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

Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

Board Meeting #02

McCauley Chambers
Tuesday, September 24, 2019
2:00 p.m.

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 #01 – September 10, 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, September 23, 2019, to speak under this item.)

H. Reports:

2. Strategic Plan Update – Family Engagement (Information)

3. Motion re: Involuntary Confinement (Recommendation)

4. Summary of the District Feedback Survey (Information)

5. 2018-2019 Board Self-Evaluation Summary (Information)

I. 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, September 23, 2019, to speak under this item.)

J. Other Committee, Board Representative and Trustee Reports

K. Trustee and Board Requests for Information

L. Notices of Motion

M. Meeting Dates

N. Adjournment

MINUTE BOOK

Board Meeting #01

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 10, 2019, at 2:00 p.m.

Present:

Trustees

Sherry Adams	Ken Gibson	Cheryl Johner
Shelagh Dunn	Nathan Ip	Bridget Stirling
Trisha Estabrooks	Michael Janz	

Officials

Angela Anderson	Karen Mills	Kent Pharis
Lisa Austin	Leona Morrison	Darrel Robertson
Todd Burnstad	Kathy Muhlethaler	Mike Suderman
Grace Cooke	Lorne Parker	Liz Yule
Ron MacNeil	Nancy Petersen	

Board Chair: Trisha Estabrooks **Recording Secretary:** Shirley Juneau

Staff Group Representatives

Edmonton Public Teachers – Heather Quinn, President
CUPE Local 3550 – Carol Chapman, President
CUPE Local 474 – John Vradenburgh, President
CUPE Local 784 – James Niven, President

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

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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.)

The Superintendent advised that Trustee Draper was absent. All other Trustees were present.

C. Approval of the Agenda

MOVED BY Trustee Adams:

"That the agenda for the September 10, 2019, Board meeting be approved as printed."
(UNANIMOUSLY CARRIED)

D. Communications from the Board Chair

The Board Chair welcomed back the more than 105,000 students in the District, as well as their families and staff. She remarked that a new school year is a bit like a new calendar year. It's energizing to witness what happens in District schools at this time of year and to feed off the energy and optimism that the start of a new school year creates. She thanked District staff who have created and will continue to create safe, caring and inclusive schools and classrooms.

The Board Chair advised that this is her first public Board meeting as Board Chair and thanked former Board Chair Draper for her service as well as Trustee Stirling for her service as Vice-Chair. She said that she is honoured to serve in this role and to serve alongside Vice-Chair Dunn.

The Board Chair expressed that this new school year comes with some additional challenges. In the spring, the Board of Trustees passed a budget based on a number of assumptions and not having a provincial budget means the District will begin this school year with a number of uncertainties. Uncertainties create challenges and many District schools had to make tough decisions for this fall based on assumptions. She advised that in some schools this may mean there are more students in a class. It also may mean previous supports offered at a school, for example mental health therapists, may not be available. The Board of Trustees looks forward to the tabling of the government's budget in October and continued, strong investment in public education. The Board Chair remarked that students deserve it and that the District has critical infrastructure needs and requires ongoing, predictable and adequate funding to support Edmonton Public Schools' growing student population.

The Board Chair said that she is pleased that the Minister of Education sees the value of funding the nutrition program and is maintaining funding for this coming school year

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The Board Chair acknowledged that it has been an incredibly busy summer, with the quick introduction and then passage of the new *Education Act* as well as the new regulations. She explained that the full implication of the new Act and the regulations are still being figured out - and part of fully understanding what it all means hinges on what is or isn't in the provincial budget.

The Board Chair stated that the Board of Trustees is concerned about any budget cuts to education and how those will affect classrooms. She said that education needs predictable, long-term sustainable funding for all students and the Board cannot support a funding model that is solely tied to student performance. The Board Chair shared that the Board is open to finding new efficiencies and shared services between school boards, and in fact have been working with other districts collaboratively to find efficiencies.

E. Communications from the Superintendent of Schools

The Superintendent thanked the staff that worked during the summer providing maintenance and custodial services or that attended Summer Institutes. He thanked all staff for everything they have done to welcome students to the 2019-2020 school year.

The Superintendent commented that the District entered this fall with some uncertainty, particularly with respect to the budget. He said the ability to stay connected to each other, to the District's vision, mission and Cornerstone Values is essential to navigate uncertain times. The Superintendent reaffirmed that the District will focus on the main thing – the success of each of the 105,000 plus students. He thanked parents and families for supporting their students through the first week of school and acknowledged that it is a very busy time. He reminded families that if they have any concerns, they should speak to the child's teacher or principal first and that for further support, they can contact District Support Services.

The Superintendent shared that is it truly an honour to get up every day to support children and he is very proud of the service that the District provides.

F. Minutes

1. Board Meeting #16 – June 25, 2019

MOVED BY Trustee Stirling:

"That the minutes of Board Meeting #16 held June 25, 2019, be approved as printed."
(UNANIMOUSLY CARRIED)

2. Organizational Board Meeting – June 25, 2019

MOVED BY Trustee Gibson:

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"That the minutes of the Organizational Board Meeting held June 25, 2019, be approved as printed."
(UNANIMOUSLY CARRIED)

G. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

H. Reports

3. Actions Taken under Delegation of Authority – 2019 Summer Recess

The Superintendent reported that no actions were taken during the 2019 summer recess.

4. Strategic Plan Update – School Nutrition Program

The Trustees received an overview of the relationship between nutrition and students positively engaging in school, as well as work happening in some of the District's most socially complex schools to help ensure children have access to healthy food.

The Trustees discussed the importance of the program, external partnerships and ways to grow the program.

Trustee Gibson suggested that the role of Edmonton Public Schools Foundation be heightened to include the recruitment of external partners. He also suggested utilizing media partners to promote the school nutrition program and advertise that new partnerships would be a welcomed support. Trustee Gibson recommended consulting with End Poverty Edmonton as well.

5. Bereavements

The Vice-Chair reported on the passing of Mr. Talvinder Jasser, Mr. Dave Kowalchuk, Mrs. Ana Letelier, Mrs. Kathy Peterson, Mrs. Martina Plumb, Mr. Christopher Postle and Mr. Jeffrey Wade Sim.

I. Other Committee, Board Representative and Trustee Reports – None

J. Trustee and Board Requests for Information

Trustee Janz requested information on what the implications would be for public education with regards to the "fight back strategy/ albertainquiry.ca" into District classroom teaching and learning?
1. What protections are available for students or staff who would like to form or participate in student clubs, or fundraise?

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2. How can the District continue to educate students about the impending climate emergency while safeguarding freedom of speech and inquiry of our students, staff, and families?

Trustee Dunn requested the following information regarding seclusion and time-out rooms:
1. Does the District distinguish between seclusion 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?

K. Notices of Motion

Trustee Dunn served notice of motion that:

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 technique, and is only used as a last resort in emergency situations endangering the physical safety of students or staff.

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

L. Next Board Meeting: Tuesday, September 24, 2019, at 2:00 p.m.

M. Adjournment: 3:05 p.m.

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The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director of Board and Superintendent Relations

EDMONTON PUBLIC SCHOOLS

Strategic Plan Update Report

DATE: September 24, 2019

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Plan Update: Family Engagement

ORIGINATOR: Nancy Petersen, Managing Director, Strategic District Supports

RESOURCE STAFF: Clarice Anderson, Marnie Beaudoin, Diana Brunton, Kim Holowatuk, Terry Korte, Cathy MacDonald, Karen Mills, Natalie Prytuluk, Will Rice, Rick Stiles-Oldring, Soleil Surette, Greg Wondga

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ISSUE

The purpose of this Strategic Plan Update report is to provide the Board of Trustees with an overview of the opportunities for families to be involved in their child's education focusing on the redesign of SchoolZone.

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 work of schools to engage with families in activities that support building welcoming, inclusive, safe and caring learning environments, efforts at the central level that enhance family and student experience within the District and is in direct response to Priority 3 Goal 1 of the 2018-2022 District Strategic Plan for the District to enhance public education through communication, engagement and partnership: families as partners.

KEY POINTS

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

ATTACHMENTS and APPENDICES

ATTACHMENT I Strategic Plan Update: Family Engagement

NP:mh

Attachment I

EDMONTON PUBLIC SCHOOLS

Strategic Plan Update:

Family Engagement

September 24, 2019

epsb.ca

INTRODUCTION

This report provides the Board of Trustees with an update on work undertaken in support of Priority 3 Goal 1 of the District's 2018-2022 Strategic Plan: *Enhance public education through communication, engagement and partnerships: Families as partners*.

The importance of family involvement in students' education is well documented (Epstein 1994, Epstein et al 2018, Henderson and Mapp 2002, Laroque, Kleiman and Darling 2011). It is also one of the six key areas critical to student achievement identified in the OECD report, *Promising Practices in Supporting Success for Indigenous Students* (2017). The research recognizes that family engagement can lead to greater student success in areas such as: better social skills, better attendance, higher test scores and improved behaviour (Epstein 1994, Epstein 2018, Henderson and Mapp, OECD). Family engagement is part of a continuum of relationship building that ranges from "parental involvement with school to parental engagement with children's learning" (Goodall and Montgomery 2014). Activities along this continuum can include: the various ways in which schools/teachers and families communicate, families providing meaningful input about programming, to families engaging their children in extracurricular learning opportunities.

The District's desired outcome for Priority 3 Goal 1 is to provide families with a variety of opportunities to be involved in their child's education, including possibilities beyond the daily classroom and school interactions, recognizing that families play an important role in shaping the way their children view learning and are able to successfully participate in their learning. Priority 3 Goal 1 reflects Outcome Three in Alberta Education's 2018-2021 Business Plan: *Alberta's education system respects diversity and promotes inclusion,* which is accomplished "through effective and meaningful collaboration with parents and partners to meet education needs of children and students" (Alberta Education).

Schools work to engage with families in meaningful, deliberate activities that support building welcoming, inclusive, safe and caring learning environments. There are also many complementary efforts undertaken at a central level, with a system-wide impact, that enhance family and student experience within the District. The main focus of this report will be on one such effort, the redesign and August 2018 launch of the District's new SchoolZone. The report will also briefly highlight family engagement sessions regarding infrastructure, program planning and policy development; family responses to the District Feedback Survey; the District's engagement of families and community members through the establishment of advisory committees; the role of School Councils; celebration and recognition of families; and accountability reporting.

> Schools that work alongside parents as partners achieve gains in student well-being, participation, engagement and achievement.
>
> p.14. OECD, 2017

SCHOOLZONE

SchoolZone is the main digital tool for connecting District schools, teachers, families and students. It provides secure access to school and student information such as homework, attendance records and progress reports. It can be used to share Trustee, District and school level news and information. Families use it to pay fees, pre-enrol and access the yellow bus tracking service *Where is My Bus?* Its core purpose is to enable effective communication between home and school. SchoolZone was first launched in 2005 and in 2015 a comprehensive review was initiated to engage stakeholders in dialogue about how SchoolZone was being used and to envision its use in the future.

SCHOOLZONE REVIEW

The review began with an assessment of the scope and impact of operating SchoolZone on District Technology, which identified the need for more research into how SchoolZone was being used by schools and families. Further data was collected through interviews, focus groups, analytic data, reviews of alternative products and a satisfaction survey of families, staff and students.

The survey solicited feedback on how SchoolZone was being used, what features were most valuable and what areas needed improvement. Uptake by stakeholders was very good, with 1,600 families providing feedback over the course of the review phase.

The review process identified four key areas for improvement:

- Mobile device functionality
- Features that promote consistent experiences across schools and classrooms
- Notification systems that better serve all stakeholders
- Integration with other District apps, especially G-Suite for education. G-Suite is a set of collaboration tools, software and products developed by Google, such as: Gmail, Calendar, Drive, Docs, Sites, etc.

Based on these results and the review of possible alternative software, a redesign of SchoolZone was recommended and a committee was struck to guide this work. Beginning in 2017-2018 the new SchoolZone platform was initially piloted in the McNally catchment and then expanded twice to include the W.P. Wagner and Lillian Osborne catchments. In total, over 50,000 users participated in the pilot. The process was very iterative, with features being identified and incorporated during the design and pilot process based on ongoing stakeholder feedback. Additionally an ongoing family perspective was important; as such, responses from families were solicited through surveys at two different points during the pilot.

An onboarding plan based on the pilot process was created for the full scale release across all District schools. Families and students were made aware of the coming changes beginning in June 2018 through a District-wide communication plan, which included posts to the old SchoolZone, email, social media, posters and presentations for school council meetings, as well as Facebook advertising. Full launch of the new SchoolZone occurred on August 20, 2018. The roll out went very smoothly with only a small increase in technology service calls related to SchoolZone.

Five hundred and fifty-eight stakeholders (staff, students and families) participated in the post-upgrade satisfaction survey, which was available for two weeks at the end of June 2019. Overall results from this survey, completed by 353 families, indicated they were satisfied with the SchoolZone upgrade.

NEW FEATURES

When looking at the four areas identified for improvement in the initial review process, mobile device functionality, a more consistent appearance and an improved notification system were of primary interest to families. The following is an overview of the work done to support improvement in each of these three areas.

MOBILE DEVICE FUNCTIONALITY

A desire for an improved mobile experience was expressed by all respondent groups and appeared throughout the data. Suggestions for improved mobile device functionality included:

- Easier navigation on mobile devices.
- Access to the full feature set of SchoolZone on smartphones.
- Better scaling of content to fit smaller screens.

Following the upgrades, families were the most positive respondent group about ease of use of SchoolZone on mobile devices at 90 per cent, while the overall score for all respondents was 84 per cent.

CONSISTENT APPEARANCE AND CONTENT

In the pre-upgrade satisfaction survey, 41 per cent of families requested more consistency in the content and appearance of SchoolZone. The upgrade included a number of changes to the interface and appearance that ensured a more common experience for users, such as new content notification displays within SchoolZone. Other specific improvements suggested and implemented for the interface included:

- Less scrolling.
- Less clutter.

As this project was highly iterative, the interface was updated several times adding new features such as quick links based on feedback received during the pilot. In the post-upgrade user satisfaction survey, 95 per cent of families were positive about the consistency in appearance of SchoolZone, indicating that the work done to improve the interface was successful.

NOTIFICATIONS

Changes to notifications were one of the most significant targets in the redesign. In the old SchoolZone, email notifications provided no details on what content had been added or updated and once in SchoolZone it was not easy for the user to identify what was updated or what was new content. Notifications were improved in two significant ways in the redesign. Email notifications now provide more details about the subject and new information is more clearly identified in SchoolZone.

Family Post-Upgrade Satisfaction Survey

- 92% about changes to email notifications
- 93% emails help identify new content
- 92% onscreen notifications are effective

Email notifications

Improvements to email notifications included subject content, and student, teacher and class identification within the body of the email; as well as a combined family email capability, which families had identified as a top suggestion for improvement.

Notification centre

New items on SchoolZone are now identified by a **New** icon and users are able to see the number and location of unread updates. In the old SchoolZone none of these were consistently identified.

The new SchoolZone is also more accessible and compatible than the old version, which did not work well with mobile browsers, screen reader programs and text or audio browsers. For example, families can now use screen readers and link to translation software directly to translate the site, greatly increasing accessibility.

ADDITIONAL FULL SCALE DEVELOPMENTS

There were several additional features, not part of the original scope of the redesign project, completed during and after the pilot that provided further enhanced functionality in SchoolZone. These included:

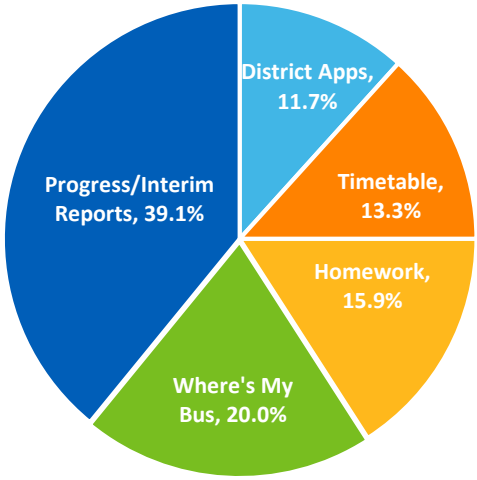
- Online versions of the School Information Correction and FOIP forms.
- Trustee News channel, which provides Trustees with a place to post information relevant to their wards.
- A feature that allows schools to house their customized Student Rights and Responsibilities and School Assessment Plan documents within SchoolZone.

WHAT THE DATA TELLS

It is difficult to compare usage data from the old and new SchoolZone as the new interface and notification systems have been significantly streamlined, resulting in changes to the way usage is tracked and possibly to how families may access SchoolZone. These two factors make it irrelevant to compare before and after usage rates.

SchoolZone is used by teachers, schools, the District and Trustees to communicate with families. Use of SchoolZone varies across schools as does uptake by families. Figure 1 represents a breakdown of stakeholder use from the 2018-2019 school year, excluding news/calendar which is the default page that users are directed to once they log in. Ninety-four percent of family respondents to the post-upgrade survey found SchoolZone at least somewhat easy to use, compared to 80 per cent of the families that responded to the pre-upgrade satisfaction survey.

Figure 1. Top Five SchoolZone Pages in 2018-19



2018-2019 SchoolZone Quick Facts

- Over 9 million sessions
- More than 35 million page views
- 23,000+ news items posted from school offices
- 210,000+ items posted by teachers
  - 49% News
  - 42% Homework
  - 9% Class Resources
- Over 76,000 active family accounts for 101,865 students
- 55% of logins occur on a mobile device
- 93% of families selected SchoolZone as one of the ways they keep informed about Edmonton Public Schools in the District Feedback Survey

OTHER FAMILY ENGAGEMENT INITIATIVES

FAMILY/COMMUNITY ENGAGEMENT SESSIONS

Infrastructure engaged families and community on a variety of topics over the course of the 2018-2019 school year; through 17 public meetings with an attendance of over 1,200 stakeholders. These meetings covered a number of District initiatives, such as: new school design visioning and concept sharing, alternative programs and transportation and attendance areas. Additionally, stakeholders were able to share their feedback online and over 1,000 people engaged with the District this way. The feedback gathered from families helped inform decisions regarding the design of new schools, the placement of alternative programs and the redrawing of attendance areas.

Family perspective is important in the development of Board policies and administrative regulations. Over 100 families and community members provided in-person feedback in eight sessions on three policies: Board Policy HAA.BP First Nations, Métis, and Inuit Education; Board Policy GGAJ.BP Early Years; and Board Policy GGAB.BP Multicultural Education. As well, over 150 stakeholders responded to Board Policy DK.BP District Technology and Board Policy HAA.BP First Nations, Métis, and Inuit Education policy drafts through online surveys. This feedback from families helped to shape the final draft of Board Policy HAA.BP First Nations, Métis, and Inuit Education that was passed on June 11, 2019; and continues to support the Trustee Policy Review Committee in the development of Board Policy GGAJ.BP Early Years, Board Policy GGAB.BP Multicultural Education and Board Policy DK.BP District Technology.

This past fall the Board of Trustees also reached out to families around setting priority areas of focus within the Strategic Plan. Through focus group conversations and an online survey families had the opportunity to share with the Board which areas of the Strategic Plan they thought were most critical to the success of children. This feedback was combined with that of staff and students to help the Board prioritize their work over the next four years.

DISTRICT FEEDBACK SURVEY - FAMILY VOICES SUMMARY

The District Feedback Survey (DFS) serves as a tool for stakeholders - students, staff, families and community members - to provide feedback to the District and schools around a broad range of areas relative to high quality teaching and learning.

The third annual DFS experienced another year of participant growth with 5,183 family responses, an increase of 33.8 per cent since the initial launch in 2016-2017. There has also been an increase in the percentage of family survey respondents choosing to answer positively to the questions about self-identification of First Nations, Métis, and Inuit[1] or identifying as being English language learners. This most recent percentage of parental identification more closely reflects the demographic profile of students in the District.

Family identification in DFS	2018-2019	2017-2018	2016-2017
Identify child as status/non-status First Nations, Métis, or Inuit.	**5.6% (n=289)**	4.4% (n=189)	3.7% (n=142)
Child's first language is not English.	**24.5% (n=1,270)**	15.7% (n=677)	14.0% (n=542)

Responses regarding family engagement in the DFS demonstrate that families are generally satisfied with their ability to communicate with the school about their child. There was a significant increase in family satisfaction regarding ongoing information about their child's progress, though this may be partially due to the rewording of the DFS survey question. For an overview of DFS question enhancements please refer to footnotes 1-3.

[1] A change in wording of the First Nations, Métis, and Inuit identification question occurred in 2018-2019 from *My child identifies as Status Indian/First Nations, Non-Status Indian/First Nations, Métis, or Inuit (Optional)* to *I identify my child as Status Indian/First Nations, Non-Status Indian/First Nations, Métis, or Inuit (Optional)*.

2018-2019 Questions	2018-19	2017-18	2016-17
I have adequate opportunities to communicate with my child's teacher	**90.1**	88.6	87.4
I am comfortable contacting my child's school about an issue or concern[2]	**88.8**	90.2	88.5
The ongoing information I receive from my child's school tells me about their progress[3]	**84.2**	77.5	75.4
The information I receive about my child's learning at school helps me to support my child	**83.5**	82.5	82.1

ROLE OF ADVISORY COMMITTEES AND COUNCILS

The District values the voice and perspective of its stakeholders and has a variety of ways to engage and seek feedback around key or strategic areas. One means of engaging with a targeted group of stakeholders over an extended period of time for continued support and shared perspective, is to form an advisory committee or council. The following groups are two examples of advisory groups currently active in the District whose efforts support our work to engage with families in a meaningful and productive way:

INCLUSIVE EDUCATION PARENT AND COMMUNITY ADVISORY COMMITTEE

The advisory committee is made up of 10 members (five parent and five community members) and two District representatives. The work of the committee helps strengthen inclusive education in the District by:

- Enhancing how the District's Board policies and administrative regulations supporting inclusive education are put into practice.
- Providing information and advice to District administrators.
- Working to bring Alberta Education's Principles of Inclusive Education to life in classrooms.

FIRST NATIONS, MÉTIS, AND INUIT EXTERNAL ADVISORY COUNCIL

The External Advisory Council is made up of a variety of organizations that collaborate with the District to support First Nations, Métis, and Inuit students and their families. The role of the advisory council is to:

- Provide feedback on resources that the First Nations, Métis, and Inuit unit have created, including resources to support schools working with families.
- Receive updates on District initiatives (e.g. *Exploring Early Learning & Family Engagement* project with Enoch).
- Provide updates on what their organizations are working on in relation to education.

Organizations that have participated since January 2018 include:

- Alberta School Councils
- Bent Arrow
- Canadian Native Friendship Centre
- Centre for Family Literacy
- City of Edmonton
- Grant MacEwan University
- NAIT
- NorQuest College
- University of Alberta
- Yellowhead Tribal College

[2] Previous years' question: *I am comfortable contacting my child's school about an issue or concern with my child's educational experience.*

[3] Previous years' question: *The ongoing information I receive between progress reports tells me if my child is being successful in school.*

SCHOOL COUNCILS

School councils are structured groups of parents, principals, teachers, secondary students and community representatives who work together to effectively support and enhance student learning. They provide a means for members of the school community to consult with and provide advice to the principal and the school board. (School Council Resource Guide, 2007)

In support of the District's Cornerstone Value of equity, the Board of Trustees pays the Alberta School Councils' Association (ASCA) membership fees for all District school councils, ensuring the potential barrier of a fee is removed and all school communities are on equal footing to establish a school council. As well, every year the District hosts Alberta School Councils' Association training sessions for school councils. Last year, 78 School Council members from 51 different schools attended the fall training. ASCA also provided 49 workshops at 29 schools and connected with 93 District schools through email/phone.

Beyond the formal structure of the school council, each school community has its own way of connecting with and building relationships with the families it serves. Examples of these efforts include, but are not limited to:

- Drop-in morning coffee and muffins with the principal to support informal conversations and foster positive working relationships.
- Family dinners as part of key evenings like family-teacher conferences; these dinners often remove logistical barriers and enable more families to participate in these learning focused conversations.
- Encouraging opportunities for families to volunteer in the school community.

CELEBRATION AND RECOGNITION

The role of families is important and the Board of Trustees hosts specific events to recognize the contributions of families and celebrate with them the success of their children. Some of these special events include:

NIGHT OF MUSIC

This annual evening at the Jubilee Auditorium showcases the music programming across the District and provides students with the unique opportunity to perform in a professional venue in front of approximately 2,500 audience members. Typically between 600 and 1,000 students participate and their families are invited to share in this wonderful celebration of music.

DISTRICT RECOGNITION PROGRAM

The District annually recognizes outstanding contributions from parents, community members, students and staff through the District Recognition program. Recipients are acknowledged in three categories: service, merit and team. Over the past five years the District has recognized 374 family and community members for their unique efforts in support of schools, students and learning.

VOLUNTEER AND COMMUNITY RECOGNITION

On May 30 and 31, 2019, the Board of Trustees held a volunteer recognition event at the Royal Alberta Museum. Trustees hosted over 750 individuals over the two nights, to personally thank them for their volunteer contributions and donations to the District. Many of these volunteers were parents or caregivers whose children attend a District school. This event enabled the Board to extend their sincere appreciation for the time and effort volunteers give to schools across the District.

Many schools also have their own special way of recognizing and celebrating the work of family volunteers within their school community.

ACCOUNTABILITY

In support of the District's Cornerstone Value of accountability, results and plans - at both the school and District levels - are shared and discussed through a variety of avenues. Through this cycle of planning and reporting there are key opportunities to engage with families to either seek their input around planning and the best use of resources or to share data, information and results relevant to the success of students. These opportunities include the following and are shared through a variety of means (SchoolZone, EPSB.CA, public Board meetings and school council meetings):

- Annual Budget Planning Process
- Annual Results Review conversations
- District and school level Provincial Achievement Test results
- Central Plans in support of schools and the District's overall operational Budget
- The Annual Education Results Report (AERR) and Strategic Plan update reports

NEXT STEPS

SchoolZone will remain a critical tool to support communication with families. The work to iteratively improve the experience of SchoolZone will continue, with a focus on continued improvements to the mobile experience and a pilot to explore how families can reset their SchoolZone passwords via email.

This fall SchoolZone served as the platform for the launch of the District's Anytime Help Anywhere (AHA) videos. AHA is a series of junior high online learning videos designed to help parents/guardians support the learning of their children outside of regular school hours. These videos were developed by Edmonton Public Schools' teachers and principals to target concepts that are foundational learning for junior high students. AHA videos are currently available for Mathematics, English Language Arts, Social Studies and Science. Although these videos were designed to support junior high students, they may also be useful for students in Grades 4 through 12.

Having positive working relationships with families is critical to student success. The District will continue to prioritize engaging with families around their child's learning and seeking family input to help inform key decisions. Family voice will be essential in the coming months as the District navigates new expectations stemming from the *Education Act*, enacted in September 2019, and works to make the most efficient and effective use of educational resources.

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DATE: September 24, 2019

TO: Board of Trustees

FROM: Trustee Shelagh Dunn

SUBJECT: Motion re: Involuntary Confinement

REFERENCE: Trustees' Handbook – Section 5.2.2 – Notices of Motion
Standards for Seclusion and Physical Restraint in Alberta Schools
Standards for Time-Out in Alberta Schools

ISSUE
Notice of motion was served at the September 10, 2019, Board meeting.

BACKGROUND
On Friday, August 22, 2019, the board chairs of the Calgary Board of Education, Calgary Catholic School District, Edmonton Catholic Schools and Edmonton Public Schools released a joint statement asking the Minister of Education to reconsider the Ministerial Order banning the use of seclusion rooms (Ministerial Order #006/2019).

On August 29, 2019, the Minister of Education repealed this Ministerial Order and put into place a set of interim standards: Standards for Seclusion and Physical Restraint in Alberta Schools and Standards for Time-Out in Alberta Schools. 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 partners including Edmonton Public Schools.

This motion is intended to provide Edmonton Public School Board Trustees the opportunity for public discussion and debate on these issues, input to the Minister in creating a set of finalized standards, and advocacy for supports needed in order to work towards an end to the practice of involuntary confinement.

DEFINITIONS:
The current interim standards provide definitions for seclusion, time-out, exclusionary time out, and differentiate between these practices and other reasons a student may be in a separate area of a classroom or school:

- ***Seclusion*** is "the involuntary confinement or isolation of a person, alone in a room or area from which the person cannot freely exit or is physically prevented from leaving. This generally occurs in a room with a door that has a lock. The lock may be engaged, or if not engaged, the door is otherwise blocked or held shut." (page 9, Standards for Seclusion and Physical Restraint)
- ***Time-out*** is "a shortened form of a behavioural management strategy known as time-out from positive reinforcement. It is a behavioural intervention that involves reducing or limiting the amount of reinforcement that is available to an individual for a brief period of time in order to decrease or stop a predefined challenging behaviour." (page 8, Standards for Time-Out)
- ***Exclusionary time-out*** is the practice of "removing the child/student from the reinforcing activity to another fully or partially enclosed part of the immediate instructional setting or to

another supervised location within the school (for example, the library, the principal's office, counsellor's office, another classroom or a dedicated time-out room), provided other sources of reinforcement are not available in these locations. The child/student is not allowed to participate in or observe the reinforcing activity" (page 11, Standards for Time-Out).

- ***These practices are not*** the same as other reasons that a student may be in a separate area of the classroom or school, such as when a distraction-free environment is needed, or when a student requests to be in a separate area in order to provide a calming space to self-regulate their behaviour (e.g., a sensory room or calming room).

RELATED INFORMATION:

Creating standards and accountability for seclusion, restraint and time-out practices is necessary and needed, and Edmonton Public Schools has an important voice while the province gathers input from key stakeholders.

This discussion is important because of the ethical issues related to seclusion and restraint including questions of human rights and the potential for injury[1]. Local advocacy groups such as Inclusion Alberta have also raised concerns about the use of these practices and the emotional impact on students.

It is important to have clear direction that seclusion rooms are not used as punishment, discipline, or behaviour management technique and are only to be used as a last resort in emergency situations. This direction is clear in the interim Standards for Seclusion and Physical Restraint in Alberta Schools and is specified in the new regulation created by our administration, District Seclusion Rooms, on the use of seclusion rooms in a crisis situation.

However, clarity is needed for the use of time-out. In particular, the reference to the use of dedicated time-out rooms in the Standards for Time-Out in Alberta Schools could create the potential for an experience of involuntary confinement, even without a lock on the door. This is because the direction of an adult in authority may be enough to prevent a student from feeling that they have the option to refuse entry to the room or leave the room if needed.

It is also important to acknowledge that placing restrictions on the use of these rooms and logging their use is not enough. While it may be possible to log individual use of a seclusion room, the issue is not only individual, it is systemic. We need to work towards a system where these rooms are not needed or used.

Teachers, principals and educational assistants in this province are working hard to meet the needs of their students in diverse and complex classrooms. But educators cannot have training and expertise in all areas and need training and support from trained professionals in implementing positive behavioural supports for students.

Parents and families are working extremely hard to meet the needs of their children and advocate on their behalf, and the education system must be able to collaborate effectively with needed programs in health care, mental health, and family and community services. It is important to work towards a better-funded system of increased collaboration between health and social supports for students, and cross-ministry collaboration in implementing these supports.

Increased and adequate funding is needed to meet the needs of students who need specialized supports. This includes opportunities for training for teachers and staff, and increased access to funded specialists to assist in understanding and assessing student behaviour, communication, and well-being in order to implement effective interventions before a crisis is reached.

RECOMMENDATION

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 behaviour management technique, and is only used as a last resort in emergency situations endangering the physical safety of students or staff.**

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 behaviour supports and increased funding for regulated specialists to work with teachers and educational assistants**

OPTIONS

1. Approve the recommendations.
2. Provide feedback and request changes to the recommendations for approval.

NEXT STEPS

Upon approval of Recommendation 1, a letter will be sent to the Minister of Education with the board position that involuntary confinement (in a seclusion room or dedicated time-out room) should not be used as punishment or a behaviour management technique, and should only be used in a last resort in emergency situations endangering the physical safety of students or staff.

Upon approval of Recommendation 2, the letter will advocate for needed changes to our current system of health, education and social services so that involuntary confinement in school is no longer needed or used by: 1) increasing cross-ministry collaboration to serve students with disabilities and mental health concerns, 2) increased and adequate funding for students in need of specialized support, and 3) increased funding for staff training in positive behaviour supports and increased funding for regulated specialists to work with teachers and educational assistants.

[1] Scheuermann, B., Peterson, R., Ryan, 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.

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 11to 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.

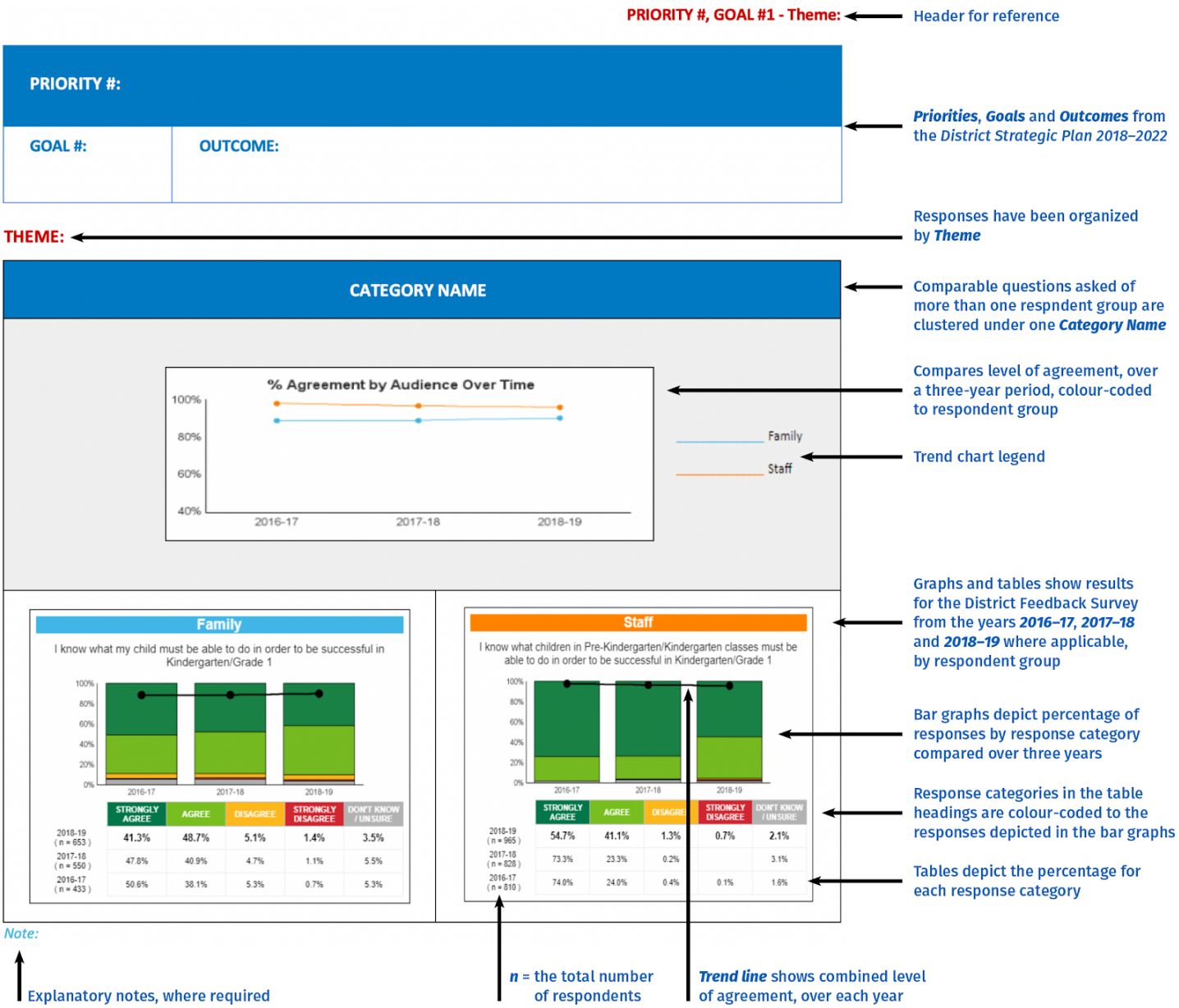
For the purpose of the survey, Family surveys were completed by parents or guardians of students attending an Edmonton Public School at the time of the survey administration. Community respondents included members of the general public, partners whose organization has a working relationship with Edmonton 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.



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

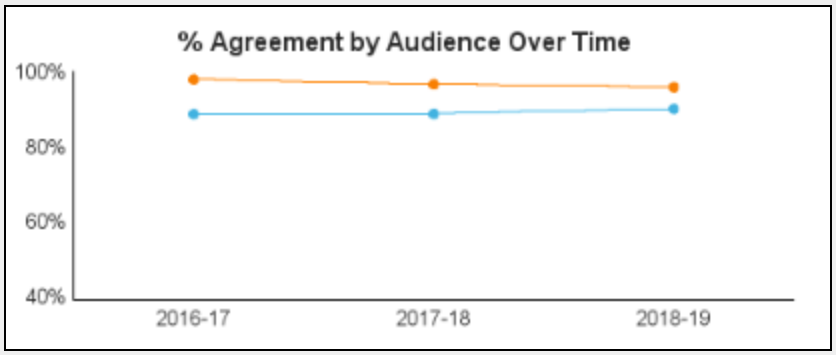
To support comparability and trending of data from year to year, the following are changes instituted in 2018 - 19 along with noteworthy information:

- 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.

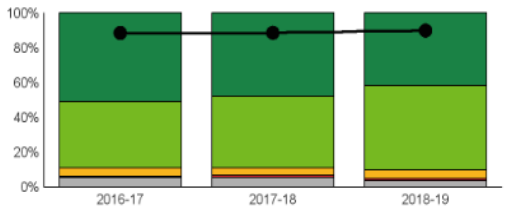
THEME: READINESS FOR GRADE ONE

SUCCESS IN KINDERGARTEN/GRADE 1



Family

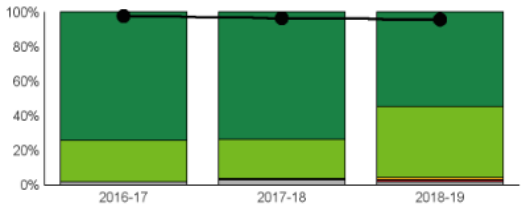
I know what my child must be able to do in order to be successful in Kindergarten/Grade 1



	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



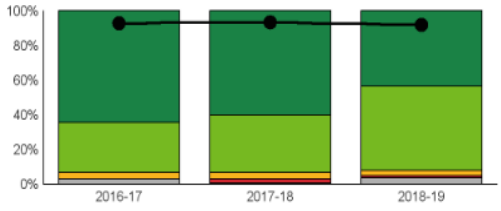
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 965)	54.7%	41.1%	1.3%	0.7%	2.1%
2017-18 (n = 828)	73.3%	23.3%	0.2%		3.1%
2016-17 (n = 810)	74.0%	24.0%	0.4%	0.1%	1.6%

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

Staff

My school has access to the resources and supports that enable children to reach the developmental milestones for learning in Grade 1.



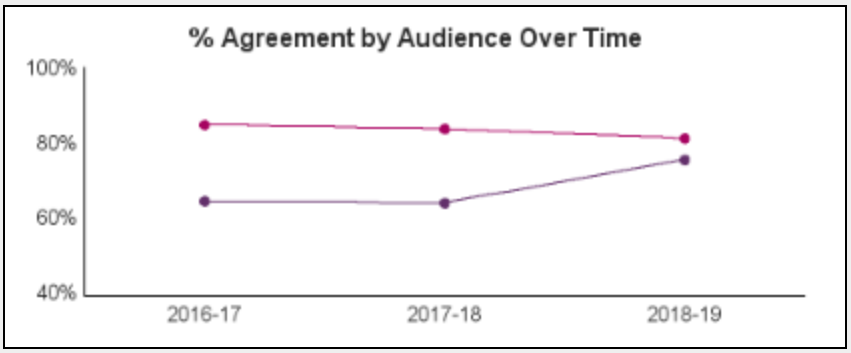
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 965)	43.4%	48.6%	3.2%	0.8%	3.9%
2017-18 (n = 123)	60.2%	33.3%	3.3%	2.4%	0.8%
2016-17 (n = 128)	64.1%	28.9%	3.9%		3.1%

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



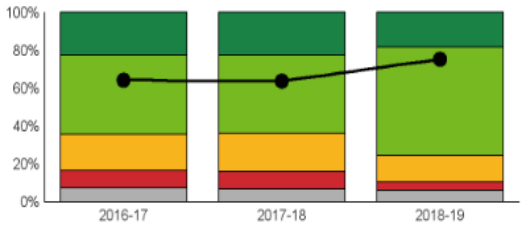
Grade 3 + 5 Students

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



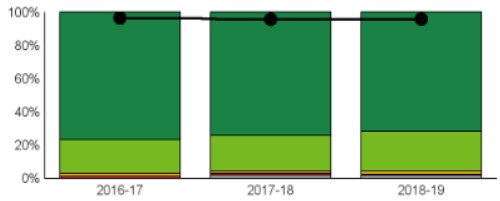
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	18.1%	57.3%	14.1%	4.4%	6.1%
2017-18 (n = 9,088)	22.8%	41.0%	20.4%	8.8%	7.0%
2016-17 (n = 9,340)	22.8%	41.6%	19.1%	9.0%	7.6%

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

Grade 3 + 5 Students

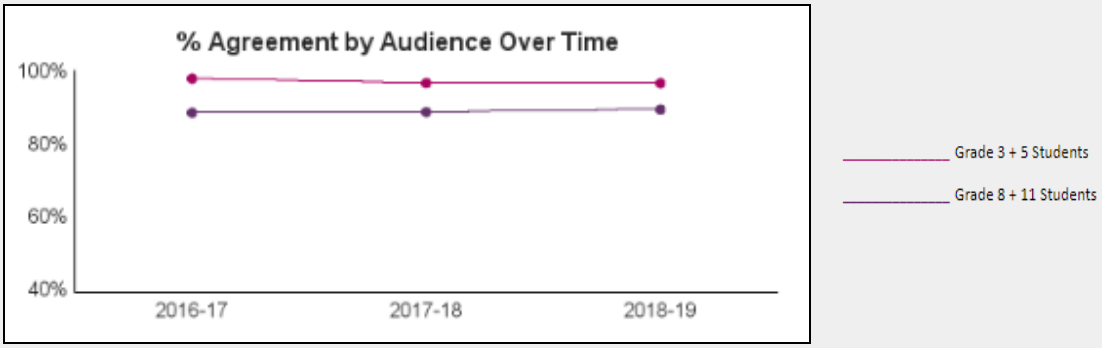
Learning is important to me



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	71.6%	24.3%	1.6%	0.8%	1.6%
2017-18 (n = 13,207)	74.1%	21.8%	1.3%	0.8%	2.0%
2016-17 (n = 12,456)	76.4%	20.3%	2.1%	1.2%	

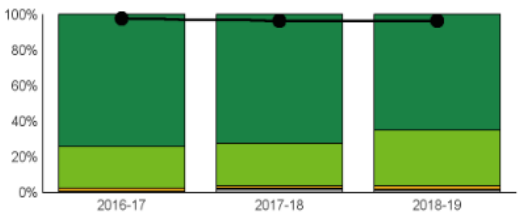
THEME: INSTRUCTIONAL SUPPORTS

HELP WITH LEARNING



Grade 3 + 5 Students

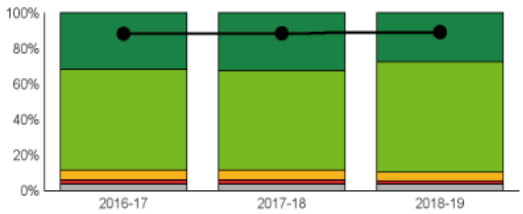
My teachers and school staff help me learn



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	65.1%	31.5%	1.4%	0.5%	1.5%
2017-18 (n = 13,207)	72.3%	24.3%	1.2%	0.6%	1.7%
2016-17 (n = 12,456)	74.2%	23.7%	1.4%	0.7%	

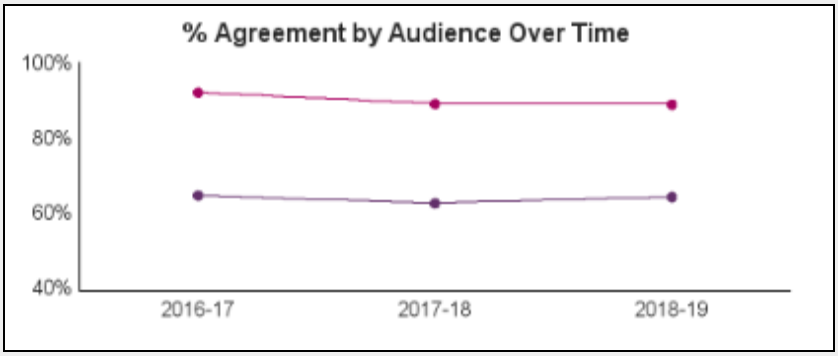
Grade 8 + 11 Students

My teachers and school staff help me learn



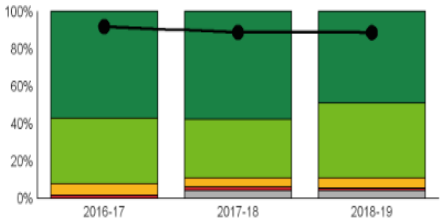
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	27.4%	62.0%	5.2%	2.0%	3.4%
2017-18 (n = 9,088)	32.4%	56.2%	5.5%	2.2%	3.7%
2016-17 (n = 9,340)	32.1%	56.4%	5.6%	2.2%	3.7%

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

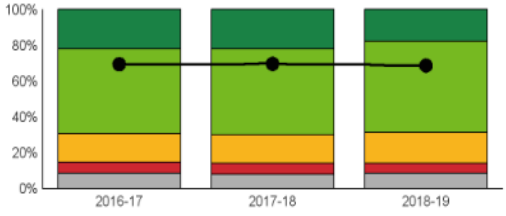
My teachers and school staff provide a variety of ways for me to learn

	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

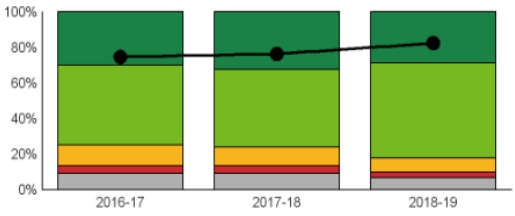


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	17.9%	50.8%	17.2%	5.5%	8.5%
2017-18 (n = 9,088)	22.0%	47.8%	15.9%	6.2%	8.1%
2016-17 (n = 9,340)	22.2%	47.4%	15.8%	6.0%	8.6%

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)

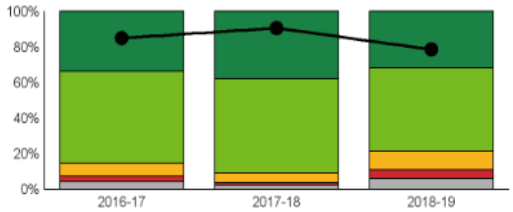
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	32.4%	47.3%	10.1%	3.3%	6.9%
2017-18 (n = 4,313)	36.1%	44.9%	8.9%	2.8%	7.3%
2016-17 (n = 3,873)	35.2%	45.7%	10.1%	2.9%	6.1%

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

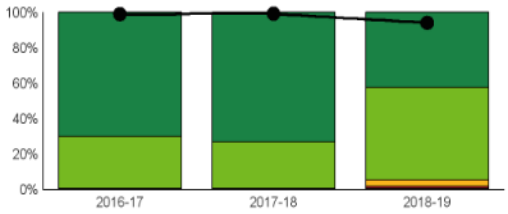


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 287)	32.1%	46.7%	10.5%	4.5%	6.3%
2017-18 (n = 194)	37.6%	53.1%	5.7%	1.0%	2.6%
2016-17 (n = 429)	33.6%	51.5%	7.7%	3.0%	4.2%

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%

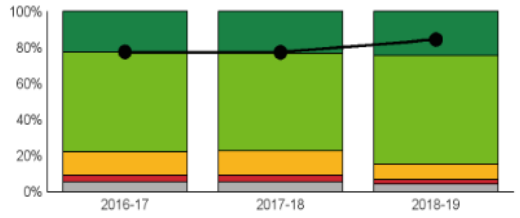
Note: Staff Audience - Teaching and Learning, School Teachers only; Question asked in 2018 "I am confident in my ability to engage my students in meaningful learning experiences across the curriculum"

THEME: ASSESSMENT OF/FOR LEARNING

FEEDBACK FOR LEARNING

Grade 8 + 11 Students

My teachers provide feedback that helps me learn

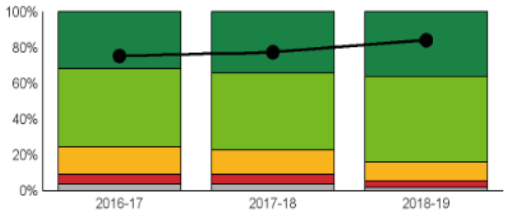


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	24.4%	60.2%	8.7%	2.5%	4.3%
2017-18 (n = 9,088)	23.2%	54.3%	13.3%	3.4%	5.8%
2016-17 (n = 9,340)	22.8%	54.9%	13.1%	3.8%	5.4%

INTERIM INFORMATION ON CHILD'S SUCCESS

Family

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

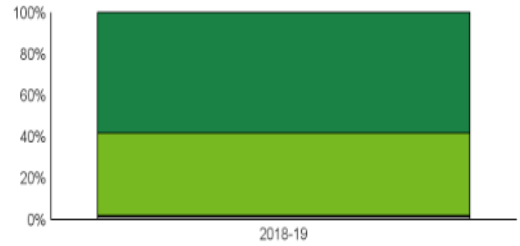


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	36.0%	48.2%	10.2%	3.7%	1.9%
2017-18 (n = 4,313)	33.9%	43.5%	13.3%	5.4%	3.8%
2016-17 (n = 3,873)	31.8%	43.6%	15.6%	5.6%	3.5%

ASSESSMENT PRACTICES

Staff

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

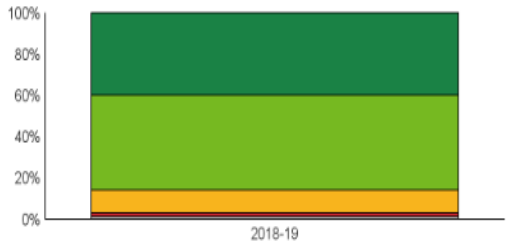


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 3,435)	58.0%	40.1%	0.6%	0.1%	1.2%

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



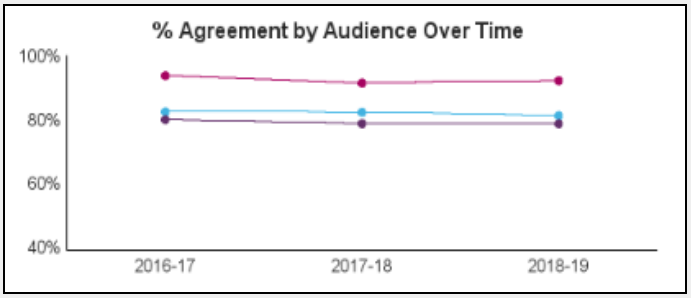
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 3,435)	39.5%	46.2%	11.4%	1.8%	1.1%

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



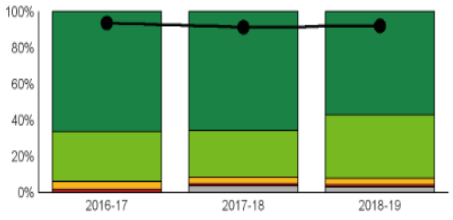
Grade 3 + 5 Students

Grade 8 + 11 Students

Family

Grade 3 + 5 Students

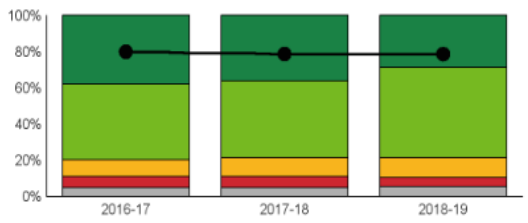
My teachers help me improve in Mathematics



	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

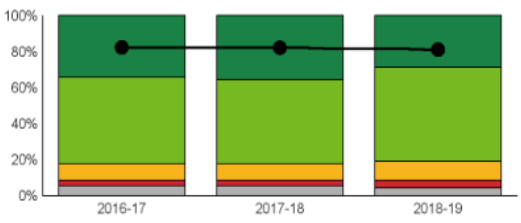
My school helps me improve in Mathematics



	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

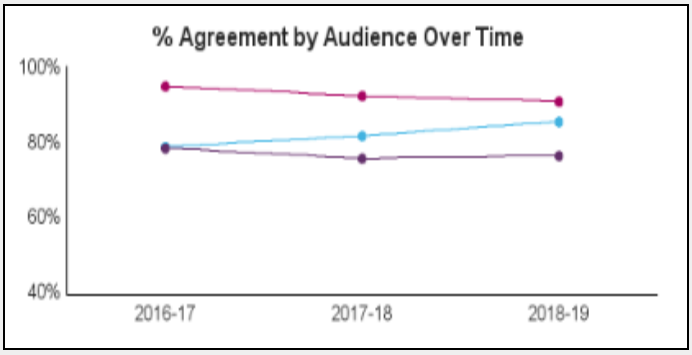
School has helped my child improve in Mathematics



	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%

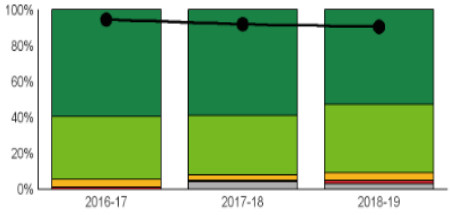
Note: Grade 3 & 5 - Question asked independently of Grade 3 and Grade 5, with results combined for reporting. Grade 3 question asked "My teachers help me in Math"
Note: Grade 8 & 11 - Question asked in 2018 "My school experience has helped me improve in Mathematics"
Note: Family Audience - Grades 1 through 12 only; Question asked in 2018 "The experience of school has helped my child improve in Mathematics"

VARIETY IN WRITING



Grade 3 + 5 Students

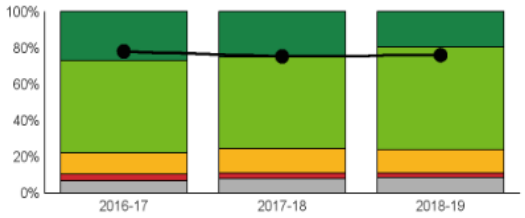
My teachers help me improve my writing skills



	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



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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%

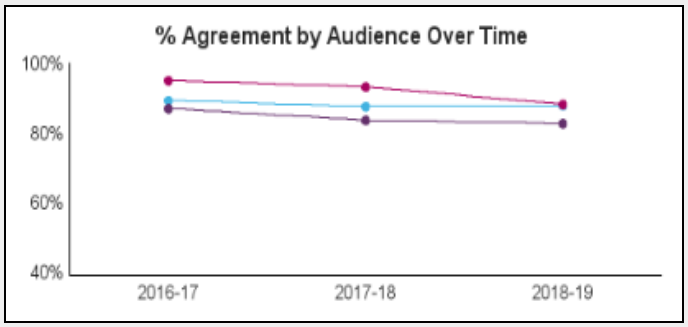
Family

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%

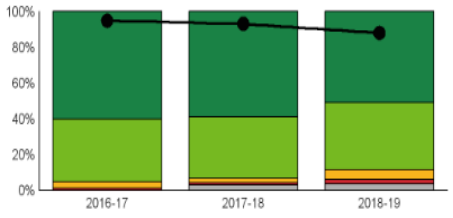
Note: Grade 3 & 5 - Question asked independently of Grade 3 and Grade 5, with results combined for reporting. Grade 3 question asked "My teachers help me with my writing"
Note: Grade 8 & 11 - Question asked in 2018 "My school experience has helped me write for different purposes"
Note: Family Audience - 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

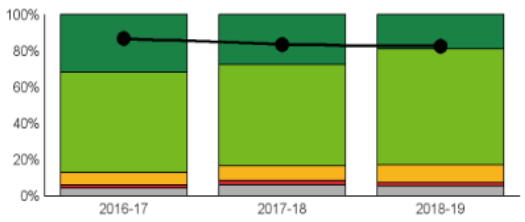
My teachers help me understand the information I read



	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

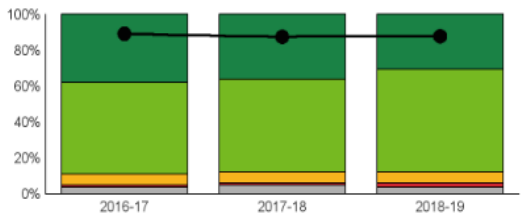
My school helps me understand the information I read



	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



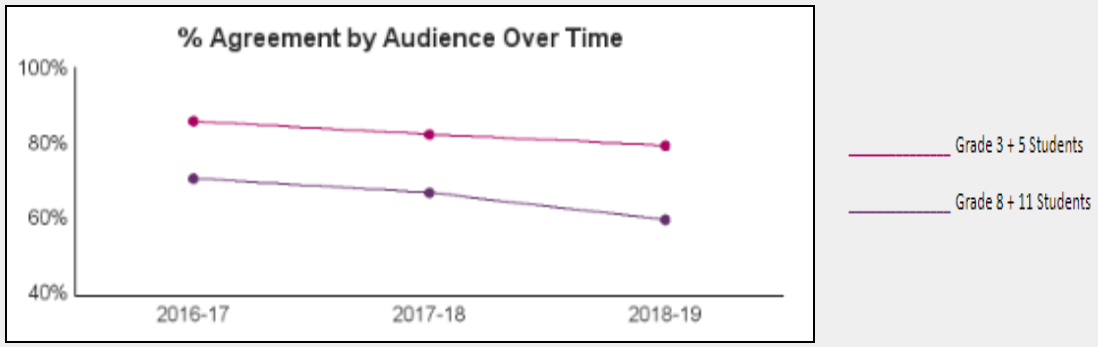
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 4,530)	30.8%	57.0%	6.1%	2.3%	3.8%
2017-18 (n = 4,313)	36.2%	51.4%	6.2%	1.2%	5.1%
2016-17 (n = 3,873)	37.7%	51.5%	5.7%	1.1%	3.9%

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.

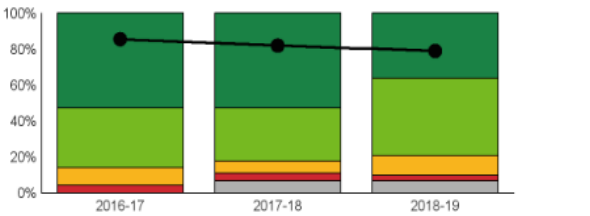
THEME: SKILLS FOR SUCCESS BEYOND SCHOOLING

SELF AWARENESS



Grade 3 + 5 Students

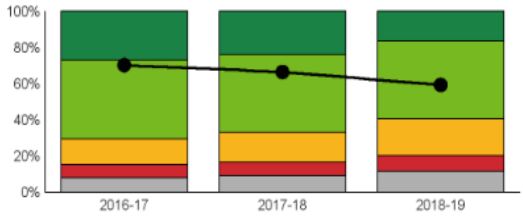
My school helps me find out my interests



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,655)	35.8%	43.3%	10.9%	3.2%	6.8%
2017-18 (n = 13,210)	53.0%	29.2%	7.0%	4.0%	6.9%
2016-17 (n = 12,456)	52.6%	33.1%	10.1%	4.2%	

Grade 8 + 11 Students

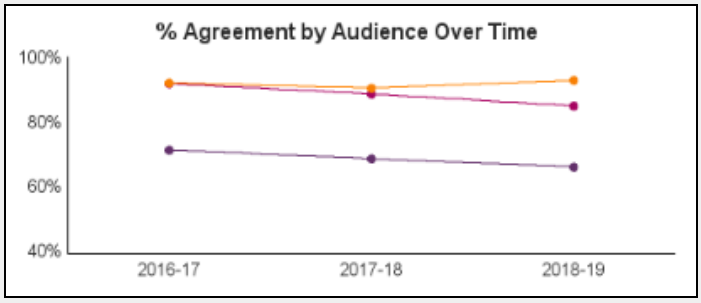
My school helps me understand who I am as a person (e.g. what I like what I don't like)



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	16.1%	43.3%	20.0%	8.9%	11.6%
2017-18 (n = 9,088)	23.9%	42.7%	16.9%	7.1%	9.4%
2016-17 (n = 9,340)	27.1%	43.2%	14.3%	7.2%	8.1%

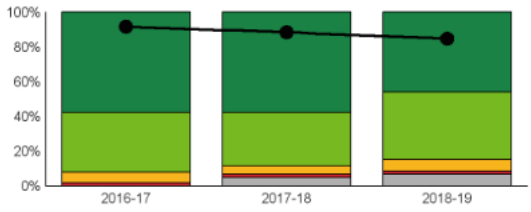
Note: Grade 3 & 5 - Question asked of Grade 5 only in 2019; change from question asked in 2018 "My school has helped me understand who I am as a person (e.g. what I like, what I don't like)"
Note: Grade 8 & 11 - Question asked in 2018 "My school experience has helped me understand who I am as a person (e.g., what I like, what I don't like)"

DEVELOPING RESILIENCY



Grade 3 + 5 Students

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%	

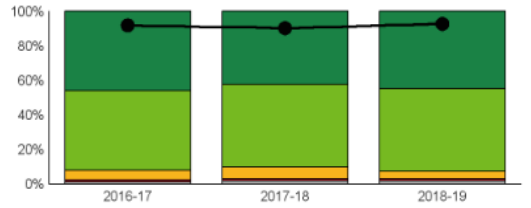
Grade 8 + 11 Students

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

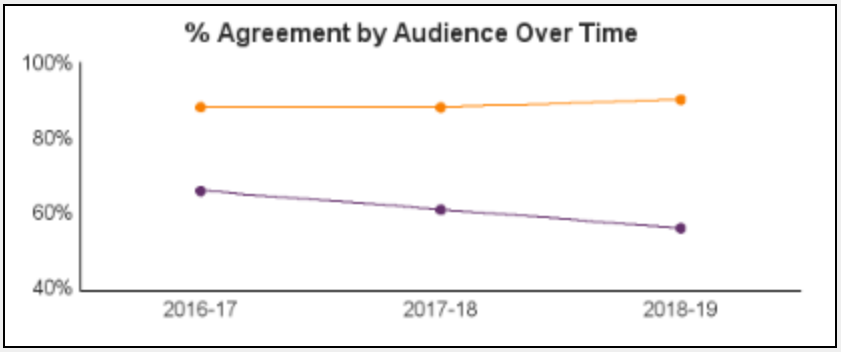
My school helps students develop resiliency (not giving up)



	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



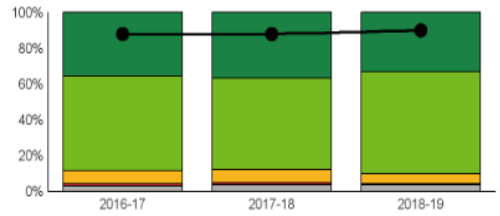
Grade 8 + 11 Students

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

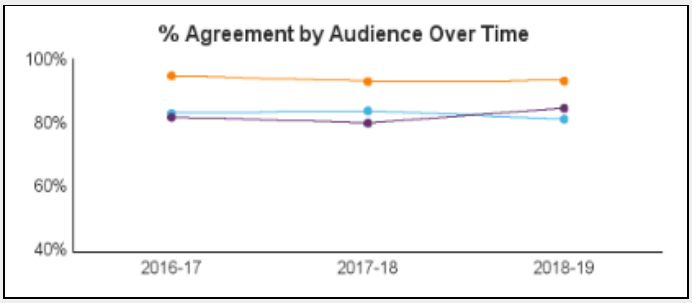
My school helps students cope with stress

	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"

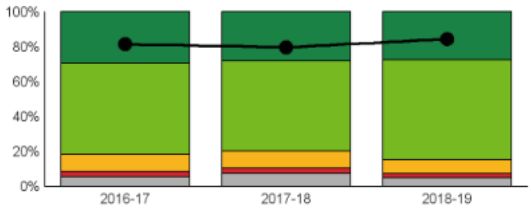
THEME: TRANSITIONS AND CAREER PLANNING

TRANSITION TO NEXT GRADE LEVEL



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%

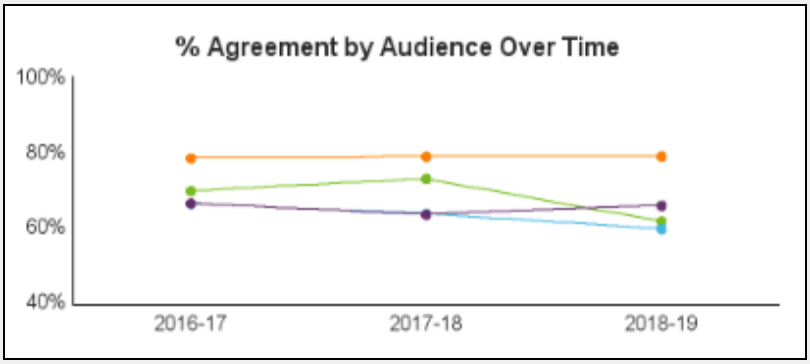
Staff

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

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	17.4%	48.1%	13.4%	4.4%	16.6%
2017-18 (n = 9,088)	20.0%	43.1%	13.9%	5.1%	17.8%
2016-17 (n = 9,340)	21.6%	44.6%	13.1%	5.5%	15.2%

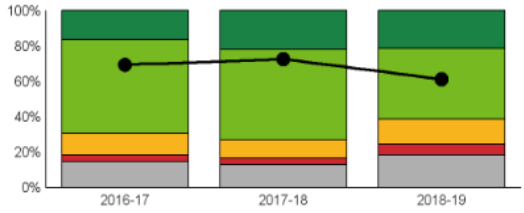
Family

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

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 1,178)	17.1%	42.3%	12.6%	6.1%	22.0%
2017-18 (n = 1,130)	20.8%	42.6%	12.5%	6.1%	18.1%
2016-17 (n = 1,051)	21.3%	44.7%	11.8%	5.1%	17.0%

Community

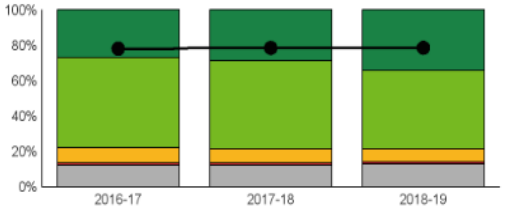
Edmonton Public Schools prepares students for a successful transition to post-secondary



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 287)	21.3%	40.1%	13.9%	6.3%	18.5%
2017-18 (n = 194)	21.6%	51.0%	10.8%	3.6%	12.9%
2016-17 (n = 429)	16.6%	52.9%	11.9%	3.7%	14.9%

Staff

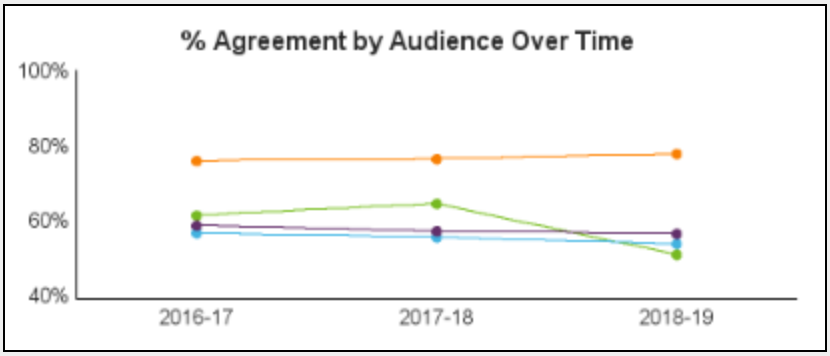
My school prepares students for successful transition to post-secondary



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 1,695)	34.0%	44.7%	6.9%	1.5%	12.9%
2017-18 (n = 1,707)	28.6%	50.0%	7.9%	1.5%	12.0%
2016-17 (n = 1,659)	26.8%	51.4%	8.3%	1.3%	12.2%

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

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%

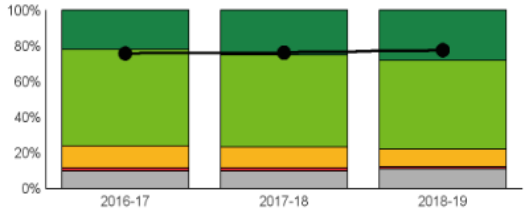
Community

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

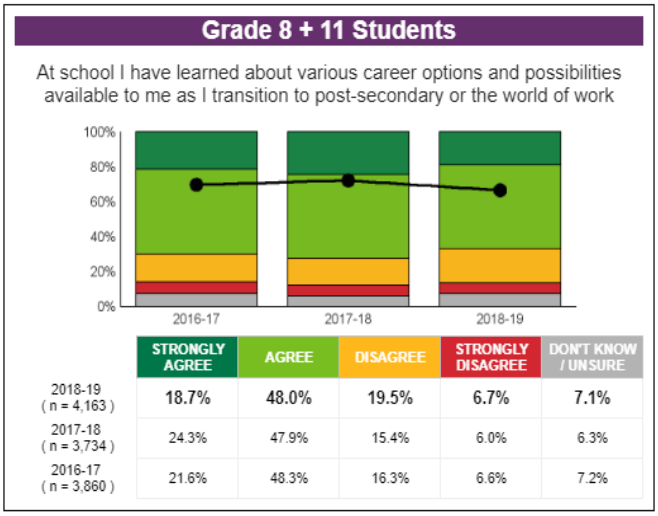
My school prepares students for successful transition to the world of work



	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



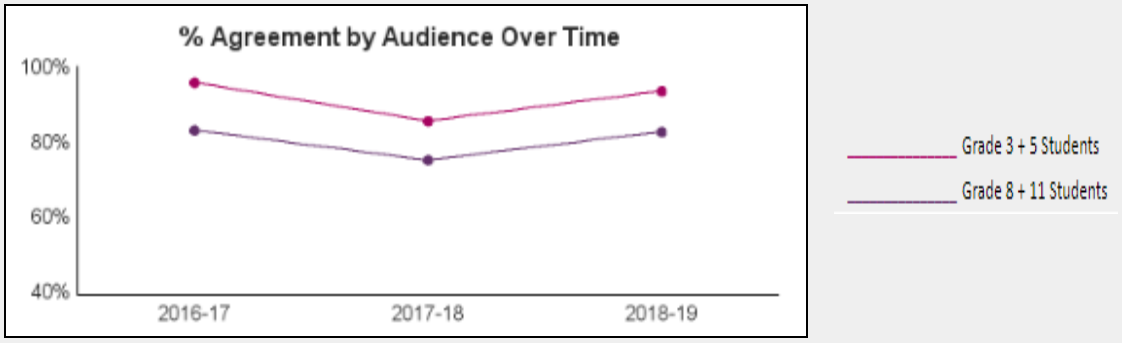
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 4,163)	18.7%	48.0%	19.5%	6.7%	7.1%
2017-18 (n = 3,734)	24.3%	47.9%	15.4%	6.0%	6.3%
2016-17 (n = 3,860)	21.6%	48.3%	16.3%	6.6%	7.2%

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.

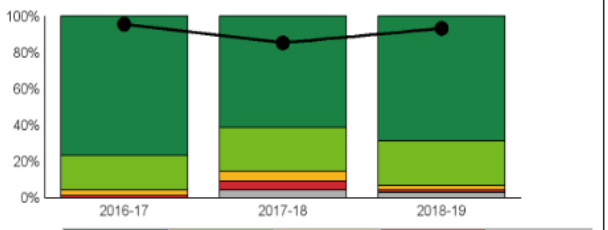
THEME: SAFE ENVIRONMENTS

HELP FROM AN ADULT IN THE SCHOOL



Grade 3 + 5 Students

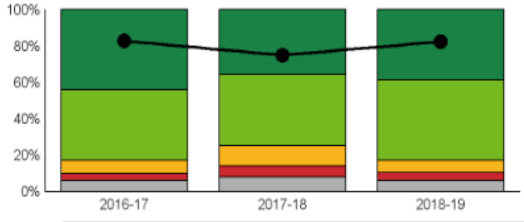
I know at least one adult in my school who I could go to for help



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	68.8%	24.7%	2.3%	1.2%	3.0%
2017-18 (n = 13,202)	61.0%	24.4%	5.4%	4.9%	4.3%
2016-17 (n = 12,456)	76.9%	18.8%	2.8%	1.5%	

Grade 8 + 11 Students

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

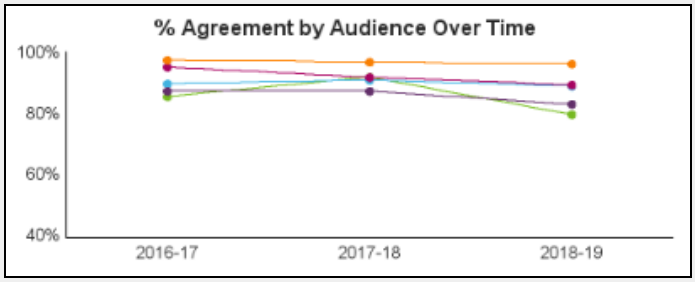


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	38.8%	43.7%	7.3%	4.0%	6.2%
2017-18 (n = 9,088)	35.4%	39.6%	11.1%	5.6%	8.3%
2016-17 (n = 9,340)	44.0%	39.0%	7.1%	3.6%	6.3%

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"

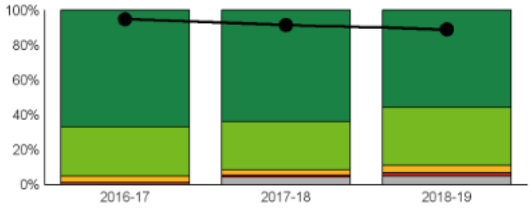
STUDENT SAFETY



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

Grade 3 + 5 Students

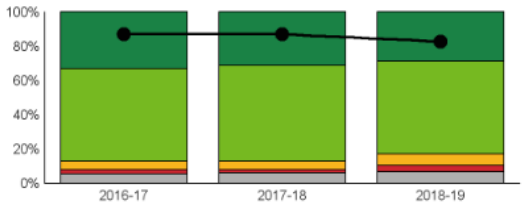
I feel safe at school



	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%

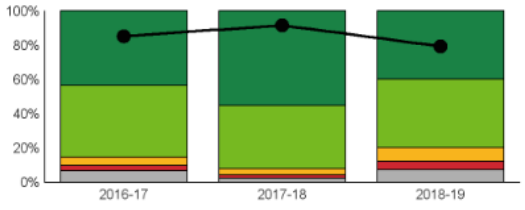
Family

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

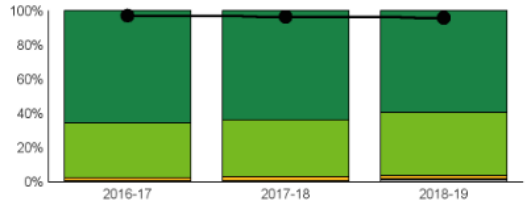
Our schools are focused on student safety



	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



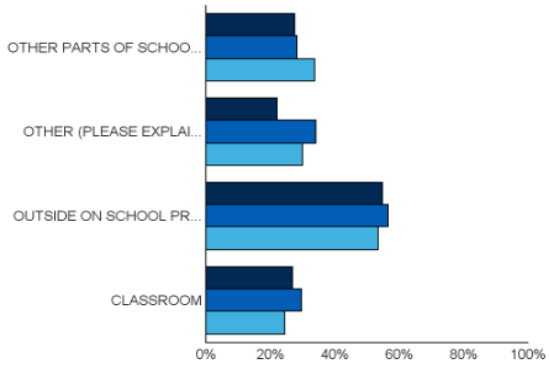
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 4,627)	59.6%	36.4%	2.3%	0.5%	1.2%
2017-18 (n = 4,357)	63.6%	33.0%	2.5%	0.5%	0.4%
2016-17 (n = 4,338)	65.6%	31.7%	1.8%	0.3%	0.5%

Note: Staff Audience - Teaching and Learning only

WHERE STUDENTS DO NOT FEEL SAFE

Grade 3 + 5 Students

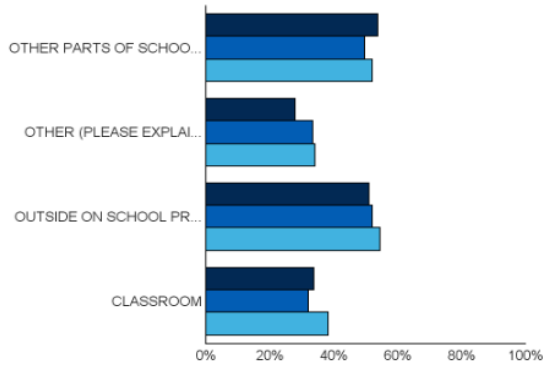
Where do you not feel safe? (Select all that apply)



	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)



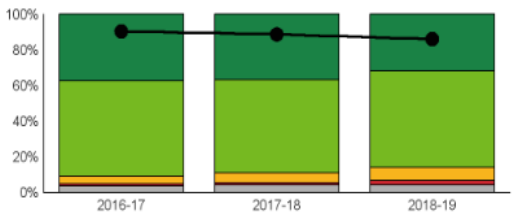
	2018-19 (n = 1,014)	2017-18 (n = 614)	2016-17 (n = 642)
CLASSROOM	**33.5%**	32.1%	38.2%
OTHER PARTS OF SCHOOL BUILDING (E.G. LIBRARY WASHROOM HALLWAYS LUNCH ROOM)	**53.6%**	49.7%	51.9%
OUTSIDE ON SCHOOL PROPERTY (E.G. SCHOOLYARD PLAYING FIELD SCHOOL PARKING LOT)	**50.9%**	52.1%	54.4%
OTHER (PLEASE EXPLAIN)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



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	31.7%	54.5%	7.3%	2.0%	4.5%
2017-18 (n = 9,088)	36.9%	51.9%	5.9%	1.1%	4.1%
2016-17 (n = 9,340)	37.0%	53.5%	4.8%	1.2%	3.5%

SAFE ENVIRONMENTS

Staff

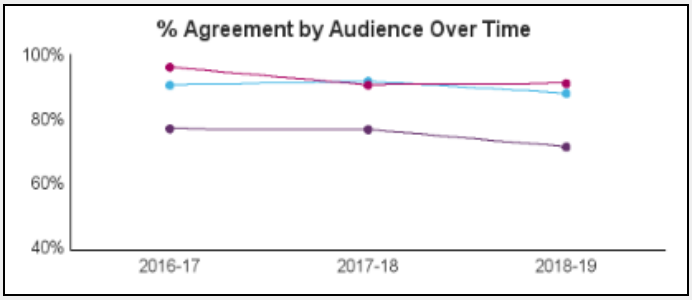
My work environment is safe

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	53.0%	43.5%	2.2%	0.5%	0.8%
2017-18 (n = 5,652)	43.7%	51.6%	2.1%	0.5%	2.2%
2016-17 (n = 5,444)	44.9%	51.2%	1.6%	0.5%	1.8%

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

THEME: WELCOMING ENVIRONMENTS

CARING ENVIRONMENTS



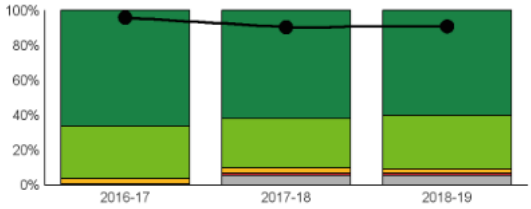
Grade 3 + 5 Students

Grade 8 + 11 Students

Family

Grade 3 + 5 Students

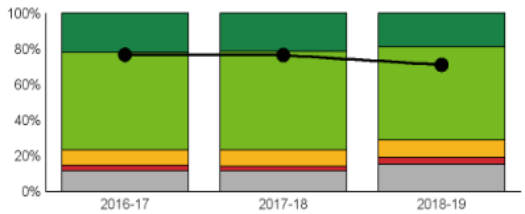
The adults in my school care about me



	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



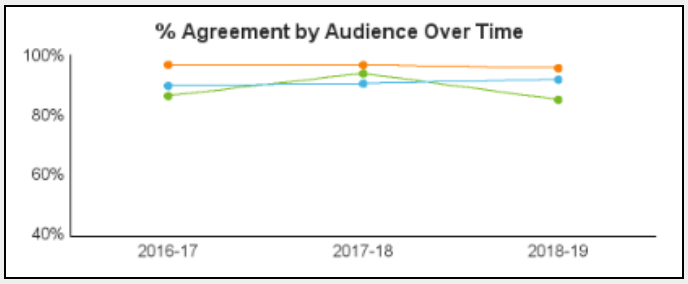
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	19.1%	52.1%	9.6%	4.0%	15.2%
2017-18 (n = 9,088)	21.6%	55.1%	9.2%	2.7%	11.4%
2016-17 (n = 9,340)	21.8%	55.1%	8.5%	2.8%	11.8%

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%

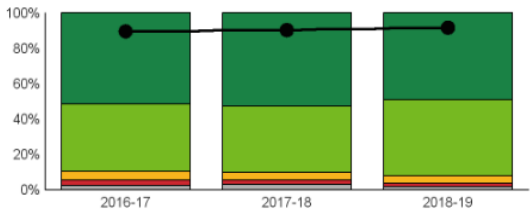
WELCOMING ENVIRONMENTS



Family
Community
Staff

Family

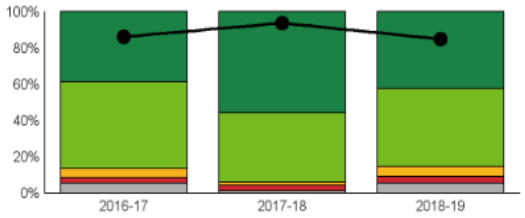
I feel welcome at my child's school



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	**49.3%**	**42.5%**	**4.5%**	**2.1%**	**1.5%**
2017-18 (n = 4,313)	52.5%	38.0%	4.1%	2.4%	3.0%
2016-17 (n = 3,873)	51.3%	38.4%	4.9%	2.8%	2.7%

Community

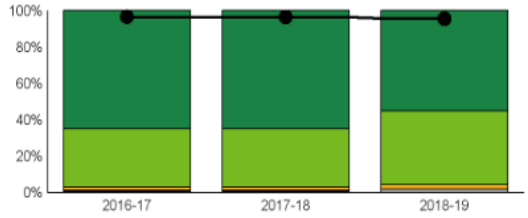
Our schools feel welcoming



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 287)	**42.5%**	**42.5%**	**5.6%**	**4.2%**	**5.2%**
2017-18 (n = 194)	55.7%	38.1%	2.1%	3.1%	1.0%
2016-17 (n = 429)	38.7%	47.6%	5.4%	3.0%	5.4%

Staff

My work environment is welcoming



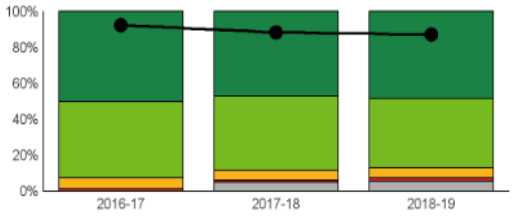
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	**55.0%**	**40.6%**	**2.4%**	**0.4%**	**1.5%**
2017-18 (n = 4,357)	64.8%	31.9%	2.4%	0.5%	0.4%
2016-17 (n = 4,338)	65.0%	31.8%	2.2%	0.6%	0.4%

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

SCHOOL IS FRIENDLY

Grade 3 + 5 Students

My school is a friendly place

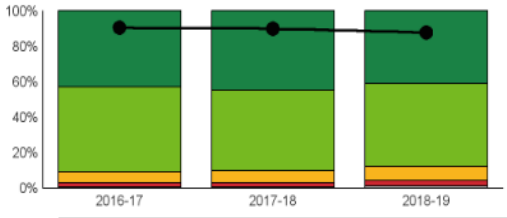


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	48.6%	38.6%	5.5%	1.8%	5.4%
2017-18 (n = 13,208)	47.4%	41.0%	5.7%	1.3%	4.6%
2016-17 (n = 12,456)	50.0%	42.5%	6.5%	1.1%	

ENJOYMENT OF SCHOOL

Family

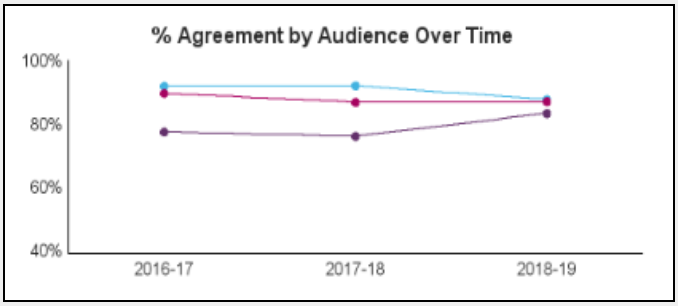
I feel my child enjoys going to school



	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



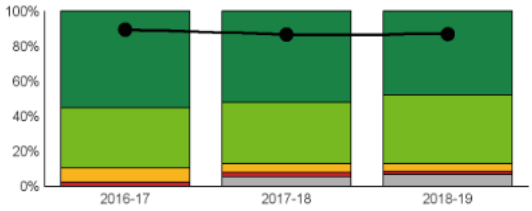
Grade 3 + 5 Students

Grade 8 + 11 Students

Family

Grade 3 + 5 Students

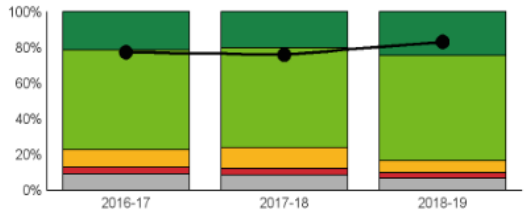
I feel I belong in my school



	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%

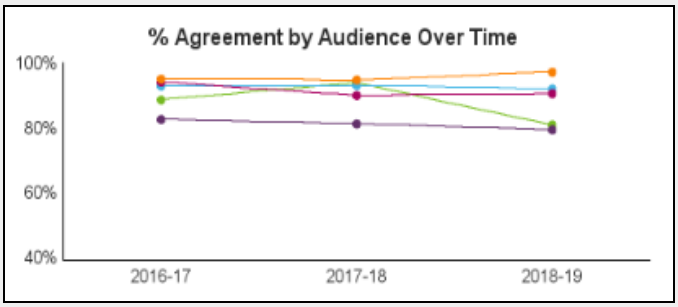
Family

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%

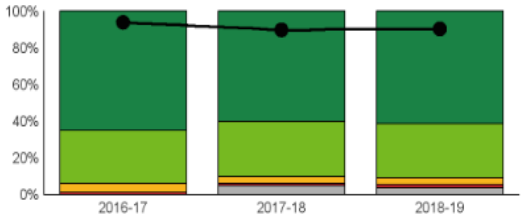
Note: Family - Question asked in 2018 "I feel my child belongs/is included in his/her school"

RESPECT FOR DIFFERENCES



Grade 3 + 5 Students

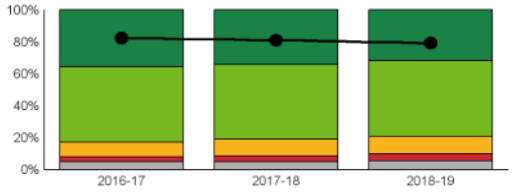
My school is a place where it is OK to be different



	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%

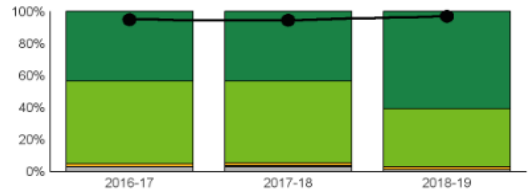
Community

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)

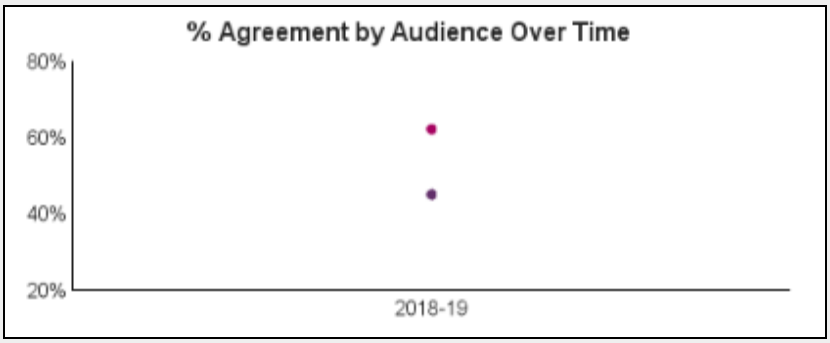


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	60.5%	36.6%	1.6%	0.3%	1.0%
2017-18 (n = 5,652)	43.3%	51.3%	1.7%	0.3%	3.3%
2016-17 (n = 5,444)	43.3%	51.7%	1.7%	0.3%	3.0%

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

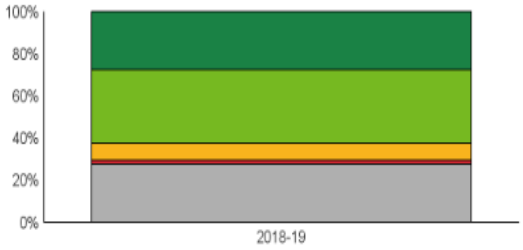
Note: Grade 8 & 11, Family, Community, Staff - In 2019, questions were modified to include "abilities"

STUDENT KINDNESS ONLINE



Grade 3 + 5 Students

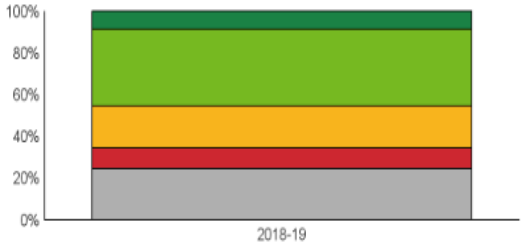
Students in my school are kind to each other online



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	27.8%	34.5%	8.0%	2.3%	27.4%

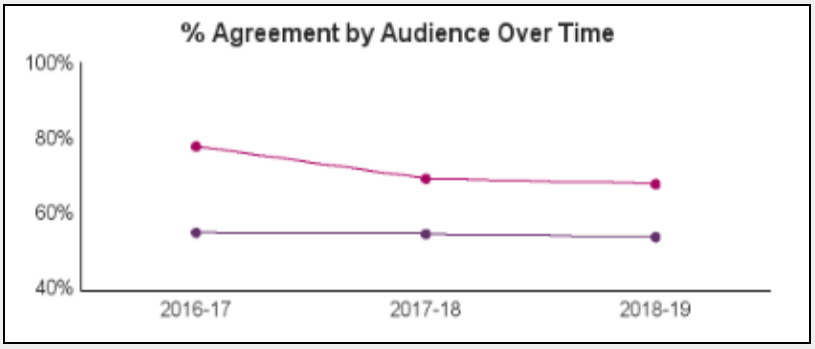
Grade 8 + 11 Students

Students in my school are kind to each other online



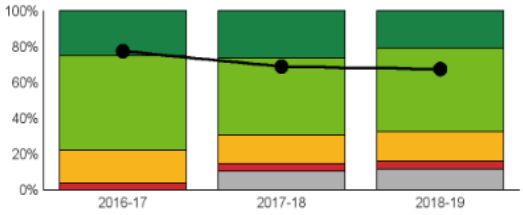
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	8.7%	36.4%	20.5%	10.1%	24.3%

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

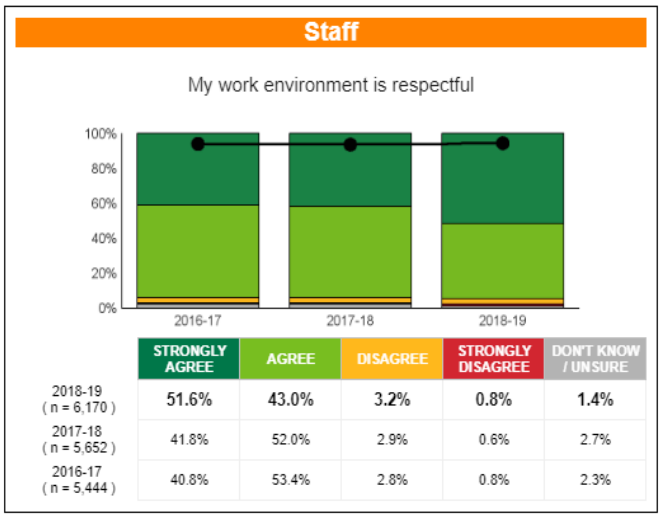
Grade 8 + 11 Students

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

RESPECTFUL WORK ENVIRONMENTS

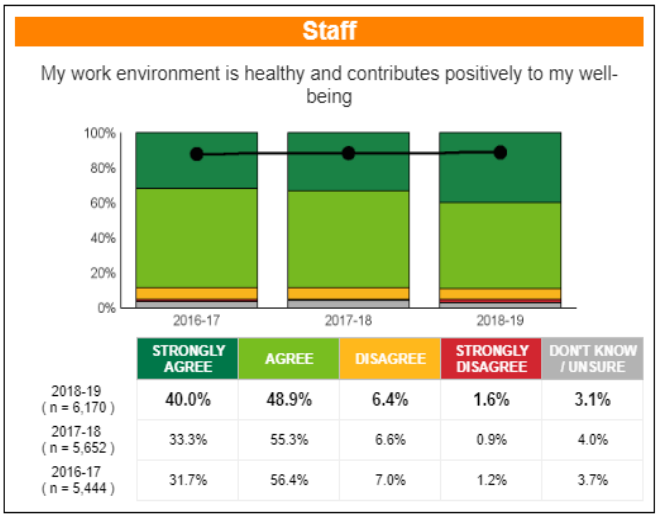


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	51.6%	43.0%	3.2%	0.8%	1.4%
2017-18 (n = 5,652)	41.8%	52.0%	2.9%	0.6%	2.7%
2016-17 (n = 5,444)	40.8%	53.4%	2.8%	0.8%	2.3%

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

THEME: HEALTHY ENVIRONMENTS

HEALTHY WORK ENVIRONMENTS



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	40.0%	48.9%	6.4%	1.6%	3.1%
2017-18 (n = 5,652)	33.3%	55.3%	6.6%	0.9%	4.0%
2016-17 (n = 5,444)	31.7%	56.4%	7.0%	1.2%	3.7%

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

THEME: HEALTH AND WELL-BEING

*DAILY PHYSICAL ACTIVITY

Family

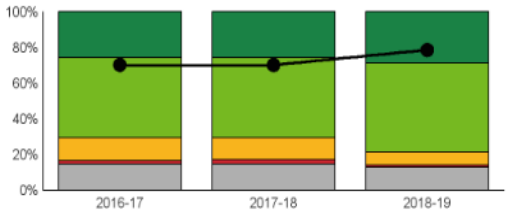
My child's school encourages students to make good choices about daily physical activity

	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

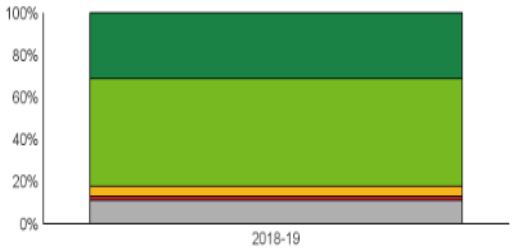


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	28.6%	50.1%	6.9%	1.7%	12.6%
2017-18 (n = 4,313)	25.5%	44.8%	12.8%	2.5%	14.5%
2016-17 (n = 3,873)	25.6%	44.8%	13.0%	2.0%	14.7%

PHYSICAL WELL-BEING

Family

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

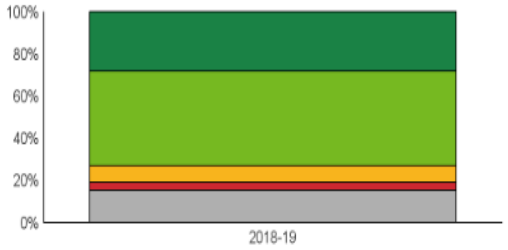


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	31.1%	51.4%	4.8%	1.9%	10.8%

MENTAL WELL-BEING

Family

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

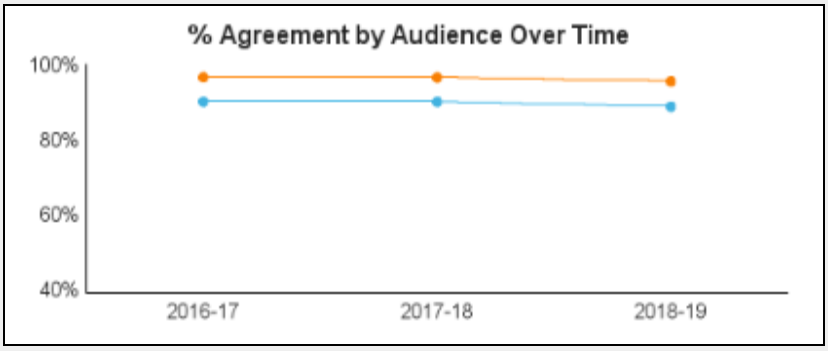


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	28.4%	44.5%	8.1%	3.6%	15.5%

*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



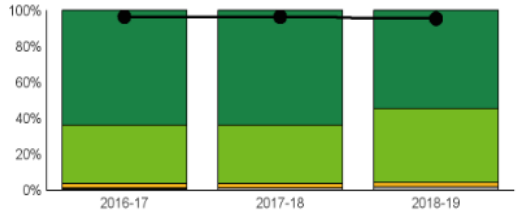
Family

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

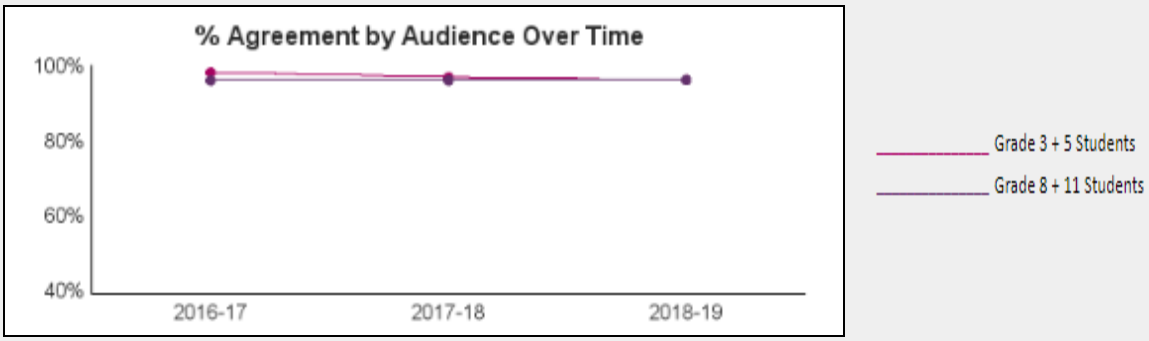
My school encourages students to demonstrate citizenship



	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%

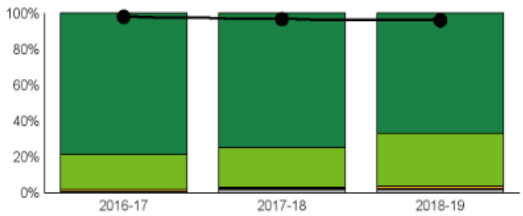
Note: Staff Audience - Teaching and Learning only

STUDENTS KNOW HOW TO BEHAVE



Grade 3 + 5 Students

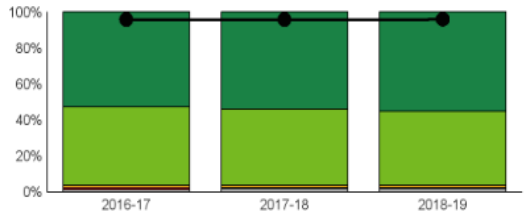
I know how I need to behave in school



	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%	

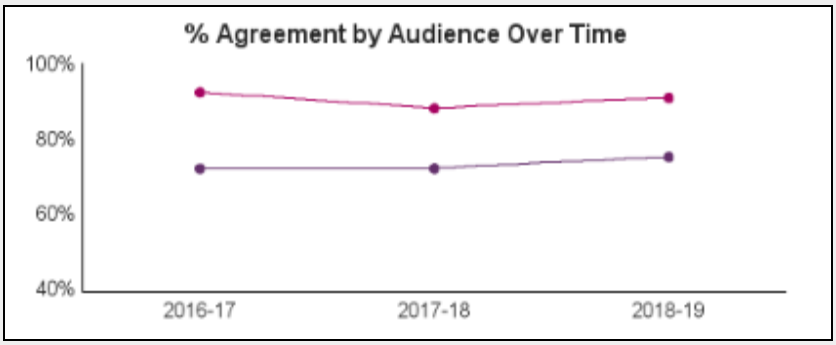
Grade 8 + 11 Students

I know how I need to behave in school



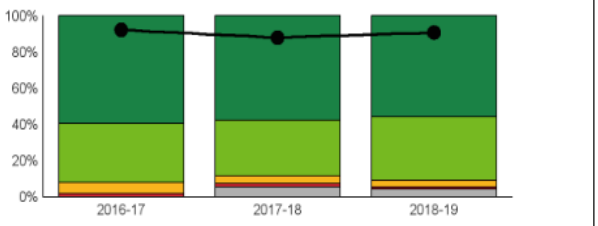
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	55.2%	40.9%	1.4%	0.9%	1.5%
2017-18 (n = 9,088)	53.9%	42.1%	1.5%	0.8%	1.7%
2016-17 (n = 9,340)	52.6%	43.4%	1.5%	1.0%	1.5%

STUDENTS KNOW HOW TO HELP OTHERS



Grade 3 + 5 Students

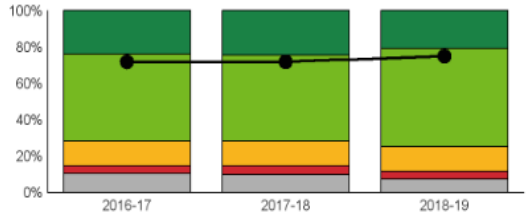
My school helps me learn how to help others



	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

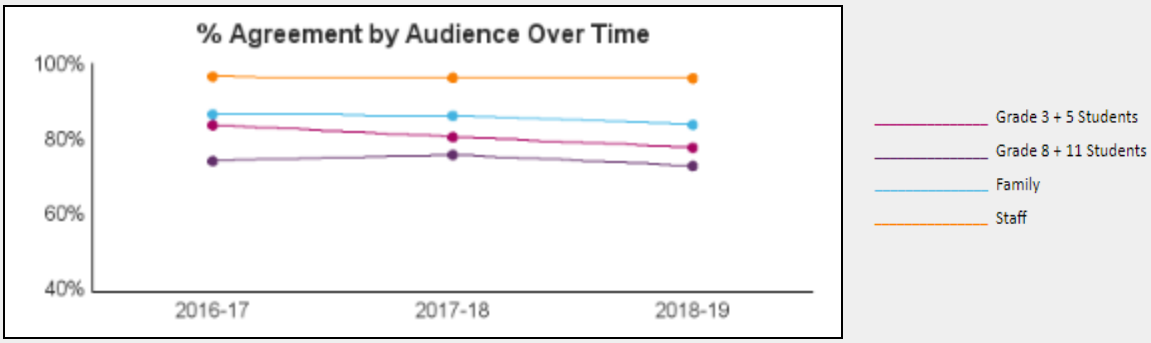
My school helps me learn how to help others



	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



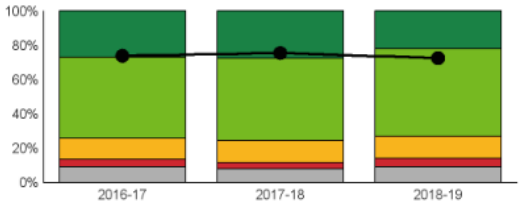
Grade 3 + 5 Students

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

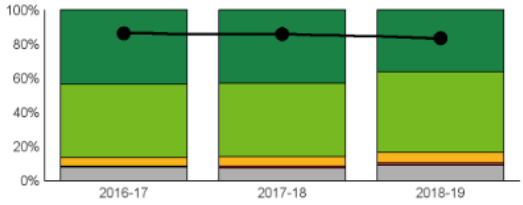
I have chances to be a leader at school (e.g. lead a class activity be a study buddy lead a school club school council)



	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

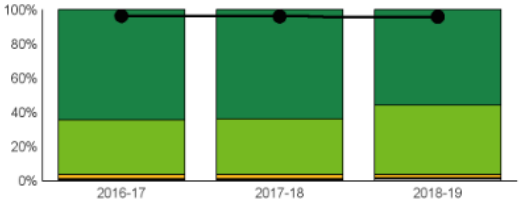
My child's school encourages students to demonstrate leadership



	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%

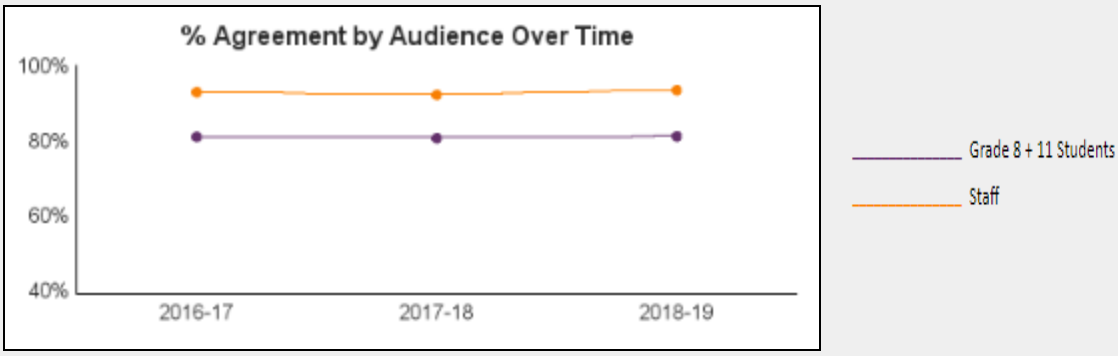
Note: Grade 3 & 5 - Question asked independently of Grade 3 and Grade 5, with results combined for reporting. Grade 3 question asked "I can be a leader at school"

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



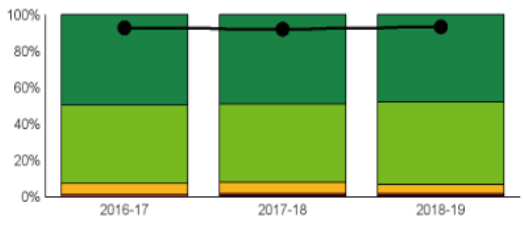
Grade 8 + 11 Students

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%

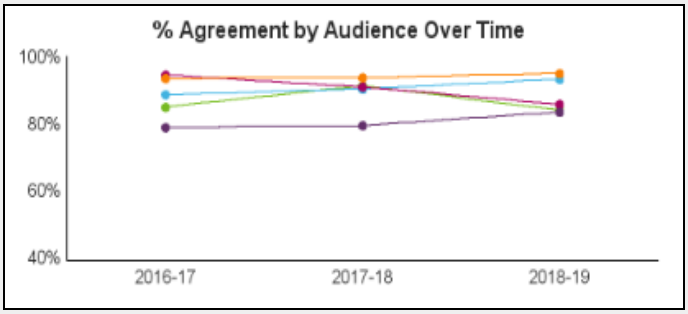
Staff

My place of work is kept clean



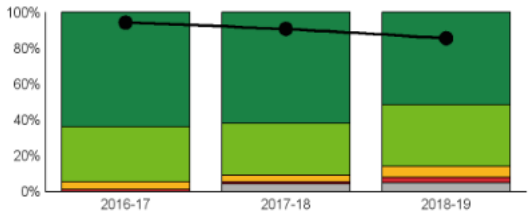
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	47.9%	45.6%	5.0%	1.2%	0.3%
2017-18 (n = 5,652)	48.7%	43.5%	6.2%	1.1%	0.5%
2016-17 (n = 5,444)	49.4%	43.5%	5.9%	1.0%	0.2%

BUILDING IS WELL MAINTAINED



Grade 3 + 5 Students

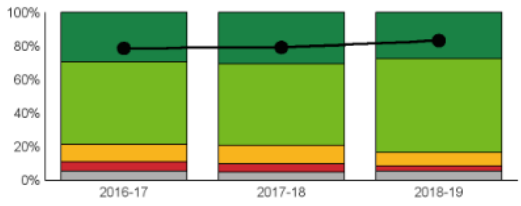
My school building looks nice



	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

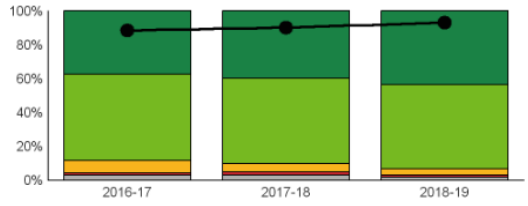
My school building is well maintained



	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%

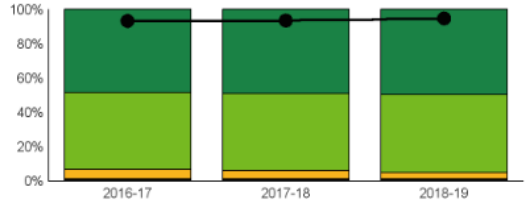
Community

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

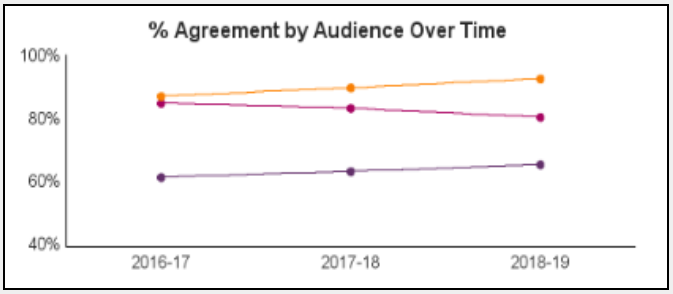
My place of work is well maintained



	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%

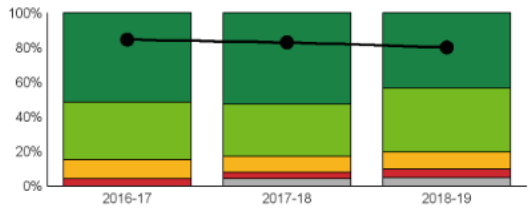
Note: Grade 3 & 5 - Question asked in 2018 "My school building is well kept"

COMFORTABLE FURNITURE



Grade 3 + 5 Students

My school has comfortable furniture



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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%	

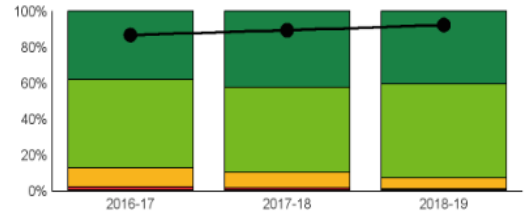
Grade 8 + 11 Students

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



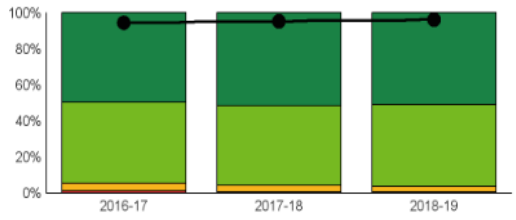
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	40.5%	52.0%	6.1%	0.9%	0.5%
2017-18 (n = 5,652)	42.3%	47.3%	8.8%	0.9%	0.7%
2016-17 (n = 5,444)	37.7%	49.2%	10.8%	1.5%	0.8%

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



	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

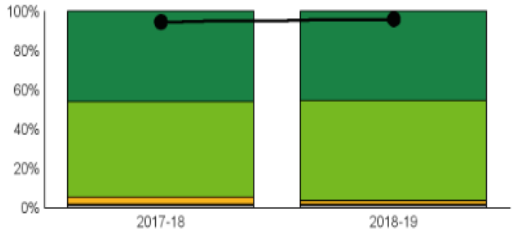
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	24.8%	52.8%	17.5%	4.3%	0.7%
2017-18 (n = 5,652)	31.2%	47.4%	17.6%	3.1%	0.7%
2016-17 (n = 5,444)	29.3%	46.1%	20.2%	3.9%	0.6%

THEME: ACCESS TO TECHNOLOGY

RELIABLE NETWORK

Staff

My place of work has a reliable high-speed network



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	45.3%	50.8%	2.4%	0.3%	1.2%
2017-18 (n = 5,652)	46.0%	48.7%	3.7%	0.5%	1.1%

RELIABLE TECHNOLOGY DEVICES

Staff

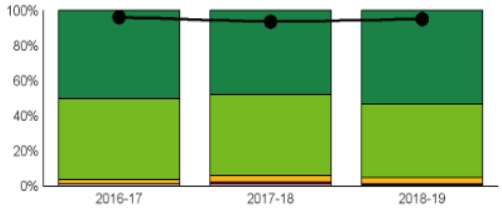
My place of work has reliable technology devices

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	40.7%	53.3%	4.5%	0.6%	0.9%
2017-18 (n = 5,652)	43.0%	49.5%	5.6%	0.8%	1.1%
2016-17 (n = 5,444)	38.6%	54.6%	5.4%	0.8%	0.6%

*TECHNOLOGY TO SUPPORT STUDENT SUCCESS

Staff

My school has access to appropriate technology and digital learning environments to support teaching and learning



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 4,627)	53.1%	42.1%	3.5%	0.4%	0.9%
2017-18 (n = 4,357)	47.7%	46.0%	4.1%	0.8%	1.4%
2016-17 (n = 4,338)	50.2%	46.2%	2.2%	0.4%	1.0%

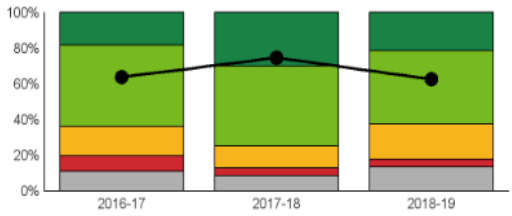
*Note: *Staff Audience - Teaching and Learning only*

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

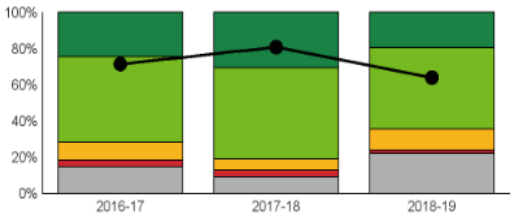
Our schools are available to book for community activities

	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

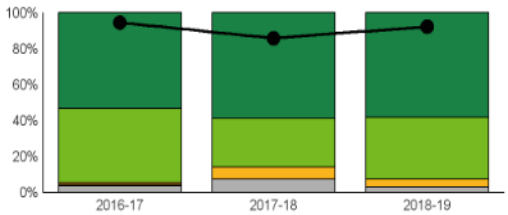


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 287)	19.5%	44.6%	11.8%	2.1%	22.0%
2017-18 (n = 194)	30.4%	50.5%	6.2%	3.6%	9.3%
2016-17 (n = 429)	24.2%	47.3%	10.0%	3.5%	14.9%

*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*

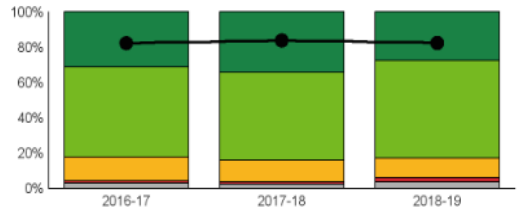
PRIORITY 2: Provide welcoming, high quality learning and working environments.	
GOAL THREE: Building Capacity through a Culture of Diversity, Collaboration and Distributed Leadership	**OUTCOME:** Throughout their careers, all staff are provided opportunities to enhance their professional capacity and leadership with a culture of collaboration.

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

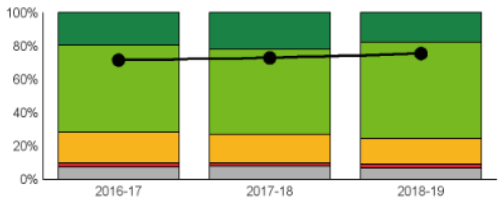
I have the knowledge and skills to program for/support students who are English Language Learners

	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

Staff

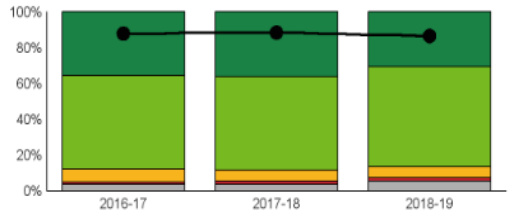
Catchment level professional learning

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,425)	22.3%	53.8%	12.9%	4.2%	6.7%
2017-18 (n = 5,229)	24.6%	51.7%	12.9%	3.8%	7.1%
2016-17 (n = 5,071)	24.3%	50.0%	13.9%	4.6%	7.2%

PROFESSIONAL GROWTH ENHANCED BY SCHOOL-BASED PROFESSIONAL LEARNING

Staff

School-based professional learning

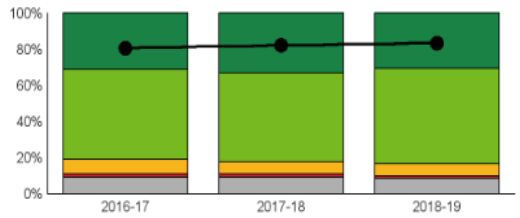


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,511)	30.7%	56.0%	6.2%	1.6%	5.6%
2017-18 (n = 5,287)	36.1%	52.5%	6.2%	1.8%	3.4%
2016-17 (n = 5,107)	35.7%	52.3%	7.0%	1.4%	3.6%

PROFESSIONAL GROWTH ENHANCED BY COACHING AND MENTORING

Staff

Coaching and/or mentoring

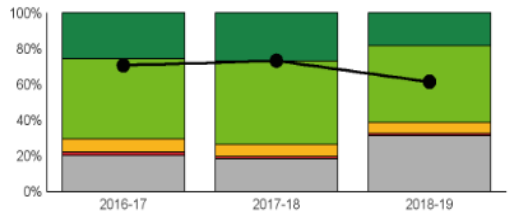


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,233)	30.7%	52.8%	6.4%	1.4%	8.6%
2017-18 (n = 4,943)	32.9%	49.5%	6.9%	1.8%	9.0%
2016-17 (n = 4,804)	31.3%	49.4%	8.5%	1.7%	9.1%

PROFESSIONAL GROWTH ENHANCED BY DISTRICT SUMMER LEARNING

Staff

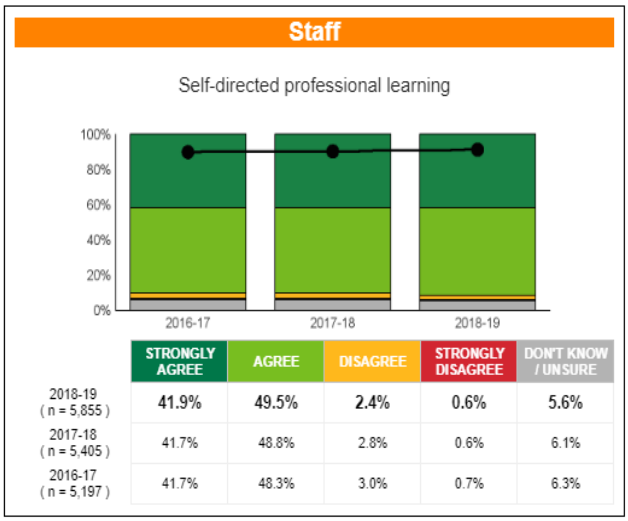
District summer learning opportunities



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 4,515)	18.0%	43.6%	5.9%	1.4%	31.1%
2017-18 (n = 4,607)	27.2%	46.2%	6.7%	1.6%	18.3%
2016-17 (n = 4,419)	25.4%	45.4%	7.2%	1.8%	20.3%

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



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,855)	41.9%	49.5%	2.4%	0.6%	5.6%
2017-18 (n = 5,405)	41.7%	48.8%	2.8%	0.6%	6.1%
2016-17 (n = 5,197)	41.7%	48.3%	3.0%	0.7%	6.3%

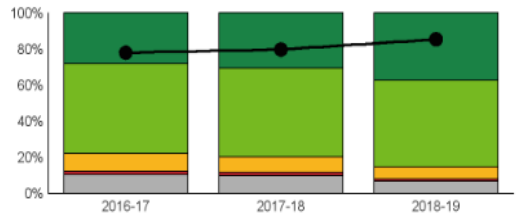
Note: Staff - all staff responded to this group of questions, with an option to select Not Applicable (N/A); Fluctuations in the number of respondents are due to N/A response selections being excluded from the calculations

THEME: CAREER DEVELOPMENT

SUPPORTED IN CAREER PATH

Staff

I am supported in the navigation of my career path



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	37.3%	48.2%	6.4%	1.4%	6.7%
2017-18 (n = 5,652)	30.6%	49.3%	8.2%	1.9%	10.0%
2016-17 (n = 5,444)	28.1%	49.9%	9.8%	1.5%	10.6%

TRANSPARENT INTERNAL JOB COMPETITION

Staff

The internal job competition process within the District is transparent

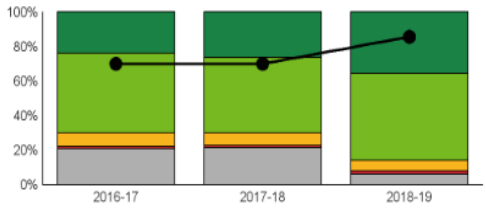
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	20.8%	46.1%	11.5%	3.2%	18.4%
2017-18 (n = 5,652)	21.4%	44.2%	11.9%	4.2%	18.3%
2016-17 (n = 5,444)	19.5%	45.7%	13.9%	4.3%	16.6%

THEME: LEADERSHIP DEVELOPMENT

*OPPORTUNITIES TO USE LEADERSHIP SKILLS

Staff

In my current role I have opportunities to use my leadership competencies



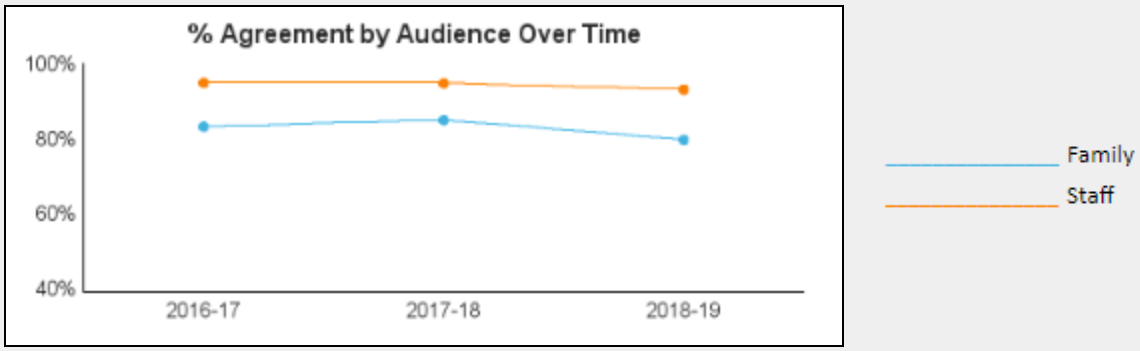
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	35.5%	50.2%	6.5%	1.6%	6.1%
2017-18 (n = 5,652)	26.2%	43.9%	6.9%	1.3%	21.7%
2016-17 (n = 5,444)	24.1%	46.1%	7.7%	1.5%	20.7%

*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.

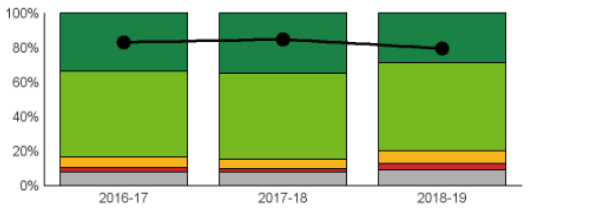
THEME: CORNERSTONE VALUES

ACCOUNTABILITY



Family

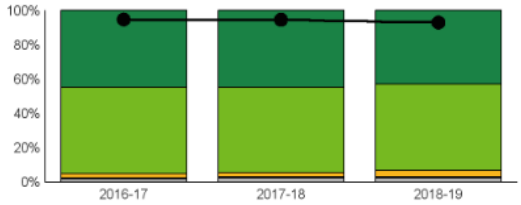
Accountability - We are transparent about and take responsibility for our actions decisions policies and results.Staff at my child's school demonstrate accountability



	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

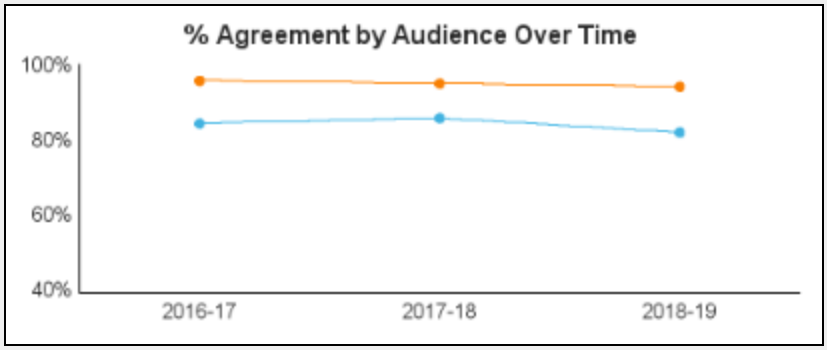
Accountability - We are transparent about and take responsibility for our actions decisions policies and results.Staff in my school or central department demonstrate accountability



	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%

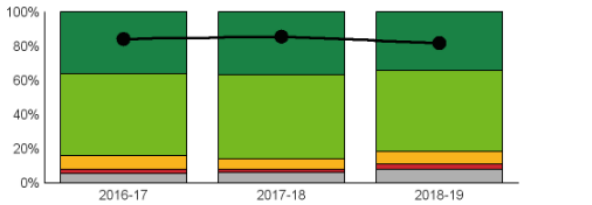
Note: Family - Question asked in 2018 "In general, staff at my child's school demonstrate accountability"
Note: Staff - Question asked in 2018 "In general, staff in my school or central department demonstrate accountability"

COLLABORATION



Family

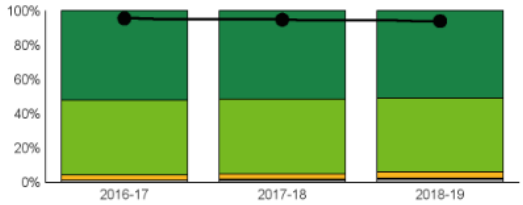
Collaboration - We work together to achieve goals solve problems and overcome challenges.Staff at my child's school demonstrate collaboration



	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

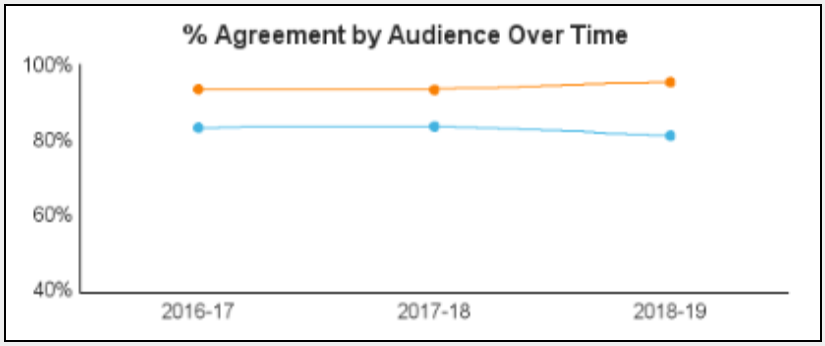


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	**50.6%**	**43.5%**	**3.4%**	**0.8%**	**1.7%**
2017-18 (n = 5,652)	51.3%	43.6%	3.3%	0.4%	1.3%
2016-17 (n = 5,444)	51.9%	43.8%	2.9%	0.5%	0.9%

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

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	**31.4%**	**49.6%**	**6.8%**	**3.4%**	**8.7%**
2017-18 (n = 4,313)	35.3%	48.2%	5.1%	1.9%	9.5%
2016-17 (n = 3,873)	35.4%	47.8%	5.2%	2.0%	9.6%

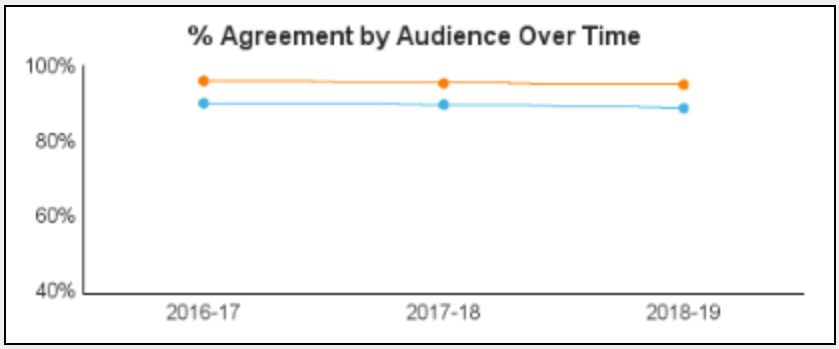
Staff

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

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	**52.0%**	**43.4%**	**2.5%**	**0.6%**	**1.5%**
2017-18 (n = 5,652)	45.4%	47.9%	2.9%	0.7%	3.1%
2016-17 (n = 5,444)	44.7%	48.8%	3.2%	0.5%	2.8%

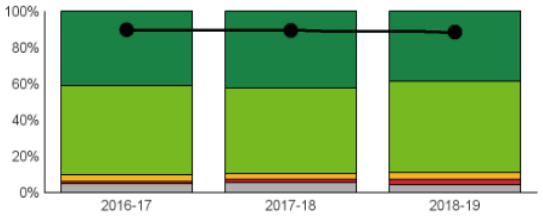
Note: Family - Question asked in 2018 "In general, staff at my child's school demonstrate equity"
Note: Staff - Question asked in 2018 "In general, staff in my school or central department demonstrate equity"

INTEGRITY



Family

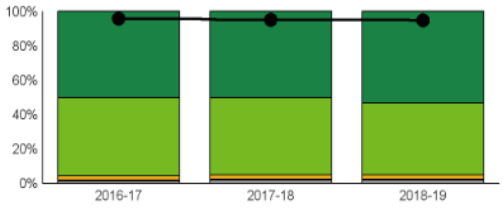
Integrity - We follow through on our commitments and treat people with kindness and respect.Staff at my child's school demonstrate integrity



	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

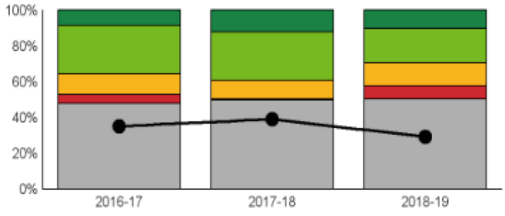
Edmonton Public Schools is transparent in how it uses its resources

	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

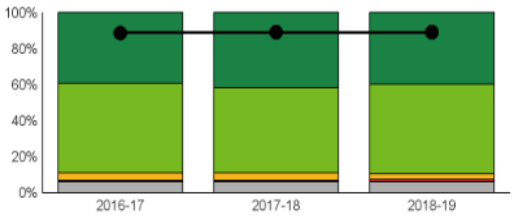


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 287)	10.1%	19.2%	13.2%	7.3%	50.2%
2017-18 (n = 194)	12.4%	26.8%	10.3%	1.0%	49.5%
2016-17 (n = 429)	8.4%	26.8%	11.9%	4.9%	48.0%

SCHOOL OR CENTRAL DEPARTMENT OPERATES EFFICIENTLY

Staff

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

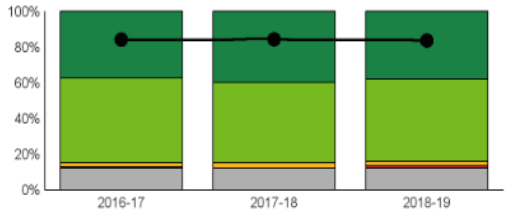


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	39.8%	49.5%	3.6%	0.9%	6.2%
2017-18 (n = 5,652)	41.7%	47.5%	4.0%	0.8%	5.9%
2016-17 (n = 5,444)	39.4%	49.4%	4.6%	0.6%	6.0%

SCHOOL OR CENTRAL DEPARTMENT USES RESEARCH AND EVIDENCE

Staff

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

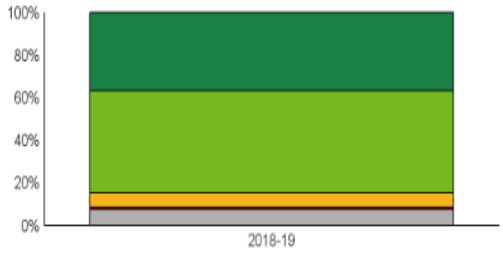


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	37.9%	45.9%	2.9%	0.9%	12.4%
2017-18 (n = 5,652)	39.6%	44.9%	2.9%	0.6%	12.0%
2016-17 (n = 5,444)	37.0%	47.3%	2.8%	0.6%	12.3%

TRANSPARENCY IN PLANNING AND DECISION-MAKING

Staff

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

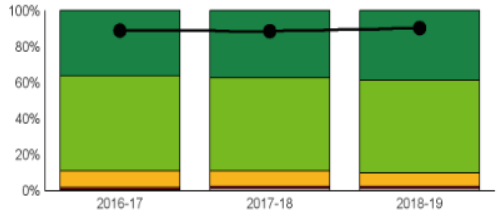


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	36.5%	48.1%	6.7%	1.3%	7.4%

RESOURCES AND SUPPORTS FOR JOB EFFECTIVENESS

Staff

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



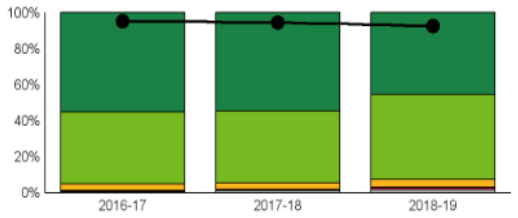
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	38.4%	52.0%	7.1%	1.1%	1.4%
2017-18 (n = 5,652)	37.3%	51.4%	8.9%	1.2%	1.2%
2016-17 (n = 5,444)	36.0%	53.0%	8.9%	1.2%	0.8%

THEME: STAFF ENGAGEMENT

COMMUNICATION BETWEEN COLLEAGUES

Staff

There is open and honest communication between me and my colleagues

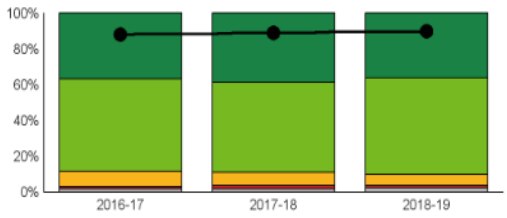


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	45.1%	47.6%	4.5%	0.8%	2.0%
2017-18 (n = 5,652)	54.6%	40.1%	3.5%	0.6%	1.3%
2016-17 (n = 5,444)	55.1%	40.3%	3.3%	0.6%	0.8%

WORK RESPONSIBILITIES

Staff

My work responsibilities are fair and reasonable

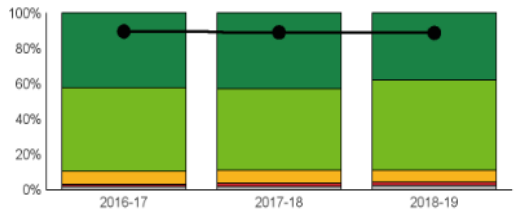


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	36.0%	54.0%	6.5%	1.1%	2.4%
2017-18 (n = 5,652)	38.8%	50.4%	7.4%	1.4%	2.0%
2016-17 (n = 5,444)	36.8%	51.4%	8.5%	1.3%	2.0%

OPPORTUNITIES FOR INPUT

Staff

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

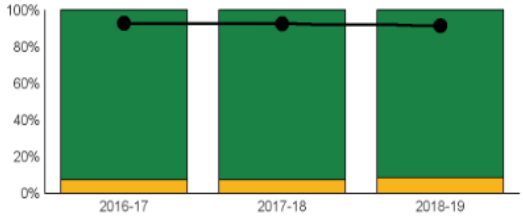


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	38.1%	50.8%	7.1%	1.7%	2.3%
2017-18 (n = 5,652)	42.8%	46.4%	7.3%	1.6%	1.9%
2016-17 (n = 5,444)	42.0%	47.7%	7.1%	1.6%	1.5%

*AWARENESS OF THE GOALS IN THE SCHOOL/DEPARTMENT PLAN

Staff

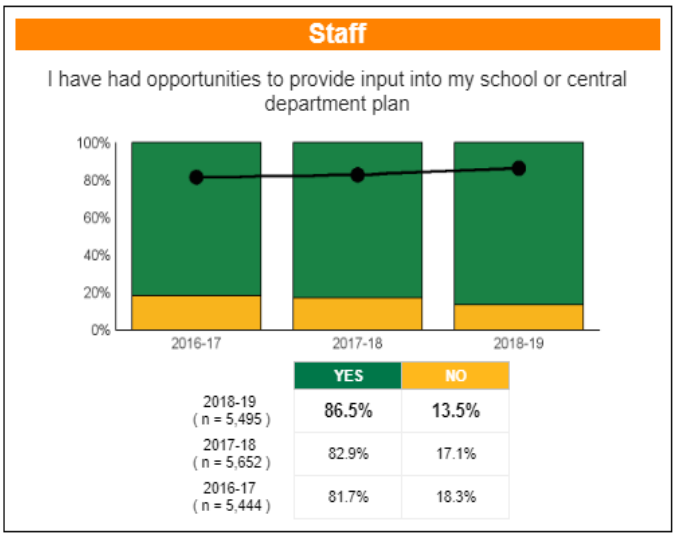
I am aware of the goals outlined in my school or central department plan



	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%

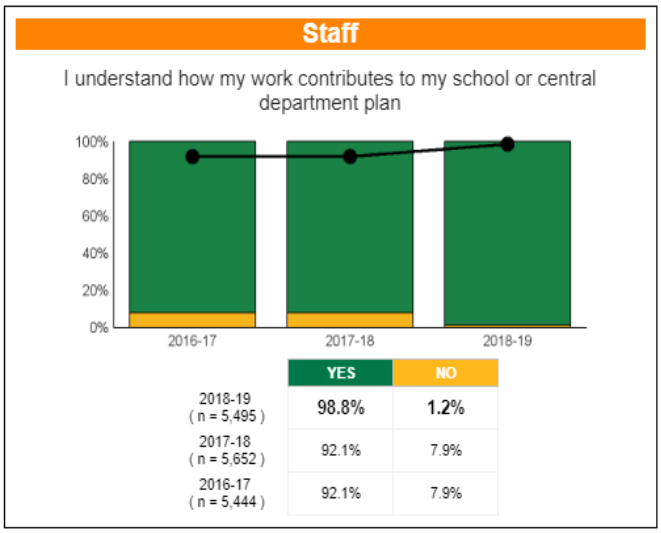
*Note: *Staff Audience - Change in 2019 to exclude Principals*

PROVIDING INPUT TO THE SCHOOL/DEPARTMENT PLAN



	YES	NO
2018-19 (n = 5,495)	86.5%	13.5%
2017-18 (n = 5,652)	82.9%	17.1%
2016-17 (n = 5,444)	81.7%	18.3%

CONTRIBUTION TO THE SCHOOL/DEPARTMENT PLAN

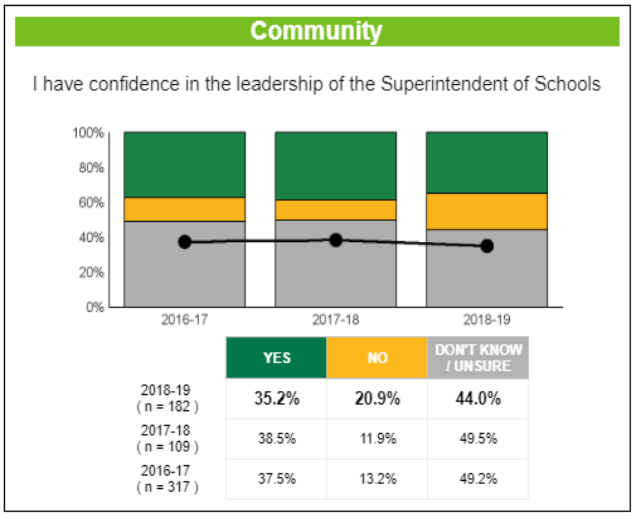


	YES	NO
2018-19 (n = 5,495)	98.8%	1.2%
2017-18 (n = 5,652)	92.1%	7.9%
2016-17 (n = 5,444)	92.1%	7.9%

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

LEADERSHIP OF THE SUPERINTENDENT



	YES	NO	DON'T KNOW / UNSURE
2018-19 (n = 182)	35.2%	20.9%	44.0%
2017-18 (n = 109)	38.5%	11.9%	49.5%
2016-17 (n = 317)	37.5%	13.2%	49.2%

Note: Community Audience - General Public only

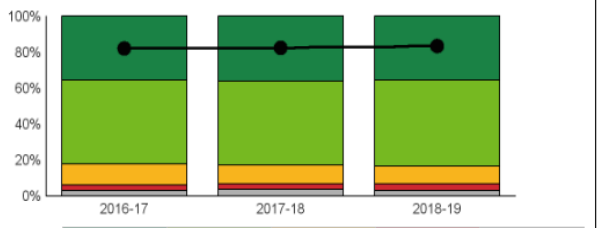
PRIORITY 3: Enhance public education through communication, engagement and partnerships.	
GOAL ONE: Families as Partners	**OUTCOME:** Families are provided opportunities to be involved in their child's education.

THEME: FAMILY ENGAGEMENT AND INVOLVEMENT

INFORMATION ABOUT CHILD'S LEARNING HELPS SUPPORT CHILD

Family

The information I receive about my child's learning at school helps me to support my child

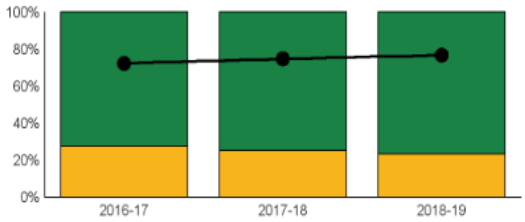


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	**35.6%**	**47.9%**	**10.1%**	**3.7%**	**2.8%**
2017-18 (n = 4,313)	35.9%	46.6%	10.6%	3.2%	3.7%
2016-17 (n = 3,873)	35.2%	46.9%	11.9%	3.0%	2.9%

*INDIVIDUALIZED PROGRAM PLAN TEAM

Family

I feel part of a team with the teachers and other staff working on the Individualized Program Plan (IPP) with my child



	YES	NO
2018-19 (n = 817)	**76.9%**	**23.1%**
2017-18 (n = 772)	74.9%	25.1%
2016-17 (n = 612)	72.4%	27.6%

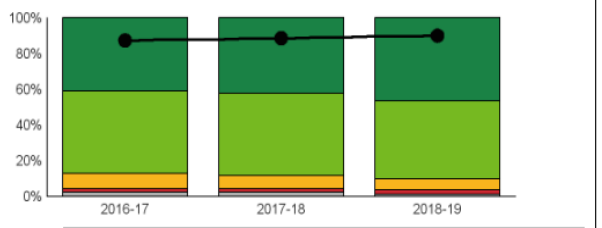
*Note: *Family Audience - Only those responding in agreement with the question: "My child has an Individualized Program Plan (IPP)"*

THEME: HOME/SCHOOL COMMUNICATION

COMMUNICATION OPPORTUNITIES

Family

I have adequate opportunities to communicate with my child's teacher(s)

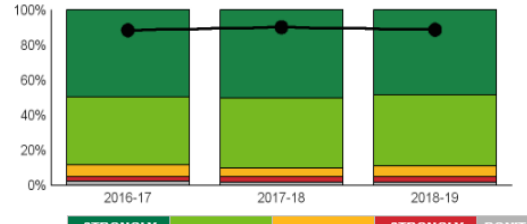


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	**46.4%**	**43.7%**	**6.3%**	**2.3%**	**1.3%**
2017-18 (n = 4,313)	42.2%	46.5%	6.9%	1.8%	2.6%
2016-17 (n = 3,873)	40.8%	46.6%	8.1%	2.2%	2.3%

CONTACTING SCHOOL ABOUT CONCERNS

Family

I am comfortable contacting my child's school about an issue or concern

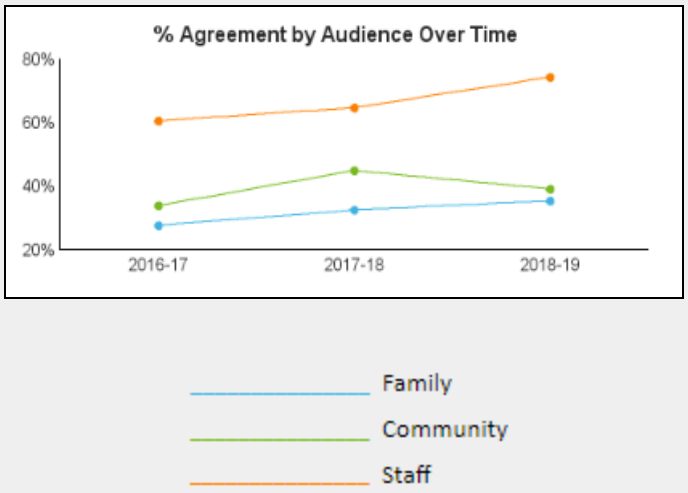


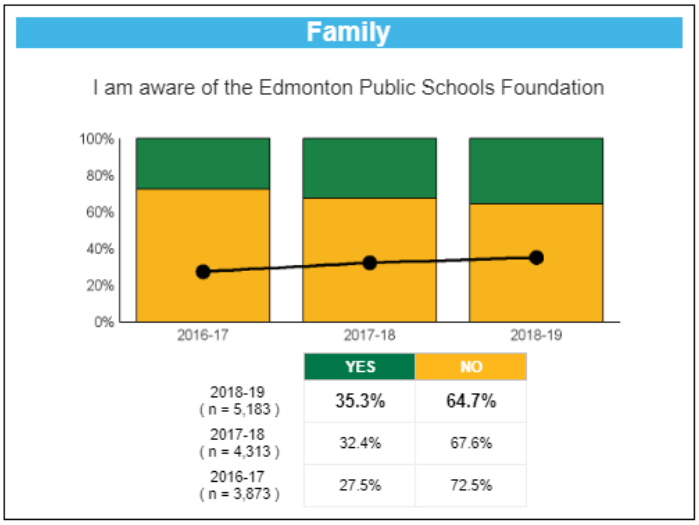
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	**48.5%**	**40.3%**	**6.6%**	**3.0%**	**1.6%**
2017-18 (n = 4,313)	50.5%	39.8%	5.1%	2.7%	1.9%
2016-17 (n = 3,873)	49.4%	39.1%	6.5%	2.7%	2.3%

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.

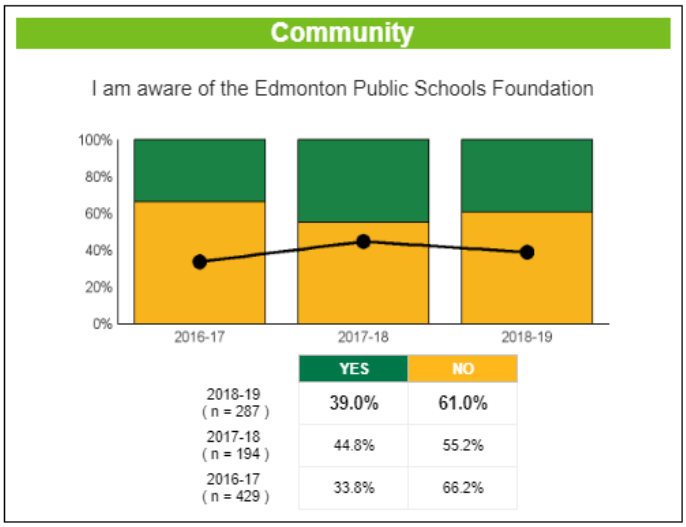
THEME: PARTNERSHIPS

AWARENESS OF EDMONTON PUBLIC SCHOOLS FOUNDATION

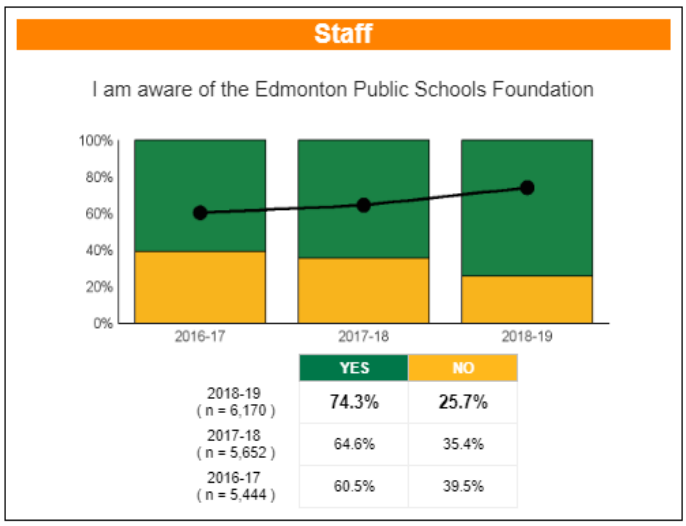




	YES	NO
2018-19 (n = 5,183)	35.3%	64.7%
2017-18 (n = 4,313)	32.4%	67.6%
2016-17 (n = 3,873)	27.5%	72.5%



	YES	NO
2018-19 (n = 287)	39.0%	61.0%
2017-18 (n = 194)	44.8%	55.2%
2016-17 (n = 429)	33.8%	66.2%



	YES	NO
2018-19 (n = 6,170)	74.3%	25.7%
2017-18 (n = 5,652)	64.6%	35.4%
2016-17 (n = 5,444)	60.5%	39.5%

PARTNERSHIPS FOR STUDENT SUCCESS

Family

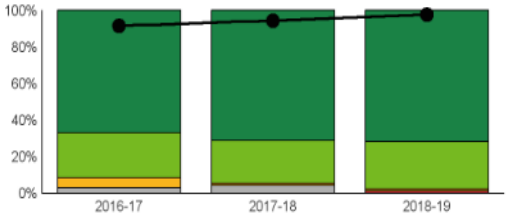
I am aware of community partnerships at my child's school

	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

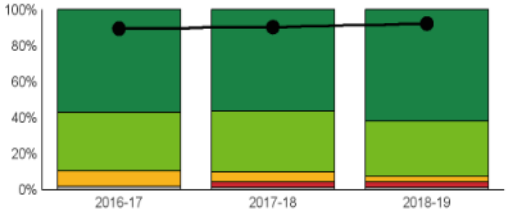
There are effective decision making processes between myself and school staff

	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



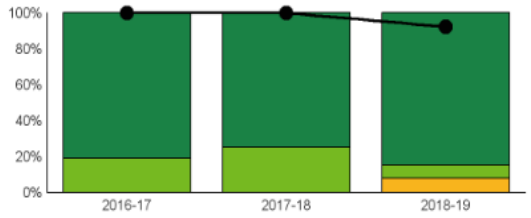
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 92)	62.0%	30.4%	3.3%	3.3%	1.1%
2017-18 (n = 73)	56.2%	34.2%	5.5%	2.7%	1.4%
2016-17 (n = 96)	57.3%	32.3%	8.3%		2.1%

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

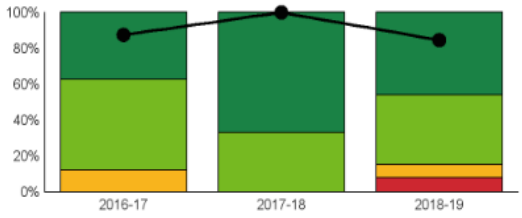


	STRONGLY AGREE	AGREE	DISAGREE
2018-19 (n = 13)	84.6%	7.7%	7.7%
2017-18 (n = 12)	75.0%	25.0%	
2016-17 (n = 16)	81.2%	18.8%	

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

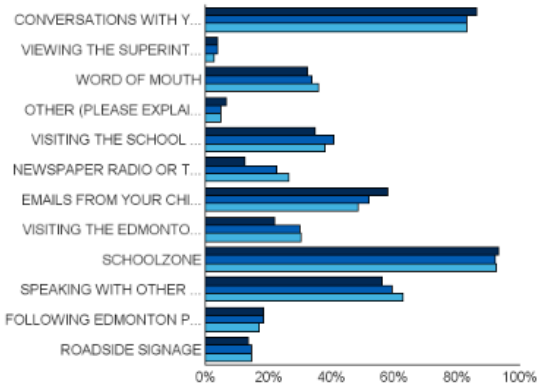
PRIORITY 3: Enhance public education through communication, engagement and partnerships.	
GOAL THREE: Engaged and Effective Governance	**OUTCOME:** The District is committed to ongoing communication, participation and engagement that enhances public education, and respects the diversity of our community.

THEME: DISTRICT COMMUNICATION

KEEPING INFORMED ABOUT EPSB

Family

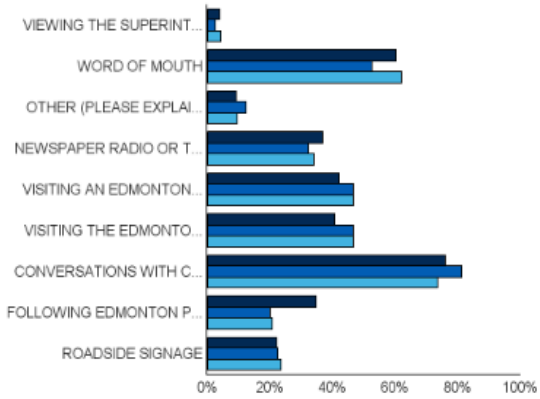
Select the ways you keep informed about Edmonton Public Schools. (Select all that apply)



	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 CHILDS 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)



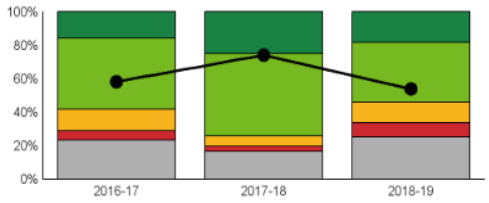
	2018-19 (n = 287)	2017-18 (n = 194)	2016-17 (n = 429)
CONVERSATIONS WITH CURRENT EDMONTON PUBLIC SCHOOLS STAFF STUDENTS OR THEIR FAMILIES	76.3%	81.4%	73.7%
WORD OF MOUTH	60.3%	52.6%	62.2%
FOLLOWING EDMONTON PUBLIC SCHOOLS ON SOCIAL MEDIA (E.G. FACEBOOK TWITTER ETC .)	34.8%	20.1%	21.0%
NEWSPAPER RADIO 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

Community

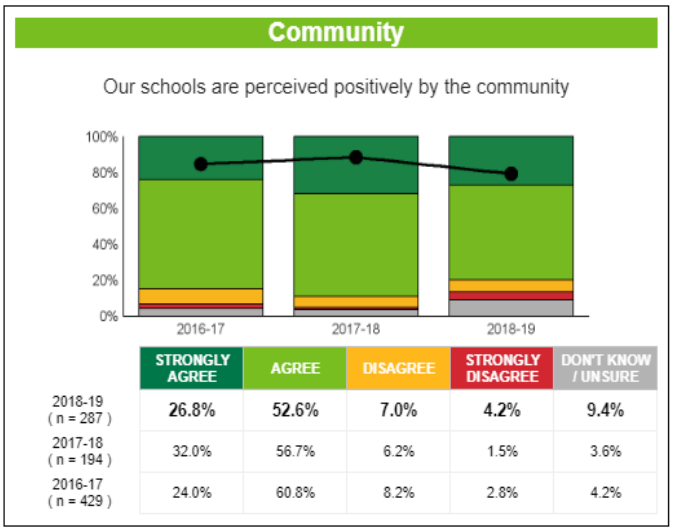
Edmonton Public Schools uses feedback from parents/guardians students and the broader community to improve services to students and communities



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 287)	18.1%	35.9%	12.2%	8.7%	25.1%
2017-18 (n = 194)	24.7%	49.5%	6.2%	3.1%	16.5%
2016-17 (n = 429)	16.1%	42.2%	12.6%	6.1%	23.1%

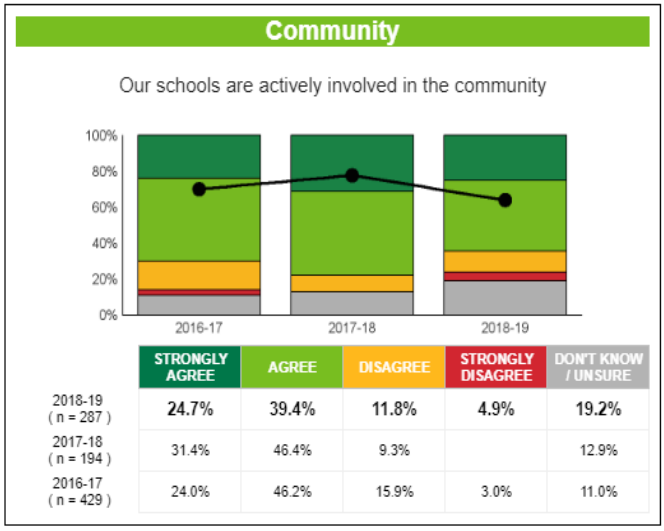
THEME: COMMUNITY INVOLVEMENT

PERCEPTION BY THE COMMUNITY



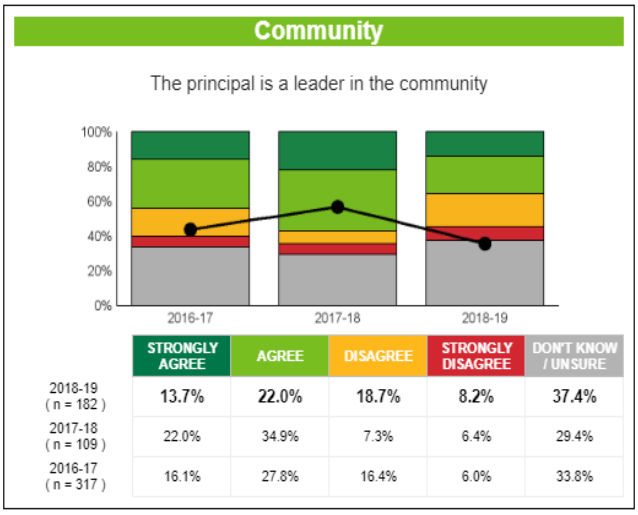
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 287)	26.8%	52.6%	7.0%	4.2%	9.4%
2017-18 (n = 194)	32.0%	56.7%	6.2%	1.5%	3.6%
2016-17 (n = 429)	24.0%	60.8%	8.2%	2.8%	4.2%

INVOLVEMENT IN THE COMMUNITY



	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

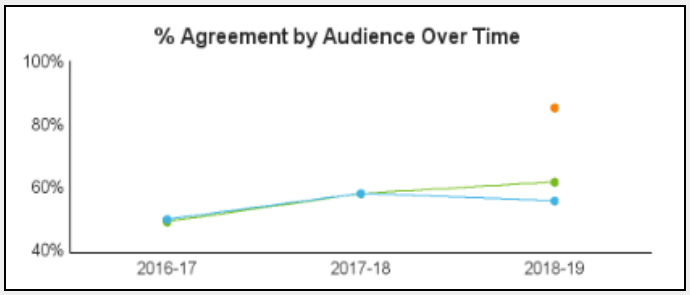


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 182)	13.7%	22.0%	18.7%	8.2%	37.4%
2017-18 (n = 109)	22.0%	34.9%	7.3%	6.4%	29.4%
2016-17 (n = 317)	16.1%	27.8%	16.4%	6.0%	33.8%

*Note: *Community Audience - General Public only*

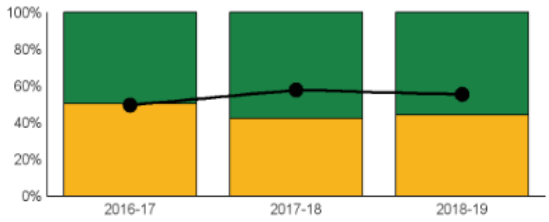
THEME: GENERATIVE GOVERNANCE

ROLE OF THE BOARD OF TRUSTEES



Family

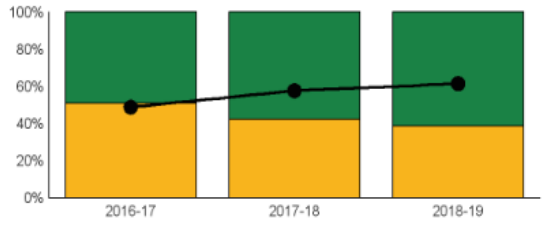
I am aware of the role that the Board of Trustees plays in public education



	YES	NO
2018-19 (n = 5,183)	55.5%	44.5%
2017-18 (n = 4,313)	57.9%	42.1%
2016-17 (n = 3,873)	49.7%	50.3%

Community

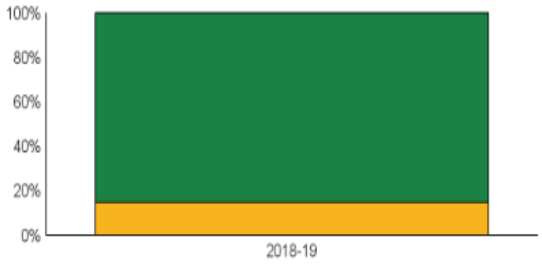
I am aware of the role that the Board of Trustees plays in public education



	YES	NO
2018-19 (n = 182)	61.5%	38.5%
2017-18 (n = 109)	57.8%	42.2%
2016-17 (n = 317)	48.9%	51.1%

Staff

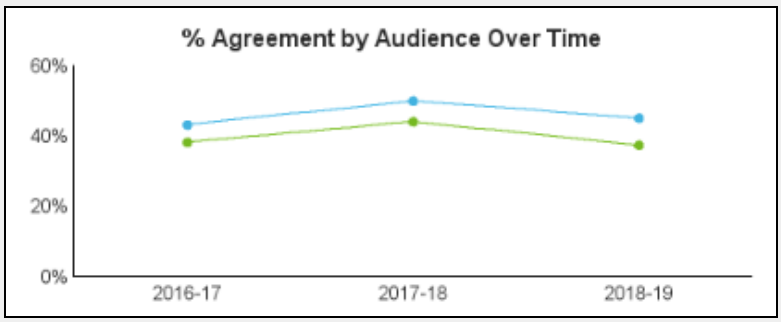
I am aware of the role that the Board of Trustees plays in public education



	YES	NO
2018-19 (n = 6,112)	85.2%	14.8%

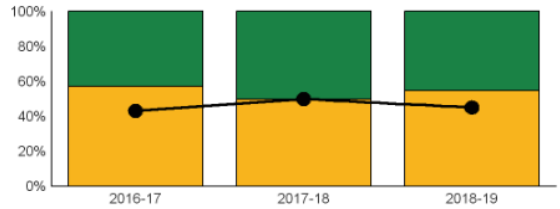
Note: Community Audience - General Public only

KNOWLEDGE OF SCHOOL TRUSTEE



Family

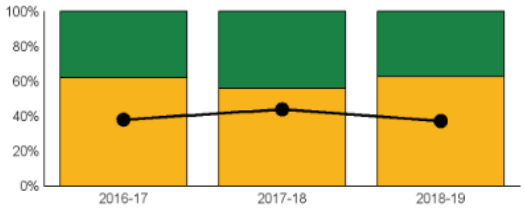
I know who the Edmonton Public School Trustee is for my child's school



	YES	NO
2018-19 (n = 5,183)	45.1%	54.9%
2017-18 (n = 4,313)	49.9%	50.1%
2016-17 (n = 3,873)	43.1%	56.9%

Community

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



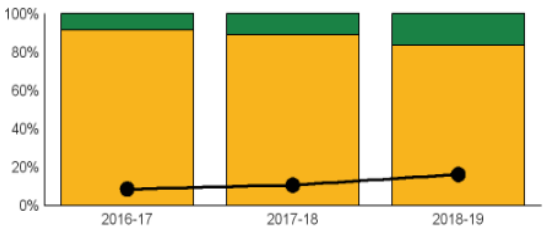
	YES	NO
2018-19 (n = 182)	37.4%	62.6%
2017-18 (n = 109)	44.0%	56.0%
2016-17 (n = 317)	38.2%	61.8%

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

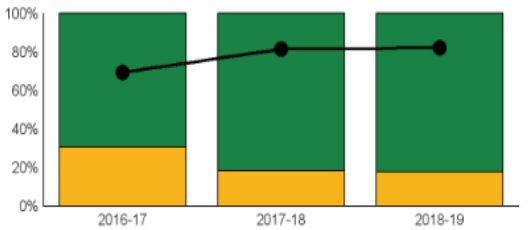


	YES	NO
2018-19 (n = 2,339)	16.3%	83.7%
2017-18 (n = 4,313)	10.7%	89.3%
2016-17 (n = 3,873)	8.7%	91.3%

**SCHOOL TRUSTEE EXPLANATION OF PROCESS

Family

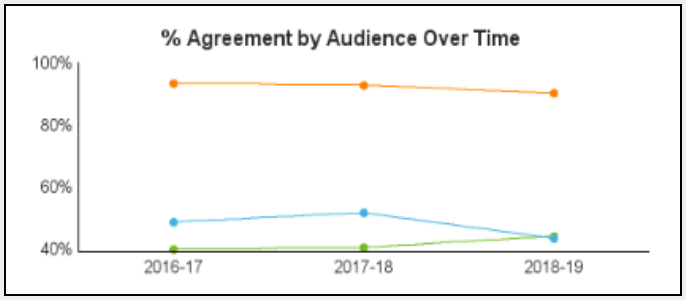
The Trustee explained the process to get my concern addressed



	YES	NO
2018-19 (n = 384)	82.3%	17.7%
2017-18 (n = 439)	81.5%	18.5%
2016-17 (n = 262)	69.5%	30.5%

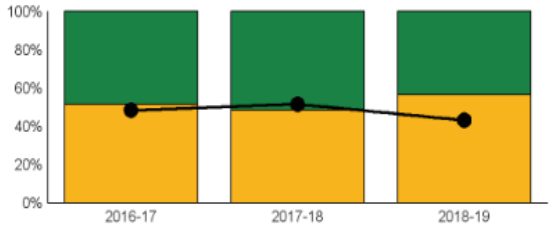
*Note: Family Audience - * Only family members responding in agreement with the question "I know who the Edmonton Public School Trustee is for my child's school"*
*Family Audience - **Only family members responding in agreement with the question "I have contacted the Trustee for my child's school about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

AWARENESS OF EPSB STRATEGIC PLAN



Family

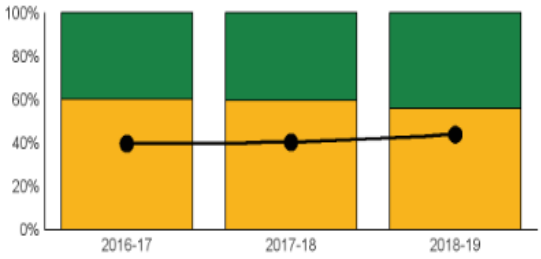
I am aware of the Priorities and Goals outlined in Edmonton Public Schools Strategic Plan



	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

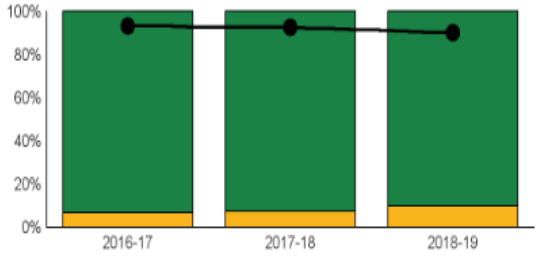
I am aware of the Priorities and Goals outlined in Edmonton Public Schools Strategic Plan



	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



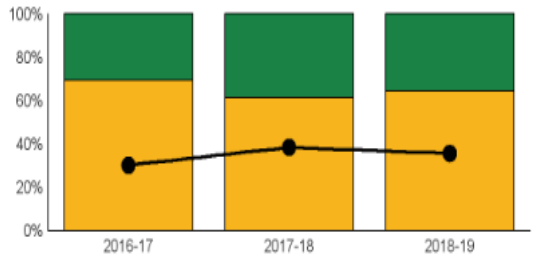
	YES	NO
2018-19 (n = 6,170)	90.2%	9.8%
2017-18 (n = 5,652)	92.7%	7.3%
2016-17 (n = 5,444)	93.3%	6.7%

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

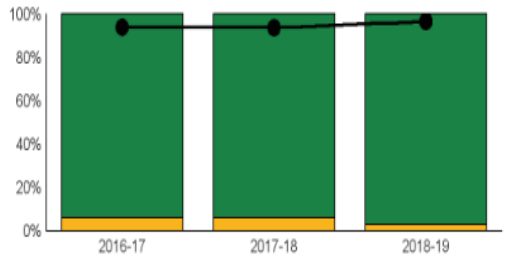


	YES	NO
2018-19 (n = 182)	35.7%	64.3%
2017-18 (n = 109)	38.5%	61.5%
2016-17 (n = 317)	30.3%	69.7%

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%

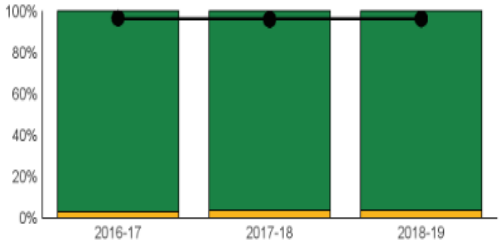
Note: Community Audience - General Public only

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

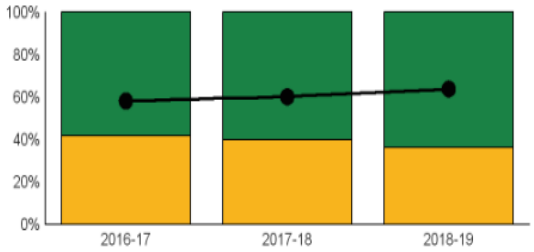


	YES	NO
2018-19 (n = 6,170)	96.5%	3.5%
2017-18 (n = 5,652)	96.2%	3.8%
2016-17 (n = 5,444)	96.7%	3.3%

SCHOOL PLAN GOALS

Family

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

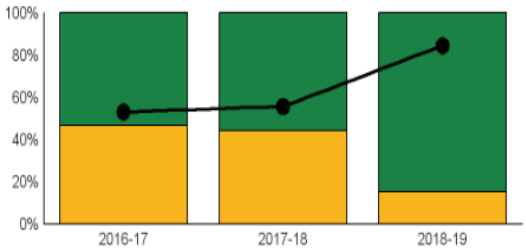


	YES	NO
2018-19 (n = 5,183)	63.9%	36.1%
2017-18 (n = 4,313)	60.2%	39.8%
2016-17 (n = 3,873)	58.2%	41.8%

*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



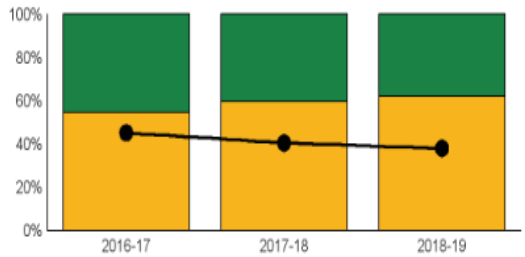
	YES	NO
2018-19 (n = 3,310)	84.5%	15.5%
2017-18 (n = 4,313)	55.7%	44.3%
2016-17 (n = 3,873)	53.1%	46.9%

*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

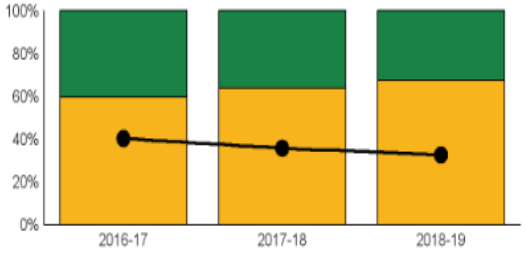


	YES	NO
2018-19 (n = 9,772)	38.1%	61.9%
2017-18 (n = 9,088)	40.6%	59.4%
2016-17 (n = 9,340)	45.3%	54.7%

*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



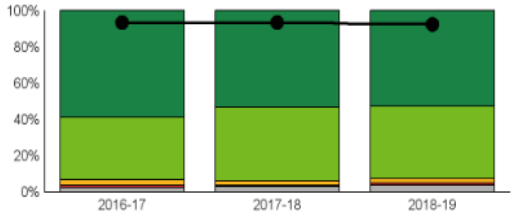
	YES	NO
2018-19 (n = 4,163)	32.7%	67.3%
2017-18 (n = 9,088)	35.9%	64.1%
2016-17 (n = 9,340)	40.4%	59.6%

*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

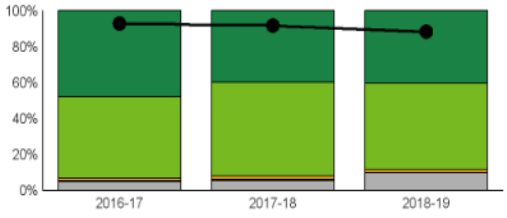


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	52.8%	39.8%	2.7%	0.8%	4.0%
2017-18 (n = 5,652)	53.1%	40.5%	2.5%	1.0%	2.9%
2016-17 (n = 5,444)	59.0%	34.6%	2.7%	1.2%	2.6%

SUPERINTENDENT'S DECISIONS SUPPORT STUDENTS

Staff

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

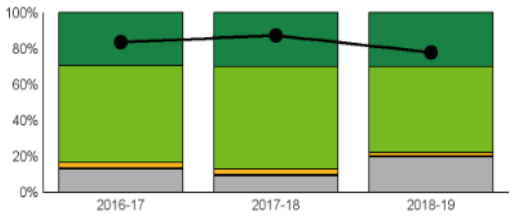


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	40.4%	48.1%	1.6%	0.4%	9.5%
2017-18 (n = 5,652)	39.8%	52.0%	2.1%	0.5%	5.5%
2016-17 (n = 5,444)	47.7%	45.3%	1.6%	0.4%	4.9%

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

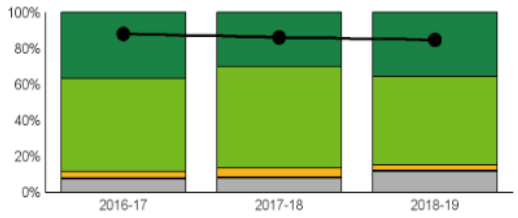
Decisions made by my direct supervisor support the success and well-being of staff

	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

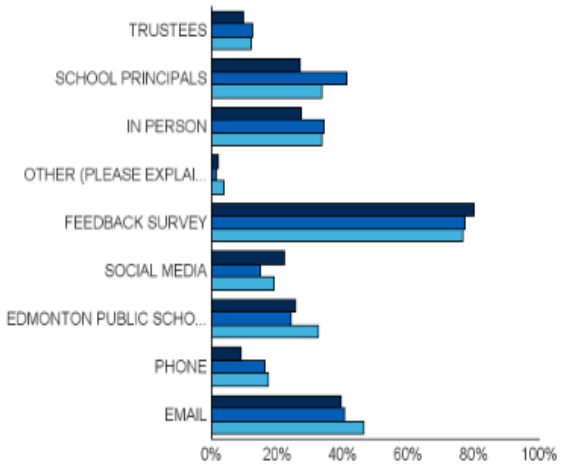
Decisions made by The Board of Trustees support the success and well-being of staff

	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

Community

Select the ways you would prefer to give feedback to Edmonton Public Schools: (Select all that apply)



	2018-19 (n = 287)	2017-18 (n = 194)	2016-17 (n = 429)
FEEDBACK SURVEY	80.1%	77.3%	76.7%
PHONE	9.1%	16.5%	17.2%
EMAIL	39.7%	40.7%	46.4%
SOCIAL MEDIA	22.3%	14.9%	19.1%
TRUSTEES	9.8%	12.4%	12.1%
SCHOOL PRINCIPALS	27.2%	41.2%	33.8%
EDMONTON PUBLIC SCHOOLS WEBSITE	25.8%	24.2%	32.6%
IN PERSON	27.5%	34.5%	33.6%
OTHER (PLEASE EXPLAIN)	2.1%	1.5%	3.7%

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

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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.

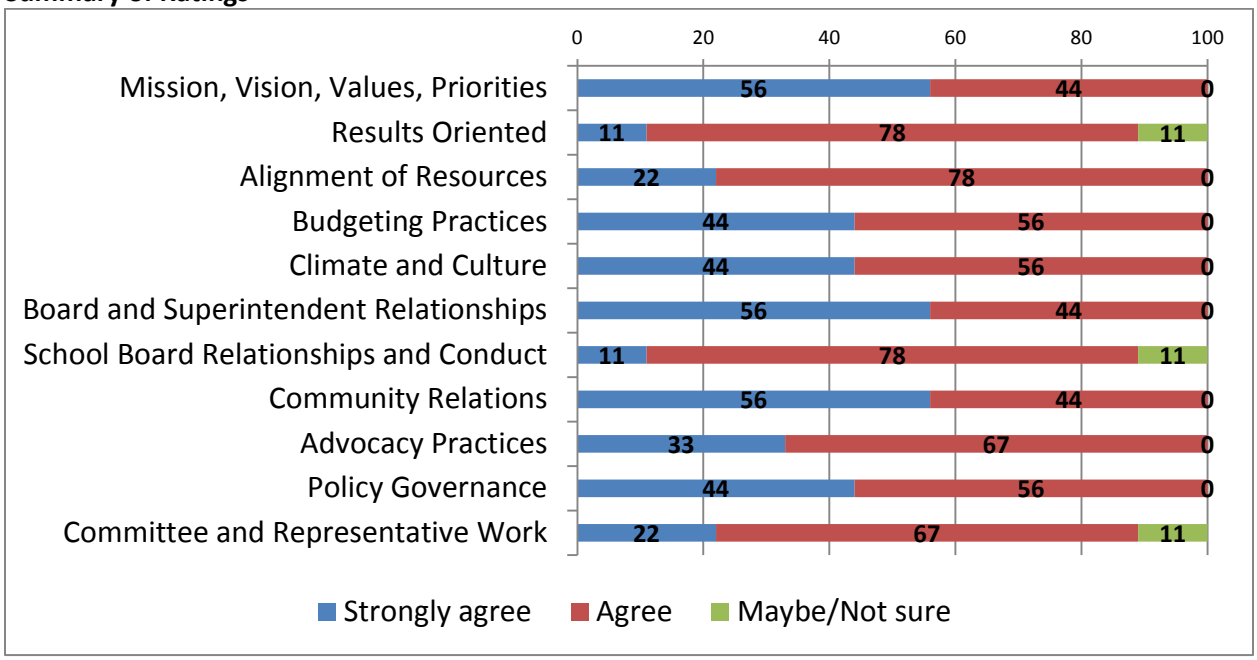
Trustees were asked to rate the Board's overall effectiveness on each key area using the following five-point scale:

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 curiousity 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

EDMONTON PUBLIC SCHOOLS

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

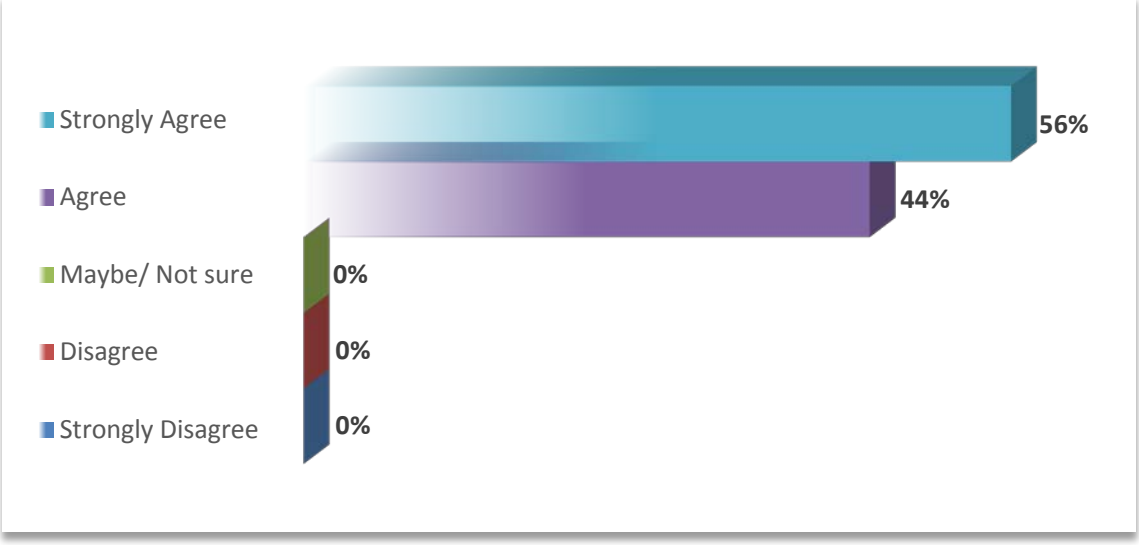
1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

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.

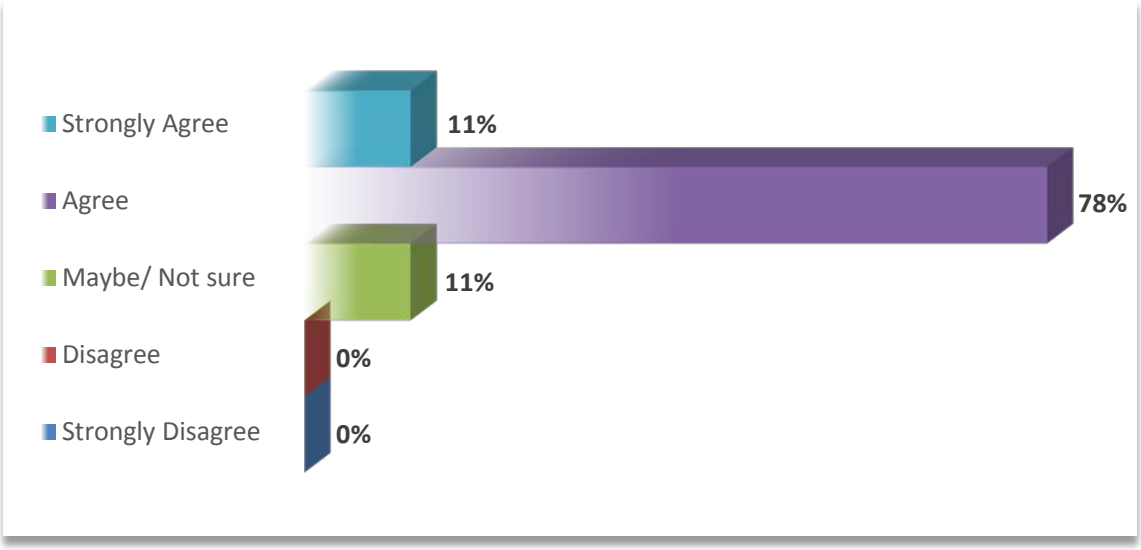
Results Oriented

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.

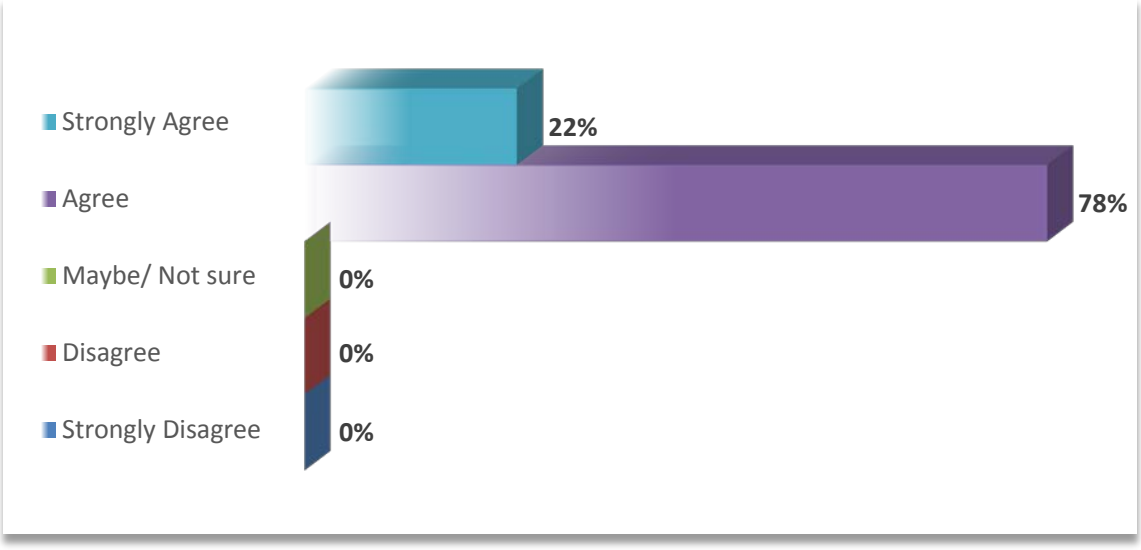
Alignment of Resources

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.

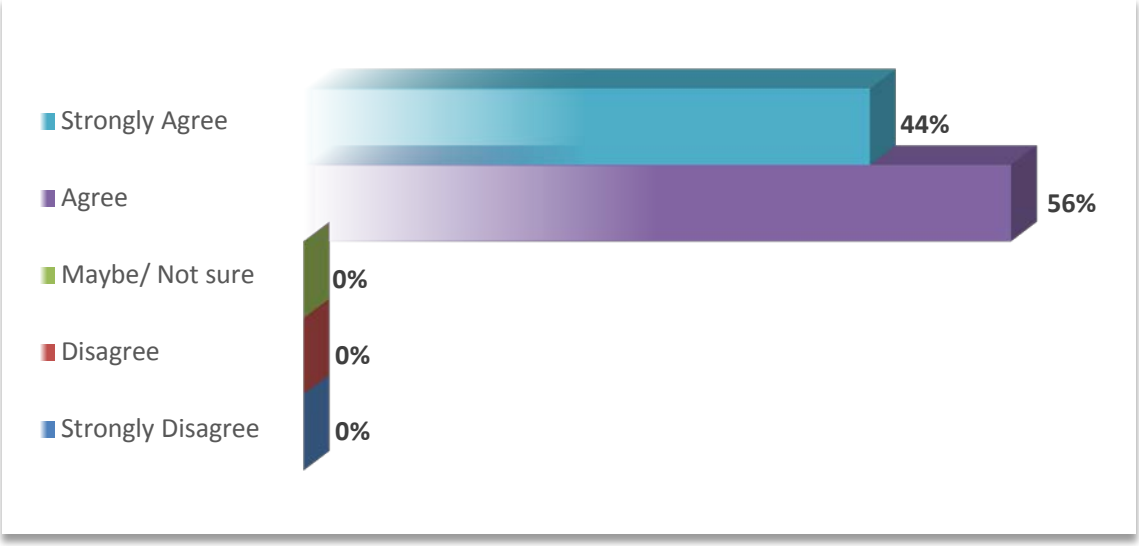
Budgeting Practices

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 voluntary 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.

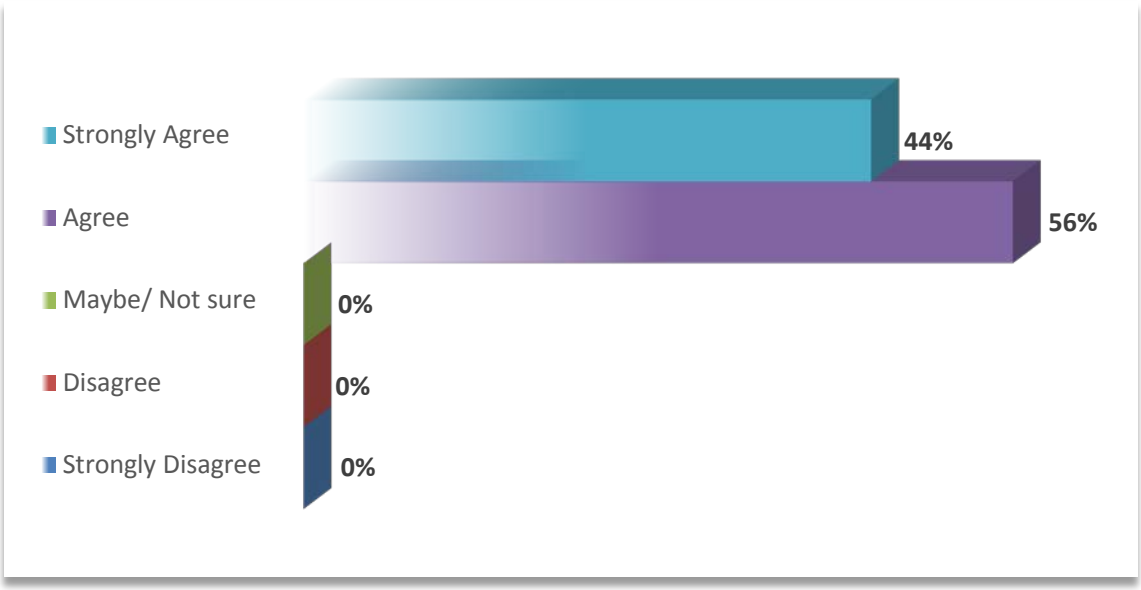
Climate and Culture

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.

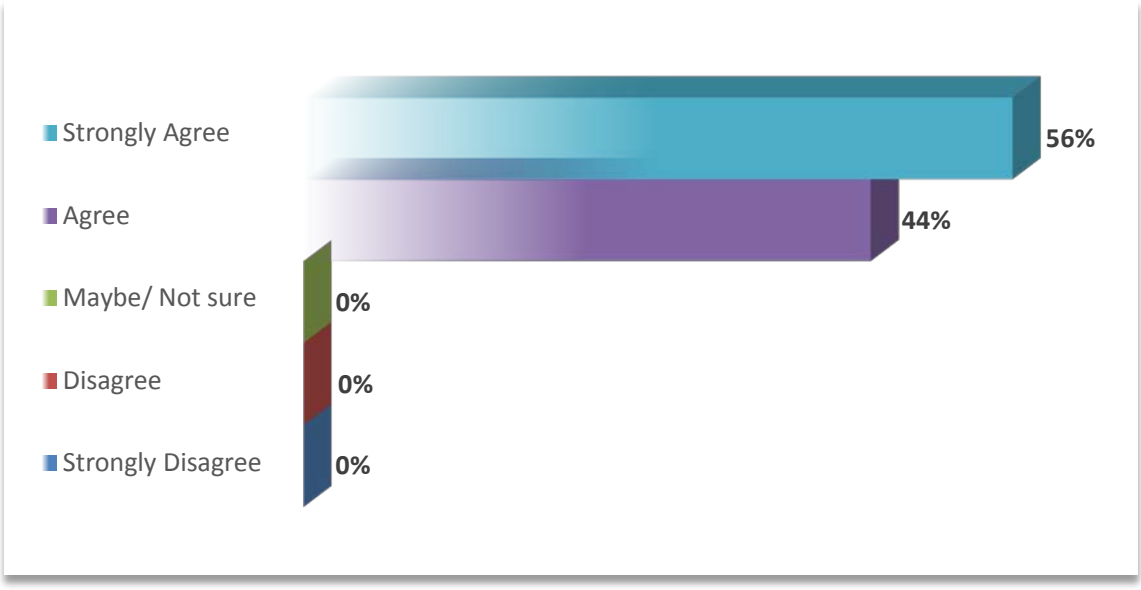
School Board and Superintendent Relationships

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.

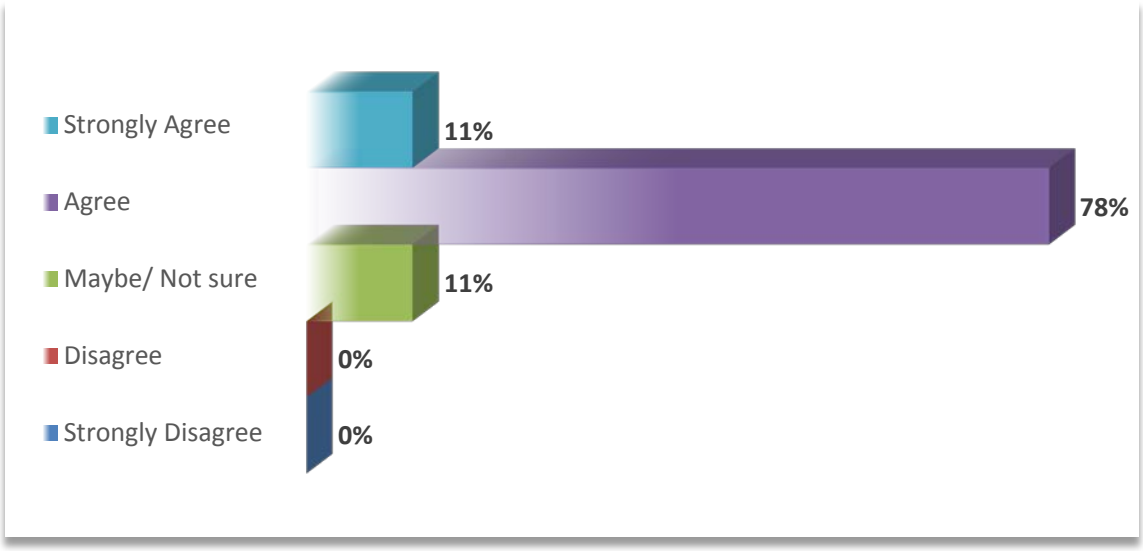
School Board Relationships and Conduct

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.

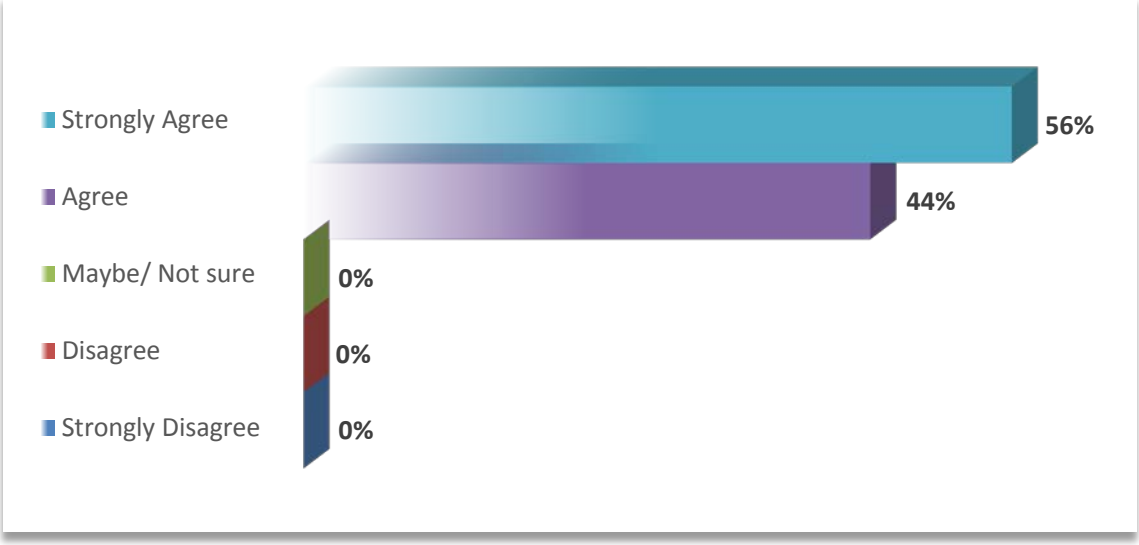
Community Relations

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.

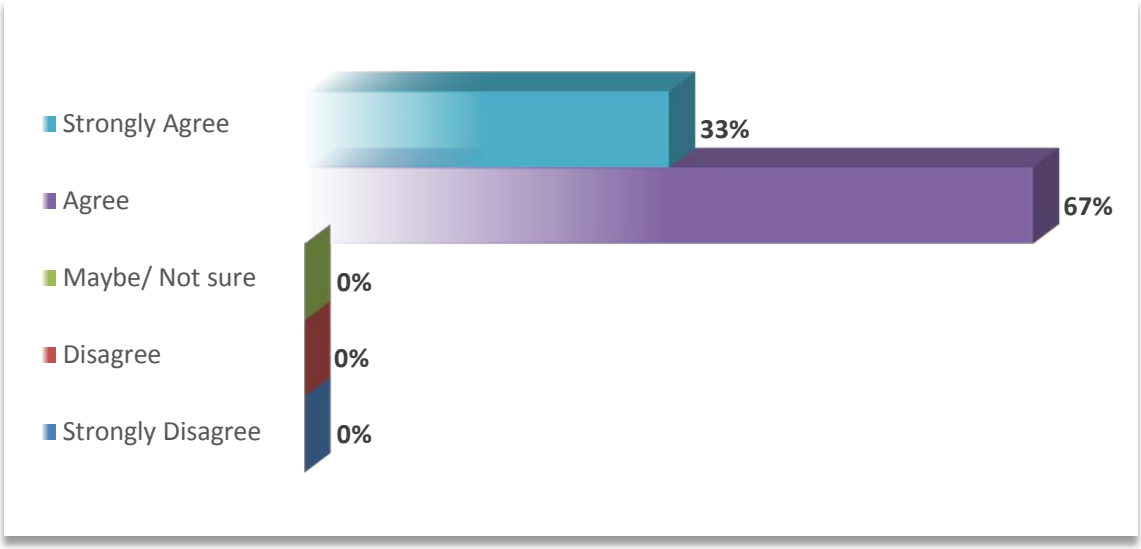
Advocacy Practices

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.

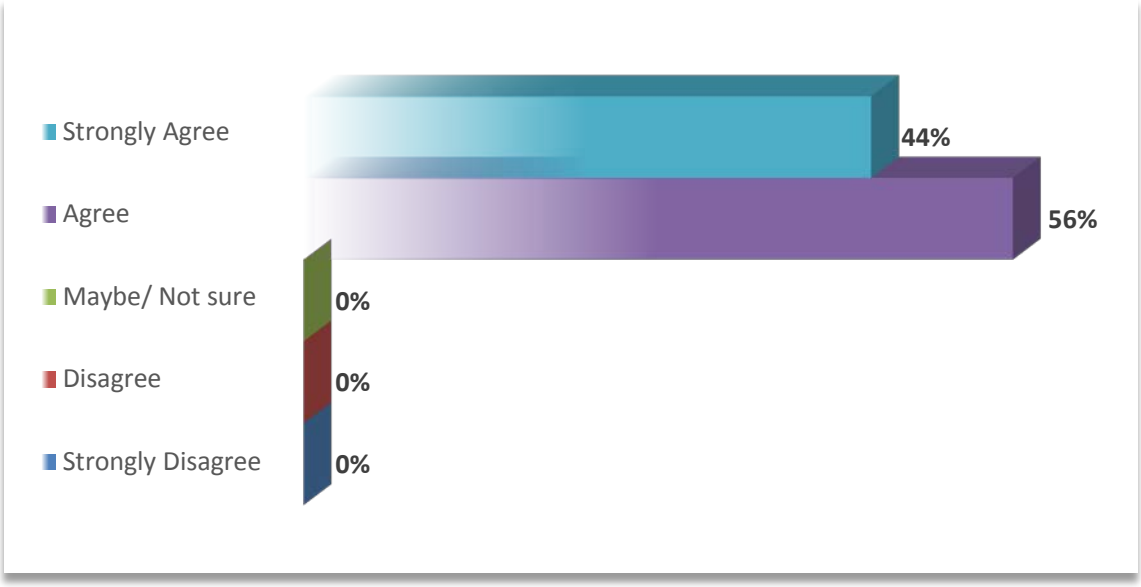
Policy Governance

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.

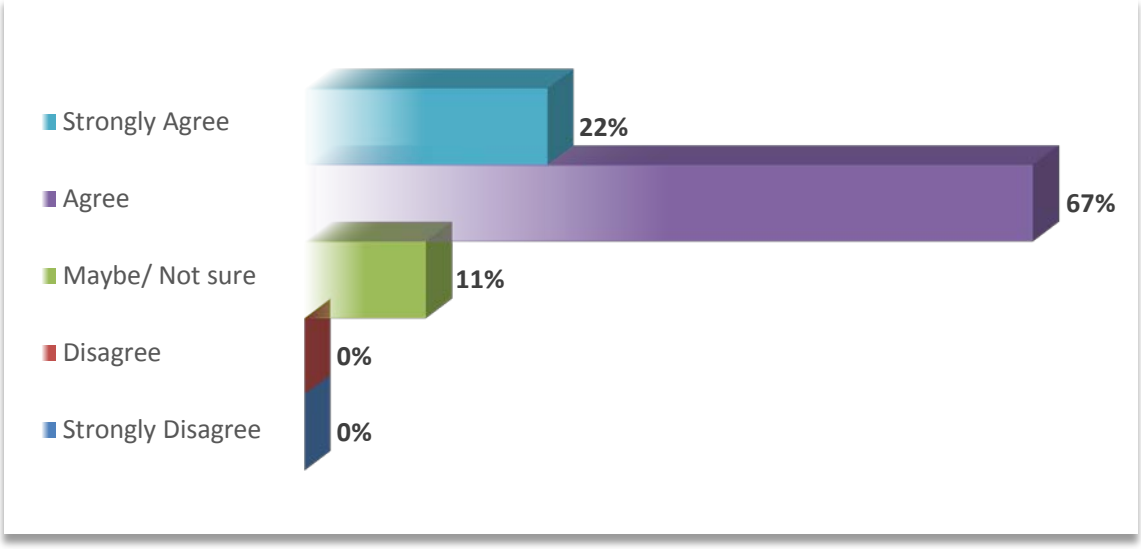
Committee and Representative Work

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 becuase 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 catchement meetings. I get the feeling that some of my colleages 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 catchement 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.