with a specialization in School Counselling
I am able to approach complex situations with a more informed and intentional lens, and I can offer new strategies and insights to my colleagues as we work together to meet student needs. I also feel I am able to address behaviour issues with more compassion, and better understanding how to support these students during and after incidents.

Philip Girgis, Teacher, Hillcrest School
University of Alberta - Graduate Certificate in Educational Studies with a specialization in Trauma Sensitive Practice
This course has deepened my understanding of how trauma impacts students' development, behavior, and learning. I have gained a deeper awareness of the subtle ways trauma can manifest in young people, allowing me to respond with more empathy, effectiveness, and professionalism... The coursework has equipped me with new strategies and tools to foster safe, inclusive, and supportive classroom environments. I now have several practices I can turn to that enhance emotional regulation and build resilience among students.

Kerry Harvey, Assistant Principal, S. Bruce Smith School
University of Alberta - Master of Education in Educational Psychology with a specialization in Special Education
Without a doubt, I have learned more about how to teach students to read and write in the past 12 months, than I ever learned in my 15 years as an educator prior... I have also learned how to be a research informed educator, and how to access academic studies to ensure the decisions I make around instructional practices, assessments, and programming, are grounded in research and data... The benefit to SLS and EPSB is that I am now a more informed employee and I am excited to share my knowledge and expertise with the colleagues I work with and support. And of course, to use my new knowledge to support struggling learners to achieve their full potential.

Chelsey Hawthorne, Teacher. S. Bruce Smith School
City University in Canada - Master of Education in School Counselling
The School Counselling program at City University provided me with a strong foundation in trauma-informed, person-centered, and multicultural approaches that directly support the diverse needs of our students and align closely with the Edmonton Public School District's commitment to equity and inclusion. This training has equipped me to respond to students' academic, social, and emotional needs with greater understanding and intentionality, creating safer, more connected learning environments.

Abbass Hojeij, Assistant Principal, Rosslyn School
Yorkville University - Master of Arts in Counselling Psychology
This program has deepened my understanding of student mental health, strengthened my ability to respond to student needs with empathy and evidence-based strategies, and improved how I support both students and colleagues in challenging situations. In addition, this professional growth will allow me to contribute more meaningfully to our school community by integrating mental wellness into the culture of learning, creating safer and more supportive spaces for all students.

Jenessa Lowe, Teacher, Athlone School
University of Alberta - Master of Education in Educational Studies
After learning new evidence-based strategies, I promptly integrated them into my Tier 1 classroom instruction. The positive impact was both rapid and significant... I now have a clear understanding of evidence-based instructional practices that effectively support vocabulary development among English as an Additional Language (EAL) learners.

Stephanie Luk, Teacher, Dr. Margaret-Ann Armour School
University of Virginia - Master of Education in Curriculum and Instruction
The program has strengthened both my theoretical grounding and my practical expertise, especially in the areas of curriculum design, culturally responsive pedagogy, and multilingual (or English as Another Language) learner support... In the immediate term, my expanded knowledge and skills will enhance the instructional experiences I design for students. I am now better equipped to support English Learners and multilingual families through responsive assessment practices, differentiated instruction, and evidence-based literacy approaches. This will contribute to stronger student engagement, more effective early interventions, and improved learning outcomes in my classroom.

Scott Markine, Principal, Donald R. Getty School
University of Alberta - Master of Education in Educational Psychology with a specialization in Special Education
The deep, evidence-based knowledge acquired has been immediately leveraged to strengthen the school's Multi-Tiered System of Support (MTSS). Crucially, this specialized expertise has enabled me to support the continued development and implementation of effective, targeted Tier Two intervention strategies, a critical next step for our school in addressing the 25-30% of students identified as struggling readers. By providing research-informed guidance on assessment interpretation and intervention selection, the program ensures that instructional decisions are data-driven, systematic, and aligned with the Science of Reading.

Ashleigh Murasiranwa, Teacher, Dr. Margaret-Ann Armour School
Yorkville University - Master of Arts in Counselling Psychology
The courses I've completed so far have deepened my understanding of how mental health, culture, and lived experiences shape student behaviour and their ability to learn. I've been able to apply what I'm learning directly into my classroom—whether it's recognizing signs of anxiety in students, using more effective communication strategies, or adapting lessons to better support neurodiverse learners.

Jillian Pidcock, Teacher, awâsis waciston School
University of Alberta - Master of Education in Educational Studies
My research focussed on how to enhance teacher confidence in delivering Indigenous content in the K-3 Science classroom... One such change is embedding Indigenous concepts (e.g., wahkohtowin, gift economy) to guide expectations within the classroom. By living these teachings each day, we authentically honour the traditional teachings and implement Indigenous foundational knowledge into the classroom for the benefit of all students, as required by the Teaching Quality Standards in Alberta.

Cheryl Popik, Assistant Principal, Grovenor School
University of Alberta - Graduate Certificate in Educational Studies, Structured Literacy and Reading Science
By completing the Graduate Certificate in Structured Literacy and Reading Science, I have deepened my understanding of how best to meet the literacy needs of all learners. I am now applying that knowledge not only with students in the division but also in collaboration with teachers... My goal is to remain in a role that allows me to coach, collaborate, and teach—using current research to support teachers in implementing evidence-based strategies that provide students with outstanding learning experiences.

Date	November 10, 2026
To	Board of Trustees
From	Ron Thompson, Superintendent of Schools
Subject	Funds for 2027-2028 Exempt Staff Professional Improvement Program
Originator	Angela Anderson, Chief Human Resources Officer
Resource Staff	Renée Thomson
Reference	Division Strategic Plan 2026-30

ISSUE

An allocation of funds from the 2027-2028 operating budget is requested to support the Exempt Staff Professional Improvement Program. Through this program, exempt staff can access tuition and leave support for post-secondary coursework. A commitment of funds to support this program is an investment that will benefit our Division in several ways, including improving student achievement, building capacity in our exempt staff and sharing knowledge and expertise. The request for a commitment of funds is made well in advance of the distribution of the funds to accommodate application and program admission processes.

RECOMMENDATION

That an allocation of $140,000 from the 2027-2028 operating budget be approved for the Exempt Staff Professional Improvement Program for the purpose of granting professional improvement leaves and tuition support to exempt staff for the 2027-2028 school year.

BACKGROUND

Edmonton Public Schools recognizes that professional development for staff is a critical aspect in supporting successful outcomes for students, as well as for succession planning. The Exempt Staff Professional Improvement Program is aligned with the Division Strategic Plan and is grounded in our values of accountability, collaboration, equity and integrity. The program is also in direct support of our Division's vision of "empowering students to shape their futures and communities", and our mission, which states that "we provide high-quality public education that supports students' academic success and builds compassion and connection."

Through this program, Division exempt staff have the opportunity to apply for tuition and leave support to participate in professional improvement activities that are aligned with the Division Strategic Plan and areas of need. A comparison of the number of successful applicants by year (Attachment I), as well as a synopsis of funds and support granted over the past few years (Attachment II) are included in this report.

In November 2025, the Board of Trustees approved an allocation of $140,000 from the 2026-2027 operating budget to fund the Exempt Staff Professional Improvement Program. These funds are supporting professional improvement for exempt staff in the 2026-2027 school year.

RELATED FACTS

- The Professional Improvement Program ensures that exempt staff members across the Division have access to opportunities to enhance their professional capacity and stay current with industry standards and evidence-based research.
- Support for professional development assists in the attraction of exempt staff to the Division and in the retention of those employees.
- Exempt staff have the opportunity to apply for support in January for courses that take place between July 1, 2027, and August 31, 2028, or in September for courses that take place between December 1, 2027, and August 31, 2028 (Attachment III).
- The application process for this program is rigorous. Assessment of applications is completed by a committee of Division leadership staff who consider the alignment of the applicants' proposed professional improvement plans with the Division Strategic Plan and identified areas of need. Additional considerations are the anticipated benefits to the Division, as well as connections to the applicants' professional growth plans and career goals.
- Successful applicants agree to a one-year return of service to Edmonton Public Schools for tuition support and three years for a full-time leave with an allowance; part-time leaves are prorated accordingly.
- For the 2026-2027 Exempt Staff Professional Improvement Program, requests for support from exempt staff varied as greatly as their roles in the Division.
- Based on the relative strength of the 2026-2027 applications for the January intake, eight applicants were granted their full request for support. Six applications for the September intake are currently being assessed.
- It has been an administrative practice to maintain a holdback of a portion of the allocation to address potential increases to leave allowance costs and tuition fees in the next academic year, as well as potential fluctuations in the exchange rate for tuition fees paid to international post-secondary institutions. The holdback for an allocation amount of $140,000 would be $4,200, which is three per cent of the total allocation. This has not been a material factor for this program to date because funds have not been fully used.
- The Division is committed to supporting professional learning for staff in a number of ways. The chart below outlines sources of support for professional learning.

	Funds for Professional Learning - Exempt Staff
Decision Unit Budgets	Funds are allocated for staff professional learning within decision units.
Central Decision Units	Central decision units allocate funds for the delivery of targeted professional learning courses for staff. These include sessions offered through Curriculum and Learning Supports, Specialized Learning Supports, Technology and Information Management and Human Resources, among others.

	Funds for Professional Learning - Exempt Staff
Professional Improvement Program	Tuition and leave support is available to exempt staff through the Professional Improvement Program for post-secondary coursework aligned with the Division's identified areas of need.
Bursaries and Scholarships	Staff are encouraged to access support through bursary programs and to explore scholarship opportunities through their post-secondary institution and other community organizations.

CONSIDERATIONS and ANALYSIS

There is a relatively small but growing pool of applicants to the Exempt Staff Professional Improvement Program. Fluctuations in the support granted each year are significantly influenced by the nature of the requests for leaves and tuition support, as well as associated allowance and tuition costs. Based on the number of applications and the types of requests we have received over the past few years, it is anticipated that maintaining the allocation of funds for this program at the current level would adequately cover the requests for support in 2027-2028.

A selection of statements from staff members who were granted support through the Exempt Staff Professional Improvement Program has been included with this report (Attachment IV). Program participants reflected on the benefits of their professional learning and how it has been effectively integrated into their work responsibilities. Post-secondary professional learning, grounded in evidence-based research, is critical to building staff capacity and supporting student learning. We continue to see strong demand for support through the Exempt Staff Professional Improvement Program.

NEXT STEPS

Upon approval of this recommendation, the program timelines for the application intake will be implemented (Attachment III).

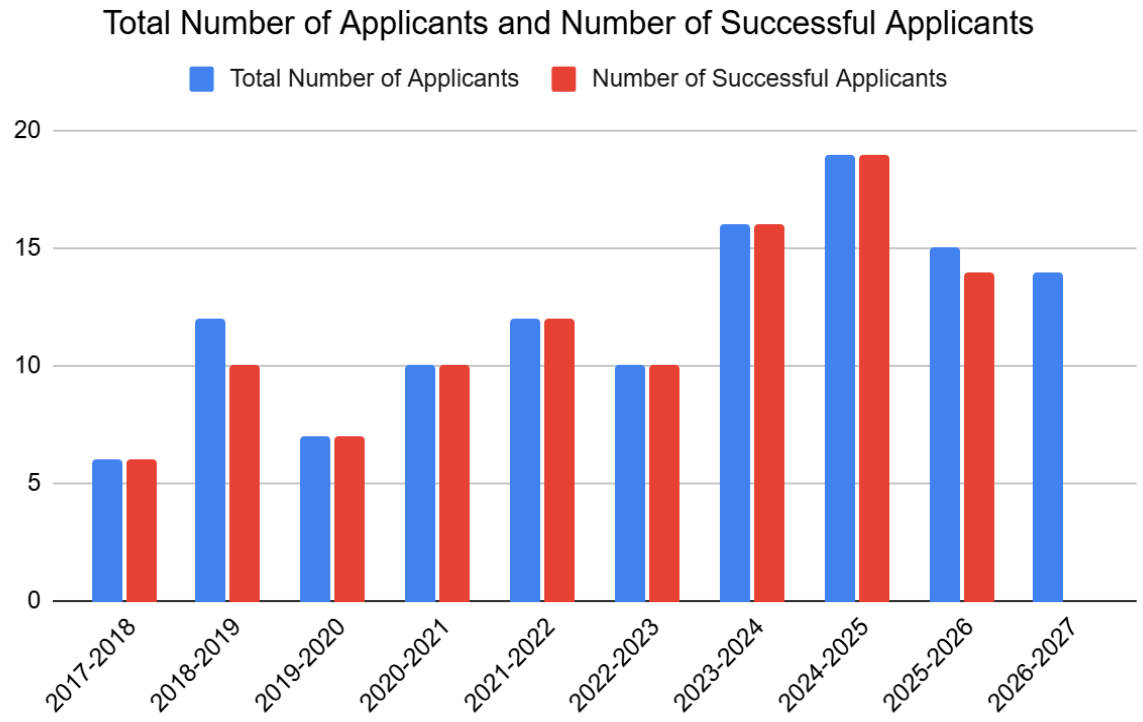
ATTACHMENTS and APPENDICES

ATTACHMENT I Comparison by Year: Total Number of Applicants and Number of Successful Applicants
ATTACHMENT II Exempt Staff Professional Improvement Program History
ATTACHMENT III Exempt Staff Professional Improvement Program Timelines
ATTACHMENT IV Selection of Reflective Statements: Benefits of Program Participation

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Comparison of Total Number of Applicants and Number of Successful Applicants		
Year	**Total Number of Applicants**	**Number Successful**
2017-2018	6	6
2018-2019	12	10
2019-2020	7	7
2020-2021	10	10
2021-2022	12	12
2022-2023	10	10
2023-2024	16	16
2024-2025	19	19
2025-2026	15	14
2026-2027	14	8[1]

[1] Six applications from the September 2026 intake are currently being reviewed.



ATTACHMENT II

EXEMPT STAFF PROFESSIONAL IMPROVEMENT PROGRAM HISTORY

YEAR	APPROVED ALLOCATION	APPROVED TOTAL LEAVE FTE	ACTUAL GRANTED FOR LEAVES	ACTUAL GRANTED FOR TUITION	TOTAL ACTUAL GRANTED FOR LEAVES & TUITION
2017-2018	$150,000	0.644	$47,129	$39,304	$86,433
2018-2019	$150,000	0.600	$47,147	$52,902	$100,049
2019-2020	$150,000	0.440	$32,699	$37,730	$70,429
2020-2021	$150,000	1.000	$67,572	$30,450	$98,022
2021-2022	$140,000	0.216	$19,564	$58,327	$77,891
2022-2023	$140,000	0.00	$0	$77,065	$77,065
2023-2024	$140,000	0.00	$0	$54,830	$54,830
2024-2025	$140,000	0.300	$10,229	$79,185	$89,414
2025-2026	$140,000	0.080	$4,648	$60,042	$64,690
2026-2027[1]	$140,000	0.000	$0	$55,253	$55,253

[1] Six applications from the September 2026 intake are currently being reviewed.

ATTACHMENT III

PROFESSIONAL IMPROVEMENT PROGRAM TIMELINE

JANUARY 2027 APPLICATION INTAKE (for courses that take place between July 1, 2027 and August 31, 2028)	**Date**
Exempt Professional Improvement Program announced on Division Staff News and application package available on Connect	October 30, 2026
Information meeting for interested staff (4:00 - 6:00 p.m., Google Meet)	December 1, 2026
Due date for applications	January 8, 2027
Processing of applications ● Receipt of applications confirmed ● Background information compiled (previous leaves, degrees, grid placement, years of service, summary of request, projected costs) ● Applications prepared for review by a committee of leadership staff	November 2, 2026 - February 12, 2027
Review of applications	February 4 - 12, 2027
Compile background information with input from assessors	February 16 - March 5, 2027
Recommendation submitted for approval	March 12, 2027
Approval of leaves and tuition support	March 19, 2027
Communication of support granted ● Applicants notified; letters and agreements sent to successful applicants ● Posted on Connect	March 22 - 26, 2027

SEPTEMBER 2027 APPLICATION INTAKE (for courses that take place between December 1, 2027 and August 31, 2028)	**Date**
Due date for applications	September 17, 2027
Processing of applications ● Receipt of applications confirmed ● Background information compiled (previous leaves, degrees, grid placement, years of service, summary of request, projected costs) ● Applications prepared for review by a committee of leadership staff	September 20 - October 1, 2027
Review of applications ● Application packages prepared for committee review ● Review of applications completed	October 4 - 15, 2027
Compile background information with input from assessors	October 18 – 22, 2027
Recommendation submitted for approval	October 25, 2027
Approval of leaves and tuition support	October 29, 2027
Communication of support granted ● Applicants notified; letters and agreements sent to successful applicants ● Posted on Connect	November 1 - 5, 2027

Selection of Reflective Statements: Benefits of Program Participation
2025-2026 Exempt Staff Professional Improvement Program

Linda Derksen, Principal, Constable Daniel Woodall School (previously in an exempt position)
University of Alberta - Master of Education in Educational Psychology with a Specialization in Special Education
Interdisciplinary research from cognitive science, linguistics, and education has made clear how reading develops and what effective instruction looks like. Successful reading outcomes depend on high-quality core instruction grounded in the Science of Reading, universal screening that enables early identification of at-risk students, and timely, evidence-based intervention for those who need additional support. Through my learning in this program, I have the ability to work with colleagues to identify our at-risk students and implement a Multi-Tiered System of Support that will address the needs of all students - from strong core instructional practices aligned with the science of reading (Tier 1) to targeted and individualized interventions (Tiers 2 and 3). As a capping project, my colleague and I created a series of three professional learning sessions designed primarily for principals to build leadership capacity and support effective literacy implementation. I hope to share this learning with colleagues at the school, catchment and division levels.

Jayson Kralkay, Technical Analyst, Technology and Information Management
Northern Alberta Institute of Technology (NAIT) - School of Health and Life Science, Disaster and Emergency Management Diploma
Through this program, I earned a NAIT Disaster and Emergency Management Diploma and developed practical skills in business continuity, disaster recovery, risk assessment, emergency planning, crisis communication, exercise design, and resilience. These skills can support the Division by helping identify risks, reduce impacts, improve communication, and support recovery when disruptions affect schools, staff, students, facilities, technology, or operations.

I am grateful for the support provided through the Professional Improvement Program and look forward to applying these skills to support preparedness, continuity, and resilience across the Division.

Brittany Paetsch, Mental Health Therapist, Hospital School Campuses / Victoria / J. Percy Page
University of Calgary - Master of Clinical Social Work with Families, Groups and Individuals
In the short term, the knowledge and skills gained through my graduate studies will enhance my ability to respond to the increasingly complex social, emotional, mental health, and behavioural needs of students. The program has strengthened my understanding of trauma-informed practice, mental health interventions, assessment, counselling approaches, ethical decision-making, and culturally responsive support strategies. These enhanced competencies will allow me to provide more effective direct support to students and families, contribute to stronger school-based interventions and prevention efforts.

My specialization in Clinical Social Work Practice has also strengthened my ability to support staff and school communities through consultation, advocacy, crisis response, and collaborative problem-solving. I believe this

will contribute to healthier, more inclusive, and more supportive learning environments where students are better positioned to succeed academically, socially, and emotionally.

Erin Regan, High School Completion Coach, Jasper Place School
University of Alberta - Master of School Counseling
In my current role, I have come to understand that supporting young people in academic success is closely connected to their emotional well-being, relationships, identity, and mental health.

The School Counselling program has strengthened my ability to provide support, recognize needs, and collaborate effectively with students, families, and community partners. I will continue to share my learning with colleagues and apply it in my work with the Indigenous student population and the broader school community!

Ultimately, it comes down to the benefit to students. My overall goal is to strengthen relationships, remove barriers, and help students feel supported, valued, and capable.

Date	November 10, 2026
To	Board of Trustees
From	Superintendent of Schools
Subject	Response to RFI #003 - Ministerial Order 34/2025, *Education Act* Amendments and Bill 27/29 Impacts
Originator	Nancy Petersen, Executive Director, Strategic Division Supports and Division Supports Services
Resource Staff	Christine Simmons
Reference	RFI #003 - Ministerial Order 34/2025, *Education Act* Amendments and Bill 27/29 Impacts

ISSUE

This report provides a response to RFI #003 - Ministerial Order 34/2025, *Education Act* Amendments and Bills 27/29 Impacts.

BACKGROUND

The start of the 2025-26 school year saw the introduction of several pieces of new provincial legislation. This legislation included the following:

- *Ministerial Order #034/2025* Standards for the Selection, Availability, and Access of School Literary Materials
- Amendments to the *Education Act* addressing instruction that deals primarily and explicitly with gender identity, sexual orientation and human sexuality
- *The Fairness and Safety in Sport Act*
- Amendment to Section 33.2(2) of the *Education Act* addressing gender identity-related new chosen names and/or pronouns and parental notification and consent.

To support schools in compliance with this provincial legislation, materials (key messages, appropriate forms or templates and slide decks) were developed to support school leaders in working with their school community around awareness, implications and implementation of the new legislation. Principals also attended an orientation session in August to enhance their understanding of this new legislation and administrative regulations were updated to reflect compliance. Central teams supported schools in the introduction and navigation of the new legislation and continue to do so when requested.

At the May 26, 2026, public Board meeting, Trustee Anderson brought forward the following: “This information request is to better understand the Division’s implementation, ongoing systems/process, oversight, and potential impacts on students, families, and staff of Ministerial Order 34/2025, *Education Act*

Amendments, and Bills 27 and 29. The questions below are intended to support transparency, identify emerging trends, clarify processes, and understand how standards, professional learning, and advisory structures are being considered or applied." The questions included in the RFI are outlined in Administration's response linked under the section Current Situation of this report.

CURRENT SITUATION

Administration's response to the RFI is included as Attachment I.

ATTACHMENTS and APPENDICES

ATTACHMENT I RFI #003 - Ministerial Order 34/2025, *Education Act* Amendments and Bills 27/29 Impacts

NP:el

RFI #003 - Ministerial Order 34/2025, *Education Act* Amendments and Bills 27/29 Impacts

This information request is to better understand the Division's implementation, ongoing systems/process, oversight, and potential impacts on students, families, and staff of Ministerial Order 34/2025, *Education Act* Amendments, and Bills 27 and 29. The questions below are intended to support transparency, identify emerging trends, clarify processes, and understand how standards, professional learning, and advisory structures are being considered or applied.

Ministerial Order 34/2025 Standards for the Selection, Availability and Access of School Literary Materials	
1. Is guidance provided to principals on how to implement the Government of Alberta's Standards for Selection, Availability and Access of School Literary Materials, in addition to administrative regulation, including the ongoing review of library collections? Is guidance provided around the use of Artificial Intelligence for the ongoing review?	In preparation for the 2025-26 school year, principals received orientation to the new legislation (Ministerial Order #030/2025), as well as supporting materials. This included: ● August DLM messaging from the Superintendent ● Detailed Post DLM presentation overviewing the legislation ● Supportive optional online Q&A sessions ● Key messages, a slide deck for principals to use with their school teams, and a book list to help guide the removal of any books falling under the standards set out in the Ministerial Order were also available to principals ● Administrative Regulation GIBD.AR School Library Materials was developed to support Division compliance and provide direction to school leaders/staff, and GI.AR Learning and Teaching Resources was updated as appropriate. ● The Division also developed and shared with school leaders a protocol to support a book review request. This same information was made publicly accessible on EPSB.ca. Schools received updated information after September 8 to support compliance with Ministerial Order #034/2025. This work included an updated booklist. The materials provided did not specifically address the use of AI.
2. How many review request forms have been submitted? Has this resulted in changes to what library materials are available?	As of September 1, 2026, no external review requests have been received by the Division.

Ministerial Order 34/2025 - Sub questions	
1. Standards and Best Practices a. In addition to the administrative regulations, are standards of practice/support or guidance for implementation developed and shared with schools?	The supporting materials included a slide deck to use with staff and families, as well as the book list to support the review of school and classroom library collections. The Division also developed a book review request protocol and form.
b. Are staff provided with guiding principles ("green flags" positive ways to frame discussions) or decision-making flow charts?	Key messages were provided to principals to support discussions and the book list identified an initial group of titles and helped staff review school and classroom library collections against the criteria set out in the Ministerial Order.
2. Is intentional PL/PD planned or underway?	In preparation for the 2025-26 school year, principals received orientation to the new legislation as well as supporting materials. This included: ● August DLM messaging from the Superintendent ● Detailed Post DLM presentation overviewing the legislation ● Supportive optional online Q&A sessions Staff in Central updated PL sessions throughout the year, as appropriate, to reflect direction set out in the Ministerial Order.
3. Is there an advisory board or committee or working group supporting implementation? Does it represent a cross-section of interested and affected parties?	Staff from multiple central decision units have incorporated this work into their responsibilities to help support ongoing compliance.
For Alberta *Education Act* Amendment (Instruction that deals primarily and explicitly with gender identity, sexual orientation, and human sexuality)	
1. Have community partners, including those who provide resources used by the Division, been	Any external group wishing to partner with a school in support of comprehensive school health or any instructional topic dealing primarily and explicitly with gender identity, sexual orientation,

impacted? If so, how? Have we changed the number or nature of community partnerships that support this instruction?	and human sexuality was required to submit their materials for review and approval by the Minister's office. Once a group and their materials are approved, this information is posted on Alberta Education and Childcare's website. Partners who did not choose to submit for approval or whose materials have yet to be approved would not be able to support Division schools at this time. The approval process with Alberta Education and Childcare is ongoing. We know anecdotally that some groups did not apply for approval while others were still awaiting approval for the 2025-26 school year. Schools were not able to use these groups. Several key partners/resources often accessed by Division staff were approved and available to be used for the 2025-26 school year. Examples include, but are not limited to: WiseGuyz Program, Sexual Assault Centre of Edmonton (SACE), Saffron Centre, Ever Active Schools and Primary Care Alberta.
2. What trend analysis could be conducted comparing participation rates under the new opt-in consent process with the previous opt-out model? Is the Division monitoring for impacts on participation rates?	The Division does not collect this data. To support compliance and enable as many students as possible to participate in instruction dealing primarily and explicitly with gender identity, sexual orientation, and human sexuality, the Division developed online opt-in consent forms aligned with grade level curriculum. Additionally, the opt-in consent forms have been translated in multiple languages (Arabic, Cree, French, Hindi, Punjabi, Somali, Spanish, Ukrainian, Urdu) to support communication with families and enable student participation.
Alberta *Education Act* Amendment - Sub questions	
1. Standards and Best Practices a. In addition to the administrative regulations, are standards of practice/support or guidance for	To support school leaders in working with their school communities a Division protocol document was developed. This document includes: ● An overview of the legislation

implementation developed and shared with schools?	• An overview of steps that must be taken prior to any instruction dealing primarily and explicitly with gender identity, sexual orientation, and human sexuality • Instructions around how to submit teaching and learning resources for Ministerial approval • Instructions around parent notification and opt-in consent • Links to all supporting materials and templates • Key contact information Additionally, Curriculum and Learning Supports developed the following resources to support classroom teachers: • Teaching Sexual Health Guide for Division Teachers and Administrators • Provincially Approved Teacher-Created Resources for Teaching Sexual Health (2025-2027 school years)
b. Are staff provided with guiding principles (“green flags” positive ways to frame discussions) or decision-making flow charts?	In addition to the materials in the Division’s principal protocol document, key messages (specific to school leaders) were developed to support conversations across their school community that promoted transparency for families and stressed the importance of the opt-in consent being returned to school if the family wished for their child to participate in this learning.
2. Is intentional PL/PD planned or underway?	In preparation for the 2025-26 school year, principals received orientation to the new legislation as well as supporting materials. This included: • August DLM messaging from the Superintendent • Detailed Post DLM presentation overviewing the legislation • Supportive optional online Q&A sessions Staff in Central updated PL sessions throughout the year, as appropriate, to reflect direction set out in the legislation.
3. Is there an advisory board or committee or working group supporting implementation? Does it represent a cross-section of interested	Staff from multiple central decision units have incorporated this work into their responsibilities to help support ongoing compliance.

and affected parties?	
Bill 27 - Gender Identity-Related New Chosen Name and/or Pronouns	
1. Regarding changes from previous practice, what are the major procedural/operational changes from previous practice? Is the Parental Notification and Consent Protocol publicly available? How were these changes communicated to schools and families?	Amendments to the *Education Act* set out direction for a school if a student requests that a gender identity-related new chosen name and/or pronouns be used by teachers, teacher leaders and other school staff when referring to the student in school. Prior to school staff referring to the student by the new chosen name and/or pronouns, family notification and for students under the age of 16, signed parent consent must have occurred. Previously, students worked with school staff around their request to use a new-chosen name and/or pronouns. The following information is available on EPSB.ca. In preparation for the 2025-26 school year principals received orientation to the new legislation as well as supporting materials. This included: ● August DLM messaging from the Superintendent ● Detailed Post DLM presentation overviewing the legislation ● Supportive optional online Q&A sessions ● To support working with their school community, principals also received a Division protocol document, key messages and a slide deck ● The Division also developed and shared with school leaders supporting materials specific to this legislation, including parent consent and notification letter templates and a flow chart to support working with a student making this request
2. In terms of consent forms, are parent/guardian consent forms being marked up or returned with comments? If so, what themes are emerging?	The Division does not collect this information.
3. Concerning harm reduction, what mental	The protocol was developed to reflect alignment with the legislation while prioritizing student

health resources are available to support students who indicate concerns about parental notification? How are staff actively supported to minimize harm?	safety and well-being. Each school has access to mental health referral supports through Specialized Learning Supports and Hospital School Campuses. Additionally, the Division works in partnership with a range of community organizations whose mandate it is to support and work with youth. Principals were also provided with central key contact support.
Bill 27 Gender Identity-Related New Chosen Name and/or Pronouns - Sub questions	
1. Standards and Best Practices a. In addition to the administrative regulations, are standards of practice/support or guidance for implementation developed and shared with schools?	To support school leaders in working with their school communities, a Division protocol document was developed. This document includes: ● An overview of the legislation ● An overview of steps that must be taken prior to using a gender-identity new chosen name and/or pronouns ● Parental notification and consent protocol (addressing initial request from the student and meetings with the student) ● Family notification meeting, including document protocols ● Links to all supporting materials and templates ● Key contact information
b. Are staff provided with guiding principles (“green flags” positive ways to frame discussions) or decision-making flow charts?	The Division developed and shared with school leaders supporting materials specific to this legislation, including parent consent and notification letter templates, a flow chart to support working with a student making this request, links to mental health resources and exemplar language to help with supportive conversations with students. A central key contact was available to support schools in this work.
2. Is intentional PL/PD planned or underway?	In preparation for the 2025-26 school year, principals received orientation to the new legislation as well as supporting materials. This included: ● August DLM messaging from the Superintendent

	● Detailed Post DLM presentation overviewing the legislation ● Supportive optional online Q&A sessions Staff in Central updated PL sessions throughout the year, as appropriate, to reflect direction set out in the legislation.
3. Is there an advisory board or committee or working group supporting implementation? Does it represent a cross-section of interested and affected parties?	Staff from multiple central decision units have incorporated this work into their responsibilities to help support ongoing compliance.
Bill 29 - Fairness and Safety in Sport	
1. Have any unique or innovative approaches to intramurals or clubs emerged in response to implementation that support diverse student participation?	Schools continue to provide opportunities to support student participation through non-competitive and co-ed leagues. These opportunities are available to all students and do not fall under the *Fairness and Safety in Sport Act*.
2. Regarding the parent confirmation form, how many refusals to complete the form have occurred? How many were marked up or returned with comments? What is the general nature of those comments? What does “maintaining forms” mean in practice (storage, retention)?	The Division does not collect information around refusal of form completion, how many forms were marked up and/or if comments were provided. These forms are returned at the school level. The Division has not implemented a process to gather any written comments on the form. School leaders have worked directly with families, including answering questions or addressing any concerns they may have. Initially, the forms started out as a paper document to support students wishing to play in female only competitive sports for the first several months of the school year while the Division developed an electronic form and records management system. In April, the electronic version of the Division’s form was introduced. This included a process to transition all paper forms to electronic documentation. To assist in this transition, supporting materials were developed for school office staff, key messages for families were provided and drop-in Q&A sessions were hosted to support school staff in this work.

	The management and retention of these forms fall under expectations set out in Division administrative regulations.
3. How many challenges have been received to date? What have been the results?	As of September 1, 2026, no challenges have been received by the Division.
4. Is the Division or are schools tracking impacts on tryouts, team formation, or participation rates? Are there early trends or areas of concern?	The Division does not track this information.
5. How are staff actively supported to minimize harm?	Materials were developed to support transparent conversations with students and their families regarding the legislation. Division protocols were developed to support compliance to the legislation while supporting families in their navigation and understanding of this legislation.
Bill 29 - Sub questions	
1. Standards and Best Practices a. In addition to the administrative regulations, are standards of practice/support or guidance for implementation developed and shared with schools?	To support school leaders in working with their school communities, a Division protocol document was developed. This document includes: ● An overview of the legislation ● An overview of steps around the confirmation process and challenge process ● Links to all supporting materials and templates ● Key contact information
b. Are staff provided with guiding principles (“green flags” positive ways to frame discussions) or decision-making flow charts?	In addition to the materials in the Division’s principal protocol document, key messages were developed to support conversations with female student athletes and Division template letters/confirmation forms for families. To support families, the confirmation form was translated into the following languages: Arabic, Cree, French, Hindi, Punjabi, Somali, Spanish, Ukrainian, and Urdu.
2. Is intentional PL/PD planned or underway?	In preparation for the 2025-26 school year, principals received orientation to the new legislation

	as well as supporting materials. This included: ● August DLM messaging from the Superintendent ● Detailed Post DLM presentation overviewing the legislation ● Supportive optional online Q&A sessions Staff in Central updated PL sessions throughout the year, as appropriate, to reflect direction set out in the legislation.
3. Is there an advisory board or committee or working group supporting implementation? Does it represent a cross-section of interested and affected parties?	Staff from multiple central decision units have incorporated this work into their responsibilities to help support ongoing compliance.

Date	November 10, 2026
To	Board of Trustees
From	Ron Thompson, Superintendent of Schools
Subject	Addition of April, May and June 2026 Seclusion and Physical Restraint Data
Originator	Sunita Sas, Assistant Superintendent, Instructional Supports
Resource Staff	Dave Bennell, Vicki DeHaan, Terri Gosine
Reference	Standards for Seclusion and Physical Restraints in Alberta Schools

ISSUE

On May 26, 2026, Administration brought Follow-up on Seclusion Reporting in the 2025 AERR to the Board in response to a Request for Information with seclusion and physical restraint data for September 2025 through March 2026. This Information Report provides the remaining seclusion and physical restraint data for April, May, and June 2026.

KEY POINTS

- This Information Report adds seclusion and physical restraint data for April, May, and June 2026 to the Follow-up on Seclusion Reporting in the 2025 AERR report.
- Going forward, the Seclusion and Physical Restraint Information Report will be submitted to the Board annually each fall, with reporting on the entire previous school year, and will no longer be included in the Annual Education Results Report (AERR).

CURRENT SITUATION

The Division continues to support systemic change and build staff capacity to implement positive, proactive approaches for students with complex behavioural needs. This work emphasizes prevention, with a focus on de-escalation, diffusing challenging behaviours, and fostering positive relationships. Seclusion and/or physical restraint occur only in exceptional circumstances where a student's behaviour presents a serious and imminent risk of physical harm to themselves or others, and when preventative, de-escalation, and alternative interventions have proven ineffective. In these situations, crisis management strategies, including the use of seclusion and/or physical restraint, are considered strictly as a last resort and are used only in emergency conditions where there is imminent danger.

Alberta Education and Childcare requires school divisions to track and provide data each month on the use of operational seclusion rooms for each school with an operational seclusion room in their building.

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

- Unique Students refers to the number of different students using the seclusion room that month (the same student may have used a seclusion room more than once).
- 2021–2022 data reflects in-person learners with approximately five per cent of Division students learning online due to COVID.
- 2024–2025 data reflects support staff labour disruption from January 13 to March 20 where some students with complex behaviour needs participated in rotational at-home learning.
- 2024–2025 school year was the final year this data was collected and reported for self-selected seclusion.
- 2025–2026 data reflects teacher labour disruption from October 6 to October 29, 2025.
- Data for September through March was previously provided in the May 26, 2026 Information Report.

The seclusion room data from September 2025 to June 2026 indicates there were 358 uses of these spaces across the Division:

Month	RECORD OF USE SECLUSION									
	2021–2022		2022–2023		2023–2024		2024–2025		2025–2026	
	Monthly Seclusion Room usage	Monthly Seclusion Room Unique Students	Monthly Seclusion Room usage	Monthly Seclusion Room Unique Students	Monthly Seclusion Room usage)	Monthly Seclusion Room Unique Students	Monthly Seclusion Room usage	Monthly Seclusion Room Unique Students	Monthly Seclusion Room usage	Monthly Seclusion Room Unique Students
September	115	46	114	54	111	48	112	59	64	31
October	108	62	142	55	235	93	83	46	6	6
November	141	57	172	61	196	69	53	35	45	21
December	109	53	141	66	166	66	67	49	24	16
January	110	47	103	49	185	71	22	17	48	27
February	208	62	88	47	164	65	18	13	33	21
March	215	71	70	40	106	50	24	17	52	31
April	187	55	97	54	181	80	66	38	**34**	**18**
May	168	52	105	56	149	60	49	29	**28**	**16**
June	108	44	64	40	88	38	40	23	**24**	**18**
TOTAL	**1,469**	**549**	**1,096**	**522**	**1,581**	**640**	**534**	**326**	**358**	**89**

NEW FOR 2025-2026:

The data for the three data tables has been further refined to ensure greater accuracy. In previous years, the total unique students was calculated by adding the number of unique students cumulatively in each month. This year, the data was further refined to identify the overall number of unique students throughout the year. For example, in the above table, from September to June, there were 89 unique students involved in the total of 358 seclusion room uses.

With respect to the Physical Restraint table below, the data is separate from the seclusion room use data.

Month	PHYSICAL RESTRAINT									
	2021–2022		2022–2023		2023–2024		2024–2025		2025–2026	
	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students
September	50	36	75	39	61	40	79	47	80	53
October	81	45	67	45	90	55	76	51	18	17
November	76	44	78	33	66	38	71	48	76	51
December	41	25	51	35	59	34	39	31	45	33
January	44	21	51	40	53	29	23	18	62	51
February	81	35	37	25	64	35	26	19	48	26
March	68	34	59	41	47	29	35	24	45	28
April	75	43	63	40	51	34	74	36	**26**	**20**
May	60	35	75	52	65	40	62	31	**37**	**25**
June	36	25	54	30	50	32	37	26	**12**	**9**
TOTAL	**612**	**343**	**610**	**380**	**606**	**366**	**522**	**331**	**449**	**214**

With respect to the Seclusion and Physical Restraint table below, the data is for the combined use of seclusion and physical restraint:

Month	SECLUSION AND PHYSICAL RESTRAINT									
	2021–2022		2022–2023		2023–2024		2024–2025		2025–2026	
	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students
September	30	25	50	35	45	27	58	31	42	31
October	31	27	54	34	103	49	46	22	7	6
November	54	43	34	25	64	43	43	21	47	30
December	32	24	36	23	40	29	35	24	26	18
January	11	11	47	31	52	33	21	15	38	30
February	39	29	32	23	37	23	12	8	31	20
March	45	31	34	23	40	28	13	10	28	21
April	51	36	42	33	50	37	36	20	**14**	**11**
May	44	24	44	27	41	30	41	24	**22**	**18**
June	55	29	31	18	21	17	33	16	**12**	**9**
TOTAL	**392**	**279**	**404**	**272**	**493**	**316**	**338**	**191**	**267**	**122**

To ensure a complete school year report going forward, reporting timelines and deadlines will be shifted to reflect full-year data. Transitioning to this new schedule will provide a comprehensive, multi-year overview of seclusion room utilization and physical restraint across the Division, facilitating accurate long-term trend analysis and operational oversight.

Going forward, the Seclusion and Physical Restraint Information Report will be submitted to the Board annually each fall. The next Information Report will be in the Fall of 2027 and will include September 2026-June 2027 seclusion room and physical restraint data.

SS:el