



# AGENDA

## BOARD OF TRUSTEES

Julie Kusiek  
Board Chair

Jan Sawyer  
Board Vice-Chair

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

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

## Board Meeting

CFE McCauley Chambers  
Tuesday, October 8, 2024  
2 p.m.

### Land Acknowledgement

- A. O Canada
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Approval of the Minutes
  - 1. DRAFT – Board Minutes – September 24, 2024
- G. Comments from the Public and Staff Group Representatives on Items on the Meeting Agenda

*(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 12 p.m. on Monday, October 7, 2024, to speak under this item.)*
- H. Reports
  - 2. Caucus Committee Report (From the meeting held on September 10, 2024)  
(Information)
  - 3. Special Caucus Committee Report (From the meeting held on September 24, 2024)  
(Information)
  - 4. Proposed Distribution of Additional Funds for 2024-2025  
(Recommendation)
  - 5. 2023-24 Division Feedback Survey Report  
(Information)
  - 6. Bereavements  
(Information)
- I. Other Committee, Board Representative and Trustee Reports
- J. Trustees and Board Requests for Information
- K. Notices of Motion
- L. Meeting Dates
- M. Adjournment

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

Minutes of the meeting of the Board of Trustees of Edmonton School Division of Alberta held in the Centre for Education McCauley Chambers on Tuesday, September 24, 2024, at 2 p.m.

**Present:****Trustees**

Trisha Estabrooks  
Dawn Hancock

Marcia Hole  
Julie Kusiek  
Marsha Nelson

Jan Sawyer  
Saadiq Sumar

**Officials**

Angela Anderson  
Todd Burnstad  
Grace Cooke  
Karen Mills

Kathy Muhlethaler  
Kent Pharis  
Nancy Petersen  
Cliff Richard

Darrel Robertson  
Carrie Rosa  
Ron Thompson  
Liz Yule

**Board Chair:** Julie Kusiek

**Recording Secretary:** Catherine Angeles

The Board Chair called the meeting to order and called upon Trustee Hole to provide a land acknowledgement.

Trustee Hole shared that it is the time of year many of us here on Treaty 6 lands, and far beyond, are harvesting the gifts of this land. Land that has, since time immemorial, been the homeland, gathering place and traveling route of many Indigenous peoples including the nehiyaw, Saulteaux, Niitsitapi, Dene, Nakota Sioux, Anishnaabe, Inuit and Métis of the North Saskatchewan river territory.

Trustee Hole expressed her gratitude to the First Nation, Métis and Inuit peoples, and to their ancestors, who have defended and protected this land for generations, so that we may continue to enjoy the bounty and the beauty of the land here in amiskwaciwâskahikan which we call home.

Trustee Hole offered this land acknowledgement as a treaty person in recognition of the Truth and Reconciliation Commission's Calls to Action, and in the spirit of learning, friendship, collaboration and a commitment to honor the history and voice of First Nation, Metis and Inuit peoples who share their wisdom, knowledge, cultures, languages and truths with us.

Trustee Hole said that in the upcoming days many of our schools will take time to stop, listen and learn as we recognize the National Day for Truth and Reconciliation. As we grapple with the truth of the lasting impacts of treaties, colonization, legislation, as one governor of this Board, Trustee Hole commits to actions that will honor lived experience and make decisions that will provide educational opportunities that will allow students to grow, thrive and achieve their dreams.

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

The Superintendent advised that Trustee O’Keefe was absent and all other Trustees were present.

**C. Approval of the Agenda**

**MOVED BY Trustee Sumar:**

**“That the agenda for the September 24, 2024, Board meeting be approved as printed.”  
(UNANIMOUSLY CARRIED)**

**D. Communications from the Board Chair**

The Board Chair shared that Edmonton Public Schools needs 50 schools to open in the next 10 years to keep up with unprecedented student enrolment growth. The Board of Trustees have been tireless advocates for provincial school infrastructure investment that will address the almost \$1 billion in deferred maintenance, modernize existing schools, and accelerate the pace of new school construction so that every student has an excellent, modern learning environment. Chair Kusiek said she’s happy to report that last week’s provincial announcement of \$8.6 billion into school infrastructure is good news and a significant step to addressing these urgent needs. The government has shared that new school announcements will take place with spring budget announcements, with the first round happening in spring 2025. Existing projects keep moving forward through the stages of planning, design and construction once the current stage is completed.

The Board Chair shared the following:

- 2 - number of projects already funded for construction. We expect Edgemont and Glenridding to be ready for students by 2027 and 2028 respectively.
- 12 - total number of school projects listed in Year 1 of our capital requests
  - Five of the 12 are already funded planning or design and will continue to move through to design and construction when their current stage is complete. This is a welcome change to the process.

The remaining seven projects in the Division’s Year 1 capital requests are unfunded. The Premier underlined that if the sites are ready, they will fund them to a maximum of 30 new schools per year. The Minister of Education also said this funding commitment will address the needs of fast growing metro regions of Edmonton and Calgary. Given this information from the Premier and Minister, the Division is in a good position to have all seven of these critical projects funded in Spring 2025.

**MINUTE BOOK**

The Board Chair addressed the question about how Edmonton Public Schools can help things move forward as quickly as possible.

1. Check if there are there any sites in Year 2 or 3 of the Division's capital plan that are ready and can be moved to Year 1 requests.
2. Keep working with the City of Edmonton to ensure sites are ready as quickly as possible.
3. Share opportunities for various build types with government (P3, IPD, design build., etc.). This is a tall order for Alberta's construction industry and the Division must remain nimble in our approaches in working with Alberta Infrastructure to get the job done.

The Board Chair responded to two questions she has been hearing:

1. What about more staff? Class sizes are growing and so is classroom complexity.
  - a. The Premier signaled last week that government will be reviewing the funding formula and acknowledged the weighted moving average doesn't work for school divisions experiencing unprecedented growth. The Board will be taking part in consultation on this, and will continue to be solutions focused in advocating for sustainable, adequate, predictable funding for every single student.
  - b. With dozens of new schools opening in the coming years, the Division will need many new staff, including teachers and we need a funding formula that truly takes into account the student needs and number of students the Division actually have in our classrooms.
2. What about the funding going to private and charter schools?
  - a. Public dollars for public education, that is the Board's stance. The Board is proud of the excellent quality regular community programming and 30+ alternative programs the Division offers, and has been offering for decades. There are LOTS of choices within the Division. We accept all students. We are also governed by a Board of Trustees elected by the community. We are accountable to both the government and community.

The Board Chair said she is proud of the advocacy of the Board. Their two major points of advocacy over their term have been for more schools and a change to the funding formula. The Board is making progress and will continue to advocate for the essential role that public education plays for our communities, our province, and the lives of students and their families.

The Board Chair stated that the Superintendent and she would be leaving the meeting no later than 4:15 p.m. to attend another meeting. Chair Kusiek thanked Vice Chair Sawyer in advance for chairing the remainder of the meeting. The Board Chair shared that Trustee O'Keefe was unwell today, which was why she was not in attendance. However, Trustee O'Keefe would be tuning into the livestream to watch the meeting.

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

The Superintendent thanked everyone attending the meeting in person today, including SCOPE principals Vanessa LeCaine and David Sloan, and to those watching online.

The Superintendent shared that as of this morning, we've welcomed 120,638 students into the Division. Schools are working incredibly hard to form relationships, build routines and get learning off to a great start.



**MINUTE BOOK**

Throughout the month, the Division has been working diligently to accommodate as many students as possible. There have been a number of appeals and the Superintendent expressed his sincerest appreciation for the patience of students and families who have been waiting on information about where they can attend.

The Superintendent said the Division is grateful for last week's announcement that will support an acceleration of school construction, modernization and replacements. Anything we can do to move projects forward more swiftly is greatly appreciated. While no new construction dollars have been announced right now, we can anticipate the advancement of projects that are in the preliminary stages and hope for more as part of Budget 2025. Superintendent Robertson noted that this year the Division anticipates to be 90 per cent utilized in our school buildings. With increasing student enrolment each year and the lengthy construction process for new schools (three to five years on average), additional space relief is not imminent. He expressed appreciation for the Board's continued advocacy to the province for more space where students can learn and thrive.

The Superintendent shared that Read-In Week will take place October 7-11. The Division is so grateful to everyone who visits schools during this week, and year-round, to share their love of literacy, reading and literature.

The Superintendent congratulated Gerald Chung, a teacher at Old Scona School, who was recently named CyberPatriot XVI Coach of the year for 2023-2024. Gerald was selected from thousands of nominees. Gerald's students nominated him after finishing first in the CyberTitan Canadian National Finals last year. The students also came away as the top-ranked Canadian team in the international CyberPatriot competition. The competitions are in computer programming and cybersecurity, where students are given computer network scenarios where they must locate and resolve issues within a specific timeframe. Old Scona principal Will Deys said, "This is a big honour and significant accomplishment and is great recognition for the time that Gerald commits to our students every year."

**F. Approval of the Minutes**

1. Board Meeting – September 10, 2024

**MOVED BY Trustee Hancock:**

**"That the minutes of the Board meeting held September 10, 2024, be approved as printed."  
(UNANIMOUSLY CARRIED)**

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

There were no registered speakers for this item.

**MINUTE BOOK****H. Reports****2. Prince Charles School Renaming**

A short video presentation was shared acknowledging the new name for Prince Charles School as awâsis waciston (pronounced uh-wahh-sis wuh-chi-ston) School. awâsis waciston is a Cree phrase that means 'child nest'. The new name honours the school community, celebrates the richness of childhood and the school as a nurturing place for children to grow and learn.

Trustee Hole suggested that a note be sent to the Lieutenant Governor to share that the Division has chosen to rename the Prince Charles School to awâsis waciston School. The Board Chair said she would draft and send that letter.

There was a short break in the meeting.

After the break, Lloyd Martin, Cree Language Keeper, shared some words with the Board about how the name awâsis waciston was gifted.

**3. 2023-2024 Board Self-Evaluation Summary**

The Board of Trustees provided to the public a summary of the annual Board Self-Evaluation survey results from the 2023-2024 school year.

**4. Bereavements**

Vice-Chair Sawyer reported on the passing of Mr. Manuel (Manny) Cruz, Ms. Beverly Royer and Mrs. Michelle Williams.

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

Trustee Estabrooks thanked Ivor Dent, Highlands, Forest Heights and Delton schools for inviting her to their back to school events. It was a great opportunity for her to chat with parents, serve some hot dogs and hear what's on parents' minds as the school year gets underway. She appreciated the enthusiasm that many parents shared with her for the year ahead, gratitude for amazing staff that work so hard to ensure kids are well supported but also concern, once again, for just how large some classes are in our Division and a lack of staff, in particular educational assistants, in many of our classrooms.

Trustee Estabrooks expressed congratulations to Hardisty school council and the fundraising committee for the school's playground. About a week ago the newly renovated playground officially opened, it includes an inclusive play space for children with mobility challenges. The school council, working in partnership with Hardisty's principal, have worked so hard to make this newly renovated playground a reality. She thanked Minister Nate Glubish, MLA Marlin Schmidt and City Councillor Ashley Salvador for also attending the event.

**MINUTE BOOK**

Trustee Estabrooks shared that many of her colleagues attended community league day events across our city on Saturday. It was an amazing opportunity to connect not just with parents but with community members about the value of a strong public education system. Trustee Estabrooks highlighted one community league event that she attended at Wîhkwêntôwin. At that event there was an interactive poster asking people what they thought of when they heard Wîhkwêntôwin or translated from Cree “Circle of Friends”. The themes were coming together, kids sitting in a circle and a community that is strong and connected. Some of those themes reminded her of the beauty of the name Wîhkwêntôwin and how fitting it is for one of our schools.

**K. Trustees and Board Requests for Information**

Trustee Hole submitted a Request for Information regarding infrastructure needs/Three-Year Capital Plan for 2025-2029:

**Can administration please answer the following questions with regards to the Board's current Three-Year Capital Plan for 2025 - 2029.**

- 1) For each of the priorities in Year 1 please share which school sites are fully serviced and meet the government's construction readiness criteria.
  - Are there any Year 2 or Year 3 sites which are also ready?
- 2) What is the planning and design status for each of the priorities in Year 1?
  - Please provide a rough estimate of the design completion timeline for each, and any barriers staff might be facing with regards to project design of Year 1, 2 and 3 schools.
- 3) Share a brief overview of the advantages of the following design and construction approaches: IPD, P3 and government-managed builds.
  - Please include information on budget and the average length of time it takes to complete projects using each approach.
- 4) Could administration provide a brief explanation of what each of the different stages - pre-planning, planning, and design and constructions entails and where all of our current projects are in this staged process?
- 5) Please share any efficiencies that could be used by Division staff to expedite the process of designing new schools, including the replication or adaptation of previously designed projects.
- 6) We know families value having childcare located within the school and that with an increasing space crunch the Division has had to reclaim tenant space from childcare operators for classrooms. With the province's infrastructure announcement, is there a mechanism for boards to request that the Ministry of Jobs, Economy and Trade (responsible for childcare spaces) add budget to elementary school builds for dedicated childcare spaces?

**MINUTE BOOK**

7) What is the fit up cost for a new school once construction is complete? Is there direct funding available from the province to cover the one-time fit up costs for the many new schools we anticipate being constructed in the next few years?

8) What impacts to maintenance, autonomy and asset value might Edmonton Public Schools expect from the change to the province owning new schools constructed under this program?

9) Schools take three to five years to build. What is the Division's plan to manage growth while new schools are under construction?

**L.      Notices of Motion - None**

**M.      Next Board Meeting: Tuesday, October 8, 2024, at 2 p.m.**

**MOVED BY Trustee Nelson:**

**"That the Board recess and reconvene at 5 p.m."  
(UNANIMOUSLY CARRIED)**

The meeting recessed at 3:04 p.m.

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

Board Chair Kusiek and Superintendent Robertson did not rejoin the meeting. Vice-Chair Sawyer chaired the remainder of the meeting and Assistant Superintendent Muhlethaler acted in Superintendent Robertson's place.

Vice-Chair Sawyer reconvened the meeting at 5 p.m.

The Board of Trustees heard from three registered speakers, all of whom spoke about seclusion rooms.

**N.      Adjournment: 5:11 p.m.**

**Vice-Chair Sawyer adjourned the meeting.**

---

Julie Kusiek, Board Chair

---

Karen Mills, Director Board and  
Superintendent Relations



**DATE:** October 8, 2024

**TO:** Board of Trustees

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

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

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

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

---

**ISSUE**

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

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

1. Prince Charles School Renaming

That Prince Charles School be renamed awâsis waciston (ah wa sis was is ton) School.

**BACKGROUND**

The authority to name schools rests with the Board of Trustees, as outlined in [EA.BP Infrastructure Planning Principles](#).

2. Position Statement for ASBA Fall General Meeting

That the PDAC revision be approved for submission to the ASBA FGM.

**BACKGROUND**

The Alberta School Boards Association (ASBA) Policy Development Advisory Committee (PDAC) recommended a change to the original emergent position statement put forward by the Edmonton Public School Board in May 2024 at the Spring General Meeting.

KM:ca



**DATE:** October 8, 2024

**TO:** Board of Trustees

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

**SUBJECT:** Special Caucus Committee Report (From the meeting held on September 24, 2024)

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

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

---

**ISSUE**

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

**The following recommendation was approved at the September 24, 2024, Special Caucus Committee meeting:**

Advocacy Committee of the Whole

That the Ad Hoc Advocacy Committee be disestablished and replaced with an Advocacy Committee of the whole.

**BACKGROUND**

Over the past decade, the Board of Trustees has used both committee-of-the-whole and ad-hoc-committee approaches to guide their advocacy initiatives. Recent discussions called into question which approach is most efficient and effective.

KM:ca

**DATE:** October 8, 2024

**TO:** Board of Trustees

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

**SUBJECT:** Proposed Distribution of Additional Funding for 2024-2025

**ORIGINATOR:** Todd Burnstad, Chief Financial Officer

**RESOURCE STAFF:** Jeremy Higginbotham

**REFERENCE** [Government of Alberta news release.](#)

---

## ISSUE

On July 23, 2024, Education Minister Demetrios Nicolaides announced additional funding of \$215 million for school divisions across the province. This funding is intended to address enrolment growth, rising operational costs and inflation. Of this funding, \$125 million will be directed to operating expenses and \$90 million to support the construction and installation and relocation of modular classrooms and modular units.

As a result of this additional funding, the Province has updated our funding profile and the detailed grant calculations as well as the 2024-2025 Funding Manual. The Province has indicated this additional funding and the changes to the grant calculations are for the 2024-2025 school year only. Specific highlights of the grant calculation changes are provided below.

Base Instruction - the base funding rates were increased by 1.1 per cent. For example, grade 1-9 base funding rose by \$72 from \$6,492 per eligible student to \$6,564 (ECS and High School have different base rates which also have increased by 1.1 per cent). The total increase to the Division's base instruction funding is \$8.1 million.

Services & Supports Grants - these grants include Program Unit Funding (PUF), Moderate Language Delay, Specialized Learning Supports, First Nations, Métis and Inuit (FNMI) and English as an Additional Language. In total, our services and supports grants have increased by \$3 million.

Supplemental Enrolment Growth (SEG) Grant - this grant consists of a per student funding amount applied against the increase in year over year enrolment. For the first 100 students, the rate has remained the same at \$1,500 per student; however, for any student growth in excess of 100, the funding amount has increased from \$2,000 to \$4,000 per student. For Edmonton Public Schools, the September 2024 projected enrolment is 5,761.5 FTE higher than our September 2023 enrolment.

Based on the updated formulas, the Division anticipates an additional \$22.4 million (or a 1.9 per cent increase in total funding) for the 2024-2025 school year. As such, the Division is proposing the additional funds be directed to the following allocations:

## Weighted Enrolment Allocation (\$13 million)

The Division's largest allocation (representing approximately 75 per cent of the total direct school allocations) is the Weighted Enrolment Allocation which is provided to schools based on their proportion of the Division's weighted enrolment. The level of specialized learning support required by students is directly correlated to the school's weighted enrolment allocation.

Weighted Enrolment is a type of enrolment applied by Edmonton Public Schools that considers the specialized learning supports that may be required by some students. For example, a student with a diagnosis of Cerebral Palsy who is not able to communicate verbally, is not mobile, and needs assistance for self-help skills requires a high level of specialized learning support. The Weighted Enrolment Allocation takes this into account and assigns a higher weighting to this student, allowing the school to receive a greater allocation.

In other words, School A with 175 students may end up with a different Weighted Enrolment Allocation from School B with 175 students if the composition of the students differ and require different supports.

At each budget cycle, the Division's Weighted Enrolment Allocation rates are subject to change as the amount of funding available as well as the total Division's weighted enrolment changes.

The Weighted Enrolment Allocation per student amounts had to be decreased for the 2024-2025 spring budget (as compared to the 2023-2024 fall budget) as a result of inflationary pressures that increased Division-level fixed costs. Approximately \$6 million would restore the per student weighted enrolment to the same level as the prior year. By directing \$13 million of the additional funding to this allocation, the per student allocation levels will increase by approximately 1.1 per cent compared to prior year. The updated Weighted Enrolment Allocation will be calculated using the actual September enrolment count information (including the composition of students) as opposed to using the spring budget projected enrolment figures.

## Services & Supports - Targeted Allocations (\$3 million)

Out of our total additional funding, approximately \$3 million is for service and support grants. These grants include PUF, Moderate Language Delay, Specialized Learning Supports, FNMI, and English as an Additional Language. The Division treats the majority of these grants as a flow through, where the funding received is directly allocated out correspondingly.

## September Actual Enrolment vs Projected Enrolment relief (\$4 million)

With the implementation of the Weighted Moving Average (WMA), funding is provided to school divisions based on historical enrolment as well as projected enrolment for the upcoming school year. To match this methodology, school budgets are completed in April with allocations being calculated using the individual school's projected enrolment. In the fall, surplus funds have been used to support schools where their actual enrolment is higher than their projected enrolment and where the composition of students in September may result in the school requiring additional supports.

For 2024-2025, this additional funding, which is intended to address enrolment growth pressures, will be used to continue the enrolment relief allocation instead of accessing the Division's accumulated operating surplus. (Attachment I provides additional information on the accumulated operating surplus plan for 2024-2025).



## Unit Cost Relief (\$2.3 million)

The largest category of expenses for the Division is salaries, wages and benefits for both certificated and non-certificated employees. Salaries account for 63 per cent and benefits at 16 per cent for a combined total of 79 per cent of our total operating costs. To stabilize the impact of compensation expenses for school budgets, the Division calculates unit costs for each staff group.

For the 2024-2025 school year, the Division anticipated increased benefit rates including: dental coverage (increase of 12 per cent), extended health care (increase of 10 per cent), workers' compensation (increase of 23 per cent) and the impact of the new Canada Pension Plan (CPP) enhancement (a second additional contribution (CPP2)). These increased benefit rates will result in an additional \$16 million cost to the Division.

In order to reduce the impact to school and central budgets, only a portion (approximately 50 per cent) of the estimated increases were passed along to school and central cost centers. As the additional funding was also intended to address inflationary pressures, by directing a portion of these funds to unit costs, the Division will be able to continue to absorb a portion of this remaining burden that would otherwise be transferred to schools and central budgets for the upcoming 2025-2026 budget.

## Mental Health (\$0.1 million):

The promotion of student and staff well-being and mental health is a Division priority. In addition to the mental health supports that were outlined in the 2024-2025 budget (\$3.5 million), a portion of these additional funds will be used to hire an additional mental health therapist (one-year term contract), to help manage the increasing number of referrals the Division is experiencing.

## **BACKGROUND**

The Division is on track to grow by 18 per cent since 2020-2021 (five years). The 2024-2025 school year will be the fifth year of the WMA funding model. Integral with the new funding model is that all grants are either fully or partially calculated using the WMA methodology. This model captures the number of funded students across three school years and does not allocate funding per individual student. The Supplemental Enrolment Growth (SEG) grant was introduced as a mechanism to help bridge the gap in per-student funding caused by the WMA. The grant was adjusted in November 2023, resulting in an additional \$5 million of funding for the Division. The current revision to the SEG formula almost doubles the grant from \$11.5 million to a total of \$22.8 million for the current school year (an increase of \$11.3 million, which is slightly more than half of the entire additional funding we will be receiving). Even with this adjustment to the SEG grant, the WMA methodology continues to present challenges for growing school divisions like Edmonton Public.

## **RELATED FACTS**

### **Change to the Maximum Limit on Operating Reserves**

For the 2023-2024 School Year, school jurisdictions were required to maintain a minimum one per cent operating reserve balance and a maximum of 3.2 per cent of the total expenses reported in the prior year Audited Financial Statements. For the 2024-2025 school year this maximum percentage is increasing to 6.0 per cent.

## **Additional Modular Classrooms**

Included in the July 2024 announcement, the province committed to distributing 100 modular classrooms and the relocation of 50 modular classrooms among the metro school boards in Alberta. The Division will receive funding for 26 new modular classrooms and funding for up to 11 relocations.

## **Extension of the Provincial Mental Health in Schools Pilot Program**

On August 13, 2024, Alberta Education announced an additional \$6.7 million for the continuation of mental health initiatives already under way until the end of the 2024-2025 school year.

The pilot program was first announced in June of 2022. The original commitment reflected \$20 million in funding over two years. Community service providers were invited to apply for this funding in partnership with at least two school Divisions. The Division partnered with the United Way around an application with the following partners:

- Edmonton Catholic Schools
- Edmonton Public Schools
- Boys and Girls Clubs Big Brothers Big Sisters of Edmonton & Area
- The Family Centre
- The United Way Alberta Capital Region.

After reviewing all applications, the province announced that \$40 million was being directed to this initiative. Projects were initiated during the 2022-2023 school year with the intent to be funded through to December 2024; this announcement will continue the funding until the end of June 2025.

Through this grant funding, two Division schools are provided with a mental health therapist from the Family Centre as a member of their school community. Additionally, as stated in the intent of the project grant submission, the schools are building on resilience theory to take actions that create a school culture that supports a sense of welcome and belonging for all. The two schools are McArthur and Calder.

## **RECOMMENDATION**

**That the proposed allocation detailed above to distribute the additional \$22.4 million of funding for the 2024-2025 school year be approved.**

## **OPTIONS**

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

1. Approve the recommended allocation as presented.
2. Approve the proposed allocation with amendments.
3. Request administration to propose alternative options to distribute these additional funds.

## **CONSIDERATIONS and ANALYSIS**

The proposed allocation methodology (following the Weighted Enrolment Allocation) is widely understood and is considered equitable among our schools. By using current enrolment data, schools that have welcomed students after the September count will receive additional financial resources for these students.

**NEXT STEPS**

If approved, administration will initiate a budget amendment. Information will be shared with schools in conjunction with the amendment including how the allocation was calculated. In addition, the 2024-2025 budget advocacy documents will be updated to reflect the actual enrolment at the September count date as well as the additional funding that has been provided.

**ATTACHMENTS and APPENDICES**

ATTACHMENT I      Accumulated Operating Surplus Plan for 2024-2025

TB:ja

**Edmonton Public Schools**  
**Accumulated Operating Surplus (AOS)\* Plan for 2024-2025**

	Amount	Total Amount	Notes
<b>Maximum allowed Accumulated Operating Surplus for 2023-2024</b>	3.2%	<b>\$ 38,986,375</b>	A
<b><u>2024-2025 Initiatives Funded through Access to Surplus**</u></b>	<b>Spring Approved 2024-2025 Budget</b>	<b>Proposed Fall 2024</b>	
1 September Actual Enrolment vs Projected Enrolment relief	\$ 4,000,000	\$ -	B
2 Unit Cost Relief	2,450,000	-	B
3 Continuation of the Equity Achievement Project (Year 4)	2,215,500	2,215,500	
4 Continuation of the Anti-Racism and Equity Action Plan (Year 4)	500,000	500,000	
5 Continuation of the Education Assistant (EA) Internship (2 EA Mentors & compensation for 2 cohorts of 60 participants)	1,437,736	1,437,736	
6 Special Needs and Language Teacher Development (Year 3)	1,500,000	1,500,000	
7 Phase 2 - New School Start-up (Elder Dr. Francis Whiskeyjack)	1,000,000	1,000,000	
8 Energy Management - building audits/studies for identification of energy efficiency capital investments	500,000	500,000	
9 New Division website (Year 1 of 2)	228,000	228,000	
10 Transportation	2,200,000	2,200,000	
11 Centre for Education plan (Year 1 of 4)	365,000	365,000	
<b>Access to surplus (to be released during 2024-2025)</b>	<b>\$ 16,396,236</b>	<b>\$ 9,946,236</b>	
Access to surplus as a percentage of the Maximum allowed.	42%	26%	

**Notes:**

\* The AOS is comprised of internally restricted reserves. Transportation reserve can only be used for transportation-related expenses, System Administration (SA) can be used for SA expenses or the Board can transfer SA reserve funds into the Instruction reserve. Instruction can only be used for Instruction (not for SA expenses).

\*\* Additional details on each initiative can be found in the 2024-2025 Budget document approved at the May 24, 2024 Board Meeting.

A For the 2023-2024 School Year, school jurisdictions were required to maintain a minimum one per cent operating reserve balance and a maximum of 3.2 per cent of the total expenses reported in the prior year Audited Financial Statements. As the 2023-2024 financial statements are not yet completed, the amount shown reflects the maximum amount the Division can retain in the Operating Reserve at the end of August 2024.

B If approved, funds from the additional 2024-2025 funding that was announced in July 2024, would be used instead of drawing down the Division's accumulated surplus.

**DATE:** October 8, 2024

**TO:** Board of Trustees

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

**SUBJECT:** 2023–24 Division Feedback Survey Report

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

**RESOURCE**

**STAFF:** Corbett Artym, Erin Faught, Owen Livermore, Christine Simmons, Jon Yin

---

### ISSUE

From February 1 to March 22, 2024, the 2023–24 Division Feedback Survey (DFS) was administered to students, staff and families. The results from the surveys have been compiled into a Division summary report (Attachment I) that provides the results for all respondent groups (students Grades 4 to 12, staff and families).

### BACKGROUND

The DFS was administered to gather feedback from students, staff and families relative to the Division's progress towards the priorities and goals of the [2022–26 Division Strategic Plan](#). The results from the survey are intended to serve as one of many sources of data that may be used by Division leaders to guide decisions, directions and actions. It also provides information about areas of success and areas for growth to support the development of improvement plans for schools, central departments and the Division as a whole. The goal is to also maintain a consistent set of survey questions year to year to support data that will demonstrate trends over time.

### CURRENT SITUATION

The 2022–23 DFS marked the first year for the DFS to support alignment with the priorities and goals of the [2022–26 Division Strategic Plan](#). The DFS was developed to support engagement with three different stakeholder groups—students in Grades 4 to 12, staff and families—and is comprised of close-ended (quantitative) questions and a minimal number of open-ended (qualitative) questions.

In total, 65,125 respondents provided feedback through the 2023–24 DFS including:

- Students from Grades 4 to 12 (51,795 respondents)
- Division staff (5,847 respondents)
- Families (7,483 respondents)

The 2023–24 DFS received approximately 4,000 more responses than its 2022–23 counterpart, which gathered data from 61,378 participants. In contrast to the 2022–23 DFS, there was a 5.2 per cent increase in student responses, a 14.2 per cent increase in family responses and a 4.3 per cent increase in staff responses. This occurred against the backdrop of 4.9 per cent increase in student enrolment the Division experienced from the previous year as indicated by the September enrolment figures.

The survey administration was promoted through various means targeted to each audience. Survey completion was promoted through the use of SchoolZone, Connect and social media. Results of the DFS

were made available to school leaders in June 2024. Central leaders received access to their unit and/or department results in mid-August 2024.

**KEY POINTS**

- The DFS is administered annually to gather feedback from stakeholders relative to the Division's progress in implementing the [2022–26 Division Strategic Plan](#).
- The DFS is administered to students in Grades 4 to 12, families and all staff.
- School and central leaders receive an annual report based on the responses for their school or decision unit.
- The data gathered through the survey is intended to serve as one of multiple data sources to support the Division in monitoring its progress relative to the [2022–26 Division Strategic Plan](#), and provide data contributing to planning and reporting initiatives (e.g., Four-Year Education Plan/Annual Education Results Review (AERR), catchment planning, school and central results review and budget planning).
- This year's report provides multi-year or trend data, as the 2023–24 survey questions remained consistent with the previous year's survey.

**ATTACHMENTS and APPENDICES**

ATTACHMENT I      2023–24 Division Feedback Survey Summary Report

NP:ca



EDMONTON PUBLIC SCHOOLS

# **2023–24**

# **Division Feedback Survey**

## *Summary Report*

October 2024

# Table of Contents


---

<b>Introduction</b>	<b>2</b>
<b>Methods</b>	<b>3</b>
<b>School Year Context</b>	<b>3</b>
<b>Survey Results</b>	<b>4</b>
General Check-in	5
Priority 1 Highlights	5
Priority 2 Highlights	6
Priority 3 Highlights	6
<b>Conclusion</b>	<b>7</b>
<b>Contacts</b>	<b>7</b>
<b>Appendix A: Student Responses</b>	<b>8</b>
General Check-in	8
Priority 1: Build on outstanding learning opportunities for all students	8
Priority 2: Advance action towards anti-racism and reconciliation	11
Priority 3: Promote a comprehensive approach to student and staff well-being and mental health	14
<b>Appendix B: Staff Responses</b>	<b>16</b>
General Check-in	16
Priority 1: Build on outstanding learning opportunities for all students	16
Priority 2: Advance action towards anti-racism and reconciliation	20
Priority 3: Promote a comprehensive approach to student and staff well-being and mental health	23
<b>Appendix C: Family Responses</b>	<b>26</b>
Priority 1: Build on outstanding learning opportunities for all students	26
Priority 2: Advance action towards anti-racism and reconciliation	28
Priority 3: Promote a comprehensive approach to student and staff well-being and mental health	30




# Introduction

Edmonton Public Schools (EPSB) develops and annually administers the Division Feedback Survey (DFS) to help assess, monitor and report progress on Division priorities, goals and outcomes. The intention of the DFS is to promote a culture of openness and transparency and support evidence-based decisions and accountability. By actively seeking feedback from Division students, staff and families, EPSB demonstrates a commitment to continuous improvement for the future and values the voices of those directly involved in the educational process. It is anticipated that through engaging in the survey, students, staff and families feel more connected to the school community and see how their feedback contributes towards enhanced success.



**2022–26**  
**Division Strategic Plan**

Priority 1	Priority 2	Priority 3
<b>Build on outstanding learning opportunities for all students.</b>	<b>Advance action towards anti-racism and reconciliation.</b>	<b>Promote a comprehensive approach to student and staff well-being and mental health.</b>
<b>Goal 1</b> Recognize and support the diverse learning needs of all students.	<b>Goal 1</b> Work with students, staff, families and communities to update and advance the Division's Anti-racism and Equity Action Plan each year, so it serves as the catalyst for meaningful, long-term systemic change.	<b>Goal 1</b> Support students and staff in building skills, strategies and relationships that contribute to positive mental health.
<b>Goal 2</b> Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes.	<b>Goal 2</b> Support and enhance the educational experiences and achievements of First Nations, Métis, and Inuit students in relationship with First Nations, Métis, and Inuit families and communities.	<b>Goal 2</b> Support students and staff so they experience a greater sense of belonging and social, emotional and physical well-being.
<b>Goal 3</b> Promote competencies to empower students to meet the needs of a changing society, workforce and climate.		

 EDMONTON PUBLIC SCHOOLS

# Methods

The 2023–24 DFS has three respondent-specific and anonymous survey instruments, each consisting of closed-ended (quantitative) questions and one open-ended (qualitative) question for Grades 4 to 12 students, staff and families. The survey was open for participation from February 1 to March 22, 2024. Table 1 features the respondent counts for the past two years of DFS administration.

The 2023–24 DFS had 3,747 more responses than the 2022–23 DFS. Compared to 2022–23 DFS, there was a 5.2 per cent increase in the number of student responses, a 4.3 per cent increase in staff responses and a 14.2 per cent increase in family responses; this increase in respondents is backdropped with a 4.9 per cent growth in student enrolment that the Division experienced from the previous year (by comparing September 30 enrolment numbers). As of September 30, 2023, the total number of full-time equivalent (FTE) staff was 10,555.

Student, staff and families’ quantitative responses were aggregated and formatted to produce the charts and tables included in this report. This analysis reflects the data from all surveys where the respondent chose to submit their feedback. Data from respondents who chose to not submit their responses has not been included in the analysis. The optional qualitative responses are shared with school principals/Decision Unit (DU) administrators, as they provide specific context that is most relevant and meaningful to the leaders who are best positioned to understand and address the feedback.

The DFS uses a five-point Likert scale for most of its questions, where respondents rate their agreement from “Strongly Disagree” (1) to “Strongly Agree” (5). To facilitate clear year-to-year comparisons, responses indicating “Strongly Agree” and “Agree” are combined into an overall “Agreement” category, while “Strongly Disagree” and “Disagree” are combined into an overall “Disagreement” category. This combination enhances the clarity in tracking shifts in opinions and attitudes amongst survey respondents. The 2023–24 survey administration marks the second year of the DFS directly supporting the [2022–26 Division Strategic Plan](#), offering the first opportunity to compare data across multiple years. These trend comparisons are helpful for assessing progress and promoting continuous improvement.

**Table 1.** DFS complete survey counts by respondent group, 2022–23 and 2023–24

Stakeholder Group	2022–23	2023–24
Grades 4 to 12 Students	49,222	51,795
Staff	5,606	5,847
Families	6,550	7,483
Overall	61,378	65,125

# School Year Context

To help better understand the feedback from the 2023–24 DFS survey, it is important to recognize the context of the 2023–24 school year. Across 213 schools, the Division served over 115,000 students and their families in the provision of Kindergarten to Grade 12 public education. This work was informed by the direction set out in the 2022–26 Division Strategic Plan and supported by the actions identified in the Four-Year Education Plan. The Division has focused on enhancing literacy and numeracy across all grade levels, recognizing the lifelong importance of these foundational skills. The Career Pathways Model, introduced in 2014, continues to help students towards their life path beyond high school by creating awareness and readiness for diverse career paths. Initiatives like the Equity Achievement (EAP) and Literacy and Numeracy Achievement Projects (LNAP)

support schools in being responsive to the learning needs of all students, with an evidence-based focus on social complexity. This approach reflects the cornerstone value of equity and helps all students to achieve success and prepare them well for a life of dignity and fulfillment.

The Division continues on its path in support of anti-racism, reconciliation and equity. This work is grounded in acknowledging and honouring the land and peoples of Treaty 6 territory and the traditional Métis Nation within Alberta. This focus aligns with and supports the curriculum enhancements under Priority 1 of the Strategic Plan, ensuring that school environments reflect inclusive, equitable practices that acknowledge and celebrate diverse histories and contributions.

The work to strengthen resources and supports described above unfolded during the continued Kindergarten to Grade 6 curriculum rollout introduced by Alberta Education. Grades 4 to 6 saw the implementation of updated curricula in English language arts and literature and mathematics. For Kindergarten to Grade 3, new curricula in science, French immersion language arts and literature and French first language and literature were also rolled out. As this curriculum is being implemented, teachers are collaborating, creating and refining lessons and assessments.

Initiatives such as the Youth Resilience Survey, intentional steps to support engagement within school communities and creating partnerships with local health agencies, including CASA and Stollery Children's Hospital, exemplify the Division's approach to providing strategic mental health and well-being support. These efforts are designed to address immediate needs but also to support long-term well-being, ensuring that students and staff are equipped with the necessary skills and support systems to thrive in an increasingly complex world.

## Survey Results

---

The survey results are organized based on Division priorities and goals, showing the relationship between strategic initiatives and the day-to-day experiences of students, staff and families. The DFS results are organized to show year-over-year trends starting with responses to the general check-in question, which provides an initial overview of students' and staffs' responses. Subsequent Priority sections of the report highlight specific aspects of the survey results. Where meaningful changes between 2022–23 and 2023–24 emerged, they are highlighted for consideration in their relevant section.

Complete quantitative results from the 2023–24 DFS are systematically visualized in Appendices A–C of the report, each accompanied by brief descriptions in the figure titles for clarity.

[Appendix A: Student Responses](#)

[Appendix B: Staff Responses](#)

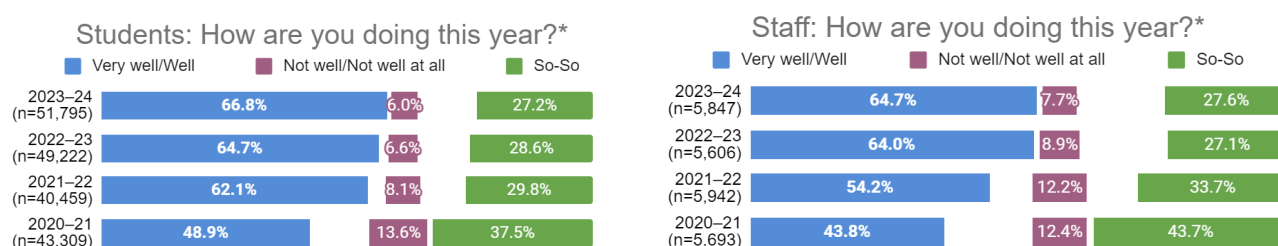
[Appendix C: Family Responses](#)

These appendices include comprehensive tables and figures that display comparative data from the current and previous years, showing trends and shifts within the EPSB community's feedback over time. Unless stated otherwise, the results represent the entire group of respondents.

## General Check-in

The introductory question of the survey, *How are you doing this year?*, has served as a general check-in for both students and staff since 2021–22. The concept of this question was introduced to the DFS during 2020 to check-in on people during the pandemic, worded as *How are you doing during the pandemic?* The responses to this question provide insights into the overall well-being within the school community. Figure 1 illustrates a steady improvement in well-being among students and staff over the past three years while responding to a common question. Specifically, the percentage of students feeling very well or well increased from 62.1 per cent to 66.8 per cent, and for staff it increased from 54.2 per cent to 64.7 per cent.

**Figure 1.** 66.8 per cent of students and 64.7<sup>1</sup> per cent of Division staff reported feeling very well or well during the 2023–24 school year.



\* 2020–21 DFS student and staff question: How are you doing during the pandemic?

## Priority 1 Highlights

The Division's first priority centres on *building on outstanding learning opportunities for all students*. This priority encompasses recognizing and supporting the diverse learning needs of all students, focusing on literacy and numeracy and promoting competencies to empower students to meet the needs of a changing society, workforce and climate. DFS results show that overall, stakeholders have maintained positive perception of EPSB's actions to enhance learning opportunities and support systems.

## Evidence-Based Insights

- **Students:** Students consistently agree they have the opportunity to be successful in their learning (89.3 per cent agreement), that they know how to get help with their learning in school (84.5 per cent agreement), and that school staff have high expectations for them to be successful (82.9 per cent agreement). There were no significant changes in students' perceptions about learning opportunities since the 2022–23 DFS.
- **Staff:** Staff members consistently report a strong level of confidence in their ability to support literacy (92.3 per cent agreement) and numeracy (88.1 per cent agreement) learning, as well as connecting curricular outcomes to the development of competencies students will need for their futures (88.9 per cent agreement).
- **Families:** Parents and guardians feel positive about the support their children receive, with high agreement levels (86.6 per cent agreement) regarding positive relationships with school staff and the helpfulness of information provided about their child's learning (84.1 per cent agreement).

<sup>1</sup> Aggregate agreement and disagreement percentages were calculated from the original response counts resulting in slight differences due to rounding at the 10th decimal place when compared to summing up the disaggregate percentages in the chart.

Overall, results across all respondent groups with respect to learning environments remain stable and consistently positive. For staff, there are some areas where there are shifts over time for consideration. Though a significant majority of staff do still agree that they have the knowledge and skills to support/program for students who are English language learners (82.2 per cent agreement), in need of specialized supports (74.3 per cent agreement) and who are First Nations, Métis and/or Inuit (76.7 per cent agreement), there was a slight decline (between 2 and 4 per cent) in agreement since the previous year. A similar trend is observed for staff reporting that Division resources for teaching the new curriculum have been helpful (shift from 88.9 per cent agreement to 84.0 per cent agreement).

## Priority 2 Highlights

The Division's second priority focuses on *advancing action towards anti-racism and reconciliation*. This priority involves collaborating with students, staff, families and communities to update and advance the Division's Anti-racism, Reconciliation and Equity Action Plan each year, acting as a catalyst for meaningful, long-term systemic change. It also emphasizes supporting and enhancing the educational experiences and achievements of First Nations, Métis and Inuit students in partnership with their families and communities.

### Evidence-Based Insights

- **Students:** A significant proportion (92.3 per cent agreement) of students feel they have the opportunity to learn about the contributions of Indigenous peoples as well as treaties and agreements with First Nations.
- **Staff:** A high level of staff awareness (95.3 per cent agreement) about the Division's anti-racism and equity efforts indicates effective communication and implementation of these initiatives.
- **Families:** A substantial proportion (86.5 per cent agreement) of parents and guardians feel welcome in their child's school community.

Over time, results for questions pertaining to Priority 2 have consistently high levels of agreement without notable changes. Only one notable shift was observed in families' perceptions of their child's school keeping them informed about steps they are taking to support anti-racism and belonging, a change from 69.4 per cent agreement in 2022–23 to 63.2 per cent agreement in 2023–24.

## Priority 3 Highlights

The Division's third priority is to *promote a comprehensive approach to student and staff well-being and mental health*. This priority includes supporting students and staff in building skills, strategies and relationships that contribute to positive mental health, as well as ensuring they experience a greater sense of belonging and social, emotional and physical well-being.

### Evidence-Based Insights

- **Students:** A significant proportion (80.2 per cent) of students feel they have at least one adult in their school they can go to for help if needed. 70.7 per cent of students overall reported feeling like they belong at school.
- **Staff:** There was a high level of staff confidence (94.2 per cent) in helping students build wellness skills, indicating effective professional development and resource allocation. Additionally, a substantial proportion (87.9 per cent) of staff report feeling a sense of belonging in their workplace.

- **Families:** A high percentage (88.1 per cent) of parents and guardians feel their child has a positive relationship with one or more adults at school. Positive feedback regarding school support for child development of wellness skills underscores the importance of school-family collaboration.

The positive findings across respondent groups are consistent across the 2022–23 and 2023–24 school years.

## Conclusion

---

Overall, perceptions of the work of the Division remain consistently positive between 2022–23 and 2023–24. Feedback from the DFS supports Division leaders in their efforts towards continuous improvement and serves as a key data set in the Division’s reporting and accountability processes. Thank you to all participants—students, staff and families—for taking the time to respond to the survey. Your feedback helps to improve or enhance opportunities for all students. The information gathered will be used to measure progress, reflect on what worked well in the Division and help inform decision-making at the school and Division level during the 2024–25 school year and beyond.

## Contacts

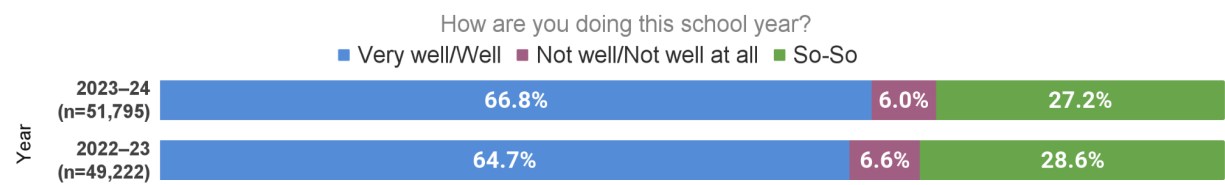
---

For more information about this report, please contact the Strategic Division Supports Team ([divisionsurvey@epsb.ca](mailto:divisionsurvey@epsb.ca))

# Appendix A: Student Responses

## General Check-in

Figure A1. 66.8 per cent of students indicated that they were very well or well during the 2023–24 school year.



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

Figure A2. 89.3 per cent of students indicated that they agreed or strongly agreed that they have the opportunity to be successful in their learning at school during the 2023–24 school year.

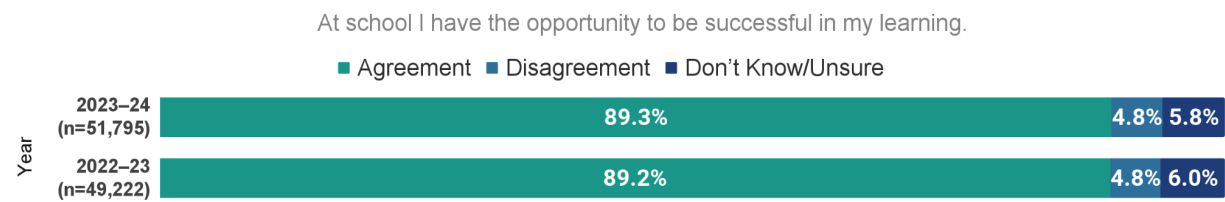


Figure A3. 82.9 per cent of students indicated that they agreed or strongly agreed that staff have high expectations for them to be successful in their learning during the 2023–24 school year.

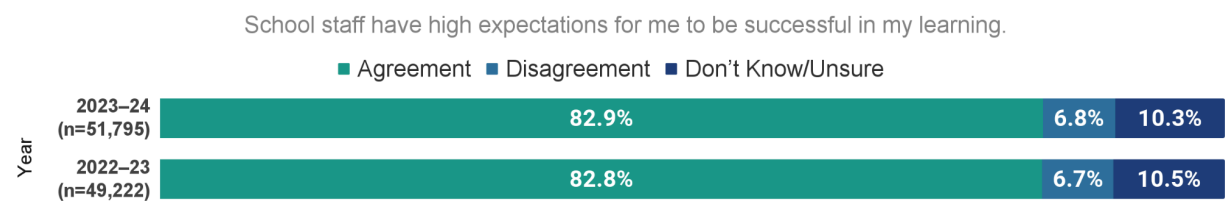
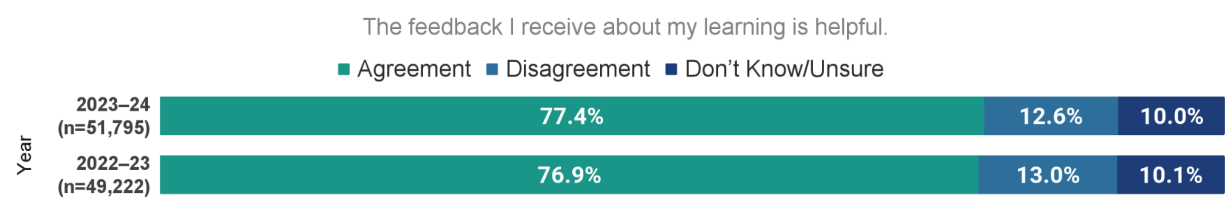
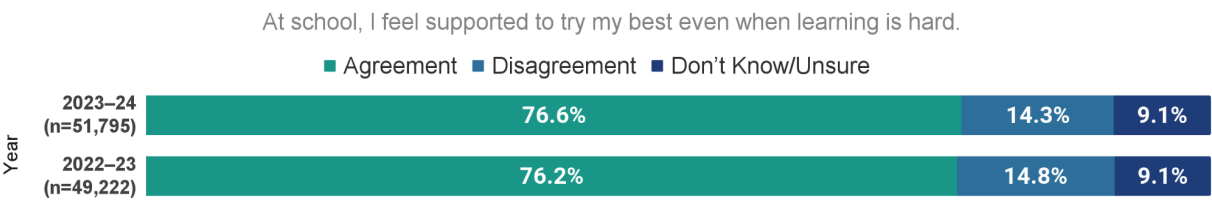


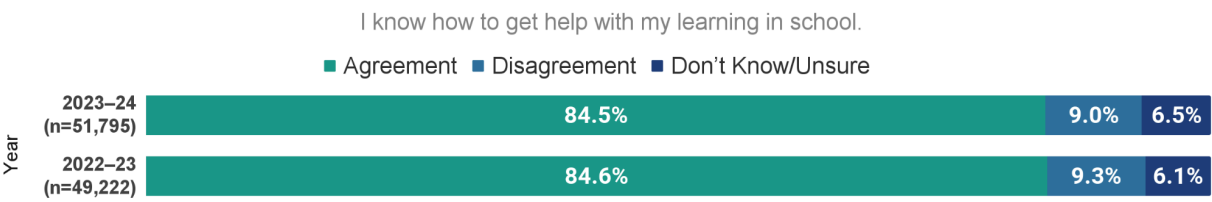
Figure A4. 77.4 per cent of students indicated that they agreed or strongly agreed that the feedback that they receive about their learning is helpful during the 2023–24 school year.



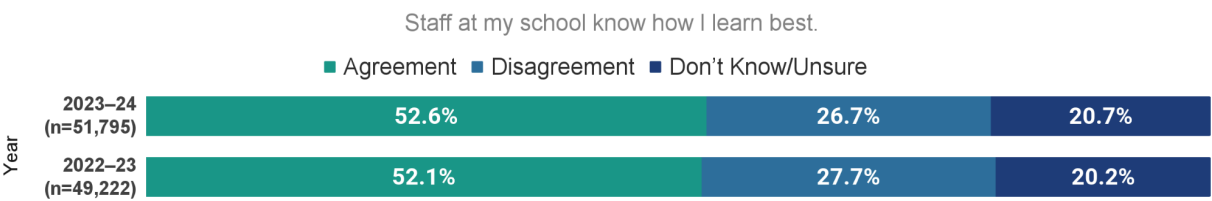
**Figure A5.** 76.6 per cent of students indicated that they agreed or strongly agreed that they feel supported to try their best even when learning is hard at school during the 2023–24 school year.



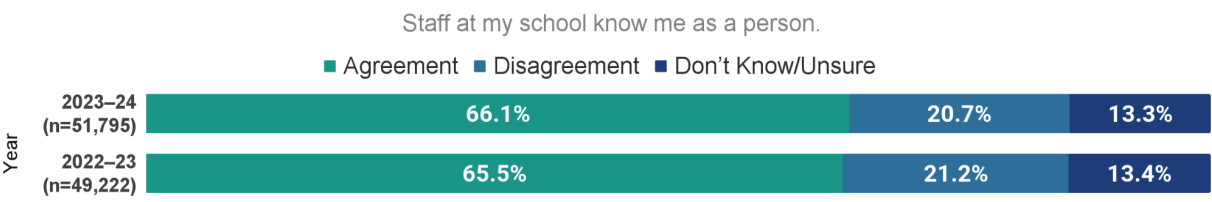
**Figure A6.** 84.5 per cent of students indicated that they agreed or strongly agreed that they know how to get help with their learning in school during the 2023–24 school year.



**Figure A7.** 52.6 per cent of students indicated that they agreed or strongly agreed that staff at my school know how they learn best during the 2023–24 school year.

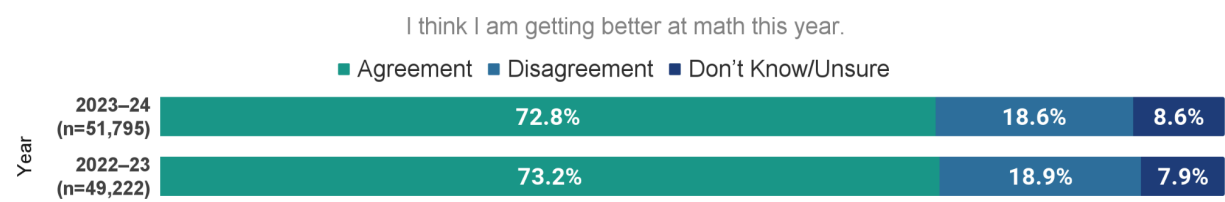


**Figure A8.** 66.1 per cent of students indicated that they agreed or strongly agreed that staff at their school know them as a person during the 2023–24 school year.

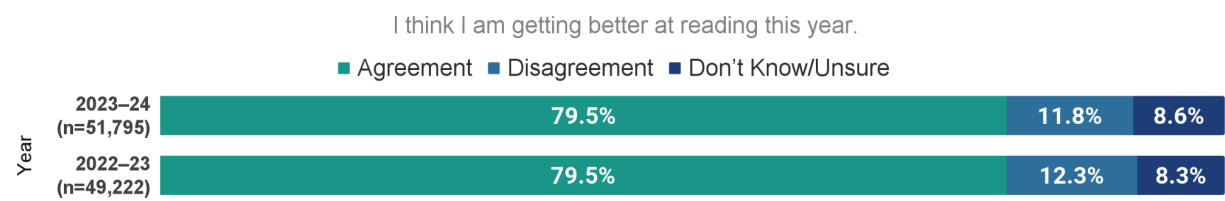




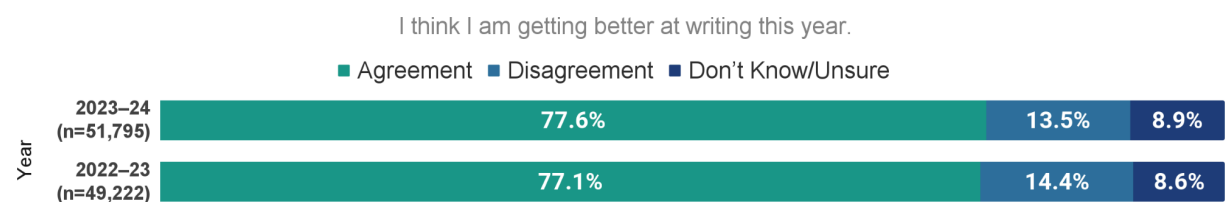
**Figure A9.** 72.8 per cent of students indicated that they agreed or strongly agreed that they think they are getting better at math during the 2023–24 school year.



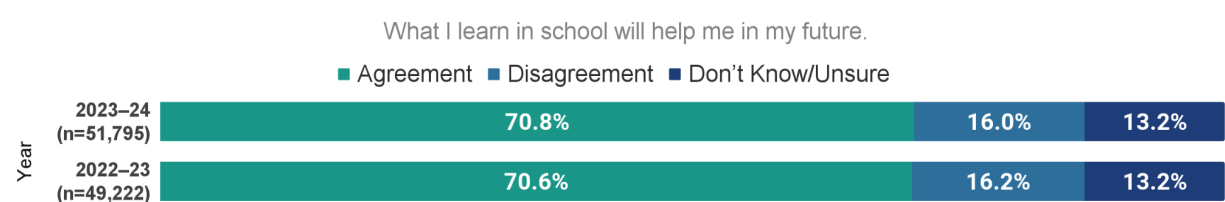
**Figure A10.** 79.5 per cent of students indicated that they agreed or strongly agreed that they think they are getting better at reading during the 2023–24 school year.



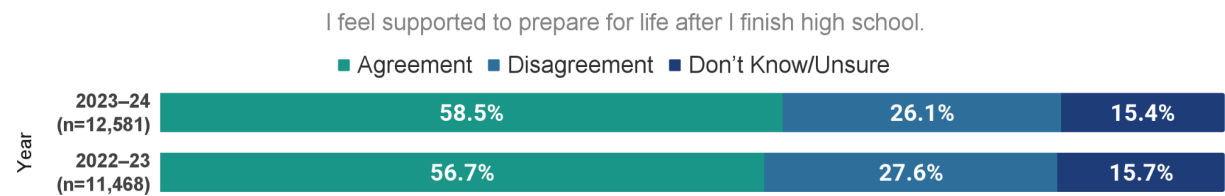
**Figure A11.** 77.6 per cent of students indicated that they agreed or strongly agreed that they think they are getting better at writing during the 2023–24 school year.



**Figure A12.** 70.8 per cent of students indicated that they agreed or strongly agreed that what they learn in school will help them in their future during the 2023–24 school year.

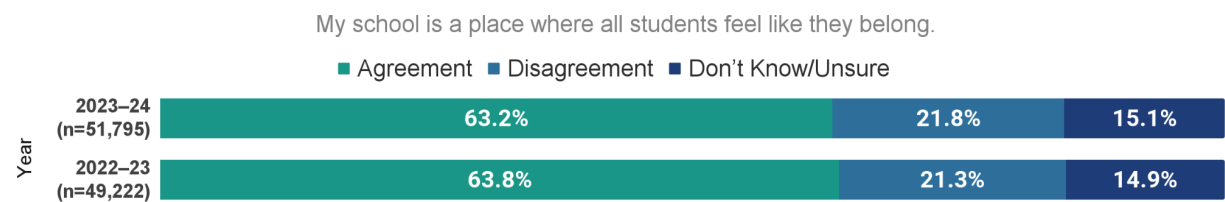


**Figure A13.** 58.5 per cent of students indicated that they agreed or strongly agreed that they feel supported to prepare for life after they finish high school during the 2023–24 school year [Grades 10 to 12 only].

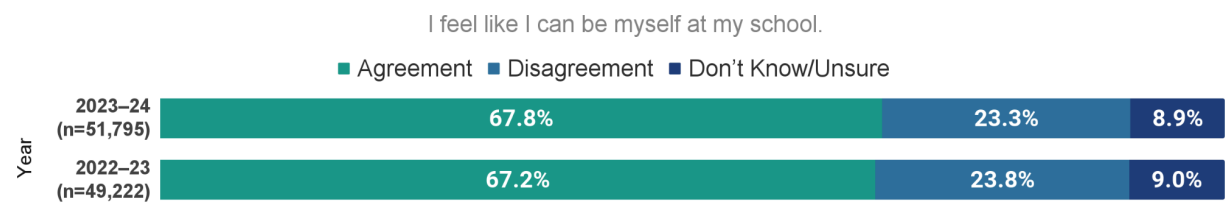


## Priority 2: Advance action towards anti-racism and reconciliation

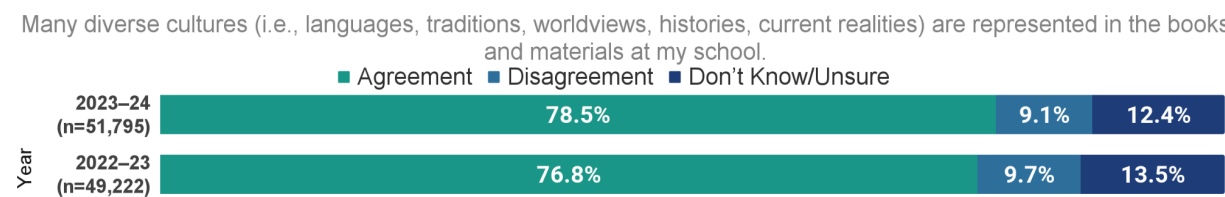
**Figure A14.** 63.2 per cent of students indicated that they agreed or strongly agreed that their school is a place where all students feel like they belong during the 2023–24 school year.



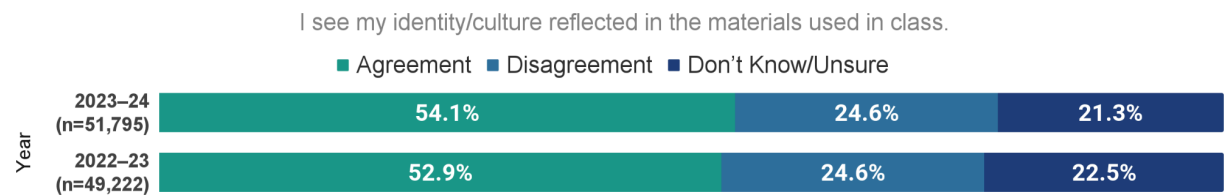
**Figure A15.** 67.8 per cent of students indicated that they agreed or strongly agreed that they feel like they can be themselves at their schools during the 2023–24 school year.



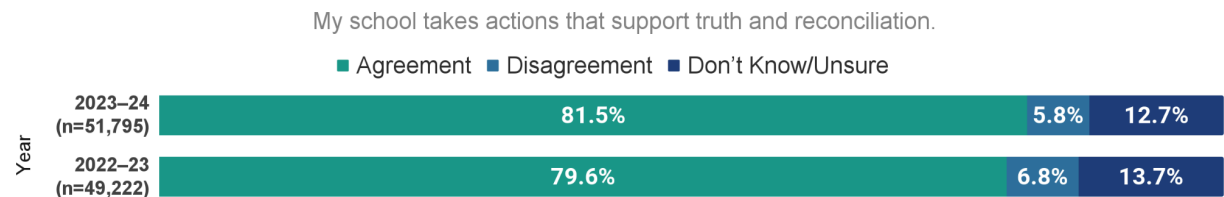
**Figure A16.** 78.5 per cent of students indicated that they agreed or strongly agreed that many diverse cultures (i.e., languages, traditions, worldviews, histories, current realities) are represented in the books and materials at their school during the 2023–24 school year.



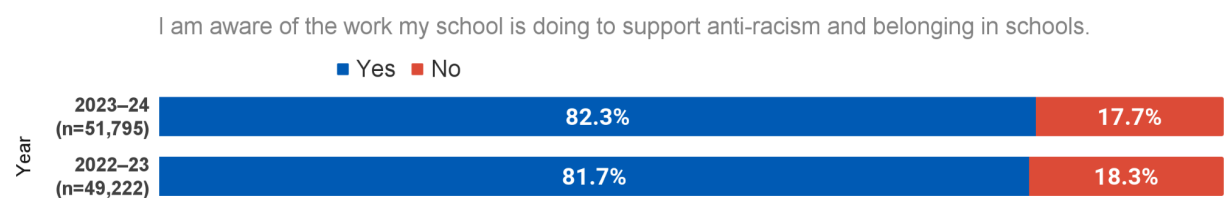
**Figure A17.** 54.1 per cent of students indicated that they agreed or strongly agreed that they see their identity/culture reflected in the materials used in class during the 2023–24 school year.



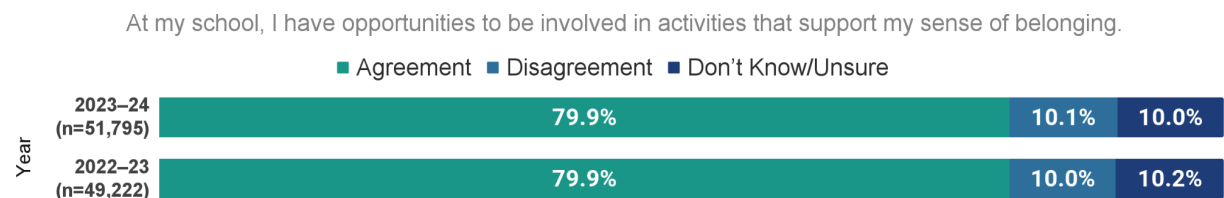
**Figure A18.** 81.5 per cent of students indicated that they agreed or strongly agreed that their school takes actions that support truth and reconciliation during the 2023–24 school year.



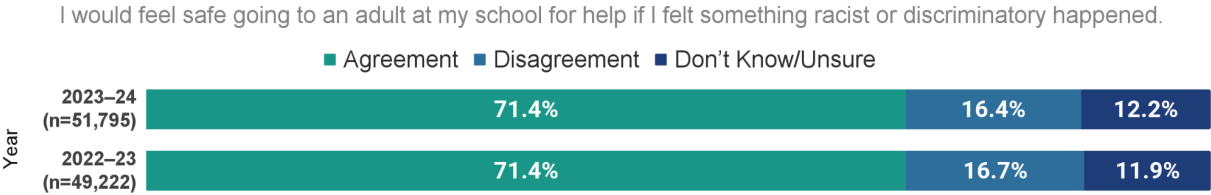
**Figure A19.** 82.3 per cent of students indicated that they are aware of the work their school is doing to support anti-racism and belonging in schools during the 2023–24 school year.



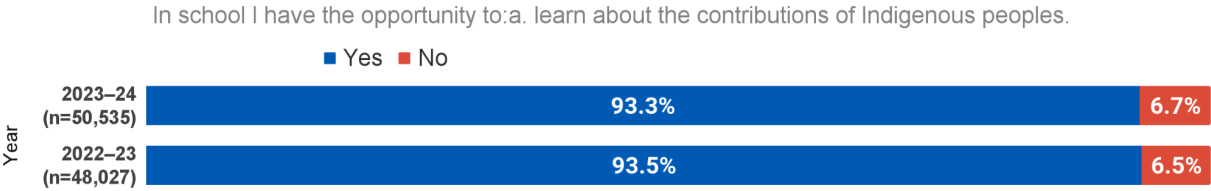
**Figure A20.** 79.9 per cent of students indicated that they agreed or strongly agreed that they have opportunities to be involved in activities that support their sense of belonging at their school during the 2023–24 school year.



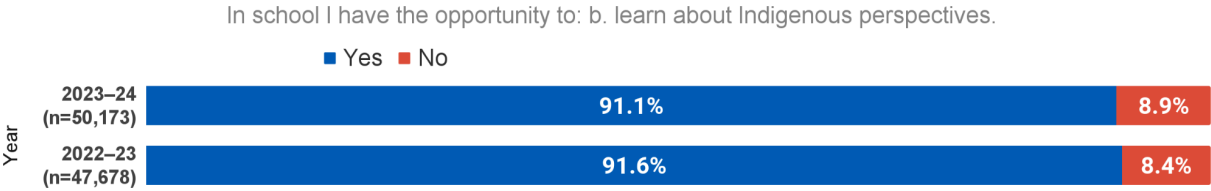
**Figure A21.** 71.4 per cent of students indicated that they agreed or strongly agreed that they would feel safe going to an adult at their school for help if they felt something racist or discriminatory happened during the 2023–24 school year.



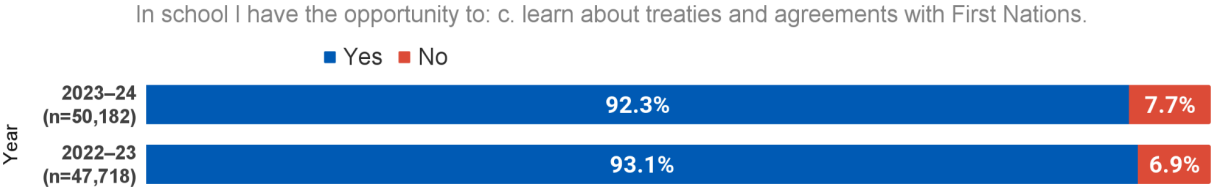
**Figure A22.** 93.3 per cent of students indicated that they have the opportunity to learn about the contributions of Indigenous peoples during the 2023–24 school year.



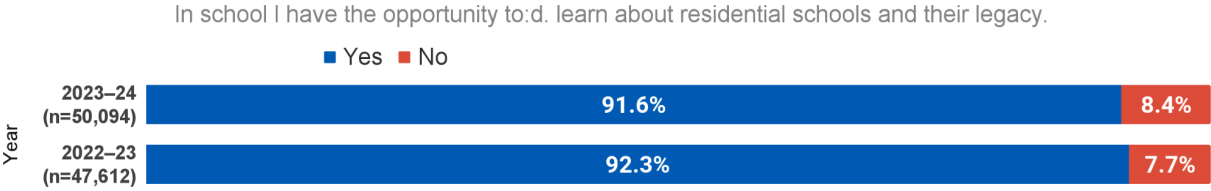
**Figure A23.** 91.1 per cent of students indicated that they have the opportunity to learn about Indigenous perspectives during the 2023–24 school year.



**Figure A24.** 92.3 per cent of students indicated that they have the opportunity to learn about treaties and agreements with First Nations in school during the 2023–24 school year.

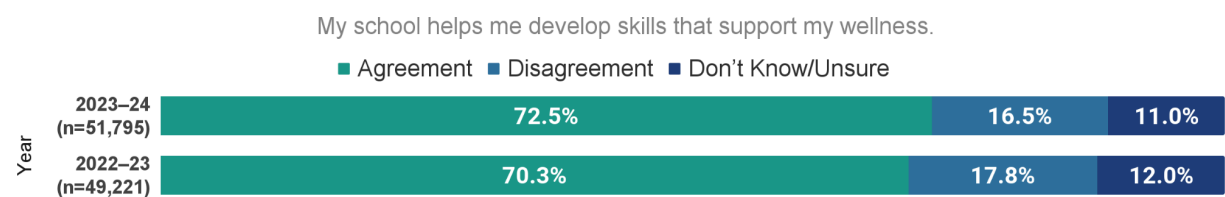


**Figure A25.** 91.6 per cent of students indicated that they have the opportunity to learn about residential schools and their legacy in school during the 2023–24 school year.

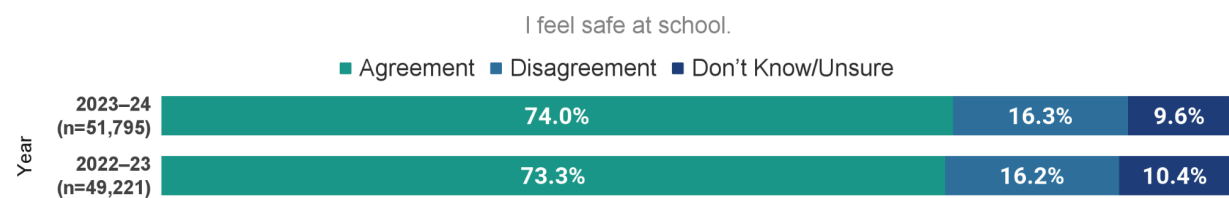


### Priority 3: Promote a comprehensive approach to student and staff well-being and mental health

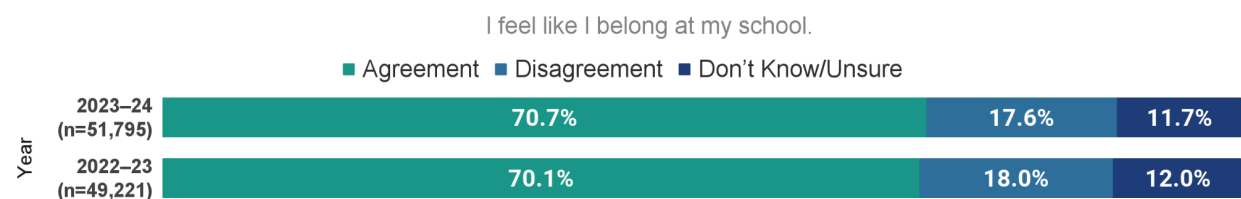
**Figure A26.** 72.5 per cent of students indicated that they agreed or strongly agreed that their school helps them develop skills that support their wellness during the 2023–24 school year.



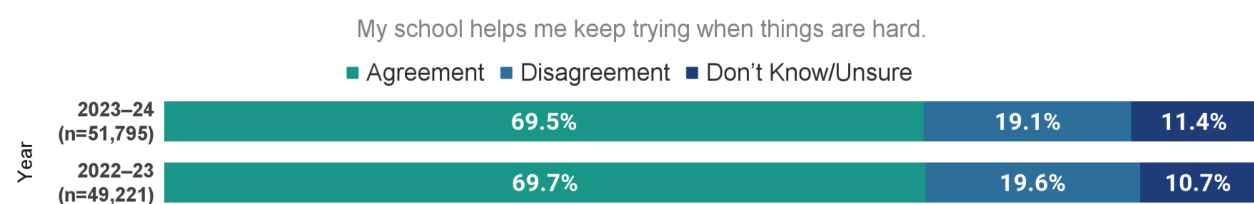
**Figure A27.** 74.0 per cent of students indicated that they agreed or strongly agreed that they feel safe at their school during the 2023–24 school year.



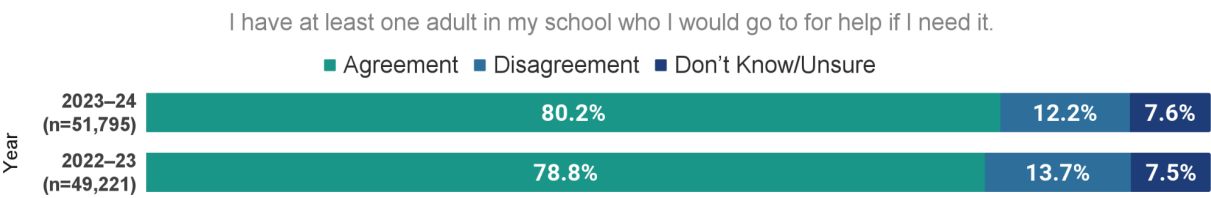
**Figure A28.** 70.7 per cent of students indicated that they agreed or strongly agreed that they feel like they belong at their school during the 2023–24 school year.



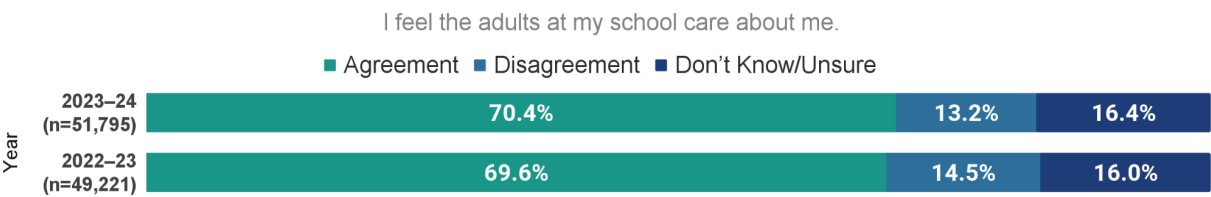
**Figure A29.** 69.5 per cent of students indicated that they agreed or strongly agreed that their school helps them keep trying when things are hard during the 2023–24 school year.



**Figure A30.** 80.2 per cent of students indicated that they agreed or strongly agreed that they have at least one adult in their school who they would go to for help if they need it during the 2023–24 school year.



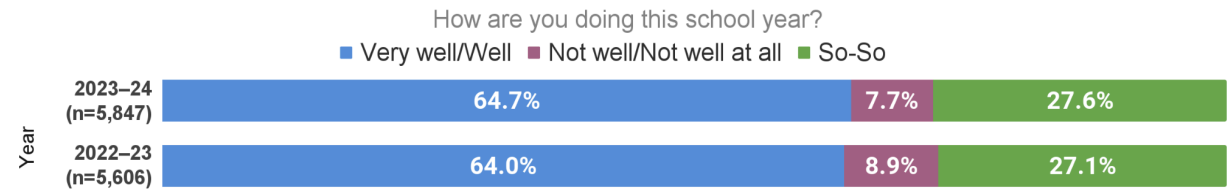
**Figure A31.** 70.4 per cent of students indicated that they agreed or strongly agreed that they feel the adults at their school care about them during the 2023–24 school year.



# Appendix B: Staff Responses

## General Check-in

Figure B1. 64.7 per cent of staff indicated that they were very well or well during the 2023–24 school year.



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

Figure B2. 85.9 per cent of staff [Principal, Teacher and Support Staff who work in the Classroom] indicated that they agreed or strongly agreed that they know how to access resources to help them meet the diverse learning needs of all students during the 2023–24 school year.

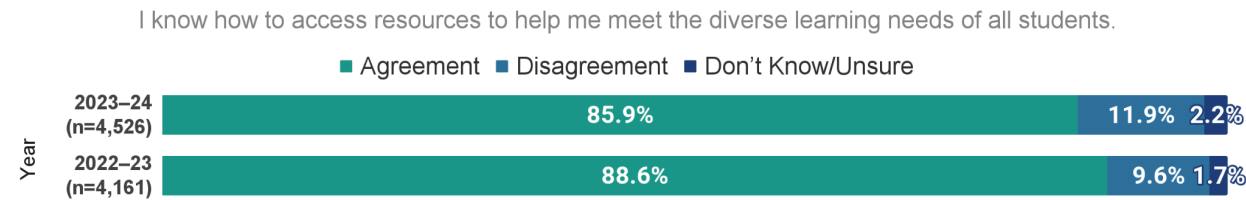


Figure B3. 70.6 per cent of staff [Principal, Assistant Principal, Teacher] indicated that they agreed or strongly agreed that they have the knowledge and skills to program for/support students who are English Language Learners (ELL) during the 2023–24 school year.

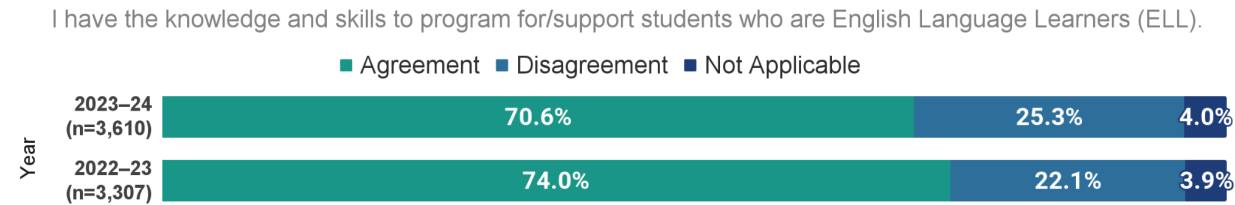
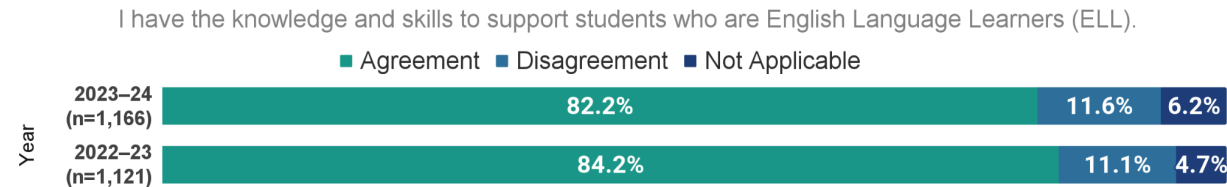
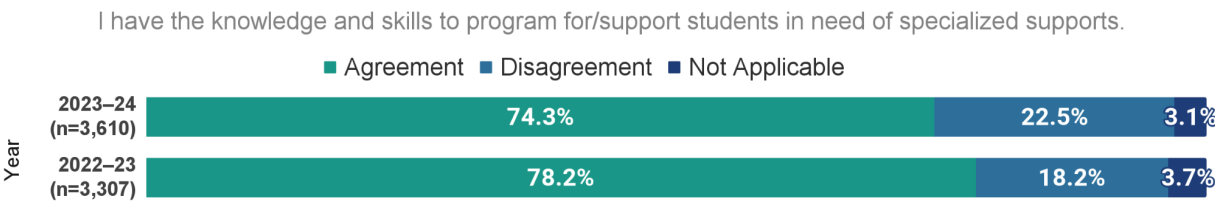


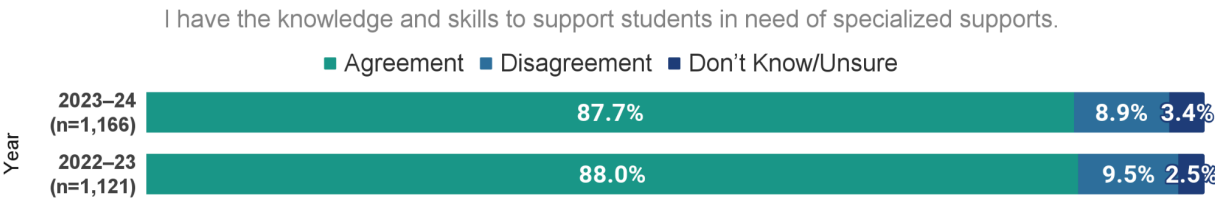
Figure B4. 82.2 per cent of staff [Support and/or Exempt that Work in the Classroom] indicated that they agreed or strongly agreed that they have the knowledge and skills to support students who are ELL during the 2023–24 school year.



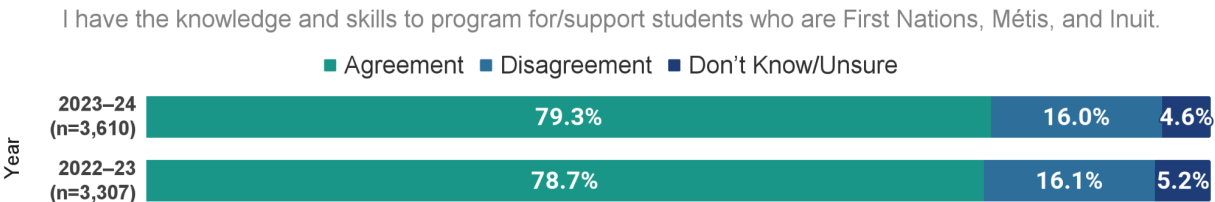
**Figure B5.** 74.3 per cent of staff [Principal, Assistant Principal, Teacher] indicated that they agreed or strongly agreed that they have the knowledge and skills to program for/support students in need of specialized supports during the 2023–24 school year.



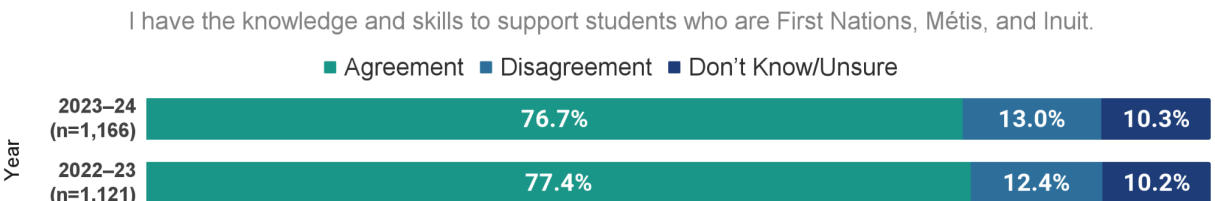
**Figure B6.** 87.7 per cent of staff [Support and/or Exempt that Work in the Classroom] indicated that they agreed or strongly agreed that they have the knowledge and skills to support students in need of specialized supports during the 2023–24 school year.



**Figure B7.** 79.3 per cent of staff [Principal, Assistant Principal, Teacher] indicated that they agreed or strongly agreed that they have the knowledge and skills to program for/support students who are First Nations, Métis, and Inuit during the 2023–24 school year.

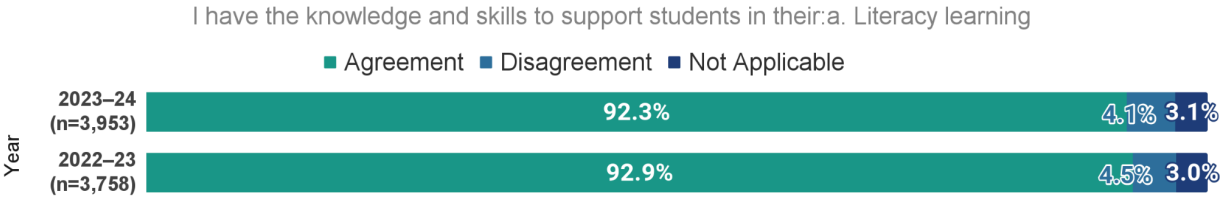


**Figure B8.** 76.7 per cent of staff [Support and/or Exempt that Work in the Classroom] indicated that they agreed or strongly agreed that they have the knowledge and skills to support students who are First Nations, Métis, and Inuit during the 2023–24 school year.

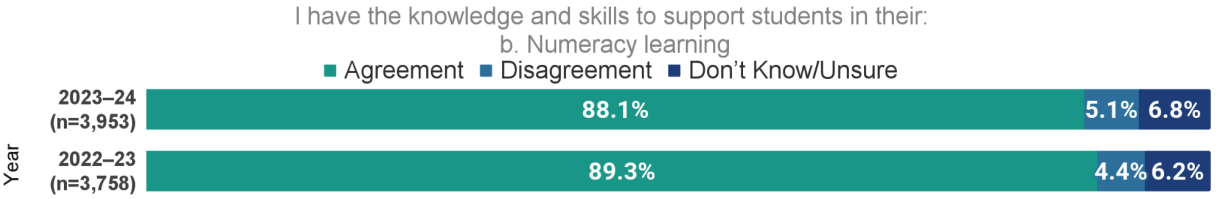




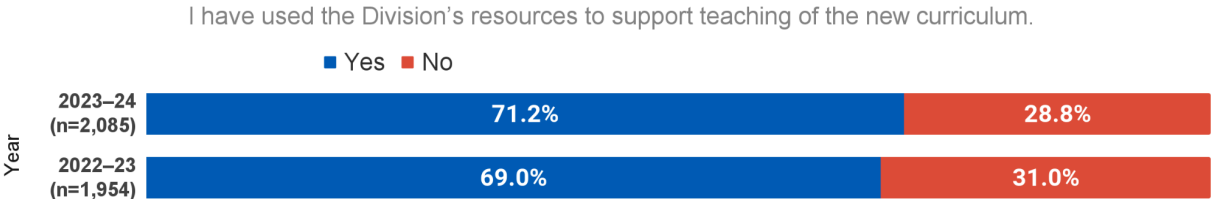
**Figure B9.** 92.3 per cent of staff indicated that they agreed or strongly agreed that they have the knowledge and skills to support students in their literacy learning during the 2023–24 school year [K–9 Teachers/APs only; all principals].



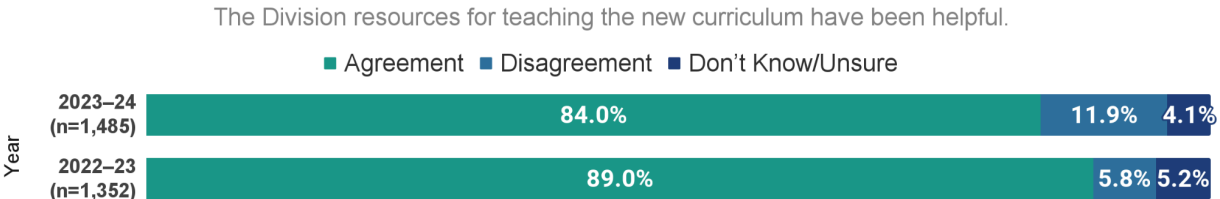
**Figure B10.** 88.1 per cent of staff indicated that they agreed or strongly agreed that they have the knowledge and skills to support students in their numeracy learning during the 2023–24 school year [K–9 Teachers/APs only; all principals].



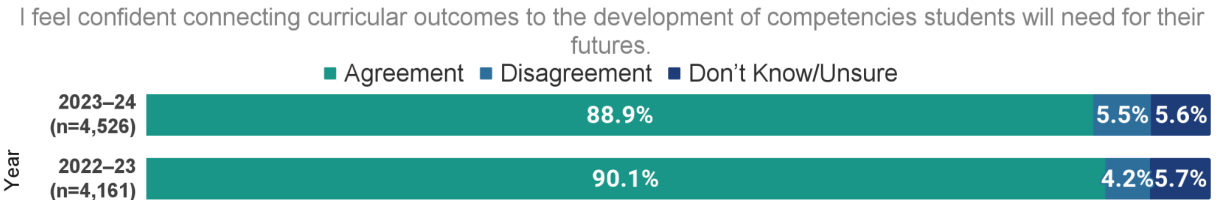
**Figure B11.** 71.2 per cent of staff indicated that they have used the Division’s resources to support teaching of the new curriculum during the 2023–24 school year [K–6 Teachers/APs only, all principals].



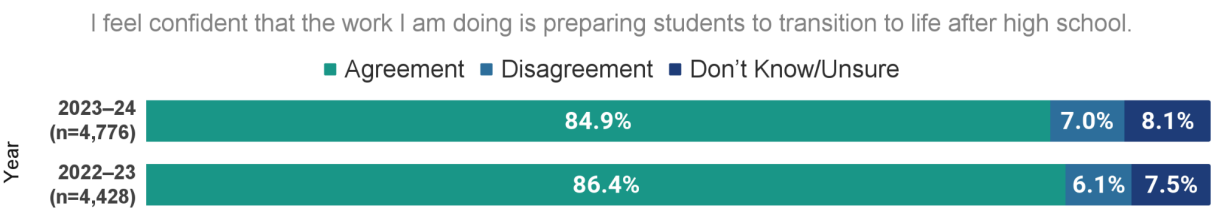
**Figure B12.** 84.0 per cent of staff indicated that they agreed or strongly agreed that the Division resources for teaching the new curriculum have been helpful during the 2023–24 school year [K–6 Teachers/APs only, all principals; only if indicated that they’re using Division resources].



**Figure B13.** 88.9 per cent of staff indicated that they agreed or strongly agreed that they feel confident connecting curricular outcomes to the development of competencies students will need for their futures during the 2023–24 school year.

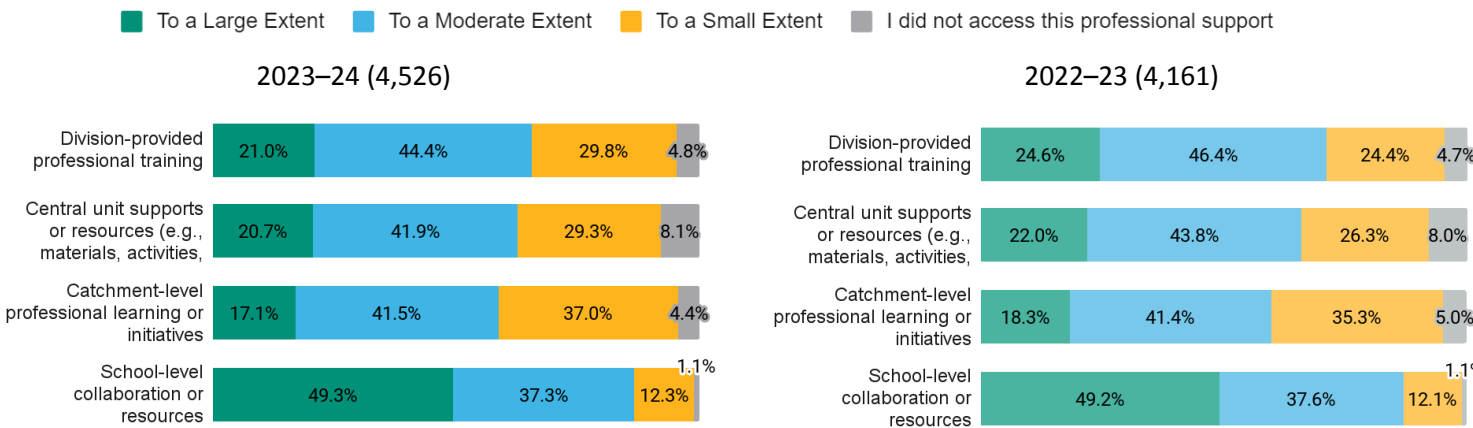


**Figure B14.** 84.9 per cent of staff indicated that they agreed or strongly agreed that they feel confident that the work they are doing is preparing students to transition to life after high school during the 2023–24 school year.



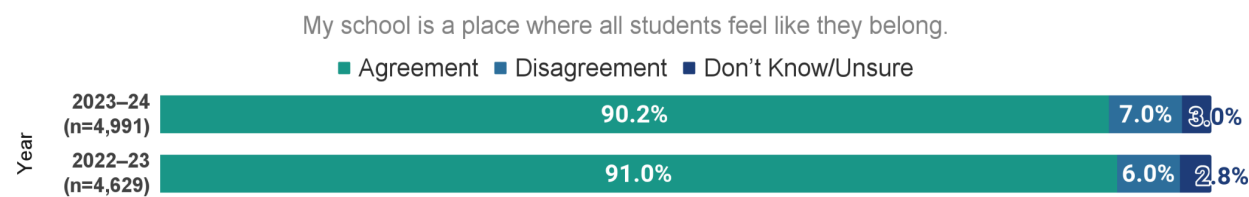
**Figure B15.** The extent in which professional supports enhanced staff confidence in supporting all students to achieve learning outcomes during the 2023–24 school year.

To what extent have the following professional supports enhanced your confidence in supporting all students to achieve learning outcomes?

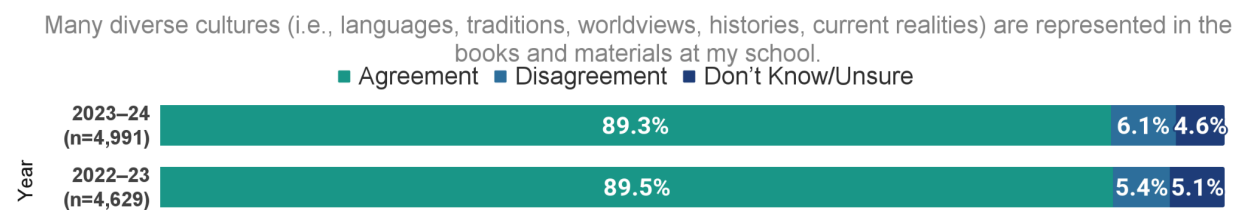


## Priority 2: Advance action towards anti-racism and reconciliation

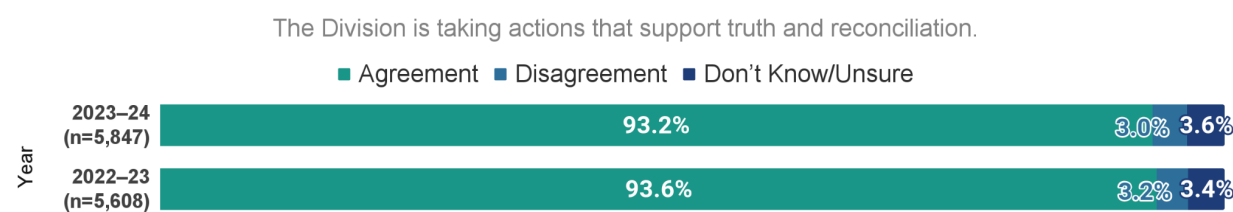
**Figure B16.** 90.2 per cent of staff indicated that they agreed or strongly agreed that their school is a place where all students feel like they belong during the 2023–24 school year.



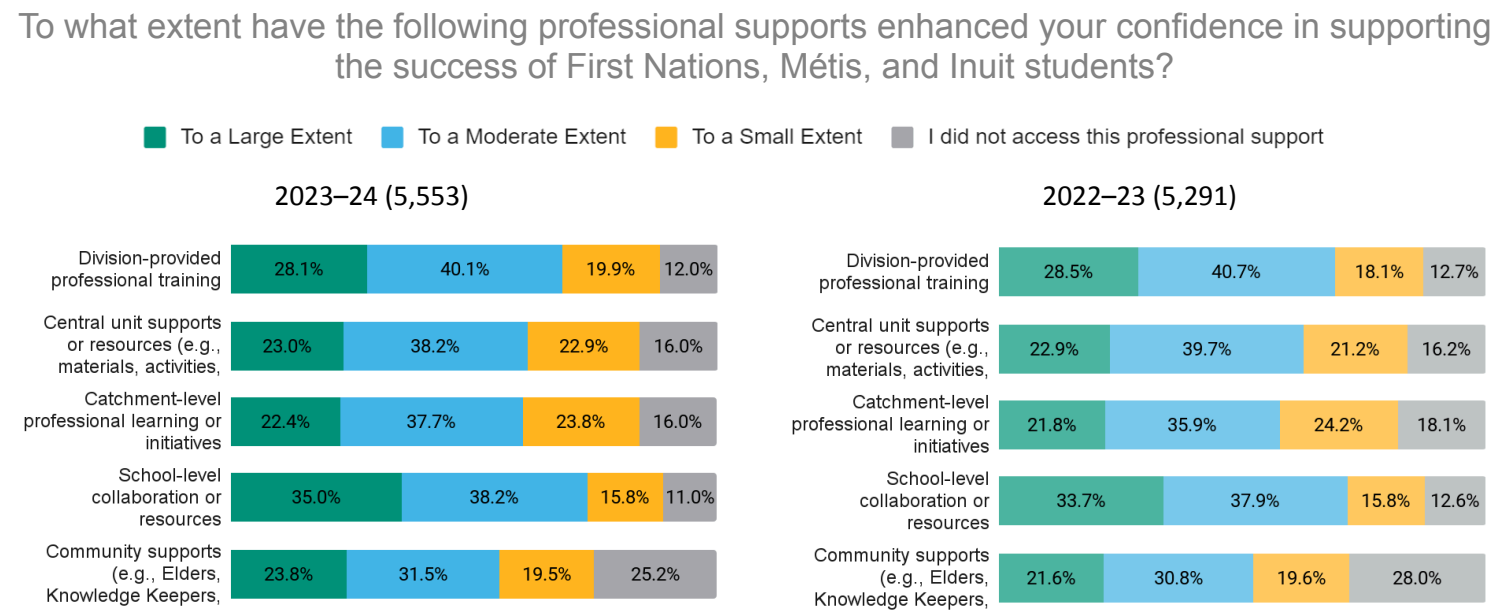
**Figure B17.** 89.3 per cent of staff indicated that they agreed or strongly agreed that many diverse cultures (i.e., languages, traditions, worldviews, histories, current realities) are represented in the books and materials at their school during the 2023–24 school year.



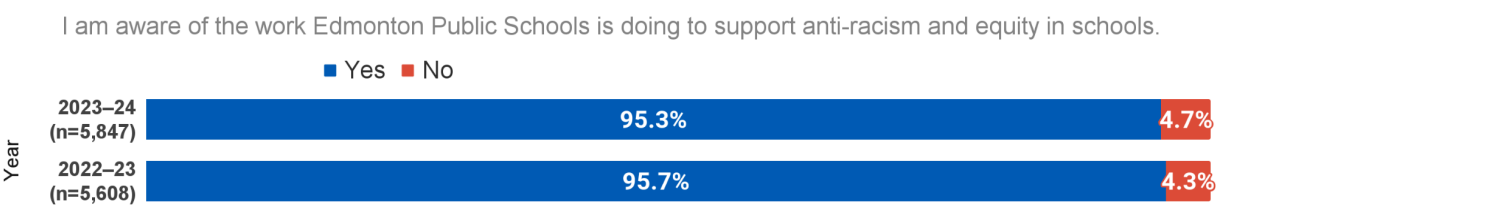
**Figure B18.** 93.2 per cent of staff indicated that they agreed or strongly agreed that the Division is taking actions that support truth and reconciliation during the 2023–24 school year.



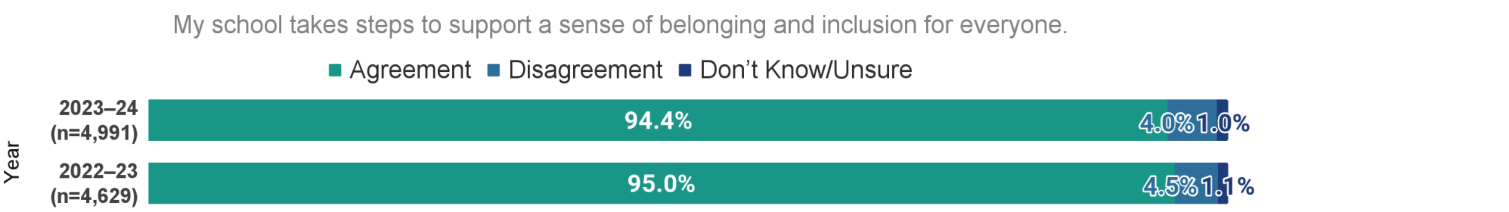
**Figure B19.** The extent in which professional supports enhanced staff confidence in supporting the success of First Nations, Métis and Inuit students during the 2023–24 school year.



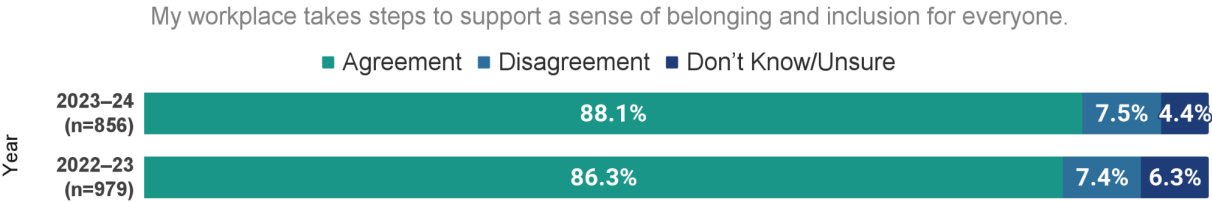
**Figure B20.** 95.3 per cent of staff indicated that they are aware of the work Edmonton Public Schools is doing to support anti-racism and equity in schools during the 2023–24 school year.



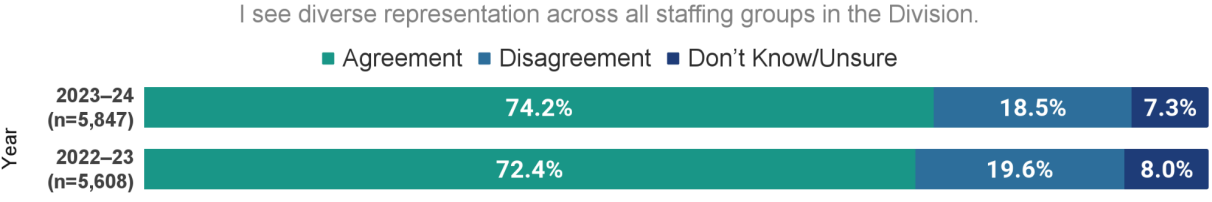
**Figure B21.** 94.4 per cent of staff indicated that they agreed or strongly agreed that their school takes steps to support a sense of belonging and inclusion for everyone during the 2023–24 school year.



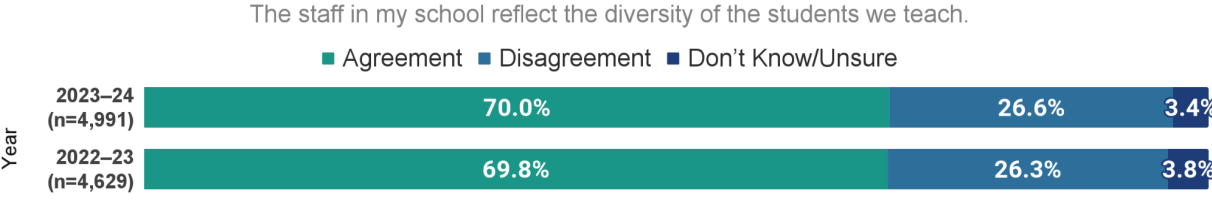
**Figure B22.** 88.1 per cent of [supply and central] staff indicated that they agreed or strongly agreed that their workplace takes steps to support a sense of belonging and inclusion for everyone during the 2023–24 school year.



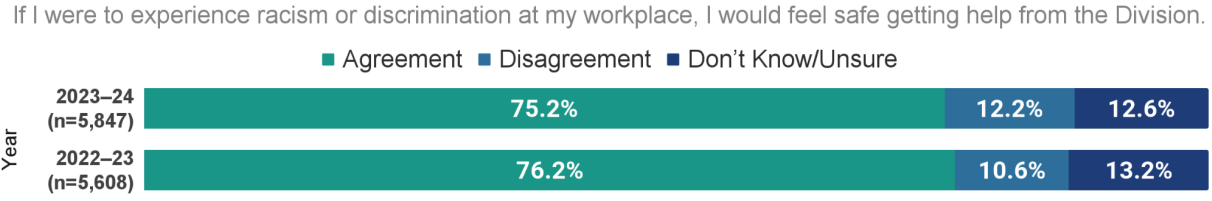
**Figure B23.** 74.2 per cent of staff indicated that they agreed or strongly agreed that they see diverse representation across all staffing groups in the Division during the 2023–24 school year.



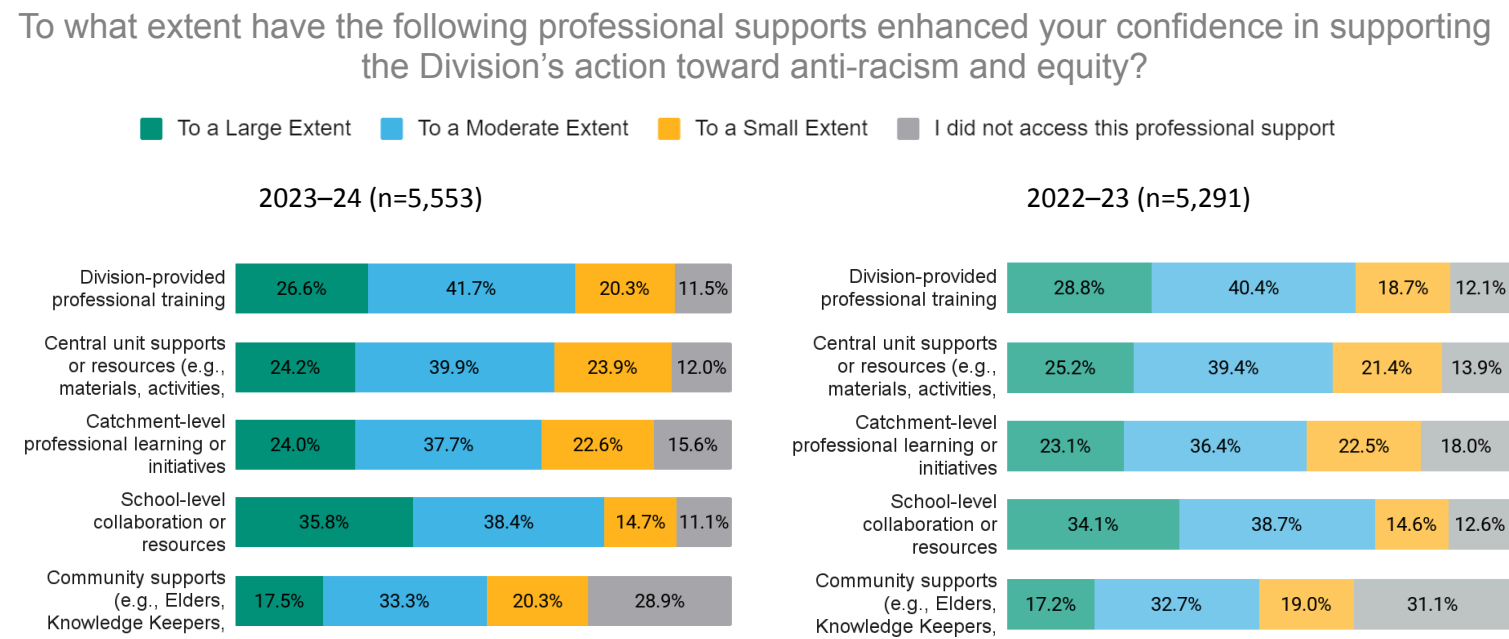
**Figure B24.** 70.0 per cent of staff indicated that they agreed or strongly agreed that the staff in their school reflect the diversity of the students that they teach during the 2023–24 school year.



**Figure B25.** 75.2 per cent of staff indicated that they agreed or strongly agreed that if they were to experience racism or discrimination at their workplace, they would feel safe getting help from the Division during the 2023–24 school year.

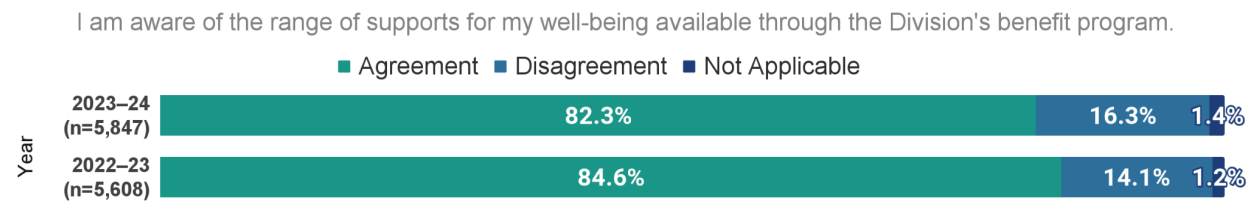


**Figure B26.** The extent in which professional supports enhanced staff confidence in supporting the Division’s action toward anti-racism and equity during the 2023–24 school year.

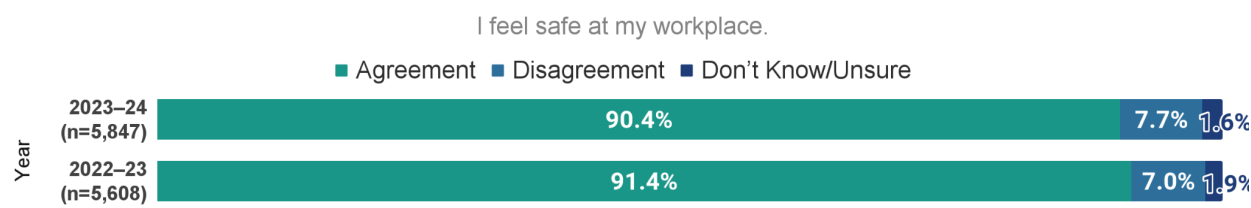


### Priority 3: Promote a comprehensive approach to student and staff well-being and mental health

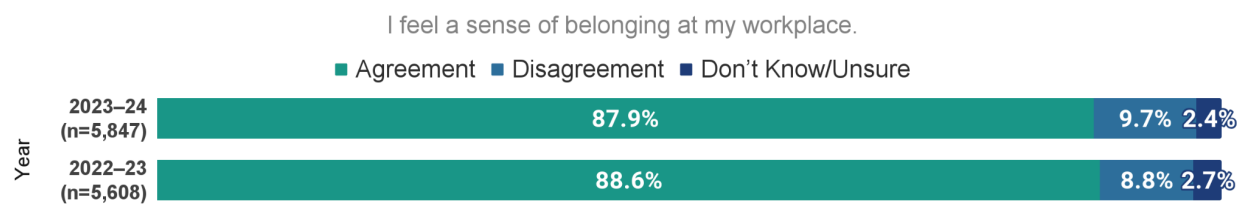
**Figure B27.** 82.3 per cent of staff indicated that they agreed or strongly agreed that they are aware of the range of supports for their well-being available through the Division’s benefit program during the 2023–24 school year.



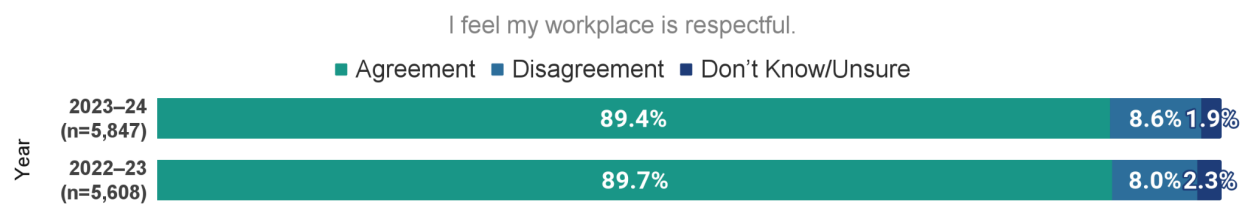
**Figure B28.** 90.4 per cent of staff indicated that they agreed or strongly agreed that they feel safe at their workplace during the 2023–24 school year.



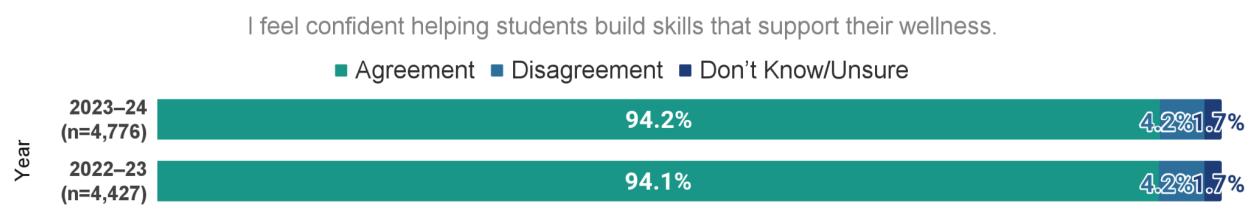
**Figure B29.** 87.9 per cent of staff indicated that they agreed or strongly agreed that they feel a sense of belonging at their workplace during the 2023–24 school year.



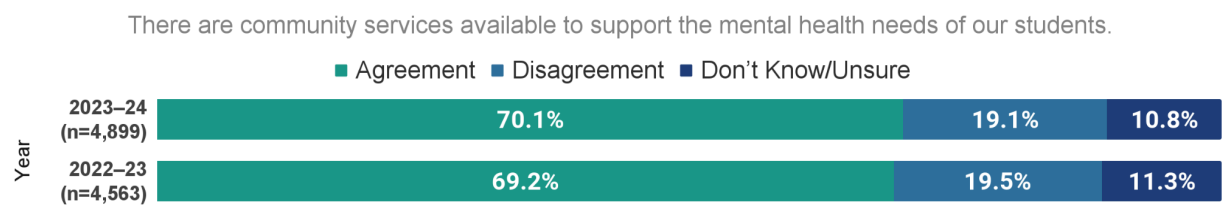
**Figure B30.** 89.4 per cent of staff indicated that they agreed or strongly agreed that they feel their workplace is respectful during the 2023–24 school year.



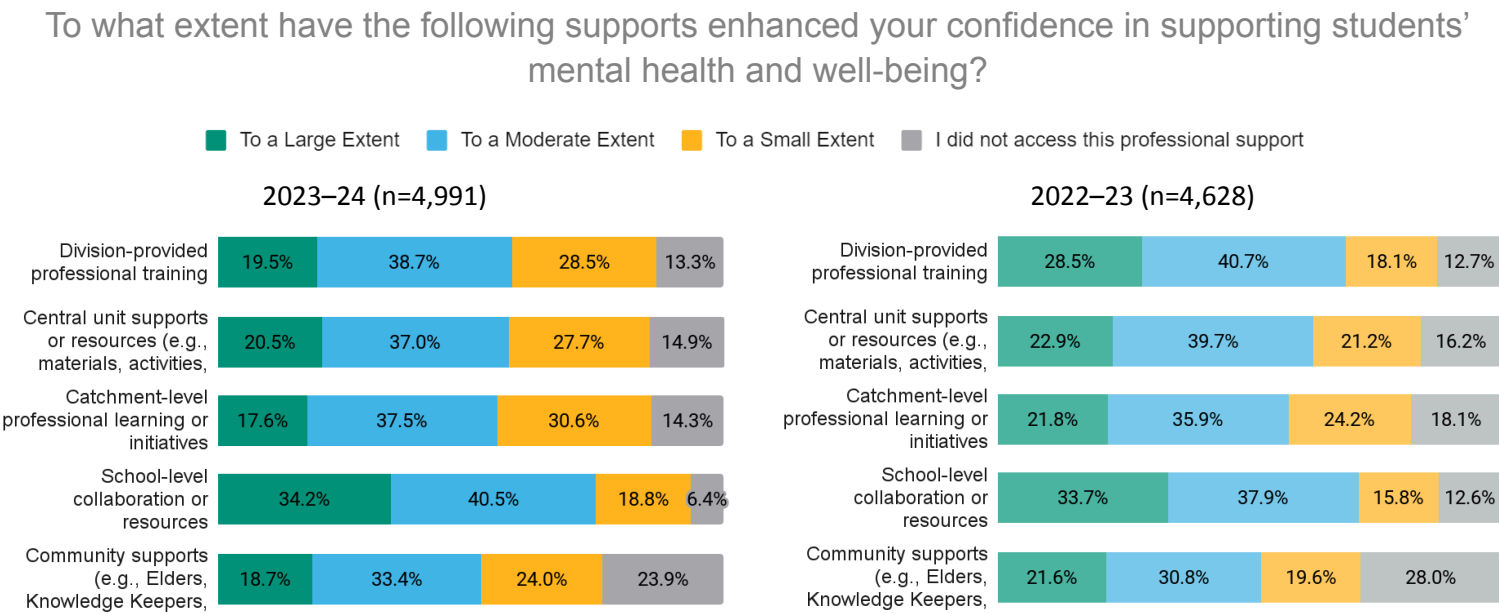
**Figure B31.** 94.2 per cent of staff indicated that they agreed or strongly agreed that they feel confident helping students build skills that support their wellness during the 2023–24 school year.



**Figure B32.** 70.1 per cent of staff indicated that they agreed or strongly agreed that there are community services available to support the mental health needs of their students during the 2023–24 school year.



**Figure B33.** The extent in which professional supports enhance staff confidence in supporting students’ mental health and well-being during the 2023–24 school year.

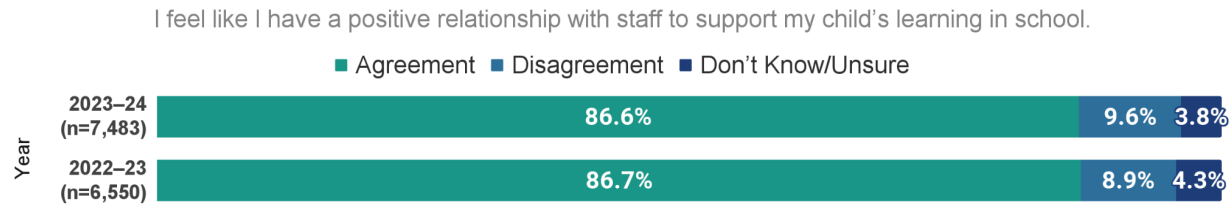




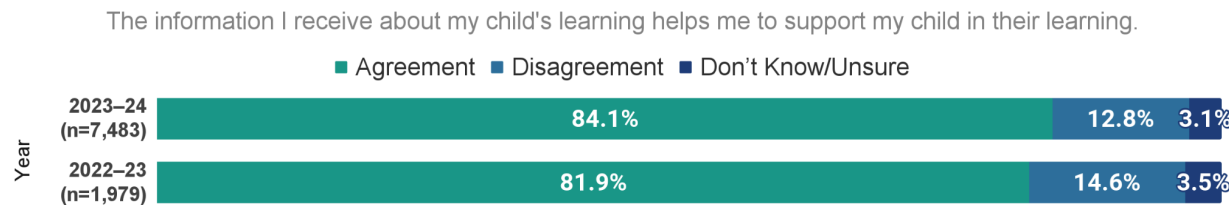
# Appendix C: Family Responses

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

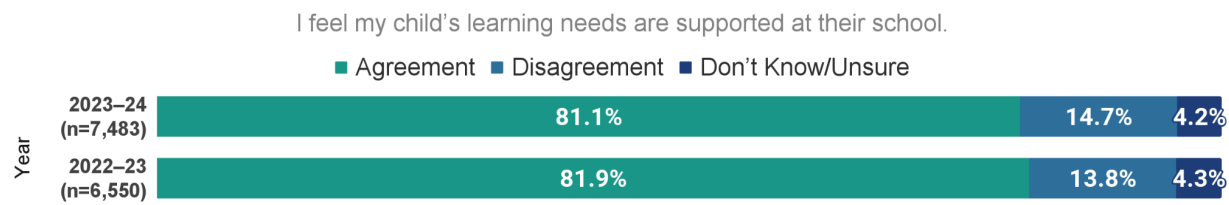
**Figure C1.** 86.6 per cent of families indicated that they agreed or strongly agreed that they feel like they have a positive relationship with staff to support their child’s learning in school during the 2023–24 school year.



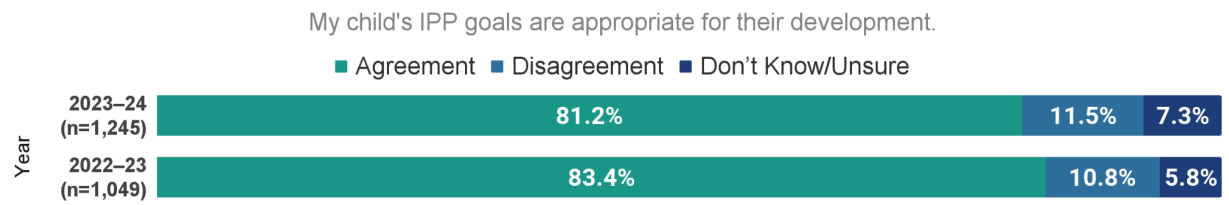
**Figure C2.** 84.1 per cent of families indicated that they agreed or strongly agreed that the information that they receive about their child’s learning helps them to support their child in their child’s learning during the 2023–24 school year.



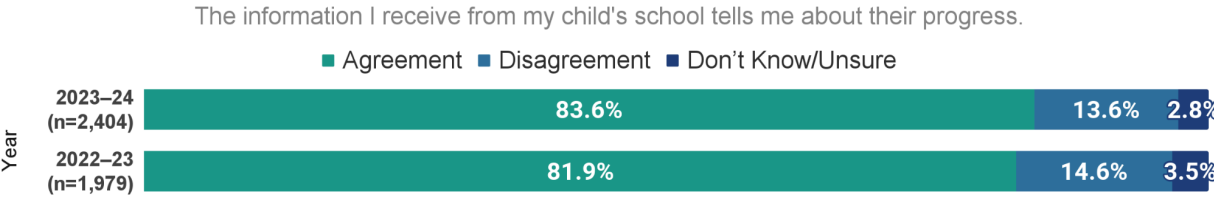
**Figure C3.** 81.1 per cent of families indicated that they agreed or strongly agreed that they feel their child’s learning needs are supported at their child’s school during the 2023–24 school year.



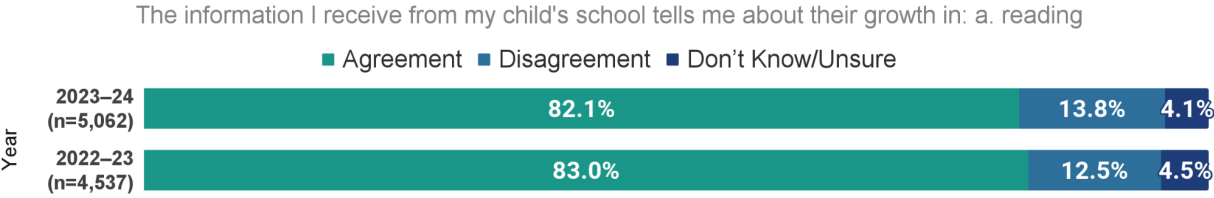
**Figure C4.** 81.2 per cent of [Individual Program Plan (IPP)] families indicated that they agreed or strongly agreed that their child’s IPP goals are appropriate for their child’s development during the 2023–24 school year.



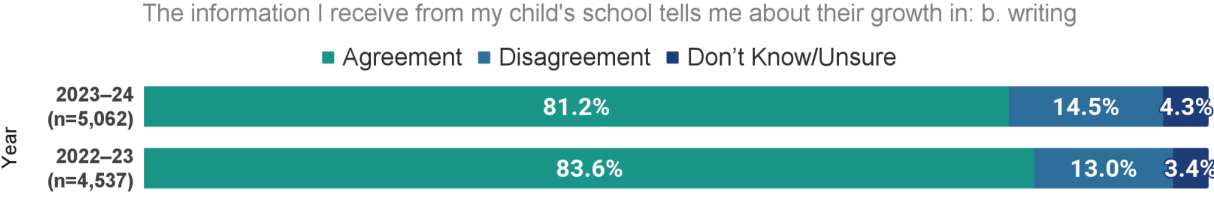
**Figure C5.** 83.6 per cent of families indicated that they agreed or strongly agreed that the information that they receive from their child’s school tells them about their child’s progress during the 2023–24 school year [parents of students in Grades 7 to 12].



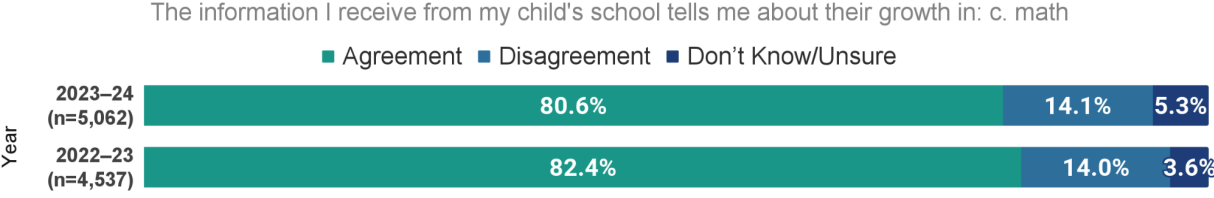
**Figure C6.** 82.1 per cent of families indicated that they agreed or strongly agreed that the information that they receive from their child’s school tells them about their child’s growth in reading during the 2023–24 school year [parents of students in K–6].



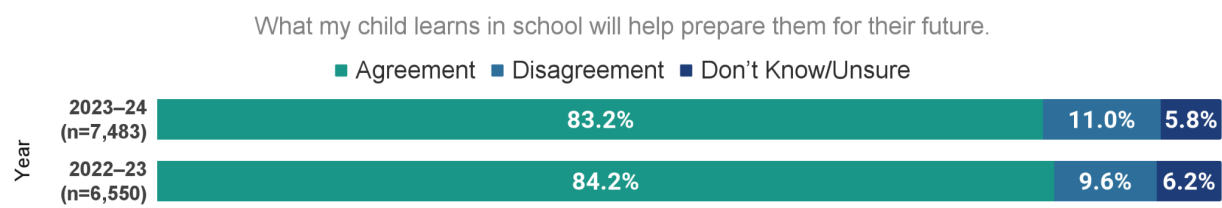
**Figure C7.** 81.2 per cent of families indicated that they agreed or strongly agreed that the information that they receive from their child’s school tells them about their child’s growth in writing during the 2023–24 school year [parents of students in K–6].



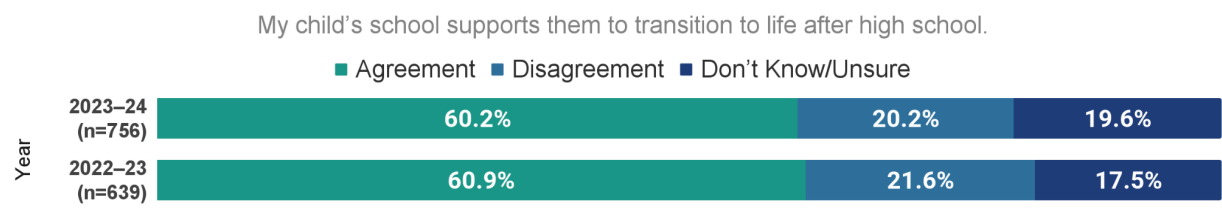
**Figure C8.** 80.6 per cent of families indicated that they agreed or strongly agreed that the information that they receive from their child’s school tells them about their child’s growth in math during the 2023–24 school year [parents of students in K–6].



**Figure C9.** 83.2 per cent of families indicated that they agreed or strongly agreed that what their child learns in school will help them prepare for their future during the 2023–24 school year.

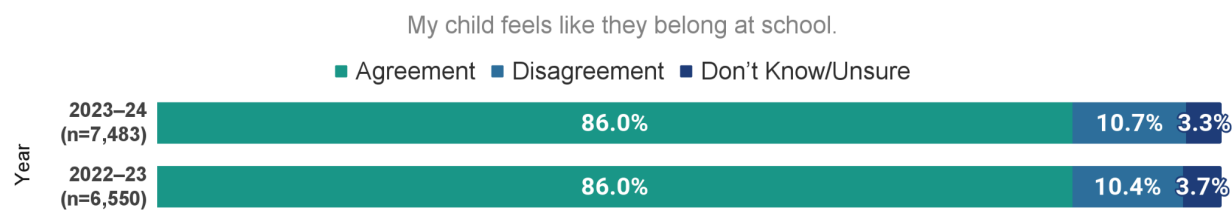


**Figure C10.** 60.2 per cent of families indicated that they agreed or strongly agreed that this child’s school supports their child to transition to life after high school during the 2023–24 school year [parents of students in Grades 10 to 12].

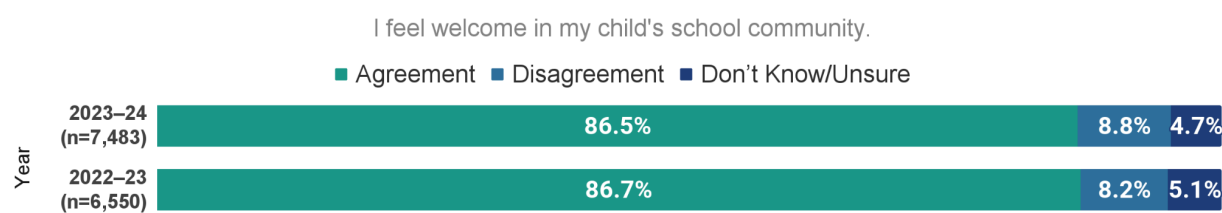


## Priority 2: Advance action towards anti-racism and reconciliation

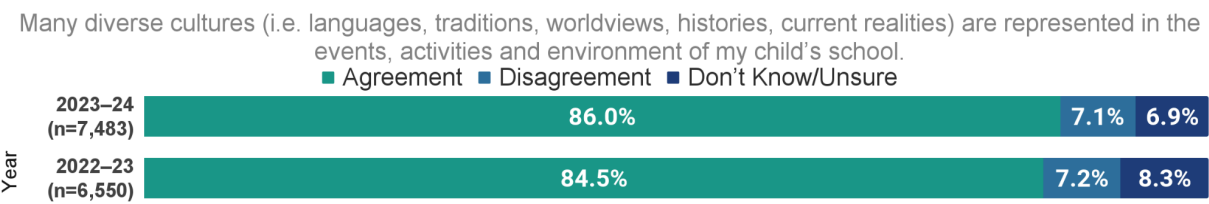
**Figure C11.** 86.0 per cent of families indicated that they agreed or strongly agreed that their child feels like they belong at school during the 2023–24 school year.



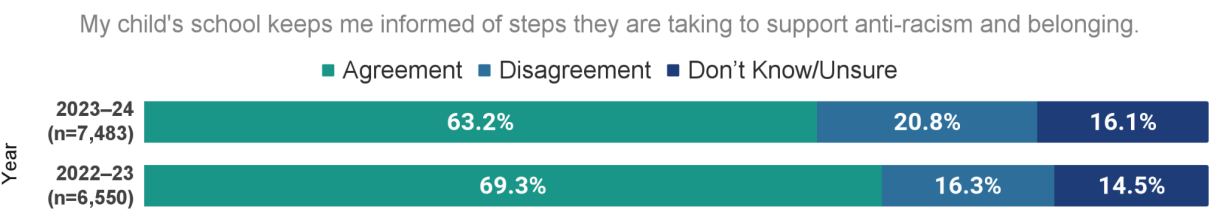
**Figure C12.** 86.5 per cent of families indicated that they agreed or strongly agreed that they feel welcomed in their child’s school community during the 2023–24 school year.



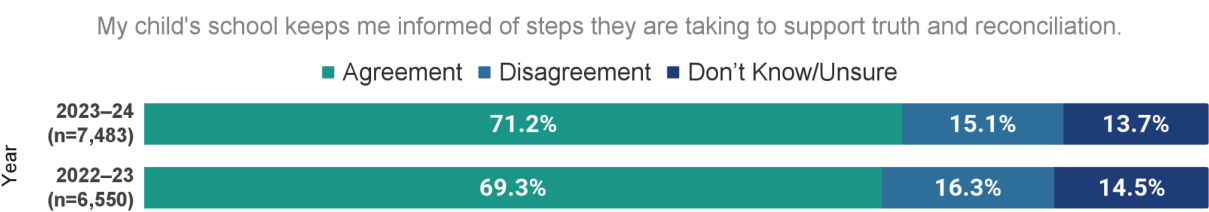
**Figure C13.** 86.0 per cent of families indicated that they agreed or strongly agreed that many diverse cultures (i.e. languages, traditions, worldviews, histories, current realities) are represented in the events, activities and environment of their child’s school during the 2023–24 school year.



**Figure C14.** 63.2 per cent of families indicated that they agreed or strongly agreed that their child’s school keeps them informed of steps the school is taking to support anti-racism and belonging during the 2023–24 school year.

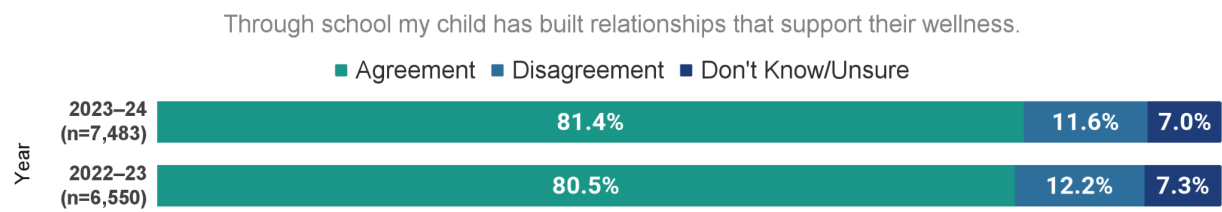


**Figure C15.** 71.2 per cent of families indicated that they agreed or strongly agreed that their child’s school keeps them informed of steps the school is taking to support truth and reconciliation during the 2023–24 school year.

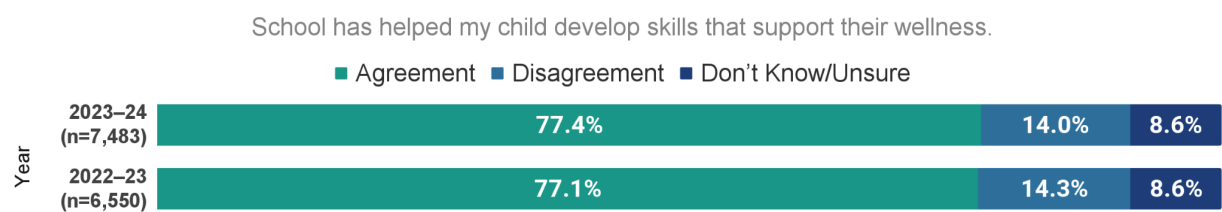


# Priority 3: Promote a comprehensive approach to student and staff well-being and mental health

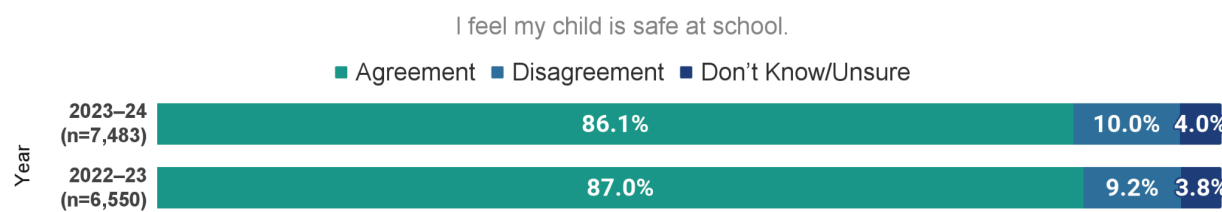
**Figure C16.** 81.4 per cent of families indicated that they agreed or strongly agreed that through school their child has built relationships that support their child’s wellness during the 2023–24 school year.



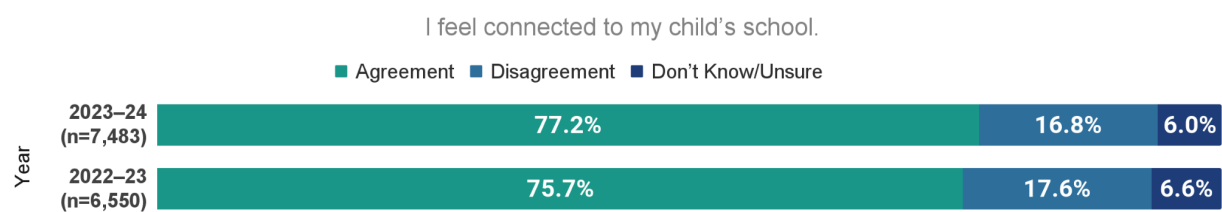
**Figure C17.** 77.4 per cent of families indicated that they agreed or strongly agreed that school has helped their child develop skills that support their child’s wellness during the 2023–24 school year.



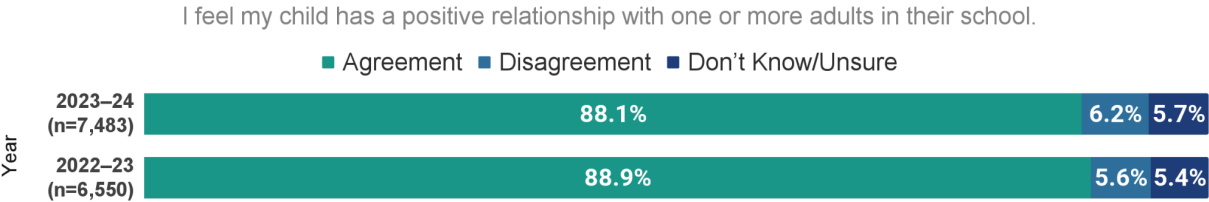
**Figure C18.** 86.1 per cent of families indicated that they agreed or strongly agreed that they feel their child is safe at school during the 2023–24 school year.



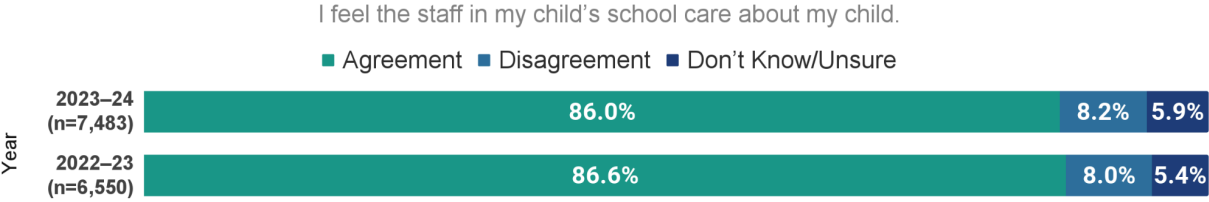
**Figure C19.** 77.2 per cent of families indicated that they agreed or strongly agreed that they feel connected to their child’s school during the 2023–24 school year.



**Figure C20.** 88.1 per cent of families indicated that they agreed or strongly agreed that they feel that their child has a positive relationship with one or more adults in their child’s school during the 2023–24 school year.



**Figure C21.** 86.0 per cent of families indicated that they agreed or strongly agreed that they feel the staff in their child’s school cares about their child during the 2023–24 school year.





EDMONTON PUBLIC SCHOOLS

Centre for Education  
1 Kingsway NW  
Edmonton AB T5H 4G9

T 780-429-8000  
E [info@epsb.ca](mailto:info@epsb.ca)

**[epsb.ca](https://www.epps.ca)**

**DATE:** October 8, 2024

**TO:** Board of Trustees

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

**SUBJECT:** Bereavements

**ORIGINATOR:** Angela Anderson, Chief Human Resources Officer

**RESOURCE**

**STAFF:** Cindy Maksymuik

**REFERENCE** [AEBC.AR Acknowledging Student, Staff and Trustee Deaths and Bereavements](#)

---

**Mrs. Vessela Ourdeva** passed away on August 23, 2024, at the age of 58 years. Vessela started with the Division in February 2001. She spent her 33-year career as a teacher in Supply Services, Centre High and Harry Ainlay Schools. She is survived by her husband, Ivan; son, Dimitra; parents, Radka and Tzvetan; brother, Petko, as well as numerous other family and friends.

**Ms. Susan Wareing** passed away on September 19, 2024, at the age of 64 years. Susan started with the Division in August 1995. She spent her 29-year career as a teacher in Supply Services, Mount Pleasant, Aldergrove, Eastwood and Sifton Schools. She is survived by her children, Brent (Yen) and Jeff (Gina); grandchildren, Arya, Brienne, James and Sophia; siblings, Ronald (Carolyn), Alan (Claudette) and Russell (Lavina), as well as numerous cousins, nieces, nephews and other family and friends.

**Mrs. Lois Bruce** passed away on September 24, 2024, as the age of 67 years. Lois started with the Division in October 1984. During her 39-year career she held positions as a lunchroom aide, program aide, teacher assistant, and administrative assistant in Supply Services, Glengarry, Lee Ridge, Woodcroft, Patricia Heights, Kim Hung, Brightview and Meadowlark Christian Schools. She is survived by her daughter, Gail (Paul); sons, Kevin (Jen) and Danny; grandchildren, Morgan, Kate and Grant; mother, Margaret (Peggy), as well as numerous other family and friends.

AA:cm