




Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, October 8, 2019
2:00 p.m.

Board Meeting #03

- 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. Minutes:
 - 1. DRAFT – Board Meeting #02 – September 24, 2019
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, October 7, 2019, to speak under this item.)
- H. Reports:
 - 2. Summary of the District Feedback Survey
(Information)
 - 3. 2018-2019 Board Self-Evaluation Summary
(Information)
 - 4. Strategic Plan Update – Early Learning
(Information)
 - 5. Seclusion Rooms
(Information – Response to Request for Information #052)
- I. Other Committee, Board Representative and Trustee Reports
- J. Trustee and Board Requests for Information
- K. Notices of Motion
- L. Meeting Dates
- M. Adjournment

AGENDA

**BOARD OF
TRUSTEES**

Trisha Estabrooks
Board Chair

Shelagh Dunn
Board Vice-Chair

Sherry Adams
Michelle Draper
Ken Gibson
Nathan Ip
Michael Janz
Cheryl Johner
Bridget Stirling

MINUTE BOOK**Board Meeting #02**

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, September 24, 2019, at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Shelagh Dunn
Michelle Draper

Trisha Estabrooks
Ken Gibson
Nathan Ip

Michael Janz
Cheryl Johner
Bridget Stirling

Officials

Lisa Austin
Grace Cooke
Todd Burnstad
Ron MacNeil
Karen Mills

Leona Morrison
Kathy Muhlethaler
Lorne Parker
Nancy Petersen
Kent Pharis

Darrel Robertson
Mike Suderman
Liz Yule

Board Chair: Trisha Estabrooks

Recording Secretary: Shirley Juneau

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.

The Board Chair advised that the fire alarm system at the Centre for Education is a Two Stage alarm system. Stage One is a single repeating alarm tone indicating a warning only and that evacuation is not required. Stage Two is a triple repeating alarm tone indicating that evacuation is required.

The Board Chair advised those attending the meeting in person that the floor area is restricted to the Board of Trustees, Superintendent, Director of Board and Superintendent Relations and Recording staff, with an area reserved for media. She advised that she would signify to any other staff or registered speakers to come down to the floor at the designated time on the agenda. The Board Chair thanked everyone for their cooperation.

A. O Canada 

B. **Roll Call:** (2:00 p.m.)

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The Superintendent advised that all Trustees were present.

C. Approval of the Agenda

MOVED BY Trustee Stirling:

“That the agenda for the September 24, 2019, Board meeting be approved as printed.”

MOVED BY Trustee Janz:

**“That agenda Item L: Notices of Motion be moved on the agenda immediately following report #3 Motion re: Involuntary Confinement.”
(UNANIMOUSLY CARRIED)**

**“That the agenda for the September 24, 2019, Board meeting be approved as amended.”
(UNANIMOUSLY CARRIED)**

D. Communications from the Board Chair

The Board Chair acknowledged the vital role that School Councils have in school communities. She thanked all those who have stepped up to play a leadership and volunteer role within their school communities.

The Board Chair congratulated teacher Winnie Yeung for receiving an Alumni Award of Excellence from the University of Alberta. She explained that Ms. Yeung along with former Edmonton Public Schools student Abu Bakr al-Rabeeah wrote the book Homes which has been nationally recognized.

The Board Chair advised that on Friday, September 27, 2019, students from across Canada will be calling on world leaders to take action on climate change. She said that climate change is an important issue and that leadership around climate change is powerful when it comes from those who will be most affected; the generations to come.

The Board Chair reported that the Alberta School Boards Association (ASBA) invited board chairs from across the province and the Education Minister and her staff for a meeting in Edmonton. She said that open, honest conversations are important and that she appreciates ASBA’s leadership as well as the minister’s willingness to meet with board chairs.

The Board Chair advised that the District continues to wait for a provincial budget. She is pleased that the Education Minister will be in attendance at the demolition of part of Highlands School to make way for a modernization of a new Kindergarten to Grade 9 School. The Board Chair looks forward to hosting Minister LaGrange at Highlands School and reminding her of the District’s Capital Plan.

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The Board Chair assured families that Edmonton Public Schools has a board policy and strict administrative regulations about vaping. She stated that last spring the Board voted to support proclaiming outstanding sections of the *Tobacco Reduction Amendment Act* which if passed will ban the use of e-cigarettes and vaping in public establishments.

The Board Chair advised that September 30th is the official Orange Shirt Day. Orange shirt day is a legacy of the St. Joseph Mission residential school commemoration event. It grew out of a former student's account of having her shiny new orange shirt taken away on her first day of school at the mission in Williams Lake, British Columbia. She explained that the orange shirt is meant to recognize the harm done to residential school students and show a commitment that every child matters. A date in September was chosen because it is the time of year when children were taken from their homes to residential schools, and because it is an opportunity to set the stage for anti-racism and anti-bullying policies for the coming school year. The Board Chair expressed that it is also an opportunity for First Nations, local government, schools, and communities to come together in the spirit of reconciliation and hope for generations to come.

The Board Chair was pleased to announce that a Jasper Place High School Grade 11 student, Farrah Ochiese's design has been selected as the logo for the 2019 Orange Shirt Program. Ochiese describes her artwork as *"a mother trying to keep her children safe, under her wing and within her."* Ochiese wants all Albertans to know that *"all children are precious."*

The Board Chair said that she is proud to serve on the Board of Trustees, with her colleagues and advocate for public education, an education system that supports all students. She was pleased to see that more of the people the Trustees serve understand the key role that Trustees play in public education as shown in this year's District Feedback Survey.

E. Communications from the Superintendent of Schools

The Superintendent advised that October 7 – 11th is Read In Week and that schools across the District will be welcoming many special guests to help students experience the joy of reading. He thanked everyone who will be volunteering their time to share with students.

The Superintendent shared that he is always proud of the work that District staff do, and that it is wonderful when someone outside the District also acknowledges them. The Superintendent advised that Mr. Hector Pothier, principal of Kameyosek School, was recently inducted in Mike Ditka's Gridiron Greats Hall of Fame. Hector had a 12-year career with the Edmonton Eskimos, during which time they won six Grey Cups.

This recent recognition comes not only because of his football career, but also because of his work with the Eskimos' and CFL Alumni Associations to help those with physical or mental challenges.

At the Alberta Apprenticeship Awards of Excellence on September 13, 2019, two District employees were selected in the Top Apprentices category:

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- Kyle Maksymuik in the Floorcovering Installer category, and
- Michael Nielsen in the Painter & Decorator category

The Superintendent also shared that the District recognizes outstanding student accomplishments, contributions and achievements and that there are six award categories for students who were in Grade 12 during the 2018-2019 school year. He advised that the District is celebrating 107 Grade 12 students from 19 different high schools.

The six categories are:

- Academic Excellence
- Career and Life Pathways
- Fine Arts
- Health and Wellness
- Humanities
- Math/Science/Technologies

F. Minutes

1. Board Meeting #01 – September 10, 2019

MOVED BY Trustee Janz:

“That the minutes of Board Meeting #01 held September 10, 2019, be approved as printed.”

(UNANIMOUSLY CARRIED)

G. Comments from the Public and Staff Group Representatives

The Board Chair acknowledged that there were 11 registered speakers for this item and that the 20 minutes normally set aside for this item would not be sufficient. The Board Chair moved the following motion.

MOVED BY Trustee Estabrooks:

“That 60 minutes be allowed for comments from the public.”

(UNANIMOUSLY CARRIED)

The Trustees heard from 10 individuals regarding the use of seclusion rooms and one individual regarding climate justice.

H. Reports

2. Strategic Plan Update – Family Engagement

The Trustees received an overview of the opportunities for families to be involved in their child’s education, focusing on the redesign of SchoolZone.

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There was a short break in the meeting.

3. Motion re: Involuntary Confinement

MOVED BY Trustee Dunn:

**"1. That the Edmonton Public School Board advocate to the Minister of Education that involuntary confinement (seclusion rooms and time-out rooms) is not used as a punishment or behavior management techniques, and is only used as a last resort in emergency situations endangering the physical safety of students or staff."
(UNANIMOUSLY CARRIED)**

MOVED BY Trustee Dunn:

"2. That the Edmonton Public School Board advocate to the Minister of Education for the systemic changes needed to work towards a system where these rooms are no longer needed or used, through:

- Increased cross-ministry collaboration to serve students with disabilities and mental health concerns
- Increased and adequate funding for students in need of specialized support
- Increased funding for staff training in positive behavior supports and increased funding for regulated specialists to work with teachers and educational assistants

MOVED BY Trustee Ip that the following statement be included in the motion:

"3. Furthermore that the Board through a gradual phase out end the practice of seclusion rooms before the start of the 2022-23 school year."

The Board Chair called the question on the amendment.

IN FAVOUR: Trustees Adams, Dunn, Ip, Janz, Johner and Stirling

OPPOSED: Trustees Draper, Estabrooks and Gibson

(CARRIED)

MOVED BY Trustee Draper that the following statement be included in the motion:

"Increased engagement and adequate funding for students and parents/caregivers in addressing the systemic changes required in need of specialized support. Research of evidence based best practices in districts and schools that do not use seclusion rooms."

The Board Chair called the question on the amendment.

(UNANIMOUSLY CARRIED)

Trustees Janz left the meeting.

MOVED BY Trustee Gibson:

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**"That the Board of Trustees move in-camera to seek legal advice."
(UNANIMOUSLY CARRIED)**

Trustee Ip left the meeting.

**MOVED BY Trustee Gibson:
"That the Board of Trustees reconvene the Board meeting."
(UNANIMOUSLY CARRIED)**

**MOVED BY Trustee Gibson:
"That the Board meeting proceed past 6:00 p.m."
(UNANIMOUSLY CARRIED)**

**MOVED BY Trustee Draper:
"That bullet #3 of the motion be a removed and treated as a separate motion.**

"2. That the Edmonton Public School Board advocate to the Minister of Education for the systemic changes needed to work towards a system where these rooms are no longer needed or used, through:

- Increased cross-ministry collaboration to serve students with disabilities and mental health concerns
- Increased and adequate funding for students in need of specialized support
- Increased funding for staff training in positive behavior supports and increased funding for regulated specialists to work with teachers and educational assistants
- Increased engagement and adequate funding for students and parents/caregivers in addressing the systemic changes required in need of specialized support
- Research of evidence based best practices in district and schools that do not use seclusion rooms

~~"3. Furthermore that the Board through a gradual phase out end the practice of seclusion rooms before the start of the 2022-23 school year."~~

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

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

**MOVED BY Trustee Draper:
That the following motion be referred to the Caucus Committee for further debate:
"That the Board through a gradual phase out end the practice of seclusion rooms before the start of the 2022-23 school year."
(UNANIMOUSLY CARRIED)**

MINUTE BOOK**L. Notices of Motion**

MOVED BY Trustee Stirling on behalf of Trustee Janz:

**"1. That the Board of Trustees grant waiver of notice of motion to consider Recommendation 2 at the September 24, 2019, Board meeting."
(UNANIMOUSLY CARRIED)**

"2. That the Edmonton Public School Board allows students the option, with parent or guardian permission, to attend the climate action event on September 27, 2019. While the Board encourages students to stand behind causes they believe in, a walkout is not a school sanctioned event and participating in this event is not being encouraged or prevented by schools. Furthermore that we would encourage students, staff, and families to discuss the impending climate emergency in their schools and engage in their own way, such as exploring educational resources from the City of Edmonton (changeformclimate.ca)."

The Board Chair called the question on the motion.

IN FAVOUR: Trustees Draper, Dunn, Estabrooks, Gibson, Johner and Stirling

OPPOSED: Trustee Adams

(CARRIED)

MOVED BY Trustee Gibson:

**"That agenda Items 4 and 5 be deferred to the October 8, 2019, Board meeting."
(UNANIMOUSLY CARRIED)**

4. 2019 Summary of the District Feedback Survey

This report was deferred to the October 8, 2019, Board meeting.

5. 2018-2019 Board Self-Evaluation Survey

This report was deferred to the October 8, 2019, Board meeting.

I. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

J. Other Committee, Board Representative and Trustee Reports

Trustee Adams submitted the following written report:

On September 12, 2019, the Kensington School hosted the Christian Teachers Commissioning Service for new teachers, which was a wonderful event. The gymnasium was filled to capacity as

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Assistant Superintendent Suderman, Trustees Johner and Adams joined together with a packed gymnasium of teachers to celebrate the commissioning. Trustee Adams was honoured to bring greetings on behalf of the Board of Trustees and to encourage these dedicated professionals who are beginning their career with Edmonton Public Schools. Following the service, Principal de Haan gave Trustee Johner and Adams a tour through the school to see the amazing new upgrades.

On September 14, 2019, Trustee Adams attended the Ward 12 Community BBQ and thanked Councillor Banga for the invitation. There was a good community turn out and it was a special time to connect with some new people and exchange ideas.

On September 17, 2019, the Trustees met for a robust generative discussion, followed by a meeting with the Mental Health Committee to determine their work plan for the coming year.

On September 21, 2019, Trustee Adams joined in the fun with community leagues in Ward I. She enjoyed time at Knottwood Community League; hats off to this league for their amazing vision display for a new building, Mulhurst Community League, who celebrated their 40th anniversary, and Ellerslie Community League, who included special music from community youth. Each league worked hard to make Community League Day a great time for community families to come together around fun, food and festivities.

K. Trustee and Board Requests for Information

Trustee Estabrooks said that given the passage of Bill 201: *Protection of Students with Life Threatening Allergies Act* in the spring of 2019 and the fact that this Bill will come into force on January 1, 2020; she submitted the following request for information:

- How is the District preparing for the introduction of Bill 201 for January 2020?
- What are the costs associated with adherence to this Bill and what will it cost the District annually?
- What training will staff receive to support adherence to this Bill?
- How will the District communicate to parents, families about this Bill and how it may affect them?

Trustee Stirling, in light of the City of Edmonton's declaration of a climate emergency, asked that administration prepare a report on the District's climate readiness and carbon emissions reduction efforts, including policy, people, plans, and infrastructure, and what we are doing to mitigate risk from climate-related extreme weather events such as wildfire smoke, heat events, storms, or other incidents. Additionally, she asked Administration to include information on how climate change is included in the Alberta curriculum.

M. Next Board Meeting: Tuesday, October 8, 2019, at 2:00 p.m.

N. Adjournment: 7:00 p.m.

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The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: September 24, 2019

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: 2019 District Feedback Survey Results

ORIGINATOR: Lisa Austin, Chief Communications Officer

RESOURCE

STAFF: Sonia Boctor, Diane Brunton, Maja Mitrovic, Anne Szczesny, Zachary Schoenberger, Rick Oldring

REFERENCE: N/A

ISSUE

From March 11 to April 15, 2019, Edmonton Public Schools administered the 2019 District Feedback Survey to students, staff, families, and community. The results from all respondent groups have been compiled to create a District report, presented here as Attachment I.

BACKGROUND

The District Feedback Survey was administered to gather feedback from stakeholders relative to the District's progress in implementing the District's revised Strategic Plan 2018-2022. The results from the survey are intended to serve as one of many sources of data that may be used by District leaders to guide future decisions, directions and actions. It also provides information about areas of success and areas for growth to support the development of school, central department and District improvement plans.

The survey was initiated as a pilot in 2015. After reviewing and revising the process and survey questions through consultations with principals and central leaders, the first annual administration of the survey began in 2017.

In order to begin trending analysis in 2019, the desire was to retain the survey with limited alterations.

In order to improve the quality of the survey, a review was undertaken with the goal of:

- reducing the length of time required for survey completion to under a 20 minute average
- improve the user experience
- removing questions deemed to be irrelevant or redundant, and retain those which are actionable at school, catchment, central and/or District levels
- supporting comparability between target groups
- ensuring language accessibility/appropriateness for each audience
- increasing participation and completion rates
- ensuring alignment with any changes to the District Strategic Plan which was updated and renewed for 2018-2022

To meet these goals, input was garnered from various stakeholders within the District, mainly through work with a principal committee as well as consultations with parents, Directors/Managing Directors,

staff group liaisons and central staff subject matter experts. The feedback from these stakeholders was vetted by a Survey Review Committee consisting of school principals, Research and Communications consultants, staff from Strategic District Supports and members of the Project Support Team.

Questions relating to each of the five surveys were scrutinized with consideration to the respondent audience, as well as to the context of each question. A number of questions were removed due to duplication and/or redundancy. Revisions were made to other questions to simplify the language and make each question more appropriate to the receiving audience. Care was given to ensuring question consistency among surveys, allowing for comparability across groups in reporting. Finally, questions were viewed from the perspective of whether they provide actionable data.

In addition to the work involved in reviewing the survey, consideration was given to increasing participation. Tools and resources (e.g., key messages, social media, etc.) were revisited and revamped to support increased response rates.

Upon completion of the review, revisions to the survey instruments and processes were incorporated into the 2019 administration of the survey.

CURRENT SITUATION

The District recorded 34,918 completed responses to the surveys, representing:

- 13,506 (86%) students in Grades 3 and 5
- 9,772 (69.3%) students in Grades 8 and 11
- 5,183 families
- 287 community partners or members of the general public
- 6,170 (48.4%) staff

This demonstrates an overall increase of 7.5% in the number of responses compared to 2018.

Completion times were reduced considerably for all respondent groups, with averages falling well below the 20 minute target, as indicated below:

- 15 minutes - students in Grades 3 and 5
- 10 minutes - students in Grades 8 and 11
- 12 minutes - families
- 9 minutes - community partners or members of the general public
- 16 minutes - staff

The survey was promoted through various means targeted to each audience. Survey completion was promoted through the use of SchoolZone, Connect, social media and other forms of messaging focused on each particular respondent group. To expedite the survey process for families, and to help increase participation, the District's pre-enrolment process was again leveraged as a platform to reach more of our family population. Families were given the option to respond to the survey after completing their child's on-line pre-enrolment, or were encouraged to complete the survey at a later time if they preferred.

Results of the District Feedback Survey were made available to school leaders in June 2019. Central leaders received access to their unit and/or department results in mid-August. Both school and central leaders access their results through the District Internal Dashboard. Making the data available prior to the start of the school year ensures that leaders have their survey data in a timely manner to allow for

analysis and support them in the fall planning and reporting processes (e.g., school and central Results Review, Catchment Planning Conversations, Annual Education Results Report).

With the third year of administration, survey results now include trend lines showing respondents' overall change in agreement with each survey statement over the three years. The dashboard's survey reporting design provides leaders a high level, at-a-glance view of their school's/central department's results to easily see stakeholder perceptions and identify areas of success and areas for improvement as pertaining to the District Strategic Plan. The drill-down feature allows for in-depth targeting of specific areas of interest or concern.

KEY POINTS.

- The District Feedback Survey is administered annually to gather feedback from stakeholders relative to the District's progress in implementing the District's Strategic Plan 2018-2022.
- The District Feedback Survey is administered to students in Grades 3, 5, 8 and 11, families of all students, community members and all staff.
- Various communication tactics such as social media campaigns and collaboration with pre-enrolment are employed to promote awareness of the survey and increase participation rates.
- School and central leaders access their school or unit/department District Feedback Survey results through the District's Internal Dashboard.
- Survey results are made available to school, central and District leaders in time for their annual planning and reporting processes (e.g., Results Review, Catchment Planning Conversations, Annual Education Results Report)
- The review of the survey and its administration processes, with the resulting revisions, produced shortened questionnaires, decreased completion times, increased participation rates and more concise data.
- The data gathered through the survey is intended to serve as one of multiple data sources to support the District in monitoring its progress relative to the District Strategic Plan, and provide data contributing to planning and reporting initiatives (e.g., Three-Year Education Plan/Annual Education Results Report, Catchment Planning Conversations, Results Review and Budget Planning, etc.).

ATTACHMENTS and APPENDICES

ATTACHMENT I 2019 District Feedback Survey District Report

SB:db

2018 - 19 District Feedback Survey

District Report



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INTRODUCTION

From March 11 - April 15, 2019, Edmonton Public Schools administered the 2018 - 19 District Feedback Survey to students, staff, families, and community. The survey was administered to gather feedback from stakeholders relative to the District's progress in implementing the District's Strategic Plan 2018-2022. The results from the survey are intended to serve as one of many sources of data that may be used by District leaders to guide future decisions, directions and actions. It also provides information about areas of success and areas for growth to support the development of school, central department and District improvement plans.

Five separate surveys were administered to the following respondent groups:

- Students in Grades 3 and 5
- Students in Grades 8 and 11
- All District staff
- Families of all students, and
- Community members (District partners and general public)

This report provides compiled results for all respondent groups from the 2018-2019 District Feedback Survey.

2018 - 19 RESULTS

A total of 34,918 responses to the 2018 - 19 District Feedback Survey were recorded. This demonstrates an overall increase of 7.5% in the number of respondents compared to 2017 - 18. The total number of survey responses received has seen a gradual increase over the past three years, as evidenced in the table below. The community survey remains one area requiring focus to increase participation rates.

	2018 - 19	2017 - 18	2016 - 17
Students in Grades 3 and 5	13,506	13,210	12,456
Students in Grades 8 and 11	9,772	9,088	9,340
Family	5,183	4,313	3,873
Community Partners / Members of the General Public	287	194	429
Staff	6,170	5,652	5,444
TOTAL	34,918	32,457	31,542

METHODOLOGY

Each stakeholder group answered questions relevant to them; however, for certain questions, a pertinent subset of the stakeholder group responded. A note is included below the question table and chart to indicate instances where a subset of respondents replied to a question.

For the purpose of the survey, Family surveys were completed by parents or guardians of students attending an Edmonton Public School at the time of the survey administration. Community respondents included members of the general public, partners whose organization has a working relationship with Edmonton Public Schools and CEOs/Directors of those organizations. The Staff group was comprised of all permanent staff members as well as those working as substitute/supply staff. The major subset of staff was the Teaching and Learning group consisting of teachers at schools, principals, educational assistants (at schools or working at schools through Inclusive Learning) and exempt staff working with Pre-Kindergarten students (i.e. Speech Language Pathologists, Occupational Therapists, Physiotherapists, Music Therapists, School Family Liaisons). Students were limited to those in Grades 3, 5, 8 and 11.

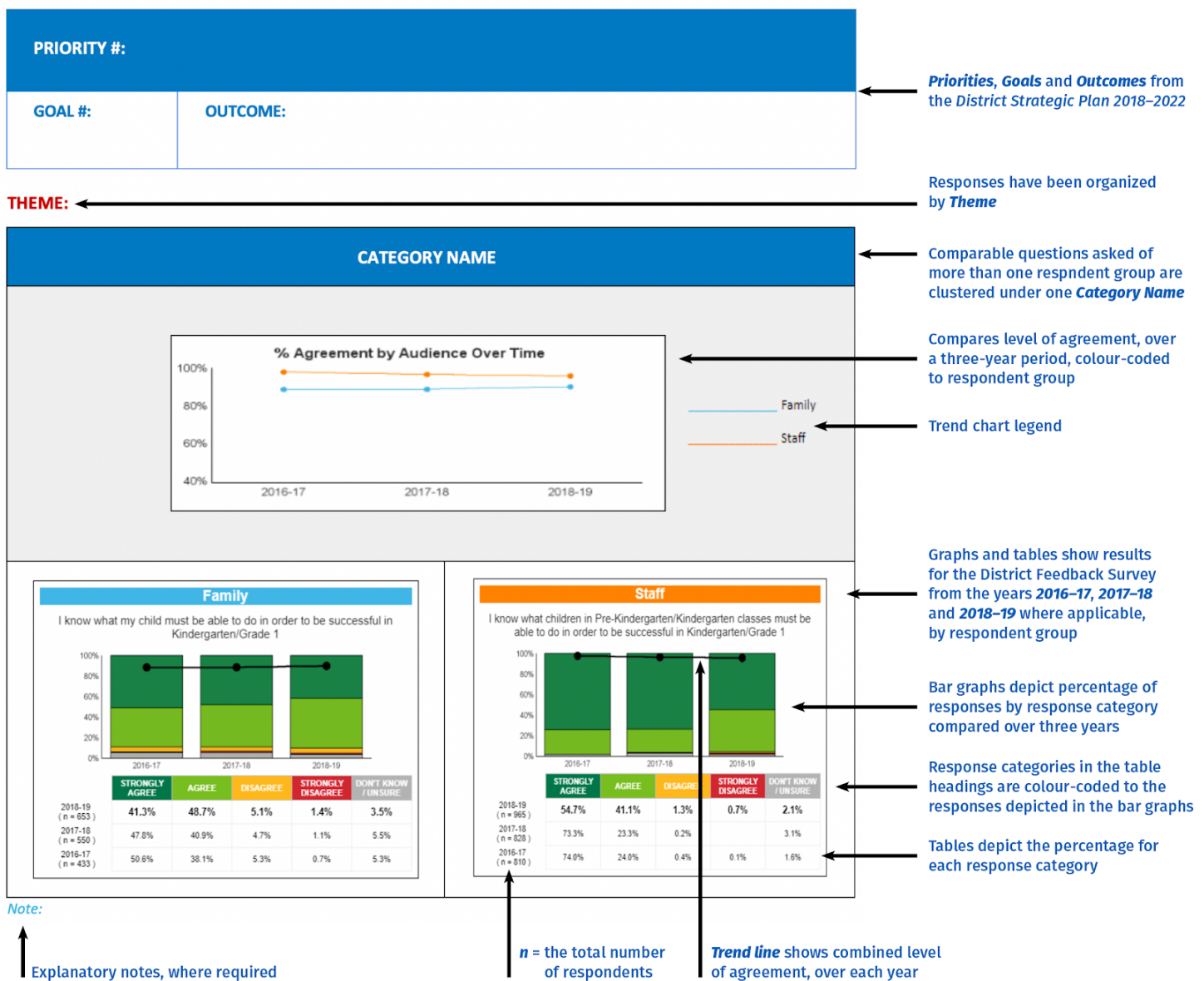
The survey administration was promoted through various means targeted to each audience. Survey completion was promoted through the use of SchoolZone, Connect, social media, pre-registration and other forms of messaging focused on each particular respondent group.

REPORT STRUCTURE

The report is organized by Priority and Goal as per the District's Strategic Plan. Questions under each Goal have been organized by themes. Within each theme, common questions asked of more than one survey respondent group are clustered together and distinguished by a category name. Most questions asked for a response based on a five-point scale ("Strongly Agree," "Agree," "Disagree," "Strongly Disagree," and "Don't Know/Unsure"). Below is a sample of how these results are displayed in the report. Other questions utilized a response scale of "Yes"/"No" or a multiple-selection list. These responses are included in the report and depicted in a slightly different manner from the following sample.

With three years of data to display, trend lines are now included to exemplify upward and downward movement of agreement over time. As individual graphs are displayed for each question/respondent group, trend lines are shown across every graph to highlight change over the three years. Where common questions occur, a trend chart is included as well. This trend chart displays the trend lines for each of the applicable respondent groups as a comparison between audiences over time. The trend charts are explained in the sample below.

PRIORITY #, GOAL #1 - Theme: ← Header for reference



Questions contained within a theme and asked of only one respondent group are reported as individual charts. The trend line is shown on the graph itself, with no accompanying trend chart.

The total number of respondents (n) for each question for each year is provided in the data table (e.g., n=682). As the survey is intended to measure awareness, the instances in which respondents indicated “Don’t Know / Unsure” are recorded. When an individual response category was not selected by any respondents, these occurrences are indicated as a blank space within the data table (see sample on preceding page). The exception to this is the “Don’t Know/Unsure” cell for Grade 3 and 5 Students in 2016 - 17 as this response was not an option at that time. This needs to be taken into consideration when looking at the Grade 3 & 5 trend lines. One set of questions (Priority Two, Goal One, Professional Development and Growth, Professional Learning Opportunities) offered respondents the option to select “Not Applicable”. These responses are factored out of the results and are not included in the overall “n” value. Additionally, respondents selecting “Other” when given that option, were allowed to add optional qualitative responses. These qualitative responses are not included in this report.

CHANGES FOR 2018 - 19

To support comparability and trending of data from year to year, the following are changes instituted in 2018 - 19 along with noteworthy information:

- The Board of Trustees revised the Strategic Plan for the four years of their 2018 – 2022 mandate. Minor alterations were made to this guiding plan, and any impact is reflected in the reporting of the survey results.
- A survey review occurred during the summer and fall of 2018. Questions relating to each of the five surveys were scrutinized with consideration to the respondent audience, as well as to the context of each question. A number of questions were removed due to duplication and/or redundancy. Other questions were revised to simplify the language and make each question more appropriate to the receiving audience. Attention was paid to keeping the survey as consistent as possible with previous years to allow for comparability and trending.
- Changes in question wording for 2018 - 19 are indicated, where applicable, as a note beneath the question chart and table with the inclusion of the 2017 - 18 version of the question. Notes also explain when a subset of the respondent group only replied to the question.
- With the third year of administration of the survey, three years of results are displayed, along with an accompanying trend chart highlighting the change in response for each respondent group and question over the three year period.

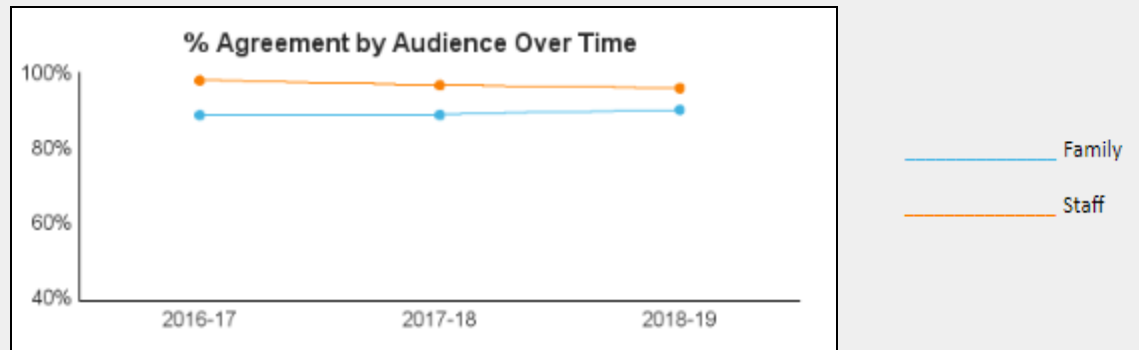
PRIORITY 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

GOAL ONE: An Excellent Start to Learning

OUTCOME: More children enter Grade One reaching emotional, social, intellectual and physical developmental milestones.

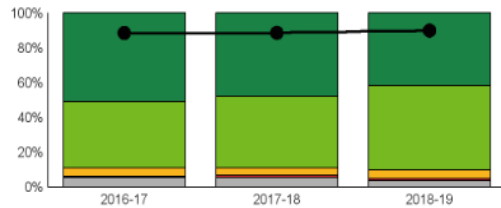
THEME: READINESS FOR GRADE ONE

SUCCESS IN KINDERGARTEN/GRADE 1



Family

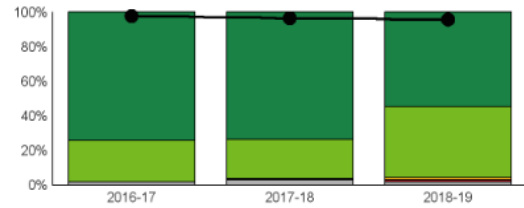
I know what my child must be able to do in order to be successful in Kindergarten/Grade 1



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 653)	41.3%	48.7%	5.1%	1.4%	3.5%
2017-18 (n = 550)	47.8%	40.9%	4.7%	1.1%	5.5%
2016-17 (n = 433)	50.6%	38.1%	5.3%	0.7%	5.3%

Staff

I know what children in Pre-Kindergarten/Kindergarten classes must be able to do in order to be successful in Kindergarten/Grade 1

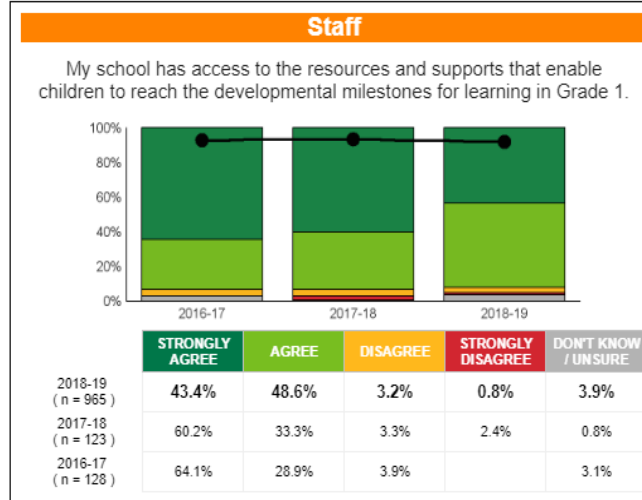


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 965)	54.7%	41.1%	1.3%	0.7%	2.1%
2017-18 (n = 828)	73.3%	23.3%	0.2%		3.1%
2016-17 (n = 810)	74.0%	24.0%	0.4%	0.1%	1.6%

Note: Staff Audience - Pre-K/Kindergarten Teaching and Learning only; 2018 - 19 - combined question previously asked of Pre-K/Kindergarten Teaching and Learning staff and that asked of Pre-K/Kindergarten Principals

Note: Family Audience - Pre-K/Kindergarten only

DEVELOPMENTAL MILESTONES: SUPPORTS



Note: Staff Audience - Pre-K/ Kindergarten Teaching and Learning only; 2018 - 19 - previous principal question modified and combined with Pre-K/Kindergarten Teaching and Learning staff question

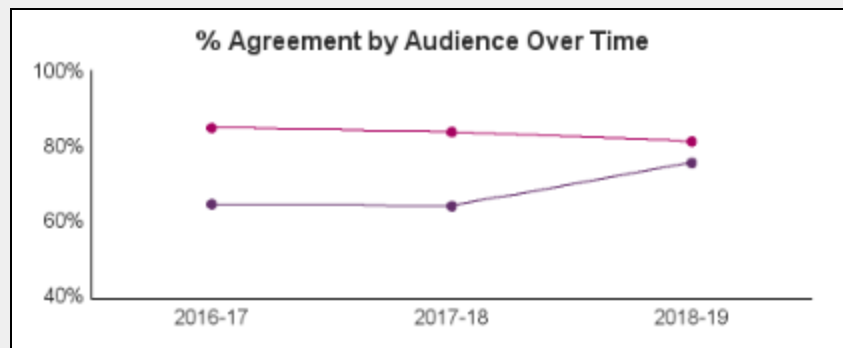
PRIORITY 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

GOAL TWO: Success for Every Student

OUTCOME: More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.

THEME: COMMITMENT TO LEARNING

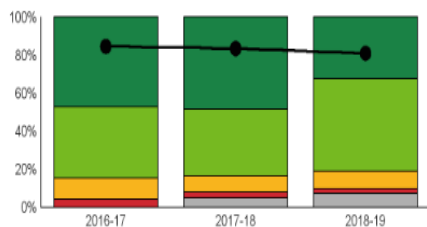
COMFORT WITH SHARING IN CLASS



Grade 3 + 5 Students
Grade 8 + 11 Students

Grade 3 + 5 Students

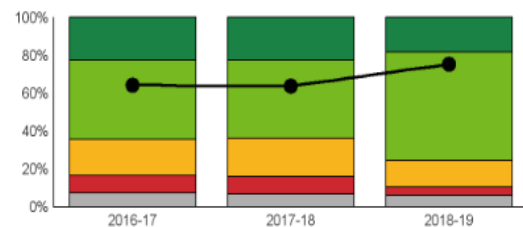
I am comfortable sharing ideas or asking questions in class



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	32.5%	48.5%	9.2%	2.3%	7.5%
2017-18 (n = 13,207)	48.4%	35.2%	8.5%	3.2%	4.7%
2016-17 (n = 12,456)	47.3%	37.4%	11.2%	4.1%	

Grade 8 + 11 Students

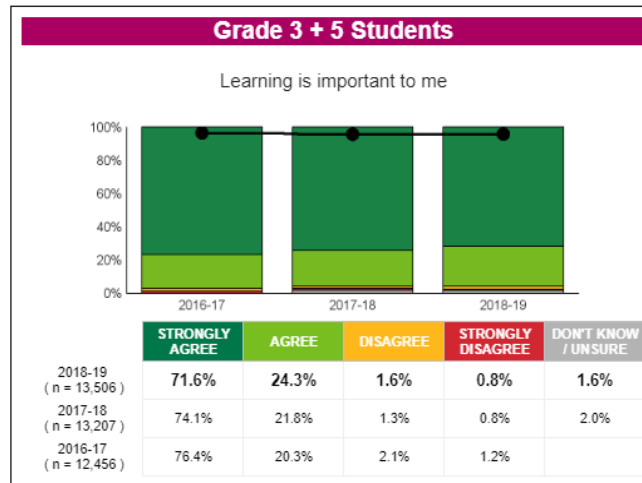
I am comfortable sharing ideas or asking questions in class



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	18.1%	57.3%	14.1%	4.4%	6.1%
2017-18 (n = 9,088)	22.8%	41.0%	20.4%	8.8%	7.0%
2016-17 (n = 9,340)	22.8%	41.6%	19.1%	9.0%	7.6%

Note: Grade 3 & 5 - Question asked independently of Grade 3 and Grade 5, with results combined for reporting. Grade 3 question asked "I like sharing ideas in class"

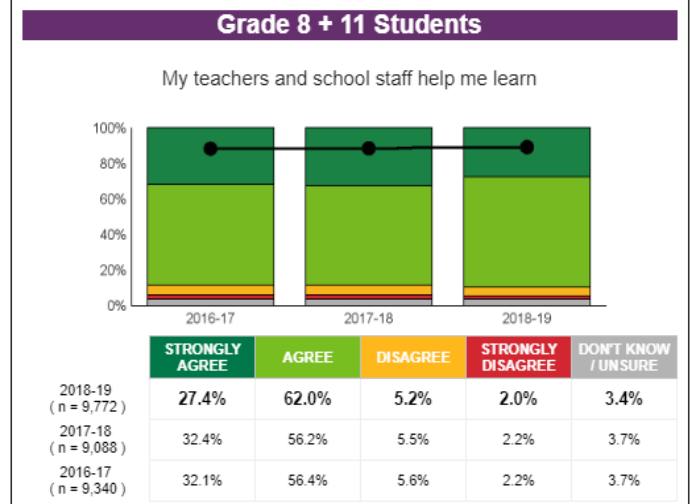
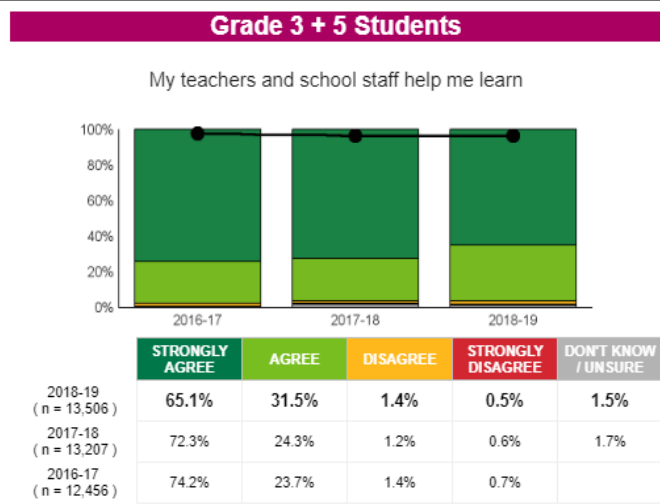
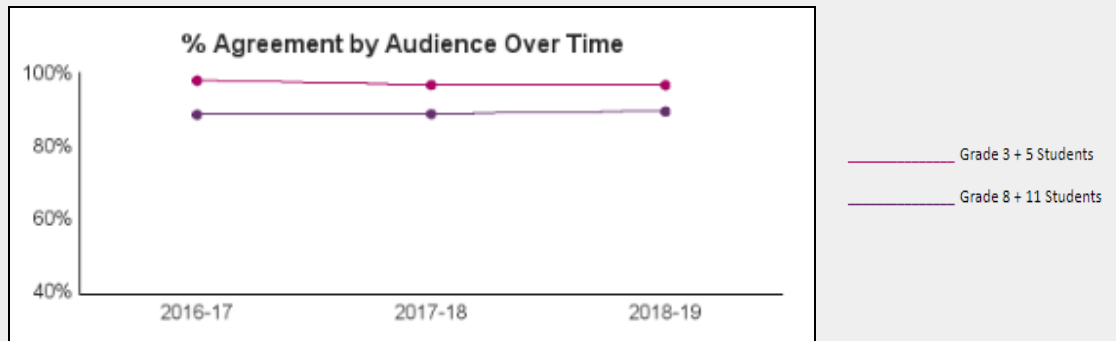
IMPORTANCE OF LEARNING



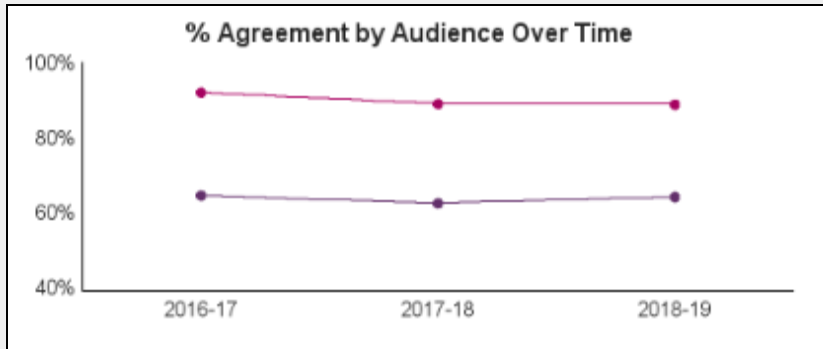
PRIORITY 1, GOAL 2 - Theme: Instructional Supports

THEME: INSTRUCTIONAL SUPPORTS

HELP WITH LEARNING

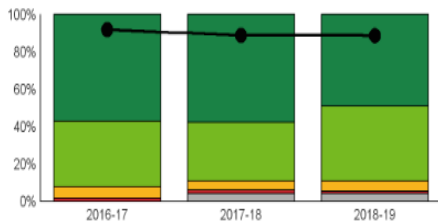


MAKING LEARNING INTERESTING



Grade 3 + 5 Students

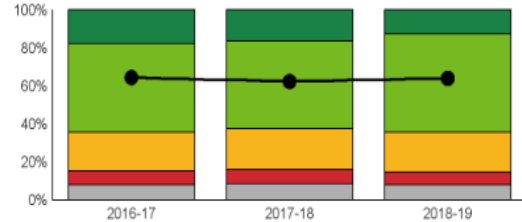
My teachers make the topics we learn about interesting



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	48.9%	39.9%	5.6%	1.5%	4.1%
2017-18 (n = 13,207)	57.4%	31.6%	4.6%	2.1%	4.3%
2016-17 (n = 12,456)	57.2%	34.8%	5.9%	2.1%	

Grade 8 + 11 Students

My teachers make the topics we learn about interesting



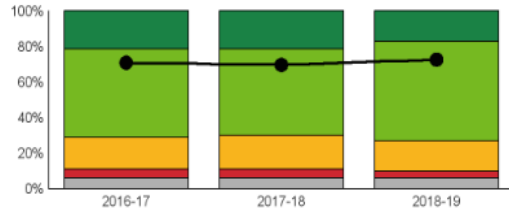
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	12.7%	51.4%	21.2%	6.4%	8.2%
2017-18 (n = 9,088)	16.6%	45.9%	21.5%	7.7%	8.4%
2016-17 (n = 9,340)	17.7%	46.8%	20.1%	7.5%	8.0%

Note: Grade 3 & 5 - Question asked independently of Grade 3 and Grade 5, with results combined for reporting. Grade 3 question asked "My teachers make learning interesting"

VARIETY OF WAYS TO LEARN

Grade 8 + 11 Students

My teachers and school staff provide a variety of ways for me to learn



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	17.2%	55.5%	17.7%	3.7%	5.9%
2017-18 (n = 9,088)	21.6%	48.2%	19.3%	4.6%	6.4%
2016-17 (n = 9,340)	21.5%	49.4%	17.8%	5.3%	6.0%

OPPORTUNITIES TO BE CREATIVE

Grade 8 + 11 Students

My school provides me with opportunities to use my imagination

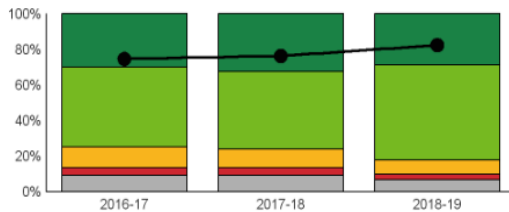


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	17.9%	50.8%	17.2%	5.5%	8.5%
2017-18 (n = 9,088)	22.0%	47.8%	15.9%	6.2%	8.1%
2016-17 (n = 9,340)	22.2%	47.4%	15.8%	6.0%	8.6%

STAFF AWARENESS OF STUDENT LEARNING NEEDS

Family

Staff at my child's school are aware of how my child learns best

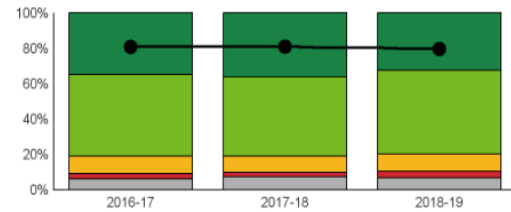


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	28.9%	53.6%	7.9%	3.1%	6.5%
2017-18 (n = 4,313)	32.5%	43.8%	10.2%	4.2%	9.2%
2016-17 (n = 3,873)	30.2%	44.5%	11.6%	4.4%	9.3%

LEARNING OPPORTUNITIES OUTSIDE THE CLASSROOM

Family

My child's school offers a variety of learning opportunities outside of the classroom environment (e.g. sports drama music clubs)



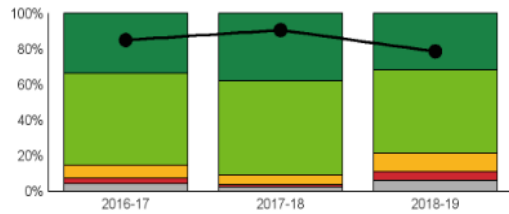
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	32.4%	47.3%	10.1%	3.3%	6.9%
2017-18 (n = 4,313)	36.1%	44.9%	8.9%	2.8%	7.3%
2016-17 (n = 3,873)	35.2%	45.7%	10.1%	2.9%	6.1%

Note: Grade 8 & 11 - Question asked in 2018 "My school provides me with opportunities to use my imagination to be creative"

QUALITY OF EDUCATION

Community

Edmonton Public Schools provides quality education to its students

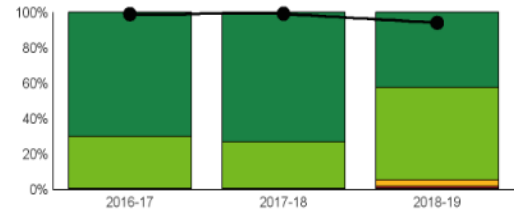


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 287)	32.1%	46.7%	10.5%	4.5%	6.3%
2017-18 (n = 194)	37.6%	53.1%	5.7%	1.0%	2.6%
2016-17 (n = 429)	33.6%	51.5%	7.7%	3.0%	4.2%

PROVIDING MEANINGFUL LEARNING EXPERIENCES

Staff

I have the supports and resources I need to engage students in meaningful learning experiences across the curriculum.



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 3,435)	42.4%	51.9%	4.1%	1.1%	0.5%
2017-18 (n = 3,377)	73.0%	26.4%	0.4%	0.0%	0.1%
2016-17 (n = 3,418)	69.9%	29.2%	0.6%	0.1%	0.2%

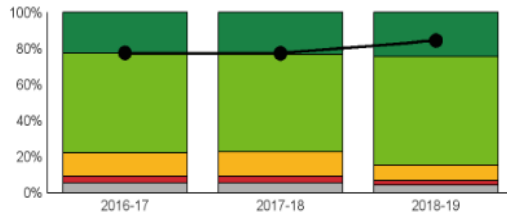
Note: Staff Audience - Teaching and Learning, School Teachers only; Question asked in 2018 "I am confident in my ability to engage my students in meaningful learning experiences across the curriculum"

THEME: ASSESSMENT OF/FOR LEARNING

FEEDBACK FOR LEARNING

Grade 8 + 11 Students

My teachers provide feedback that helps me learn



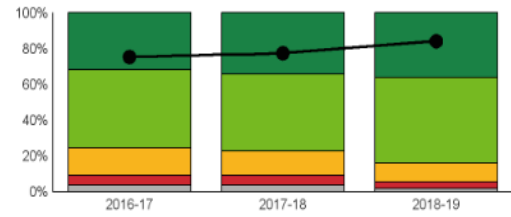
2018-19
(n = 9,772)
2017-18
(n = 9,088)
2016-17
(n = 9,340)

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	24.4%	60.2%	8.7%	2.5%	4.3%
2017-18 (n = 9,088)	23.2%	54.3%	13.3%	3.4%	5.8%
2016-17 (n = 9,340)	22.8%	54.9%	13.1%	3.8%	5.4%

INTERIM INFORMATION ON CHILD'S SUCCESS

Family

The ongoing information I receive from my child's school tells me about their progress



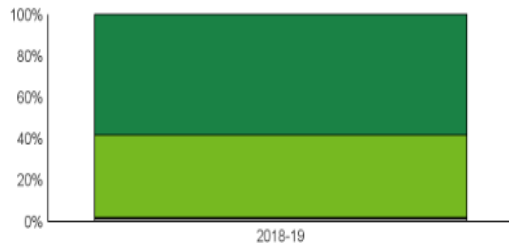
2018-19
(n = 5,183)
2017-18
(n = 4,313)
2016-17
(n = 3,873)

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	36.0%	48.2%	10.2%	3.7%	1.9%
2017-18 (n = 4,313)	33.9%	43.5%	13.3%	5.4%	3.8%
2016-17 (n = 3,873)	31.8%	43.6%	15.6%	5.6%	3.5%

ASSESSMENT PRACTICES

Staff

I am confident that my assessment practices align with the school's Assessment Plan



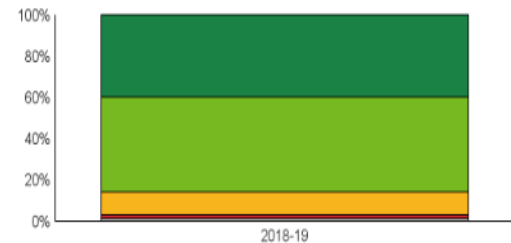
2018-19
(n = 3,435)

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 3,435)	58.0%	40.1%	0.6%	0.1%	1.2%

OPPORTUNITIES TO ANALYZE AND ASSESS STUDENT WORK

Staff

I have opportunities to regularly analyze and assess student work with colleagues to increase the reliability of my judgments



2018-19
(n = 3,435)

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 3,435)	39.5%	46.2%	11.4%	1.8%	1.1%

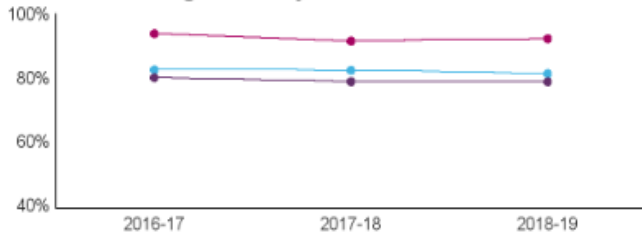
Note: Staff Audience - Teaching and Learning, School Teachers only

Note: Family - Question asked in 2018 "The ongoing information I receive between progress reports tells me if my child is being successful in school"

THEME: LITERACY AND NUMERACY

IMPROVEMENT IN MATHEMATICS

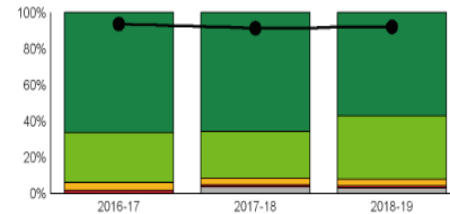
% Agreement by Audience Over Time



Grade 3 + 5 Students
Grade 8 + 11 Students
Family

Grade 3 + 5 Students

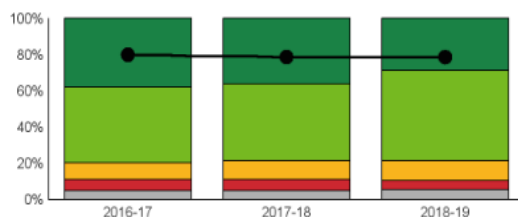
My teachers help me improve in Mathematics



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	56.7%	35.5%	3.5%	1.4%	2.8%
2017-18 (n = 13,210)	65.8%	25.8%	3.4%	1.7%	3.4%
2016-17 (n = 12,456)	66.0%	27.8%	4.2%	2.0%	

Grade 8 + 11 Students

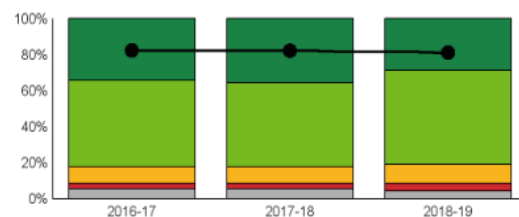
My school helps me improve in Mathematics



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	29.0%	49.8%	10.8%	5.0%	5.5%
2017-18 (n = 9,088)	36.3%	42.5%	10.2%	6.1%	4.9%
2016-17 (n = 9,340)	38.2%	41.9%	8.9%	6.0%	5.2%

Family

School has helped my child improve in Mathematics



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 4,530)	28.7%	52.5%	10.3%	4.4%	4.1%
2017-18 (n = 4,313)	35.4%	46.9%	9.2%	2.9%	5.6%
2016-17 (n = 3,873)	34.5%	47.9%	9.1%	3.0%	5.4%

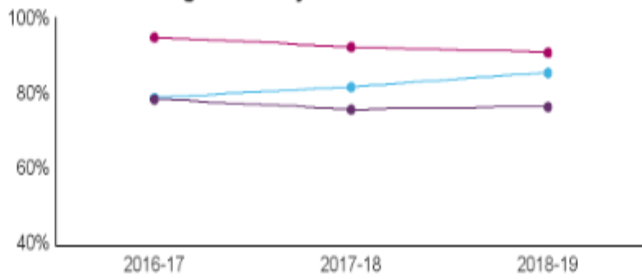
Note: Grade 3 & 5 - Question asked independently of Grade 3 and Grade 5, with results combined for reporting. Grade 3 question asked "My teachers help me in Math"

Note: Grade 8 & 11 - Question asked in 2018 "My school experience has helped me improve in Mathematics"

Note: Family Audience - Grades 1 through 12 only; Question asked in 2018 "The experience of school has helped my child improve in Mathematics"

VARIETY IN WRITING

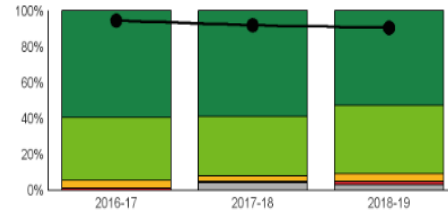
% Agreement by Audience Over Time



Grade 3 + 5 Students
Grade 8 + 11 Students
Family

Grade 3 + 5 Students

My teachers help me improve my writing skills



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	52.5%	38.1%	4.7%	1.3%	3.3%
2017-18 (n = 13,210)	58.8%	33.3%	2.7%	0.8%	4.4%
2016-17 (n = 12,456)	59.5%	35.2%	4.0%	1.3%	

Grade 8 + 11 Students

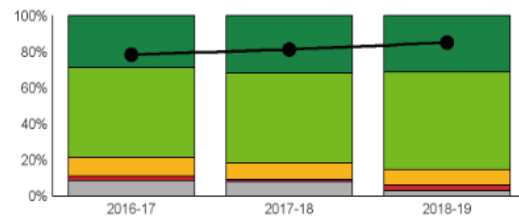
My school helps me write for different purposes



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	19.6%	56.6%	12.8%	2.8%	8.3%
2017-18 (n = 9,088)	25.2%	50.2%	13.4%	3.4%	7.7%
2016-17 (n = 9,340)	26.8%	51.4%	11.7%	3.2%	7.0%

Family

School has helped my child develop their writing skills



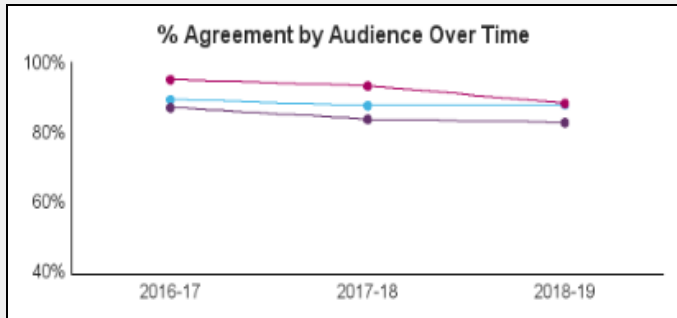
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 4,530)	31.4%	53.9%	8.5%	3.2%	3.0%
2017-18 (n = 4,313)	31.9%	49.5%	9.1%	1.8%	7.7%
2016-17 (n = 3,873)	28.8%	49.7%	10.7%	2.1%	8.6%

Note: Grade 3 & 5 - Question asked independently of Grade 3 and Grade 5, with results combined for reporting. Grade 3 question asked "My teachers help me with my writing"

Note: Grade 8 & 11 - Question asked in 2018 "My school experience has helped me write for different purposes"

Note: Family Audience - Grades 1 through 12 only. Question asked in 2018 "The experience of school has helped my child write in a variety of ways for different purposes"

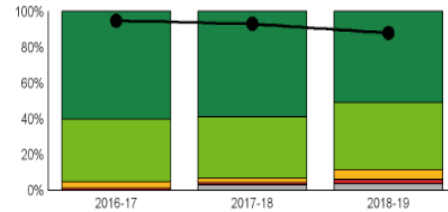
UNDERSTANDING INFORMATION



Grade 3 + 5 Students
Grade 8 + 11 Students
Family

Grade 3 + 5 Students

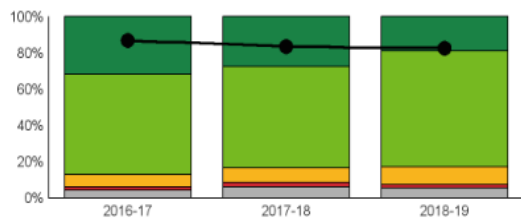
My teachers help me understand the information I read



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	50.9%	37.2%	5.9%	2.1%	3.8%
2017-18 (n = 13,210)	58.9%	34.3%	2.6%	0.8%	3.3%
2016-17 (n = 12,456)	60.3%	34.7%	3.7%	1.3%	

Grade 8 + 11 Students

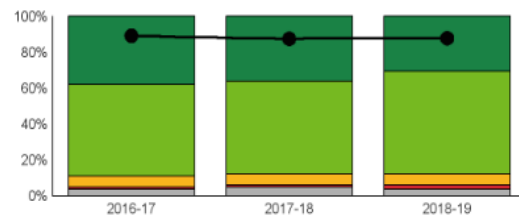
My school helps me understand the information I read



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	18.8%	63.9%	9.9%	2.3%	5.2%
2017-18 (n = 9,088)	27.2%	56.4%	7.9%	2.1%	6.4%
2016-17 (n = 9,340)	31.8%	55.1%	6.7%	2.1%	4.3%

Family

School has helped my child understand the information they read



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 4,530)	30.8%	57.0%	6.1%	2.3%	3.8%
2017-18 (n = 4,313)	36.2%	51.4%	6.2%	1.2%	5.1%
2016-17 (n = 3,873)	37.7%	51.5%	5.7%	1.1%	3.9%

Note: Grade 3 & 5 - Question asked independently of Grade 3 and Grade 5, with results combined for reporting. Grade 3 question asked "My teachers help me read"

Note: Grade 8 & 11 - Grade 8 & 11 - Question asked in 2018 "My school experience has helped me understand the information I read"

Note: Family Audience - Grades 1 through 12 only. Question asked in 2018 "The experience of school has helped my child understand the information they read"

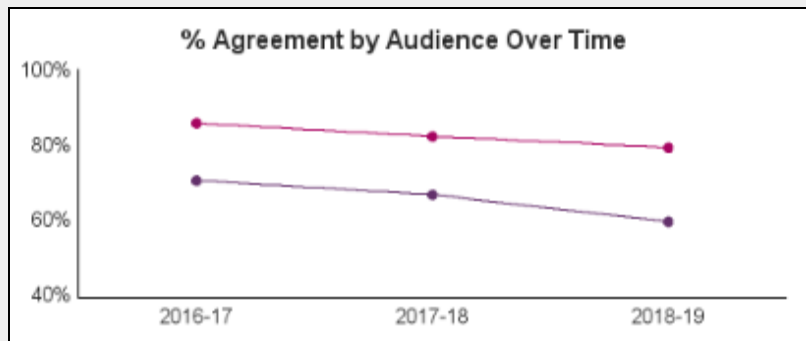
PRIORITY 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

GOAL THREE: Success Beyond Schooling

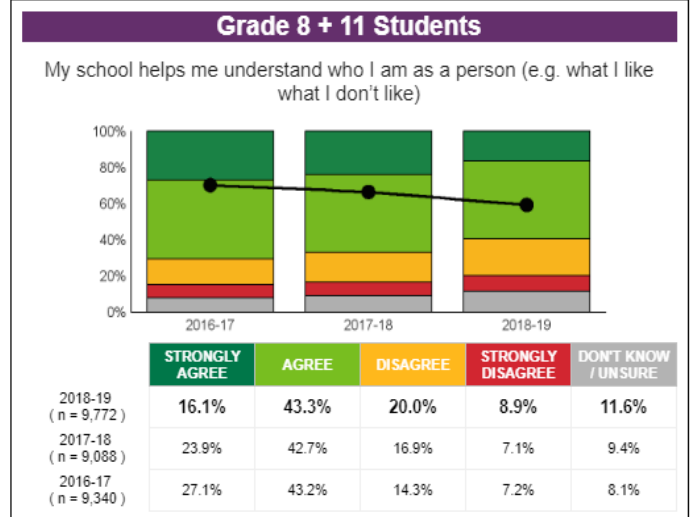
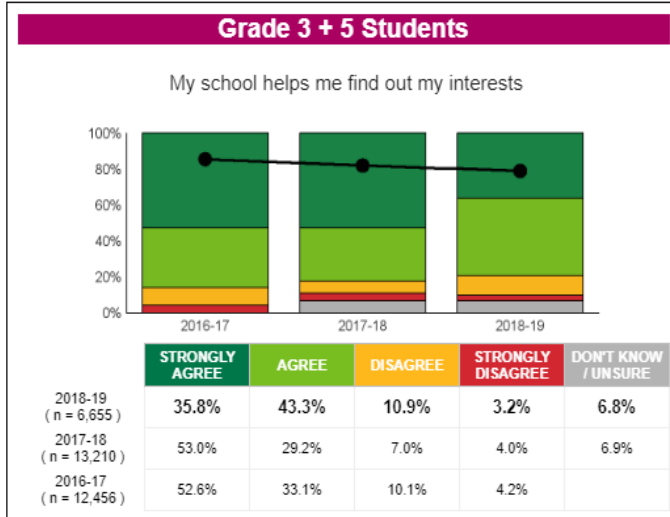
OUTCOME: More students complete high school and are connected to career pathways that support their transition to post-secondary studies or the world of work.

THEME: SKILLS FOR SUCCESS BEYOND SCHOOLING

SELF AWARENESS



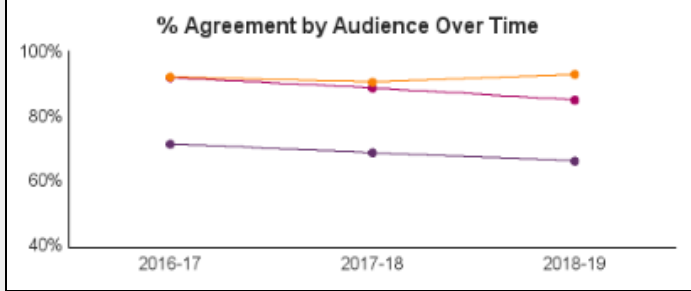
Grade 3 + 5 Students
Grade 8 + 11 Students



Note: Grade 3 & 5 - Question asked of Grade 5 only in 2019; change from question asked in 2018 "My school has helped me understand who I am as a person (e.g. what I like, what I don't like)"

Note: Grade 8 & 11 - Question asked in 2018 "My school experience has helped me understand who I am as a person (e.g., what I like, what I don't like)"

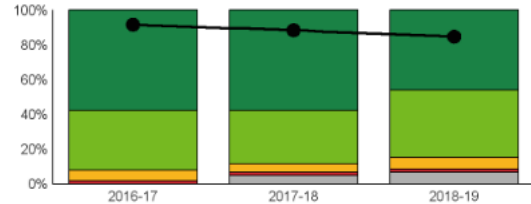
DEVELOPING RESILIENCY



Grade 3 + 5 Students
Grade 8 + 11 Students
Staff

Grade 3 + 5 Students

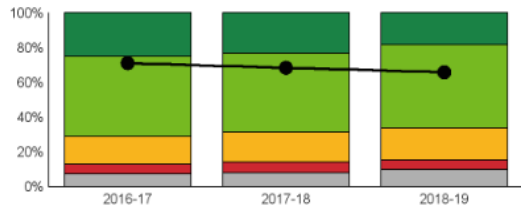
My school helps me develop resiliency (not giving up)



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,656)	46.1%	38.7%	6.3%	2.3%	6.5%
2017-18 (n = 13,210)	57.5%	31.1%	5.0%	1.6%	4.8%
2016-17 (n = 12,456)	57.4%	34.4%	6.3%	1.9%	

Grade 8 + 11 Students

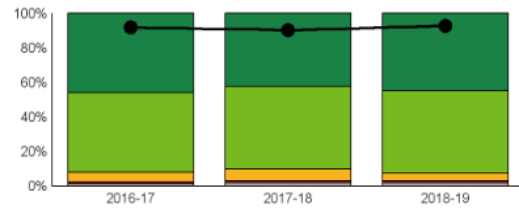
My school helps me develop resiliency (not giving up)



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	18.5%	47.4%	18.6%	5.7%	9.7%
2017-18 (n = 9,088)	23.2%	45.2%	17.5%	5.8%	8.2%
2016-17 (n = 9,340)	25.2%	46.0%	16.2%	5.3%	7.2%

Staff

My school helps students develop resiliency (not giving up)



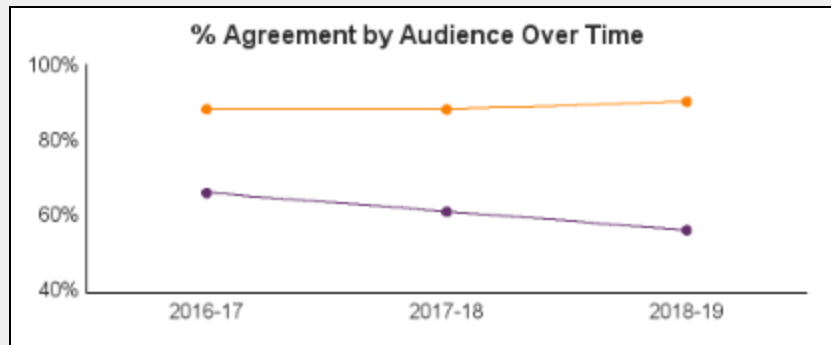
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 4,627)	44.8%	48.1%	4.4%	0.8%	2.0%
2017-18 (n = 4,357)	42.4%	48.0%	6.4%	1.2%	2.0%
2016-17 (n = 4,338)	45.8%	46.2%	5.7%	0.8%	1.5%

Note: Grade 3 & 5 - Question asked of Grade 5 only in 2019

Note: Grade 8 & 11 - Question asked in 2018 "My school experience has helped me develop resiliency (not giving up)"

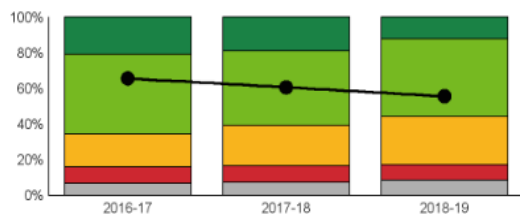
Note: Staff Audience - Teaching and Learning only

MANAGING TIME



Grade 8 + 11 Students

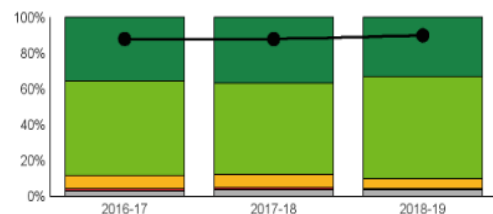
My school helps me manage time



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	12.1%	43.7%	26.8%	8.7%	8.8%
2017-18 (n = 9,088)	18.7%	42.0%	22.5%	9.3%	7.5%
2016-17 (n = 9,340)	20.7%	45.0%	18.6%	9.0%	6.7%

Staff

My school helps students manage time



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 4,627)	33.1%	57.0%	5.4%	0.8%	3.7%
2017-18 (n = 4,357)	36.9%	51.1%	7.4%	1.2%	3.4%
2016-17 (n = 4,338)	35.7%	52.4%	7.9%	1.1%	2.9%

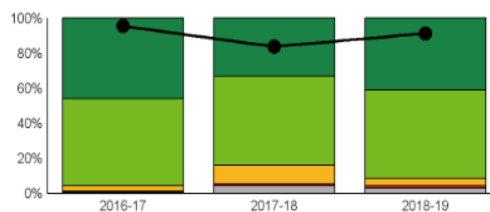
Note: Grade 8 & 11 - Question asked in 2018 "My school experience has helped me manage time"

Note: Staff Audience - Teaching and Learning only. Question asked in 2018 "The experience of school helps students manage time"

COPING WITH STRESS

Staff

My school helps students cope with stress



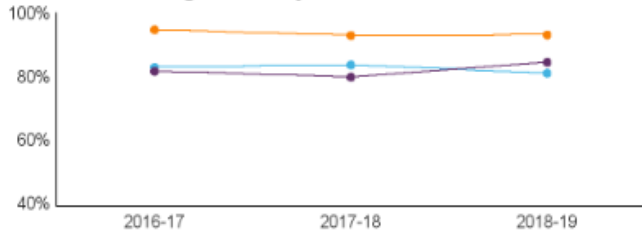
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 4,627)	41.3%	50.1%	4.6%	0.9%	3.1%
2017-18 (n = 4,357)	32.9%	51.0%	10.7%	1.1%	4.4%
2016-17 (n = 4,338)	46.0%	49.7%	3.3%	0.2%	0.8%

Note: Staff Audience - Teaching and Learning only. Question asked in 2018 "The experience of school helps students cope with stress"

THEME: TRANSITIONS AND CAREER PLANNING

TRANSITION TO NEXT GRADE LEVEL

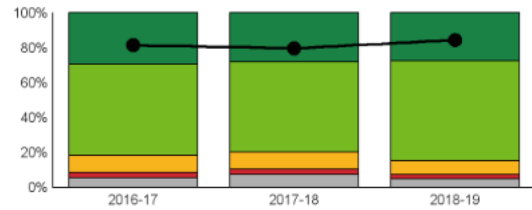
% Agreement by Audience Over Time



Grade 8 + 11 Students
Family
Staff

Grade 8 + 11 Students

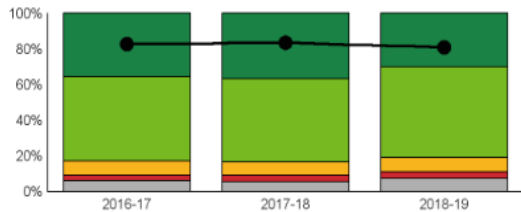
My school prepares me for the next grade/level



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	27.2%	57.3%	7.9%	2.5%	5.1%
2017-18 (n = 9,088)	28.0%	51.8%	9.7%	3.2%	7.4%
2016-17 (n = 9,340)	29.6%	52.0%	9.6%	3.5%	5.4%

Family

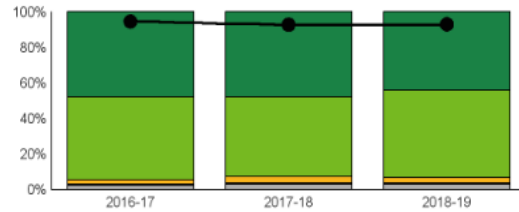
My child is being prepared at school for a successful transition to the next grade/level



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 4,456)	30.0%	51.0%	7.9%	3.4%	7.6%
2017-18 (n = 4,313)	36.5%	47.0%	7.3%	3.3%	5.8%
2016-17 (n = 3,873)	35.3%	47.6%	7.7%	3.2%	6.2%

Staff

My school prepares students for successful transition to the next grade/level

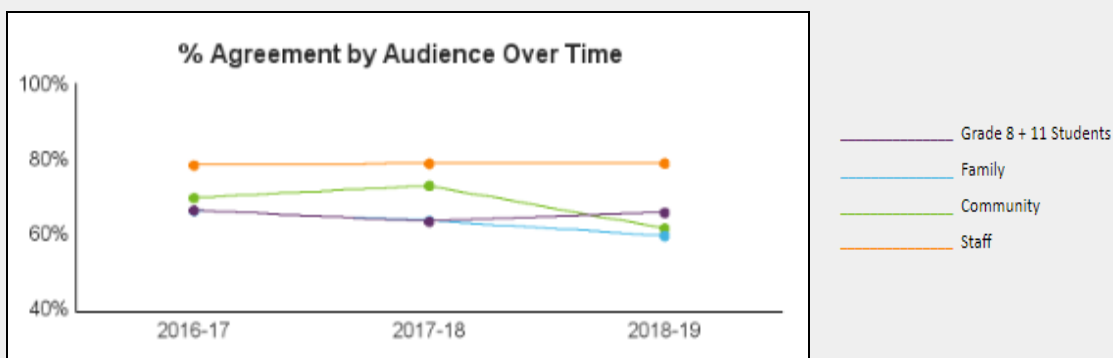


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 4,627)	43.9%	49.2%	3.3%	0.6%	3.0%
2017-18 (n = 4,357)	47.9%	45.0%	3.6%	0.6%	2.9%
2016-17 (n = 4,338)	48.1%	46.6%	2.5%	0.5%	2.4%

Note: Family Audience - Grades 1 through 11 only

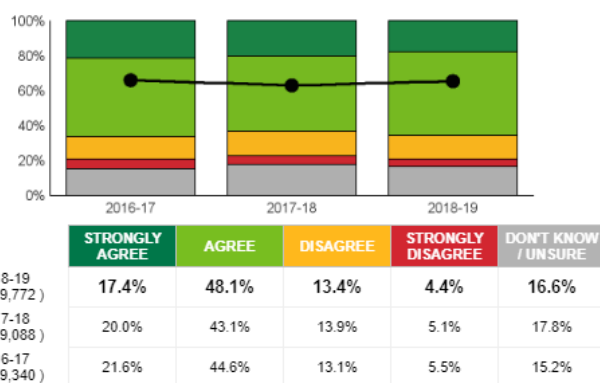
Note: Staff Audience - Teaching and Learning only

TRANSITION TO POST-SECONDARY



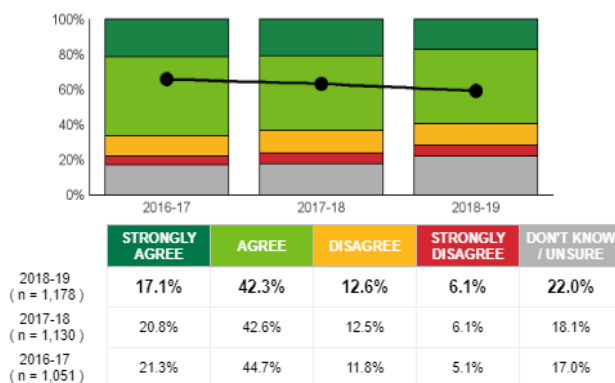
Grade 8 + 11 Students

My school prepares me for transition to post-secondary



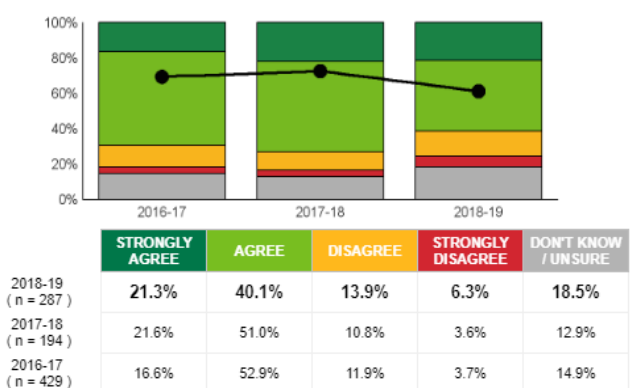
Family

My child is being prepared at school for successful transition to post-secondary



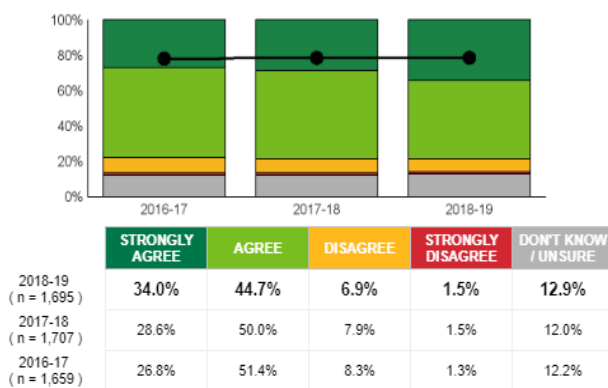
Community

Edmonton Public Schools prepares students for a successful transition to post-secondary



Staff

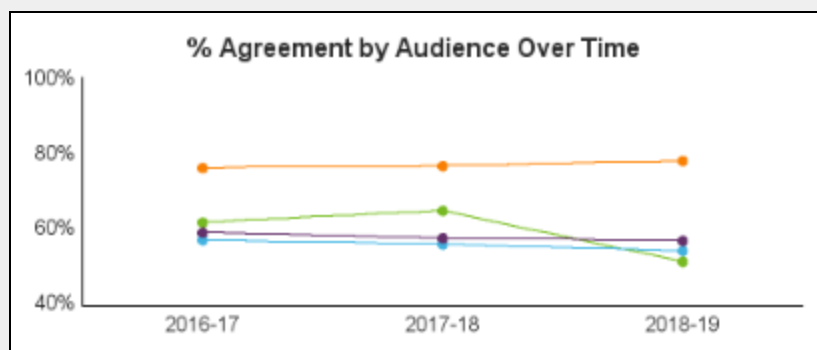
My school prepares students for successful transition to post-secondary



Note: Family Audience - Grades 7 through 12 only

Note: Staff Audience - Teaching and Learning Grades 7 through 12 only

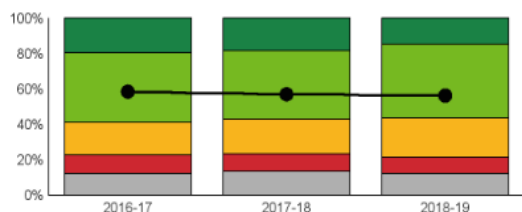
TRANSITION TO THE WORLD OF WORK



Grade 8 + 11 Students
Family
Community
Staff

Grade 8 + 11 Students

My school prepares me for transition to the world of work



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	14.3%	42.1%	22.0%	9.2%	12.4%
2017-18 (n = 9,088)	18.2%	38.9%	19.6%	10.0%	13.3%
2016-17 (n = 9,340)	19.3%	39.3%	18.8%	10.4%	12.1%

Family

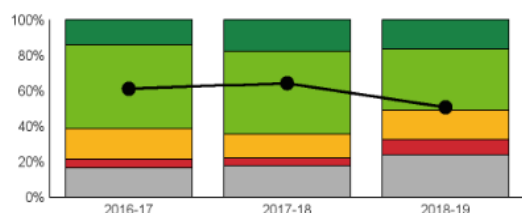
My child is being prepared at school for successful transition to the world of work



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 1,178)	12.9%	40.8%	16.0%	6.5%	23.7%
2017-18 (n = 1,130)	17.4%	38.1%	16.3%	8.1%	20.1%
2016-17 (n = 1,051)	15.4%	41.2%	16.3%	5.8%	21.3%

Community

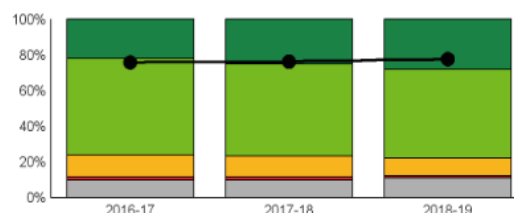
Edmonton Public Schools prepares students for a successful transition to the world of work



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 287)	16.7%	34.1%	16.4%	8.7%	24.0%
2017-18 (n = 194)	17.5%	46.9%	13.4%	4.6%	17.5%
2016-17 (n = 429)	14.0%	47.3%	17.2%	5.1%	16.3%

Staff

My school prepares students for successful transition to the world of work

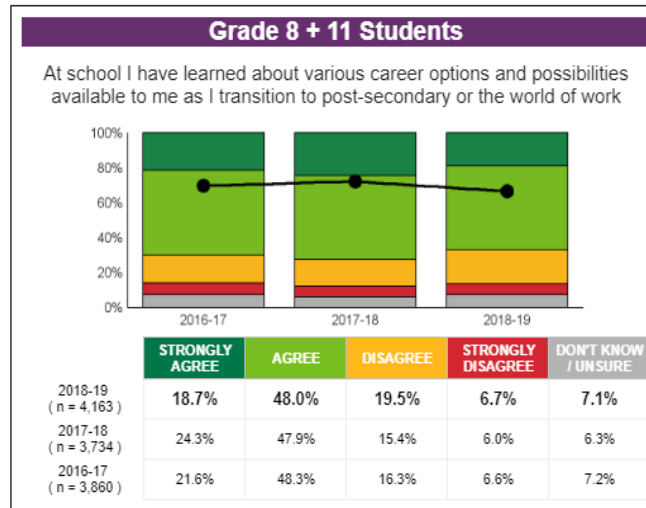


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 1,695)	28.3%	49.5%	9.7%	1.8%	10.8%
2017-18 (n = 1,707)	25.0%	51.4%	11.9%	1.9%	9.8%
2016-17 (n = 1,659)	21.9%	54.0%	12.5%	1.7%	9.9%

Note: Family Audience - Grades 7 through 12 only

Note: Staff Audience - Teaching and Learning Grades 7 through 12 only

CAREER PLANNING ASSISTANCE



Note: Student 8 & 11 Audience - Grade 11 only

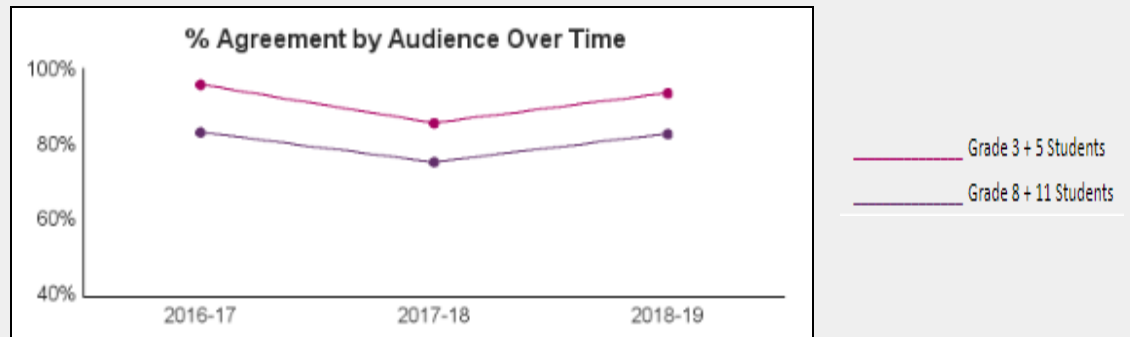
PRIORITY 2: Provide welcoming, high quality learning and working environments.

GOAL ONE: A Focus on Well-being and Student Citizenship

OUTCOME: Our learning and working environments are welcoming, inclusive, safe and healthy.

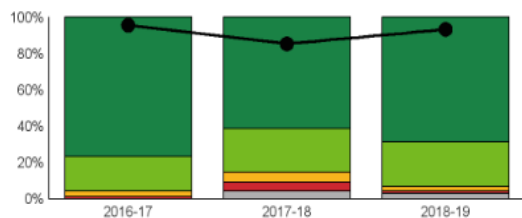
THEME: SAFE ENVIRONMENTS

HELP FROM AN ADULT IN THE SCHOOL



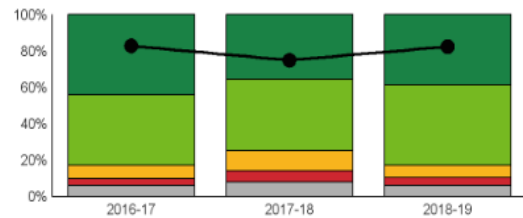
Grade 3 + 5 Students

I know at least one adult in my school who I could go to for help



Grade 8 + 11 Students

I know at least one adult in my school who I could go to for help

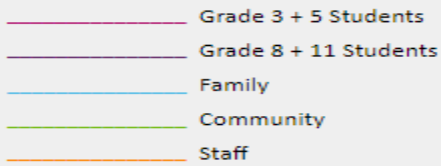
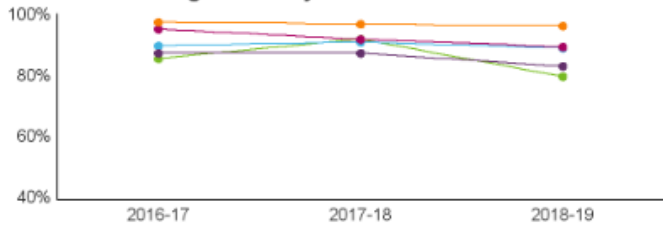


Note: Grade 3 & 5 - Question asked in 2018 "If I feel unsafe at school, I know at least one adult in my school who I could go to for help"

Note: Grade 8 & 11 - Question asked in 2018 "If I feel unsafe at school, I know at least one adult in my school who I could go to for help"

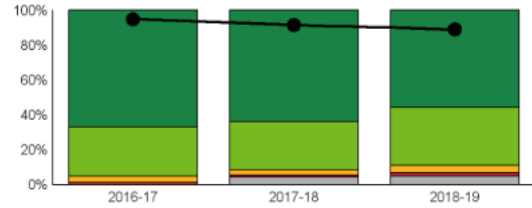
STUDENT SAFETY

% Agreement by Audience Over Time



Grade 3 + 5 Students

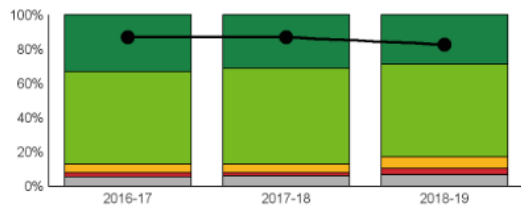
I feel safe at school



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	55.7%	33.4%	4.0%	1.7%	5.2%
2017-18 (n = 13,207)	63.5%	28.2%	2.8%	1.1%	4.5%
2016-17 (n = 12,456)	67.0%	28.0%	3.6%	1.4%	

Grade 8 + 11 Students

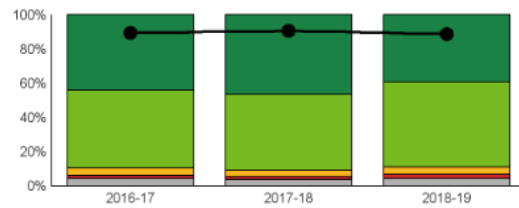
I feel safe at school



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	28.6%	54.2%	6.9%	3.4%	6.8%
2017-18 (n = 9,088)	31.2%	55.9%	4.8%	1.9%	6.1%
2016-17 (n = 9,340)	33.3%	53.8%	4.9%	2.2%	5.8%

Family

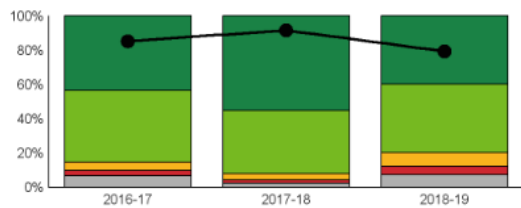
My child's school is focused on student safety



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	39.3%	49.5%	4.4%	2.3%	4.5%
2017-18 (n = 4,313)	46.4%	44.4%	3.7%	2.0%	3.5%
2016-17 (n = 3,873)	44.3%	45.2%	4.6%	1.8%	4.0%

Community

Our schools are focused on student safety



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 287)	40.1%	39.4%	8.0%	4.9%	7.7%
2017-18 (n = 194)	55.2%	36.6%	4.1%	1.5%	2.6%
2016-17 (n = 429)	43.4%	42.0%	5.1%	2.8%	6.8%

Staff

My school is a safe learning environment for students



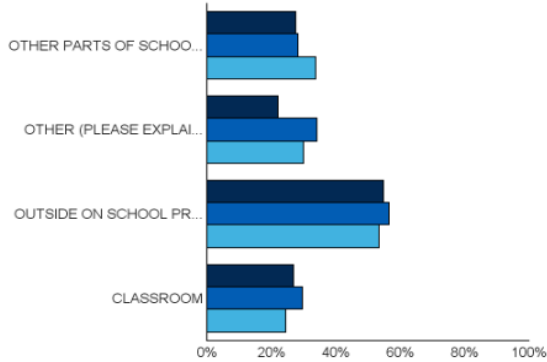
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 4,627)	59.6%	36.4%	2.3%	0.5%	1.2%
2017-18 (n = 4,357)	63.6%	33.0%	2.5%	0.5%	0.4%
2016-17 (n = 4,338)	65.6%	31.7%	1.8%	0.3%	0.5%

Note: Staff Audience - Teaching and Learning only

WHERE STUDENTS DO NOT FEEL SAFE

Grade 3 + 5 Students

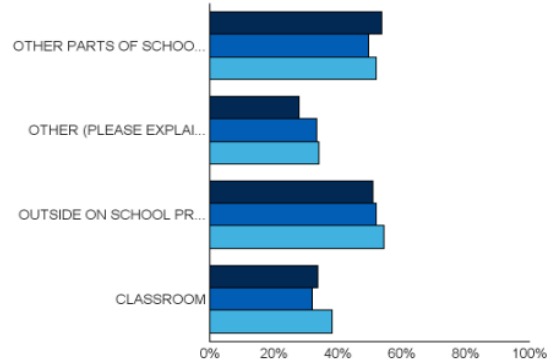
Where do you not feel safe? (Select all that apply)



	2018-19 (n = 769)	2017-18 (n = 514)	2016-17 (n = 660)
CLASSROOM	26.9%	29.6%	24.4%
OTHER PARTS OF SCHOOL BUILDING (E.G. LIBRARY WASHROOM HALLWAYS LUNCH ROOM)	27.4%	28.0%	33.8%
OUTSIDE ON SCHOOL PROPERTY (E.G. SCHOOLYARD PLAYING FIELD SCHOOL PARKING LOT)	54.7%	56.4%	53.5%
OTHER (PLEASE EXPLAIN)	22.1%	34.0%	29.8%

Grade 8 + 11 Students

Where do you not feel safe? (Select all that apply)



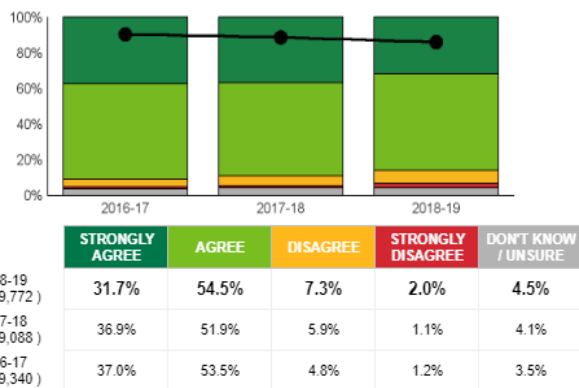
	2018-19 (n = 1,014)	2017-18 (n = 614)	2016-17 (n = 642)
CLASSROOM	33.5%	32.1%	38.2%
OTHER PARTS OF SCHOOL BUILDING (E.G. LIBRARY WASHROOM HALLWAYS LUNCH ROOM)	53.6%	49.7%	51.9%
OUTSIDE ON SCHOOL PROPERTY (E.G. SCHOOLYARD PLAYING FIELD SCHOOL PARKING LOT)	50.9%	52.1%	54.4%
OTHER (PLEASE EXPLAIN)	27.8%	33.2%	34.1%

Note: Students Grades 3 & 5 and 8 & 11 - multiple response question with one or more options selected per response Only those students who indicated that they do not feel safe at school responded to this question

STUDENT SAFETY WHEN TRAVELLING

Grade 8 + 11 Students

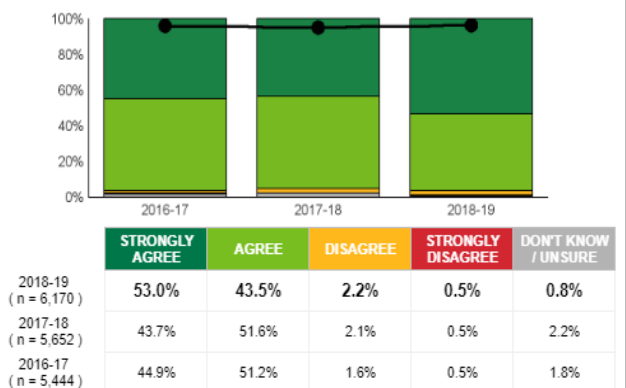
I feel safe when travelling to or from school



SAFE ENVIRONMENTS

Staff

My work environment is safe

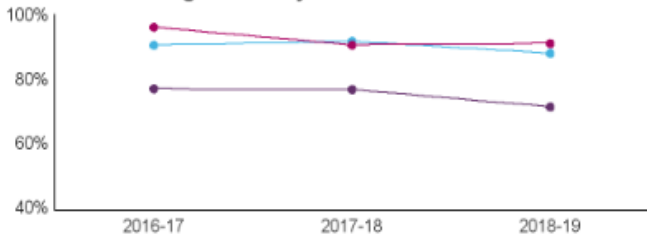


Note: Staff - Question asked in 2018 "District working environments are safe"

THEME: WELCOMING ENVIRONMENTS

CARING ENVIRONMENTS

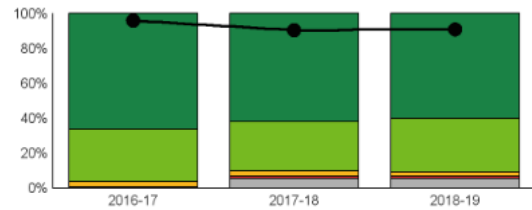
% Agreement by Audience Over Time



Grade 3 + 5 Students
Grade 8 + 11 Students
Family

Grade 3 + 5 Students

The adults in my school care about me



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	59.9%	31.1%	2.5%	1.0%	5.5%
2017-18 (n = 13,208)	62.0%	28.5%	2.8%	1.2%	5.6%
2016-17 (n = 12,456)	66.3%	29.8%	3.1%	0.9%	

Grade 8 + 11 Students

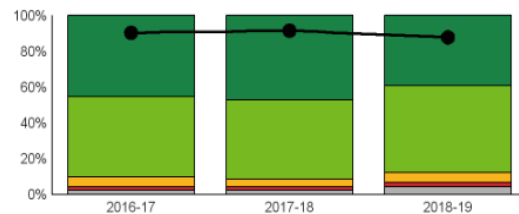
The adults in my school care about me



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	19.1%	52.1%	9.6%	4.0%	15.2%
2017-18 (n = 9,088)	21.6%	55.1%	9.2%	2.7%	11.4%
2016-17 (n = 9,340)	21.8%	55.1%	8.5%	2.8%	11.8%

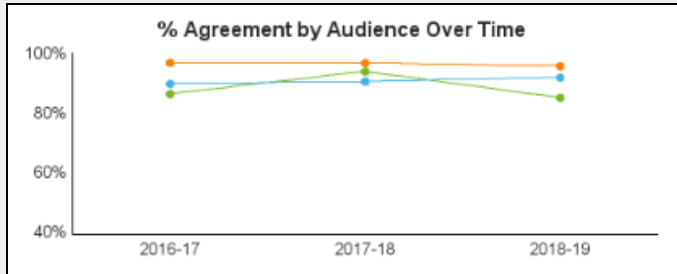
Family

My child's school is focused on creating a caring learning environment



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	38.9%	49.0%	5.3%	2.5%	4.3%
2017-18 (n = 4,313)	47.0%	44.6%	4.2%	1.9%	2.2%
2016-17 (n = 3,873)	45.1%	45.3%	5.5%	1.5%	2.5%

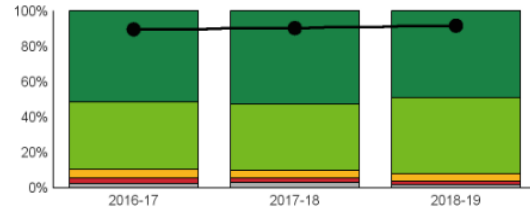
WELCOMING ENVIRONMENTS



Family
Community
Staff

Family

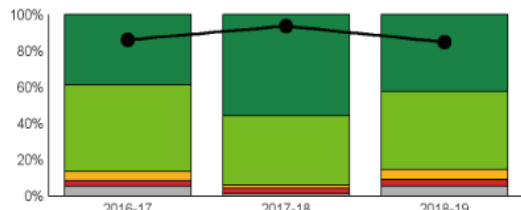
I feel welcome at my child's school



2018-19
(n = 5,183)
2017-18
(n = 4,313)
2016-17
(n = 3,873)

Community

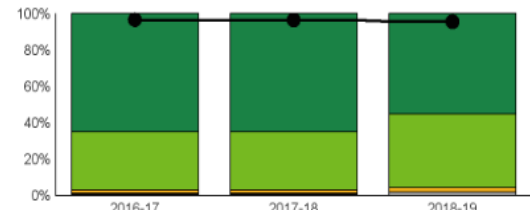
Our schools feel welcoming



2018-19
(n = 287)
2017-18
(n = 194)
2016-17
(n = 429)

Staff

My work environment is welcoming



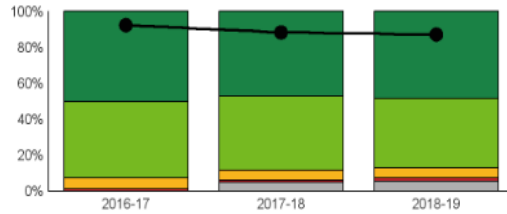
2018-19
(n = 6,170)
2017-18
(n = 4,357)
2016-17
(n = 4,338)

Note: Staff - Question asked in 2018 "District working environments are welcoming"

SCHOOL IS FRIENDLY

Grade 3 + 5 Students

My school is a friendly place

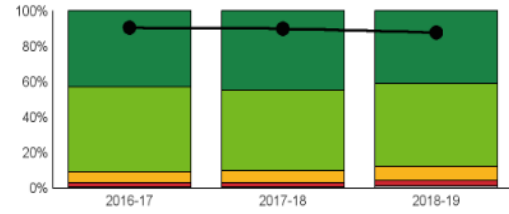


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	48.6%	38.6%	5.5%	1.8%	5.4%
2017-18 (n = 13,208)	47.4%	41.0%	5.7%	1.3%	4.6%
2016-17 (n = 12,456)	50.0%	42.5%	6.5%	1.1%	

ENJOYMENT OF SCHOOL

Family

I feel my child enjoys going to school



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	40.8%	47.1%	7.6%	3.2%	1.3%
2017-18 (n = 4,313)	45.0%	45.1%	6.6%	2.5%	0.8%
2016-17 (n = 3,873)	42.9%	47.8%	6.0%	2.6%	0.7%

THEME: INCLUSIVE ENVIRONMENTS

BELONGING IN SCHOOL

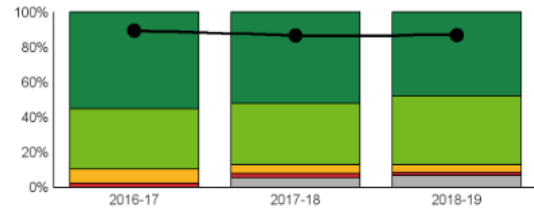
% Agreement by Audience Over Time



Grade 3 + 5 Students
Grade 8 + 11 Students
Family

Grade 3 + 5 Students

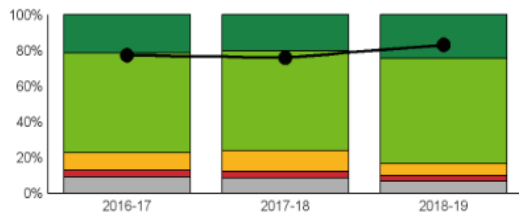
I feel I belong in my school



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	47.5%	39.5%	4.4%	1.6%	7.0%
2017-18 (n = 13,208)	52.4%	34.5%	5.4%	2.0%	5.8%
2016-17 (n = 12,456)	55.0%	34.6%	7.9%	2.5%	

Grade 8 + 11 Students

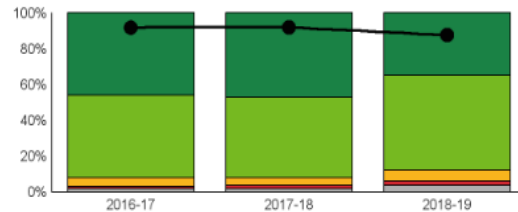
I feel I belong in my school



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	24.1%	59.1%	6.8%	3.0%	7.0%
2017-18 (n = 9,088)	19.9%	56.2%	11.6%	3.6%	8.8%
2016-17 (n = 9,340)	21.5%	55.9%	9.8%	3.6%	9.2%

Family

My child feels included at school

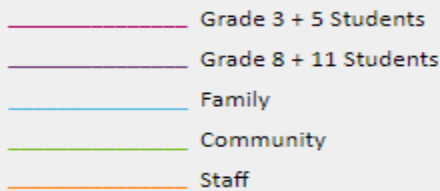
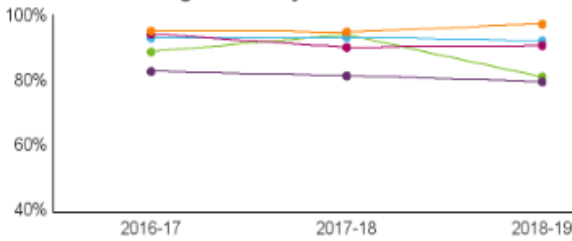


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	34.6%	53.1%	6.0%	2.8%	3.5%
2017-18 (n = 4,313)	46.9%	45.1%	4.2%	1.8%	2.0%
2016-17 (n = 3,873)	45.9%	46.0%	4.9%	1.5%	1.7%

Note: Family - Question asked in 2018 "I feel my child belongs/is included in his/her school"

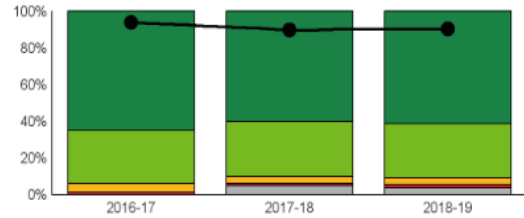
RESPECT FOR DIFFERENCES

% Agreement by Audience Over Time



Grade 3 + 5 Students

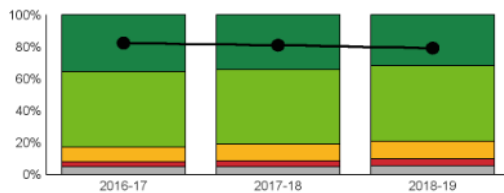
My school is a place where it is OK to be different



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	61.3%	29.2%	4.1%	1.8%	3.6%
2017-18 (n = 13,208)	60.3%	29.6%	3.7%	1.4%	4.9%
2016-17 (n = 12,456)	65.0%	29.0%	4.7%	1.3%	

Grade 8 + 11 Students

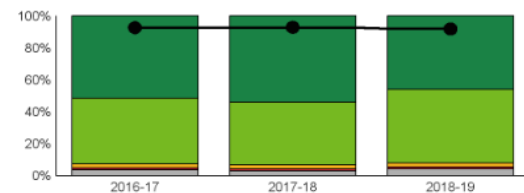
My school is a place where differences are respected (e.g. beliefs abilities cultures identities religions)



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	31.9%	47.4%	10.6%	4.7%	5.4%
2017-18 (n = 9,088)	34.5%	46.7%	10.0%	3.6%	5.2%
2016-17 (n = 9,340)	35.5%	47.0%	9.3%	3.4%	4.8%

Family

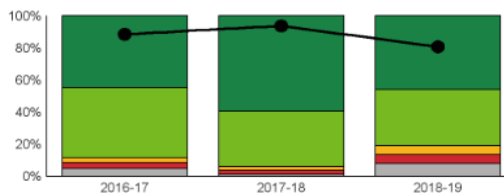
My child's school respects the diversity of all people (e.g. beliefs abilities cultures identities and religions)



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	45.9%	46.1%	2.4%	1.4%	4.3%
2017-18 (n = 4,313)	53.7%	39.3%	2.4%	1.5%	3.1%
2016-17 (n = 3,873)	51.5%	41.3%	2.6%	1.0%	3.7%

Community

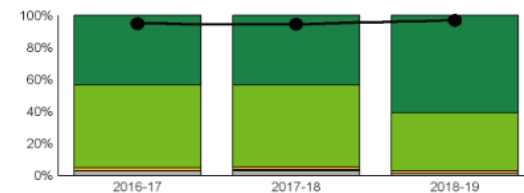
Our schools respect the diversity of all people (e.g. beliefs abilities cultures identities and religions)



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 287)	45.6%	35.2%	5.9%	5.2%	8.0%
2017-18 (n = 194)	59.3%	34.5%	2.6%	2.6%	1.0%
2016-17 (n = 429)	45.0%	43.6%	3.0%	3.3%	5.1%

Staff

My work environment is inclusive of all people (e.g. identities abilities beliefs cultures and religions)

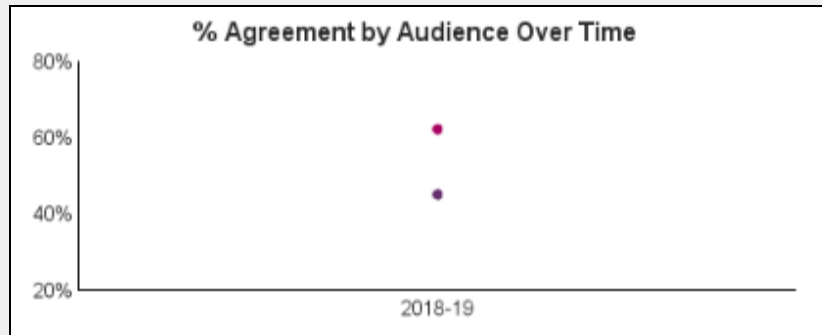


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	60.5%	36.6%	1.6%	0.3%	1.0%
2017-18 (n = 5,652)	43.3%	51.3%	1.7%	0.3%	3.3%
2016-17 (n = 5,444)	43.3%	51.7%	1.7%	0.3%	3.0%

Note: Grade 3 & 5 - Question asked in 2018 "My school is a place where differences are respected (e.g. beliefs, cultures, identities, religions)"

Note: Grade 8 & 11, Family, Community, Staff - In 2019, questions were modified to include "abilities"

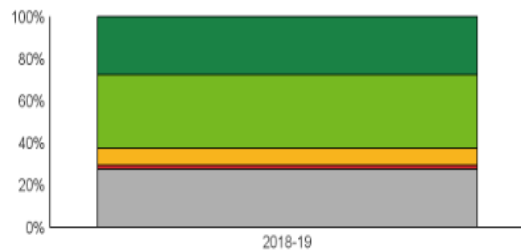
STUDENT KINDNESS ONLINE



Grade 3 + 5 Students
Grade 8 + 11 Students

Grade 3 + 5 Students

Students in my school are kind to each other online

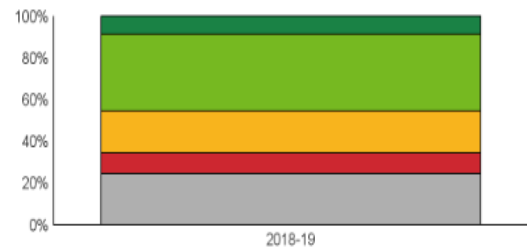


2018-19
(n = 13,506)

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
27.8%	34.5%	8.0%	2.3%	27.4%

Grade 8 + 11 Students

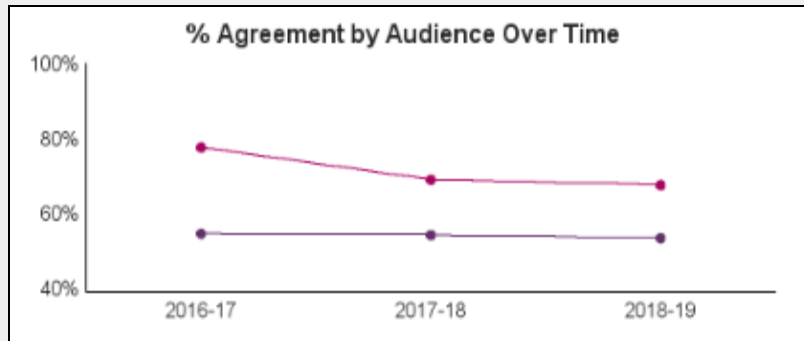
Students in my school are kind to each other online



2018-19
(n = 9,772)

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
8.7%	36.4%	20.5%	10.1%	24.3%

STUDENT KINDNESS OUTSIDE THE CLASSROOM



Grade 3 + 5 Students

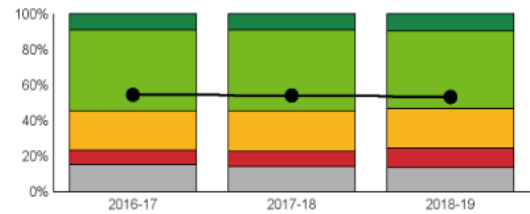
Students in my school are kind to each other outside the classroom



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	21.0%	46.6%	16.3%	4.2%	12.0%
2017-18 (n = 13,208)	26.2%	42.8%	16.1%	4.8%	10.1%
2016-17 (n = 12,456)	25.3%	52.4%	18.6%	3.8%	

Grade 8 + 11 Students

Students in my school are kind to each other outside the classroom

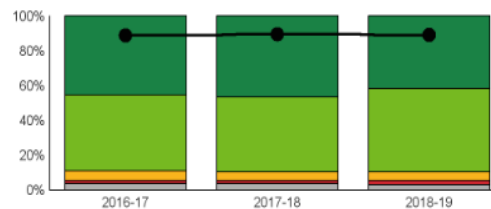


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	9.8%	43.6%	22.3%	10.8%	13.5%
2017-18 (n = 9,088)	8.9%	45.4%	23.3%	8.6%	13.8%
2016-17 (n = 9,340)	8.8%	45.8%	21.8%	7.9%	15.6%

PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

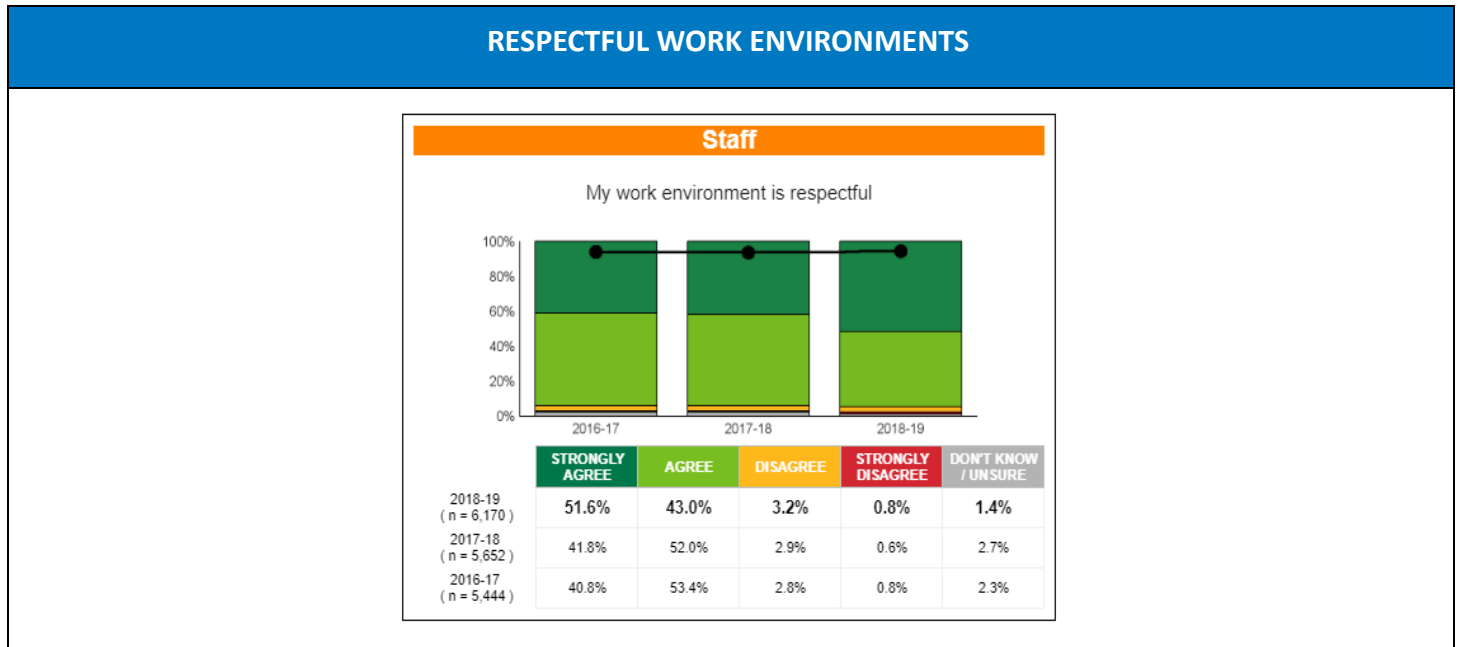
Grade 8 + 11 Students

All students are welcome to participate in extracurricular school activities (e.g. clubs teams)



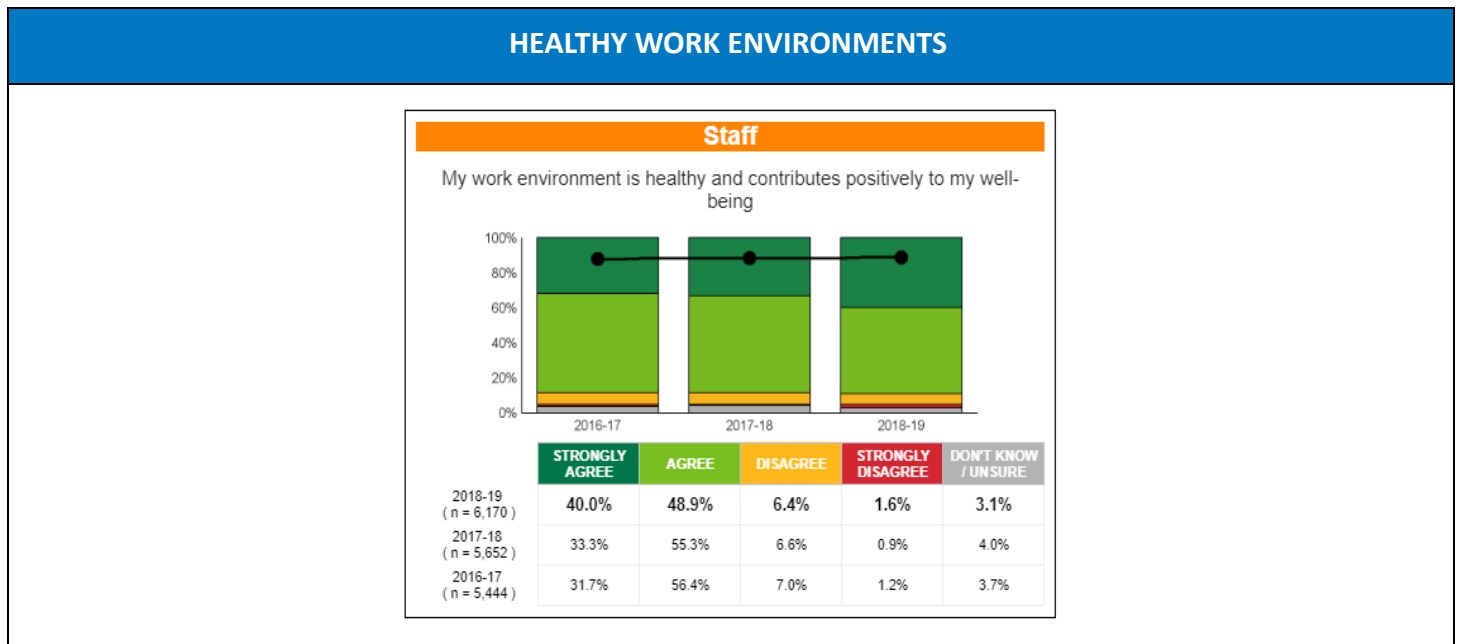
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	41.7%	47.6%	5.5%	1.9%	3.4%
2017-18 (n = 9,088)	46.5%	43.1%	5.0%	1.9%	3.4%
2016-17 (n = 9,340)	45.1%	43.9%	5.3%	2.0%	3.8%

THEME: RESPECTFUL ENVIRONMENTS



Note: Staff - Question asked in 2018 "District working environments are respectful"

THEME: HEALTHY ENVIRONMENTS



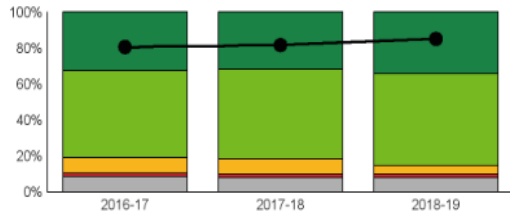
Note: Question asked in 2018 "District working environments are healthy"

THEME: HEALTH AND WELL-BEING

***DAILY PHYSICAL ACTIVITY**

Family

My child's school encourages students to make good choices about daily physical activity

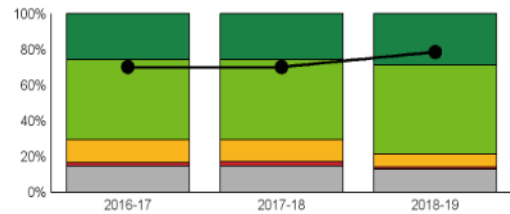


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	34.3%	51.0%	5.1%	1.5%	8.2%
2017-18 (n = 4,313)	32.0%	49.8%	8.2%	2.0%	8.0%
2016-17 (n = 3,873)	32.7%	48.1%	9.0%	1.6%	8.7%

****HEALTHY EATING**

Family

My child's school encourages students to make good choices about healthy eating

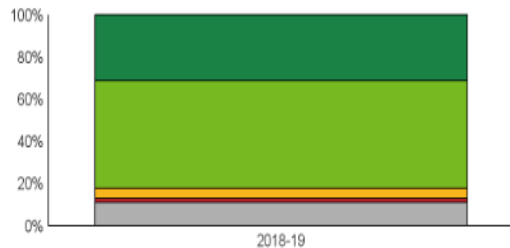


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	28.6%	50.1%	6.9%	1.7%	12.6%
2017-18 (n = 4,313)	25.5%	44.8%	12.8%	2.5%	14.5%
2016-17 (n = 3,873)	25.6%	44.8%	13.0%	2.0%	14.7%

PHYSICAL WELL-BEING

Family

At school my child can get the support they need for their physical well-being

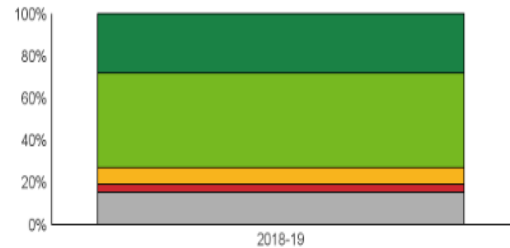


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	31.1%	51.4%	4.8%	1.9%	10.8%

MENTAL WELL-BEING

Family

At school my child can get the support they need for their mental well-being

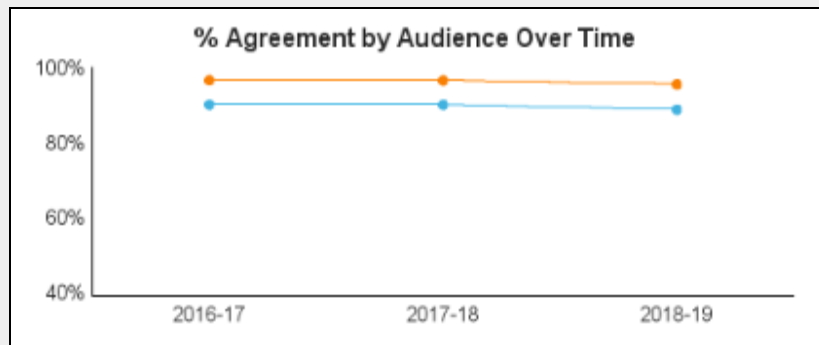


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	28.4%	44.5%	8.1%	3.6%	15.5%

Note: Family - *Question asked in 2018 "School has helped my child make good choices about daily physical activity"
 **Question asked in 2018 "School has helped my child make good choices about healthy eating"

THEME: CITIZENSHIP AND LEADERSHIP

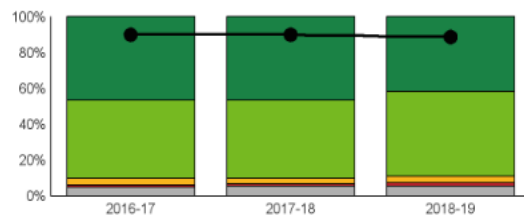
STUDENTS ARE ENCOURAGED TO DEMONSTRATE CITIZENSHIP



Family
Staff

Family

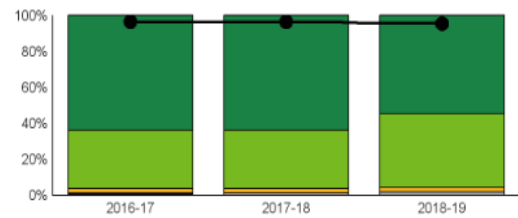
My child's school encourages students to demonstrate citizenship
(being involved in your community and respecting other people)



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	41.8%	47.0%	3.9%	1.5%	5.8%
2017-18 (n = 4,313)	46.3%	43.8%	3.0%	1.1%	5.8%
2016-17 (n = 3,873)	46.5%	43.6%	4.0%	0.7%	5.2%

Staff

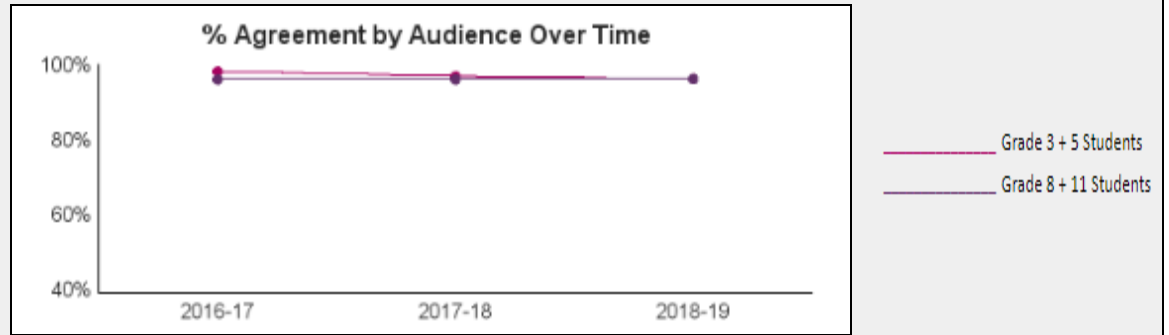
My school encourages students to demonstrate citizenship



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 4,627)	54.8%	40.7%	2.3%	0.3%	1.8%
2017-18 (n = 4,357)	63.6%	33.0%	2.2%	0.3%	0.9%
2016-17 (n = 4,338)	63.7%	32.9%	2.2%	0.3%	0.8%

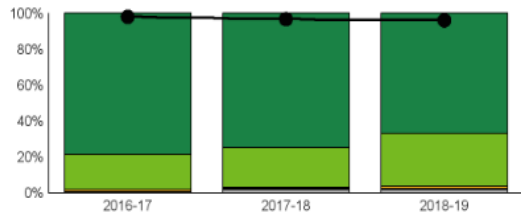
Note: Staff Audience - Teaching and Learning only

STUDENTS KNOW HOW TO BEHAVE



Grade 3 + 5 Students

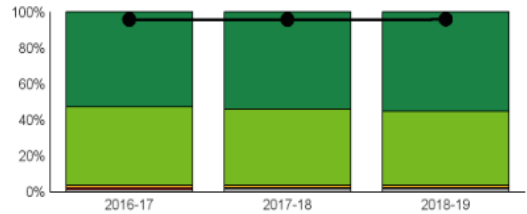
I know how I need to behave in school



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	67.0%	29.2%	1.3%	0.6%	1.9%
2017-18 (n = 13,210)	74.6%	22.3%	0.9%	0.6%	1.6%
2016-17 (n = 12,456)	78.3%	19.8%	1.2%	0.7%	

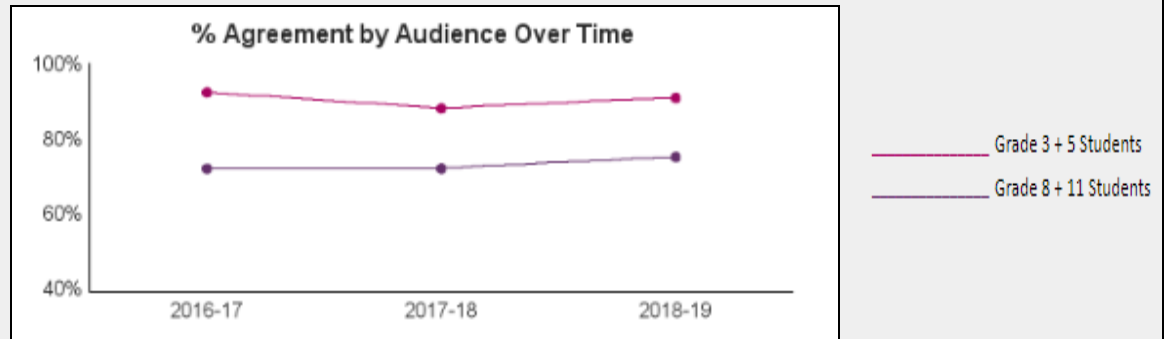
Grade 8 + 11 Students

I know how I need to behave in school



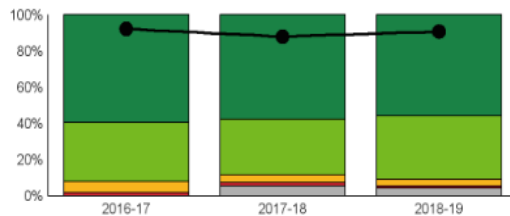
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	55.2%	40.9%	1.4%	0.9%	1.5%
2017-18 (n = 9,088)	53.9%	42.1%	1.5%	0.8%	1.7%
2016-17 (n = 9,340)	52.6%	43.4%	1.5%	1.0%	1.5%

STUDENTS KNOW HOW TO HELP OTHERS



Grade 3 + 5 Students

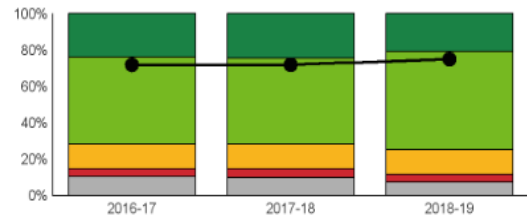
My school helps me learn how to help others



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	56.0%	34.9%	3.7%	1.3%	4.1%
2017-18 (n = 13,210)	57.7%	30.4%	4.7%	1.6%	5.7%
2016-17 (n = 12,456)	59.6%	32.7%	5.8%	1.9%	

Grade 8 + 11 Students

My school helps me learn how to help others

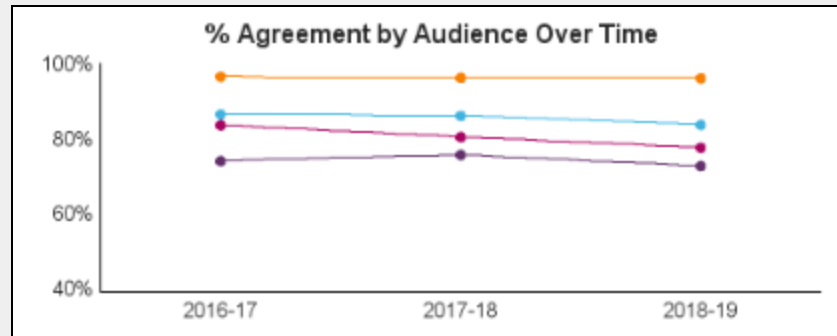


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	20.5%	54.6%	13.5%	3.9%	7.5%
2017-18 (n = 9,088)	24.7%	47.3%	13.4%	4.5%	10.0%
2016-17 (n = 9,340)	24.0%	48.0%	13.1%	4.2%	10.7%

Note: Grade 3 & 5 - Question asked in 2018 "My school has helped me help others"

Note: Grade 8 & 11 - Question asked in 2018 "My school experience has helped me help others"

STUDENTS HAVE CHANCES TO BE A LEADER AT SCHOOL



Grade 3 + 5 Students
Grade 8 + 11 Students
Family
Staff

Grade 3 + 5 Students

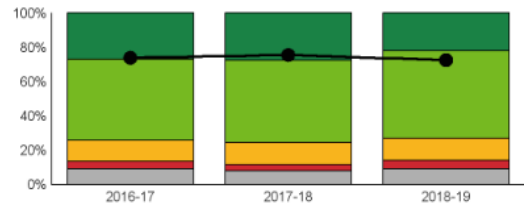
I have chances to be a leader at school (e.g. lead a class activity be a study buddy lead a school club school council)



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	39.2%	38.3%	9.4%	3.4%	9.7%
2017-18 (n = 13,210)	46.6%	33.8%	7.7%	3.7%	8.2%
2016-17 (n = 12,456)	50.2%	33.4%	10.9%	5.5%	

Grade 8 + 11 Students

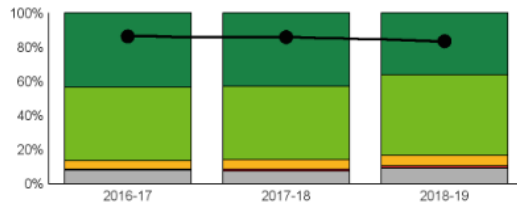
I have chances to be a leader at school (e.g. lead a class activity be a study buddy lead a school club school council)



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	21.9%	50.7%	13.3%	4.6%	9.4%
2017-18 (n = 9,088)	27.7%	47.9%	12.4%	4.0%	7.9%
2016-17 (n = 9,340)	26.9%	47.1%	12.5%	4.5%	9.1%

Family

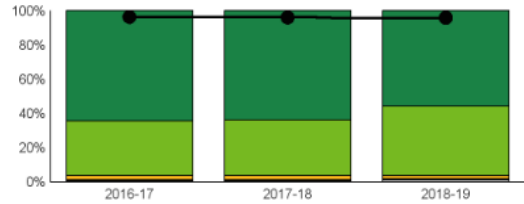
My child's school encourages students to demonstrate leadership



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	36.1%	47.6%	5.8%	1.3%	9.2%
2017-18 (n = 4,313)	42.9%	43.1%	5.2%	1.2%	7.5%
2016-17 (n = 3,873)	43.5%	43.0%	4.9%	0.9%	7.8%

Staff

My school encourages students to demonstrate leadership



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 4,627)	55.9%	40.2%	2.4%	0.3%	1.3%
2017-18 (n = 4,357)	64.0%	32.2%	2.5%	0.4%	0.9%
2016-17 (n = 4,338)	64.1%	32.4%	2.3%	0.4%	0.8%

Note: Grade 3 & 5 - Question asked independently of Grade 3 and Grade 5, with results combined for reporting. Grade 3 question asked "I can be a leader at school"

Note: Staff Audience - Teaching and Learning only

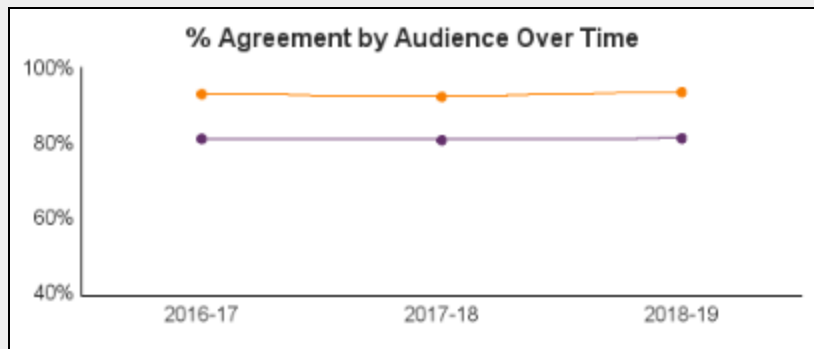
PRIORITY 2: Provide welcoming, high quality learning and working environments.

GOAL TWO: Quality Infrastructure for All

OUTCOME: Students and staff benefit from high quality learning and working environments that facilitate quality program delivery through effective planning, managing and investing in District infrastructure.

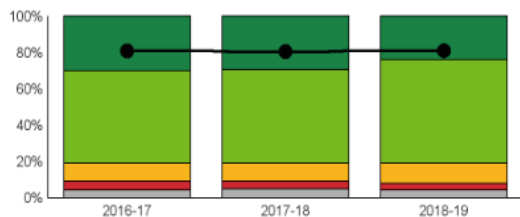
THEME: LEARNING AND WORKING SPACES

CLEANLINESS



Grade 8 + 11 Students

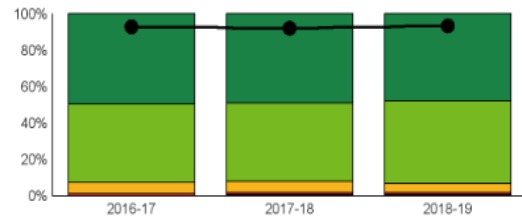
Learning spaces inside the school are kept clean



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	23.8%	57.3%	11.0%	3.4%	4.5%
2017-18 (n = 9,088)	29.1%	51.6%	10.3%	4.0%	5.0%
2016-17 (n = 9,340)	29.8%	51.3%	10.1%	4.5%	4.4%

Staff

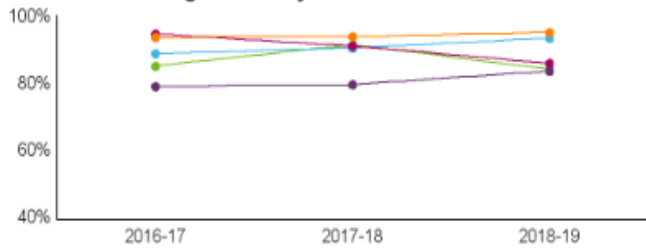
My place of work is kept clean



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	47.9%	45.6%	5.0%	1.2%	0.3%
2017-18 (n = 5,652)	48.7%	43.5%	6.2%	1.1%	0.5%
2016-17 (n = 5,444)	49.4%	43.5%	5.9%	1.0%	0.2%

BUILDING IS WELL MAINTAINED

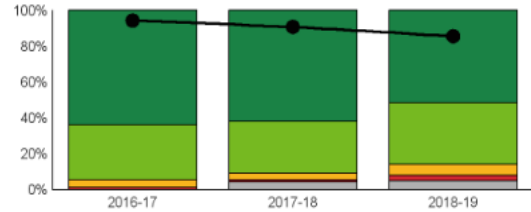
% Agreement by Audience Over Time



Grade 3 + 5 Students
Grade 8 + 11 Students
Family
Community
Staff

Grade 3 + 5 Students

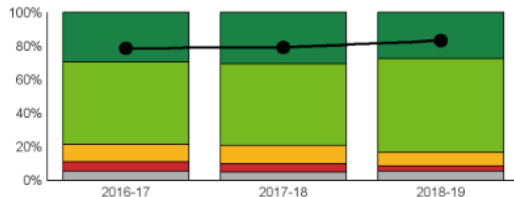
My school building looks nice



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	51.2%	34.5%	6.3%	3.1%	4.9%
2017-18 (n = 13,210)	61.8%	29.1%	3.5%	1.3%	4.3%
2016-17 (n = 12,456)	63.9%	30.5%	4.1%	1.5%	

Grade 8 + 11 Students

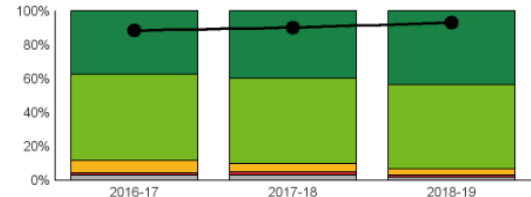
My school building is well maintained



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	27.3%	56.1%	8.1%	3.3%	5.2%
2017-18 (n = 9,088)	30.8%	48.5%	10.9%	4.8%	5.0%
2016-17 (n = 9,340)	29.1%	49.7%	10.1%	5.4%	5.7%

Family

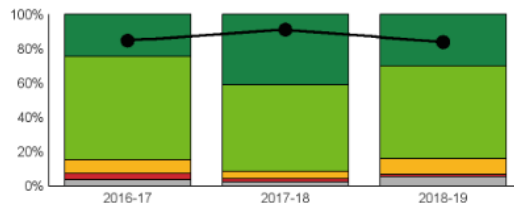
My child's school building is well maintained



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	43.3%	49.9%	4.0%	1.0%	1.9%
2017-18 (n = 4,313)	39.6%	50.6%	4.7%	1.9%	3.2%
2016-17 (n = 3,873)	37.4%	51.2%	7.0%	1.4%	3.0%

Community

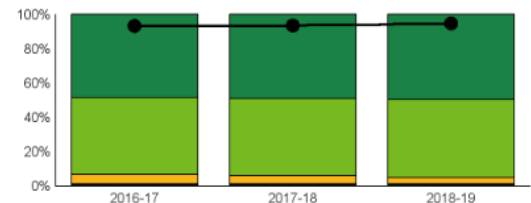
Our schools are well maintained facilities within the community



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 287)	30.0%	54.0%	9.1%	1.7%	5.2%
2017-18 (n = 194)	40.7%	50.5%	4.6%	1.5%	2.6%
2016-17 (n = 429)	24.5%	60.4%	7.9%	3.3%	4.0%

Staff

My place of work is well maintained

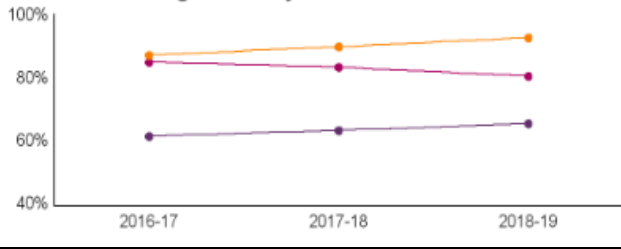


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	49.6%	45.3%	3.8%	0.8%	0.5%
2017-18 (n = 5,652)	49.1%	44.6%	5.0%	0.6%	0.7%
2016-17 (n = 5,444)	48.5%	44.9%	5.5%	0.8%	0.4%

Note: Grade 3 & 5 - Question asked in 2018 "My school building is well kept"

COMFORTABLE FURNITURE

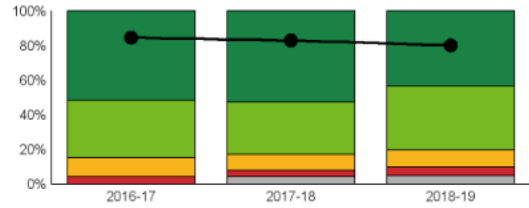
% Agreement by Audience Over Time



Grade 3 + 5 Students
Grade 8 + 11 Students
Staff

Grade 3 + 5 Students

My school has comfortable furniture



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	43.4%	36.8%	9.7%	5.2%	4.9%
2017-18 (n = 13,210)	52.7%	30.4%	8.7%	4.0%	4.2%
2016-17 (n = 12,456)	51.7%	33.0%	10.8%	4.5%	

Grade 8 + 11 Students

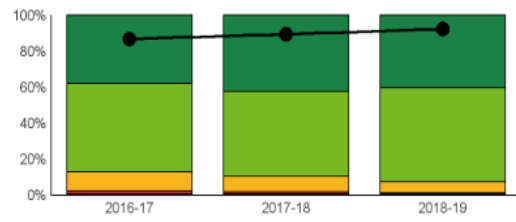
Learning spaces inside the school have comfortable furniture



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	20.1%	45.0%	20.1%	10.2%	4.5%
2017-18 (n = 9,088)	23.6%	39.3%	21.1%	11.0%	4.9%
2016-17 (n = 9,340)	22.6%	38.5%	22.0%	12.5%	4.4%

Staff

My place of work has comfortable furniture



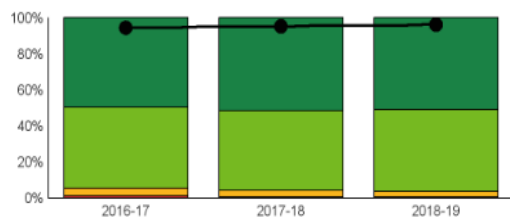
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	40.5%	52.0%	6.1%	0.9%	0.5%
2017-18 (n = 5,652)	42.3%	47.3%	8.8%	0.9%	0.7%
2016-17 (n = 5,444)	37.7%	49.2%	10.8%	1.5%	0.8%

Note: Grade 3 & 5 - Question asked in 2018 "Learning spaces inside the school have comfortable furniture"

ADEQUATE LIGHTING

Staff

My place of work has adequate lighting



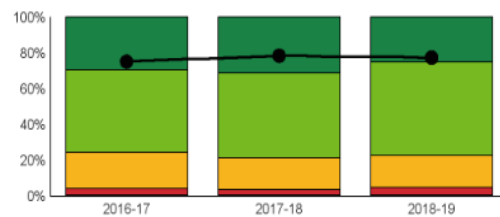
2018-19
(n = 6,170)
2017-18
(n = 5,652)
2016-17
(n = 5,444)

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	50.9%	45.4%	3.1%	0.4%	0.2%
2017-18 (n = 5,652)	51.6%	43.8%	3.9%	0.5%	0.3%
2016-17 (n = 5,444)	49.5%	45.1%	4.4%	0.8%	0.2%

TEMPERATURE

Staff

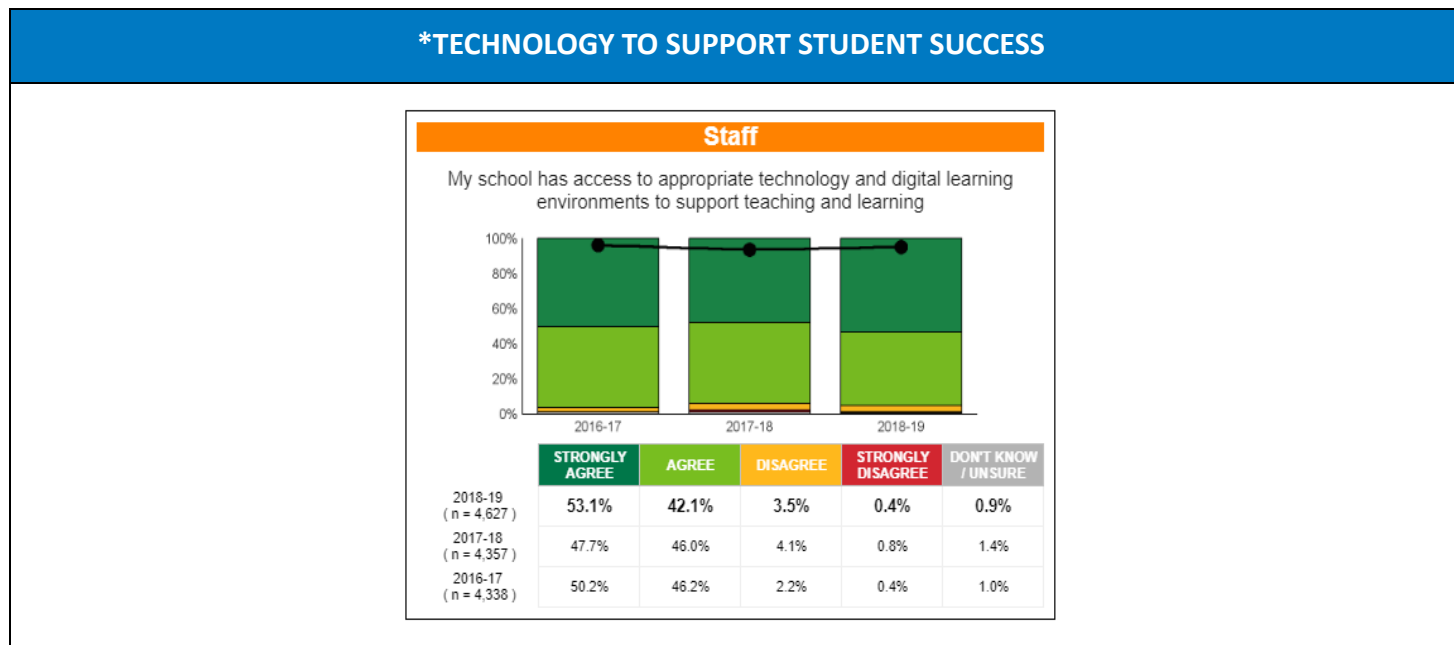
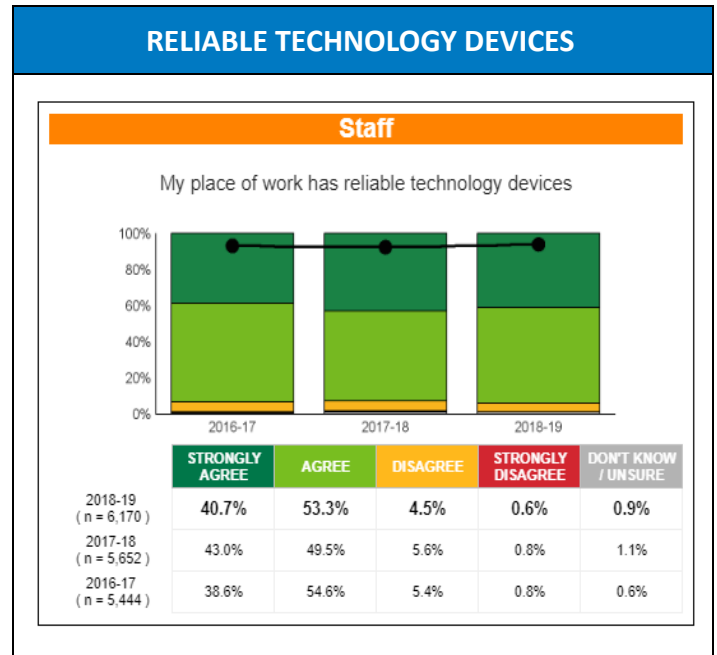
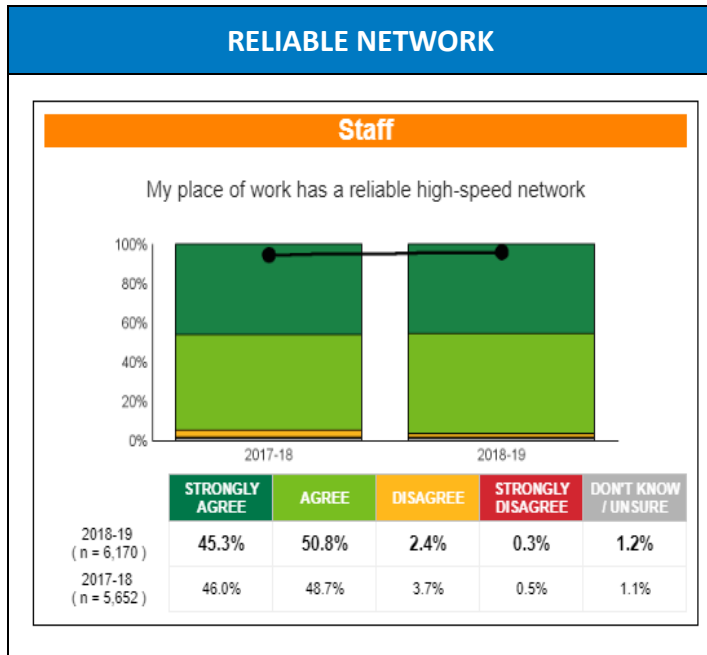
My place of work is kept at a comfortable temperature



2018-19
(n = 6,170)
2017-18
(n = 5,652)
2016-17
(n = 5,444)

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	24.8%	52.8%	17.5%	4.3%	0.7%
2017-18 (n = 5,652)	31.2%	47.4%	17.6%	3.1%	0.7%
2016-17 (n = 5,444)	29.3%	46.1%	20.2%	3.9%	0.6%

THEME: ACCESS TO TECHNOLOGY



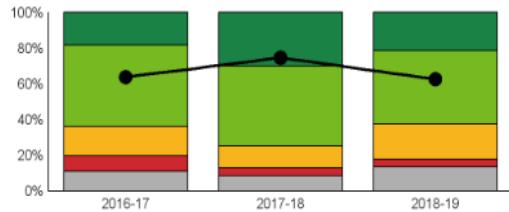
Note: *Staff Audience - Teaching and Learning only

THEME: COMMUNITY ACCESS

APPROPRIATE LOCATION OF SCHOOLS

Community

Our schools are appropriately located to meet K-12 student population demand

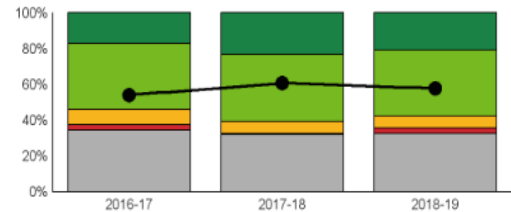


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 287)	21.6%	41.1%	19.5%	4.5%	13.2%
2017-18 (n = 194)	29.9%	44.8%	12.4%	4.1%	8.8%
2016-17 (n = 429)	18.2%	45.7%	16.8%	8.4%	11.0%

BOOKING AVAILABILITY

Community

Our schools are available to book for community activities

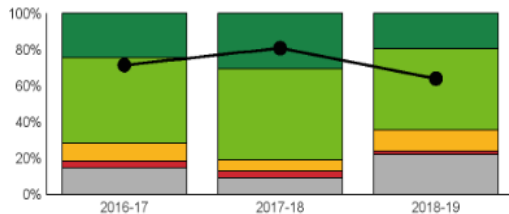


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 287)	20.6%	37.3%	6.3%	3.5%	32.4%
2017-18 (n = 194)	23.2%	37.6%	6.7%	0.5%	32.0%
2016-17 (n = 429)	16.8%	37.3%	8.6%	2.8%	34.5%

SCHOOL ACCESSIBILITY

Community

Our schools are accessible by people with limited mobility

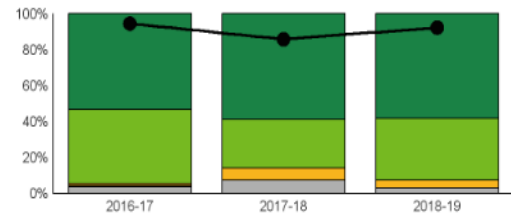


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 287)	19.5%	44.6%	11.8%	2.1%	22.0%
2017-18 (n = 194)	30.4%	50.5%	6.2%	3.6%	9.3%
2016-17 (n = 429)	24.2%	47.3%	10.0%	3.5%	14.9%

***REQUIRED SPACE FOR PARTNERS**

Community

My organization has access to the school space required to support the programs we offer



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 105)	58.1%	34.3%	4.8%		2.9%
2017-18 (n = 85)	58.8%	27.1%	7.1%		7.1%
2016-17 (n = 112)	53.6%	41.1%	0.9%	0.9%	3.6%

Note: *Community Audience - Partner Leaders and Members only

PRIORITY 2: Provide welcoming, high quality learning and working environments.

GOAL THREE: Building Capacity through a Culture of Diversity, Collaboration and Distributed Leadership

OUTCOME: Throughout their careers, all staff are provided opportunities to enhance their professional capacity and leadership with a culture of collaboration.

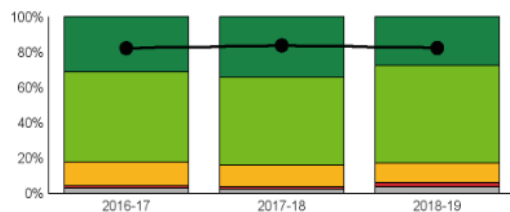
PRIORITY 2, GOAL 3 - Theme: Building Capacity

THEME: BUILDING CAPACITY

SUPPORTING STUDENTS NEEDING SPECIALIZED SUPPORTS AND SERVICES

Staff

I have the knowledge and skills to program for/support students in need of specialized supports and services

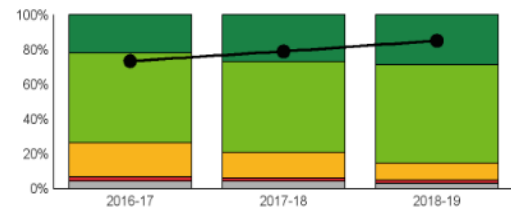


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 4,627)	27.2%	55.3%	11.6%	2.2%	3.6%
2017-18 (n = 4,357)	34.1%	49.9%	12.3%	1.1%	2.5%
2016-17 (n = 4,338)	31.1%	51.3%	13.3%	1.4%	2.9%

SUPPORTING ENGLISH LANGUAGE LEARNERS STUDENTS

Staff

I have the knowledge and skills to program for/support students who are English Language Learners



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 4,627)	28.7%	56.6%	10.0%	1.4%	3.3%
2017-18 (n = 4,357)	26.9%	52.2%	14.7%	1.8%	4.4%
2016-17 (n = 4,338)	22.2%	51.3%	19.8%	2.5%	4.2%

SUPPORTING FIRST NATIONS, MÉTIS AND INUIT STUDENTS

Staff

I have the knowledge and skills to program for/support students who are First Nations Métis or Inuit

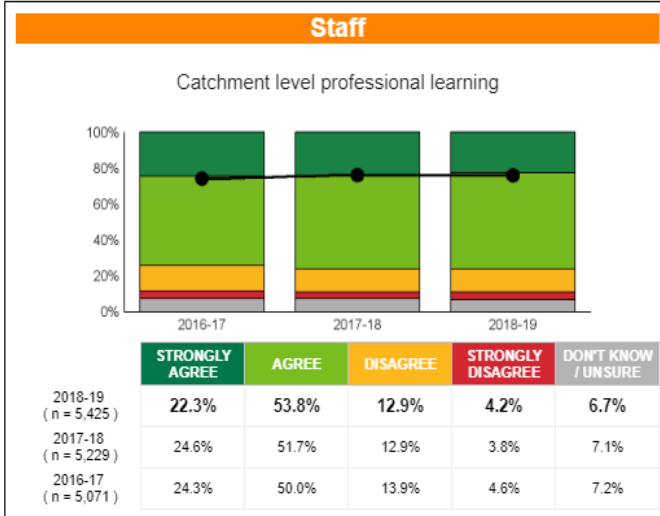


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 4,627)	17.8%	57.7%	15.5%	1.9%	7.0%
2017-18 (n = 4,357)	22.0%	51.0%	17.3%	1.8%	7.9%
2016-17 (n = 4,338)	19.8%	51.9%	18.7%	2.2%	7.4%

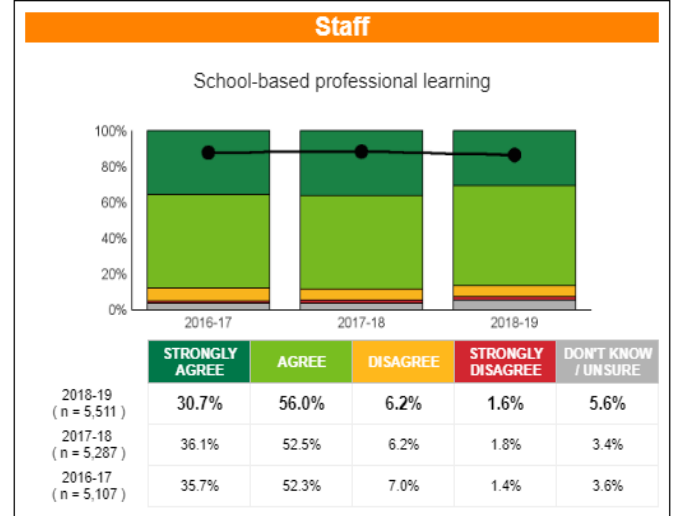
Note: Staff Audience - Teaching and Learning only

THEME: PROFESSIONAL DEVELOPMENT AND GROWTH

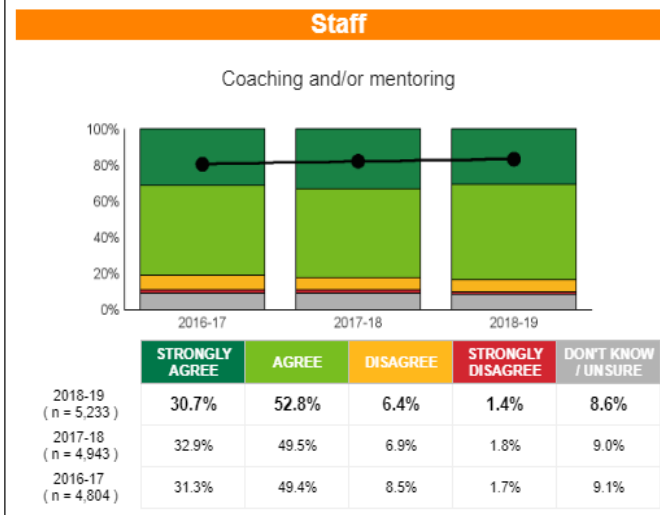
PROFESSIONAL GROWTH ENHANCED BY CATCHMENT PROFESSIONAL LEARNING



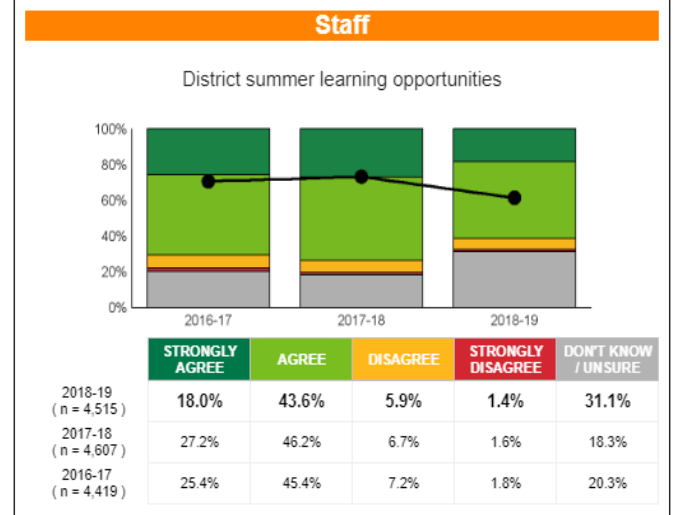
PROFESSIONAL GROWTH ENHANCED BY SCHOOL-BASED PROFESSIONAL LEARNING



PROFESSIONAL GROWTH ENHANCED BY COACHING AND MENTORING

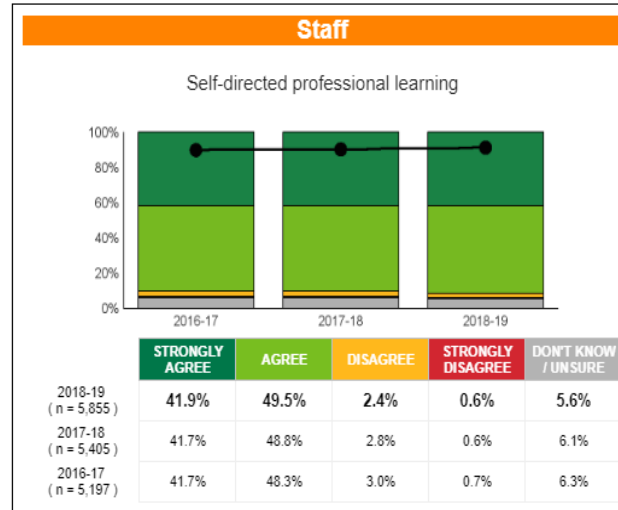


PROFESSIONAL GROWTH ENHANCED BY DISTRICT SUMMER LEARNING



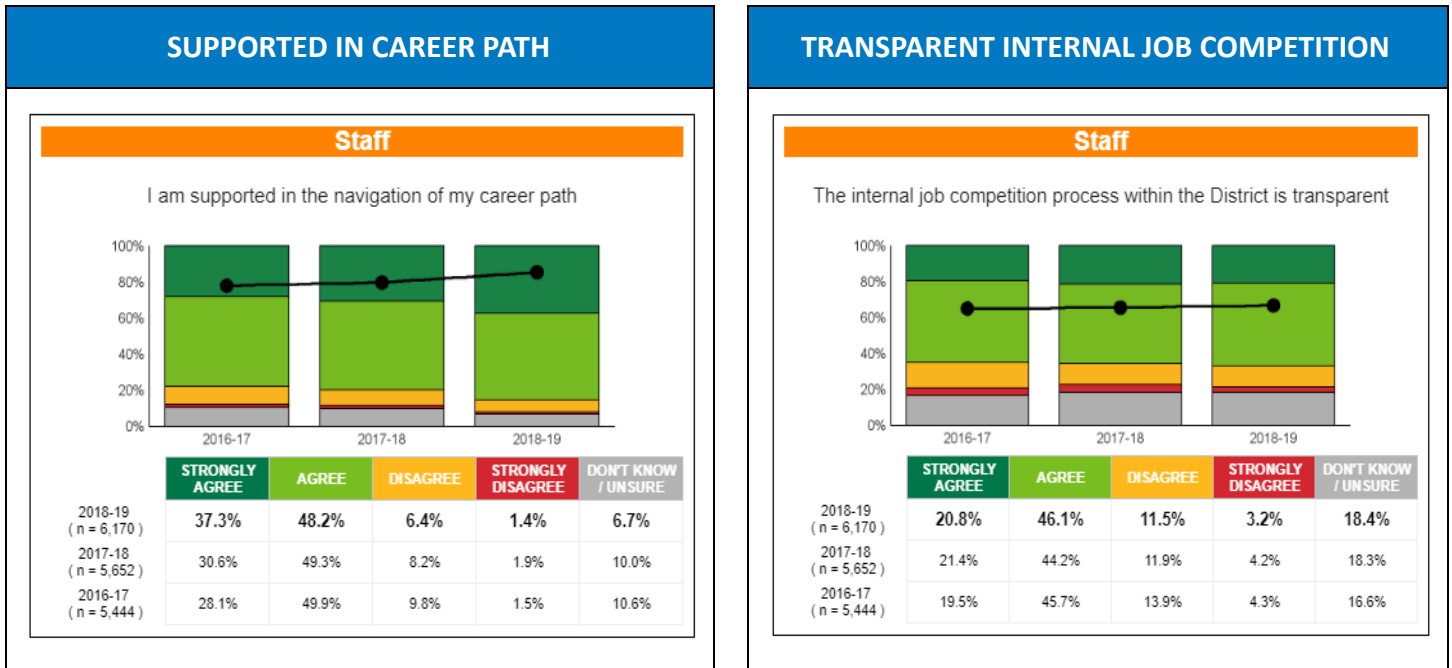
Note: Staff - all staff responded to this group of questions, with an option to select Not Applicable (N/A); Fluctuations in the number of respondents are due to N/A response selections being excluded from the calculations

PROFESSIONAL GROWTH ENHANCED BY SELF-DIRECTED PROFESSIONAL LEARNING

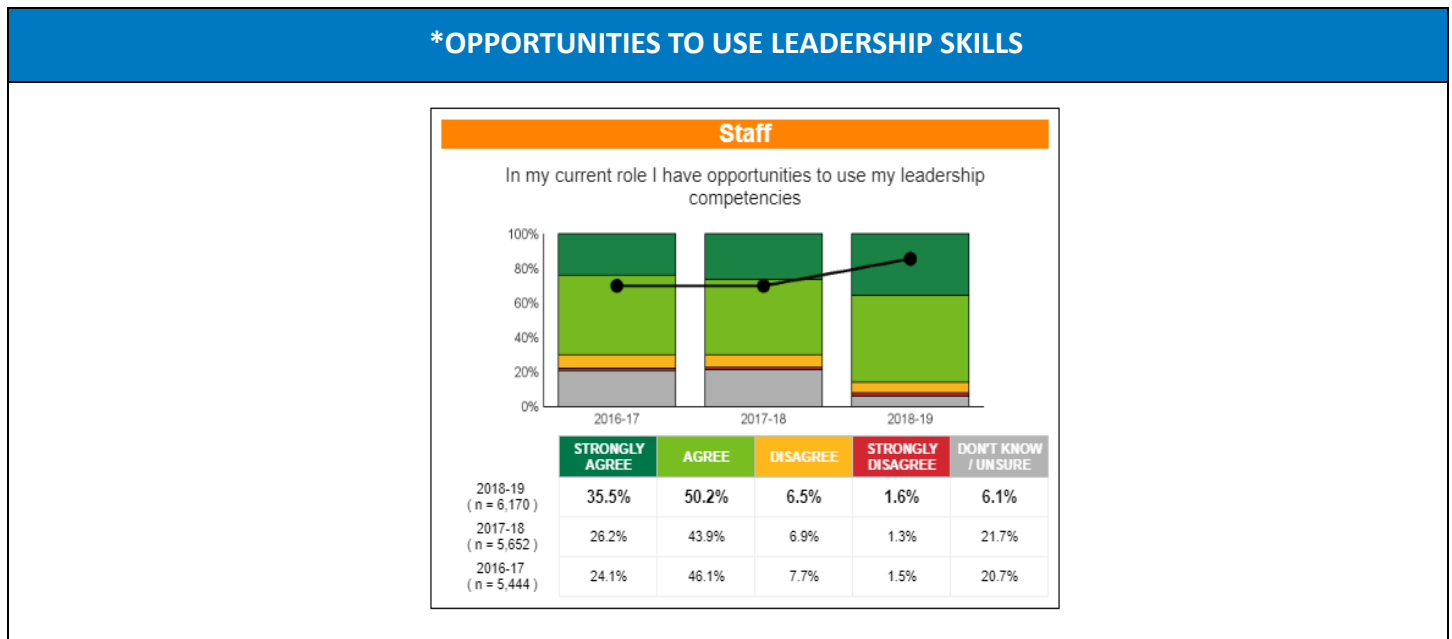


Note: Staff - all staff responded to this group of questions, with an option to select Not Applicable (N/A); Fluctuations in the number of respondents are due to N/A response selections being excluded from the calculations

THEME: CAREER DEVELOPMENT



THEME: LEADERSHIP DEVELOPMENT



Note: Staff - *Question asked in 2018 "I have opportunities to use my leadership skills in the District"

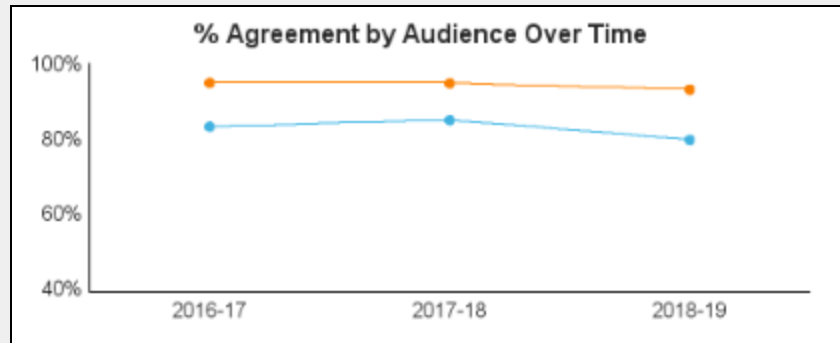
PRIORITY 2: Provide welcoming, high quality learning and working environments.

GOAL FOUR: A Culture of Excellence and Accountability

OUTCOME: The District is grounded in effective, efficient, equitable and evidence-based practices.

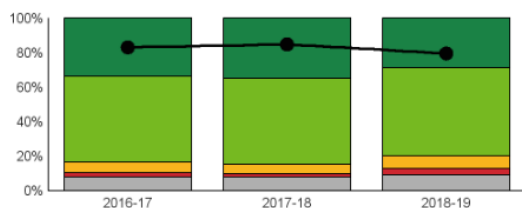
THEME: CORNERSTONE VALUES

ACCOUNTABILITY



Family

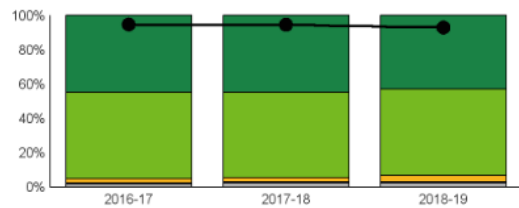
Accountability - We are transparent about and take responsibility for our actions decisions policies and results. Staff at my child's school demonstrate accountability



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	29.0%	50.7%	7.4%	3.9%	9.0%
2017-18 (n = 4,313)	34.7%	50.2%	5.2%	2.2%	7.7%
2016-17 (n = 3,873)	33.4%	49.8%	6.7%	2.1%	8.0%

Staff

Accountability - We are transparent about and take responsibility for our actions decisions policies and results. Staff in my school or central department demonstrate accountability

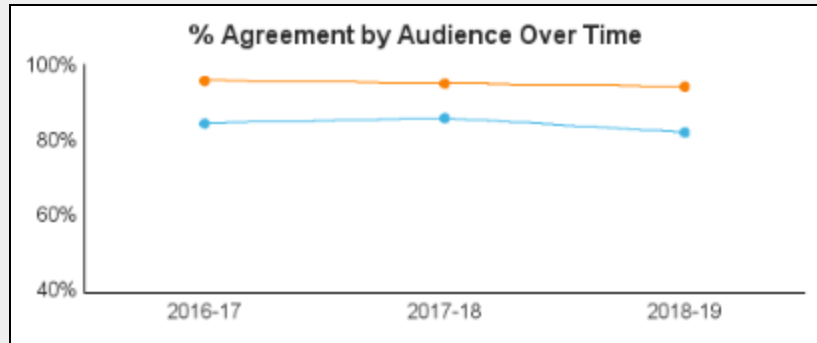


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	42.8%	50.3%	3.6%	0.7%	2.6%
2017-18 (n = 5,652)	44.7%	50.0%	2.4%	0.7%	2.2%
2016-17 (n = 5,444)	44.7%	50.2%	2.8%	0.5%	1.9%

Note: Family - Question asked in 2018 "In general, staff at my child's school demonstrate accountability"

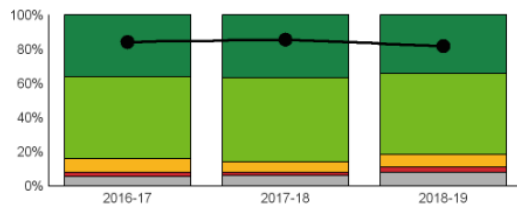
Note: Staff - Question asked in 2018 "In general, staff in my school or central department demonstrate accountability"

COLLABORATION



Family

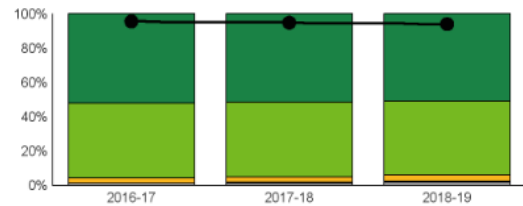
Collaboration - We work together to achieve goals solve problems and overcome challenges. Staff at my child's school demonstrate collaboration



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	34.2%	47.7%	7.0%	3.3%	7.8%
2017-18 (n = 4,313)	36.7%	49.0%	6.3%	2.1%	5.9%
2016-17 (n = 3,873)	36.2%	48.1%	8.1%	1.9%	5.8%

Staff

Collaboration - We work together to achieve goals solve problems and overcome challenges. Staff in my school or central department demonstrate collaboration

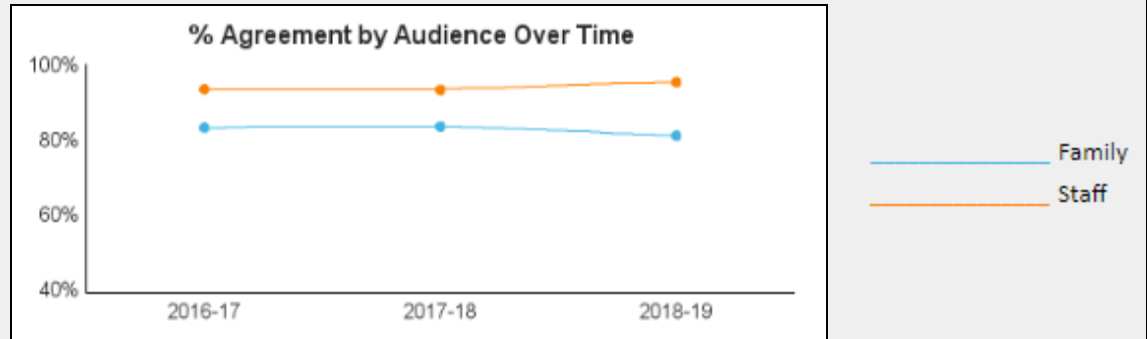


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	50.6%	43.5%	3.4%	0.8%	1.7%
2017-18 (n = 5,652)	51.3%	43.6%	3.3%	0.4%	1.3%
2016-17 (n = 5,444)	51.9%	43.8%	2.9%	0.5%	0.9%

Note: Family - Question asked in 2018 "In general, staff at my child's school demonstrate collaboration"

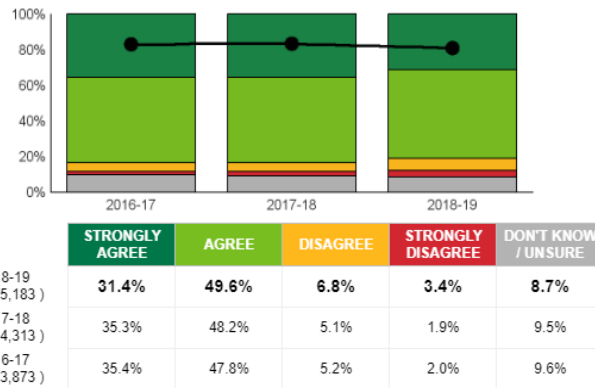
Note: Staff - Question asked in 2018 "In general, staff in my school or central department demonstrate collaboration"

EQUITY



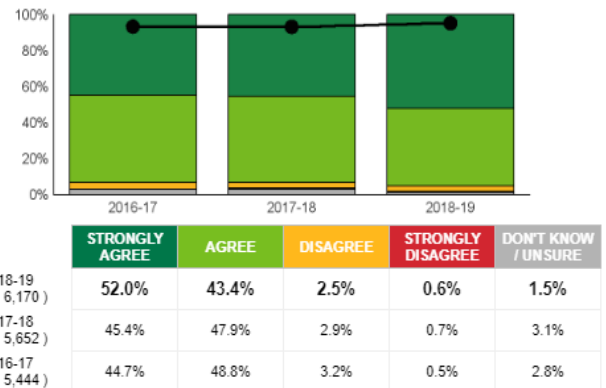
Family

Equity - We strive to meet the needs of all students. Staff at my child's school demonstrate equity



Staff

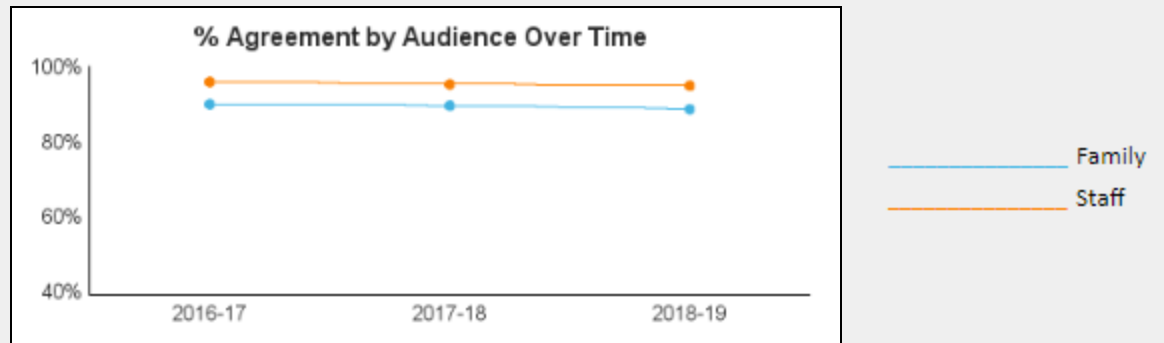
Equity - We strive to meet the needs of all students. Staff in my school or central department demonstrate equity



Note: Family - Question asked in 2018 "In general, staff at my child's school demonstrate equity"

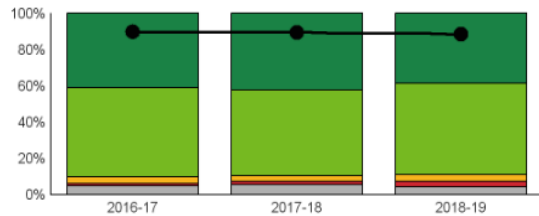
Note: Staff - Question asked in 2018 "In general, staff in my school or central department demonstrate equity"

INTEGRITY



Family

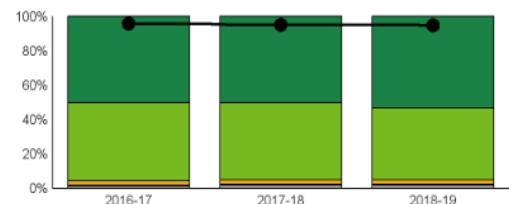
Integrity - We follow through on our commitments and treat people with kindness and respect. Staff at my child's school demonstrate integrity



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	38.5%	50.2%	4.0%	3.0%	4.3%
2017-18 (n = 4,313)	42.2%	47.4%	3.3%	1.7%	5.4%
2016-17 (n = 3,873)	41.1%	48.8%	3.7%	1.6%	4.7%

Staff

Integrity - We follow through on our commitments and treat people with kindness and respect. Staff in my school or central department demonstrate integrity



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	53.2%	41.8%	2.8%	0.7%	1.6%
2017-18 (n = 5,652)	50.0%	45.3%	2.5%	0.5%	1.7%
2016-17 (n = 5,444)	50.2%	45.8%	2.1%	0.6%	1.3%

Note: Family - Question asked in 2018 "In general, staff at my child's school demonstrate integrity"

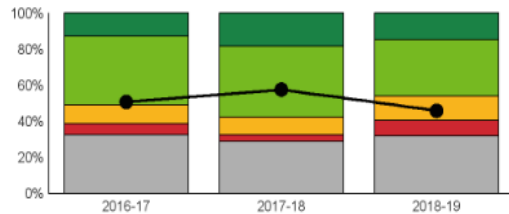
Note: Staff - Question asked in 2018 "In general, staff in my school or central department demonstrate integrity"

THEME: ACCOUNTABILITY AND EXCELLENCE

TRANSPARENT USE OF RESOURCES

Community

Edmonton Public Schools is transparent in how it uses its resources

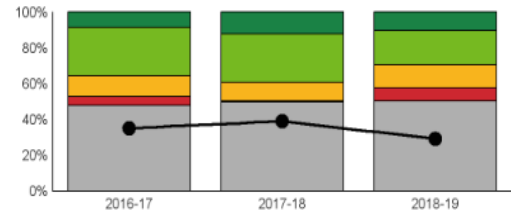


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 287)	14.3%	31.7%	13.6%	8.7%	31.7%
2017-18 (n = 194)	18.0%	39.7%	9.8%	3.6%	28.9%
2016-17 (n = 429)	12.6%	38.2%	10.5%	5.8%	32.9%

FINANCIAL ACCESSIBILITY

Community

Edmonton Public Schools financial information is easily accessible

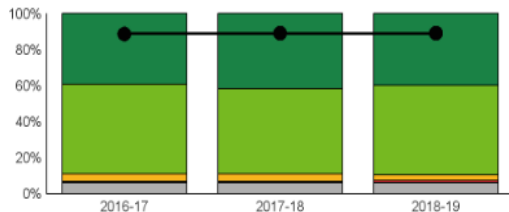


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 287)	10.1%	19.2%	13.2%	7.3%	50.2%
2017-18 (n = 194)	12.4%	26.8%	10.3%	1.0%	49.5%
2016-17 (n = 429)	8.4%	26.8%	11.9%	4.9%	48.0%

SCHOOL OR CENTRAL DEPARTMENT OPERATES EFFICIENTLY

Staff

My school or central department operates as efficiently as possible within its allocated resources

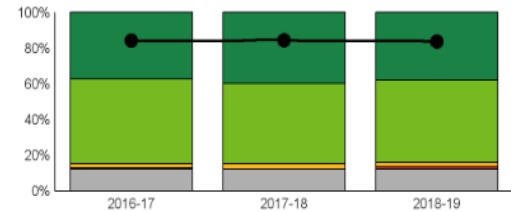


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	39.8%	49.5%	3.6%	0.9%	6.2%
2017-18 (n = 5,652)	41.7%	47.5%	4.0%	0.8%	5.9%
2016-17 (n = 5,444)	39.4%	49.4%	4.6%	0.6%	6.0%

SCHOOL OR CENTRAL DEPARTMENT USES RESEARCH AND EVIDENCE

Staff

My school or central department uses research and evidence to inform planning and decision-making

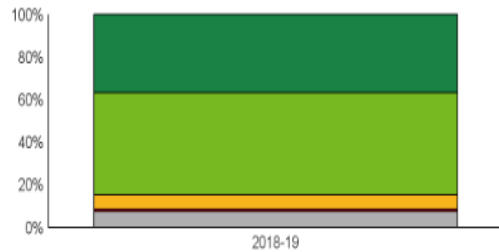


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	37.9%	45.9%	2.9%	0.9%	12.4%
2017-18 (n = 5,652)	39.6%	44.9%	2.9%	0.6%	12.0%
2016-17 (n = 5,444)	37.0%	47.3%	2.8%	0.6%	12.3%

TRANSPARENCY IN PLANNING AND DECISION-MAKING

Staff

My school or central department demonstrates transparency in its planning and decision-making

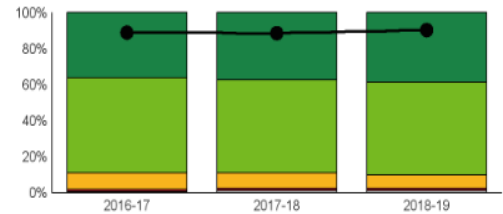


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	36.5%	48.1%	6.7%	1.3%	7.4%

RESOURCES AND SUPPORTS FOR JOB EFFECTIVENESS

Staff

I have the resources and supports I need to do my job effectively



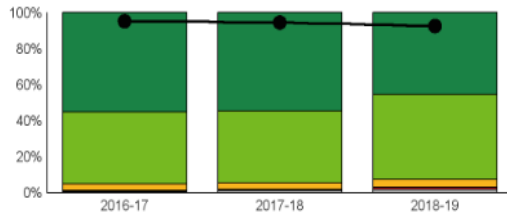
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	38.4%	52.0%	7.1%	1.1%	1.4%
2017-18 (n = 5,652)	37.3%	51.4%	8.9%	1.2%	1.2%
2016-17 (n = 5,444)	36.0%	53.0%	8.9%	1.2%	0.8%

THEME: STAFF ENGAGEMENT

COMMUNICATION BETWEEN COLLEAGUES

Staff

There is open and honest communication between me and my colleagues

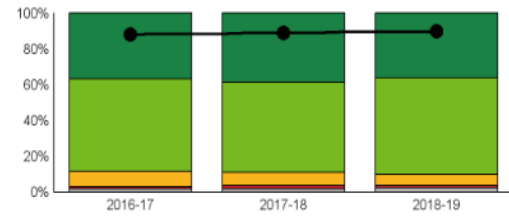


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	45.1%	47.6%	4.5%	0.8%	2.0%
2017-18 (n = 5,652)	54.6%	40.1%	3.5%	0.6%	1.3%
2016-17 (n = 5,444)	55.1%	40.3%	3.3%	0.6%	0.8%

WORK RESPONSIBILITIES

Staff

My work responsibilities are fair and reasonable

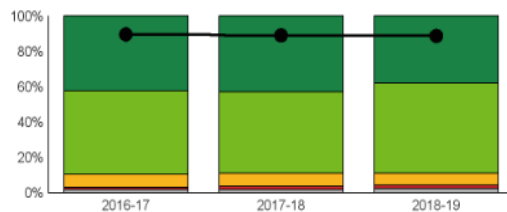


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	36.0%	54.0%	6.5%	1.1%	2.4%
2017-18 (n = 5,652)	38.8%	50.4%	7.4%	1.4%	2.0%
2016-17 (n = 5,444)	36.8%	51.4%	8.5%	1.3%	2.0%

OPPORTUNITIES FOR INPUT

Staff

I have opportunities to provide input into decisions that affect my work

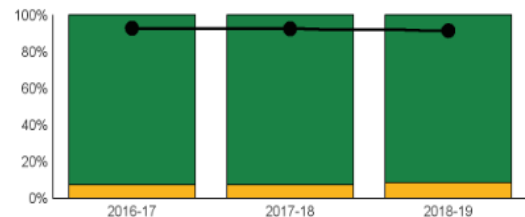


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	38.1%	50.8%	7.1%	1.7%	2.3%
2017-18 (n = 5,652)	42.8%	46.4%	7.3%	1.6%	1.9%
2016-17 (n = 5,444)	42.0%	47.7%	7.1%	1.6%	1.5%

*AWARENESS OF THE GOALS IN THE SCHOOL/DEPARTMENT PLAN

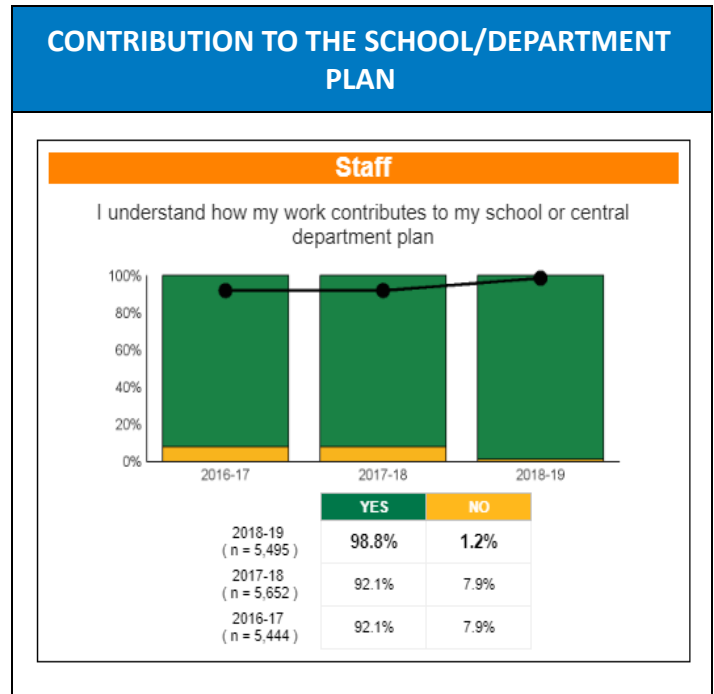
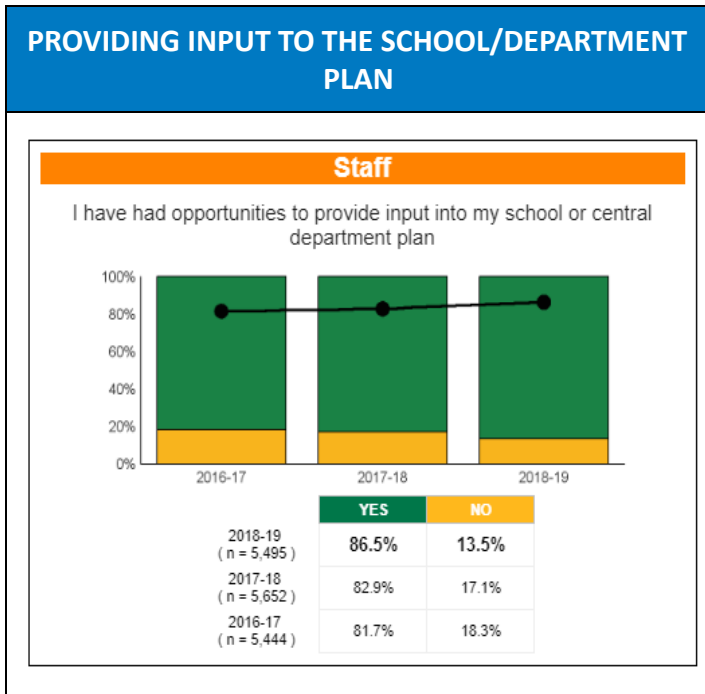
Staff

I am aware of the goals outlined in my school or central department plan



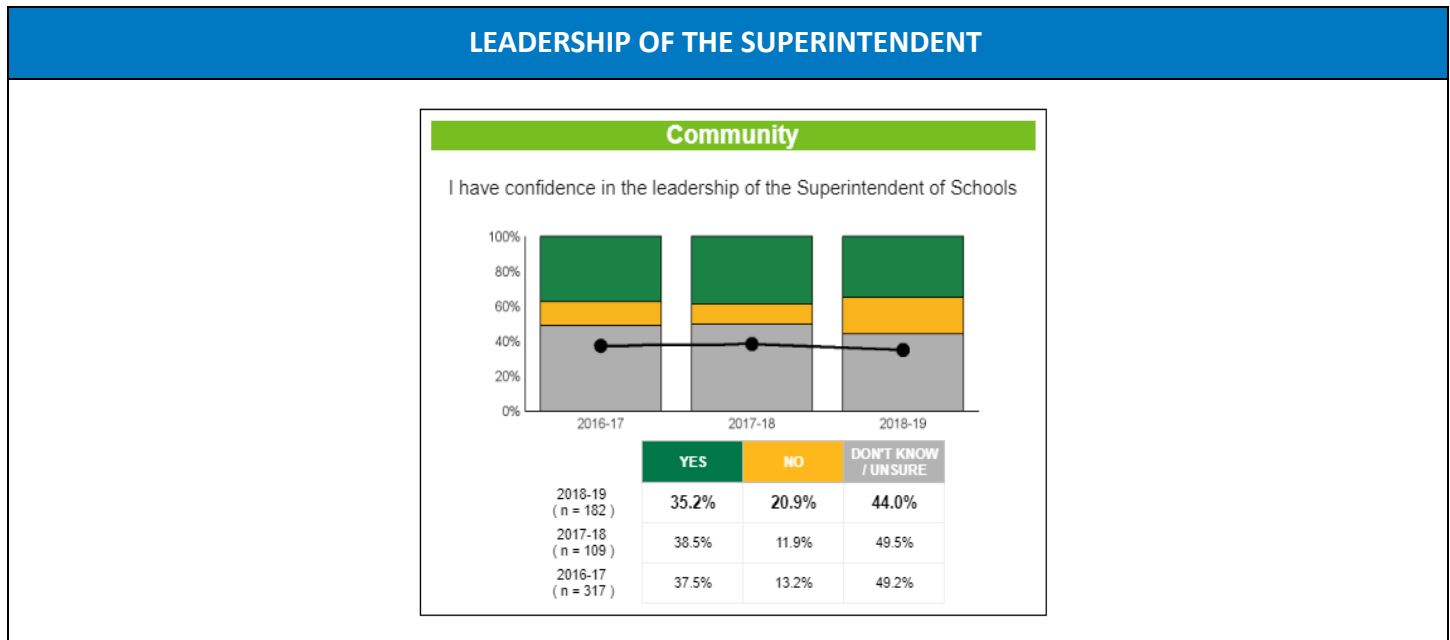
	YES	NO
2018-19 (n = 5,995)	91.6%	8.4%
2017-18 (n = 5,652)	92.7%	7.3%
2016-17 (n = 5,444)	92.9%	7.1%

Note: *Staff Audience - Change in 2019 to exclude Principals



Note: Staff Audience - Change in 2019 to exclude Principals; Respondents include only those responding in agreement to the question: "I am aware of the goals outlined in my school or central department plan"

THEME: DISTRICT LEADERSHIP



Note: Community Audience - General Public only

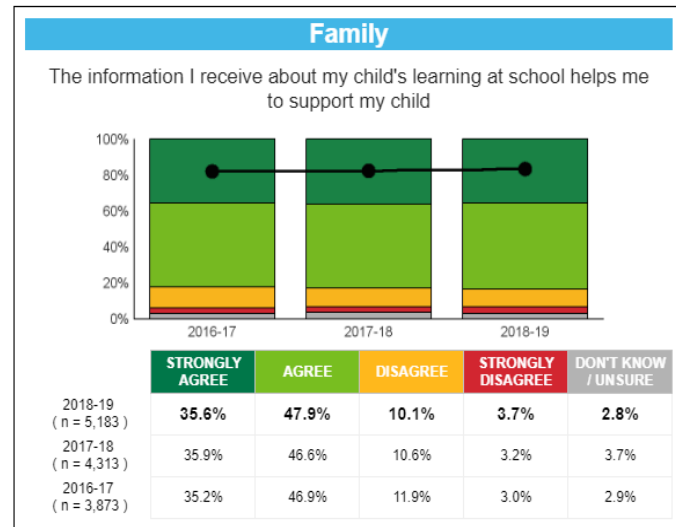
PRIORITY 3: Enhance public education through communication, engagement and partnerships.

GOAL ONE: Families as Partners

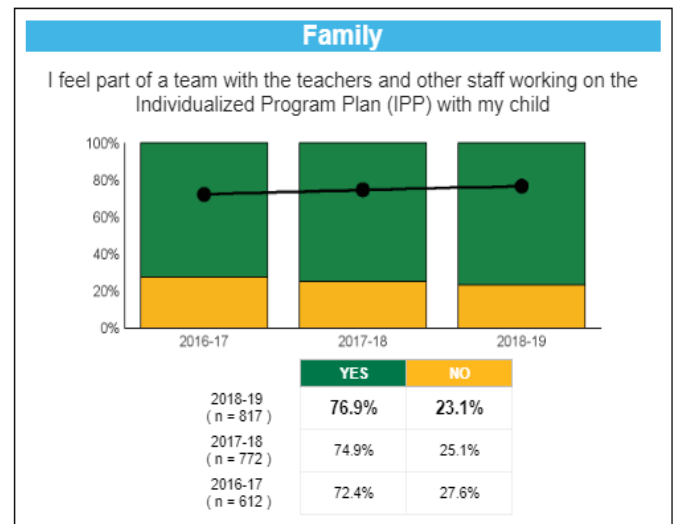
OUTCOME: Families are provided opportunities to be involved in their child's education.

THEME: FAMILY ENGAGEMENT AND INVOLVEMENT

INFORMATION ABOUT CHILD'S LEARNING HELPS SUPPORT CHILD



***INDIVIDUALIZED PROGRAM PLAN TEAM**

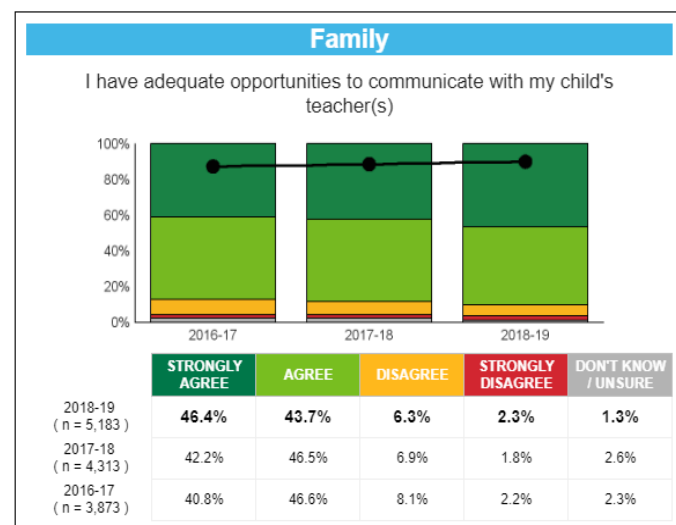


Note: *Family Audience - Only those responding in agreement with the question: "My child has an Individualized Program Plan (IPP)"

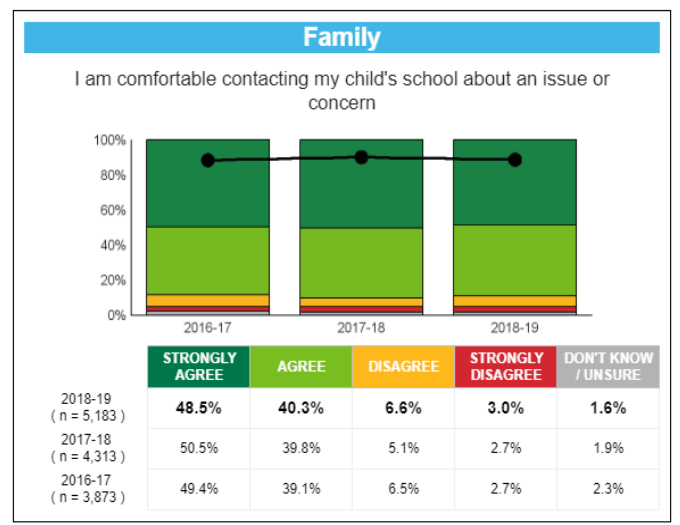
PRIORITY 3, GOAL 1 - Theme: Home/School Communication

THEME: HOME/SCHOOL COMMUNICATION

COMMUNICATION OPPORTUNITIES



CONTACTING SCHOOL ABOUT CONCERNS



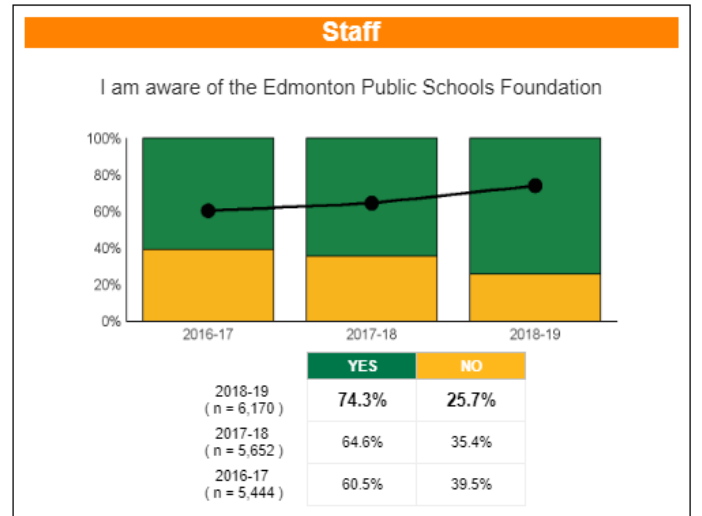
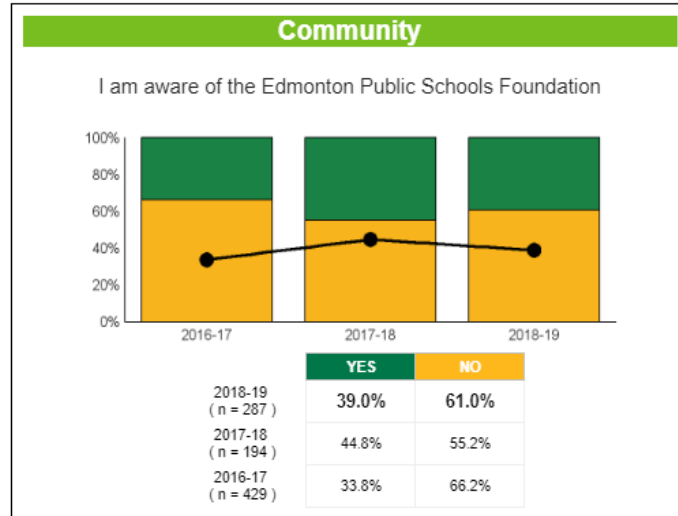
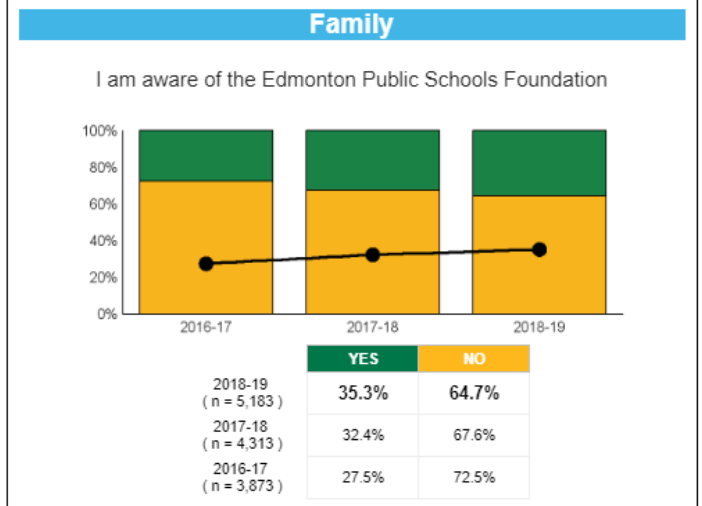
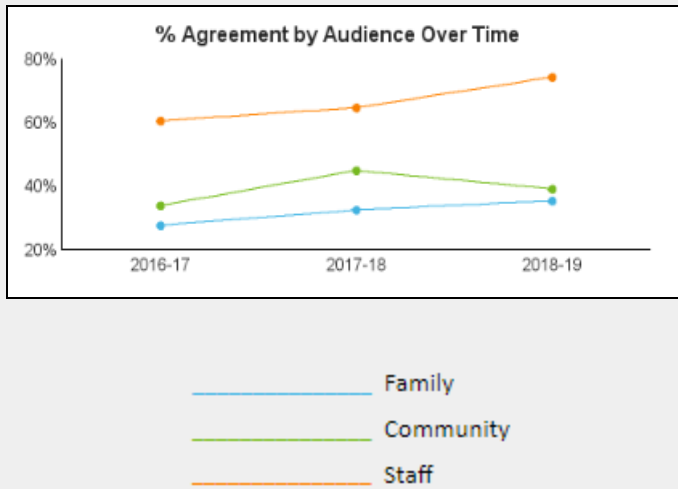
PRIORITY 3: Enhance public education through communication, engagement and partnerships.

GOAL TWO: Supports for the Whole Child

OUTCOME: Community partnerships are established to provide supports and services to foster growth, well-being and success of students and families.

THEME: PARTNERSHIPS

AWARENESS OF EDMONTON PUBLIC SCHOOLS FOUNDATION



PARTNERSHIPS FOR STUDENT SUCCESS

Family

I am aware of community partnerships at my child's school

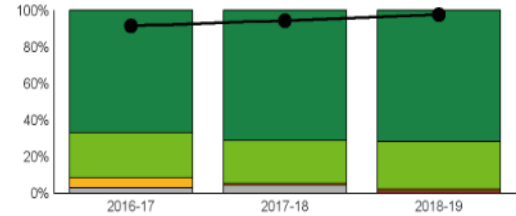


	STRONGLY AGREE	YES	AGREE	DISAGREE	NO	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)		59.3%			40.7%		
2017-18 (n = 4,313)	21.3%		38.1%	5.3%		1.4%	33.9%
2016-17 (n = 3,873)	20.3%		38.4%	5.3%		1.6%	34.4%

PARTNERS RELATIONSHIP WITH STAFF

Community

I have a positive working relationship with the staff at this school

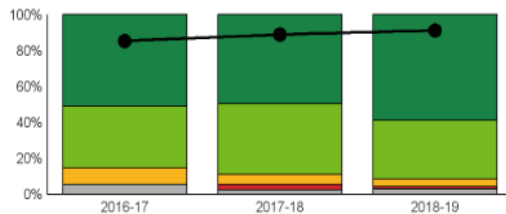


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 92)	71.7%	26.1%	1.1%	1.1%	
2017-18 (n = 73)	71.2%	23.3%	1.4%		4.1%
2016-17 (n = 96)	66.7%	25.0%	5.2%		3.1%

EFFECTIVE DECISION MAKING

Community

There are effective decision making processes between myself and school staff

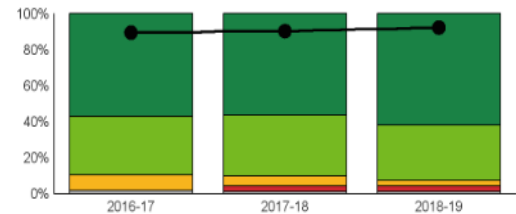


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 92)	58.7%	32.6%	4.3%	1.1%	3.3%
2017-18 (n = 73)	49.3%	39.7%	5.5%	2.7%	2.7%
2016-17 (n = 96)	51.0%	34.4%	9.4%		5.2%

EFFECTIVE COMMUNICATION

Community

There is effective communication between myself and school staff



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 92)	62.0%	30.4%	3.3%	3.3%	1.1%
2017-18 (n = 73)	56.2%	34.2%	5.5%	2.7%	1.4%
2016-17 (n = 96)	57.3%	32.3%	8.3%		2.1%

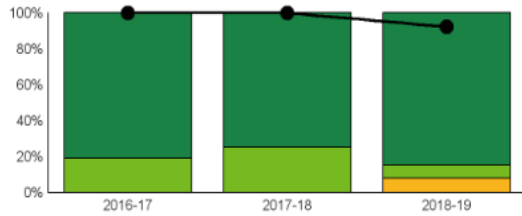
Note: Family - Change in scale for 2019 to Yes or No from agreement scale in previous years; Question asked in 2018 "My child's school has community partnerships that support student success"

Note: Community Audience - Partner Members only

POSITIVE WORKING RELATIONSHIP

Community

My organization has a positive working relationship with Edmonton Public Schools



	STRONGLY AGREE	AGREE	DISAGREE
2018-19 (n = 13)	84.6%	7.7%	7.7%
2017-18 (n = 12)	75.0%	25.0%	
2016-17 (n = 16)	81.2%	18.8%	

CONNECTING WITH EPSB

Community

It is easy for my organization to connect with individuals/departments in Edmonton Public Schools



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
2018-19 (n = 13)	46.2%	38.5%	7.7%	7.7%
2017-18 (n = 12)	66.7%	33.3%		
2016-17 (n = 16)	37.5%	50.0%	12.5%	

Note: Community Audience - Partner Leaders only

PRIORITY 3: Enhance public education through communication, engagement and partnerships.

GOAL THREE: Engaged and Effective Governance

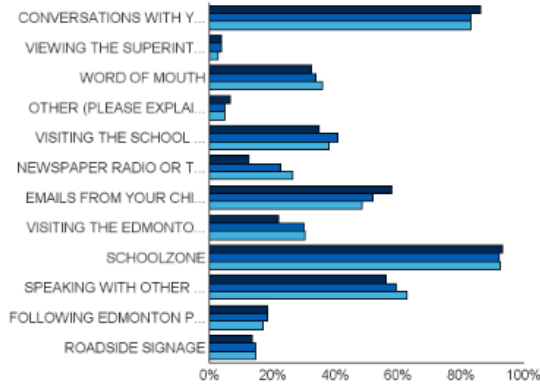
OUTCOME: The District is committed to ongoing communication, participation and engagement that enhances public education, and respects the diversity of our community.

THEME: DISTRICT COMMUNICATION

KEEPING INFORMED ABOUT EPSB

Family

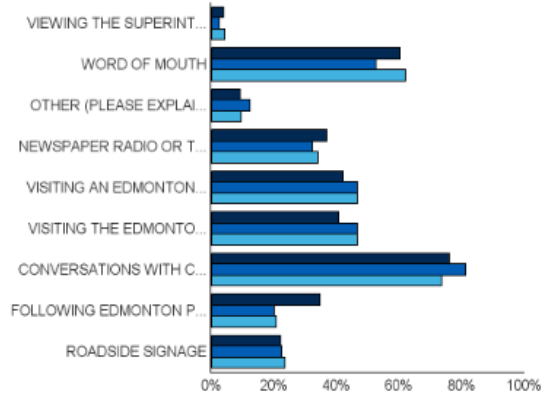
Select the ways you keep informed about Edmonton Public Schools.
(Select all that apply)



	2018-19 (n = 5,183)	2017-18 (n = 4,313)	2016-17 (n = 3,873)
CONVERSATIONS WITH YOUR CHILD	86.1%	83.1%	83.0%
SPEAKING WITH OTHER PARENT (S) /GUARDIAN (S)	56.0%	59.4%	62.8%
WORD OF MOUTH	32.5%	34.0%	36.0%
EMAILS FROM YOUR CHILD'S TEACHER(S)	58.1%	51.9%	48.6%
SCHOOLZONE	93.2%	92.3%	92.4%
FOLLOWING EDMONTON PUBLIC SCHOOLS ON SOCIAL MEDIA (E.G. FACEBOOK TWITTER ETC.)	18.3%	18.5%	17.1%
NEWSPAPER RADIO OR TV	12.5%	22.7%	26.5%
VISITING THE SCHOOL WEBSITE	34.8%	40.6%	37.9%
VIEWING THE SUPERINTENDENT'S NOTEBOOK	3.9%	3.7%	2.8%
VISITING THE EDMONTON PUBLIC SCHOOLS WEBSITE - WWW.EPSB.CA	21.9%	30.0%	30.4%
ROADSIDE SIGNAGE	13.6%	14.7%	14.7%
OTHER (PLEASE EXPLAIN)	6.4%	4.9%	4.9%

Community

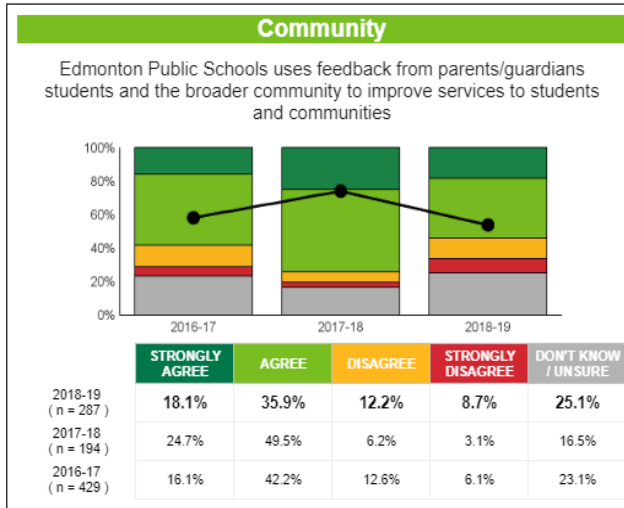
Select the ways you keep informed about Edmonton Public Schools: (Select all that apply)



	2018-19 (n = 287)	2017-18 (n = 194)	2016-17 (n = 429)
CONVERSATIONS WITH CURRENT EDMONTON PUBLIC SCHOOLS STAFF STUDENTS OR THEIR FAMILIES	76.3%	81.4%	73.7%
WORD OF MOUTH	60.3%	52.6%	62.2%
FOLLOWING EDMONTON PUBLIC SCHOOLS ON SOCIAL MEDIA (E.G. FACEBOOK TWITTER ETC.)	34.8%	20.1%	21.0%
NEWSPAPER RADIO OR TV	36.9%	32.5%	34.3%
VISITING AN EDMONTON PUBLIC SCHOOLS SPECIFIC SCHOOL WEBSITE	42.2%	46.9%	46.6%
VIEWING THE SUPERINTENDENT'S NOTEBOOK	4.2%	2.6%	4.2%
VISITING THE EDMONTON PUBLIC SCHOOLS WEBSITE - WWW.EPSB.CA	40.8%	46.9%	46.6%
ROADSIDE SIGNAGE	22.3%	22.7%	23.8%
OTHER (PLEASE EXPLAIN)	9.4%	12.4%	9.8%

Note: Family and Community - Multiple response questions with one or more options selected per response

FEEDBACK TO IMPROVE SERVICES

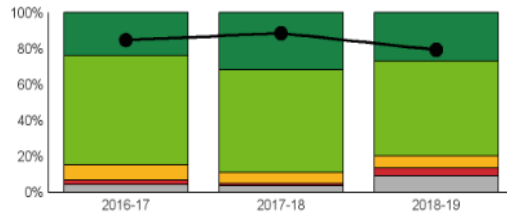


THEME: COMMUNITY INVOLVEMENT

PERCEPTION BY THE COMMUNITY

Community

Our schools are perceived positively by the community



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 287)	26.8%	52.6%	7.0%	4.2%	9.4%
2017-18 (n = 194)	32.0%	56.7%	6.2%	1.5%	3.6%
2016-17 (n = 429)	24.0%	60.8%	8.2%	2.8%	4.2%

INVOLVEMENT IN THE COMMUNITY

Community

Our schools are actively involved in the community



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 287)	24.7%	39.4%	11.8%	4.9%	19.2%
2017-18 (n = 194)	31.4%	46.4%	9.3%		12.9%
2016-17 (n = 429)	24.0%	46.2%	15.9%	3.0%	11.0%

*PRINCIPAL AS COMMUNITY LEADER

Community

The principal is a leader in the community

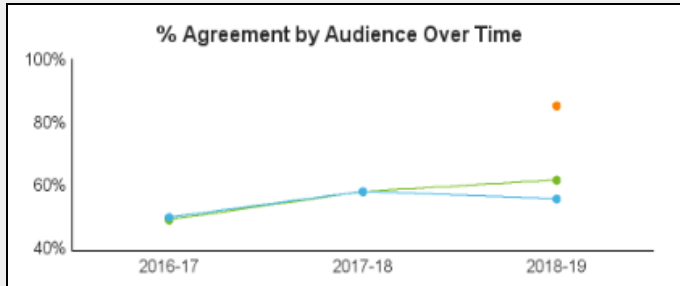


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 182)	13.7%	22.0%	18.7%	8.2%	37.4%
2017-18 (n = 109)	22.0%	34.9%	7.3%	6.4%	29.4%
2016-17 (n = 317)	16.1%	27.8%	16.4%	6.0%	33.8%

Note: *Community Audience - General Public only

THEME: GENERATIVE GOVERNANCE

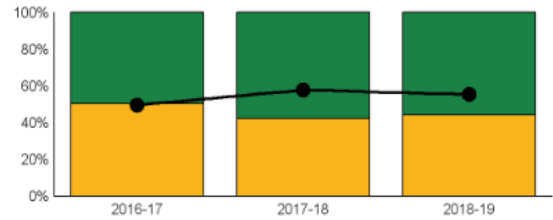
ROLE OF THE BOARD OF TRUSTEES



Family
Community
Staff

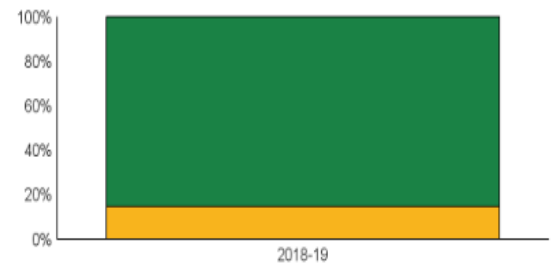
Family

I am aware of the role that the Board of Trustees plays in public education



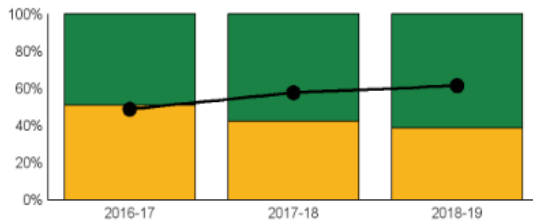
Staff

I am aware of the role that the Board of Trustees plays in public education



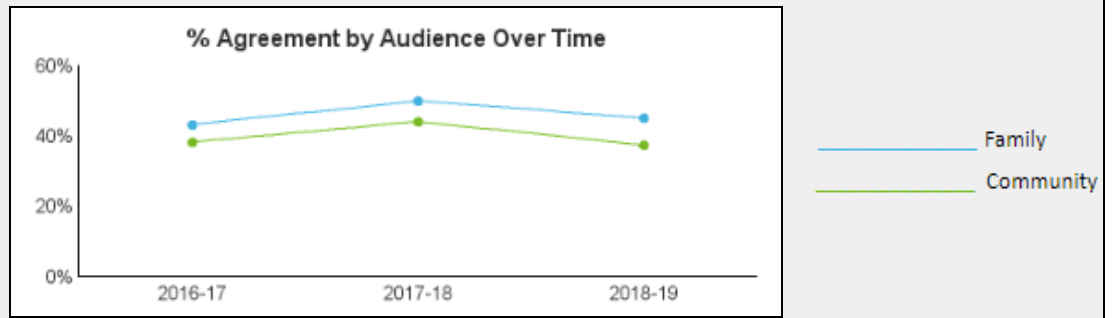
Community

I am aware of the role that the Board of Trustees plays in public education



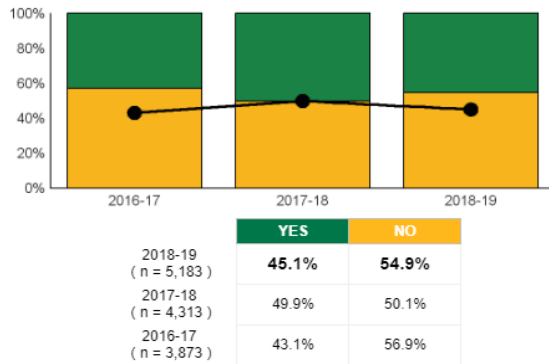
Note: Community Audience - General Public only

KNOWLEDGE OF SCHOOL TRUSTEE



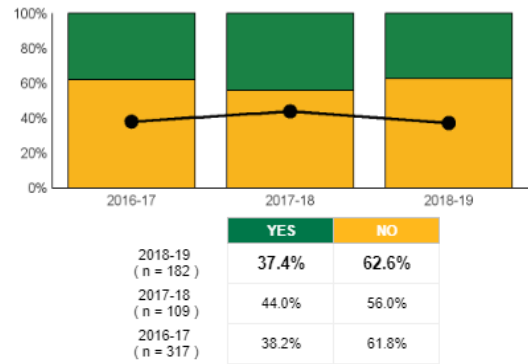
Family

I know who the Edmonton Public School Trustee is for my child's school



Community

I know who the Trustee is for the Edmonton Public School closest to where I live

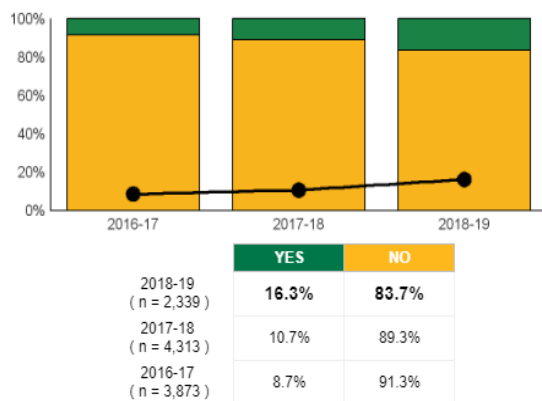


Note: Community Audience - General Public

*CONTACT WITH SCHOOL TRUSTEE

Family

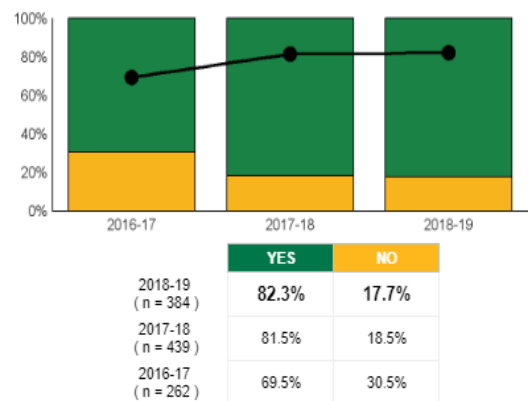
I have contacted the Trustee for my child's school about an issue or concern



**SCHOOL TRUSTEE EXPLANATION OF PROCESS

Family

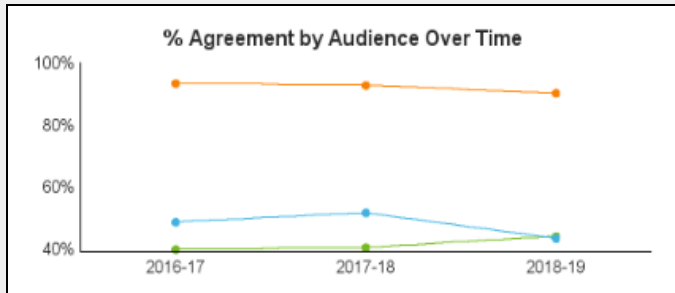
The Trustee explained the process to get my concern addressed



Note: Family Audience - * Only family members responding in agreement with the question "I know who the Edmonton Public School Trustee is for my child's school"

Family Audience - ** Only family members responding in agreement with the question "I have contacted the Trustee for my child's school about an issue or concern"

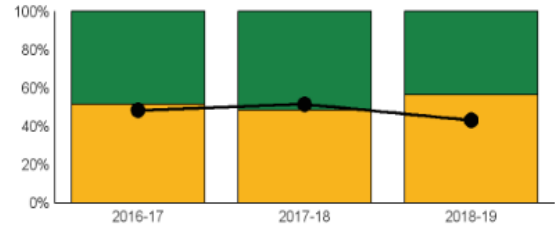
AWARENESS OF EPSB STRATEGIC PLAN



Family
Community
Staff

Family

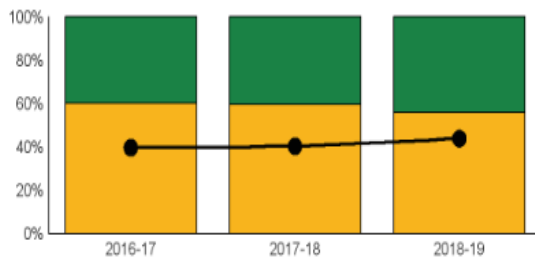
I am aware of the Priorities and Goals outlined in Edmonton Public Schools Strategic Plan



	YES	NO
2018-19 (n = 5,183)	43.3%	56.7%
2017-18 (n = 4,313)	51.6%	48.4%
2016-17 (n = 3,873)	48.6%	51.4%

Community

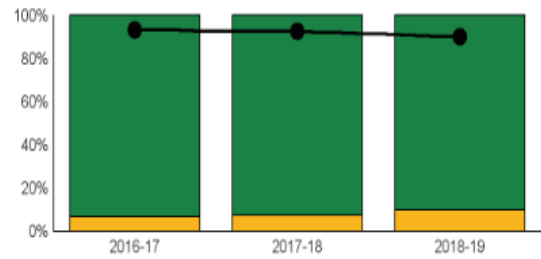
I am aware of the Priorities and Goals outlined in Edmonton Public Schools Strategic Plan



	YES	NO
2018-19 (n = 182)	44.0%	56.0%
2017-18 (n = 109)	40.4%	59.6%
2016-17 (n = 317)	39.7%	60.3%

Staff

I am aware of the priorities and goals outlined in the District Strategic Plan



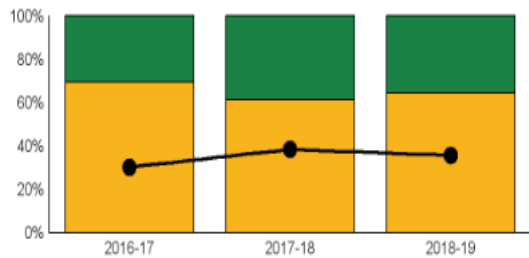
	YES	NO
2018-19 (n = 6,170)	90.2%	9.8%
2017-18 (n = 5,652)	92.7%	7.3%
2016-17 (n = 5,444)	93.3%	6.7%

Note: Community Audience - General Public only

AWARENESS OF EPSB STRATEGIES IN SUPPORT OF STRATEGIC PLAN

Community

I am aware of what Edmonton Public Schools is doing to achieve the goals outlined in its Strategic Plan

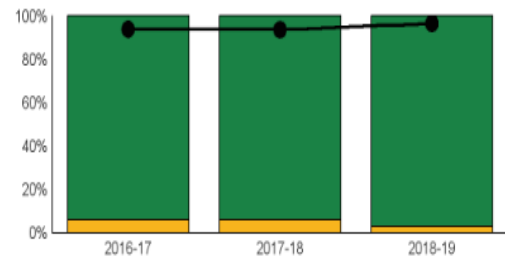


	YES	NO
2018-19 (n = 182)	35.7%	64.3%
2017-18 (n = 109)	38.5%	61.5%
2016-17 (n = 317)	30.3%	69.7%

WORK CONTRIBUTING TO DISTRICT GOALS

Staff

I am aware of how my work contributes to the achievement of the goals and outcomes of the District Strategic Plan



	YES	NO
2018-19 (n = 5,565)	96.7%	3.3%
2017-18 (n = 5,652)	93.8%	6.2%
2016-17 (n = 5,444)	94.0%	6.0%

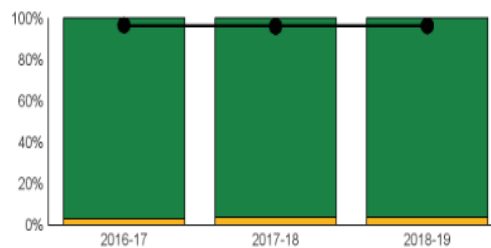
Note: Community Audience - General Public only

Note: Staff - Change in 2019 to a reveal question for those responding in agreement with the question "I am aware of the priorities and goals outlined in the District Strategic Plan"

AWARENESS OF THE VISION AND MISSION

Staff

I am aware of the District's Vision and Mission

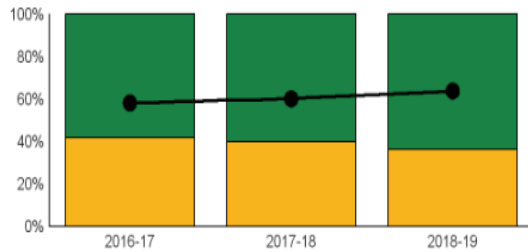


	YES	NO
2018-19 (n = 6,170)	96.5%	3.5%
2017-18 (n = 5,652)	96.2%	3.8%
2016-17 (n = 5,444)	96.7%	3.3%

SCHOOL PLAN GOALS

Family

I am aware of the goals outlined in the School Plan of my child's school

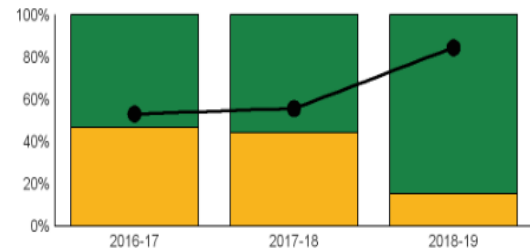


	YES	NO
2018-19 (n = 5,183)	63.9%	36.1%
2017-18 (n = 4,313)	60.2%	39.8%
2016-17 (n = 3,873)	58.2%	41.8%

*ACHIEVEMENT OF SCHOOL PLAN GOALS

Family

I am aware of what my child's school is doing to achieve the goals in its School Plan



	YES	NO
2018-19 (n = 3,310)	84.5%	15.5%
2017-18 (n = 4,313)	55.7%	44.3%
2016-17 (n = 3,873)	53.1%	46.9%

Note: *Family - Change in 2019 to a reveal question for those responding in agreement with the question "I am aware of the goals outlined in the School Plan of my child's school"

AWARENESS OF STUDENT SENATE ROLE

Grade 8 + 11 Students

I am aware of the role of the Student Senate



	YES	NO
2018-19 (n = 9,772)	38.1%	61.9%
2017-18 (n = 9,088)	40.6%	59.4%
2016-17 (n = 9,340)	45.3%	54.7%

*AWARENESS OF HOW TO BRING ISSUES TO STUDENT SENATE REPRESENTATIVE

Grade 8 + 11 Students

I am aware of how to bring forward an idea/issue to my Student Senate representative



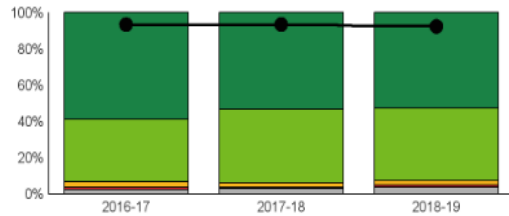
	YES	NO
2018-19 (n = 4,163)	32.7%	67.3%
2017-18 (n = 9,088)	35.9%	64.1%
2016-17 (n = 9,340)	40.4%	59.6%

Note: *Grade 8 & 11 Audience - Grade 11 only

DIRECT SUPERVISOR'S DECISIONS SUPPORT STUDENTS

Staff

Decisions made by my direct supervisor support the success and well-being of students

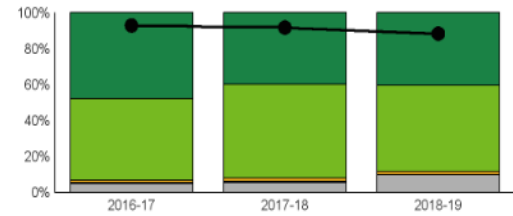


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	52.8%	39.8%	2.7%	0.8%	4.0%
2017-18 (n = 5,652)	53.1%	40.5%	2.5%	1.0%	2.9%
2016-17 (n = 5,444)	59.0%	34.6%	2.7%	1.2%	2.6%

SUPERINTENDENT'S DECISIONS SUPPORT STUDENTS

Staff

Decisions made by the Superintendent of Schools support the success and well-being of students

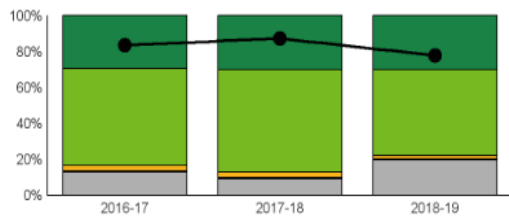


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	40.4%	48.1%	1.6%	0.4%	9.5%
2017-18 (n = 5,652)	39.8%	52.0%	2.1%	0.5%	5.5%
2016-17 (n = 5,444)	47.7%	45.3%	1.6%	0.4%	4.9%

TRUSTEES' DECISIONS SUPPORT STUDENTS

Staff

Decisions made by The Board of Trustees support the success and well-being of students

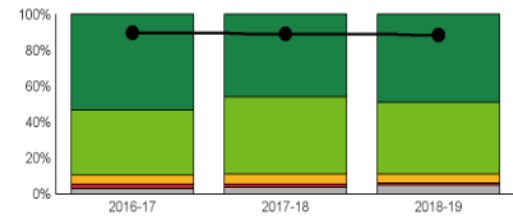


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	30.2%	47.7%	2.1%	0.4%	19.6%
2017-18 (n = 5,652)	30.0%	57.4%	2.6%	0.6%	9.4%
2016-17 (n = 5,444)	29.1%	54.6%	3.0%	0.6%	12.7%

DIRECT SUPERVISOR'S DECISIONS SUPPORT STAFF

Staff

Decisions made by my direct supervisor support the success and well-being of staff

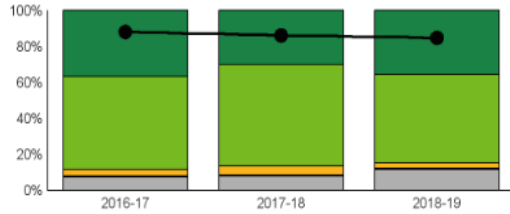


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	49.0%	39.7%	4.9%	1.7%	4.7%
2017-18 (n = 5,652)	45.8%	43.5%	5.2%	1.8%	3.7%
2016-17 (n = 5,444)	53.1%	36.7%	4.9%	2.4%	2.9%

SUPERINTENDENT'S DECISIONS SUPPORT STAFF

Staff

Decisions made by the Superintendent of Schools support the success and well-being of staff

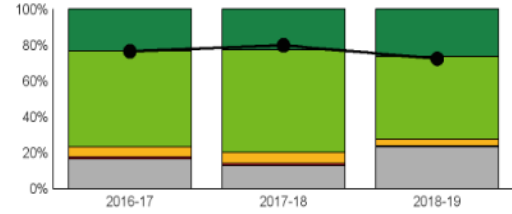


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	35.3%	49.6%	2.9%	0.7%	11.6%
2017-18 (n = 5,652)	30.0%	56.3%	4.9%	1.0%	7.8%
2016-17 (n = 5,444)	36.6%	51.6%	3.7%	0.9%	7.1%

TRUSTEES' DECISIONS SUPPORT STAFF

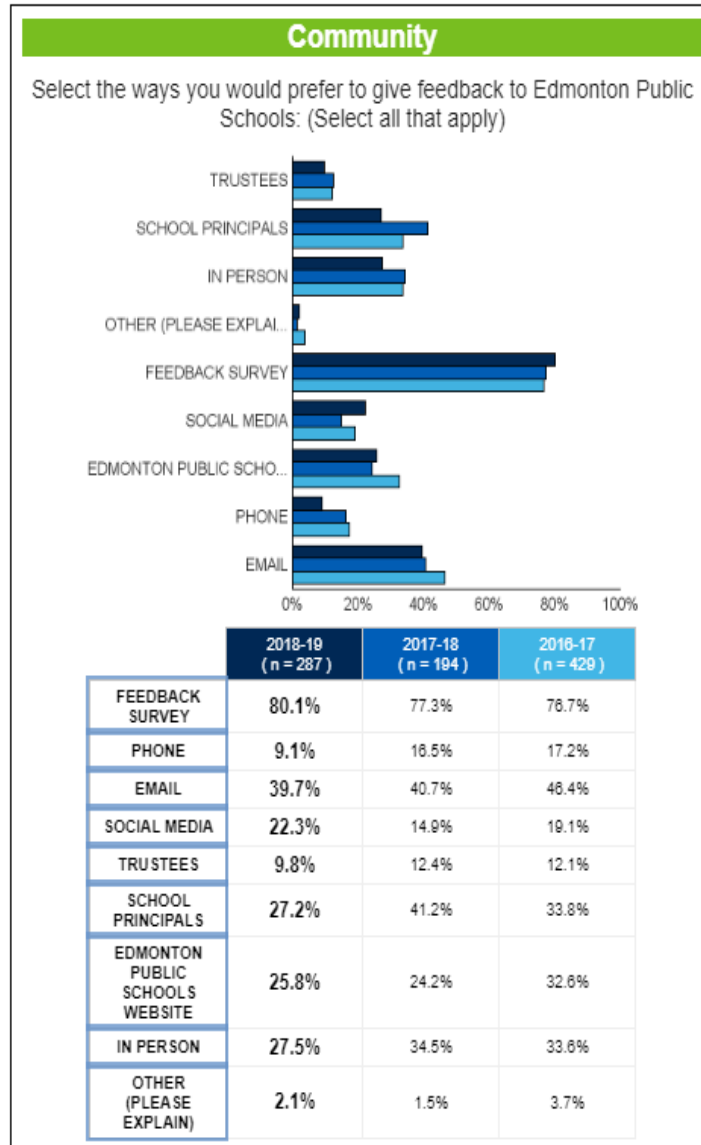
Staff

Decisions made by The Board of Trustees support the success and well-being of staff



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	26.5%	46.0%	3.5%	0.8%	23.1%
2017-18 (n = 5,652)	22.5%	57.5%	6.0%	1.1%	12.9%
2016-17 (n = 5,444)	23.1%	53.6%	5.7%	1.1%	16.5%

WAYS TO PROVIDE FEEDBACK



Note: Community - Multiple response question with one or more options selected per response.

DATE: September 24, 2019

TO: Board of Trustees

FROM: Trustee Ken Gibson, Chair, Governance and Evaluation Committee
Trustee Michael Janz, Governance and Evaluation Committee
Trustee Cheryl Johner, Board and Superintendent Evaluation Committee

SUBJECT: 2018-19 Board Self-Evaluation Summary

RESOURCE STAFF: Karen Mills

REFERENCE: [Trustees' Handbook – Section 6.1.1 Governance and Evaluation Committee](#)

ISSUE

The Board of Trustees provides to the public a summary of the annual Board Self-Evaluation survey results from the previous school year.

BACKGROUND

Each year, the Board conducts a self-evaluation to assess its performance with respect to the Board's roles and responsibilities. The purpose of the self-evaluation is to review the Board's performance with the goal of determining:

- a) what is being done well, and
- b) what aspects of Board activity require improvement and a corporate commitment to Board development

The 2018-2019 Board of Trustees' self-evaluation survey was organized into eleven categories relating to the Board's role and responsibility statement. The data derived from the survey will be used to inform planning and process improvement.

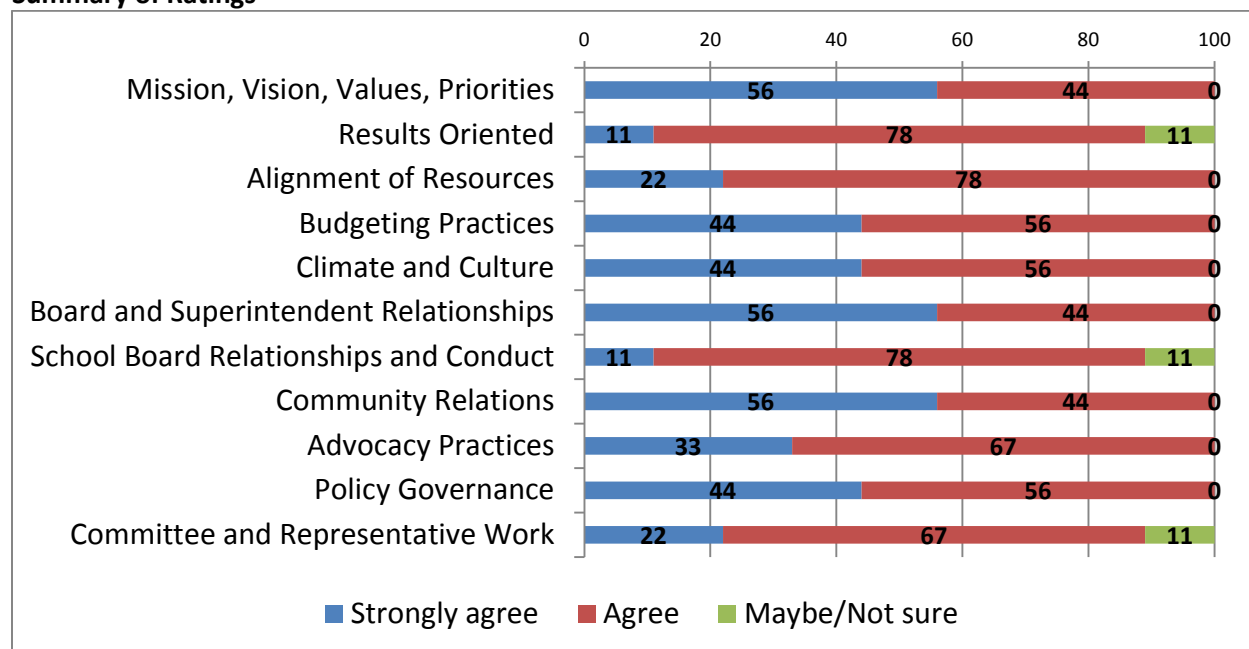
The survey was open from April 26 to May 14, 2019. There was a response rate of 100%; each of the nine Trustees completed the survey.

Trustees were asked to rate the Board's overall effectiveness on each key area using the following five-point scale:

- 1 – Strongly disagree
- 2 – Disagree
- 3 – Maybe or Not Sure
- 4 – Agree
- 5 – Strongly agree

CURRENT SITUATION

A copy of the 2018-2019 Board of Trustees Self-Evaluation Survey instrument is provided (Attachment I). A summary of responses for each category is provided below and is being reported to the public as part of the Board's annual accountability practices.

Summary of Ratings

Mission, Vision, Values and Priorities

Rating: 100 per cent positive (56 per cent strongly agreed, 44 per cent agreed)

Comments indicated there is a strong alignment between the work of the Board and the vision, mission, and values. The well-communicated vision gives a great sense of ownership as the Board and District administration and staff work together.

Results Oriented

Rating: 89 per cent positive (11 per cent strongly agreed, 78 per cent agreed, 11 per cent maybe/not sure)

Comments received signify that the Board's decisions are highly driven by data and results. A desire to have more metrics to assist with understanding the academic success of vulnerable learners and students who may have particular learning support needs was expressed. A curiosity about the possible value of more disaggregated data was also expressed.

Alignment of Resources

Rating: 100 per cent positive (22 per cent strongly agreed, 78 per cent agreed)

The Equity Fund was highlighted as a vital support to provide additional support to students and schools with higher needs. Sustainability of the Equity Fund and restrictions in provincial allocations were cited as areas that will require ongoing Board attention.

Budgeting Practices

Rating: 100 per cent positive (44 per cent strongly agreed, 56 per cent agreed)

Qualitative comments indicated that the budget process is thorough and transparent, and there is a desire to increase community input into the budget planning.

Climate and Culture

Rating: 100 per cent positive (44 per cent strongly agreed, 56 per cent agreed)

Comments indicated that there is a shared sense of purpose as advocates for public education and a commitment to continuous learning, distributed leadership, transparency and accountability among the Trustees. It was also noted that the Board is inspired by “our school principals and central leaders in being creative, innovative and celebrating success, one student at a time.”

School Board and Superintendent Relationships

Rating: 100 per cent positive (56 per cent strongly agreed, 44 per cent agreed)

Comments confirmed that the Board has an excellent working relationship with the Superintendent, based on respect, honesty and open communication.

School Board Relationships and Conduct

Rating: 88 per cent positive (11 per cent strongly agreed, 78 per cent agreed, 11 per cent maybe/not sure)

Comments indicated that, while there was room for improvement, respectful communication and shared leadership allowed the Board to resolve any issues and work productively.

Community Relations

Rating: 100 per cent positive (56 per cent strongly agreed, 44 per cent agreed)

Comments summarized the Board’s many engagement opportunities over the past year and the positive response from community. Increased media coverage and work with the Student Senate were cited as highlights. The decrease of parent involvement in school councils was noted as a concern.

Advocacy Practices

Rating: 100 per cent rating (33 per cent strongly agreed, 67 per cent agreed)

Comments indicated that this was an area of strength and the Board was pleased with the pre-election advocacy they lead.

Policy Governance

Rating: 100 per cent positive (44 per cent strongly agreed, 56 per cent agreed)

Work on the First Nations, Métis, and Inuit Education Policy was cited as a good example of the Board’s approach to walking alongside community in the review and development of policy. Evaluating the impact of policy was cited as an area for growth.

Committee and Representative Work

Rating: 89 per cent positive (22 per cent strongly agreed, 67 per cent agreed, 11 per cent maybe/not sure)

Comments indicated that the roles of Trustees and administration on committees were not as clear as it could be. Regular communication from committees to the Board was helpful.

The final survey question asked: *How could the Board improve its achievement of goals identified in the Strategic Plan?* Suggestions included considering ways to:

- continue improving results for First Nations, Métis, and Inuit students
- evaluate policy, processes and work plans more effectively
- continue advocacy efforts to ensure the right resources (e.g., full-day Kindergarten, quality infrastructure for all) are available
- be more specific when setting goals and ensuring they are more easily measurable.

NEXT STEPS

The information in this report will be used to inform planning, and assist with the development of strategic work plans and Board professional development for the 2019-2020 school year.

ATTACHMENTS & APPENDICES

ATTACHMENT I 2018-2019 Board Self-Evaluation Survey instrument

KM:sj

Board Self-Evaluation

Survey Summary Report

2018-2019



May 21, 2019

Board Self-Evaluation Survey

The survey was organized into sections around the Board's roles and responsibilities;

- ☐ **Mission, Vision, Values and Priorities**
- ☐ **Results Oriented**
- ☐ **Alignment of Resources**
- ☐ **Budgeting Practices**
- ☐ **Climate and Culture**
- ☐ **School Board and Superintendent Relationships**
- ☐ **School Board Relationships and Conduct**
- ☐ **Community Relations**
- ☐ **Advocacy Practices**
- ☐ **Policy Governance**
- ☐ **Committee and Representative Work**

For each section of the online questionnaire, there is a listing of indicators that will support Trustees in determining an overall rating for each section.

For each section, Trustees are asked chose from five different options. The Trustees were encouraged to include comments that illustrate or support their choices. They were also asked to provide examples of strengths, opportunities for growth, and general comments for each section. This qualitative data will be helpful during the discussion of the results of the evaluation and may be used to inform action planning.

The choices available were:

Strongly Disagree -:- Disagree -:- Maybe/Not Sure -:- Agree -:- Strongly Agree

The survey opened Friday, April 26, 2019, and closed May 14, 2019. There was a response rate of 100 per cent; all of the nine Trustees completed the survey.

The results are detailed on the following pages.

Mission, Vision, Values, and Priorities

Vision

Success, one student at a time

Mission

We inspire student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community.

Values

Supporting the Vision, Mission and Priorities are the District's Cornerstone Values of accountability, collaboration, equity and integrity.

District Priorities 2018-2021

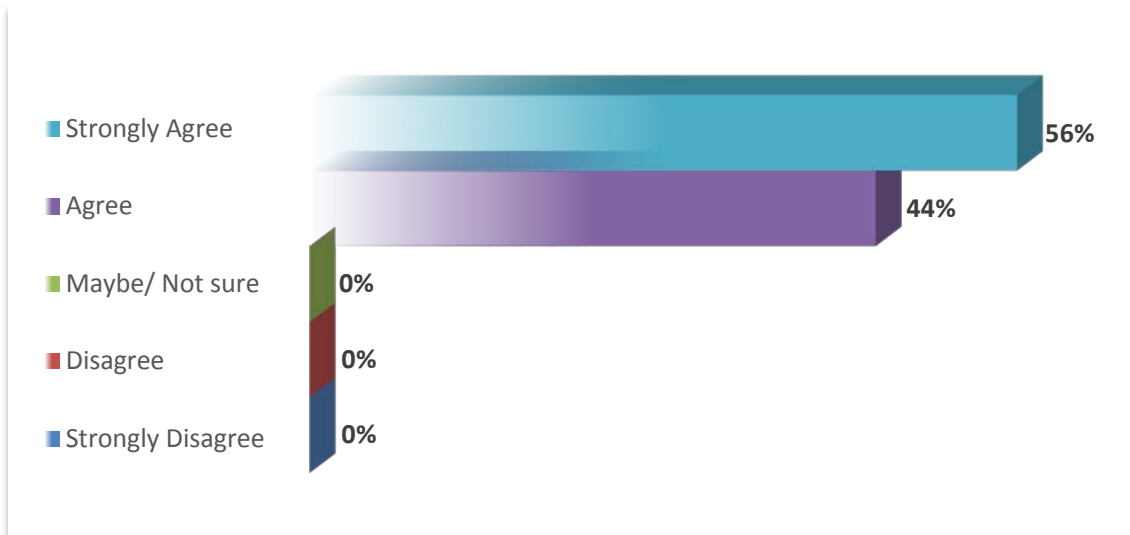
1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Indicators:

- ☐ We frequently revisit and reaffirm our vision to ensure our constancy of purpose.
- ☐ Our vision, mission, values, and priorities form the basis for our strategic planning and policy decisions.
- ☐ We base our resource and budget decisions on our vision, mission, values, and priorities.

The Board consistently aligns its work with the District Vision, Mission, Values and Priorities.

Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Maybe/Not Sure	0%	0
Agree	44%	4
Strongly Agree	56%	5
TOTAL		9

Strengths/Opportunities for growth/General comments:

1. I believe our board aspires to align our work with district mission, vision and values. However, at times, there are motions that might stray from the established direction. I do believe this is the delicate balance trustees must strike.
2. Our focus on the vision, mission, values, and priorities is strong.
3. There is alignment in our commitment to student success, one student at a time and our focus on our priorities (for the most part). As the Board ultimately sets the vision, mission, values and priorities, I believe each Trustee sees themselves in them and is committed to achieving our vision, mission and priorities. At different times, individual Trustees have had their own issues they want to push forward. This coming year especially, we must stay focused and work together - united front and all that.
4. The strat plan has become a greater emphasis and focus across the district and very important for evaluation.
5. I think as a board we work hard to align our advocacy efforts with our mission, values and priorities. I think we can always do more work around meaningfully engaging parents and community about our work and the role of a Trustee.

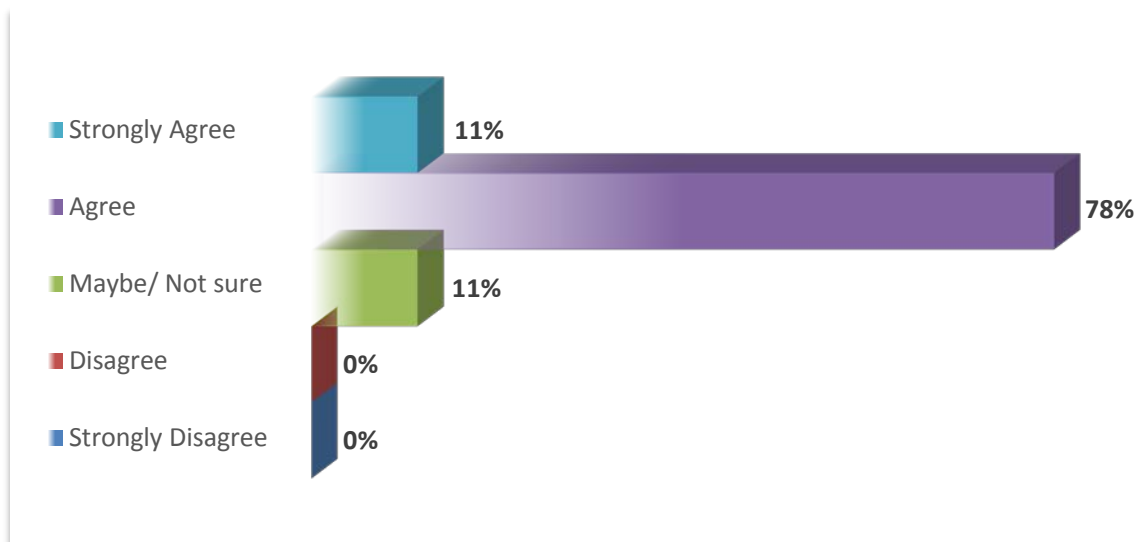
Results Oriented

Indicators:

- ☐ The Annual Education Results Report is shared with stakeholders and used to develop targets around areas for growth.
- ☐ Our Board compares our data with provincial education data.
- ☐ We disaggregate our data to measure the success of all students (Special Needs, ELL, FNMI).
- ☐ We use our student achievement data to make decisions and establish District priorities.
- ☐ We communicate to the public how our decisions are linked to student achievement data.
- ☐ We tie our evaluation of ourselves, as a Board, to our results.
- ☐ We tie the evaluation of the Superintendent to the results of our students.
- ☐ Annual reports and Results Reviews provide clear evidence of progress towards achieving our priorities and goals.
- ☐ Annual reports and Results Reviews are used to guide reflection, questions and dialogue that enhance decision making and lead to the identification of areas requiring additional focus.

The Board is Results Oriented.

Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Maybe/Not Sure	11%	1
Agree	78%	7
Strongly Agree	11%	1
TOTAL		9

Strengths/Opportunities for growth/General comments:

1. While I understand the results of our students with special needs with respect to their achievement and inclusion in the classroom is difficult to measure, I believe it is an area of growth for our district. How can we be certain that we are supporting all students adequately without data that allows us to look at the bigger picture of inclusion in the classroom?
2. I continue to wonder if we are always asking the right questions and measuring the right things. While we are strongly driven by the results we receive through our tools, I think we need to always need to consider what we don't ask. I am especially concerned that we do not track data in areas where we know there are variable outcomes for students and wonder how we can focus more on ensuring our equity values are being met by checking on the outcomes that would reflect those questions.
3. Results Reviews are great opportunities - we need to make sure Central Reviews are covered and Trustees all do their part. Superintendent's review is positive. We could do more making sense of data ourselves, having some discussion about implications and advocacy points.
4. Definitely has informed the areas of strength and weakness and directed our discussions and decisions.
5. I believe we are a board that makes decisions based on facts. I strongly support the idea of evaluating our decisions through a more critical lens (the questions we recently went through as a board, ie. how is this decision equitable, to what degree does it fall within our mandate, what are the potential unintended consequences.) I think that this exercise as well as future exercises where we use this criteria for decision making will serve us well in adhering to making evidence based decisions.

Annual reports to the board have improved this year. They are more succinct and to the point and as a result I think our questions at public board have become more succinct.

I always think we as Trustees can do a better job of communicating what we do as well as how our decisions are linked to student achievement data. This work is ongoing.

6. There are opportunities to continue to base decisions on disaggregated results. Achievement results could have a larger weight in Superintendent and Board evaluations.
7. I believe our board could improve upon being Results-Oriented by implementing goals in the Strategic Plan that are closer in spirit to SMART goals and more easily measurable.

We do make use of the data available in decision-making. I would like to see further disaggregated data to measure our success with students who are visible minorities, as well as data that can show year-over-year growth, as this is a measure of success that is not always part of the picture in provincial education data.

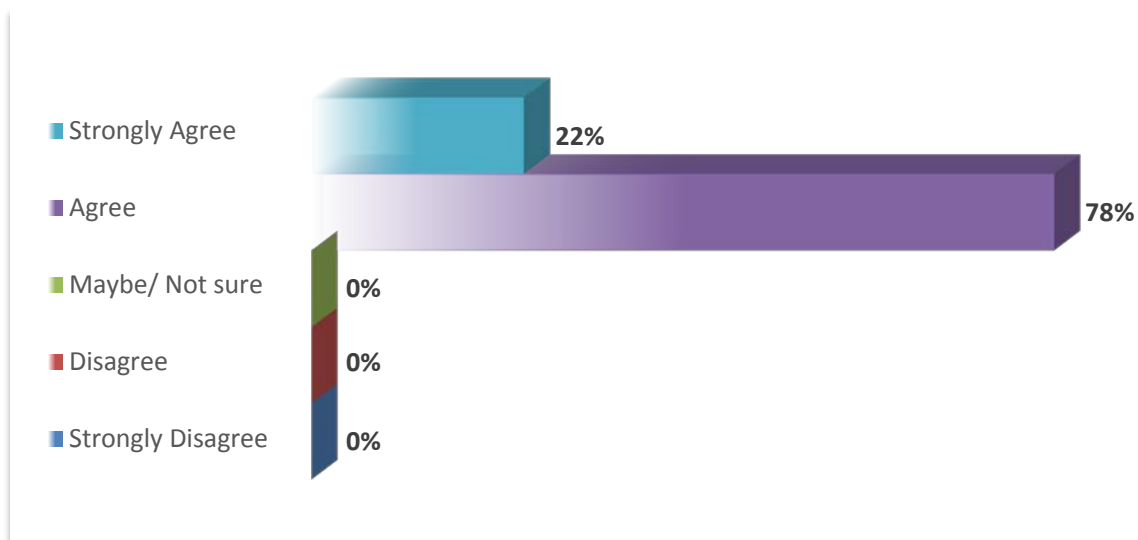
Alignment of Resources

Indicators:

- ☐ We have established a specific and limited set of priorities for improving student learning that gives everyone in the District clear focus.
- ☐ We ensure resource equity by providing additional supports to students and schools with higher needs.
- ☐ Programs and initiatives are added, continued, changed or deleted based on analysis of results, District priorities and available resources.
- ☐ We consider the strengths, expertise and capacity of District staff when making resource decisions.
- ☐ Plans and actions in the area of infrastructure, (e.g., Three-Year Capital Plan, Infrastructure Strategy, Ten-Year Facilities Plan) clearly support the vision, mission, values, and priorities.

The Board consistently aligns resources based on data and the District Vision, Mission, Values and Priorities.

Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Maybe/Not Sure	0%	0
Agree	78%	7
Strongly Agree	22%	2
TOTAL		9

Strengths/Opportunities for growth/General comments:

1. Restrictions in provincial allocations continue to make meeting some of these goals a challenge. Decisions in some of these areas are not always clear to the board as a whole.
2. The reality is the Board has oversight but our decisions sometimes feel like "rubber stamping." What comes to us re: distribution of funds, or capital plans are really well thought out, so we ultimately approve with little change in direction.
3. The Equity Fund is a clear example of providing additional supports to higher needs schools! We continue to hear about the benefits to kids in our schools because of the EF!
4. Our decision to stick with the priorities and goals set out by the previous board was the right one. This showed these goals were clear and the important priorities for our families and students. I think we need to continue to find ways to transition the equity fund into base allocations for schools. I am concerned about the sustainability of the equity fund and our district's reliance on using it to fund essential services, ie. mental health therapists, in our schools. I would like to see us talk about this as a board. I believe we do an excellent job, with great advice from our superintendent, on determining the capacity of staff when considering our objectives and resources.
5. I think we are doing well in this area and that there is room for improvement in supporting students who need specialized supports. Our number one priority is to foster growth and success for every student and we know that students who have disabilities require intensive supports. We are doing well at using the equity fund to ensure that students and schools with higher needs receive more resources but I'm not sure we are allocating enough resources to adequately meet the needs of individual students with disabilities.

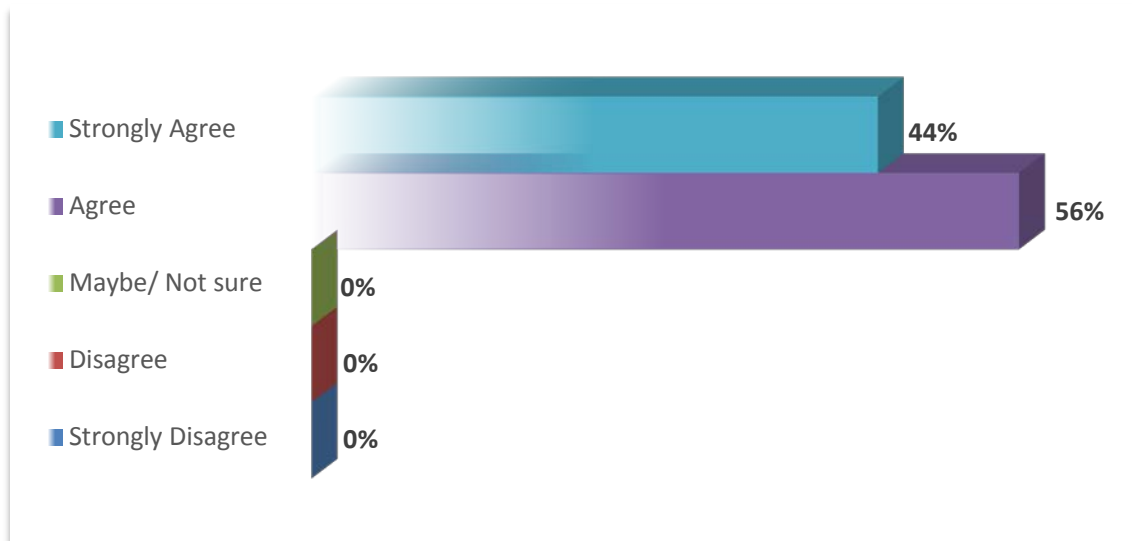
Budgeting Practices

Indicators:

- ☐ The budget planning and allocation process is clear and communicated to the District and the public.
- ☐ The budget planning process involves community input.
- ☐ We demonstrate our fiduciary responsibility by maintaining an Audit Committee that assists us in mitigating present and future risks to the District.
- ☐ Financial statements are thoroughly reviewed and we seek legal and ethical compliance assurances from the Superintendent.
- ☐ We report regularly to the public on the District's financial position and future.
- ☐ We advocate for adequate, predictable and sustainable funding.

The Board consistently demonstrates transparent and responsible budgeting practices.

Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Maybe/Not Sure	0%	0
Agree	56%	5
Strongly Agree	44%	4
TOTAL		9

Strengths/Opportunities for growth/General comments:

1. We should continue to explore what community input might mean as we have new tools available for community engagement and have seen an increase in some forms of participation (particularly in online engagement).
2. Keeping on track with bringing the distribution of funds to public board was a good move. We debate, discuss and ask questions about the budget at public board.
3. The budget process is very thorough and accountability is exceptional! Proud of this work!
4. I feel that as a board we meet all of the indicators listed above. One area where we could improve upon is involving our community in the budget planning process. I cannot recall specific instances where we have reached out to our communities (parents, families, stakeholders) and asked for their input on a budget. We voluntarily hear from our unions, but I think we could and should be doing a better job in soliciting the voice of our community.
5. I think the budget planning process is quite strong and the room for improvement is in the area of involving community input and engagement.

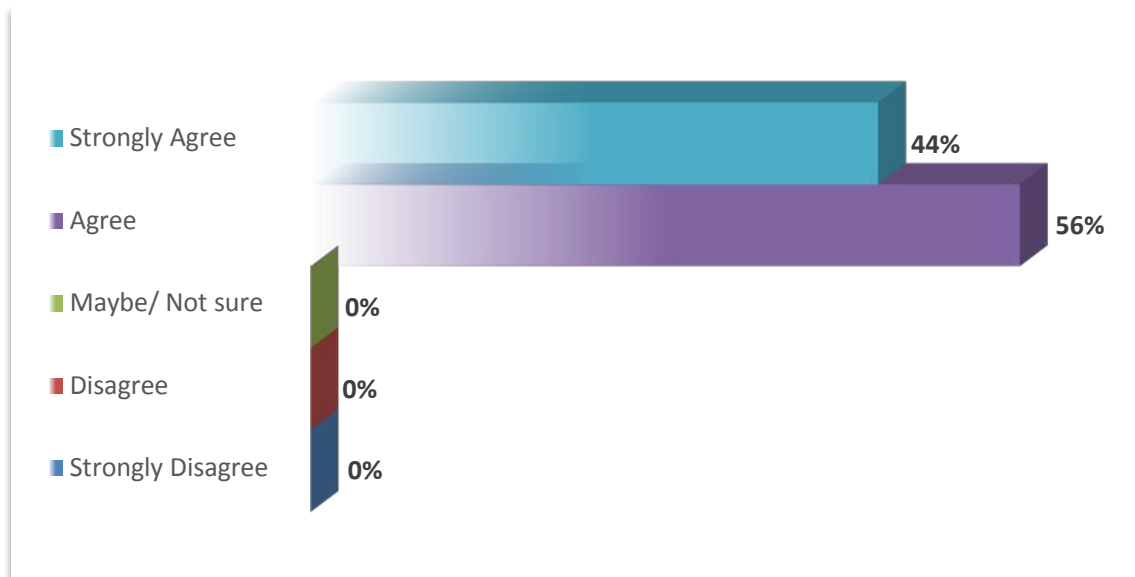
Climate and Culture

Indicators:

- ☐ We model the core values and beliefs of the District's vision and mission.
- ☐ We have created a climate that values and celebrates staff and students for high achievement and high levels of improvement.
- ☐ We are building a diverse workforce that reflects our student population.
- ☐ We promote continuous learning in which change, innovation and creativity are embraced.
- ☐ We foster a culture that supports the belief that all children can learn at high levels and have policies to reflect this philosophy.
- ☐ We ensure periodic assessment of school climate throughout the District through attendance data, discipline data, staff turnover data, surveys of students, staff, and parents, and student enrolment trends.
- ☐ We ensure a safe, caring and respectful working and learning environment for staff and students.
- ☐ We value distributed leadership that results in decisions being made at the level closest to implementation.
- ☐ We demonstrate our value of building leadership capacity.
- ☐ We demonstrate our commitment to continuous improvement by engaging in ongoing professional development related to governance.
- ☐ We value transparency.

The Board consistently creates and promotes a positive climate and culture.

Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Maybe/Not Sure	0%	0
Agree	56%	5
Strongly Agree	44%	4
TOTAL		9

Strengths/Opportunities for growth/General comments:

1. We are not always transparent and honest with each other. I am concerned about some patterns within the board that point to trustees not disclosing important information to their colleagues. However, I believe we do a good job of supporting and fostering a positive culture in the organization as a whole.
2. We are not always aligned, and individual trustees sometimes push forward an agenda that doesn't necessary promote a positive climate or culture. That being said, they feel strongly in their role as advocates for public education. We do a good job with the District Survey and use those findings for accountability and continuous improvement. We have engaged in many generative discussion topics.
3. The board supports leadership development through financial support for continued education. Because the numbers of teachers and staff are taking advantage of this opportunity, the Board continues to demonstrate the value of building leadership to positively affect the results of learning for kids.
4. I am proud of the work that went into and the support that our new vision statement has received. I believe this vision statement exemplifies the culture that we as a board are trying to promote within the district. We also follow the leadership and are inspired by our school principals and central leaders in being creative, innovative and celebrating success, one student at a time.

I think we have had some excellent generative discussions as a board that have broadened our collective understanding of issues. I would like to see these day long generative discussions, with a focus on advocacy, continue.

I also believe that as a board we value transparency and accountability. I commend Michelle's leadership around these core values.

5. Our Board does value transparency, continuous learning, safe environments and we do build leadership capacity and value distributed leadership - and these values strengthen the climate in our schools. The indicators listed above are helpful in answering this question, however I do not believe that the role of education is to build a diverse workforce, but rather to foster a love of learning and critical thinking that helps to establish a diverse citizenry that is able to respond to an ever-changing world with empathy, thoughtfulness, creativity, critical thinking, resilience and dignity.

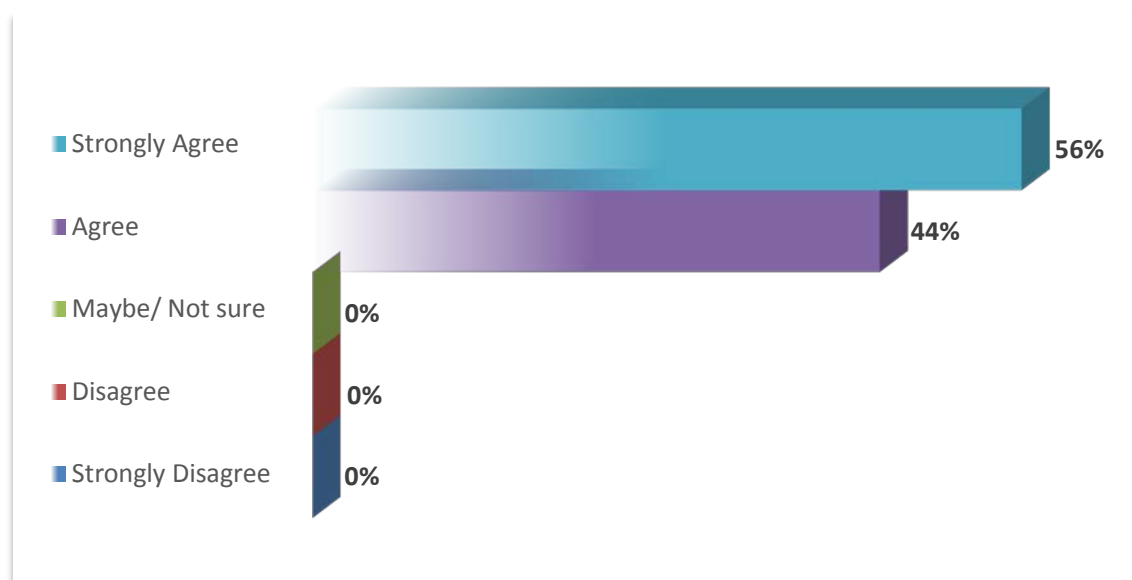
School Board and Superintendent Relationships

Indicators:

- ☐ We maintain a professional relationship with the Superintendent and understand, and respect the executive function of the role.
- ☐ Ongoing, open, honest, transparent communication mechanisms are in place, fostering trusting relationships between the Board, Superintendent and administration.
- ☐ Full, complete and unbiased information is shared between the Board and the Superintendent to maintain an organizational culture of respect and trust.
- ☐ In searching for the best solutions, we demonstrate respect for healthy debate and the value of democratic decision making.
- ☐ The Superintendent's performance is regularly assessed and communicated, using agreed-upon indicators.
- ☐ The evaluation process for the Superintendent is fair and valid.
- ☐ We hold the Superintendent accountable for implementation of the policies (including the vision, mission, values, and priorities) and achievement of the strategic plan.

The Board consistently fosters a positive, professional relationship with the Superintendent.

Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Maybe/Not Sure	0%	0
Agree	44%	4
Strongly Agree	56%	5
TOTAL		9

Strengths/Opportunities for growth/General comments:

1. I believe the superintendent is open and transparent but that some information from administration is not always communicated to him. I am concerned that he has been caught off guard on things where staff should be keeping him more informed. This leads to strains in the relationship at times, although it is overall positive.
2. We have open dialogue and value his opinion, leadership and role.
3. The transparency demonstrated by the Superintendent through verbal reports, TMs, trustee updates, MST etc. keep us informed and the openness to discuss our concerns keep the trust level high.
4. I feel that as a board we have an excellent relationship with Darrel. This relationship is further strengthened by the open communication between our board chair and superintendent. I appreciate our honest, direct conversations and feel well listened to by our superintendent.
5. I very much appreciate the respect for healthy debate and the value of democratic decision making used by our board and the superintendent in making decisions. This is foundational to the work of the board.

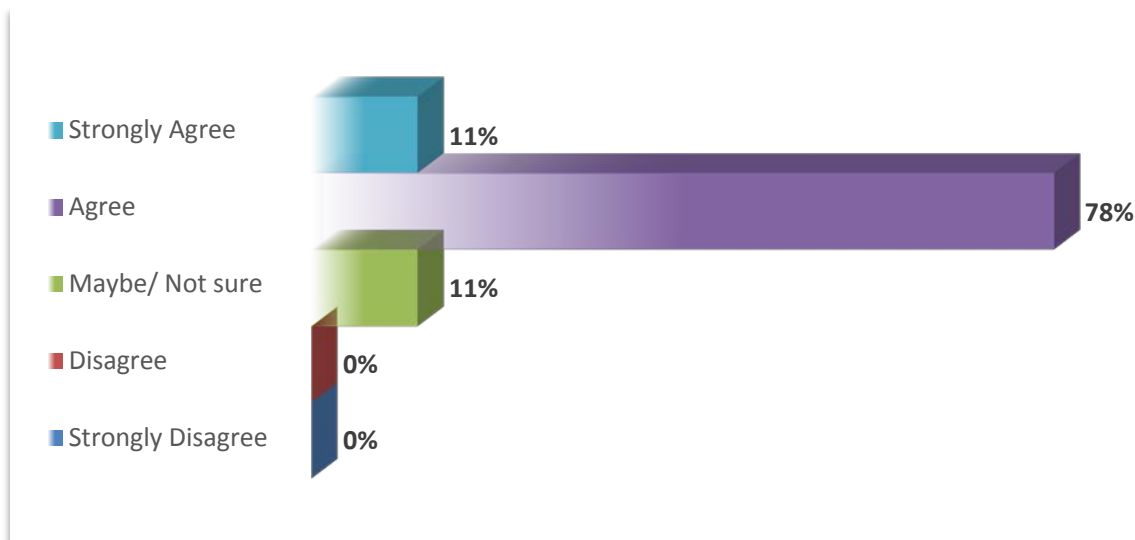
School Board Relationships and Conduct

Indicators:

- ☐ We work as a team.
- ☐ We are principled and ethical in fulfilling our governance responsibilities.
- ☐ We respect the confidentiality of private conversations.
- ☐ We are respectful of everyone's time: our own, staff's, and community members'. This includes being on time and prepared for meetings.
- ☐ We model respect and courtesy for all through our choice of words, body language, and actions.
- ☐ We endeavor to keep each other well informed as to our actions and comments.
- ☐ We model ideals of democracy by engaging fully in debate, disagreeing respectfully, and being open to the ideas and opinions of others.
- ☐ We refrain from expressing how we will vote in the media, websites, blogs, correspondence, or in private conversations with community members but freely discuss various considerations that will inform the upcoming discussion.
- ☐ When asked about a Board decision, we fairly reflect the discussion, demonstrate support for the democratic process, and focus on next steps.
- ☐ The system for addressing divergence from our protocols is clear and followed.
- ☐ We share the responsibility of representing the Board at EPSB and partner events.

Trustees consistently model respectful relationships and professional conduct.

Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Maybe/Not Sure	11%	1
Agree	78%	7
Strongly Agree	11%	1
TOTAL		9

Strengths/Opportunities for growth/General comments:

1. I believe some important information is withheld from trustees and, I think at times, from the superintendent. We have also had some disrespectful debates lately and some trustees seem to see policy disagreement as a personal attack. I am also concerned about perceived conflict of interest on the board. Trustees have also developed the habit of not speaking to each other about issues first as outlined in the trustee handbook. The chair is not the teacher and we are not children - we should speak to another trustee before going to the chair to ask for intervention. Timeliness and reliability in attending events as committed continues to be an issue at times.
2. There could be a degree of improvement in certain trustees ability to conceal body language with their disappointment in “not getting their way”. Another area for improvement is how certain trustees abruptly cut off their colleagues in meetings.
3. For the most part. There have been some bumps but we are working through those. There is good sharing of leadership in terms of roles of committee chairs, and good representation at District events by Trustees.
4. The communication between trustees is respectful and for the most part, very honouring. There have been a few times when body language has expressed dissatisfaction when a colleague has disagreed, however, there are many more times when communication has been valued and respected, making for a rich dialogue!
5. For the most part I feel that the discussions we have had as a board have been respectful. There have been a couple of times where the debate or conversation was heading in a negative, disrespectful direction but I feel that as a board we were able to get back on track and resolve the issue in a respectful way.
6. I deeply respect my colleagues on the board and appreciate the value they all bring to healthy debate and respectful decision-making processes. I know that all members of our board are principled and ethical in our interactions and decisions.

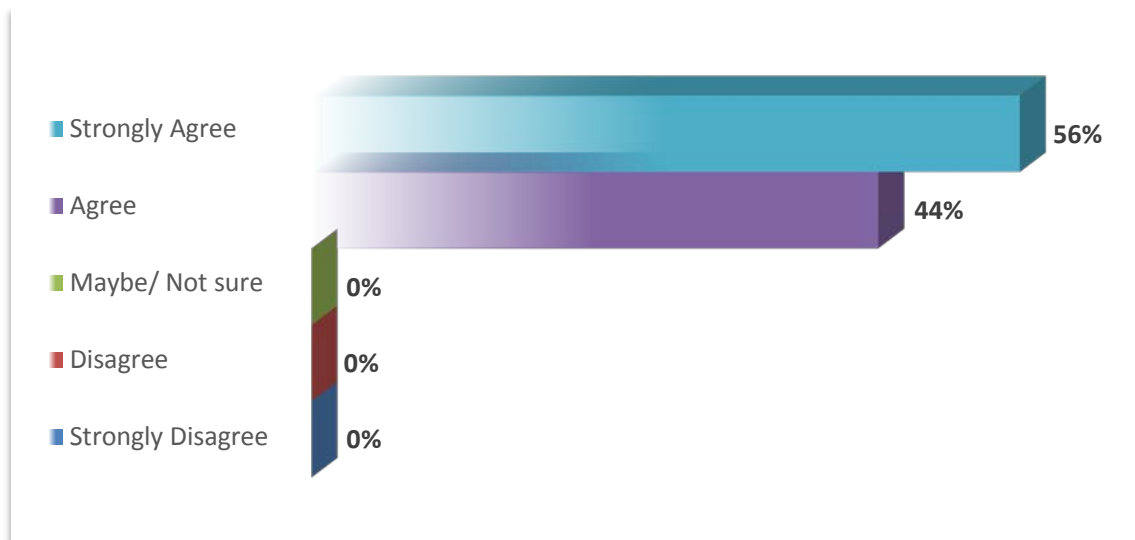
Community Relations

Indicators:

- ☐ Our communication with stakeholders and the community is a two-way process.
- ☐ We have policies and practices in place to encourage parents to be active partners in their children's education.
- ☐ We encourage parents and members of the community to share responsibility for the success of schools and students.
- ☐ Our communication with the media is effective.
- ☐ We use social media responsibly.
- ☐ We provide opportunities for stakeholder and community input into key actions of the Board.
- ☐ Our vision and priorities reflect community needs and interests.
- ☐ We regularly report on student achievement and accomplishment of District priorities to the public.
- ☐ We actively seek out student voice and perspective.

The Board consistently demonstrates excellent community relations practices.

Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Maybe/Not Sure	0%	0
Agree	44%	4
Strongly Agree	56%	5
TOTAL		9

Strengths/Opportunities for growth/General comments:

1. I believe we are doing excellent work in this area, and it shows in the positive response we get from our communities and stakeholders.
2. Lots of engagement opportunities. The Policy Committee has done a great job of engagement. The Mental Health did some good advocacy work pre-election. Appreciate our Student Senate - appreciate our dinners and opportunities to interact.
3. I see Community Relations as both a strength and a weakness. The attempts to engage the community, ie, surveys, stakeholder engagements for policy making, growth accommodation, school closures, etc. are commendable. Student voice is reflected in the Senate and their work is admirable! Community response and input has increased, however, parent/community engagement is still an area for growth!
4. I think we have worked hard as a board to increase community and stakeholder input on our policies and work as Trustees. As a board we are often in the media, which is great profile for us and a chance to highlight the work we are doing. Our media presence is often positive and I attribute this to our strong communications team as well as the strong unified voice that the board chair communicates through the media to our public.
5. I believe we are doing a good job of encouraging feedback into board decisions and priorities and would love to see continued improvement in parental involvement in school councils and advocacy for education. I would also love to see student engagement continue to improve and believe it may be helpful to increase involvement of interested student senators in engagement on policies.

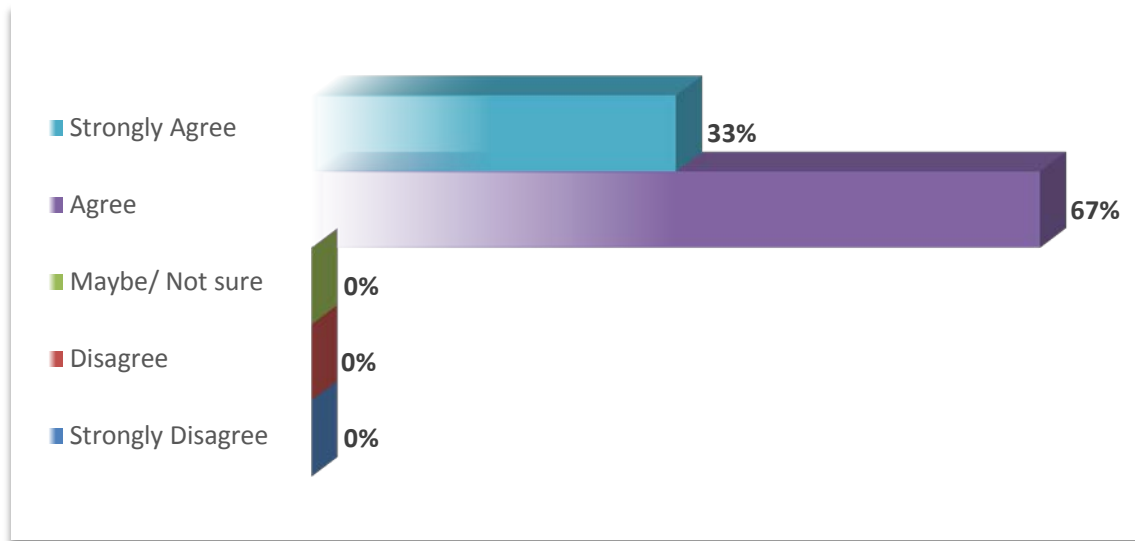
Advocacy Practices

Indicators:

- ☐ We pursue advocacy initiatives year round – before, during, and after elections.
- ☐ We develop a long-range plan and strategies for advocacy.
- ☐ We engage regularly with municipal partners, MLAs, MPs where appropriate and the media to serve the needs and achievement of students and the District.
- ☐ We develop and share key messages with key stakeholders for advocacy purposes.
- ☐ All Board members are clear about who serves as official spokesperson for the organization.
- ☐ All Board members take an active part in advocacy.
- ☐ We regularly assess the effectiveness of our relations with our key external stakeholders and decision makers.

The Board consistently demonstrates excellent advocacy practices.

Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Maybe/Not Sure	0%	0
Agree	33%	6
Strongly Agree	67%	3
TOTAL		9

Strengths/Opportunities for growth/General comments:

1. I was pleased with the way we pulled together on advocacy for the provincial election and believe we need a similarly strategic approach as we move forward with a new government. I am concerned that our worries will get in the way of effective advocacy.
2. Did good work pre-election and there is longevity to the material and messages. Not always clear about who serves as official spokesperson for the organization. I think each Trustee takes it upon themselves to meet with their counterpart elected officials.
3. Area of strength!
4. We have done lots of work in this area this past year and I would like to see it continue. I support the tracking of who we are meeting with and I think the way in which we developed our advocacy messages was collaborative and fair. Both the mental health and infrastructure committees are to be commended for the way in which they sparked a conversation about key issues in our district.
5. I'm proud of our board's work on advocacy this year and would love to see us continue to identify advocacy priorities as part of a fall retreat, regardless of whether it is an election year.

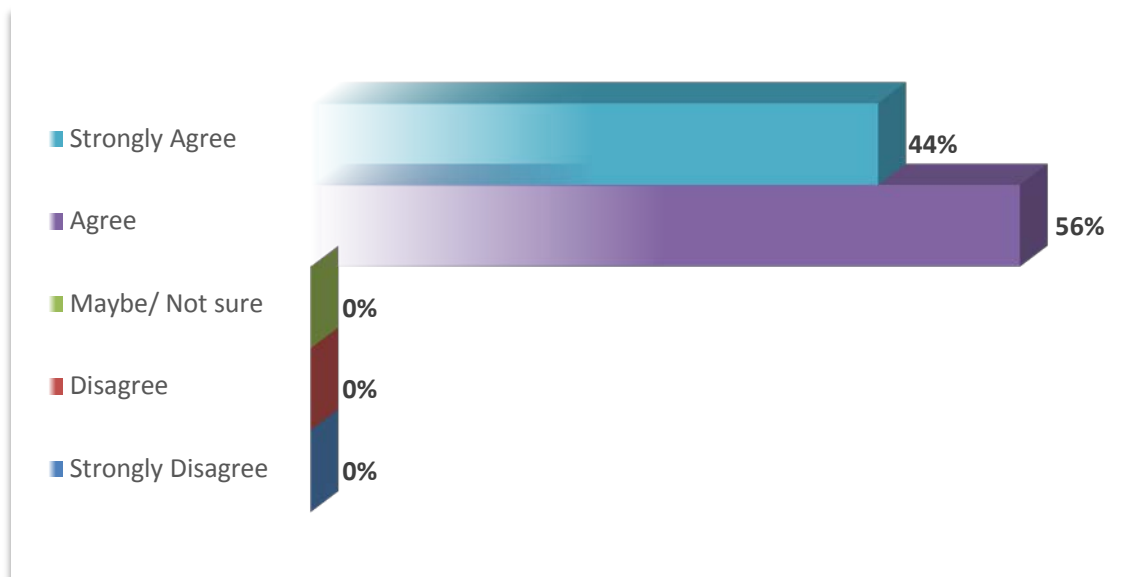
Policy Governance

Indicators:

- ☐ Our policy-making process is well-defined and understood.
- ☐ Opportunities are provided for stakeholders and the public to give input to policy decisions and planning.
- ☐ Board policies are clearly communicated to stakeholders.
- ☐ Board policies are accessible.
- ☐ The policy process provides timely guidance for the operation of the school District.
- ☐ We use policy as our primary governance tool to articulate our goals, define principles that guide the actions of the administration and assess the effectiveness of decisions.
- ☐ We monitor the implementation of our policies.

The Board consistently demonstrates excellent policy governance practices.

Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Maybe/Not Sure	0%	0
Agree	56%	5
Strongly Agree	44%	4
TOTAL		9

Strengths/Opportunities for growth/General comments:

1. Our policy engagement is strong, and I believe the new First Nations, Metis, and Inuit policy represents an example of this new approach that walks alongside community. I look forward to continued engagement in our work on the Multiculturalism and Early Years policies.
2. Congratulations to the policy committee on their consultation process around our First Nations, Metis, and Inuit policies.
3. Great work happening. Would like to see more on evaluation of policies - Did the policy contribute to a change in the outcomes and impacts of interest? Were there any unintended consequences of the policy?
4. I believe how we draft policies, how we consult on those policies and how we communicate about the change in policies is well defined.

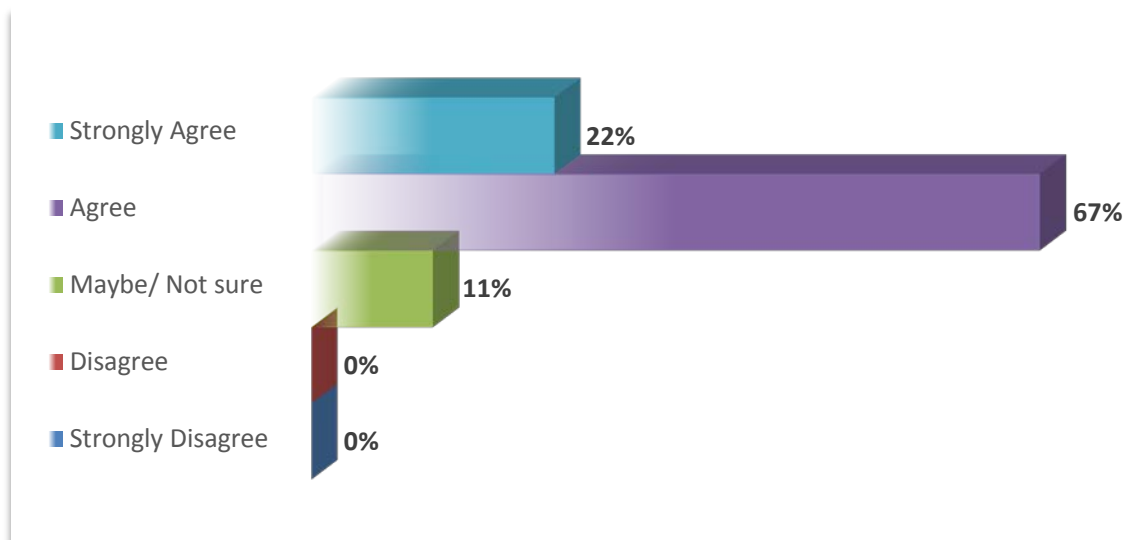
Committee and Representative Work

Indicators:

- ☐ We approve the Terms of Reference and scope of work for all Board committees and Board representatives to external organizations.
- ☐ The roles and responsibilities of each committee, and each representative, clearly assist us in achieving our roles and responsibilities as a Board.
- ☐ Each committee and representative regularly provides reports to assist us in our work.
- ☐ Committees and representatives do background reading and consult with staff, when required, before they make recommendations to the Board.
- ☐ We share the responsibility of committee work and Board representation on external committees and boards.
- ☐ Each committee uses staff support effectively to achieve its goals.

The Board consistently demonstrates excellent involvement in committee and representative works.

Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Maybe/Not Sure	11%	1
Agree	67%	6
Strongly Agree	22%	2
TOTAL		9

Strengths/Opportunities for growth/General comments:

1. We have had some serious hiccups in committee work this year. While our committees have done some good work, in some cases, it has felt like staff, rather than trustees, are managing the agenda of trustee committees, which is not how these structures are intended to function. I hope that improved transparency processes will help address this issue.
2. Like the way we are moving to more accountability by committees - interim updates, pre-approval of budgets
3. Trustees are committed to the work done in the committees and the support by staff is exceptional!
4. I think the updates provided at caucus or public board from committee chairs has been helpful in informing all Trustees about the work of different committees. I would like to see this practice continue as I think it helps bolster transparency and accountability of the work of Trustees. I think committee chairs have done an excellent job of making all Trustees feel welcome at committee meetings. I appreciated having a budget discussion for each committee's work with the entire board and would also like to see this practice continue.
5. I believe that committees are critical to advancing the work of our board and have been impressed by the amount of work that has progressed at a committee level this year. I think it is possible to strengthen the scope of work and responsibilities of committees and representatives on committees, both internal and external.

How could the Board improve its achievement of goals identified in the Strategic Plan?

1. More effective communication with each other and an understanding that disagreement is not personal attack will help us be a more cohesive team. We also need to remember that we are elected - we are politicians - and that we are not always going to be completely in agreement because we are elected on platforms and have to represent our communities. We are an elected body, not a corporate board, and we need to understand this and work with respect while also making space for disagreements.
2. What can be done to further the results for our FNMI students?
3. Focus on the students, recognize we need to work with whoever is in power provincially.
4. This is such a broad question. Priority one, goal one - excellent start to learning. I think we need to continue to advocate for more full day kindergarten programs to help achieve this goal, if this means spending surplus dollars to establish more full day K programs, perhaps this is something we should consider. Quality infrastructure for all - I strongly support the move towards block funding and appreciate all the efforts by the infrastructure committee to raise awareness about this tangible solution for our infrastructure challenges. Work on all of these goals are ongoing. These goals aren't just achieved but they are something we should be striving for each year.
5. I think sometimes as trustees it is hard to feel like we are meaningfully contributing to the work of the district and are able to action our goals, values, vision, etc as individuals. Sometimes it just kind of feels like we are prime movers -- ""there shall be..." but then after that we are expected just to show up and vote yes at meetings, maybe asking a few tough questions here or there. I don't think the answer is increased delegation, but as we can tell by our community surveys, half of our parents or staff don't know what we do, and partially, that's because apart from the budget and the strat plan and occasional passion project motions, what do we do? I think for a big district, city councillors are much more able to be involved in a purposeful way in the city. I wonder what lessons we can learn from public process at the city. We really have no bearing on the strategic plan. It's done and it's lived in the central budget and then out in the schools by the teachers and the principals. Really the only path to classroom achievement is the classroom teacher themselves and we are very disconnected from that work. Maybe doubling the amount and frequency of results reviews are the answer. Maybe attending more regular catchment meetings. I get the feeling that some of my colleagues crave more hands-on leadership than others. I'm not sure what the right balance is. Maybe it's moving our board meetings around to each high school in the city with more of a catchment area insight/pulse check.
6. By and large, the Board is effectively pursuing achievement of goals in the Strategic Plan. Consistent adherence to and evaluation of established policy, process, work plans, Board learning takes us incrementally closer to achievement.
7. I believe the Board could improve achievement of goals by being more specific about the goals we wish to achieve and incorporating goals which are more easily measurable.

DATE: October 8, 2019

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Plan Update: Early Years

ORIGINATOR: Nancy Petersen, Managing Director, Strategic District Supports

RESOURCE STAFF: Clarice Anderson, Husna Foda, Tricia Giles-Wang, Alvina Mardhani-Bayne, Carrie Millar, Bob Morter, Ann Parker, Natalie Prytuluk, Soleil Surette

ISSUE

The purpose of this Strategic Plan Update report is to provide the Board of Trustees with an overview of early learning, focusing on work being done with the Kitaskinaw Education Authority (KEA) of Enoch Cree Nation.

BACKGROUND

In 2018, Edmonton Public Schools formally reaffirmed the District Strategic Plan for the 2018-2022 term. The District Strategic Plan has three priority areas with supporting goals and outcomes. The plan provides common direction and alignment between the work of the Board of Trustees, the Superintendent of Schools and District staff. The plan serves as the foundation for a District culture of evidence-based decision making, assurance and accountability.

To demonstrate the District's commitment to transparency and accountability, Strategic Plan Update reports were introduced in 2016–2017 as an extension of the Annual Education Results Report (AERR). The reports are intended to provide the Board of Trustees with detailed progress towards the goals and outcomes of our Strategic Plan.

CURRENT SITUATION

This Strategic Plan Update report highlights the collaborative work of the District and KEA as well as other early learning initiatives in the District that provide children and families with access to high quality early years education and is in direct response to Priority 1 of the 2018-2022 District Strategic Plan for the District to foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

KEY POINTS

This Strategic Plan Update report provides the Board of Trustees with an overview of work in support of early years.

ATTACHMENTS and APPENDICES

ATTACHMENT I Strategic Plan Update: Family Engagement

NP:mh

Strategic Plan Update:

Early Years

October 8, 2019

epsb.ca

INTRODUCTION

This Early Years Strategic Plan Report provides the Board of Trustees with an update on early learning in the District, with a focus on work being done in partnership with the Kitaskinaw Education Authority (KEA) of Enoch Cree Nation. KEA and the District are working together on the *Exploring Early Learning & Family Engagement: A Professional Learning Partnership Between Enoch Cree Nation and Edmonton Public Schools* three-year grant project. Priority 1 of the 2018-2022 Strategic Plan calls for the District to foster growth and success for every student by supporting their journey from early learning through high school completion and beyond. In alignment with the provincial Business Plan for Education Outcome 2: *Alberta's education system supports First Nations, Métis, and Inuit students' success*, District Priority 1 includes work to address the systemic gaps in education for self-identified First Nations, Métis, and Inuit students beginning in the earliest years.

As previously presented to the Board on April 10, 2018, in the [Strategic Plan Update Report: Priority 1 Goal One: An Excellent Start to Learning](#) several meta-analyses of early learning demonstrate that attending a high quality early childhood program is a strong predictor of improved social, mental, physical and educational outcomes (Alexander & Ignjatovic, 2012; Center on the Developing Child, 2009; OECD 2017.)

The OECD report, *Promising Practices in Supporting Success for Indigenous Students*, identifies six areas of policies and practices critical to improving achievement for Indigenous students, including high quality early learning and the active involvement of families in their child's learning (Ibid., p. 117). The OECD report indicates that *high quality, tailored and responsive early childhood education can ensure Indigenous children develop the language skills and emotional stability needed to develop well and to be ready to start school on the same footing as other children* (Ibid., p. 118). Additionally, it speaks to the importance of the active involvement of families in their children's learning: *a way to accelerate student learning is to help families actively support their children's learning* (Ibid., p. 124).

Following the overview of the work being done in collaboration with the Kitaskinaw Education Authority of Enoch Cree Nation, this report also provides an update on other early learning initiatives in the District that provide children and families with access to high quality early years education.

The provision of high quality early childhood education and care (ECEC) that is responsive to the needs of individual children and their families, can significantly lift students' achievement levels in later schooling

(OECD 2017, p.19)

EXPLORING EARLY LEARNING AND FAMILY ENGAGEMENT

In the spring of 2018, the District and KEA of Enoch Cree Nation partnered in applying for an Alberta Education Innovation in First Nations Education grant to fund the project: *wahkotowin: Exploring Early Learning & Family Engagement*. This joint application was successful, with grant funding being allocated to support a three-year project running from September 2018 to June 2021. This three-year grant reflects a partnership with District staff from Early Years, Research and First Nations, Métis, and Inuit Education working collaboratively with staff from KEA in support of the *Exploring Early Learning & Family Engagement: A Professional Learning Partnership Between Enoch Cree Nation and Edmonton Public Schools* project. The purpose of this project is to build the capacity of Early Learning staff and leaders at the KEA and Edmonton Public Schools (EPSB) through co-creating and facilitating professional learning opportunities, classroom visitations and resource development to achieve the following four goals:

1. Support the growth and success of First Nations, Métis, and Inuit children.
2. For staff to create and maintain strong relationships with children, their families and communities.
3. Engage parents and families to support their children's learning within the home.
4. For staff to develop and implement cultural understanding and respectfulness of the Cree worldview through Cree language development, literacy approaches and cultural experiences.

Implicit and explicit to the project is the ongoing development and strengthening of the relationship between KEA and EPSB and the shared understanding that when we learn from and with each other we will be more successful in our work with Indigenous families. As members of the cohort exchange knowledge and learn together, they will heighten their ability to successfully engage with families in improving educational experiences for their children. It is anticipated that project participants will both increase their knowledge about research-based early cognitive development, such as executive functioning, and increase their knowledge about Cree worldview culture and language, child rearing practices and traditions to assist in creating a culturally reflective learning environment. Throughout the project, a balance between the western and the traditional Cree approaches to support children's success is being sought.

YEAR ONE

In 2018-2019 the focus of year one of the project was in three key areas:

- Building relationships between Enoch Cree language advisors, Elders, Knowledge Keepers, project staff and members of the cohort from the two jurisdictions.
- Engaging members of the cohort in shared professional learning that focused on research-informed practices such as: oral language; vocabulary development; phonological awareness; exploring traditional Cree child rearing practices; play-based learning; reciprocal teaching strategies for whole class instruction, including the use of the sharing circle and land-based learning.
- Creating a professional learning model that melds traditional Cree teaching with early childhood research and pedagogical practices through:
 - Sharing early learning approaches between KEA and EPSB staff.
 - Using literacy-based activities in both English and Cree (where capacity around Cree language instruction supports this).
 - Using culturally informed activities.

KEA Cohort

- 20 staff and teachers working in:
 - KEA daycare
 - Headstart
 - Kindergarten program
- 2 KEA District leadership staff

To date, the cohort has participated in four professional learning days. The first two days were focused around traditional child-rearing practices and how to create a culturally inspired, child-centered classroom. The third and fourth days examined executive functioning - with an introduction to play-based learning that supports executive functioning and land-based education. Two of the cohort days were held at Enoch Cree Nation, one at the District's Woodcroft Languages Centre, and one in Parkland School Division's Nature Kindergarten.

In 2018-2019, progress was monitored using a variety of means including feedback surveys for each professional learning day, sharing of self-reflection by cohort participants and interviews with facilitators and participants. This feedback and monitoring of the project is supported by two District Research Consultants. Focus groups with community and family partners are also planned as part of the future feedback from the project.

EPSB Cohort

- 11 Pre-Kindergarten teachers
- 11 Kindergarten teachers
- 2 Inclusive Learning Early Years teacher consultants
- 1 First Nations, Métis, and Inuit consultant
- 1 Curriculum and Resource Support consultant

Highlights from year one include:

- Participants valued the opportunity to visit Parkland's Nature Kindergarten as part of their professional learning, with some participants returning with their students.
- Several participants indicated the value of the professional relationships they were forming beyond their own jurisdiction. Some of these relationships have extended beyond the work of the project.

Participants Feedback

I think the last field trip we did to Nature Kindergarten really opened everyone's eyes to what can happen.

Our kids are going to benefit from this partnership.

YEARS TWO AND THREE

Year two of the project will focus on continued exploration of traditional Cree child-rearing practices, play-based learning and implementation of the professional learning model within the cohort programs, including site-based visitations to strengthen practices. It is anticipated that this sustained exchange of knowledge will continue to build skills in the cohort to meaningfully engage with families in support of their child's learning. Year three will continue the work of the previous year with an additional focus on the development of teaching and learning resources to be used and shared across both Districts; and an intentional and explicit focus on family engagement building on the work of the previous two years.

The Exploring Early Learning & Family Engagement: A Professional Learning Partnership between Enoch Cree Nation and Edmonton Public Schools is a model of a research-based collective capacity-building partnership that is producing high quality programming through engagement with educators, parents and the community. Through the three years of the grant, the professional learning cohort model will continue to be customized in response to the various data that is collected and the needs of the children and families served.

The *Exploring Early Learning & Family Engagement* project is one example of the District's efforts in support of the OECD's priority area, "*high quality early learning, through working with families and the provision of tailored early childhood education*"; there are several other District initiatives in place through the District's First Nations, Métis, and Inuit Education team to support our youngest learners, their families and the staff who work with them. These include:

- Elders and Knowledge Keepers were invited to share cultural teachings in classrooms.
- The First Nations, Métis, and Inuit Early Years Guide was launched on Connect in December 2018.
- The First Nations, Métis, and Inuit Education unit provided the following early years professional learning sessions:
 - *Exploring Indigenous Lullabies and Traditional Parenting Practices to enhance teaching and learning in Pre-Kindergarten and Kindergarten Classrooms* (22 participants).
 - *Berry Teachings and Cree Syllabics* (21 participants).
 - *Weaving Métis language and culture into Pre-Kindergarten and Kindergarten classrooms* (20 participants).
- The Early Learning Edukits were accessed by early learning classrooms across the District. Twenty-two schools signed the kits out for a period of one month each.
- Two videos: *Hello song* (morning greetings in Cree) and *Cree syllabic song* (phonological awareness of Cree language) were created as classroom resources to support Cree language learning.

ADDITIONAL EARLY LEARNING PROGRAMMING

As outlined earlier in this report, research demonstrates the long-term benefits of investing in high quality early childhood programming; high quality, tailored and responsive early childhood education can result in better outcomes later in life. The following is an overview of the programs and initiatives undertaken at the District level in support of high quality early learning.

Pre-Kindergarten, Kindergarten, and Full-day Kindergarten

Edmonton Public Schools offers families three Early Years programs: Pre-Kindergarten, Kindergarten and Full-day Kindergarten. These programs help support more children to reach emotional, social, and intellectual and physical developmental milestones before they enter Grade 1.

PRE-KINDERGARTEN

Pre-Kindergarten programming is funded through Alberta Education for children aged two years and eight months to five years of age who meet provincial eligibility criteria: the child must have a first language other than English; have mild, moderate or severe developmental delays; or self-identify as First Nations, Métis, or Inuit. Pre-Kindergarten programming is offered at select locations across the District, and follows the hub and satellite model outlined in the April 10, 2018, strategic plan update report [An Excellent Start to Learning](#).

2018-2019 Early Years Registration

- 1,536 children in Pre-Kindergarten
- Approximately 6,711 children in Kindergarten
- Approximately 910 children in Full Day Kindergarten

KINDERGARTEN

All children are eligible to begin attending Kindergarten at the age of four years and six months for the 2019-2020 school year; however, participation is a matter of parental choice, as Kindergarten is not a provincially mandated program. All of the District's 167 elementary programs offer Kindergarten programming, of which 141 are half-day programs.

FULL DAY KINDERGARTEN

Through District efforts and in collaboration with the Edmonton Public Schools' Foundation, Full-day Kindergarten programming continues to be offered in 26 District schools. This is accomplished through the commitment of the Board of Trustees, who designate targeted funding to support 20 Full-day Kindergarten programs in the District, as well as the efforts of the Edmonton Public Schools' Foundation and the generosity of its donors, which support an additional six schools. Full-day Kindergarten programs are placed strategically in schools in some of the most socially complex communities served by the District.

EARLY INTERVENTIONS

SCREENING

Spring screening events are an important means to engage with families and identify earlier those children who would meet criteria for Pre-Kindergarten programming.

In 2018-2019, online screening registration was introduced along with a Pre-Kindergarten email and a dedicated phone line, which made communication with families easier and reduced work load for school office staff.

The District's partnership with the Multicultural Health Brokers (MHBs) continued to provide families who are English language learners with support for screening events, follow up assessments and registration in Pre-Kindergarten programs.

2018-2019 Screening

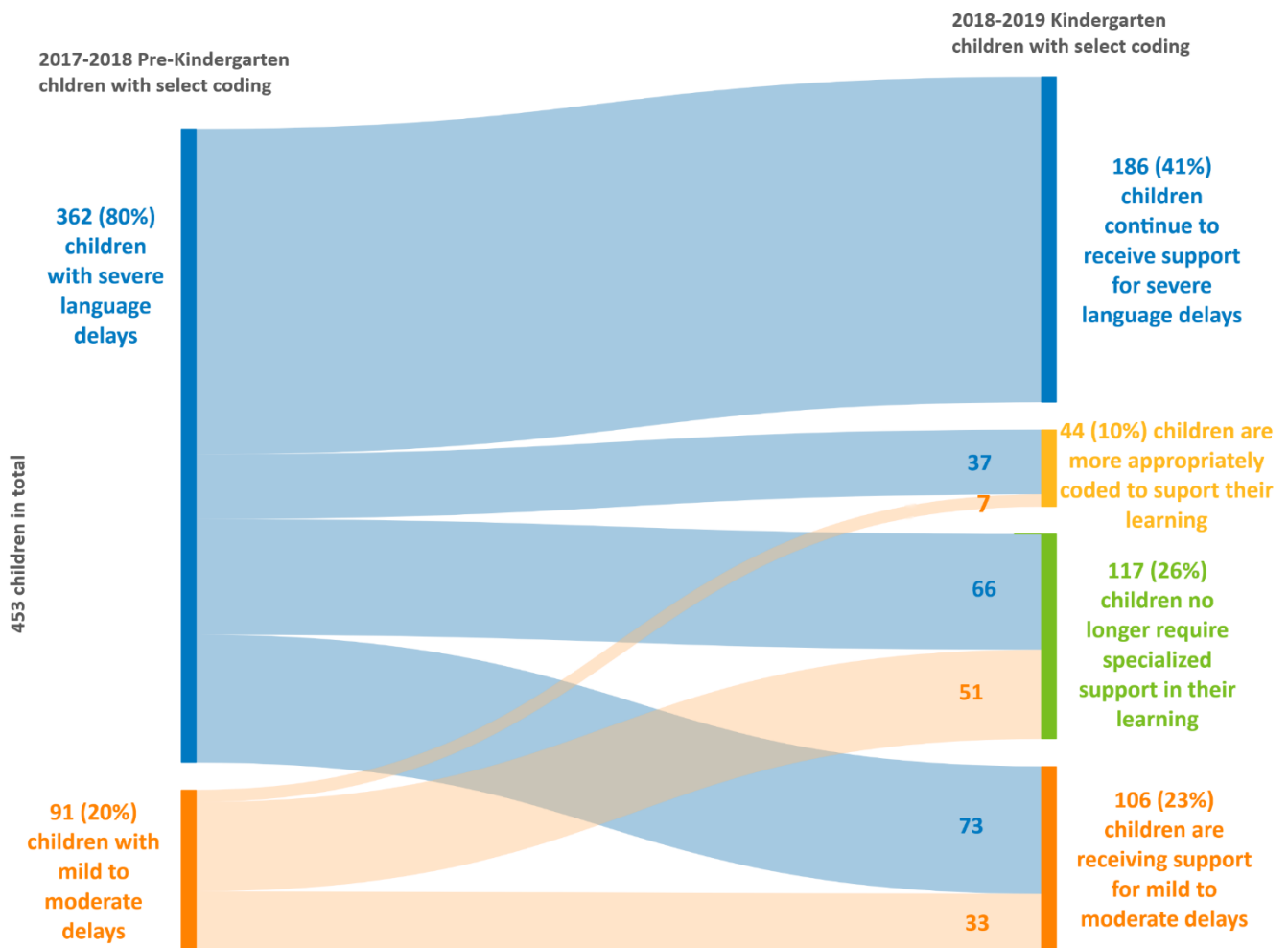
- Approximately 43 screening sessions held across the District
- Approximately 700 children evaluated
- MHBs offered support to approximately 326 families
- Most requested languages/cultural supports:
 - Arabic
 - Hindi
 - Punjabi
 - Somali
 - Tagalog



PRE-KINDERGARTEN

Engagement with a Pre-Kindergarten program supports both the development of language skills and the social and emotional growth and well-being of children. A review of children in Pre-Kindergarten for the 2017-2018 school year who transitioned into Kindergarten for 2018-2019 demonstrates the positive impact of a quality early learning experience. The following chart shows a summary of 453 Pre-Kindergarten children with either a mild to moderate coding or a severe language delay coding and the positive impact of their Pre-Kindergarten learning experience. The chart illustrates children's growth relative to changes in their coding. Of the 453 children, 117 no longer required a learning code; 73 children went from severe to mild/moderate and 44 received further assessment and were more appropriately coded to reflect their learning needs.

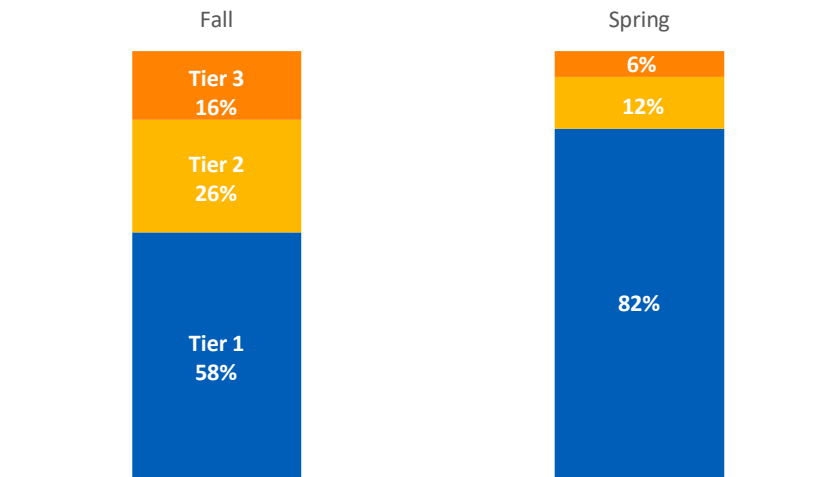
Fig. 1. **Benefits of participating in Pre-Kindergarten for children with severe language or mild to moderate delays**



EARLY YEARS EVALUATION-TEACHER ASSESSMENT (EYE-TA)

The EYE-TA is a screening tool used by all District Kindergarten teachers to monitor and assess every child's developmental readiness at the beginning of the school year and again in the spring. Kindergarten teachers gather information through observation and play-based activities to assess each child's developmental readiness across five domains: awareness of self and environment, social skills and approaches to learning, cognitive skills, language and communication, fine motor and gross motor physical development. Using the results of the EYE-TA, teachers are able to strategically program for the developmental and learning needs of children in their class.

Fig. 2. EYE-TA: Growth in readiness for Grade 1, 2018-2019



Growth in overall readiness of children for Grade 1 has remained very consistent over the past five years, with 81-82 per cent of children being ready for Kindergarten according to the spring EYE-TA assessments. The evidence of growth, as measured on the EYE-TA, from fall to spring of 2018-2019, reinforces the positive impact of Tier 2 and 3 interventions with our Kindergarten learners. For a multi-year summary of District EYE-TA data see Appendix I.

LANGUAGE AND LITERACY PROJECT 2015-2019

This project was developed to support children entering Grade 1 who were identified through the EYE-TA results as being at-risk in their literacy development and/or who were identified through Program Unit Funding (PUF) screenings as having speech, language or communication needs. Over the course of the project's four years, more than 140 teachers and consultants have participated in this work. Participants engaged in a series of professional learning events focused on oral language, phonological awareness, vocabulary and reciprocal teaching. The following are examples of the project's impact on early literacy learning:

- Teacher participants reported a shift in their teaching practice, as they have increasingly embedded strategies that support the key areas of phonological awareness, vocabulary and oral language through-out all aspects of their teaching practice.
- A series of videos which showcase teachers from the project incorporating evidence-based strategies in their own classrooms is available to continue to help teachers build strong literacy strategies into their classroom practice.
- As a result of being a part of the project, a community of practice has been established for teachers to continue to share and reinforce their learnings from the Language and Literacy project.

INCLUSIVE LEARNING SUPPORTS

Inclusive Learning teams work to identify and support children who require additional services, as well as provide classroom consultation support for teachers. These multidisciplinary teams may include, but are not limited to: Speech Language Pathologists; Occupational Therapists; Early Years teacher consultants; Psychologists; Physical Therapists; school family liaisons; and Educational, Speech Language, and Occupational Therapy Assistants. Educational Assistants (EAs) are placed in classrooms where children with complex needs require targeted or specialized support.

Using the data from the EYE-TA, schools work with their Inclusive Learning supervisor to determine how best to leverage the interventions and supports available through this multi-disciplinary team in support of our youngest learners. In 2018-2019, this collaboration resulted in 171 EAs being placed in Kindergarten classrooms to support children requiring Tier 3 interventions.

INITIATIVES THAT SUPPORT FAMILIES

WELCOME TO KINDERGARTEN WITH THE LEARNING PARTNERSHIP

[Welcome to Kindergarten](#) is a program developed by [The Learning Partnership](#) to help parents understand their child's academic and social development before starting school. Kindergarten teachers provide information sessions to parents prior to the start of the school year, where they share strategies and resources that show how

parents can support their child's development, with an emphasis on play-based learning. This program is available, through The Learning Partnership, to elementary schools across the District; Kindergarten teachers have access to a set of PowerPoint modules to support them in the delivery of information sessions with families.

FAMILY ORIENTED PROGRAMMING (FOP)

Family oriented programming is for children with severe special needs, in receipt of PUF funding, in Pre-Kindergarten and Kindergarten to help them connect what they are learning at school with life outside the classroom.

- FOP is offered in individual and group sessions and facilitated by members of a District multidisciplinary team. FOP topics are specific to the strategies outlined in a child's Individual Program Plan (IPP) and may include:
 - Family supports and strategies
 - Language and communication
 - Early literacy
 - Physical development
 - Social skills
 - Family field trips
- For 2018-2019, there were 11 Pre-Kindergarten FOP sessions offered for families and 10 sessions for Kindergarten families.

CAPACITY BUILDING IN HIGH QUALITY EARLY LEARNING

A critical component of quality early learning programming is staff capacity building. The following are examples of targeted professional learning in support of early years programming:

- In the spring, a group of nine pre-service Pre-Kindergarten teachers received training in Nonviolent Crisis Intervention, writing IPPs, working with a multidisciplinary team and educational assistants and designing a developmentally appropriate, play-based environment for young children.
- Early Learning Summer Institutes offered in 2018 in partnership with MacEwan University and the Intercultural Child and Family Centre, included: *Creating Supportive Learning Spaces for Building Cultural Identity in the Early Years* and *Inquiry and Play in Your Early Years Program*. Thirty-five Pre-Kindergarten and Kindergarten teachers attended these sessions.
- Hanen's *Learning Language and Loving It (LLLI)* training was available to Educational Assistants working in Kindergarten and Pre-Kindergarten programs. Once trained, EAs are able to work with individual children or small groups to facilitate language development. To date, 113 EAs have been trained in LLLI.

NEXT STEPS

- *wahkotowin: Exploring Early Learning & Family Engagement* year two will include:
 - Professional learning session focused on oral storytelling, Cree language, 12 Types of Play and exploring Indigenous lullabies and traditional parenting practices.
 - Inter-visitations between EPSB and KEA participants.
 - A visit to the Niitsitapi Learning Centre.
- The Pre-Kindergarten First Nations, Métis, and Inuit consultant will participate in the Pre-Kindergarten cohort meetings to help build teacher capacity around foundational knowledge and share teaching and learning resources.
- Continue to support high quality programming and early intervention strategies in Pre-Kindergarten and Kindergarten.
- Continue to review Pre-Kindergarten program locations relevant to where children live, and to explore programming spaces with community partners
- Continue to engage with families to increase awareness of and participation in screening events and Pre-Kindergarten programs for eligible children; and continue to provide high quality family oriented programming sessions to support families of children accessing PUF.

REFERENCES

- Alexander, C. and Ignjatovic, D. (2012). [Early Childhood Education has Widespread and Long Lasting Benefits](#). TD Economics Special Report.
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- OECD (2017). [Starting Strong 2017: Key OECD Indicators on Early Childhood Education and Care](#). OECD Publishing, Paris. <http://dx.doi.org/10.1787/9789264276116-en>
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APPENDIX I

MULTI-YEAR SUMMARY OF DISTRICT EYE-TA DATA

Early Years Evaluation – Teacher Assessment and District Indicators	Results (in percentages)									
	2014-15		2015-16		2016-17		2017-18		2018-19	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
	Improvement		Improvement		Improvement		Improvement		Improvement	
Early Year Evaluation – Teacher Assessment Percentage of children entering (Fall) and leaving (Spring) EPSB programs that meet developmental milestones	62	81	61	81	62	82	59	81	58	81
	+19		+20		+20		+22		+23	
Awareness of Self and Environment	80	92	80	92	80	92	80	92	79	92
	+12		+12		+12		+12		+13	
Social Skills and Approaches to Learning	75	89	77	89	77	89	76	89	76	89
	+14		+12		+12		+13		+13	
Cognitive Skills	64	90	62	89	62	89	60	88	60	88
	+34		+27		+27		+28		+28	
Language and Communication	75	88	75	88	76	89	75	89	74	89
	+13		+13		+13		+14		+15	
Physical Development										
Fine Motor	70	93	70	92	69	92	69	92	68	92
	+23		+22		+22		+23		+24	
Gross Motor	77	93	76	92	79	93	79	93	76	93
	+16		+16		+14		+14		+17	

DATE: October 8, 2019

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Seclusion Rooms - Request for Information #052

ORIGINATOR: Leona Morrison, Assistant Superintendent

**RESOURCE
STAFF:** Brenda Gummer and Nancy Petersen

REFERENCE: [Standards for Seclusion and Physical Restraint in Alberta Schools](#)
[Standards for Time-Out in Alberta Schools](#)
[Administrative Regulation HAH.AR District Seclusion Rooms](#)

ISSUE

A request for information (RFI) was served at the September 10, 2019, Board meeting by Trustee Dunn.

1. Does the District distinguish between seclusion rooms and time-out rooms?
2. Why are seclusion rooms and/or dedicated time-out rooms needed in our schools?
3. What does the research say about the effectiveness of seclusion rooms at keeping students and staff safe compared to other strategies?
4. How many seclusion rooms exist in the District? How does this compare to the number of seclusion rooms in the three other Metro Districts?
5. How many times are seclusion rooms and time-out rooms used in a year?
6. What are the requirements for parental notification and consent in the use of seclusion rooms and/or dedicated time-out rooms?
7. What training and professional development do staff receive in the use of seclusion rooms, physical restraint and in the practice of time-out?
8. How is the District working to prevent the use of seclusion rooms and/or dedicated time-out rooms? What are the other alternatives to using these rooms?
9. What are the steps to decommission these rooms?

BACKGROUND

In the fall of 2018 a provincial dialogue began across Alberta around the use of seclusion rooms in schools. This dialogue provided the District an opportunity to take a critical look at its own oversight and use of these spaces. What resulted was the District taking the following steps to support safe and consistent practice related to the use of seclusion rooms District wide:

- The development of an administrative regulation to set clear expectations around use of these spaces.
- The development of mandatory District training standards for staff working in programs/schools with these spaces.
- The conducting of an infrastructure audit of existing District seclusion room spaces.

- The development of District infrastructure standards to ensure consistent and safe building specifications are in place for all spaces used for this purpose.
- The revision of the District's Individual Behaviour Support Plan (IBSP) template to increase clarity for families around the potential use of a seclusion room as a crisis response to unsafe behaviour and to support expectations outlined in Administrative Regulation HAH.AR District Seclusion Rooms.
- The development of a PowerSchool seclusion room tracking tool to support District level data around the use of seclusion rooms (previously documentation around the use of a seclusion room was retained at the school level to support programming for individual students).

On February 28, 2019, the Minister of Education signed *Ministerial Order #006/2019 - Seclusion Room Standards*, to come into force on September 1, 2019, which would have prohibited the presence or use of seclusion rooms in schools; under the order there was a provision to apply for a provincial exemption.

On August 29, 2019, the Minister of Education repealed *Ministerial Order #006* and put into place *Ministerial Order #039/2019 Seclusion and Physical Restraint in Schools and Time-out in Schools Standards* and a set of interim standards: [Standards for Seclusion and Physical Restraint in Alberta Schools and Standards for Time-Out in Alberta Schools](#). *Ministerial Order #039* and the interim standards took effect September 1, 2019, and will be in place until October 31, 2019, when new standards will be finalized with input from key provincial stakeholders, including Edmonton Public Schools.

CURRENT SITUATION

As of September 2019, there are over 105,000 students registered in the District. As a provider of public education, we are proud to serve all students and their families. We have programs, facilities and professional staff to support students with a diverse range of abilities, needs and complexities. The majority of our students will follow a fairly traditional path on their K to 12 learning journey and require minimal services or interventions beyond the expertise and support of their classroom teachers.

The District also serves students who require a range of specialized supports and services in order to participate successfully in school. These include children and youth with disabilities, autism, significant mental health diagnose or conduct disorders. Of these students, many are supported by an Individual Program Plan and/or an IBSP developed in collaboration with their families. Plans include a continuum of strategies intended to support the unique needs of each student, and promote growth so that all students can learn and thrive in their school community. It is for a small percentage of our 105,000 plus students that their IBSP includes the potential use of a seclusion room as a crisis response to unsafe behaviour.

The Board has established a number of District Centre Programs focused on the unique learning, social and/or emotional needs of students. The availability of District Centres provides families with the opportunity to choose what they feel is the best educational option for their child. Whether it is inclusion in their designated community school or a specialized program at a District Centre, programming designed to meet unique, individual student needs is provided.

Specialized District Centre programs include but are not limited to:

- Aspen
- Behavior and Learning Assistance
- Behavior and Learning Assistance/Opportunity
- Community Living Skills

- Community Living Skills/Behavior and Learning Assistance
- Interactions
- Mental Health Classroom

District Centre programs support students through the provision of smaller class sizes, staff with specialized training and, in some programs, unique infrastructure features, such as sensory room spaces or seclusion rooms. Principals work with their school community to determine if a seclusion room is required based on the needs of students served in the school and the nature of the supports and interventions necessary to enable safety.

To support clarity and a shared understanding around expectations related to the use of seclusion rooms in the District, Administrative Regulation HAH.AR - District Seclusion Rooms was released on September 3, 2019. To support the implementation of the administrative regulation, District training has been scheduled to reflect the training standards in the administrative regulation and District Infrastructure is ensuring all infrastructure standards are met for operational seclusion rooms. Additionally, resources are available for principals to support their leadership in the implementation of expectations outlined in the administrative regulation.

The development and implementation of an administrative regulation specific to seclusion rooms was intended to create clarity and inform expectations around the safe use of these spaces. This work included intentional efforts to clearly define what a seclusion is, when it is to be used, how use of this space must be documented and where these spaces exist in the District. The following should be noted:

- In spring 2019, the District conducted an audit to identify how many District schools had a seclusion room. The results of the audit indicated that 129 schools had one or more seclusion rooms; with a total of 179 individual spaces considered to be seclusion rooms being noted.
- Since spring of 2019, schools have worked with their school community around the needs of the students they serve and aligned the use of their space with the clear definition of a seclusion room established in the administrative regulation. As of September 2019, District data indicates that:
 - 42 seclusion rooms have been decommissioned, bringing the number of seclusion rooms to 137.
 - Additionally, several schools have submitted a request to have their seclusion room(s) decommissioned and are currently on a waitlist for this work to be completed. (The process to deactivate an operational seclusion room is to remove the door; once the door has been removed the space no longer meets infrastructure standards for an operational seclusion room.)
- In terms of when these spaces are being used, the District has had the opportunity to review the first few weeks of data documenting the use of seclusion rooms across the District. This data has indicated that as of September 27 there were 716 uses of these spaces across the District:
 - 468 (or 65.4 per cent) of uses were students self-selecting to go to the seclusion room as a way of managing their own well-being.
 - 248 (or 34.6 per cent) of uses were a crisis response to unsafe behaviour; these uses reflect 88 individual students or approximately .084 per cent of the District's total student population.

Administration has prepared a response to RFI #052 and it is included as Attachment I to this report.

KEY POINTS

- August 29, 2019, a ministerial order related to seclusion rooms in schools was released along with interim provincial standards.
- September 3, 2019, the Superintendent signed off on Administrative Regulation HAH.AR District Seclusion Rooms to articulate responsibilities and expectations related to these spaces in the District.
- At the September 10, 2019, Board meeting RFI #052 was brought forward.
- The District is participating at the provincial table to help inform the development of final provincial standards to come into place for November 2019.

ATTACHMENTS and APPENDICES

ATTACHMENT I: RFI #052: Seclusion Rooms in the District

LM:tf

Request for Information - #052**1. Does the District distinguish between seclusion rooms and time-out rooms?**

Like the province, we distinguish between the action of time-out and a seclusion room as a crisis management response to unsafe behaviour. Time-out is considered to be an intervention strategy that is part of a continuum of positive behaviour supports.

Within the District, we are intentional about focusing our attention on dedicated, regulated spaces (seclusion rooms) that meet safety requirements if they are to be used as a crisis response to unsafe behaviour. These rooms are typically located in specialized classroom settings, and the District's responsibilities and expectations around use of seclusion rooms are set out in Administrative Regulation [HAH.AR District Seclusion Rooms](#).

The primary purpose of a seclusion room is to provide a dedicated area within select schools to provide a safe, supervised space for students who are in crisis and pose an immediate threat to themselves and/or others.

Schools may also use a seclusion room in other ways as long as it is part of a planned approach in collaboration with parents/guardians. For example, students might self-select the designated seclusion room in their classroom as a learning accommodation or as a safe space to compose themselves when they recognize within themselves that they are upset, anxious or stressed. These other uses of the seclusion room must be planned for and documented in the student's Individual Behaviour Support Plan (IBSP).

To best serve specific students with complex emotional behaviour needs, we have developed a two-step process that requires particular spaces to be present in certain schools where there is an anticipated need. If individual students who either access programming in an inclusive classroom or within a congregated setting have a documented history that demonstrates they may need access to a seclusion room, individual circumstances related to the use of the seclusion room are outlined in the student's IBSP. If parents/guardians do not support the use of seclusion rooms, an alternative crisis management plan is developed between the family and school staff. It is expected that this plan be feasible to implement and prioritizes safety.

2. Why are seclusion rooms and/or dedicated time-out rooms needed in our schools?

"One to seven per cent of students have behaviour difficulties severe enough that they cannot meet behavioural expectations without intensive, individualized interventions" (Alberta Education, [Supporting Positive Behaviour in Alberta Schools: An Intensive Individualized Approach](#), pg. 1). With 105,000 plus students in our District, this translates to between 1,050 -7,350 students that would require intensive, individualized programming to support significant, complex behaviours. Data as of September 30, 2019, indicates that we have 1,104 students with special education code 42 (severe social/emotional behaviour). This equates to approximately 1 per cent of students served by the District.

The Board has established a number of District Centre programs focused on supporting the unique learning, and social/emotional needs of students with complex behaviours. The availability of District Centre programs provide families with the opportunity to choose what they feel is the best educational option for their child. Whether it is inclusion in their designated community school or a specialized program at a District Centre, programming is designed to meet unique, individual student needs. Most seclusion rooms are located in

schools that house the following specialized programming options for families of students with identified special education needs.

These specialized programs are accessed through parent choice and are where we intentionally congregate students for programming purposes. Congregated District Centre programs that have access to seclusion rooms include:

- Aspen
- Behaviour and Learning Assistance
- Behaviour and Learning Assistance/Opportunity
- Community Living Skills
- Community Living Skills/Behaviour and Learning Assistance
- Interactions
- Mental Health Classroom

School make decisions on a continuous basis as to whether seclusion rooms will remain active for use, decommissioned or repurposed for some other use altogether. Individual student need is at the center of these decisions.

Aspen Program

Students eligible to access specialized programming in the Aspen Program have been diagnosed by a psychiatrist, registered psychologist or developmental pediatrician as having a severe behaviour disorder and require extensive support. Those who access the program through assessment typically have diagnoses such as: conduct disorder, schizophrenia, bi-polar disorder, obsessive/compulsive disorders, severe chronic clinical depressive disorders, anxiety disorders, trauma and stressor related disorders, feeding and or eating disorders and may display self-stimulation or self-injurious behaviour. In the most extreme and pervasive instances, severe oppositional defiant disorder may be included under this program.

Through application to District Support Services, and in consultation with families and the principal, students with severe complex diagnoses (e.g. an individual student may have as many as eight diagnoses) are also eligible to attend Aspen Program. Students who access Aspen Program through application are those who present with extremely delayed learning profiles, complex behaviours, severe impairments in social interactions and frequently display aggressive and/or self-abusive behaviours. These students may also present with sexually acting out behaviours or have experienced extreme trauma that has impacted brain development. These students require **constant** supervision (at a minimum of one to one or up to three to one) by trained personnel to attend to their surroundings and to ensure the safety of themselves and others. Extensive personal care such as eating, dressing, toileting and mobility is also part of programming.

All students attending the Aspen program are supported through an individualized approach, and require an Individualized Program Plan (IPP) and/or an IBSP to outline specific strategies for academic support and behavioural interventions that will meet the developmental learning needs of each student.

Behaviour and Learning Assistance (BLA)

Students eligible to access specialized programming in Behaviour and Learning Assistance classrooms have been diagnosed by a psychiatrist, registered psychologist or developmental pediatrician with a severe emotional behaviour disorder such as: severe oppositional disorder, conduct disorder, schizophrenia, bi-polar disorder, obsessive/compulsive disorders, severe chronic clinical depressive disorders, anxiety disorders, trauma and stressor related disorders, feeding and or eating disorders and may display self-stimulation or self-injurious behaviours.

All students accessing programming in BLA programs are identified with a special education code, require an IPP and an IBSP to outline specific strategies for academic support and behavioural interventions that will meet the developmental learning needs of each student.

Students in BLA classrooms typically display chronic, extreme and pervasive behaviours that require close and constant adult supervision, high levels of structure and other intensive support services in order to function in an educational setting. Their behaviour significantly interferes with both the learning and safety of the student and others. For example, the student could be dangerously aggressive and destructive (to self and/or others), violent and/or extremely compulsive, highly sexualized, delusional or paranoid.

We know that behaviour and academic success go hand in hand. All students in BLA classrooms require accommodations and specialized supports for learning, including monitoring of behaviour, and direct instruction in anger management, self-regulation and pro-social skills. Students in BLA classrooms challenge curriculum at grade level or have an adapted program tailored to meet their individual learning needs.

Behaviour and Learning Assistance/Opportunity (BLA/OPP)

Students eligible to access specialized programming in Behaviour and Learning Assistance/Opportunity classrooms have the same learner profile as a student who is eligible to access a BLA program, with the addition of a diagnosis of mild cognitive disability. All students accessing programming in BLA/OPP programs are identified with special education codes, require an IPP and an IBSP to outline specific strategies for academic support and behavioural interventions specific to the developmental learning needs of each student. BLA/OPP students have mild to moderate delays in cognitive development and other developmental areas. They require the same level of support and supervision as BLA students and additionally need extensive adaptations to the pace and content of the graded curriculum and to instructional materials, assignments and examination procedures.

Community Learning Skills (CLS)

Community Learning Skills programming supports students who have a diagnosis of a Moderate Cognitive/Intellectual Disability and experience moderate delays in most or all developmental areas. They are identified with a special education code, require an IPP and, if they also display aggressive behaviours, an IBSP to outline specific strategies for academic support and behavioural interventions specific to the developmental learning needs of each student.

Depending on their unique needs, these students may have physical, sensory, medical or behavioural disabilities. Students accessing programming in a CLS program require a modified program that provides basic literacy and numeracy as well as a strong life skills emphasis. They require accommodations for individual or small group instruction.

Community Learning Skills/Behaviour Learning Assistance (CLS/BLA)

Community Learning Skills/Behaviour and Learning Assistance programming support students with moderate cognitive disabilities, significant developmental delays and behavioural difficulties. Students have chronic, severe anti-social behaviours and a clinical diagnosis.

All students accessing programming in CLS/BLA programs are identified with special education codes, require an IPP and an IBSP to outline specific strategies for academic support and behavioural interventions specific to the developmental learning needs of each student. CLS/BLA students have moderate delays in cognitive development and other developmental areas. They require extensive adaptations to the pace and content of

the graded curriculum and to instructional materials, assignments and examination procedures.

CLS/BLA programming provides clear expectations and regular routines in a structured classroom environment. This type of program also offers close, consistent supervision, targeted instruction for emergent literacy and numeracy skills, ongoing instruction in anger management and behaviour in social settings, life skills and enhanced learning through regular field trips.

Interactions

Interactions programming supports students with Autism Spectrum Disorder (ASD). ASD impacts how people understand what they see, hear and sense. This lifelong developmental disability can result in difficulties in communication, social relationships, behaviour and/or learning. Although some students with ASD achieve at grade level, many have uneven or delayed achievement.

Students with ASD who present with severe impairments in social interactions and communication, as well as complex or challenging behaviours, and who require modification to the learning environment and require **extensive** supervision are eligible to access Interaction programs. Programming includes adaptations and adjustments to instruction, assignments, pace and content of curriculum, enhanced instruction/intervention/support for communication, direct social skills training, monitoring and supervision of behaviour to prevent injury to self and/or others and extensive personal care such as eating, dressing, toileting and mobility.

Students in an Interactions program are identified with a special education code, require an IPP and, if they also display aggressive behaviours, an IBSP to outline specific strategies for academic support and behavioural interventions based on the developmental learning needs of each student.

Mental Health

Students who access programming in the Mental Health classroom do so through a collaborative placement process. Requests for placement can be made by a school principal, CASA staff, psychiatrist, psychologist or tertiary care unit staff only. Students who attend this program have been diagnosed with a neuro-psychiatric or psychiatric disability such as Tourette's, severe anxiety, personality disorder, etc. and have a demonstrated lack of school success in a typical setting, regardless of high levels of support.

Students accessing programming in the Mental Health Classroom most likely will have transitioned from a hospital setting, have access to external medical support, require an IPP and often an IBSP to outline specific strategies for academic support and behavioural interventions based on the developmental learning needs of each student.

Students in the Mental Health Classroom typically display chronic, extreme and pervasive behaviours which require close and constant adult supervision, high levels of structure and other intensive support services in order to function in an educational setting.

All students in the Mental Health Classroom require accommodations and specialized supports for learning, including monitoring for behaviour and direct instruction in self-regulation and pro-social skills. All students challenge curriculum at grade level or have an adapted program tailored to meet their individual learning needs.

3. What does the research say about the effectiveness of seclusion rooms at keeping students and staff safe compared to other strategies?

Research recognizes that proactive interventions are the most impactful means of supporting students with challenging behaviours. District staff implement preventive and positive behaviour supports in the hopes of avoiding the use of more intensive, individualized crisis responses, like physical restraint or seclusion. Seclusion and/or physical restraint are not substitutes for comprehensive, proactive and positive behaviour supports; rather, both are measures of last resort in crisis situations. Physical restraint and/or seclusion are not used to shape or change behaviour, but rather to protect the student, other students or staff from physical harm.

The ability to prevent and/or positively manage disruptive, challenging or aggressive behaviour is essential for staff who work directly with individuals that present with explosive and/or violent behaviours. All staff working directly with students who have severe emotional behavioural needs complete [Non-Violent Crisis Intervention](#) (NVCi) training, which includes conflict de-escalation training and techniques. We are intentional in training school staff to avoid and defuse crisis and conflict situations whenever possible.

Specific to what research says, a few highlights, along with references, are captured below:

“Educators must manage challenging behaviours by selecting effective interventions. But because even the best plans may not prevent all behavioural crises, staff members should have high levels of expertise and experience in making quick decisions regarding the least intrusive response required to maintain safety and to follow safety precautions during any response” (Scheuermann, et al, p. 11).

“In limited situations in which the requisite IEP [IBSP] process determines that time-out or seclusion is appropriate and necessary, with due consideration to the less restrictive options within this continuum, special education leaders need to provide effective training for the educators and administrators” (Bon and Zirkel, pg. 8).

“Seclusion should only be used when the following three conditions are met:

- The student’s actions pose a clear, present, and imminent physical danger to him/her or to others;
- Less restrictive measures have not effectively de-escalated the risk of injury, and
- The seclusion should only last as long as necessary to resolve the actual risk of danger or harm.” (Hanover Research, pg. 17).

Scheuermann, B., Peterson, R., J.B., & Billingsley, G. (2016). [Professional practice and ethical issues related to physical restraint and seclusion in schools](#). *Journal of Disability Policy Studies*, 27(2) , 86 - 95)

Bon, S. C., and Zirkel, P. A. (2014). [The time-out and seclusion continuum: A systemic analysis of the case law](#). *Journal of Special Education Leadership* 27(1).

Iowa City Community Schools (2017). [Best Practices in student time-out and seclusion](#). Iowa: Hanover Research.

For additional research related to students with complex needs see Appendix I or refer to the bibliography of [Provincial Standards for Seclusion and Physical Restraint](#).

4. How many seclusion rooms exist in the District?

In spring of 2019, as we were working through a process to draft our administrative regulation, 129 schools were identified as having dedicated spaces that had been built for the purpose of supporting students with unsafe behaviour. Some schools have more than one seclusion room, bringing the total number of purpose built spaces to 179.

Over time schools have decommissioned and/or repurposed 42 of these dedicated spaces as student needs have changed. Examples of what these spaces have been repurposing for include; storage rooms, office/intervention spaces (e.g., Inclusive Learning one on one assessment or Speech Language Pathologist intervention) or reading nooks. In addition, more of these spaces have been converted to calming spaces, in which doors have been removed and sensory tools (e.g., stationary bikes, rocking chairs) and soft seating have been provided for students to access when they need a break.

With the inception of Administrative Regulation HAH.AR District Seclusion Rooms, principals are currently working closely with their school communities to determine if a seclusion room is required. Decisions are based on the needs of students served in the school and the nature of supports and interventions necessary to support programming success and ensure student safety.

As of the date of this report, the number of operational seclusion rooms is 137, with requests in the queue to decommission more spaces. As we move into the next few months, it is anticipated that the number of operational seclusion rooms will continue to decrease.

The number of operational seclusion rooms will vary over time, as schools work with District Infrastructure to establish, decommission or repurpose designated spaces based on student need.

4a. How does this compare to the number of seclusion rooms in the three other Metro Districts?

We are not aware of specific numbers for the other metro boards, so we are not be able to make this comparison.

In addition, if we were to make a relevant comparison in the future, one would need to understand:

- The number of students with complex emotional/behavioural needs served by each District.
- The number of congregated sites and where these sites are located within each District (i.e., are they set up similar to Aspen as a single location designed specifically to serve students with complex needs or are they hosted as specialized classrooms in multiple schools across the District?).

5. How many times are seclusion rooms and time-out rooms used in a year?

Up until the inception of our Administrative Regulation HAH.AR District Seclusion Rooms on September 3, 2019, tracking the use of seclusion and/or time-out rooms would only have occurred at a school level to support programming decisions. As part of our work to support District staff with the implementation of the Alberta Education's interim standards and our Administrative Regulation HAH.AR District Seclusion Rooms, a Seclusion Room Tracking tool has been created in PowerSchool that will not only collect information to support programming, but it will also allow for central oversight regarding the use of seclusion rooms and support us with provincial reporting expectations outlined in [Ministerial Order #39/2019](#).

If a seclusion room is used for any purpose it is expected to be tracked. Our seclusion room tracking tool allows staff to differentiate and track when the room is self-selected by a student or when it is used for the purpose of managing a crisis situation. As of September 27, 2019, data indicates that seclusion rooms have been reported as being used 716 times in 28 of our schools; 468 uses were student self-selected and 248 uses were to manage crisis for 88 students or 0.084 per cent of our student population.

6. What are the requirements for parental notification and consent in the use of seclusion rooms and/or dedicated time-out rooms?

An IBSP must be developed for any student who displays behaviour of such intensity, frequency or duration that it may be harmful to themselves or others. The purpose of an IBSP is to prevent challenging behaviours as well as teach and provide appropriate replacement behaviours and skills that will benefit a student with a behavioural challenge. An IBSP remains in place until a lower level of support will once again meet the student's needs.

The principal, in conjunction with the family, ensures that an IBSP is developed through a collaborative process involving significant people in the student's life. Everyone has information and insight to contribute to the discussion regarding teaching and intervention strategies. It is critical that parents/guardians are part of the planning process and support the proactive, planned strategies and crisis management and communication plans housed within the IBSP. IBSPs are designed to implement strategies consistently across environments and with all of the key people in the student's life.

One size does not fit all. IBSPs are based on individual needs and are developed using a strength-based approach focusing on teaching new skills and using proactive strategies, as well as defining what to do when challenging behaviours are displayed. Clarity is important. An IBSP must be easy to understand and communicate to others. Data is important to identify the function of behaviour, underlying causes, triggers (antecedents) and proactive strategies that are working.

IBSPs need to be reviewed at regular intervals throughout the school year. All individuals, including supply staff, must be made aware of the plan and their responsibilities for implementing and being accountable for the plan.

For schools where a seclusion room exists, parents/guardians of students with an IBSP are made aware that:

- A seclusion room is available for use.
- Classroom staff and school administration have specialized training regarding behavioural interventions, including the use of physical restraint and seclusion rooms.
- The seclusion room and/or physical restraint are only used as part of a crisis management strategy if a child/student poses imminent risk of harm to staff, other students or themselves.
- A communication plan is in place should the seclusion room be used as a response to crisis.
- If parents/guardians do not support the use of a seclusion room, an alternative crisis management plan is developed between the family and school staff.

If a seclusion room is used to support a student where an IBSP does not include the use of the seclusion room, or where an IBSP does not exist, the use must only be as a crisis response to unsafe behaviour. Family must be notified of the use of the seclusion room and, immediately following this use, the school must develop or revise, in collaboration with the family, the student's IBSP that includes the seclusion room as a potential

strategy to support the student or determine an alternative crisis management plan should behaviours reach crisis level.

7. What training and professional development do staff receive in the use of seclusion rooms, physical restraint and in the practice of time-out?

As a District, we provide NVCI training for our teachers, educational assistants, administrators and consultants. A training history of District staff is maintained centrally. Staff are notified when their NVCI certification requires updating (every two years). Training focuses on prevention strategies and de-escalation techniques. Targeted training for specific groups of students; two examples include: those who have experienced trauma and those who live with autism are available for staff. At this time, 4,414 District staff hold current NVCI certification.

Additional District training has been developed as per Administrative Regulation HAH.AR District Seclusion Rooms, that addresses universal, targeted and specialized supports and strategies that are applicable in all classroom settings. Training overview:

Module A (universal) addresses the importance of relationships, conflict resolution and problem-solving skills as well as social competency training.

Module B (targeted), participants develop a greater understanding of the purpose and context of specific behaviours with different populations of students. Participants delve into trauma-informed practices, regulation and how to effectively use calming spaces and sensory motor rooms. (Module B is a pre-requisite to Module C.)

Module C (specialized) focuses on the implementation of intensive and individualized supports, such as the continuum of time-out. It also addresses physical restraint and seclusion rooms as crisis responses to unsafe behaviours.

Under the new District training standards, when a school has a seclusion room, staff supervising that space, as well as the principal and their designate, must have NVCI and modules B and C. The District is working towards meeting these new standards, to support District staff having timely access to the new training modules, they have been built into the District Professional Learning Days calendar, with a focus on modules B and C.

8. How is the District working to prevent the use of seclusion rooms and/or dedicated time-out rooms? What are the other alternatives to using these rooms?

The District firmly values that supporting a student with complex behaviour is a shared responsibility between District staff and families. Through intentional training, proactive planning, an IBSP is developed, in collaboration with parents/guardians; this plan includes a continuum of supports and strategies that are considered, applied, adapted and monitored for success.

Schools with seclusion rooms have staff trained according to District training standards. This training focuses on the neuro science behind complex behaviours and the proactive, preventative steps we can take when working with students. Additionally, schools work closely with members of their Inclusive Learning team to support students with complex needs. These multidisciplinary teams may include, but are not limited to: Speech Language Pathologists; Occupational Therapists; Early Years teacher consultants; Psychologists; Physical Therapists; School family liaisons; and Educational, Speech Language, and Occupational Therapy Assistants.

Programming reflects a range of developmentally and age-appropriate supports and interventions and is always intended to teach and support students toward positive and safe behaviour. Least restrictive interventions, within a continuum of positive behaviour supports, occur prior to the use of a crisis response to unsafe behaviour.

The circumstances around the use of a seclusion room as a crisis response to unsafe behaviour are documented. This documentation is reviewed by the staff working with the student to help them program for the child and make adjustments in the classroom intended to decrease incidents of crisis response to unsafe behaviour.

Schools work with parents/guardians around the development of the IBSP. If a seclusion room is not an option as a crisis response to unsafe behaviour, school staff and parents/guardians will work together to explore alternate solutions to crisis behaviour that maintain safety. A couple examples of possible solutions are:

- Parental presence in the school to help during a crisis.
- Calling emergency services as a response to a crisis.

9. What are the steps to decommission these rooms?

School principals work with staff and parents/guardians to consider the needs of the student population served within the school community and determine whether the school requires an operational seclusion room.

If the school determines that their seclusion room is no longer necessary, the principal notifies District Infrastructure, who then supports the school in decommissioning. Inclusive Learning consultants can assist schools in developing alternative spaces that provide sensory motor activities designed to support students to regulate and/or calm.

APPENDIX I*

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*This listing is not a comprehensive review of the topic, but represents items relevant to the context of school communities.