



# AGENDA

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

CFE McCauley Chambers  
Tuesday, February 6, 2024  
2 p.m.

## Board Meeting

- A. O Canada
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Approval of the Minutes
  - 1. DRAFT – Board Minutes – January 23, 2024
- G. Comments from the Public and Staff Group Representatives  
*(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 12 p.m. on Monday, February 5, 2024, to speak under this item.)*
- H. Reports
  - 2. Report #05 of the Caucus Committee (From the meeting held on January 23, 2024)  
(Information)
  - 3. Revised 2024-2025 School Year Calendar  
(Recommendation)
  - 4. Second, third and final reading of Board Policy AB.BP Dispute Resolution and Appeals  
(Recommendation)
  - 5. School Year Calendar Policy  
(Recommendation)
  - 6. Division Feedback Survey Results  
(Information)
  - 7. Bereavements  
(Information)
- I. Other Committee, Board Representative and Trustee Reports
- J. Trustees and Board Requests for Information
- K. Notices of Motion
- L. Meeting Dates
- M. Adjournment

BOARD OF  
TRUSTEES

Julie Kusiek  
Board Chair

Jan Sawyer  
Board Vice-Chair

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

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

Minutes of the meeting of the Board of Trustees of Edmonton School Division of Alberta held in the Centre for Education McCauley Chambers on Tuesday, January 23, 2024, at 2 p.m.

**Present:****Trustees**

Trisha Estabrooks  
Dawn Hancock  
Marcia Hole

Julie Kusiek  
Marsha Nelson

Sherri O'Keefe  
Jan Sawyer  
Saadiq Sumar

**Officials**

Angela Anderson  
Todd Burnstad  
Grace Cooke  
Andrea Cooper

Karen Mills  
Kathy Muhlethaler  
Kent Pharis  
Nancy Petersen  
Cliff Richard

Darrel Robertson  
Carrie Rosa  
Ron Thompson  
Liz Yule

**Board Chair:** Julie Kusiek

**Recording Secretary:** Catherine Angeles

The Board Chair called the meeting to order with recognition that we are on Treaty 6 Territory. She also reflected on the note her daughter wrote on her white board in her room that says "do this tonight!" with an arrow pointed to her homework assignment. In this assignment, she is to observe the moon each evening. This got the Board Chair reflecting on the profoundness of this land and the sky that surrounds it each night, and that this sky is the same one that the Cree, Saulteaux, Blackfoot, Métis and Nakota Sioux have gazed upon from these lands since time immemorial. And it's this same moon they continue to look upon today, alongside the many other peoples from around the world who now call this land home. She also reflected on the significance of the night sky within many First Nations cultures. With that, she gave gratitude to the night sky, the moon and the unique and uniting qualities it brings to our lives today.

**A. O Canada**

**B. Roll Call: 2:02 p.m.**

The Superintendent advised that all Trustees were present.

**MINUTE BOOK****C. Approval of the Agenda****MOVED BY Trustee Sumar:**

**“That the agenda for the January 23, 2024, Board meeting be approved as printed.”  
(UNANIMOUSLY CARRIED)**

**D. Communications from the Board Chair**

The Board Chair hoped everyone felt refreshed and rejuvenated after the winter break. She welcomed everyone back as we step into the new year – a year filled with hope and excitement. We are also celebrating all the incredible activities and progress happening within our schools.

The Board Chair emphasized the power of partnerships, a cornerstone of the Division’s success. She expressed excitement to hear more about the Educational Assistant pilot program today. She said this innovative initiative is not just a solution to Division’s staffing challenges, but also a support for school divisions across the province. She expressed gratitude to the provincial government for not only supporting the Division’s initial prototype, but also for providing the necessary funding to pilot this program across the province.

The Board Chair highlighted a recent feature by CBC, spotlighting the remarkable collaboration between the City of Edmonton and the Division. The opening of the city’s newest recreation centre within Dr. Anne Anderson School is a testament to our collective vision. This facility isn’t just a building; it’s a vibrant community hub, serving the residents of the Heritage Valley area. It’s an exemplary model of how ingenuity and cooperation can bring about transformative community spaces.

The Board Chair shared some insights from the Board of Trustees’ two-day planning session held earlier this month. This session was an invaluable time of reflection and forward planning. They looked back at what they’ve achieved so far and set their sights on what they aim to accomplish in the months ahead. The Board’s commitment to advocating for the students of Edmonton Public Schools—and for public education as a whole—remains stronger than ever. There’s much to celebrate, and even more to look forward to.

The Board Chair said that under the Division’s Strategic Plan Priority 2, they’ve seen some notable initiatives. Division schools have also been buzzing with cultural celebrations, from World Arabic Bilingual Day to the upcoming Lunar New Year festivities. Trustees also recently participated in a professional learning session on writing personal land acknowledgements. This is a significant step in their journey towards reconciliation, and there is much learning and work ahead. The diversity in Division schools is not just present; it’s celebrated, and she’s incredibly proud of the many ways we honour Division students’ rich cultural heritages.

The Board Chair expressed that the Board of Trustees were incredibly proud to honour and celebrate 36 individuals and 166 team members at the Division Recognition Awards celebration. These extraordinary people exemplify the best in their peers, Division students, and everyone they work with. This event is a

## **MINUTE BOOK**

poignant reminder of the commitment that lies within our community towards the success of our students and the continual advancement of public education.

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

The Superintendent shared a quick welcome to all of the staff attending the meeting today.

The Superintendent said it's been a busy return to school, after a well-deserved winter recess. He greatly appreciated everyone who supported indoor recesses and dealt with snowy and icy conditions, as well as those who responded to weather-related emergencies in schools.

The Superintendent said the Division celebrated Maintenance Employees Appreciation Day on January 17. The skilled trades professionals and warehouse workers, represented by CUPE Local 784, help make sure our facilities are in great shape and deliver supplies to support student and staff success across the Division. A video about the amazing work they do every day can be watched on the Division social media channels.

The Superintendent advised that the start the second semester of school is next week and the Division is already preparing to get students registered and pre-enrolled for the 2024-2025 school year. This year, the Division has combined dates so that students who are new to the Division and students who will remain with us next year can both register and pre-enrol starting the same day. Registration and pre-enrolment start on February 1 and end on March 22.

The Superintendent shared that it's open house season within the Division and this will help families get ready to choose a school for the 2024-25 school year. Open houses give families and students a chance to learn a little more about what a school has to offer, from alternative programming, to complementary courses, extracurricular activities, sports teams, a taste of school culture and a chance to see the space. Schools host open houses between February and March. Everything needed for registering, pre-enrolling or attending an open house is available on [epsb.ca](https://epsb.ca). If families have any questions, reach out to the school principal for more information.

The Superintendent shared that in the coming weeks, staff, students and families are invited to participate in the Division Feedback Survey, which provides information to the Division and schools. It's important the Division hears from staff, students and families about how the Division is doing and what they value in a quality education system. The Division uses the feedback to help measure our progress on achieving our goals and understand how to best support students, staff and families. The Board of Trustees is also inviting participants to answer a few questions in the Division Feedback Survey about perceptions of school safety. The survey is open to staff, students in Grades 4-12 and families from February 1 to March 22.

The Superintendent advised that presently there are no schools on either respiratory or gastrointestinal outbreak. The Division will continue to monitor and provide updates on the Division website. As of yesterday, three per cent of Division students were away due to illness.

**MINUTE BOOK****F. Approval of the Minutes**

1. Board Meeting – December 12, 2023

**MOVED BY Trustee O'Keefe:**

**“That the minutes of the Board meeting held December 12, 2023, be approved as printed.”  
(UNANIMOUSLY CARRIED)**

**G. Comments from the Public and Staff Group Representatives**

The Board of Trustees heard from four registered speakers for this item.

**H. Reports**

2. Report #03 of the Caucus Committee (From the meeting held December 12, 2023)

Information was provided regarding actions taken at the December 12, 2023, Caucus Committee meeting.

3. Proposed Distribution of the Additional Supplemental Enrolment Grant Funds

**MOVED BY Trustee Nelson:**

**“That the proposed allocation to distribute the additional \$5 million of Supplemental Enrolment Growth funds be approved.”  
(UNANIMOUSLY CARRIED)**

There was a short break in the meeting.

4. Update on the Educational Assistant Internship Pilot

The Educational Assistant (EA) Internship Pilot is the second phase of an innovative provincially funded program launched in the spring of 2023. It is designed to accommodate recruitment and retention of EAs in school divisions throughout Alberta. On November 24, 2023, the Division submitted a grant application for provincial funding of \$733K to support the spring 2024 EA Internship pilot. A comprehensive research report will be submitted to Alberta Education at the conclusion of the pilot.

5. Class Size Information

Average class sizes were generally stable over the last year for Divisions I, II and III, while Division IV shows an increase. The largest class size in each division is fairly consistent with prior years.

**MINUTE BOOK**6. Independent Student Funding (Response to Request for Information #017)

Information was provided regarding the Request for Information #017.

7. Bereavement

Vice-Chair Sawyer reported on the passing of Ms. Gloria McIntosh and Mr. Paul DaEstrela.

I. Other Committee, Board Representatives and Trustee Reports - NoneJ. Trustees and Board Requests for Information - NoneK. Notices of Motions - NoneL. Next Board Meeting: Tuesday, February 6, 2024, at 2 p.m.M. Adjournment: 4:19 p.m.

The Board Chair adjourned the meeting.

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Julie Kusiek, Board Chair

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Karen Mills, Director Board and  
Superintendent Relations

**DATE:** February 6, 2024

**TO:** Board of Trustees

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

**SUBJECT:** Report #05 of the Caucus Committee (From the meeting held on January 23, 2024)

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

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

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### ISSUE

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

**The following recommendations were approved at the January 23, 2024, Caucus Committee meeting:**

1. Surplus Declaration of a Portion of the Braemar School Site

That a portion of the Braemar School site be declared surplus to Division need, with the intent that the land be used by the City of Edmonton and EPCOR as a dry pond stormwater management facility.

### BACKGROUND

Existing stormwater management systems in many of Edmonton's mature communities are unable to handle the volumes of stormwater generated in recent years. In the aftermath of the storms experienced in Edmonton during the summer of 2004, the City of Edmonton investigated various technical improvements to the stormwater management system beginning with areas of the City that experienced the worst flooding. EPCOR has identified approximately 30 potential sites for future dry ponds to be constructed over the next 20 years. Some of these facilities have been identified for construction on Division-owned lands adjacent to both operational and non-operational schools.

EPCOR has involved the Division and the community in the planning and design of the dry pond over the past year. Braemar School, as well as the Ottewell Community League, are aware of the project and will be involved in the final design of amenities located within the dry pond area and the remaining site.

2. Board Ratification of Division Proposal

That the Division Proposal and Previously Agreed to Items be approved.

### BACKGROUND

The Division presented a proposal on local bargaining items to the Representative of the Bargaining Agent for Edmonton Public Teachers Local 37 of the Alberta Teachers' Association. Edmonton Public Teachers Local 37 accepted the Division proposal and previously agreed to items.

KM:ca

**DATE:** February 6, 2024

**TO:** Board of Trustees

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

**SUBJECT:** Revised 2024–2025 School Year Calendar

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

**RESOURCE STAFF:** Vicki de Haan, Bob Morter

**REFERENCE:** [GCA.BP](#) – Approval of the School Year Calendar  
[GCA.AR](#) – The School Year Calendar

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## ISSUE

The Board of Trustees approved the 2024–25 school year calendar on June 6, 2023. Alberta Education finalized the 2024–25 diploma exam schedule in the fall of 2023. Additionally, the Alberta Teachers' Association and the Board of Trustees recently ratified a new collective agreement that includes provisions that impact the school year calendar. The updated diploma schedule and newly ratified collective agreement have created a need to adjust the 2024–25 school year calendar.

## BACKGROUND

At the June 6, 2023 Board meeting, the Board of Trustees approved the 2024–25 school year calendar. Since that time, external testing dates that impact the calendar have been adjusted by Alberta Education. These changes will require the movement of several professional learning days and will allow for the opportunity to recognize an additional day of significance. The updated collective agreement commits to a four weekday fall break, which will be achieved through adjustments to the number of professional learning days and the first day of instruction. Given these changes, the 2024–25 school year calendar must be revised.

## RELATED FACTS

Key considerations/aspects of the draft revised 2024–25 School Year Calendar include:

- Alberta Education adjusted diploma exam schedules for the November, January and April administrations, as follows:
  - The November schedule was adjusted to have the exams begin on October 28, 2024 and end on November 7, 2024. The two professional learning days from October 30 and 31 had to be moved. One was placed on November 1 and the second on March 31. November 1 remains a day without examinations. Additionally, November 1, 2024 is Diwali and Bandi Chhor Divas and is now designated as a professional learning day.
  - The January schedule was adjusted to finish one day earlier on Monday, January 27, 2025, instead of Tuesday, January 28, 2025. Lunar New year is Wednesday, January 29, 2025.



- The April schedule was adjusted such that the exams start Tuesday, April 1, instead of Monday, March 31. March 31, 2025 is Eid al-Fitr and is now designated as a professional learning day.
- Collective agreement considerations, providing for a four weekday fall break, as follows:
  - Teaching staff now return to work on August 28, 2024, one day earlier.
  - The first day of instruction has shifted to Thursday, August 29, 2024.
  - The professional learning day on Friday, August 30, 2024 was removed.
  - Board declared non-instructional days on Friday, November 8 and Tuesday, November 12, 2024, were added.
  - Teachers’ day in lieu was moved from Friday, November 1, 2024 to Wednesday, November 13, 2024.

## RECOMMENDATION

**That the attached revised 2024–25 School Year Calendar be approved.**

## OPTIONS

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

1. Approve the attached revised 2024–25 school year calendar.
2. Approve the attached revised 2024–25 school year calendar with modifications.

## CONSIDERATIONS and ANALYSIS

In considering the revisions to the calendar it may be helpful to approach the shifts from a chronological perspective.

- Move the first day for teaching staff to August 28, 2024.
- Move the first day of classes from September 3, 2024 to August 29, 2024.
- Removal of the August 30, 2024 professional learning day.
- Move professional learning day from October 30, 2024 to November 1, 2024.
- Move professional learning day from October 31, 2024 to March 31, 2025.
- Additional Board approved non-instructional days on November 8, 2024 and November 12, 2024.
- Move the teachers’ day in lieu from November 1, 2024 to November 13, 2024.
- Move professional learning day from April 16, 2025 to February 18, 2025.

## NEXT STEPS

Following the approval of the calendar, it will be published on the Division website.

## ATTACHMENTS and APPENDICES

ATTACHMENT I	Draft Revised 2024–25 School Year Calendar
ATTACHMENT II	Previously Approved 2024–25 School Year Calendar
APPENDIX I	June 6, 2023 Recommendation Report: 2024–25 School Year Calendar

BM:al

# 2024–25 School Year Calendar

**DRAFT**  
January 16, 2024



## AUGUST • 2024

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## SEPTEMBER • 2024

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## OCTOBER • 2024

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## NOVEMBER • 2024

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## DECEMBER • 2024

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## JANUARY • 2025

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## FEBRUARY • 2025

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## MARCH • 2025

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## APRIL • 2025

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## MAY • 2025

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## JUNE • 2025

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### LEGEND

- Public Holiday
- PD Day (no students)
- First/Last Day of Classes
- Operational Day (no students)
- Teachers' Convention
- Teachers' Day in Lieu (no teachers or students)
- Board Approved Non-instructional Day (no teachers or students)
- Winter/Spring Break

### Important dates

First Operational Day (no students)	August 28
First Day of Classes	August 29
Winter Break	Dec. 23–Jan. 3
Teachers' Convention	February 27–28
Spring Break	March 24–28
Last Day of Classes	June 25
Last Operational Day	June 26

### Approved holidays

Labour Day	September 2
The National Day for Truth and Reconciliation	September 30
Thanksgiving	October 14
Remembrance Day	November 11
Christmas Day	December 25
Boxing Day	December 26
New Year's Day	January 1
Family Day	February 17
Good Friday	April 18
Easter Monday	April 21
Victoria Day	May 19

### Dates of significance (no students)

Yom Kippur	October 11
Diwali and Bandi Chhor Divas	November 1
Lunar New Year	January 29
Eid al-Fitr	March 31
Eid al-Adha	June 8
Summer Solstice and National Indigenous Peoples Day	June 21

*Pink highlight indicates diploma exam days for reference only and will not be on final published calendar.*

# 2024–25 School Year Calendar

epsb.ca

## AUGUST • 2024

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## SEPTEMBER • 2024

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## OCTOBER • 2024

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## NOVEMBER • 2024

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## DECEMBER • 2024

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## JANUARY • 2025

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## FEBRUARY • 2025

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## MARCH • 2025

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## APRIL • 2025

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## MAY • 2025

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## JUNE • 2025

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### APPROVED HOLIDAYS

Labour Day	September 2
The National Day for Truth and Reconciliation	September 30
Thanksgiving	October 14
Remembrance Day	November 11
Christmas Day	December 25
Boxing Day	December 26
Winter Break	Dec. 23–Jan. 3
New Year's Day	January 1
Family Day	February 17
Teachers' Convention	February 27–28
Spring Break	March 24–28
Good Friday	April 18
Easter Monday	April 21
Victoria Day	May 19

First Operational Day (No Students)	August 29
First Day of Classes	September 3
Last Day of Classes	June 25
Last Operational Day	June 26

### LEGEND

- PUBLIC HOLIDAY
- PD DAY (NO STUDENTS)
- FIRST/LAST DAY OF CLASSES
- OPERATIONAL DAY (NO STUDENTS)
- TEACHERS' CONVENTION
- TEACHERS' DAY IN LIEU (NO TEACHERS OR STUDENTS)
- BOARD APPROVED NON-INSTRUCTIONAL DAY (NO TEACHERS OR STUDENTS)
- WINTER/SPRING BREAK

### DATES OF SIGNIFICANCE

Yom Kippur	October 11
Diwali and Bandi Chhor Divas	November 1
Lunar New Year	January 29
Eid al-Fitr	March 31
Eid al-Adha	June 8
Summer Solstice and National Indigenous Peoples Day	June 21

**DATE:** June 6, 2023

**TO:** Board of Trustees

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

**SUBJECT:** 2024–25 School Year Calendar

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

**RESOURCE**

**STAFF:** Terry Korte, Bob Morter

**REFERENCE** [GCA.BP](#) – Approval of the School Year Calendar  
[GCA.AR](#) – The School Year Calendar  
[Education Act](#)  
[Funding Manual for School Authorities 2023/24 School Year](#)

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## ISSUE

Section 60 of the *Education Act* states that:

“A board shall determine and make publicly available for each school year the days, dates and number of days of school operation.”

Additionally, *Board Policy GCA.BP – Approval of the School Year Calendar*, requires that the Board of Trustees approve calendars for two years following the current school year.

## BACKGROUND

The school year calendar is designed with a number of requirements and considerations including provincial and federal employment legislation, Alberta Education requirements, our Division’s Board Policies and Administrative Regulations, and collective agreements with staff groups. These requirements need to be incorporated when designing a school year calendar that best supports the educational programming of the Division.

Provincial and federal legislation lists a variety of holidays that need to be incorporated into the calendar, and are also required to be provided to some staff groups through collective agreements. These required holidays include: New Year’s Day, Alberta Family Day, Good Friday, Easter Monday, Victoria Day, Canada Day, August Civic Holiday, Labour Day, the National Day for Truth and Reconciliation, Thanksgiving Day, Remembrance Day, Christmas Day and Boxing Day.

Furthermore, provincial legislation identifies teachers’ convention and assigns the responsibility for these days to the Alberta Teachers’ Association. Alberta Education articulates the number of hours of instruction that students receive in a year and sets the diploma exam and provincial achievement testing schedules. The Advanced Placement and International Baccalaureate testing schedules are set by their respective organizations.

Division Administrative Regulation *GCA.AR – The School Year Calendar* requires a two-week winter recess inclusive of December 24 and January 2. Under the direction of the administrative regulation, the spring recess is to be five consecutive days beginning on the last Monday of March.

Both of the proposed 2024–25 calendars amend the typical start of the spring recess. This is due to diploma exams having been scheduled by the province starting the last Monday of March—March 31, 2025. The draft diploma exam dates are as follows:

- November 4–14, 2024
- January 12–28, 2025
- March 31–April 10, 2025
- June 11–25, 2025

A request has been made to Alberta Education to shift the spring diploma exams to run from April 1 to April 11, 2025. This would remove the diploma exam from March 31, which is also Eid al-Fitr. Contingency plans should this change occur are discussed below in Considerations and Analysis.

Additionally, the calendar is designed to balance the two semesters to facilitate curriculum delivery and to align with the terms and conditions of the “Letter of Understanding #9 Pilot Project on Revised School Calendar” within the Alberta Teachers’ Association September 1, 2018 to August 31, 2020 collective agreement.

The Division has been approached by members of the community advocating for the inclusion of a number of specific holy days or days of significance as non-instructional days in the Division’s calendar. The Board of Trustees is committed to exploring the incorporation of these days where feasible, with the goal of creating a more inclusive school year calendar.

Feedback from the 2022 Division Feedback Survey indicated strong support for a calendar that would allow students and families to participate in religious and cultural days that are special to them. It should be noted that a majority of respondents did not support a calendar with days off in the middle of the week. This suggests that caution should be employed when setting midweek non-instructional days. The concept of clustering versus distributing breaks was also confirmed in the 2022 Division Feedback Survey with over 75 per cent of respondents who had a preference indicating support for school breaks that happen less often but with more days grouped together.

Both proposed versions of the calendar only have a single midweek, professional development day. This is January 29, which is both the start of the second semester and Lunar New Year. In this case, operational considerations of semester transition align with placing a professional development day here to allow families to celebrate Lunar New Year.

## RELATED FACTS

Key points of the two draft 2024–25 School Year Calendars include:

- The calendar is built around 178 instructional days
- The start date for students is Tuesday, September 3, 2024; this aligns with a preference for school to start in the first week of September that was indicated in the 2022 Division Feedback Survey
- The end date for students is Wednesday, June 25, 2025, aligning with the draft Alberta Education diploma exam schedule
- Instructional days are balanced for first and second semesters

- A breakdown of instructional days as follows:
  - Version 1 has 32 Mondays, 39 Tuesdays, 36 Wednesdays, 36 Thursdays, 35 Fridays
  - Version 2 has 32 Mondays, 38 Tuesdays, 37 Wednesdays, 37 Thursdays, 34 Fridays
- A fall break for families of five days: two professional development days, one day in lieu for reporting, a Saturday and a Sunday
- A May break of five days consisting of: Saturday, Sunday, Victoria Day, one day in lieu for reporting and one Board declared non-instructional day
- Eight professional development days
- The proposed calendar generally reflects clustering of days, the preferred approach indicated by family and staff in the open-access opinion poll administered from January 31 to February 10, 2020, and supported in the 2022 Division Feedback Survey

## RECOMMENDATION

**That the 2024-2025 School Year Calendar (Version 1) as shown in Attachment I be approved.**

## OTHER OPTIONS

1. That Version 1 of the proposed 2024–25 School Year Calendar be approved with amendments.
2. That Version 2 of the proposed 2024–25 School Year Calendar be approved.
3. That Version 2 of the proposed 2024–25 School Year Calendar be approved with amendments.

## CONSIDERATIONS and ANALYSIS

The attached calendars were developed in alignment with the various requirements outlined within the background section of this report. The proposed calendars maintain the 178 instructional days present in prior school year calendars. Building the calendar around the same number of days results in greater consistency of school hours of operation from year-to-year, and allows schools, for the most part, to retain existing timetables for students and staff. This assists parents with creating consistency of drop-off and pick-up times and contributes to efficient routing and scheduling of buses.

Both versions of the calendar have Semester 1 broken into a first quarter of 46 days and a second quarter of 43 days. Due to constraints of when the year begins along with the draft diploma exam schedule, it is not possible to create more balance between Quarter 1 and 2. Even this is only achieved by placing all non-instructional days into the first quarter. Version 1 has a distribution of 43 and 46 days in Quarters 3 and 4, while Version 2 provides a better balance of days between Quarters 3 and 4; 45 and 44 days respectively.

In the last few years, a request was made to the Board of Trustees, and in subsequent meetings with the administration, for the Division to organize a number of specific days as non-instructional days in such a way as to avoid school on specified holy days or days of significance from a number of faiths and cultures.

For the 2024–2025 school year, two of those dates fall on the weekend (Eid al-Adha and the summer solstice/National Indigenous Peoples day), three have been proposed as non-instructional days (Yom Kippur, Diwali/Bandi Chhor Divas and the Lunar New Year), and one is an instructional day (Eid al-Fitr). Eid al-Fitr, March 31, 2025, currently has a draft diploma exam scheduled for the day. Administration has contacted Alberta Education requesting that the diploma exams scheduled to begin on March 31, 2025 be delayed until April 1, 2025. Should this change be made by Alberta Education, suggestions for adjusting the calendar are outlined below and a revised calendar would be brought back to the Board of Trustees for approval.

As mentioned above, current administrative regulation requires that spring recess begin the last Monday of March. Based on the draft Alberta Education schedule, spring recess will need to be moved. The first semester of both proposed versions of the school year calendar are identical. The second semester differs primarily with the placement of spring break. Version 1 places spring break a week early. Under this version, Quarter 3 is shorter, and there are few non-instructional days in Quarter 3. This also means that the three professional learning days in Semester 2 must be placed in Quarter 4, the last portion of the school year.

Version 2 has a number of impacts. Spring break is moved after the April diploma exams to the middle of April, much later than traditionally the case. This model ties the break into the Easter weekend. Due to the fact that this break includes Good Friday, it will make an additional day available in the second semester. This day could be used as a Board declared non-instructional day and tentatively placed on Friday, March 28, 2022. The draft diploma exam schedule has the first exam in the April administration occurring on Monday, March 31, which is also Eid al-Fitr. If the schedule is adjusted by Alberta Education, it would allow Boards the flexibility to have March 31 as a non-instructional day allowing students and families the chance to celebrate this significant day in the Islamic calendar. If the diploma exam schedule is adjusted to allow for this, it would be the suggestion of the administration to move the Board declared non-instructional day from Friday, March 28 to Monday, March 31. It should be noted that if Version 1 is selected, there is no possibility for an additional Board declared non-instructional day; in this case it would be proposed that the professional learning day scheduled for either April 16, 2025, or June 9, 2025, be moved to March 31, 2025.

As referenced earlier, the Division included a number of questions related to the calendar in the 2022 Division Feedback Survey. A number of these questions related to the Fall, Winter, Spring and May breaks. For the majority of these questions, there was a significant number of responses that indicated “no preference”. One finding seems to be of particular note—regarding spring recess, there was not a strong preference for the break beginning on the last Monday in March, as currently required in administrative regulation. A further question found greater support for spring recess being set around the Easter weekend. While the concept of a spring recess that floats may have other challenges in future years, it is incorporated into calendar Version 2 for the Board’s consideration.

### **NEXT STEPS**

Once approved, the calendar shall be published on the Division website.

### **ATTACHMENTS and APPENDICES**

ATTACHMENT I	<a href="#">Draft 2024–25 School Year Calendar Version 1</a>
ATTACHMENT II	<a href="#">Draft 2024–25 School Year Calendar Version 2</a>
APPENDIX I	<a href="#">2022 Division Feedback Survey Results, as related to calendar</a>

BM/al

**DATE:** February 6, 2024

**TO:** Board of Trustees

**FROM:** Trustee Marcia Hole, Policy Review Committee  
Trustee Jan Sawyer, Policy Review Committee  
Trustee Saadiq Sumar, Chair, Policy Review Committee

**SUBJECT:** Second, third and final reading of Board Policy AB.BP Dispute Resolution and Appeals

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

**RESOURCE STAFF:** Naimo Bille, Grace Garcia Cooke, Kelsey Duebel, Nancy Petersen, Wanas Radwan

**REFERENCE:** [Trustees Handbook](#) Section 5.4 – Caucus Committee  
[Board Policy CH.BP – Framework for Policy Development and Review](#)

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**ISSUE**

The Policy Review Committee (PRC) is presenting Board Policy AB.BP Dispute Resolution and Appeals to the Board of Trustees (the Board) for second, third and final reading at public Board.

**BACKGROUND**

The *Education Act* directs the Board to establish a “policy respecting the resolution of disputes or concerns at the school level, between parents and school staff that supports a cooperative and collaborative learning environment for students.”

To align with the requirements and direction in the *Education Act* and current practices in the Division, the updated Board Policy AB.BP Appeals, which includes the development of a dispute resolution policy, has been drafted to provide greater clarity for students, parents and staff regarding:

- Principles and values to guide dispute resolution and appeals processes.
- Parameters and expectations for dispute resolution and appeals processes.
- Authority for final decisions on appeals.

**RELATED FACTS**

- At the October 10, 2023, public Board Meeting, the Board completed the first reading of Board Policy AB.BP Dispute Resolution and Appeals and approved the draft policy for stakeholder feedback.
- An online public survey was open from October 16, 2023, to November 12, 2023, to collect feedback from stakeholders on the first draft of the policy. A total of 65 individuals completed the entire survey. The majority of survey respondents were EPSB parents/guardians (approximately 77 per cent), while the rest were EPSB students (approximately 12 per cent), staff members (approximately 9 per cent), and community members (approximately 2 per cent).
- A summary of the survey results, both quantitative and qualitative, was provided to the PRC for review on December 7, 2023.
  - Respondents’ feedback around clarity of definitions and policy sections ranged from 65-90 per



- cent confirmation of clarity, depending on the definition or policy section.
- Minimal feedback was received through the open-ended responses (a range of five to sixteen responses for each question).
- As a result of the feedback shared from the survey, changes have been made to the policy to support increased clarity. These changes include:
  - Refining the definition for the term “Appeal,” resulting in a shift towards plain language.
  - Including the term “guardian” wherever the term “parent” is mentioned throughout the policy.

## RECOMMENDATION

1. **That Board Policy AB.BP Dispute Resolution and Appeals be read for a second, third and final time and be approved.**

## OPTIONS

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

1. Support the recommendation to approve Board Policy AB.BP Dispute Resolution and Appeals.
2. Complete the second reading of the policy and direct the PRC to adopt revisions to the policy prior to a third and final reading.

## CONSIDERATIONS and ANALYSIS

The proposed revisions will support alignment with relevant legislations set out in the *Education Act* and current practices used by the Division. The draft policy has been informed by the work of Division subject matter experts and stakeholder engagement.

In the PRC’s work plan, the intended timeline to have this policy work completed is the 2023-2024 school year. Approval to move forward with this policy will align with this timeline.

## NEXT STEPS

Upon approval of the recommendation, the updated policy will be posted to the Division website and the Superintendent of Schools will oversee necessary steps to support the implementation of the updated policy.

## ATTACHMENTS and APPENDICES

ATTACHMENT I      Draft Board Policy AB.BP Dispute Resolution and Appeals

SS:wr

**CODE:** AB.BP

**EFFECTIVE DATE:** (11-09-2001)

**TOPIC:** Dispute Resolution and Appeals

**ISSUE DATE:** (29-01-2020)

**REVIEW YEAR:** (2008)

## PURPOSE

To outline the Board of Trustees' (the Board) expectation for how Division staff, parents/guardians and students work to resolve school-level disputes and appeals in a manner that supports a cooperative and collaborative learning environment and aligns with the requirements of the *Education Act*.

## DEFINITIONS

**Appeal** refers to the process used to reconsider a school-level decision by a Division staff member after the dispute resolution process has been used and no resolution has been reached.

**Dispute Resolution** refers to the process used to address concerns and complaints at the school level.

**Operational Day** refers to a day when teachers have duties assigned by the Board. Operational days include instructional days (when students receive instruction) and non-instructional days (when students are not receiving instruction). The school year typically begins with an operational day and ends with an operational day.

## POLICY

The Board recognizes and supports the right of parents/guardians and students to raise disputes to employees of the Board.

The Board expects that dispute resolution and appeals:

- Are approached in a respectful manner that upholds the integrity of the education system and has the intent for resolution.
- Are addressed openly and collaboratively to facilitate cooperation and understanding among involved parties.
- Treat all parties fairly and ethically, in alignment with the Division's cornerstone values of accountability, equity, collaboration and integrity.
- Are supported through clear and accessible administrative procedures.

The Division's dispute resolution and appeals processes will be used for school-level issues and staff decisions not already addressed through separate processes outlined in other board policies, administrative regulations, procedures and guiding documents.

A dispute must be handled in a confidential manner, in accordance with the *Alberta Freedom of Information and Protection of Privacy Act*.

#### A. DISPUTE RESOLUTION

1. Disputes must be first raised to staff directly involved in the issue or decision in question. If a dispute is raised with a Trustee or staff member not directly involved in the issue, the dispute will be referred to the staff member who is directly involved.
2. If a resolution is not reached at the school level and the dispute is eligible for appeal, the dispute may be appealed to the Superintendent of Schools, in accordance with Section B of this policy.

#### B. APPEALS

1. In alignment with Section 42 of the *Education Act*,
  - A parent/guardian of a student or child and
  - In the case of the student who is 16 years of age or older, either a parent/guardian of the student or the student,may appeal a decision made by an employee of the Board within 30 operational days from when the parent/guardian or student was informed of the decision.

A parent/guardian or student over the age of 16 must follow the Division's dispute resolution process prior to appealing a decision.

Only the following decisions are eligible for appeal:

- a. Decisions that significantly affect the education of a student or of a child enrolled in a Division early childhood education program.
  - b. Decisions respecting access to, accuracy or completeness of a student record, which may only be appealed by a person who may review a student record as per Section 56 of the *Education Act*.
  - c. The Division's failure to make a decision respecting 1(a) and/or 1(b).
2. With respect to Section B(1)(a), decisions that are subject to appeal include, but are not limited to:
    - a. Provision of and access to specialized supports and services.
    - b. Access to enrolment at a particular school or program.
    - c. Eligibility for and access to transportation services.
  3. Decisions not subject to appeal, include, but are not limited to:
    - a. Student academic assessment and performance.
    - b. Student suspensions and expulsions.

- c. Teaching and learning resources.
  - d. Human resources matters.
  - e. Trustee conduct and Board governance matters.
4. The Board delegates authority to the Superintendent of Schools to determine whether a specific employee decision is subject to appeal, in accordance with this policy.
  5. Subject to Section 52 of the *Education Act*, the Board delegates authority for review and final decision on appeals to the Superintendent of Schools. This delegation of authority to the Superintendent of Schools includes the right to sub-delegate authority and responsibility to a designate(s). Superintendent/designate decisions on appeals are not subject to further appeal.
  6. In alignment with Section 43 of the *Education Act*,
    - A parent/guardian of a student or child and
    - In the case of a student who is 16 years of age or older, either a parent/guardian of the student or the student,who is affected by a decision may request that the Minister of Education review the decision if it relates to:
    - a. The provision of specialized supports and services to a student in accordance with Section 11(4) of the *Education Act* or to a child enrolled in a Division early childhood services program.
    - b. The expulsion of a student.

A person who may review a student record under Section 56 of the *Education Act* may request that the Minister review a decision respecting access to, accuracy or completeness of the student record.

## **ACCOUNTABILITY**

The Superintendent of Schools will be responsible for implementing this policy through appropriate regulations and communication with Division stakeholders, including staff, students and parents/guardians.

## **REFERENCES**

AB.AR Appeal Processes  
CHA.BP Board Delegation of Authority  
DEA.AR Transportation Services  
*Education Act* Sections 42, 43, 52  
FA.BP Human Resources Framework  
FBCA.AR Respectful Working Environments  
FBCB.AR Division Staff Code of Conduct  
FBM.AR Grievance Process  
GI.AR Teaching and Learning Resources

GK.BP Student Assessment, Achievement and Growth  
GKB.AR Standards for Evaluation  
HA.BP Inclusive Education  
HA.AR Students in Need of Specialized Supports and Services  
HB.AR Student Placement  
HC.BP Resident Student Enrolment  
HC.AR Student Admission and Enrolment  
HEC.BP Non-resident Student Admission and Enrolment  
HED.BP Student Attendance  
HED.AR Student Attendance  
HG.BP Student Behaviour and Conduct  
HG.AR Student Behaviour and Conduct  
HGD.BP Student Suspension and Expulsion  
HGD.AR Student Suspension and Expulsion  
HO.AR Student Records  
IAB.BP Comments, Delegations and Presentations at Board Meetings by Public and Staff Representatives  
Trustees' Handbook

**DATE:** February 6, 2024

**TO:** Board of Trustees

**FROM:** Trustee Marcia Hole, Policy Review Committee  
Trustee Jan Sawyer, Policy Review Committee  
Trustee Saadiq Sumar, Chair, Policy Review Committee

**SUBJECT:** Board Policy GCA.BP Approval of the School Year Calendar

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

**RESOURCE**

**STAFF:** Angela Anderson, Naimo Bille, Grace Garcia Cooke, Kelsey Duebel, Trish Kolotyluk, Bob Morter, Nancy Petersen, Wanas Radwan, Elizabeth Shen

**REFERENCE:** [Trustees Handbook](#) Section 5.4 – Caucus Committee  
[Board Policy CH.BP – Framework for Policy Development and Review](#)

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**ISSUE**

The Policy Review Committee (PRC) has reviewed Board Policy GCA.BP Approval of the School Year Calendar as part of its 2023-2024 work plan and is presenting the updated policy to the Board of Trustees (the Board) for first reading.

**BACKGROUND**

Board Policy GCA.BP Approval of the School Year Calendar provides direction on the development and approval of the Division calendar in accordance with collective agreement requirements, and applicable federal and provincial statutes and regulations. A review of Board Policy GCA.BP Approval of the School Year Calendar is an item on PRC's 2023-2024 work plan and includes direction to administration on the inclusion of diverse days of significance.

**RELATED FACTS**

- The PRC engaged in a focused discussion on February 22, 2022, to establish the goals and guiding values supporting the review of Board Policy GCA.BP Approval of the School Year Calendar.
- Questions related to the school year calendar were included in the 2021-2022 Division Feedback Survey to understand staff, family and student perspectives on the development of the calendar with a focus on the inclusion of days of significance.
- PRC discussed multiple policy options during a committee meeting on November 10, 2022.
  - After reviewing the benefits and risks for each option, committee members unanimously agreed upon an option to prioritize the inclusion of days of significance.
  - This option was shared with the full Board at the December 13, 2022, Caucus meeting and with the public at the January 24, 2023, Board meeting. Since then, the PRC has completed the work to support the development of a first draft of the revised policy.
- The revised draft of Board Policy GCA.BP Approval of the School Year Calendar continues to:
  - Provide direction for the school calendar to be used by Division schools across all grade levels (i.e., elementary, junior high and high schools). This consistency will continue to support

- collaboration across catchments, Division-wide professional learning opportunities and predictability for families with children in different schools across the Division.
- o Support families and their long-term planning by continuing to direct that the Division provide staff, students, parents and the public with access to the approved calendar in advance of the school year.
  - o Aim to provide a balance between the feedback shared by stakeholders and the external requirements that must be adhered to by the Division (i.e., collective agreement requirements, and applicable federal and provincial statutes and regulations) when providing direction for the scheduling of breaks in the school year calendar.
  - o Articulate that the Superintendent of Schools has the authority to modify the school calendar for specific schools on an annual basis if the approved calendar does not meet that school's needs.
  - The revised draft of Board Policy GCA.BP Approval of the School Year Calendar provides the opportunity to:
    - o Affirm the Board's commitment to developing a school year calendar that respects diversity, commits to anti-racism and supports a sense of belonging for all students.
    - o Include definitions that can improve the clarity and accessibility of the policy, support a greater understanding of days of significance and help stakeholders identify the various external requirements that are reflected in the establishment of the school calendar.
    - o Recognize that the first day of classes should be set to support flexibility throughout the remainder of the school year in order to meet the goals and requirements of the calendar.
    - o Articulate that the Board prioritizes alignment with diverse days of significance as the Division's primary consideration in the scheduling of the school year calendar's breaks for students, before the consideration of additional preferences for the placement of breaks.
    - o Outline the requirements that must be adhered to when developing the school year calendar.
    - o Highlight the additional tools and resources used by the Division to support the recognition of diverse days of significance.
  - Potential engagement methods, techniques and questions were discussed by the PRC at several committee meetings in the 2022-2023 and 2023-2024 school years. The PRC agreed upon the following strategies:
    - o Develop a teaching tool to support engagement with staff, students and families. As suggested by the International Association for Public Participation (IAP2) spectrum for public engagement, a video has been created to inform the public about the various requirements and considerations framing the development of the school year calendar. To support accessibility, the video captions have been translated into several languages.
    - o Public engagement will occur through an online public survey that will be open for four weeks following the policy's first reading at the public Board meeting.
    - o Any potential further engagement opportunities will be considered after feedback received from the public survey is reviewed.

## RECOMMENDATION

1. **That Board Policy GCA.BP Approval of the School Year Calendar be read for the first time and be approved for stakeholder feedback.**

## OPTIONS

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

1. Approve first reading of the policy.
2. Provide the PRC with feedback to inform revision of the document to support approval of first reading at an upcoming Board meeting.

**CONSIDERATIONS and ANALYSIS**

The proposed policy revisions are intended to provide clarity for all readers of the policy and to provide the Division with the opportunity to include diverse days of significance as breaks in the school year calendar. The revisions have been informed by subject matter experts in the Division, feedback from community members around days of significance and by stakeholder feedback collected through the 2021-2022 Division Feedback Survey.

The PRC's 2023-2024 work plan includes a review of Board Policy GCA.BP Approval of the School Year Calendar. Approval to move forward with the draft of this policy will align with this timeline.

**NEXT STEPS**

Upon approval of the recommendation, the draft policy and a public survey will be posted to the Division website for four weeks to gather stakeholder feedback.

**ATTACHMENTS and APPENDICES**

ATTACHMENT I Draft Board Policy GCA.BP Approval of the School Year Calendar

SS:wr



**CODE:** GCA.BP

**EFFECTIVE DATE:** (05-06-2014)

**TOPIC:** Approval of the School Year Calendar

**ISSUE DATE:** (dd-mm-yyyy)

**REVIEW YEAR:** (yyyy)

## PURPOSE

To support the Board of Trustees' (Board) commitment to developing a school year calendar that respects diversity, commits to anti-racism and supports a sense of belonging for all students.

To outline the Board's direction for the development of the school year calendar in accordance with collective agreement requirements, and applicable federal and provincial statutes and regulations, as may be amended from time to time.

## DEFINITIONS

**Board Approved Non-instructional Day** refers to a day in the school year when teachers and students are not present in schools.

**Day of Significance** is a day of spiritual, religious or cultural significance.

**Lunar Calendar** refers to a dating system that uses the cycle of the moon to measure the passage of time throughout the year.

**Lunisolar Calendar** refers to a dating system that uses the position of the sun and the phases of the moon to measure the passage of time throughout the year.

**Multi-faith Calendar** is the Division-created calendar intended to support the recognition of faith-based days of significance. This calendar is shared by the Division annually as a planning and information tool.

**Operational Day** refers to a day when teachers have duties assigned by the Board. Operational days include instructional days (when students receive instruction) and non-instructional days (when students are not receiving instruction). The school year typically begins with an operational day and ends with an operational day.

**Professional Development Day** (also known as **Professional Learning Day**) is a day where Division staff have the opportunity to collaborate, learn new skills and strategies and connect with specialists and community partners about ways to improve their practice and enhance their knowledge.

**School Year Calendar** is the Board-approved calendar that is used by Division schools.

**Teachers' Days-in-Lieu** are Board approved non-instructional days provided in recognition of the time involved for reporting student achievement.

## **POLICY**

The Board believes it is important that the school year calendar upholds a high quality education system, enhances pathways to student success and supports an inclusive and welcoming environment. When staff, students and families can see themselves reflected in the school year calendar, their sense of belonging, inclusion, well-being, and ultimately their growth, is supported.

These values are supported through the scheduling of operational days, professional development days, Board-approved non-instructional days and teachers' days-in-lieu. Therefore, the first day of classes should be set to support flexibility throughout the remainder of the school year. This flexibility will enable the intentional placement of breaks in alignment with Board values.

The Board recognizes that respect for diverse days of significance enriches the learning and working environments and is important to the sense of belonging, inclusion and well-being of staff and students. As such, the Board prioritizes alignment with diverse days of significance to be the Division's primary consideration in the scheduling of the school year calendar's breaks for students, before the consideration of additional preferences for the placement of breaks (such as, but not limited to, the grouping of days to create long breaks or the avoidance of mid-week breaks). The Board expects that all decisions related to the scheduling of the school year calendar are made in accordance with collective agreement requirements, and applicable federal and provincial statutes and regulations.

The Board expects that the Division will use available data and feedback from students and families to inform the selection of days of significance to be included in the school year calendar each year, with the recognition that:

- A. Some days of significance follow the Lunar calendar or Lunisolar calendar and do not occur on the same date every year (i.e., occur on floating dates); therefore, the ability of the Division to include days of significance in the school year calendar may vary each year.
- B. There will be times when breaks cannot be scheduled on days of significance because of collective agreement requirements, and applicable federal and provincial statutes and regulations that must be adhered to by the Division.

Requirements that must be adhered to by the Division include, but are not limited to, the following:

- A. The *Education Act*, which directs the legal requirements that must be adhered to by all schools in Alberta.
- B. The *Guide to Education*, which communicates requirements for instructional hours, as mandated by the Minister of Education.
- C. *General Information Bulletins*, which communicate requirements for, and the scheduling of, diploma examinations, provincial achievement tests and provincial student learning assessments.

- D. The *Funding Manual*, which determines the expectations and timelines guiding school funding.
- E. The *Employment Standards Code of Alberta*, which outlines the general holidays that must be provided to employees.
- F. *Collective Agreements* for teachers, support staff, custodial staff and maintenance staff, which direct the terms and conditions of employment.
- G. *Terms and Conditions of Employment*, which communicate conditions of employment for exempt staff.

The Division will continue to use a range of methods to support the recognition of diverse days of significance for staff and students, including, but not limited to, the use of the Multi-faith Calendar to guide the setting of classroom assessment dates or assignments and the identification and planning of educational opportunities, events and activities across the Division.

## **EXPECTATIONS**

The Board recognizes that the school year calendar impacts students, families and staff and believes that a consistent calendar allows the majority of the Division’s students to start and end the school year and to be dismissed for breaks on the same dates. In addition, the Board believes that parents, students, staff and community need to be made aware of future planned school calendars to allow time to appropriately plan ahead.

During each school year, the Board will:

1. Approve an additional school year calendar, thereby giving staff, students, parents and the public access to approved school year calendars for two years after the current school year.
2. Approve any changes to any previously-approved school year calendar made necessary by information not available at the time the calendar was approved.

Should circumstances arise at a school where the approved calendar does not meet the school's needs, the Superintendent of Schools is given the authority to modify the school calendar for that school on an annual basis.

## **ACCOUNTABILITY**

The Superintendent will be responsible for implementing this policy through appropriate administrative regulations and communication with Division stakeholders, including staff, students and parents/guardians.

## **REFERENCES**

Alberta Education *General Information Bulletin* - Alberta Provincial Student Learning Assessment  
Alberta Education *General Information Bulletin* - Alberta Provincial Achievement Testing  
Alberta Education *General Information Bulletin* - Diploma Examinations Program  
Alberta Education - Funding Manual for School Authorities

Alberta Education - Guide to Education  
Custodial Collective Agreement  
Edmonton Public School Board - Multi-Faith Calendar  
Education Act - Sections 7(4)(b), 33(1)(d), 60.  
Employment Standards Code of Alberta  
FBD.BP Designated Holidays  
FCBD.AR Time in Recognition of Duties Related to Reporting Student Achievement  
FLC.AR School Professional Development Days  
GCA.AR The School Year Calendar  
GCAA.AR Dismissal Times Before Vacation Periods  
GCAB.AR Remembrance Day  
GD.BP Instructional Time  
GE.BP Organization for Instruction  
GEA.AR Semester Changeover - Senior High Schools  
HAA.BP First Nations, Métis, and Inuit Education  
HAAB.BP Anti-racism and Equity  
Maintenance Collective Agreement  
Support Staff Collective Agreement  
Teachers' Collective Agreement  
Terms and Conditions of Employment - Exempt Non-Management  
Terms and Conditions of Employment - Exempt Management

**DATE:** February 6, 2024

**TO:** Board of Trustees

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

**SUBJECT:** 2022-23 Division Feedback Survey Report

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

**RESOURCE**

**STAFF:** Corbett Artym, Heather Langenhahn, Owen Livermore, Jon Yin

**REFERENCE:** N/A

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### **ISSUE**

From March 6 to April 14, 2023, the 2022-23 Division Feedback Survey (DFS) was administered to students, Division staff and families. The results from the surveys have been compiled into a Division summary report (Attachment I) that provides the results for all respondent groups (students Grades 4 to 12, Division staff and families).

### **BACKGROUND**

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

### **CURRENT SITUATION**

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

In total, 61,378 respondents provided feedback through the 2022-23 DFS including:

- Students from Grades 4 to 12 (49,222 respondents)
- Division staff (5,606 respondents)
- Families (6,550 respondents)

The 2022-23 DFS received approximately 10,000 more responses than its 2021-22 counterpart, which gathered data from 50,125 participants. In contrast to the 2021-22 DFS, there was a 21.7 per cent increase in student responses, a 50 per cent increase in family responses and a 10.2 per cent increase in staff responses. This occurred against the backdrop of 3.8 per cent increase in student enrolment the Division experienced from the previous year as indicated by the September enrolment figures.

The survey administration was promoted through various means targeted to each audience. Survey completion was promoted through the use of SchoolZone, Connect and social media. Results of the DFS were made available to school leaders in June 2023. Central leaders received access to their unit and/or department results in mid- August 2023.

**KEY POINTS**

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

**ATTACHMENTS and APPENDICES**

ATTACHMENT I      2022-23 Division Feedback Survey Summary Report

NP:HL



EDMONTON PUBLIC SCHOOLS

# **2022–23**

# **Division Feedback Survey**

## *Summary Report*

February 2024

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## Introduction

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Edmonton Public School Board (EPSB) develops and annually administers the Division Feedback Survey (DFS) to help assess, monitor and report progress on Division priorities, goals and outcomes. The intention of annual surveys like the DFS is to promote a culture of openness, transparency and accountability. By actively seeking feedback from Division students, staff and families, EPSB demonstrates a commitment to continuous improvement for the future and a willingness to listen to the voices of those directly involved in the educational process. This inclusive approach encourages stakeholders to feel more engaged and invested in the success of schools, leading to increased trust and collaboration.

## Methods

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The 2022–23 DFS has three different stakeholder-specific survey instruments consisting of close-ended (quantitative) and open-ended (qualitative) questions. The survey ran from March 6 to April 14, 2023. In total, 61,378 respondents provided feedback through the 2022–23 DFS:

- Students from Grade 4 to 12 (49,222 respondents)
- Division staff (5,606 respondents)
- Families (6,550 respondents)

The 2022–23 DFS had approximately 10,000 more responses than the 2021–22 DFS, which collected information from 50,125 respondents. Compared to 2021–22 DFS, there was a 21.7 per cent increase in the number of student responses, a 50.5 per cent increase in family responses, and a 10.2 per cent increase in staff responses, backdropped with a 3.8 per cent growth in student enrolment that the Division experienced from last year (by comparing September 30 enrolment numbers).

## Survey Results

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Quantitative results for the 2022–23 DFS are visualized below, accompanied by brief descriptions in the figure titles. While the 2021–22 DFS was developed to reflect the unique circumstances of the COVID-19 pandemic and the Division's focus on safety, family choice and high quality teaching, questions in the 2022–23 DFS were designed to align with the priorities and goals of the [2022–26 Division Strategic Plan](#):

Priority 1) Build on outstanding learning opportunities for all students.

Priority 2) Advance action towards anti-racism and reconciliation.

Priority 3) Promote a comprehensive approach to student and staff well-being and mental health.

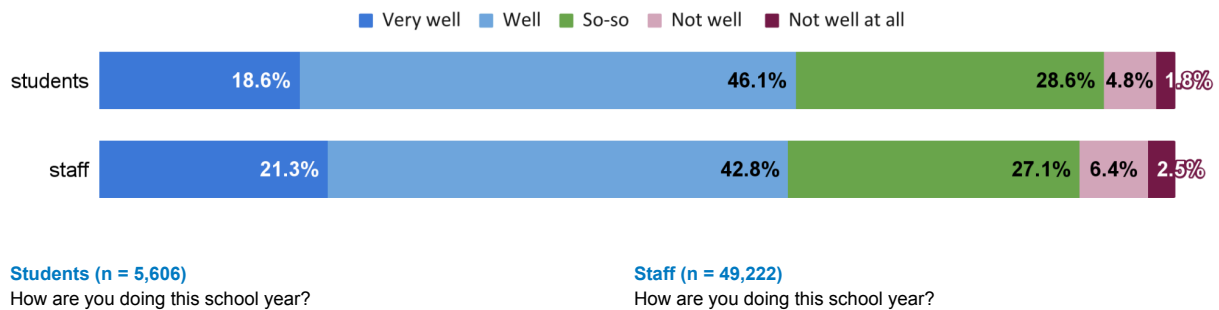
Questions from the 2022–23 DFS are intended to be used over multiple years to allow for year-over-year comparability.

To assist with alignment across the AERR and DFS report, aggregate agreement/disagreement percentages are provided for each question in this report.

Additional information formatted in tables including count data for each survey question can be found in the [Appendix](#).

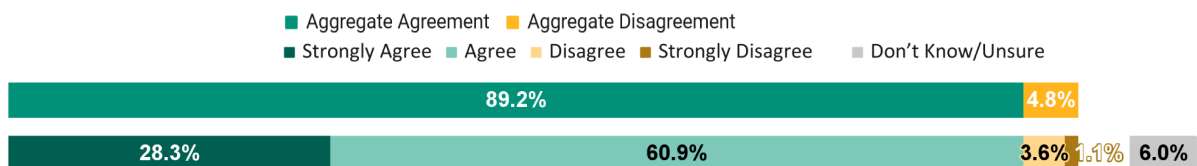
## General Check-in

**Figure 1.** 64.7 per cent of students and 64.0<sup>1</sup> per cent of Division staff reported feeling very well or well during the 2022–23 school year.<sup>2</sup>



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

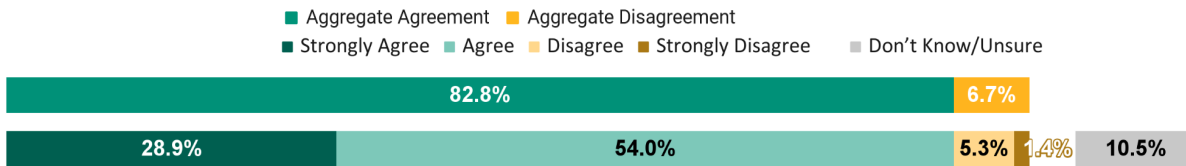
**Figure 2.** 89.2 per cent of students agree or strongly agree they have the opportunity to be successful in learning.



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

<sup>2</sup> Please note that each figure in the body of the report corresponds to a data table in the [Appendix](#) with the same numerical identifier. For example, the data for Figure 1 can be found in Table 1 of the appendix.

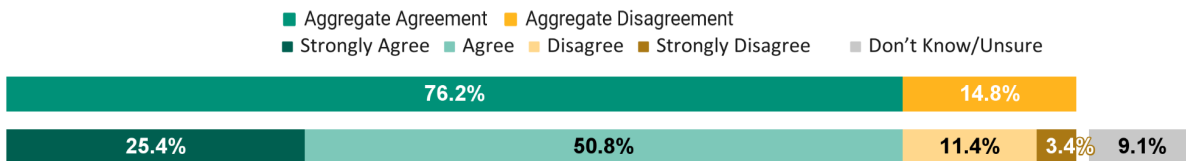
**Figure 3.** 82.8 per cent of students agree or strongly agree staff have high expectations of them to be successful in their learning.



Students (n = 49,222)

School staff have high expectations for me to be successful in my learning.

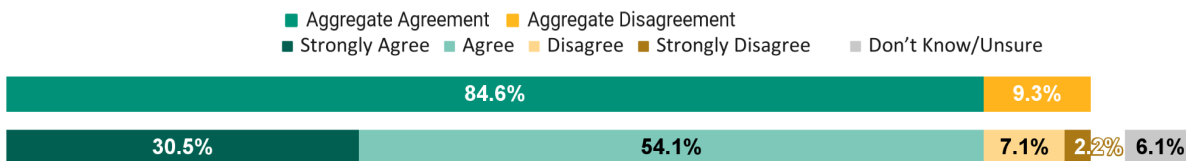
**Figure 4.** 76.2 per cent of students agree or strongly agree they are supported to try their best even when learning is hard.



Students (n = 49,222)

At school, I feel supported to try my best even when learning is hard.

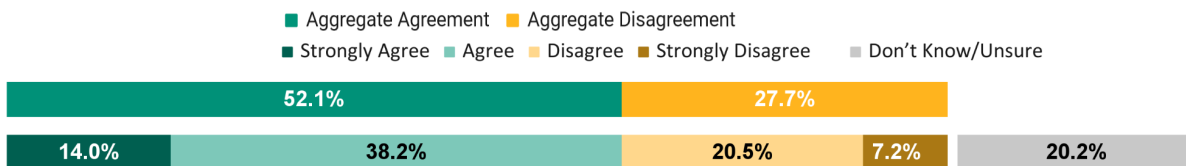
**Figure 5.** 84.6 per cent of students agree or strongly agree they know how to get help with their learning in school.



Students (n = 49,222)

I know how to get help with my learning in school.

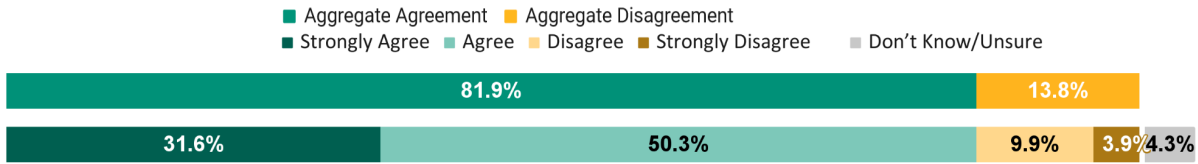
**Figure 6.** 52.1 per cent of students agree or strongly agree staff at their school know how they learn best.



Students (n = 49,222)

Staff at my school know how I learn best.

**Figure 7.** 81.9 per cent of families agreed or strongly agreed their child’s learning needs are supported at school.



**Families (n = 6,550)**

I feel my child’s learning needs are supported at their school.

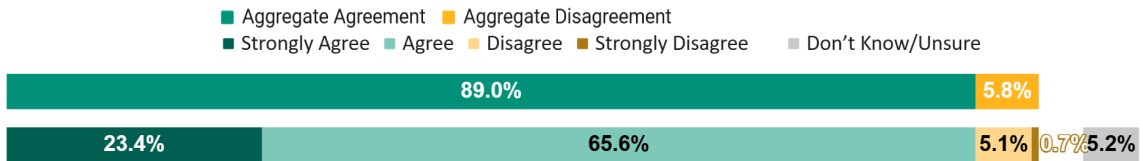
**Figure 8.** 69.0 per cent of K–6 certified teaching staff have used the Division’s resources to support teaching of the new curriculum.



**Staff (n = 1,954)**

[Principals, K–6 Teachers] I have used the Division’s resources to support teaching of the new curriculum.

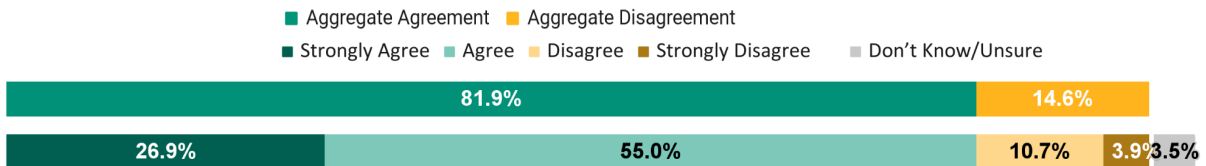
**Figure 9.** 89.0 per cent of K–6 certified teaching staff who have used the Division’s resources for teaching the new curriculum agree or strongly agree they have been helpful.



**Staff (n = 1,349)**

[Principals, K–6 Teachers and indicating “Yes” that they have used the Division’s resources to support teaching of the new curriculum] The Division resources for teaching the new curriculum have been helpful.

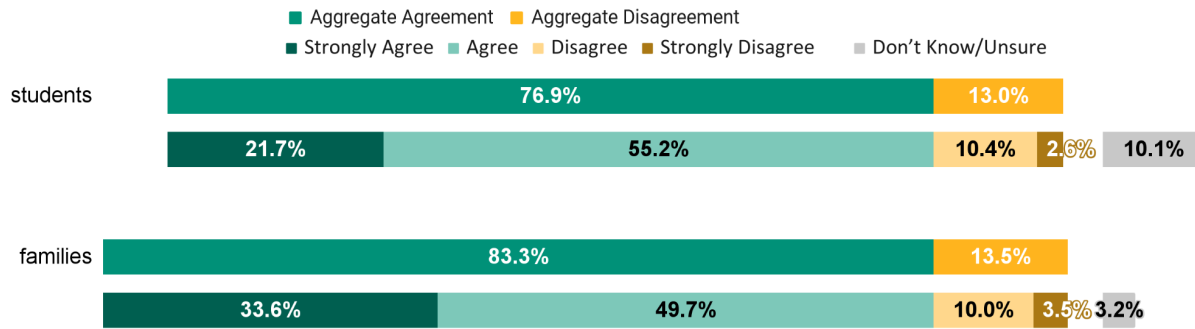
**Figure 10.** 81.9 per cent of families agree or strongly agree that the information they receive from their child’s school tells them about their child’s progress.



**Families (n = 1,979)**

[Parents of students in Grades 7–12] The information I receive from my child’s school tells me about their progress.

**Figure 11.** 76.9 per cent of students and 83.3 per cent of families agree or strongly agree the feedback or information they receive about student learning is helpful.



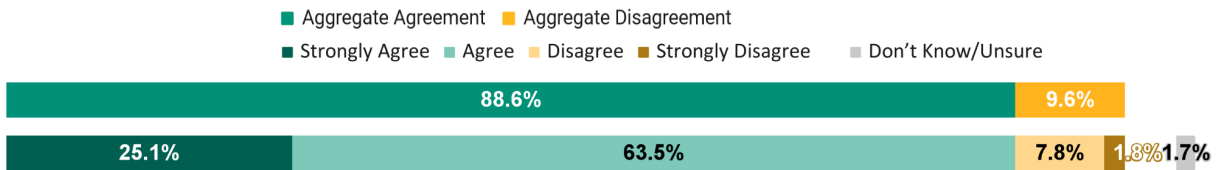
**Students (n = 49,222)**

The feedback I receive about my learning is helpful.

**Families (n = 6,550)**

The information I receive about my child's learning helps me to support my child in their learning.

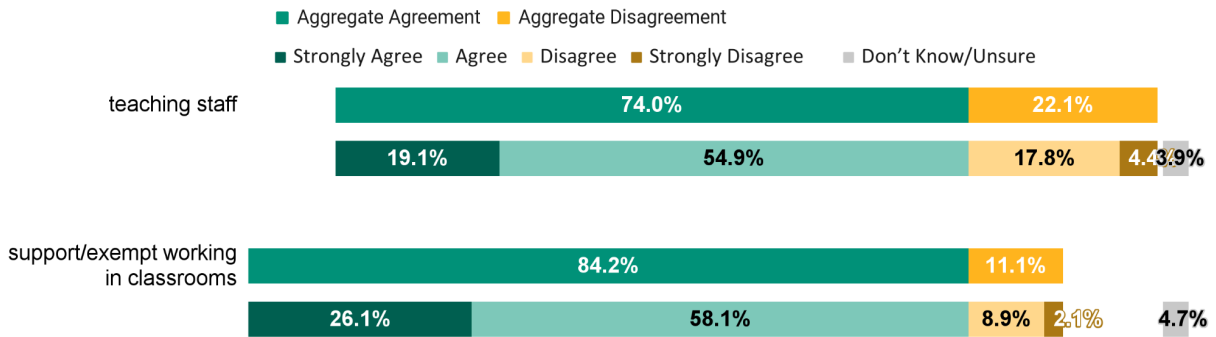
**Figure 12.** 88.6 per cent of staff who work in a classroom agree or strongly agree they know how to access resources to meet the diverse learning needs of all students.



**Staff (n = 4,161)**

[Principals, Teachers and Support Staff who work in the Classroom] I know how to access resources to help me meet the diverse learning needs of all students

**Figure 13.** 74.0 per cent of teaching staff and 84.2 per cent of support/exempt staff working in classrooms agree or strongly agree they have the knowledge and skills to program for/support students who are English Language Learners.<sup>3</sup>



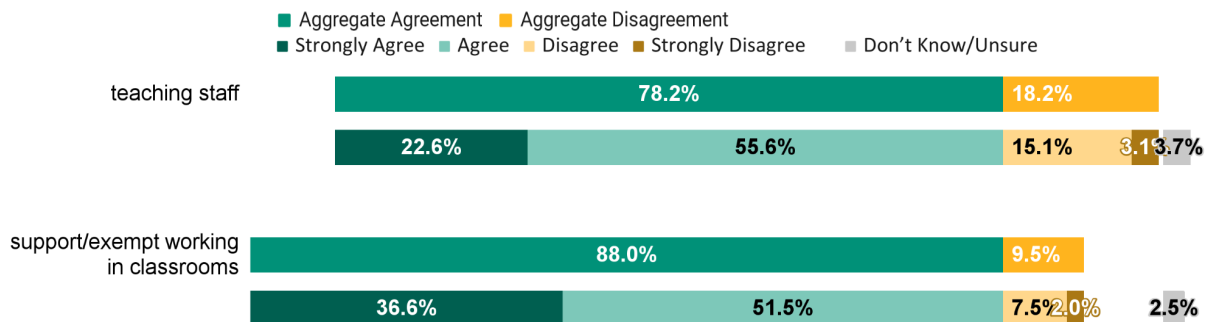
**Teaching Staff (n = 3,307)**

[Principals, Teachers] I have the knowledge and skills to program for/support students who are English Language Learners (ELL).

**Support/exempt working in classrooms (n = 1,121)**

[Support Staff that work in the Classroom] I have the knowledge and skills to support students who are English Language Learners (ELL).

**Figure 14.** 78.2 per cent of teaching staff and 88.0 per cent of support/exempt staff working in classrooms agree or strongly agree they have the knowledge and skills to support students in need of specialized supports.



**Teaching Staff (n = 3,307)**

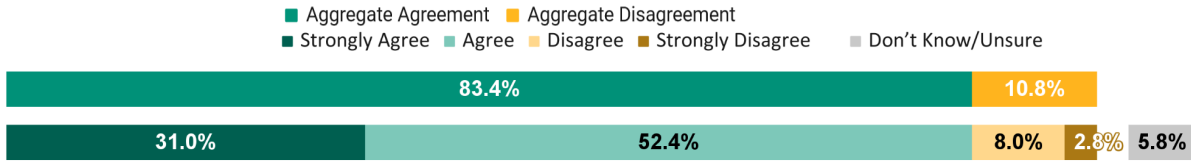
[Principals, Teachers] I have the knowledge and skills to program for/support students in need of specialized supports.

**Support Staff working in classrooms (n = 1,121)**

[Support/Exempt Staff that work in the Classroom] I have the knowledge and skills to support students in need of specialized supports.

<sup>3</sup> At the time of this survey's administration, English Language Learners (ELL) was the standard term used to refer to students learning English as an additional language. English as an Additional Language (EAL) is now the preferred term, however, this report will use ELL to reflect the survey wording.

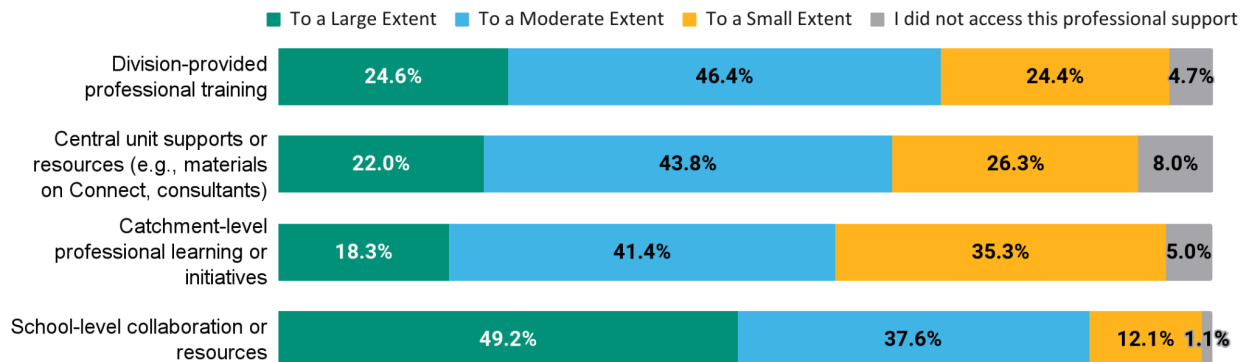
**Figure 15.** 83.4 per cent of families agree or strongly agree their child’s Individualized Program Plan (IPP) goals are appropriate for their development.



**Families (n = 1,049)**

[For IPP families only] My child's IPP goals are appropriate for their development.

**Figure 16.** The extent in which professional supports enhanced staff confidence in supporting all students to achieve learning outcomes.

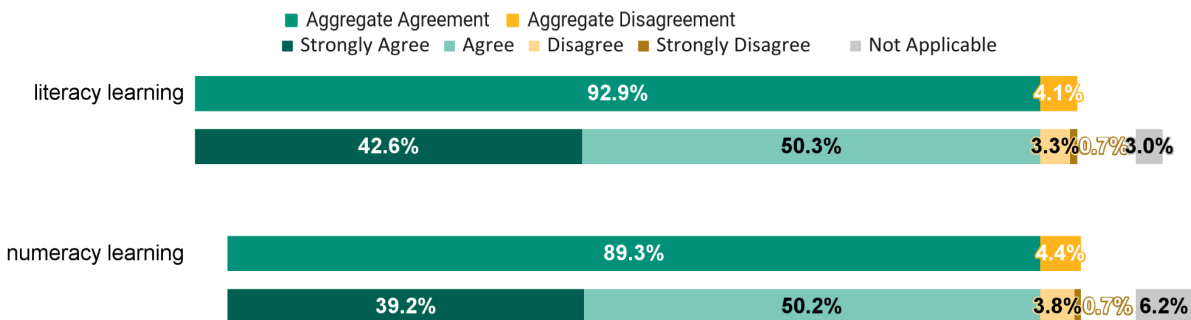


**Staff (n = 4,161)**

[Principals, Teachers, Support Staff that work in the Classroom] To what extent have the following professional supports enhanced your confidence in supporting all students to achieve learning outcomes?

- a. Division-provided professional learning
- b. Central unit supports or resources (e.g., materials on Connect, consultants)
- c. catchment level professional learning or initiatives
- d. school-level collaboration or resources

**Figure 17.** Percentage of K–9 staff working in classrooms who agree or strongly agree they have the knowledge and skills to support students in their literary learning (92.9 per cent) or numeracy learning (89.3 per cent).

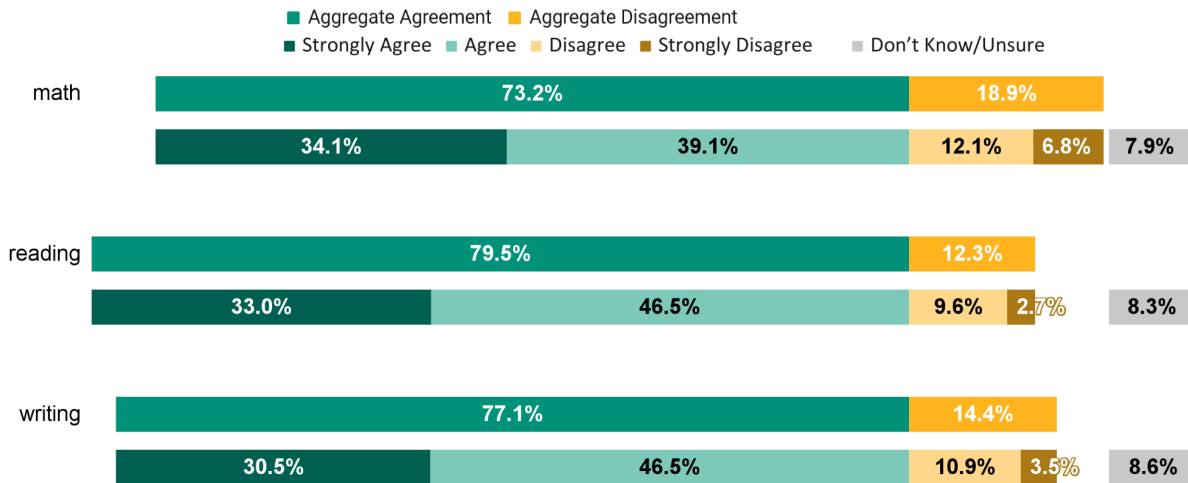


**Staff (n = 3,758)**

[Principals, K–9 Teachers, Support Staff that work in the Classroom] I have the knowledge and skills to support students in their:

- a. literacy learning
- b. numeracy learning.

**Figure 18.** Percentage of students who agree or strongly agree they are getting better in math (73.2 per cent), reading (79.5 per cent) and writing (77.1 per cent).

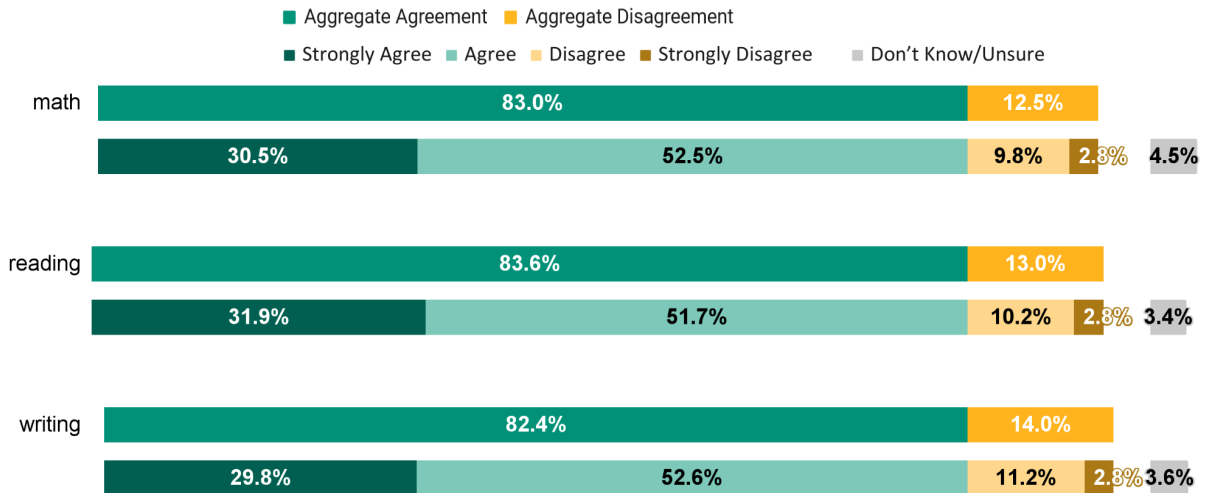


Students (n = 49,222)

I think I am getting better at:

- a. math this year.
- b. reading this year.
- c. writing this year.

**Figure 19.** Percentage of K–6 families who agree or strongly agree that the information they receive from their child’s school tells them about their child’s growth in math (83.0 per cent), reading (83.6 per cent) and writing (82.4 per cent).



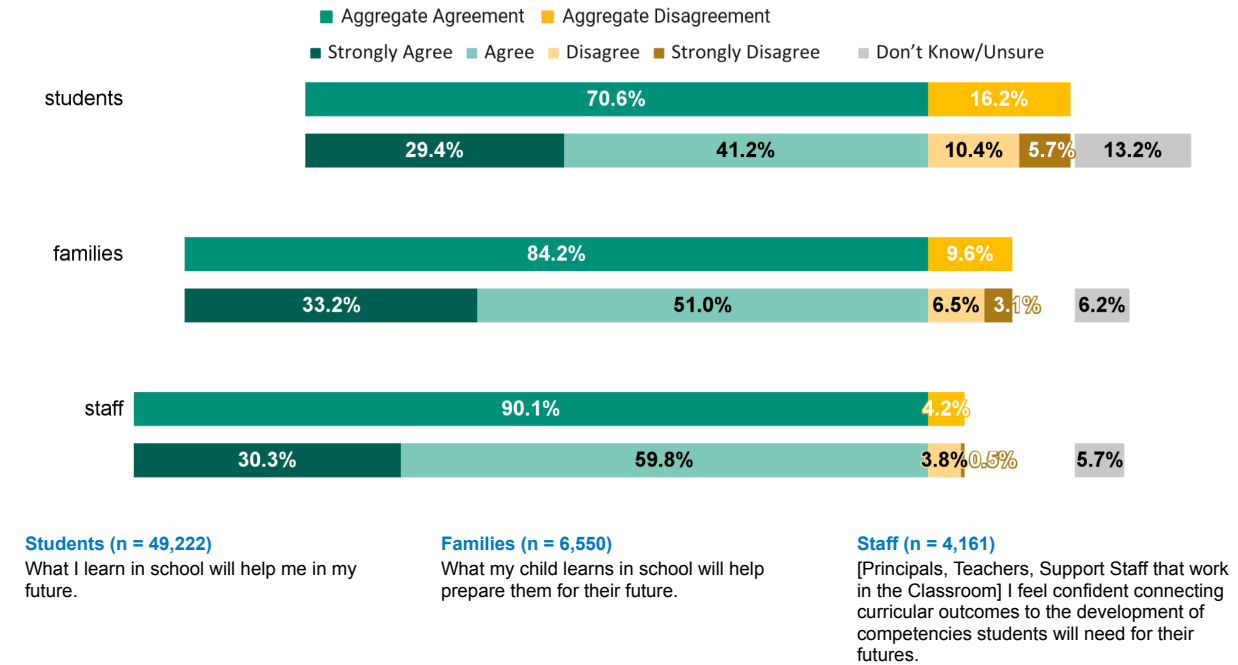
Families (n = 4,537)

[Parents of students in K–6] The information I receive from my child’s school tells me about their growth in:

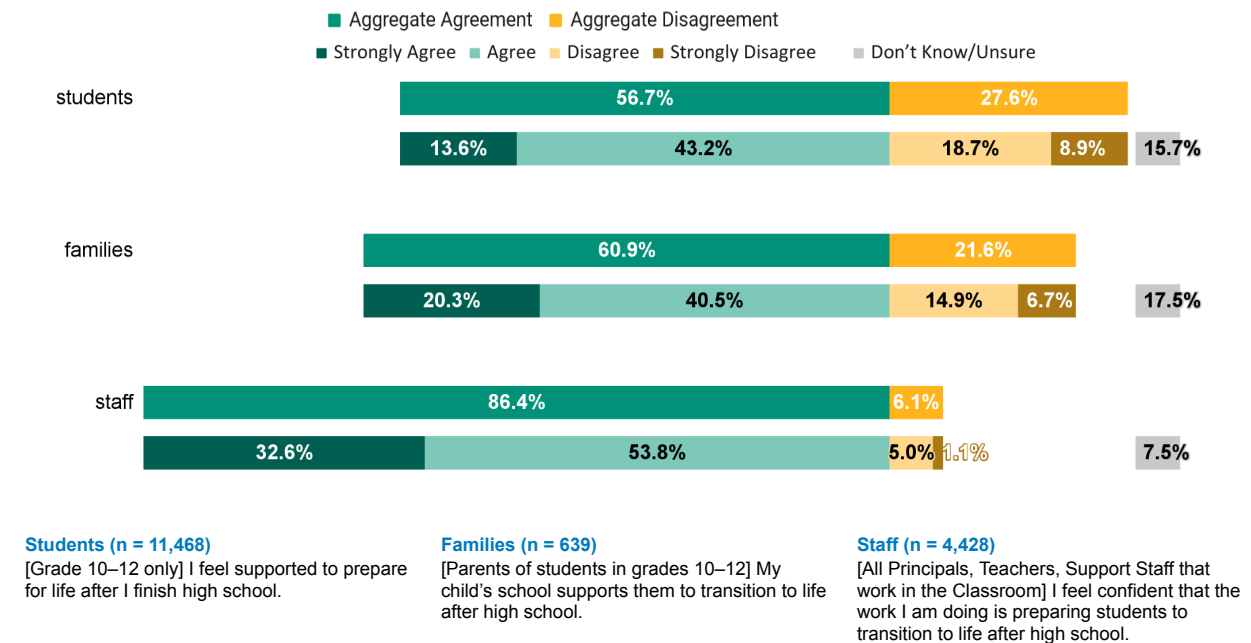
- a. math
- b. reading
- c. writing



**Figure 20.** 70.6 per cent of students and 84.2 per cent of families agree or strongly agree that what students are learning in school will help them in the future; while 90.1 per cent of staff working in classrooms agree or strongly agree they are confident their work supports the development of competencies students will need in the future.

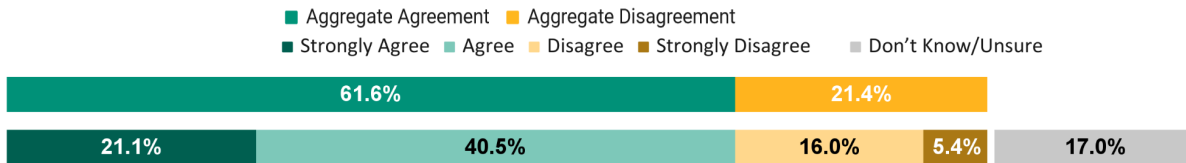


**Figure 21.** 56.7 per cent of high school students and 60.9 per cent of their families agree or strongly agree school supports students to transition to life after high school, while 86.4 per cent of staff working in classrooms agree or strongly agree they are confident their work is preparing students to transition to life after high school.



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

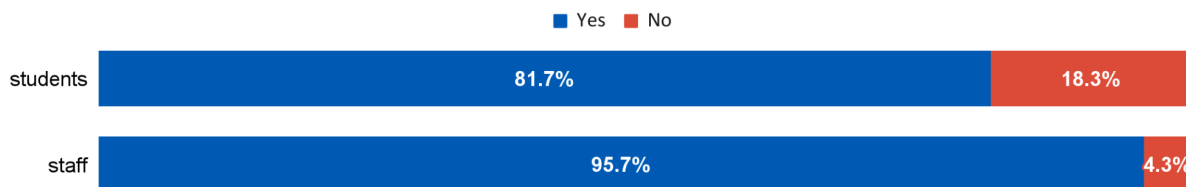
**Figure 22.** 61.6 per cent of families agree or strongly agree their child’s school keeps them informed of steps taken to support anti-racism and belonging.



**Families (n = 6,550)**

My child's school keeps me informed of steps they are taking to support anti-racism and belonging.

**Figure 23.** 81.7 per cent of students and 95.7 per cent of staff are aware of the Division's work to support anti-racism and belonging in schools.



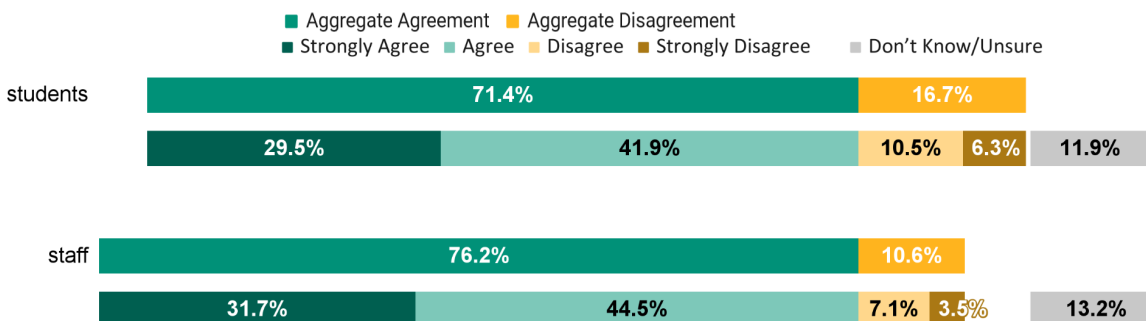
**Students (n = 49,222)**

I am aware of the work my school is doing to support anti-racism and belonging in schools.

**Staff (n = 5,608)**

I am aware of the work Edmonton Public Schools is doing to support anti-racism and belonging in schools.

**Figure 24.** 71.4 per cent of students agree or strongly agree they would feel safe going to an adult at school for help if something racist or discriminatory happened; while 76.2 per cent of staff agree or strongly agree they would feel safe getting help from the Division if they were to experience racism or discrimination at their workplace.



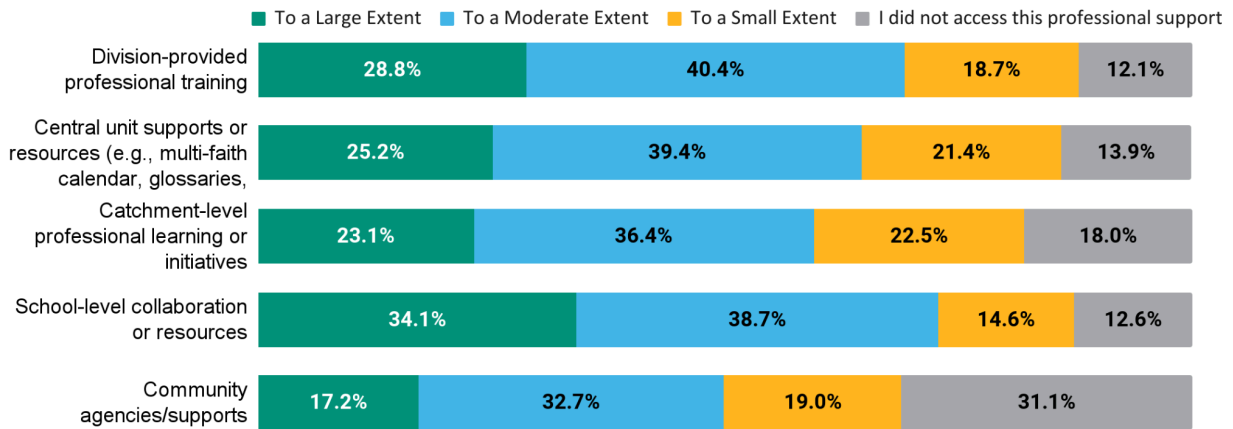
**Students (n = 49,222)**

I would feel safe going to an adult at my school for help if I felt something racist or discriminatory happened.

**Staff (n = 5,608)**

If I were to experience racism or discrimination at my workplace, I would feel safe getting help from the Division.

**Figure 25.** The extent in which professional supports enhanced staff confidence in supporting action toward anti-racism and equity.

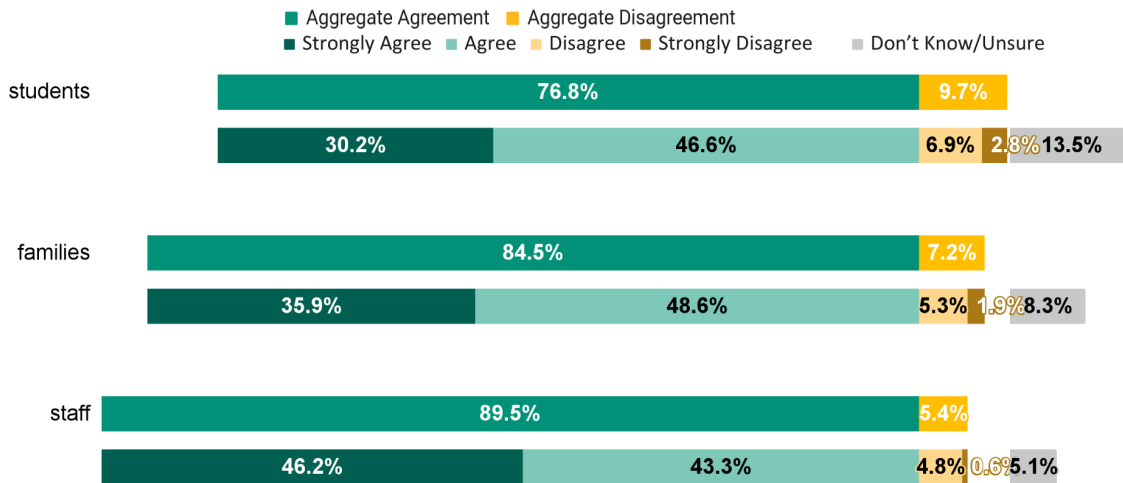


**Staff (n = 5,291)**

[School and Central Staff] To what extent have the following professional supports enhanced your confidence in supporting the Division's action toward anti-racism and equity?

- a. Division-provided professional learning
- b. Central unit supports or resources (e.g., multi-faith calendar, glossaries, consultants)
- c. catchment-level professional learning and initiatives
- d. school-level collaboration or resources
- e. community agencies/supports

**Figure 26.** 76.8 per cent of students and 89.5 per cent of staff agree or strongly agree that many diverse cultures are represented in the books and materials at their school, while 84.5 per cent of families agree or strongly agree many diverse cultures are represented in the events, activities and environment at their child's school.



**Students (n = 49,222)**

Many diverse cultures (i.e., languages, traditions, worldviews, histories, current realities) are represented in the books and materials at my school.

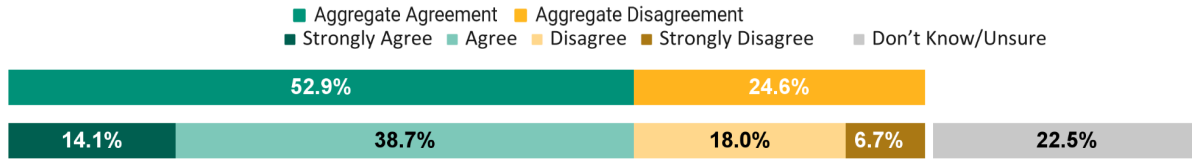
**Families (n = 6,550)**

Many diverse cultures (i.e. languages, traditions, worldviews, histories, current realities) are represented in the events, activities and environment of my child's school.

**Staff (n = 4,629)**

[School Staff] Many diverse cultures (i.e., languages, traditions, worldviews, histories, current realities) are represented in the books and materials at my school.

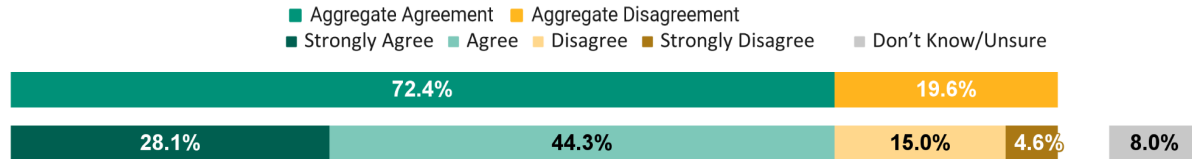
**Figure 27.** 52.9 per cent of students agree or strongly agree that they see their identity/culture reflected in the materials used in class.



Students (n = 49,222)

I see my identity/culture reflected in the materials used in class.

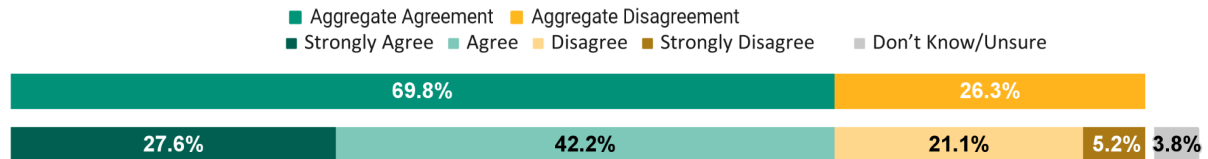
**Figure 28.** 72.4 per cent of staff agree or strongly agree they see diverse representation across all staffing groups in the Division.



Staff (n = 5,608)

I see diverse representation across all staffing groups in the Division.

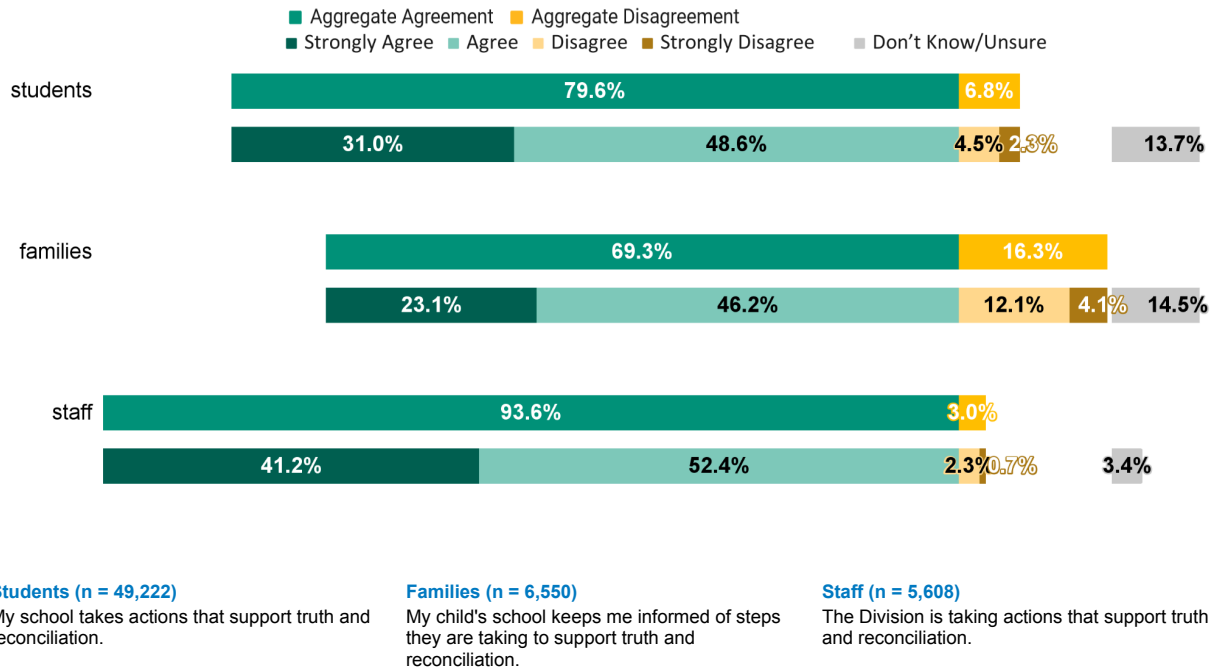
**Figure 29.** 69.8 per cent of staff agree or strongly agree the staff in their school reflect the diversity of the students they teach.



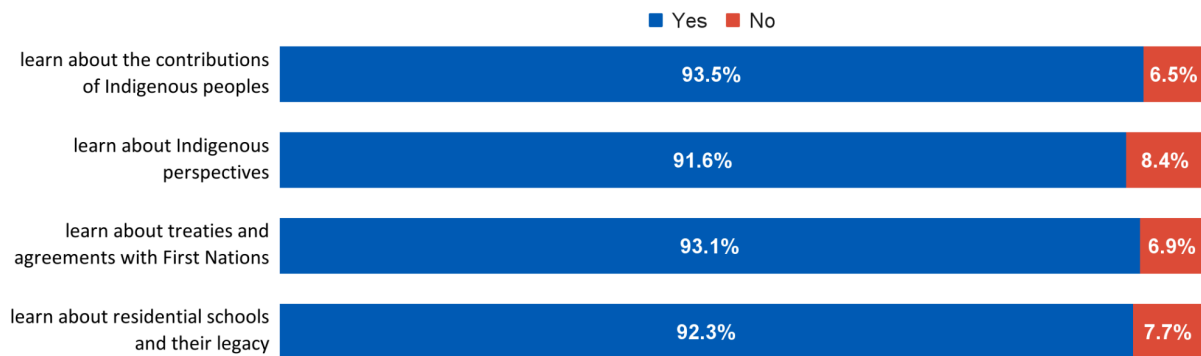
Staff (n = 4,629)

The staff in my school reflect the diversity of the students we teach.

**Figure 30.** 79.6 per cent of students and 93.6 per cent of staff agree or strongly agree their school/Division takes actions that support truth and reconciliation; while 69.3 per cent of families agree or strongly agree their child's school keeps them informed of steps being taken to support truth and reconciliation.



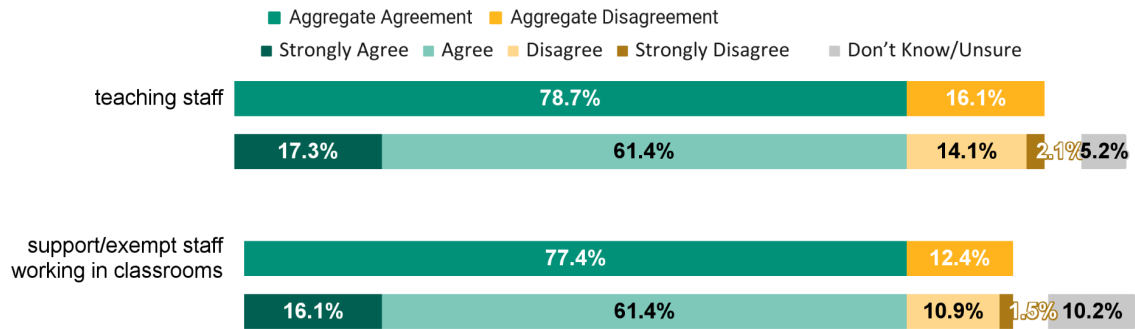
**Figure 31.** Student awareness of the opportunities in school to learn about First Nations, Métis and Inuit histories and perspectives.



**Students**

- In school I have the opportunity to:
- a. learn about the contributions of Indigenous peoples (n = 48,027).
  - b. learn about Indigenous perspectives (n = 47,678).
  - c. learn about treaties and agreements with First Nations (n = 47,718).
  - d. learn about residential schools and their legacy (n = 47,612).

**Figure 32.** 78.7 per cent of teaching staff and 77.4 per cent of support/exempt staff working in classrooms agree or strongly agree they have the knowledge and skills to support First Nations, Métis and Inuit students.



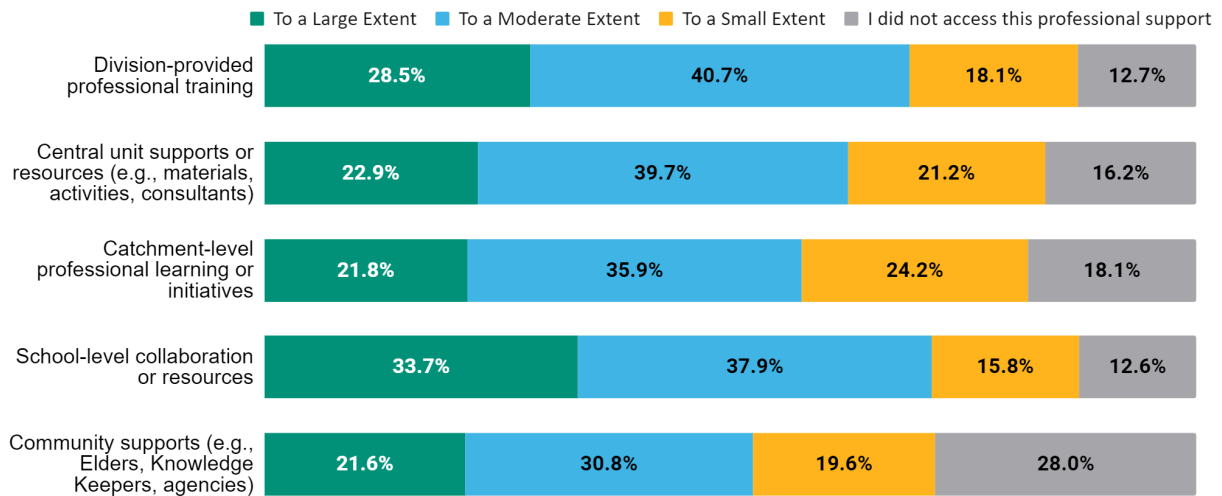
**Teachers, Principals (n = 3,307)**

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

**Support Staff that work in the Classroom (n = 1,121)**

I have the knowledge and skills to support students who are First Nations, Métis, and Inuit.

**Figure 33.** The extent in which professional supports enhanced staff confidence in supporting the success of First Nations, Métis and Inuit students.



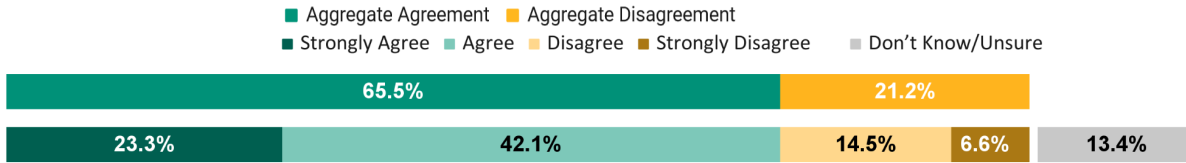
**Staff (n = 5,291)**

[School and Central Staff] To what extent have the following professional supports enhanced your confidence in supporting the success of First Nations, Métis, and Inuit students?

- a. Division-provided professional learning
- b. Central unit supports or resources (e.g., materials, activities, consultants)
- c. Catchment-level professional learning and initiatives
- d. School-level collaboration or resources
- e. Community support (e.g., Elders, Knowledge Keepers, agencies)

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

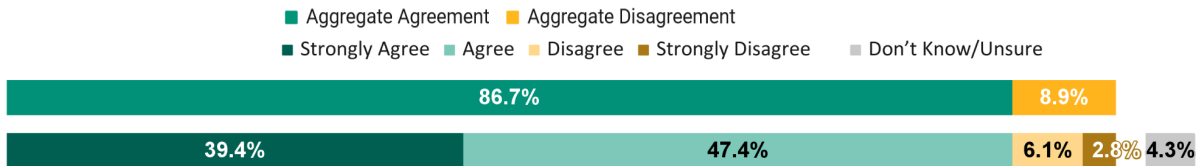
Figure 34. 65.5 per cent of students agree or strongly agree staff at their school know them as a person.



Students (n = 49,222)

Staff at my school know me as a person.

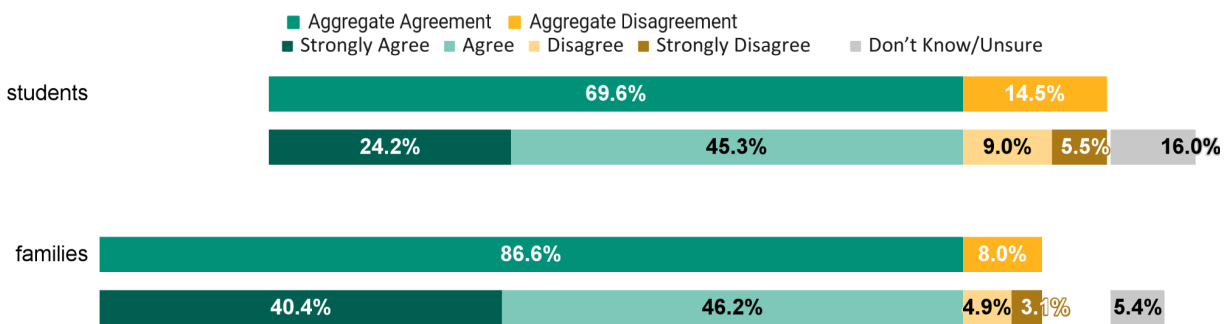
Figure 35. 86.7 per cent of families agree or strongly agree they have a positive relationship with school staff to support their children's learning at school.



Families (n = 6,550)

I feel like I have a positive relationship with staff to support my child's learning in school.

Figure 36. 69.6 per cent of students and 86.6 per cent of families agree or strongly agree that they feel adults at school care about students.



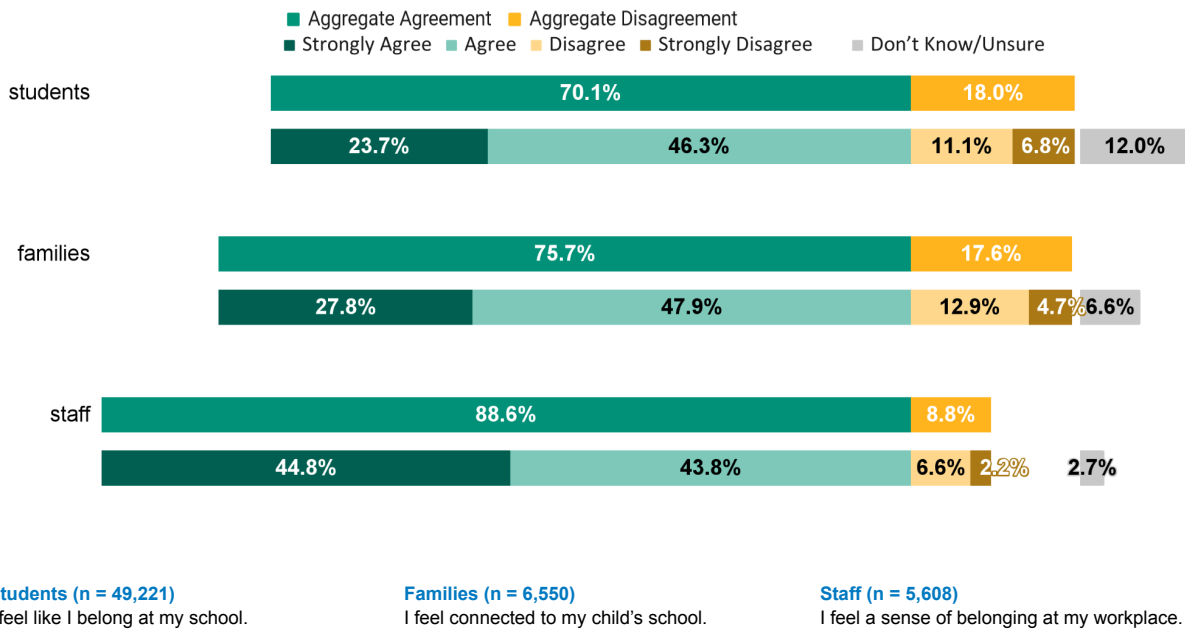
Students (n = 49,221)

I feel the adults at my school care about me.

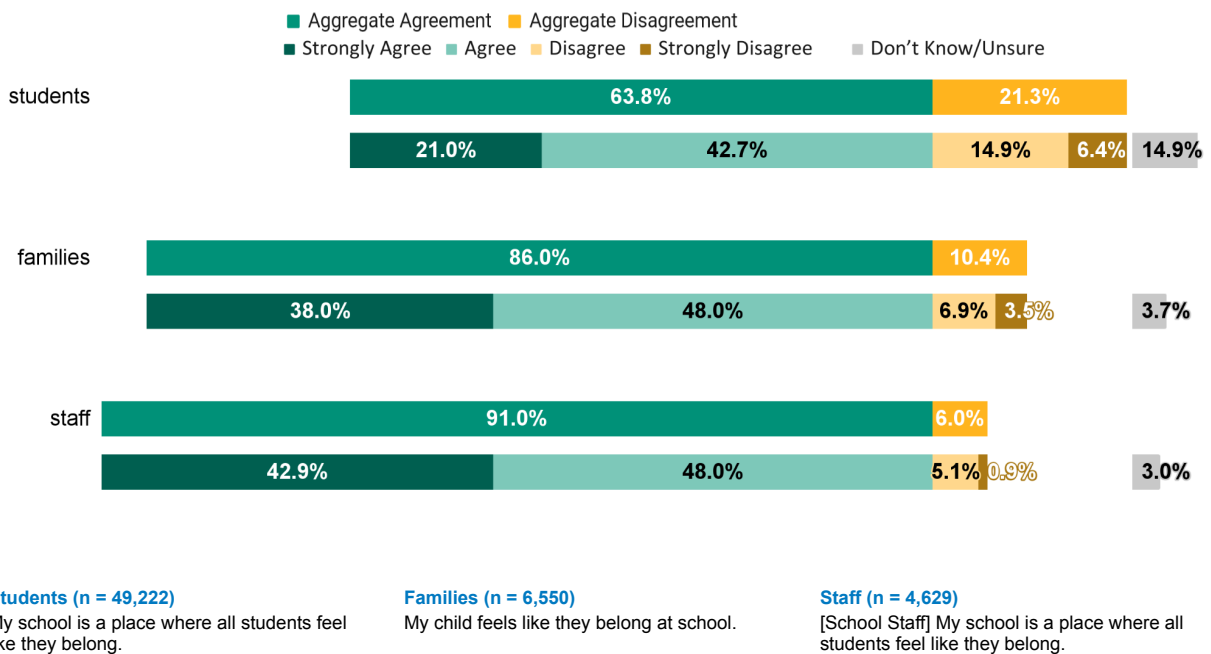
Families (n = 6,550)

I feel the staff in my child's school care about my child.

**Figure 37.** Percentage of students, families and staff who agree or strongly agree they feel they belong at their school (70.1 per cent students), feel connected to their child's school (75.7 per cent families), or feel a sense of belonging at their workplace (88.6 per cent staff).

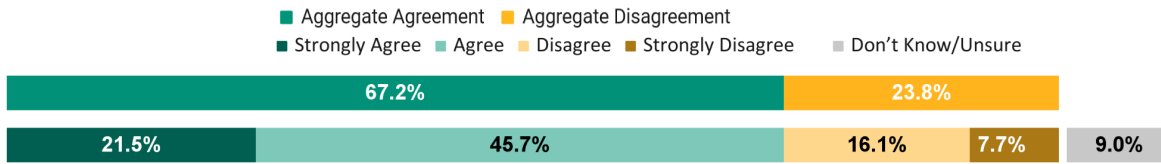


**Figure 38.** 63.8 per cent of students, 86.0 per cent of families and 91.0 per cent of school staff agree or strongly agree school is a place where all students feel like they belong.





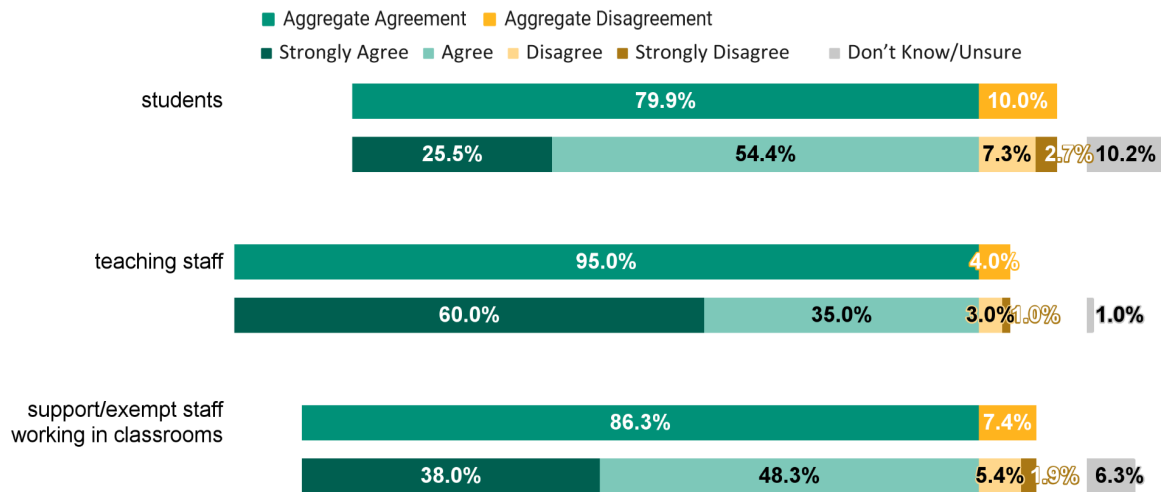
**Figure 39.** 67.2 per cent of students agree or strongly agree they feel they can be themselves at their school.



Students (n = 49,222)

I feel like I can be myself at my school.

**Figure 40.** 79.9 per cent of students, 95.0 per cent of teaching staff and 86.3 per cent of support/exempt staff working in classrooms agree or strongly agree schools provide opportunities that support a sense of belonging for everyone.



Students (n = 49,222)

At my school, I have opportunities to be involved in activities that support my sense of belonging.

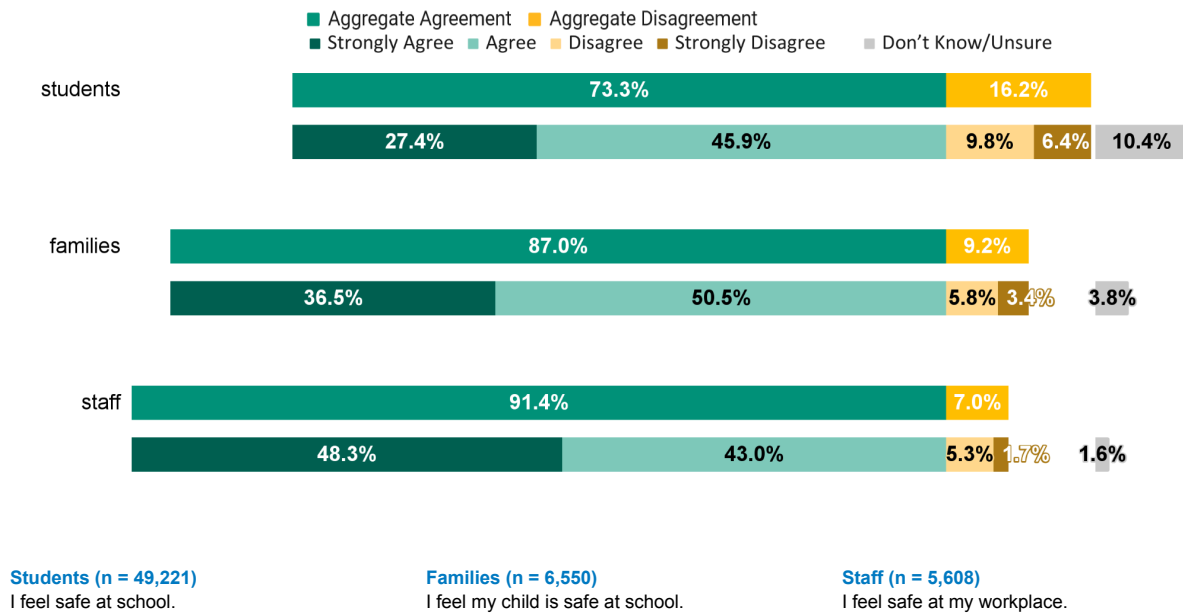
Teaching Staff (n = 4,629)

My school takes steps to support a sense of belonging and inclusion for everyone.

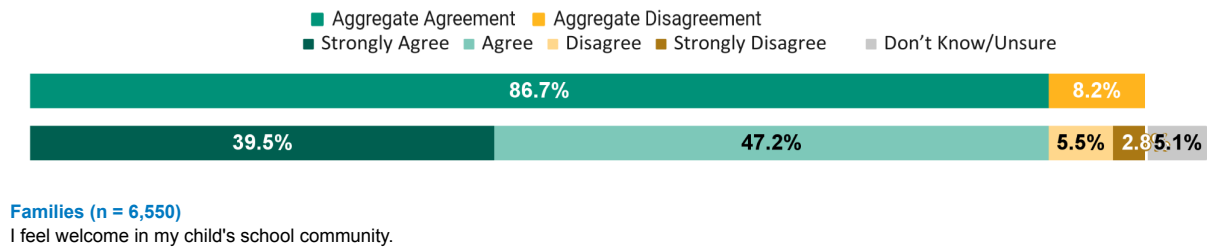
Support/Exempt Staff working in classrooms (n = 979)

My workplace takes steps to support a sense of belonging and inclusion for everyone.

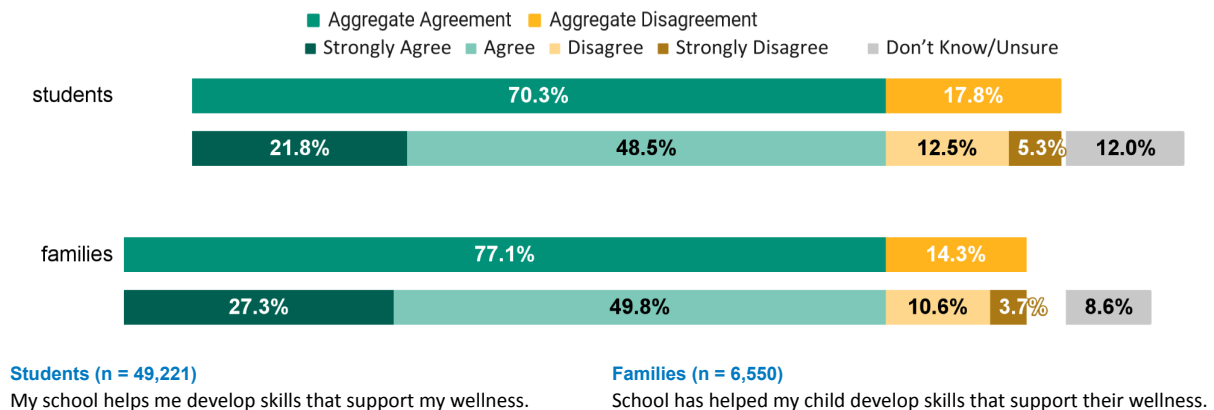
**Figure 41.** 73.3 per cent of students and 87.0 per cent of families agree or strongly agree they feel students are safe at school; while 91.4 per cent of staff agree or strongly agree they feel safe at their workplace.



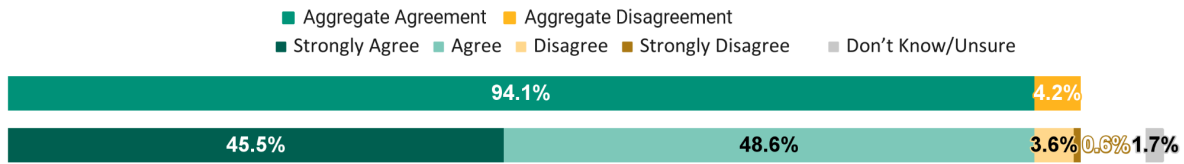
**Figure 42.** 86.7 per cent of families agree or strongly agree they feel welcome in their child's school community.



**Figure 43.** 70.3 per cent of students and 77.1 per cent of families agree or strongly agree school helps students develop skills that support their wellness.



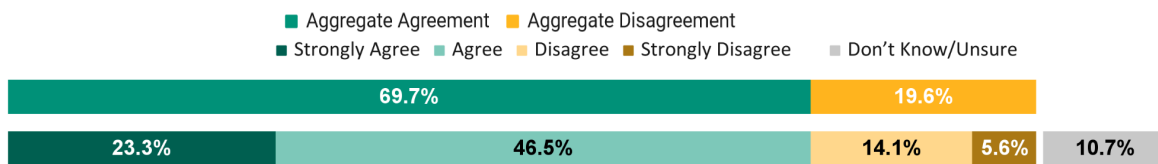
**Figure 44.** 94.1 per cent of teaching staff agree or strongly agree they feel confident helping students build skills that support their wellness.



Staff (n = 4,427)

[Principals, Teachers] I feel confident helping students build skills that support their wellness.

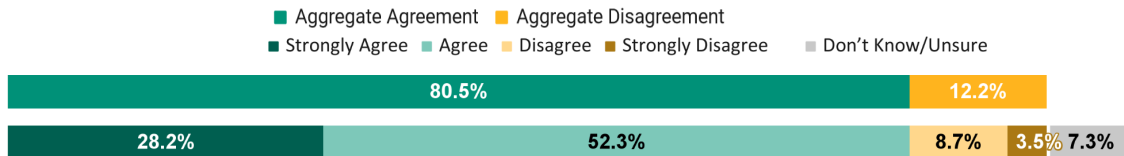
**Figure 45.** 69.7 per cent of students agree or strongly agree their school helps them when things are hard.



Students (n = 49,221)

My school helps me keep trying when things are hard.

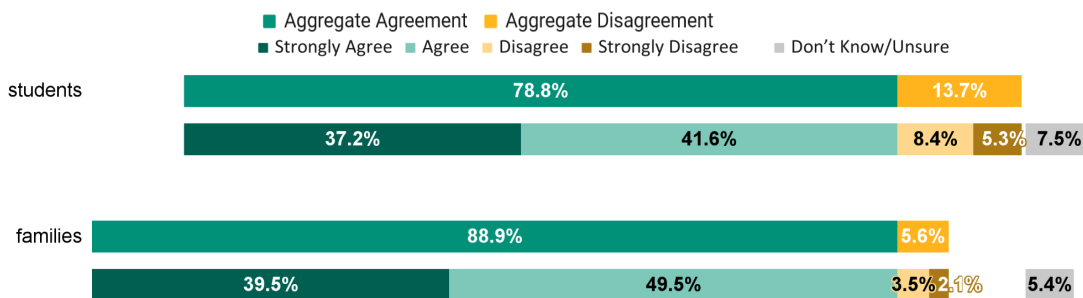
**Figure 46.** 80.5 per cent of families agree or strongly agree their child has built relationships, through school, that support their wellness.



Families (n = 6,550)

Through school my child has built relationships that support their wellness.

**Figure 47.** 78.8 per cent of students and 88.9 per cent of families agree or strongly agree students have at least one positive relationship with an adult at their school.



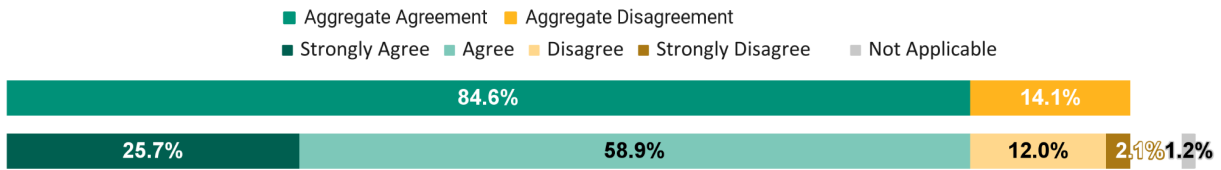
Students (n = 49,221)

I have at least one adult in my school who I would go to for help if I need it.

Families (n = 6,550)

I feel my child has a positive relationship with one or more adults in their school.

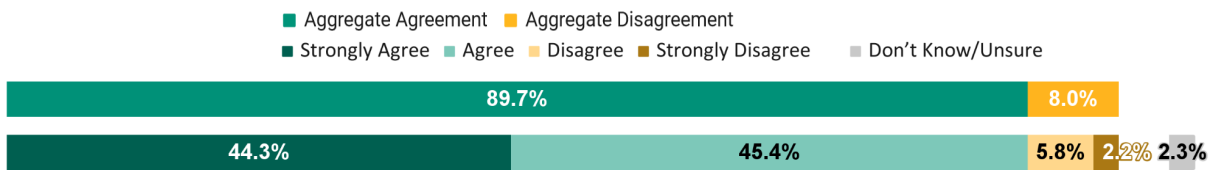
**Figure 48.** 84.6 per cent of staff agree or strongly agree they are aware of the range of supports available through the Division’s benefit program.



Staff (n = 5,608)

I am aware of the range of supports for my well-being available through the Division's benefit program.

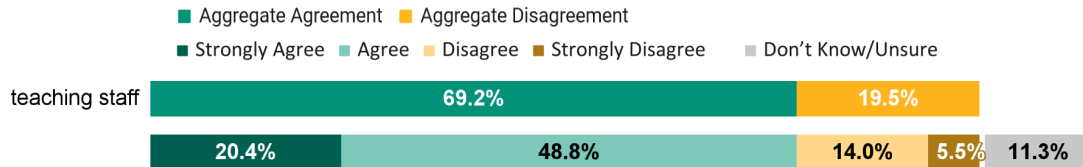
**Figure 49.** 89.7 per cent of staff agree or strongly agree their workplace feels respectful.



Staff (n = 5,608)

I feel my workplace is respectful.

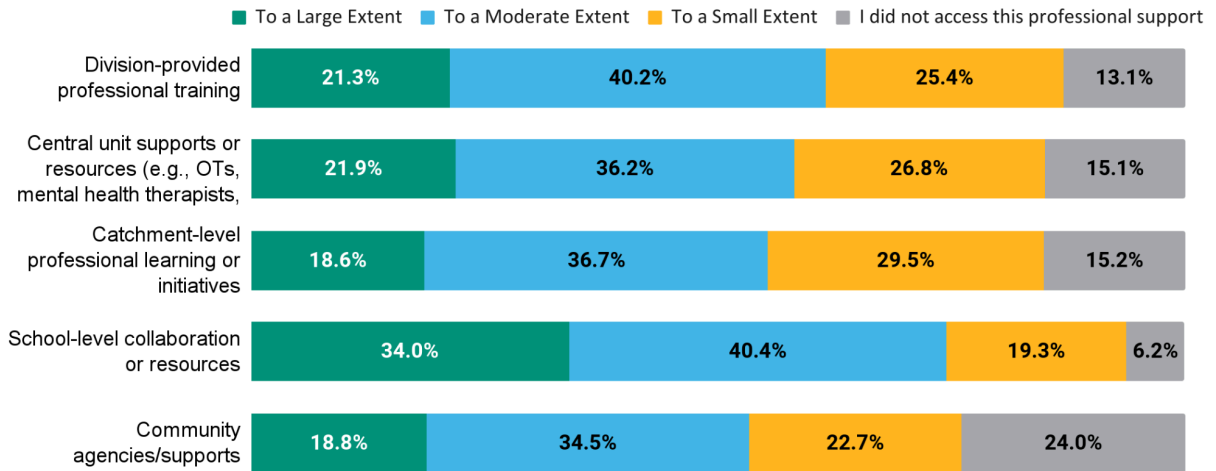
**Figure 50.** 69.2 per cent of staff agree or strongly agree there are community services available to support the mental health needs of students.



Staff (n = 4,563)

[Principals, Teachers, Central Staff] There are community services available to support the mental health needs of our students.

**Figure 51. The extent in which professionals enhance staff confidence in supporting students' mental health and well-being.**



**Staff (n = 4,628)**

[Principals, Teachers, Support Staff] To what extent have the following supports enhanced your confidence in supporting students' mental health and well-being?

- a. Division-provided professional learning
- b. Central unit supports or resources (OTs, mental health therapists, consultants)
- c. catchment level professional learning or initiatives
- d. school-level collaboration or resources
- e. community agencies/supports

## School Year Context

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To understand the 2022–23 DFS data and feedback, it is helpful to identify unique elements of the 2022–23 school year. During the 2022–23 school year, Edmonton Public Schools welcomed approximately 109,000 students. Most of these students returned to in-person learning, with Argyll Centre continuing to offer online learning opportunities for students and families who preferred learning at home. Although the pandemic disrupted both academic learning and student well-being, staff continued to be responsive to students' needs. While teachers provided differentiated instruction based on students' readiness, all staff demonstrated a commitment to enhancing students' mental health through ongoing professional development (PD). Standardized assessments resumed, with diploma exam weightings at 20 per cent, set to return to pre-pandemic weighting of 30 per cent in the 2023–24 school year.

Reflective of the 2022–26 Division Strategic Plan, the Division continued to emphasize anti-racism by championing initiatives like the Anti-racism and Equity Action Plan, as well as introducing the Staff Anti-racism, Reconciliation and Equity Advisory Committee and Student Demographic Survey. Additionally, there has been a heightened focus on mental health through initiatives targeting youth resilience such as the ongoing collaboration with Dr. Michael Ungar and the Resilience Research Centre at Dalhousie University. Alongside these initiatives, there was a sustained emphasis on in-person well-being supports such as Mental Health Therapists, High School Completion Coaches, success coaches, school or guidance counselors and cross-disciplinary teams of mental health and wellness professionals, as well as creating connections to community mental health resources. Further, through initiatives like the prototype Creating Schools That Listen, student voice and feedback were actively solicited to support a sense of belonging, inclusion and safety.

Alberta Education also initiated the rollout of its new curriculum.<sup>4</sup> As this curriculum is being implemented, teachers are actively and continuously crafting, refining and iterating lessons, activities and assessments. These activities, combined with collaborative efforts in designing instructional material, reinforces a strong foundation for both the current and upcoming curriculum changes.

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<sup>4</sup> 2022–23 curriculum updates include: K–3 English Language Arts and Literature, K–3 Mathematics and K–6 Physical Education and Wellness  
2023–24 curriculum updates include: K–3 French Language Arts and Literature, French Immersion Language Arts and Literacy and Science. Grades 4–6 English Language Arts Literature and 4–6 Mathematics  
([Alberta Education, 2023](#))

## Conclusion

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The DFS is a valuable tool for a school division, promoting opportunities for both accountability and continuous improvement by providing a platform for students, families and staff to share their perspectives. Thank you to all participants for taking the time to respond to this survey, which helps to improve Division learning opportunities for all students. The information gathered will be used to measure progress, reflect on what worked well in the Division and help inform decision-making at the school and Division level during the 2023–24 school year and beyond.

## Contacts

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

## Appendix: Data Tables

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### General Check-in

**Table 1.** 64.7 per cent of students and 64.0 per cent of Division staff reported feeling very well or well during the 2022–23 school year.

	Students	Staff
Very well	18.6% (9,164)	21.3% (1,192)
Well	46.1% (22,695)	42.8% (2,398)
So-so	28.6% (14,092)	27.1% (1,518)
Not well	4.8% (2,375)	6.4% (357)
Not well at all	1.8% (896)	2.5% (141)
<b>Total</b>	<b>100% (49,222)</b>	<b>100% (5,606)</b>

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

**Table 2.** 89.2 per cent of students agree or strongly agree they have the opportunity to be successful in learning.

	Per cent	Count
Strongly Agree	28.3%	13,921
Agree	60.9%	29,992
Disagree	3.6%	1,795
Strongly Disagree	1.1%	560
Don't Know/Unsure	6.0%	2,954
<b>Total</b>	<b>100%</b>	<b>49,222</b>

**Table 3.** 82.8 per cent of students agree or strongly agree staff have high expectations of them to be successful in their learning.

	Per cent	Count
Strongly Agree	28.9%	14,218
Agree	54.0%	26,562
Disagree	5.3%	2,612
Strongly Disagree	1.4%	678
Don't Know/Unsure	10.5%	5,152
<b>Total</b>	<b>100%</b>	<b>49,222</b>



**Table 4.** 76.2 per cent of students agree or strongly agree they are supported to try their best even when learning is hard.

	Per cent	Count
Strongly Agree	25.4%	12,482
Agree	50.8%	25,005
Disagree	11.4%	5,603
Strongly Disagree	3.4%	1,675
Don't Know/Unsure	9.1%	4,457
<b>Total</b>	<b>100%</b>	<b>49,222</b>

**Table 5.** 84.6 per cent of students agree or strongly agree they know how to get help with their learning in school.

	Per cent	Count
Strongly Agree	30.5%	15,012
Agree	54.1%	26,628
Disagree	7.1%	3,474
Strongly Disagree	2.2%	1,088
Don't Know/Unsure	6.1%	3,020
<b>Total</b>	<b>100%</b>	<b>49,222</b>

**Table 6.** 52.1 per cent of students agree or strongly agree staff at their school know how they learn best.

	Per cent	Count
Strongly Agree	14.0%	6,868
Agree	38.2%	18,793
Disagree	20.5%	10,089
Strongly Disagree	7.2%	3,523
Don't Know/Unsure	20.2%	9,949
<b>Total</b>	<b>100%</b>	<b>49,222</b>

**Table 7.** 81.9 per cent of families agreed or strongly agreed their child's learning needs are supported at school.

	Per cent	Count
Strongly Agree	31.6%	2,071
Agree	50.3%	3,294
Disagree	9.9%	647
Strongly Disagree	3.9%	257
Don't Know/Unsure	4.3%	281
<b>Total</b>	<b>100%</b>	<b>6,550</b>

**Table 8.** 69.0 per cent of K–6 certified teaching staff have used the Division’s resources to support teaching of the new curriculum.

	Per cent	Count
Yes	69.0%	1,349
No	31.0%	605
<b>Total</b>	100.0%	1,954

**Table 9.** 89.0 per cent of K–6 certified teaching staff who have used the Division’s resources for teaching the new curriculum agree or strongly agree they have been helpful.

	Per cent	Count
Strongly Agree	23.4%	316
Agree	65.6%	885
Disagree	5.1%	69
Strongly Disagree	0.7%	9
Don’t Know/Unsure	5.2%	70
<b>Total</b>	100%	1,349

**Table 10.** 81.9 per cent of families agree or strongly agree that the information they receive from their child’s school tells them about their child’s progress.

	Per cent	Count
Strongly Agree	26.9%	532
Agree	55.0%	1,089
Disagree	10.7%	212
Strongly Disagree	3.9%	77
Don’t Know/Unsure	3.5%	69
<b>Total</b>	100%	1,979

**Table 11.** 76.9 per cent of students and 83.3 per cent of families agree or strongly agree the feedback or information they receive about student learning is helpful.

	Students	Families
Strongly Agree	21.7% (10,693)	33.6% (2,200)
Agree	55.2% (27,161)	49.7% (3,258)
Disagree	10.4% (5,115)	10.0% (654)
Strongly Disagree	2.6% (1,271)	3.5% (228)
Don’t Know/Unsure	10.1% (4,982)	3.2% (210)
<b>Total</b>	100% (49,222)	100% (6,550)

**Table 12.** 88.6 per cent of staff who work in a classroom agree or strongly agree they know how to access resources to meet the diverse learning needs of all students.

	Per cent	Count
Strongly Agree	25.1%	1,044
Agree	63.5%	2,644
Disagree	7.8%	325
Strongly Disagree	1.8%	76
Don't Know/Unsure	1.7%	72
<b>Total</b>	<b>100%</b>	<b>4,161</b>

**Table 13.** 74.0 per cent of teaching staff and 84.2 per cent of support/exempt staff working in classrooms agree or strongly agree they have the knowledge and skills to program for/support students who are English Language Learners.

	Teachers, Principals	Support/Exempt working in classrooms
Strongly Agree	19.1% (633)	26.1% (293)
Agree	54.9% (1,814)	58.1% (651)
Disagree	17.8% (587)	8.9% (100)
Strongly Disagree	4.4% (145)	2.1% (24)
Don't Know/Unsure	3.9% (128)	4.7% (53)
<b>Total</b>	<b>100% (3,307)</b>	<b>100% (1,121)</b>

**Table 14.** 78.2 per cent of teaching staff and 88.0 per cent of support/exempt staff working in classrooms agree or strongly agree they have the knowledge and skills to support students in need of specialized supports.

	Teachers, Principals	Support/Exempt working in classrooms
Strongly Agree	22.6% (747)	36.6% (410)
Agree	55.6% (1,838)	51.5% (577)
Disagree	15.1% (498)	7.5% (84)
Strongly Disagree	3.1% (103)	2.0% (22)
Don't Know/Unsure	3.7% (121)	2.5% (28)
<b>Total</b>	<b>100% (3,307)</b>	<b>100% (1,121)</b>

**Table 15.** 83.4 per cent of families agree or strongly agree their child's Individualized Program Plan (IPP) goals are appropriate for their development.

	Per cent	Count
Strongly Agree	31.0%	325
Agree	52.4%	550
Disagree	8.0%	84
Strongly Disagree	2.8%	29
Don't Know/Unsure	5.8%	61
<b>Total</b>	<b>100%</b>	<b>1,049</b>

**Table 16.** The extent in which professional supports enhanced staff confidence in supporting all students to achieve learning outcomes.

	Division-provided professional training	Central unit supports or resources (e.g., materials on Connect, consultants)	Catchment-level professional learning or initiatives	School-level collaboration or resources
To a Large Extent	24.6% (1,022)	22.0% (914)	18.3% (760)	49.2% (2,046)
To a Moderate Extent	46.4% (1,929)	43.8% (1,821)	41.4% (1,724)	37.6% (1,564)
To a Small Extent	24.4% (1,014)	26.3% (1,095)	35.3% (1,470)	12.1% (505)
I did not access this professional support	4.7% (196)	8.0% (331)	5.0% (207)	1.1% (46)
<b>Total</b>	<b>100% (4,161)</b>	<b>100% (4,161)</b>	<b>100% (4,161)</b>	<b>100% (4,161)</b>

**Table 17.** Percentage of K–9 staff working classrooms who agree or strongly agree they have the knowledge and skills to support students in their literary learning (92.9 per cent) or numeracy learning (89.3 per cent).

	Literacy learning	Numeracy learning
Strongly Agree	42.6% (1,600)	39.2% (1,472)
Agree	50.3% (1,891)	50.2% (1,885)
Disagree	3.3% (125)	3.8% (142)
Strongly Disagree	0.7% (28)	0.7% (25)
Not Applicable	3.0% (114)	6.2% (234)
<b>Total</b>	<b>100% (3,758)</b>	<b>100% (3,758)</b>

**Table 18.** Percentage of students who agree or strongly agree they are getting better in math (73.2 per cent), reading (79.5 per cent) and writing (77.1 per cent).

	Math	Reading	Writing
Strongly Agree	34.1% (16,793)	33.0% (16,219)	30.5% (15,023)
Agree	39.1% (19,258)	46.5% (22,894)	46.5% (22,910)
Disagree	12.1% (5,935)	9.6% (4,710)	10.9% (5,362)
Strongly Disagree	6.8% (3,360)	2.7% (1,322)	3.5% (1,703)
Don't Know/Unsure	7.9% (3,876)	8.3% (4,077)	8.6% (4,224)
<b>Total</b>	100% (49,222)	100% (49,222)	100% (49,222)

**Table 19.** Percentage of K–6 families who agree or strongly agree that the information they receive from their child's school tells them about their child's growth in math (83.0 per cent), reading (83.6 per cent) and writing (82.4 per cent).

	Math	Reading	Writing
Strongly Agree	30.5% (1,385)	31.9% (1,448)	29.8% (1,350)
Agree	52.5% (2,381)	51.7% (2,346)	52.6% (2,388)
Disagree	9.8% (443)	10.2% (464)	11.2% (506)
Strongly Disagree	2.8% (125)	2.8% (126)	2.8% (129)
Don't Know/Unsure	4.5% (203)	3.4% (153)	3.6% (164)
<b>Total</b>	100% (4,537)	100% (4,537)	100% (4,537)

**Table 20.** 70.6 per cent of students and 84.2 per cent of families agree or strongly agree that what students are learning in school will help them in the future; while 90.1 per cent of staff working in classrooms agree or strongly agree they are confident their work supports the development of competencies students will need in the future.

	Students	Families	Staff
Strongly Agree	29.4% (14,474)	33.2% (2,175)	30.3% (1,259)
Agree	41.2% (20,297)	51.0% (3,343)	59.8% (2,488)
Disagree	10.4% (5,137)	6.5% (425)	3.8% (157)
Strongly Disagree	5.7% (2,824)	3.1% (203)	0.5% (19)
Don't Know/Unsure	13.2% (6,490)	6.2% (404)	5.7% (238)
<b>Total</b>	100% (49,222)	100% (6,550)	100% (4,161)

**Table 21.** 56.7 per cent of high school students and 60.9 per cent of their families agree or strongly agree school supports students to transition to life after high school; while 86.4 per cent of staff working in classrooms agree or strongly agree they are confident their work is preparing students to transition to life after high school.

	Students	Families	Staff
Strongly Agree	13.6% (1,555)	20.3% (130)	32.6% (1,442)
Agree	43.2% (4,949)	40.5% (259)	53.8% (2,383)
Disagree	18.7% (2,142)	14.9% (95)	5.0% (223)
Strongly Disagree	8.9% (1,021)	6.7% (43)	1.1% (49)
Don't Know/Unsure	15.7% (1,801)	17.5% (112)	7.5% (331)
<b>Total</b>	<b>100% (11,468)</b>	<b>100% (639)</b>	<b>100% (4,428)</b>

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

**Table 22.** 61.6 per cent of families agree or strongly agree their child's school keeps them informed of steps taken to support anti-racism and belonging.

	Per cent	Count
Strongly Agree	21.1%	1,383
Agree	40.5%	2,655
Disagree	16.0%	1,047
Strongly Disagree	5.4%	352
Don't Know/Unsure	17.0%	1,113
<b>Total</b>	<b>100%</b>	<b>6,550</b>

**Table 23.** 81.7 per cent of students and 95.7 per cent of staff are aware of the Division's work to support anti-racism and belonging in schools.

	Students	Staff
Yes	81.7% (40,202)	95.7% (5,369)
No	18.3% (9,020)	4.3% (239)
<b>Total</b>	<b>100% (49,222)</b>	<b>100% (5,608)</b>

**Table 24.** 71.4 per cent of students agree or strongly agree they would feel safe going to an adult at school for help if they felt something racist or discriminatory happened; while 76.2 per cent of staff agree or strongly agree they would feel safe getting help from the Division if they were to experience racism or discrimination at their workplace.

	Students	Staff
Strongly Agree	29.5% (14,498)	31.7% (1,780)
Agree	41.9% (20,627)	44.5% (2,493)
Disagree	10.5% (5,154)	7.1% (398)
Strongly Disagree	6.3% (3,090)	3.5% (199)
Don't Know/Unsure	11.9% (5,853)	13.2% (738)
<b>Total</b>	<b>100% (49,222)</b>	<b>100% (5,608)</b>

**Table 25.** The extent in which professional supports enhanced staff confidence in supporting action toward anti-racism and equity.

	Division-provided professional training	Central unit supports or resources (e.g., materials on Connect, consultants)	Catchment-level professional learning or initiatives	School-level collaboration or resources	Community agencies/supports
To a Large Extent	28.8% (1,523)	25.2% (1,334)	23.1% (1,224)	34.1% (1,803)	17.2% (908)
To a Moderate Extent	40.4% (2,135)	39.4% (2,087)	36.4% (1,924)	38.7% (2,050)	32.7% (1,729)
To a Small Extent	18.7% (992)	21.4% (1,133)	22.5% (1,192)	14.6% (772)	19.0% (1,006)
I did not access this professional support	12.1% (641)	13.9% (737)	18.0% (951)	12.6% (666)	31.1% (1,648)
<b>Total</b>	<b>100% (5,291)</b>	<b>100% (5,291)</b>	<b>100% (5,291)</b>	<b>100% (5,291)</b>	<b>100% (5,291)</b>

**Table 26.** 76.8 per cent of students and 89.5 per cent of staff agree or strongly agree many diverse cultures are represented in the books and materials at their school; while 84.5 per cent of families agree or strongly agree many diverse cultures are represented in the events, activities and environment at their child's school.

	Students	Families	Staff
Strongly Agree	30.2% (14,871)	35.9% (2,352)	46.2% (2,138)
Agree	46.6% (22,926)	48.6% (3,181)	43.3% (2,005)
Disagree	6.9% (3,384)	5.3% (349)	4.8% (220)
Strongly Disagree	2.8% (1,378)	1.9% (123)	0.6% (28)
Don't Know/Unsure	13.5% (6,663)	8.3% (545)	5.1% (238)
<b>Total</b>	<b>100% (49,222)</b>	<b>100% (6,550)</b>	<b>100% (4,629)</b>

**Table 27.** 52.9 per cent of students agree or strongly agree that they see their identity/culture reflected in the materials used in class.

	Per cent	Count
Strongly Agree	14.1%	6,960
Agree	38.7%	19,055
Disagree	18.0%	8,836
Strongly Disagree	6.7%	3,290
Don't Know/Unsure	22.5%	11,081
<b>Total</b>	100%	49,222

**Table 28.** 72.4 per cent of staff agree or strongly agree they see diverse representation across all staffing groups in the Division.

	Per cent	Count
Strongly Agree	28.1%	1,574
Agree	44.3%	2,487
Disagree	15.0%	843
Strongly Disagree	4.6%	258
Don't Know/Unsure	8.0%	446
<b>Total</b>	100.0%	5,608

**Table 29.** 69.8 per cent of staff agree or strongly agree the staff in their school reflect the diversity of the students they teach.

	Per cent	Count
Strongly Agree	27.6%	1,278
Agree	42.2%	1,954
Disagree	21.1%	977
Strongly Disagree	5.2%	242
Don't Know/Unsure	3.8%	178
<b>Total</b>	100%	4,629

**Table 30.** 79.6 per cent of students and 93.6 per cent of staff agree or strongly agree their school/Division takes actions that support truth and reconciliation; while 69.3 per cent of families agree or strongly agree their child's school keeps them informed of steps being taken to support truth and reconciliation.

	Students	Families	Staff
Strongly Agree	31.0% (15,253)	23.1% (1,513)	41.2% (2,309)
Agree	48.6% (23,913)	46.2% (3,023)	52.4% (2,940)
Disagree	4.5% (2,214)	12.1% (795)	2.3% (127)
Strongly Disagree	2.3% (1,119)	4.1% (270)	0.7% (40)
Don't Know/Unsure	13.7% (6,723)	14.5% (949)	3.4% (192)
<b>Total</b>	100% (49,222)	100% (6,550)	100% (5,608)



**Table 31.** Student awareness of the opportunities in school to learn about First Nations, Métis and Inuit histories and perspectives.

	Learn about the contributions of Indigenous peoples	Learn about Indigenous perspectives	Learn about treaties and agreements with First Nations	Learn about residential schools and their legacy
Yes	93.5% (44,921)	91.6% (43,695)	93.1% (44,440)	92.3% (43,961)
No	6.5% (3,106)	8.4% (3,983)	6.9% (3,278)	7.7% (3,651)
<b>Total</b>	100% (48,027)	100% (47,678)	100% (47,718)	100% (47,612)

**Table 32.** 78.7 per cent of teaching staff and 77.4 per cent of support/exempt staff working in classrooms agree or strongly agree they have the knowledge and skills to support First Nations, Métis and Inuit students.

	Teaching staff	Support/exempt staff working in classrooms
Strongly Agree	17.3% (571)	16.1% (180)
Agree	61.4% (2,030)	61.4% (688)
Disagree	14.1% (465)	10.9% (122)
Strongly Disagree	2.1% (68)	1.5% (17)
Don't Know/Unsure	5.2% (173)	10.2% (114)
<b>Total</b>	100% (3,307)	100% (1,121)

**Table 33.** The extent in which professional supports enhanced staff confidence in supporting the success of First Nations, Métis and Inuit students.

	Division-provided professional training	Central unit supports or resources (e.g., materials on Connect, consultants)	Catchment-level professional learning or initiatives	School-level collaboration or resources	Community supports (e.g., Elders, Knowledge Keepers, agencies)
To a Large Extent	28.5% (1,508)	22.9% (1,209)	21.8% (1,155)	33.7% (1,782)	21.6% (1,144)
To a Moderate Extent	40.7% (2,154)	39.7% (2,100)	35.9% (1,899)	37.9% (2,006)	30.8% (1,629)
To a Small Extent	18.1% (957)	21.2% (1,124)	24.2% (1,280)	15.8% (835)	19.6% (1,036)
I did not access this professional support	12.7% (672)	16.2% (858)	18.1% (957)	12.6% (668)	28.0% (1,482)
<b>Total</b>	100% (5,291)	100% (5,291)	100% (5,291)	100% (5,291)	100% (5,291)

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

**Table 34.** 65.5 per cent of students agree or strongly agree staff at their school know them as a person.

	Per cent	Count
Strongly Agree	23.3%	11,482
Agree	42.1%	20,739
Disagree	14.5%	7,151
Strongly Disagree	6.6%	3,260
Don't Know/Unsure	13.4%	6,590
<b>Total</b>	<b>100%</b>	<b>49,222</b>

**Table 35.** 86.7 per cent of families agree or strongly agree they have a positive relationship with school staff to support their children's learning at school.

	Per cent	Count
Strongly Agree	39.4%	2,580
Agree	47.4%	3,102
Disagree	6.1%	399
Strongly Disagree	2.8%	186
Don't Know/Unsure	4.3%	283
<b>Total</b>	<b>100%</b>	<b>6,550</b>

**Table 36.** 69.6 per cent of students and 86.6 per cent of families agree or strongly agree that they feel adults at school care about students.

	Students	Families
Strongly Agree	24.2% (11,921)	40.4% (2,648)
Agree	45.3% (22,313)	46.2% (3,025)
Disagree	9.0% (4,420)	4.9% (324)
Strongly Disagree	5.5% (2,694)	3.1% (201)
Don't Know/Unsure	16.0% (7,873)	5.4% (352)
<b>Total</b>	<b>100% (49,221)</b>	<b>100% (6,550)</b>

**Table 37.** Percentage of students, families and staff who agree or strongly agree they feel they belong at their school (70.1 per cent students), feel connected to their child’s school (75.7 per cent families), or feel a sense of belonging at their workplace (88.6 per cent staff).

	Students	Families	Staff
Strongly Agree	23.7% (11,682)	27.8% (1,820)	44.8% (2,513)
Agree	46.3% (22,798)	47.9% (3,139)	43.8% (2,455)
Disagree	11.1% (5,486)	12.9% (845)	6.6% (369)
Strongly Disagree	6.8% (3,362)	4.7% (311)	2.2% (122)
Don’t Know/Unsure	12.0% (5,893)	6.6% (435)	2.7% (149)
<b>Total</b>	100% (49,221)	100% (6,550)	100% (5,608)

**Table 38.** 63.8 per cent of students, 86.0 per cent of families and 91.0 per cent of school staff agree or strongly agree school is a place where all students feel like they belong.

	Students	Families	Staff
Strongly Agree	21.0% (10,357)	38.0% (2,486)	42.9% (1,987)
Agree	42.7% (21,034)	48.0% (3,145)	48.0% (2,224)
Disagree	14.9% (7,331)	6.9% (452)	5.1% (235)
Strongly Disagree	6.4% (3,145)	3.5% (226)	0.9% (42)
Don’t Know/Unsure	14.9% (7,355)	3.7% (241)	3.0% (141)
<b>Total</b>	100% (49,222)	100% (6,550)	100% (4,629)

**Table 39.** 67.2 per cent of students agree or strongly agree they feel they can be themselves at their school.

	Per cent	Count
Strongly Agree	21.5%	10,585
Agree	45.7%	22,493
Disagree	16.1%	7,904
Strongly Disagree	7.7%	3,810
Don’t Know/Unsure	9.0%	4,430
<b>Total</b>	100%	49,222

**Table 40.** 79.9 per cent of students, 95.0 per cent of teaching staff, and 86.3 per cent support/exempt staff working in a classroom agree or strongly agree schools provide opportunities that support a sense of belonging for everyone.

	Students	Teaching staff	Support/exempt staff working in classrooms
Strongly Agree	25.5% (12,536)	60.0% (2,778)	38.0% (372)
Agree	54.4% (26,779)	35.0% (1,619)	48.3% (473)
Disagree	7.3% (3,578)	3.0% (139)	5.4% (53)
Strongly Disagree	2.7% (1,329)	1.0% (47)	1.9% (19)
Don't Know/Unsure	10.2% (5,000)	1.0% (46)	6.3% (62)
<b>Total</b>	<b>100% (49,222)</b>	<b>100% (4,629)</b>	<b>100% (979)</b>

**Table 41.** 73.3 per cent of students and 87.0 per cent of families agree or strongly agree they feel students are safe at school; while 91.4 per cent of staff agree or strongly agree they feel safe at their workplace.

	Students	Families	Staff
Strongly Agree	27.4% (13,497)	36.5% (2,389)	48.3% (2,711)
Agree	45.9% (22,592)	50.5% (3,308)	43.0% (2,414)
Disagree	9.8% (4,822)	5.8% (381)	5.3% (296)
Strongly Disagree	6.4% (3,171)	3.4% (222)	1.7% (96)
Don't Know/Unsure	10.4% (5,139)	3.8% (250)	1.6% (91)
<b>Total</b>	<b>100% (49,221)</b>	<b>100% (6,550)</b>	<b>100% (5,608)</b>

**Table 42.** 86.7 per cent of families agree or strongly agree they feel welcome in their child's school community.

	Per cent	Count
Strongly Agree	39.5%	2,590
Agree	47.2%	3,091
Disagree	5.5%	357
Strongly Disagree	2.8%	181
Don't Know/Unsure	5.1%	331
<b>Total</b>	<b>100%</b>	<b>6,550</b>

**Table 43.** 70.3 per cent of students and 77.1 per cent of families agree or strongly agree school helps students develop skills that support their wellness.

	Students	Families
Strongly Agree	21.8% (10,733)	27.3% (1,789)
Agree	48.5% (23,849)	49.8% (3,264)
Disagree	12.5% (6,135)	10.6% (692)
Strongly Disagree	5.3% (2,614)	3.7% (243)
Don't Know/Unsure	12.0% (5,890)	8.6% (562)
<b>Total</b>	<b>100% (49,221)</b>	<b>100% (6,550)</b>

**Table 44.** 94.1 per cent of teaching staff agree or strongly agree they feel confident helping students build skills that support their wellness.

	Per cent	Count
Strongly Agree	45.5%	2,014
Agree	48.6%	2,152
Disagree	3.6%	160
Strongly Disagree	0.6%	27
Don't Know/Unsure	1.7%	74
<b>Total</b>	<b>100%</b>	<b>4,427</b>

**Table 45.** 69.7 per cent of students agree or strongly agree their school helps them when things are hard.

	Per cent	Count
Strongly Agree	23.3%	11,447
Agree	46.5%	22,877
Disagree	14.1%	6,916
Strongly Disagree	5.6%	2,737
Don't Know/Unsure	10.7%	5,244
<b>Total</b>	<b>100%</b>	<b>49,221</b>

**Table 46.** 80.5 per cent of families agree or strongly agree their child has built relationships, through school, that support their wellness.

	Per cent	Count
Strongly Agree	28.2%	1,845
Agree	52.3%	3,427
Disagree	8.7%	573
Strongly Disagree	3.5%	227
Don't Know/Unsure	7.3%	478
<b>Total</b>	<b>100%</b>	<b>6,550</b>

**Table 47.** 78.8 per cent of students and 88.9 per cent of families agree or strongly agree students have at least one positive relationship with an adult at their school.

	Students	Families
Strongly Agree	37.2% (18,294)	39.5% (2,585)
Agree	41.6% (20,476)	49.5% (3,240)
Disagree	8.4% (4,140)	3.5% (231)
Strongly Disagree	5.3% (2,608)	2.1% (139)
Don't Know/Unsure	7.5% (3,703)	5.4% (355)
<b>Total</b>	<b>100% (49,221)</b>	<b>100% (6,550)</b>

**Table 48.** 84.6 per cent of staff agree or strongly agree they are aware of the range of supports available through the Division's benefit program.

	Per cent	Count
Strongly Agree	25.7%	1,442
Agree	58.9%	3,305
Disagree	12.0%	673
Strongly Disagree	2.1%	120
Not Applicable	1.2%	68
<b>Total</b>	<b>100%</b>	<b>5,608</b>

**Table 49.** 89.7 per cent of staff agree or strongly agree their workplace feels respectful.

	Per cent	count
Strongly Agree	44.3%	2,487
Agree	45.4%	2,545
Disagree	5.8%	324
Strongly Disagree	2.2%	122
Don't Know/Unsure	2.3%	130
<b>Total</b>	<b>100.0%</b>	<b>5,608</b>

**Table 50.** 69.2 per cent of staff agree or strongly agree there are community services available to support the mental health needs of students.

	Per cent	Count
Strongly Agree	20.4%	932
Agree	48.8%	2,225
Disagree	14.0%	639
Strongly Disagree	5.5%	253
Don't Know/Unsure	11.3%	514
<b>Total</b>	<b>100%</b>	<b>4,563</b>

**Table 51.** *The extent in which professional supports enhanced staff confidence in supporting students' mental health and well-being.*

	Division-provided professional training	Central unit supports or resources (e.g., materials on Connect, consultants)	Catchment-level professional learning or initiatives	School-level collaboration or resources	Community agencies/supports
To a Large Extent	21.3% (988)	21.9% (1,013)	18.6% (860)	34.0% (1,574)	18.8% (871)
To a Moderate Extent	40.2% (1,859)	36.2% (1,677)	36.7% (1,697)	40.4% (1,872)	34.5% (1,597)
To a Small Extent	25.4% (1,175)	26.8% (1,239)	29.5% (1,367)	19.3% (895)	22.7% (1,051)
I did not access this professional support	13.1% (606)	15.1% (699)	15.2% (704)	6.2% (287)	24.0% (1,109)
<b>Total</b>	<b>100% (4,628)</b>	<b>100% (4,628)</b>	<b>100% (4,628)</b>	<b>100% (4,628)</b>	<b>100% (4,628)</b>



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**DATE:** February 6, 2024

**TO:** Board of Trustees

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

**SUBJECT:** Bereavements

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

**RESOURCE STAFF:** Cindy Maksymuik

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

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**Miss Meghan Woollam** passed away on January 20, 2024, at the age of 23 years. Meghan started with the Division in September 2022 as a supply teacher. At the time of her passing she was on leave as a teacher at Overlanders School. She is survived by her mom, Railii; dad, Rob; brother, Owen; in addition to numerous family and friends.

**Mrs. Dalays Shire** passed away on December 11, 2023, at the age of 63 years. Dalays started with the Division in May 2012. During her 11-year career she was a custodial assistant in Supply Services and Kensington School. At the time of her passing she was on a leave of absence. She is survived by her husband, Abdi Ali Elmi; her children, Mohamed Ali, Ahmed Ali, Hamza Ali, Mustafa Ali, Hamda Ali, Hanan Ali; her grandchildren, Amira Ali and Noah Cameron; in addition to numerous family and friends.

AA:cm