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

CFE McCauley Chambers
Board Meeting   **Tuesday, March 5, 2024**
                                                                 2 p.m.

A.   **O Canada**
B.   **Roll Call**
C.   **Approval of the Agenda**
D.   **Communications from the Board Chair**
E.   **Communications from the Superintendent of Schools**
F.   **Approval of the Minutes**
          1.   DRAFT – Board Minutes – February 6, 2024
G.   **Recognition**
          2.   Edwin Parr Teacher Awards
                (Information)
H.   **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, March 4, 2024, to speak under this item.)
I.   **Reports**
          3.   Report #07 of the Caucus Committee (From the meeting
                held on February 6, 2024)
                (Information)
          4.   Student Senate 2023-2024 Work Plan Update
                (Information)
          5.   Strategic Plan Update Report: Priority 2
                Anti-racism, Reconciliation and Equity Plan Action Plan Year Two Update
                (Information)
          6.   School Councils Annual Report Highlights Summary
                (Information)
          7.   Update on Operational Efficiencies 2022-2023
                (Information)
          8.   Division Centre Program Information
                (RFI Response)
          9.   Students Fleeing Persecution and/or Global Conflicts
                (RFI Response)
          10.   Bereavement
                (Information)
J.   **Other Committee, Board Representative and Trustee Reports**
K.   **Trustees and Board Requests for Information**
L.   **Notices of Motion**
M.   **Meeting Dates**
N.   **Adjournment**

EDMONTON PUBLIC SCHOOLS

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, February 6, 2024, at 2 p.m.

Present:

Trustees

Trisha Estabrooks	Julie Kusiek	Sherri O'Keefe
Dawn Hancock	Marsha Nelson	Jan Sawyer
Marcia Hole		Saadiq Sumar

Officials

Angela Anderson	Karen Mills	Darrel Robertson
Todd Burnstad	Kathy Muhlethaler	Carrie Rosa
Grace Cooke	Kent Pharis	Ron Thompson
Andrea Cooper	Nancy Petersen	Liz Yule
	Cliff Richard	

Board Chair: Julie Kusiek   **Recording Secretary**: Catherine Angeles

The Board Chair called the meeting to order and called upon Vice-Chair Sawyer to provide a land acknowledgement.

Vice-Chair Sawyer shared that during her daily walks she is continually grateful for the beauty and peace of our river valley. She is most profoundly reminded that this land is not ours when she thinks about the stories told by Dwayne Donald. She is reminded that our work about hearing the truths of those who were harmed by our settlement of these lands, as well as our work towards reconciliation, will never be complete.

A.   O Canada

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

The Superintendent advised that all Trustees were present.

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C.   Approval of the Agenda

MOVED BY Trustee Estabrooks:
"That the agenda for the February 6, 2024, Board meeting be approved as printed."
(UNANIMOUSLY CARRIED)

D.   Communications from the Board Chair

The Board Chair shared that last week the Premier made an announcement that will have an impact on students across this province. She shared that the Board of Trustees met this morning to share their reactions to the announcement with one another and how they plan to navigate it, as a Board, in the coming days, weeks and months. They have significant concerns about what the Premier announced and how it will impact the safety, inclusion and wellbeing of students in schools. The Board will be writing a letter to the Premier outlining these concerns.

The Board of Trustees believes that the voices of those most impacted need to be heard and emphasized, especially the voices of the 2SLBGTQIA+ community. They value and respect the right for 2SLGBTQIA+ students to be themselves and to exercise the full range of their humanity. They accept students for who they are and how they come to school every day. The Board Chair said, "To the 2SLGBTQIA+ students in our schools: The Board of Trustees wants students to know that we care about you and your wellbeing. The Board will continue to advocate for you."

The Board Chair stated that the Division has a strong sexual orientation, gender identity, and gender expression (SOGIE) policy in place. The Superintendent shared a letter with families late last week, articulating that the Division's policies and protections for students remain in place until further notice.

The Board Chair stated that the Board of Trustees were not consulted ahead of last week's announcement. There will be significant impact to students, staff and school boards as a result of this announcement. It's essential that the voices of school boards are at the table when it comes to any proposed changes in education before an announcement is made. This proposal is a significant change.

The Board Chair expressed that the Board commits to keeping families and the community informed on our advocacy for safe, welcoming learning environments and for the rights of all students, and at this time especially the 2SLGBTQIA+ community.

E.   Communications from the Superintendent of Schools

The Superintendent welcomed all of the staff attending the meeting in person, including SCOPE principals Debbie Petkau and Christina Jones, and those who are watching online today.

The Superintendent shared that registration and pre-enrolment opened on February 1 and end on March 22. He said this is the first year that they've combined both dates so that students who are new to the Division and students who will remain with us next year can register and pre-enrol on the same day.

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The Superintendent said that as the Division grows, every school has their level on the Growth Control Model posted to their website, which outlines whether they have open boundaries, are nearing capacity or have reached capacity and have implemented a lottery process. This is important information for families to have, as they decide what school their child might attend next year.

Superintendent Robertson explained how the Division determines utilization rates and the Growth Control Model. At a Board meeting earlier this school year, he was asked about how a school, like Westglen, can have a higher utilization rate, but remain at Level 1 on the Growth Control Model. The Division calculates utilization rates based on a formula provided and required by the province. It represents a "one-size-fits-all" approach to measuring the amount of instructional space within a facility where students are. Instructional classroom capacity is calculated by taking the total instructional area, less the areas associated with gymnasiums, physical activity rooms, learning commons (libraries), Career and Technology Studies (CTS) labs and non-profit and administrative spaces. This total is then divided by a predetermined Instructional Area per student. It's a universal formula that works well for many schools, but isn't as accurate in all cases, like the Westglen example, where they have unique and different spaces. Our schools are not a one-size-fits-all; we have some older schools and a number of new ones. For example, Westglen has some smaller than average classrooms at 66 square metres, compared to the average classroom size in the Division at 75 square metres and there is less open space that cannot be used for instruction. Based on the formula, Westglen School is calculated at above 100 per cent utilized. The principal works with staff centrally to manage enrolment. Historically, Westglen's resident attendance area student and siblings have been accommodated, which leaves few spaces for other families who would like to have their children attend school. And while utilization rates factor into determining what level a school is at on the Growth Control Model, it is not the sole consideration. If parents have specific questions about their school's placement on the Growth Control Model, they are encouraged to speak with their principal.

The Superintendent shared that it's also open house season within the Division. 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. These open houses happen throughout this month and into March. Everything needed to know about registering, pre-enroling or attending an open house is available on epsb.ca. If families have any questions, reach out to the school principal for more information.

The Superintendent shared that 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 we're doing and what they value in a quality education system. The Division uses feedback to help us 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 provided an illness data update. One Division school, Glenora, is currently under respiratory outbreak. The school has shared information from Alberta Health Services.

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Board Minutes   **February 6, 2024**

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F.   Approval of the Minutes

   1.   Board Meeting – January 23, 2024

MOVED BY Trustee Hancock:
   "That the minutes of the Board meeting held January 23, 2024, be approved as printed."
   (UNANIMOUSLY CARRIED)

G.   Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

H.   Reports

   2.   Report #05 of the Caucus Committee (From the meeting held January 23, 2024)

Information was provided regarding actions taken at the January 23, 2024, Caucus Committee meeting.

   3.   Revised 2024-2025 School Year Calendar

MOVED BY Trustee Hole:
   "That the attached revised 2024-2025 School Year Calendar be approved."
   (UNANIMOUSLY CARRIED)

   4.   Second, third and final reading of Board Policy AB.BP Dispute Resolution and Appeals

MOVED BY Trustee Sumar:
   "That Board Policy AB.BP Dispute Resolution and Appeals be read for a second, third and final time and be approved."
   (UNANIMOUSLY CARRIED)

   5.   Board Policy GCA.BP Approval of the School Year Calendar

MOVED BY Trustee Sumar:
   "That Board Policy GCA.BP Approval of the School Year Calendar be read for the first time and be approved for stakeholder feedback."
   (UNANIMOUSLY CARRIED)

   6.   2022-2023 Division Feedback Survey Report

An update was provided on the 2022-23 Division Feedback Survey, which was administered to students, Division staff and families. The results from the surveys have been compiled into a Division summary report that provided the results for all respondent groups (students Grades 4 to 12, Division staff and families).

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Board Minutes   **February 6, 2024**

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    7.   <u>Bereavements</u>

Vice-Chair Sawyer reported on the passing of Miss Meghan Woollam and Mrs. Dalays Shire.

I.   <u>Other Committee, Board Representatives and Trustee Reports</u>

Trustee Estabrooks shared that she attended the rally in support of trans rights being human rights on the weekend. There were hundreds of people there, including representatives from all levels of government. While there was certainly a lot of anger, she also saw, heard and felt a lot of hope from the 2SLGBTQIA+ community alongside allies. She thanked the Board Chair for the statement earlier in this meeting.

Trustee Estabrooks expressed gratitude to the City of Edmonton for working with not-for-profit agencies to provide free after school activities at now seven recreation centres across the city. She said this is a great example of how the city is supporting students and families at Edmonton Public schools. She wanted to share the gratitude she has heard from families for this initiative.

The Board Chair shared that February is Black History Month, a time for students, staff and community members to celebrate and learn more about the lives, histories and accomplishments of Black Albertans and Canadians. From art projects and social studies lessons, to visits from influential Black Albertans, schools are engaging in activities throughout the month.

The Board Chair said one of the highlights of Black History Month is the Melisizwe Brothers tour. This is the second year they have performed and given a presentation at more than a dozen Division schools. Through their performances and dialogue, they will help us all better understand and appreciate the diversity and vibrancy of Black culture.

The Board Chair invited students, families and community members to join her on Thursday, February 15, anytime between 6 and 8 pm for coffee and conversation at La Bosco Cafe. Information was shared on the last Ward F Newsletter, and she'll be posting to her social channels and website later this week.

J.   <u>Trustees and Board Requests for Information</u>

Trustee Estabrooks submitted a Request for Information regarding 2023-2024 Refugee Student Data:

Could Administration please provide a breakdown of the number of students fleeing persecution and/or global conflicts who are new to the Division for the 2023-2024 school year. Specifically, include data on the number of refugee students and their countries of origin. Include a breakdown of those who arrived on or before the September count date and those who arrived afterwards and include information regarding the funding of these students.

MINUTE BOOK

K.   **Notices of Motions - None**

L.   **Next Board Meeting:** Tuesday, March 5, 2024, at 2 p.m.

M.   **Adjournment:** 3:53 p.m.

The Board Chair adjourned the meeting.

Julie Kusiek, Board Chair	Karen Mills, Director Board and Superintendent Relations

DATE: March 5, 2024

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Edwin Parr Teacher Award

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

**RESOURCE
STAFF:**   Trish Kolotyluk, Kevin Carson

ISSUE
Each year, principals are invited to nominate first year teachers for the Edwin Parr Teacher Award which is sponsored by the Alberta School Boards Association (ASBA). One nominee is selected to represent the Division at the zone level.

BACKGROUND
Sixteen first year teachers were nominated by their principals for the 2024 ASBA Edwin Parr Teacher Award. A committee of Division leadership staff met on Friday, February 2, 2024, to review and assess the nominations relative to the selection criteria established by ASBA. Results from the committee's assessment, as well as points awarded based on scholastic achievement and student teaching evaluations were compiled. Based on the selection criteria, four nominees were invited to a meet and greet with representatives from the Division Support Team.

CURRENT SITUATION
Each of the following nominee semi-finalists will be introduced:

Nominee	School
Bridget Jessome	Hillview School
Kate Jolicoeur	Soraya Hafez School
Shaeleigh Kokot	Joey Moss School
Timon Mueller	Greenview School

KEY POINTS
The Division nominee for the Zone 2/3 2024 Edwin Parr Teacher Award will be announced by the Superintendent of Schools and will be presented with an engraved plaque.

TK:kv

DATE: March 5, 2024

TO: Board of Trustees

FROM: Trustee Sawyer, Caucus Committee Chair

SUBJECT: Report #07 of the Caucus Committee (From the meeting held on February 6, 2024)

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

REFERENCE: Trustees' Handbook – Caucus Committee - Section 5.4

ISSUE

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

The following recommendations were approved at the February 6, 2024, Caucus Committee meeting:

1. <u>Legal Matter #020624-01</u>

That the Board proceed on Legal Matter #020624-01 as recommended.

BACKGROUND

In accordance with Section 52 of the *Education Act*, the Board delegates to the Caucus Committee the following powers:

a. discussing, making decisions, giving direction to the Administration, and/or developing recommendations to Board on matters pertaining to:
   - the personal or proprietary information of an identifiable individual or group, including staff, students and parents
   - labour relations and employee negotiations
   - a proposed or pending acquisition or disposition of property
   - law enforcement matters, litigation or potential litigation, including matters before administrative tribunals affecting the Division
   - the security of the property of the Division
   - the terms and conditions of a contract with the Superintendent of Schools in accordance with Section 222 of the *Education Act*,

The delegation of decision-making authority to the Caucus Committee is subject to the following limitation: decisions made by the Caucus Committee will be reported to the Board in a public meeting.

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2. <u>Response to Province Announcement Regarding Gender Identity and Pronouns</u>

That the Board authorize the Board Chair to draft a letter to the Premier detailing the Board's concerns with the Provincial direction concerning gender diverse individuals.

BACKGROUND
On January 31, 2024, Premier Smith released a video outlining the proposal of new guidelines and policies related to gender diverse minors that would be introduced by the government. On February 1, 2024, the Premier held a news conference at which she reviewed the initiatives relayed in the video and signaled that the package of policies to support them would be ready for the fall.

KM:ca

2

DATE: March 5, 2024

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Student Senate 2023-2024 Work Plan Update

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

**RESOURCE
STAFF:**   Naimo Bille, Sean Jones, Nancy Petersen, Wanas Radwan

REFERENCE: October 4, 2016, Board Report – Strategic Plan Update: Student Senate 2016-17 Work Plan

ISSUE
The Student Senate is presenting an update on their work plan for the 2023-2024 school year to the Board of Trustees.

BACKGROUND
The Student Senate serves as a youth engagement model to promote active student participation in youth governance within education and to provide the Board of Trustees with a meaningful way to access student voice. To help guide the direction and energy of the Student Senate, they establish a yearly work plan that focuses on real-life application projects that are informed by the voice of their peers. The Student Senate reports on their efforts to meet their work plan goals at three public Board meetings throughout the year.

CURRENT SITUATION
In their October and November meetings, Student Senators used a project planning template to define their projects. By the end of the November meeting, they had decided to pursue four projects: a Club Summit one-day conference; a podcast discussing mental health, media coverage, and body image issues youth face; a brochure to highlight digital learning tools; and a workshop to ignite students' passion for education. Time was set aside at the Student Senate meetings on December 12, January 10, and February 7 for groups to work on their projects.

The Student Senate meetings also provided opportunities for Student Senators to expand their knowledge. On November 8, staff from the Division's EnviroMatters Office provided a presentation on EcoSchools and environmental initiatives being taken in the Division. At the December 12 meeting, Trustees joined Student Senators for supper and conversation that covered a wide range of topics. At their February 7 meeting, staff from the Division's TIPS (Technology, Integration & Planning Supports) Team spoke about digital citizenship. This team will be joining the March 13 meeting to continue this discussion.

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KEY POINTS
- Student Trustees are undertaking four projects: a Club Summit one-day conference; a podcast discussing mental health, media coverage, and body image issues youth face; a brochure to highlight digital learning tools; and a workshop to ignite students' passion for education.
- Student Senators have had opportunities to learn more about Division initiatives via guest presentations at their meetings.
- Student Trustees will report on the culmination of their work at the May 28, 2024, public Board meeting.

NB:SJ:KM:NP:WR:km

2

DATE:	March 5, 2024
TO:	Board of Trustees
FROM:	Darrel Robertson, Superintendent of Schools
SUBJECT:	Strategic Plan Update Report: Priority 2 Anti-racism, Reconciliation and Equity Action Plan - Year Two Update
ORIGINATOR:	Nancy Petersen and Kent Pharis, Co-chairs Anti-racism, Reconciliation and Equity Steering Committee
RESOURCE STAFF:	Angela Anderson, Clarice Anderson, Youssra Badr, Grace Cooke, Marlene Hanson, Kim Holowatuk, Shaun Lafferty, Seanna Lawrence, Karen Mills, Jimi Ogunfowora, Ann Parker, Carrie Rosa, Elizabeth Shen, Mangal Singh

ISSUE

Strategic Plan Update Reports are one way of reporting to the Board of Trustees progress across the three priority areas of the Division's Strategic Plan. This Strategic Plan Update Report provides an overview of the Division's efforts in support of the Anti-racism, Reconciliation and Equity Action Plan (formerly, the Anti-racism and Equity Action Plan) and reflects progress in support of Priority 2 of the 2022-26 Division Strategic Plan, "*Advance action towards anti-racism and reconciliation*."

BACKGROUND

The Edmonton Public Schools Board of Trustees issued their Board Statement on Anti-racism and Inclusion on June 4, 2020. In response to this statement, the voices of staff and students and the urgency within the community to address racism and reconciliation, the Division embarked on a multi-year commitment to work intentionally toward anti-racism, reconciliation and equity through continuous action, learning and improvement. Priority 2, Goal 1 of the 2022-26 Division Strategic Plan calls for the Division to work with students, staff, families and communities to update and advance the Division's Anti-racism, Reconciliation and Equity Action Plan each year. The actions outlined in the plan are intended to lead to authentic and meaningful long-term systemic change. This work is in support of Board Policies HAAB.BP Anti-racism and Equity and HAA.BP First Nations, Métis and Inuit Education, aligns with the Division's Cornerstone Values of Accountability, Collaboration, Equity and Integrity and reflects the Division's commitment to success for all students.

The action plan was introduced in the fall of the 2021-2022 school year and was structured around three key areas of focus, as noted below. The development of the plan was informed by feedback from staff, students, families and members of the community.

1. Support for schools and enhancing school capacity.
2. A focus on Human Resource practices and the engagement of all staff.
3. The development of a model to support the collection of extended student demographic data.

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CURRENT SITUATION

In this Strategic Plan Update Report, reference is made to the "*Anti-racism, Reconciliation and Equity Action Plan*". When the action plan was introduced in 2021, it was titled "*Anti-racism and Equity Action Plan*". As the Division's understanding of this work continues to deepen, the importance of stating reconciliation clearly and with intent has been identified. Moving forward, the action plan will be referred to as the Anti-racism, Reconciliation and Equity Action Plan.

The Division's efforts toward anti-racism, reconciliation and equity reflect a multi-year commitment. The action plan serves as a guide to keep the work moving forward and to support awareness on how the key areas of the work continue to evolve. The Division reviews the action plan on an ongoing basis and commits to communicating the progress made towards anti-racism, reconciliation and equity annually. Information on the epsb.ca Anti-racism, Reconciliation and Equity page will continue to be updated and will include the Division's actions taken in year two as outlined in the Anti-racism, Reconciliation and Equity Action Plan Year Two Update report.

The Division commits to transparency and ongoing communication around actions being taken in support of anti-racism, reconciliation and equity. This report serves as one means of sharing information about our progress. This year's document contains relevant Division Feedback Survey questions that provide an indication or snapshot of progress in certain areas of the work and the report has been written at a more accessible reading level to support greater accessibility.

KEY POINTS
- This report reflects progress towards Priority 2 of the Division Strategic Plan and provides an overview of year two's actions in support of the Division's Anti-racism, Reconciliation and Equity Action Plan.
- These actions reflect the Division's commitment to anti-racism, reconciliation and equity.
- The voice of staff, students, families and community members continue to inform this work.

ATTACHMENTS and APPENDICES
ATTACHMENT I   Anti-racism, Reconciliation and Equity Action Plan - Year Two Update

sl:NP

2

Anti-racism, Reconciliation and Equity Action Plan

Year Two Update

March 5, 2024

EDMONTON PUBLIC SCHOOLS

Land acknowledgment

Edmonton Public Schools is located within Treaty 6 territory, and the Métis Nation within Alberta, North Saskatchewan River Territory (Districts 9 and 10). We honour and thank the diverse Indigenous Peoples for taking care of the land that we call home. It is with gratitude and respect that we live in amiskwacîwâskahikan, a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge all the many First Nations, Métis and Inuit whose footsteps have marked these lands since time immemorial.

A note on language

In this update, we often refer to our *Anti-racism, Reconciliation and Equity Action Plan*. When we released the plan in 2021, it was titled *Anti-racism and Equity Action Plan*. As we listen, learn and deepen our understanding of this work, we see the need to state reconciliation clearly and with intent. Moving forward, we will refer to the plan as the *Anti-racism, Reconciliation and Equity Action Plan*.

> **Reconciliation** is the process and goal of creating societal change through a fundamental shift in thinking and attitudes. Reconciliation involves learning about historical and contemporary First Nations, Métis and Inuit perspectives and experiences that are grounded in experiential truth, including residential schools and treaties. Fundamental to reconciliation are mutually respectful relationships between Indigenous and non-Indigenous peoples.
>
> —*Board Policy HAA.BP First Nations, Métis, and Inuit Education*

79.6 per cent of Grades 4 to 12 students who responded are in agreement with the statement:

My school takes actions that support truth and reconciliation.

93.6 per cent of staff who responded are in agreement with the statement:

The Division is taking actions that support truth and reconciliation.

69.3 per cent of families who responded are in agreement with the statement:

My child's school keeps me informed of steps they are taking to support truth and reconciliation.

Responses from 2022–23 Division Feedback Survey. See Table 1 in the Appendix.

Advancing our Action Plan

Our path to anti-racism, reconciliation and equity

The *Anti-racism, Reconciliation and Equity Action Plan* was created in the fall of 2021 and prioritized three key areas of work that we continued to focus on in year two of the action plan:

1. Support for schools and enhancing school capacity
2. Human resource practices
3. Student demographic data

The action plan is supported by policies and reports that guide our collective efforts in this work and has built upon work that was already occurring across Edmonton Public Schools in support of equity and reconciliation.

Jun 2020
Board of Trustees released *Statement on Anti-racism and Inclusion*

Sep 2020
Board of Trustees motion on data collection as part of our commitment to anti-racism and inclusion

Nov 2021
Division released *Anti-racism and Equity Action Plan*

Jun 2021
Board of Trustees passed Board Policy *HAAB.BP Anti-racism and Equity*

May 2021
Equity Advisory Committee Recommendation Report on student demographic data collection is released

Aug 2022
Division released *2022–26 Strategic Plan*

Mar 2023
Division released *Anti-racism and Equity Action Plan: Year One Update*

Mar 2024
Division released *Anti-racism, Reconciliation and Equity Action Plan: Year Two Update*

Our data story

Edmonton Public Schools actively seeks the input of students, staff and families through surveys and other engagement opportunities to ensure their perspectives inform our work.

In the 2022–23 school year, we used two data sources to capture the voices of our school communities related to the work of anti-racism, reconciliation and equity.

The ***Division Feedback Survey*** is conducted every year with students, staff and families to measure how the Division is meeting its strategic priorities and goals. It also gathers valuable qualitative and quantitative feedback to help schools and the Division identify areas of success and areas for growth. In total, we received 61,378 responses to the 2022–23 Division Feedback Survey:

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

The ***Increasing Diversity in Leadership Report*** highlights insights gathered from focus group discussions in February 2022 with staff who identify as Black, Indigenous or Persons of Colour in formal leadership positions or aspiring to leadership positions at Edmonton Public Schools. During these conversations, participants openly shared their experiences in seeking career advancements, and formal leaders provided valuable perspectives on their own journeys in leadership roles.

Year two update: Guided by our school communities

This report shares what was accomplished in the 2022–23 school year in support of the *Anti-racism, Reconciliation and Equity Action Plan*. Since we began work on the action plan in 2021, we have experienced that this work isn't straightforward; it's a dynamic process guided by the voices of students, staff, families and communities, and grounded in our action plan. We're still learning from those impacted by our efforts, and their powerful stories, experiences and aspirations inspire us to continue this work.

While we made much progress on this work during the 2022–23 school year, we have also navigated through difficult discussions and addressed sensitive topics that affected students, staff and families across school communities. This update reports on the many contributions from across the Division that have helped move our action plan forward. However, we understand that to make real and lasting changes within our organization, sustained effort and dedication are necessary for years to come.
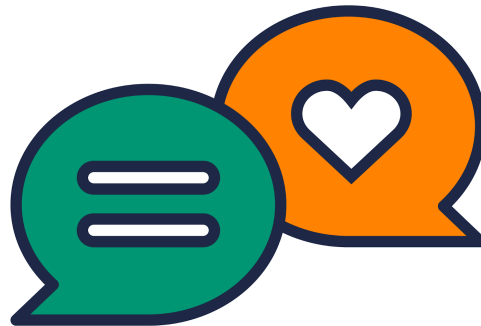
"The only solution to some of the challenges we are facing is to be a better listener and to be someone who is continually open to dialogue."

— Staff response, *Creating Schools that Listen* participant

Support for schools and enhancing school capacity

Schools play a critical role in helping students better understand the world around them—at school and within their community. Edmonton Public Schools is committed to providing welcoming, inclusive, safe and healthy learning environments for all students. The Division aims to support schools with resources and professional learning that helps navigate the complexities of anti-racism, reconciliation and equity in their diverse school communities.

Anti-Racism Critical Support (ARCS) Team

Providing support for school-based incidents perceived to be racist or discriminatory.

The ARCS Team partners with schools to respond to serious incidents perceived to be racist or discriminatory. During the 2022–23 school year, the ARCS Team received 26 requests to work with schools. Diversity consultants, trained in circle practices, facilitate conversations with staff, students, families and community members to resolve complex situations. Responses are customized to each situation and lead to many different outcomes:

- Building relationships.
- Resolving the conflict.
- Building on the expertise of school staff through targeted learning sessions.
- Hosting circle conversations with staff to debrief difficult situations and support mental health.

Multi-faith Calendar

Building a sense of belonging for all students.

In 2021, we introduced the Multi-faith Calendar as a resource to support welcoming, inclusive, safe and healthy learning and working environments. Schools use the calendar to:

- Organize events
- Plan academic timelines
- Celebrate days of significance
- Build a sense of belonging for all students

We revisit the calendar regularly to ensure it is useful and relevant.

76.8 per cent of Grades 4 to 12 students who responded are in agreement with the statement:

Many diverse cultures are represented in the books and materials at my school.

89.5 per cent of staff who responded are in agreement with the statement:

Many diverse cultures are represented in the books and materials at my school.

84.5 per cent of families who responded are in agreement with the statement:

Many diverse cultures are represented in the events, activities and environment of my child's school.

Responses from 2022–23 Division Feedback Survey. See Table 2 in the Appendix

School Year Calendar

Working towards a more inclusive school calendar.

Talking to students, staff and community members has shown us how crucial it is to have a school calendar that reflects diverse days of significance to our communities. In 2023, the Division policy that outlines how we develop the school calendar was reviewed by the Board of Trustees' Policy Review Committee to consider how days of significance are recognized by the Division. We used feedback from the community and the Policy Review Committee to inform the annual School Year Calendar report and the approval of the 2024–25 School Year Calendar.

Anti-racism, Reconciliation and Equity Toolkit

Resources for schools related to anti-racism, reconciliation and equity.

The Anti-racism, Reconciliation and Equity Toolkit is a resource for schools, featuring information related to:

- Anti-racism, anti-discrimination and culturally responsive practices
- Sexual orientation, gender identity and expression (SOGIE) support
- Reconciliation and First Nations, Métis and Inuit cultural knowledge and practices

The toolkit provides staff with Division policies and administrative regulations that support this work, videos and resources for learning, frequently asked questions and a glossary. Five professional learning tools for staff were added to the toolkit in 2023:

- An Introduction to Integrative Anti-racism
- Basics of Being an Ally
- Learning about Microaggressions
- Understanding Power and Privilege Through an Intersectional Lens
- What is Bias?

"Our main goal was to help making the unheard, be heard, whether they are students, teachers, adults, children, we want everyone to feel included."

— Student response, *Creating Schools that Listen* participant
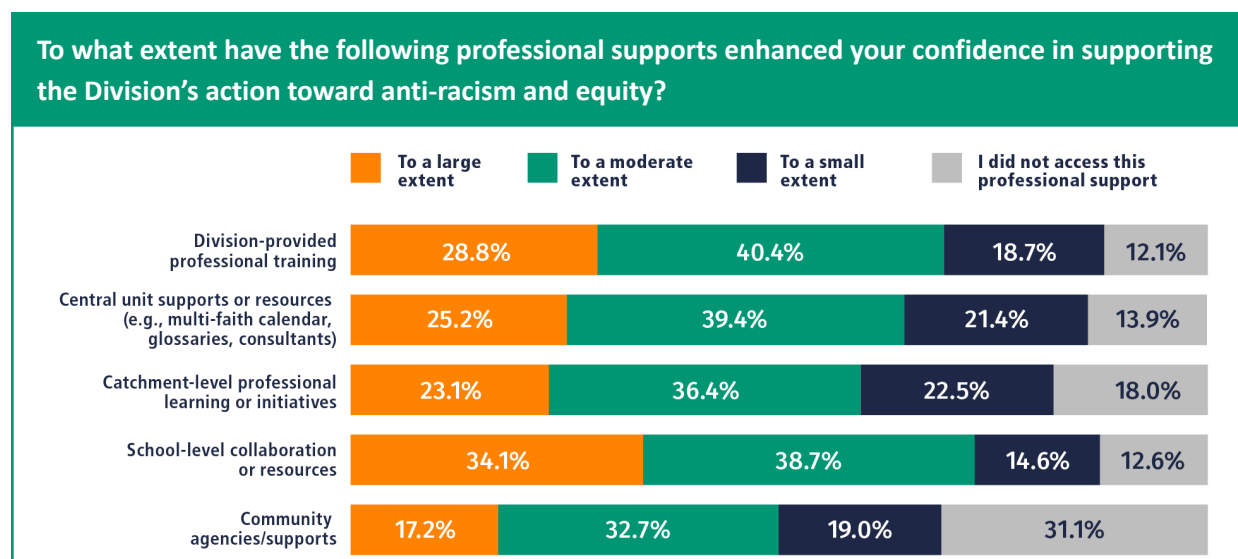
Professional learning opportunities

Enhancing skills and knowledge across the organization.

Edmonton Public Schools continues to build on the skills and knowledge of staff at all levels of our organization in many ways, including Division-led professional learning opportunities. These learning sessions, shaped by staff input, were widely attended by all staff groups throughout the Division including leadership and Trustees. Here are some of the many sessions offered in the 2022–23 school year:

- Anti-racism Defined
- Anti-racism Restorative Circles
- Books to Support Truth and Reconciliation in the Classroom
- Broadening Perspectives: Using Inclusive and Diverse Literature in the Classroom
- Examining Bias and Microaggressions
- Oral Storytelling: Using Indigenous Picture Books to Promote Oral Language Skills in the Classroom
- Responding to Racialized Situations
- Supporting Transgender and Gender Non-Binary Students
- The Guide to Allyship
- The *Indian Act*
- Truth, Reconciliation and Residential Schools
- The Sixties Scoop: Understanding the Implications in Schools Today

While it's crucial to have training available on these specific topics, it is not the only way the Division helps staff learn and grow. Staff can enhance their learning around anti-racism, reconciliation and equity in a number of other ways including:

- Central unit support
- Catchment initiatives
- School collaborations
- Community supports provided by Elders, Knowledge Keepers and agencies

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

	To a large extent	To a moderate extent	To a small extent	I did not access this professional support
Division-provided professional training	28.8%	40.4%	18.7%	12.1%
Central unit supports or resources (e.g., multi-faith calendar, glossaries, consultants)	25.2%	39.4%	21.4%	13.9%
Catchment-level professional learning or initiatives	23.1%	36.4%	22.5%	18.0%
School-level collaboration or resources	34.1%	38.7%	14.6%	12.6%
Community agencies/supports	17.2%	32.7%	19.0%	31.1%

Responses from 2022–23 Division Feedback Survey. See Table 3 in the Appendix

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Anti-racism, Reconciliation and Equity Action Plan: *Year Two Update*

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School-level conversations on anti-racism, reconciliation and equity

Using student voice to advance anti-racism, reconciliation and equity within school communities.

Schools across the Division continue to use many methods to take part in school-level conversations on anti-racism, reconciliation and equity. In 2022, some schools launched the *Creating Schools that Listen* model which engages school leaders, students and community members, and focuses on building relationships to better understand and address systemic issues. The model uses a flexible format to produce different processes, approaches and outcomes at each school. Schools then use student-led activities, including summits and Social Innovation Labs, to work collaboratively across their school communities to create actions that promote safety, inclusion and a sense of belonging.

A **summit** provides an opportunity for students to explore complex questions around topics that matter to them. Working collaboratively with community members, the summit process enables powerful conversations that strengthen the shared understanding of the topics being discussed. Students are supported in creating action projects that reflect their understanding of the complexities of the topic.

Social Innovation Labs are an approach to addressing complex challenges by tapping into a group's collective strengths, wisdom, empathy and creativity. An innovation lab brings together diverse perspectives to address an issue—gaining insights from participants' lived experiences, generating ideas, building potential solutions and testing them on the ground.

School Renaming Criteria Advisory Committee

Learning and reflecting on our history through the lens of anti-racism, reconciliation and equity.

The Board of Trustees established the School Renaming Criteria Advisory Committee to help inform the Division's approach to reviewing current school names and the act of renaming schools. The committee met four times during the 2022–23 school year and provided recommendations on a school renaming policy. By discussing the renaming of schools, we have the opportunity to learn and reflect on our history through the lens of anti-racism, reconciliation and equity.

Human resource practices

The staff at Edmonton Public Schools play a vital role in carrying out our vision of "enhancing pathways for student success." When students and families see themselves reflected in Division staff, it enriches the student experience across our school communities. In addition, staff seeing themselves reflected at all levels of the organization promotes equity and a sense of belonging. We will continue to engage with staff as we walk alongside one another on the Division's path towards equity and representation.

Diversity and Inclusivity Statement

Committed to hiring practices that support diverse, equitable and inclusive workplaces.

The Division's Diversity and Inclusivity Statement, released in 2022, communicates our commitment to diversity and inclusion in the workplace. The statement is featured on the careers page of epsb.ca and is one of the first touchpoints with potential employees interested in joining the Division.

> We are listening, we are learning and we are committed. Edmonton Public Schools aspires to be a learning community where every individual:
>
> - **belongs**
> - **is included**
> - **experiences success**
>
> We strive to empower staff to reach their goals in a diverse, equitable and inclusive workplace that values their lived experiences. We are seeking individuals like you, who reflect the students and families we serve.
>
> ***Together, we are stronger.***

Professional learning on equitable hiring practices

Understanding how unconscious bias impacts hiring practices.

Equity Based Hiring Practices is a series of professional learning sessions for principals and other Division managers involved in hiring. Launched in 2022, these sessions are facilitated by external consultants and focus on understanding how unconscious bias impacts hiring practices.

Anti-racism, reconciliation and equity leadership competency

Recognizing the importance of leadership skills related to anti-racism, reconciliation and equity.

The Division's *Leadership Development Framework* is designed to help build leadership abilities in all staff by developing different leadership competencies. In 2021, we researched and developed a new competency for leaders that relates to anti-racism, reconciliation and equity. The new draft competency will be taken to the Division's Anti-racism, Reconciliation and Equity committees for feedback to help inform introducing it into the leadership framework.

Increasing Diversity in Leadership Report

Representing the voices of Division staff with diverse identities.

In 2022, the Division hosted a series of collaborative conversations with staff who identify as Black, Indigenous or Persons of Colour. These conversations were used to inform the *Increasing Diversity in Leadership Report*. The report represents the voices of Division staff with diverse identities, sharing participants' lived experiences as aspiring leaders and of those already in formal leadership positions. The report led to the following initiatives:

- **Leadership Development Framework site**
  Our internal Leadership Development Framework site was refined to make it more functional and user-friendly for all staff, including more accessible language and images. We added information specific to each staff group and incorporated feedback that made the leadership development processes easier to understand.

- **Mentorship program pilot**
  Staff who participated in the collaborative conversations indicated an interest in mentorship relationships. In 2022, we started to explore the creation of a new mentorship program pilot.

Anti-racism, Reconciliation and Equity Staff Advisory Committee

Engaging a diverse range of staff perspectives.

In June 2023, the Division invited all staff to participate in an Anti-racism, Reconciliation and Equity Staff Advisory Committee. The committee provides perspectives from a wide range of staff, representing various staff groups, roles, work locations, personal identities and lived experiences. As the Division continues our work towards becoming an anti-racist organization, we know the voice of staff is critical to our progress and this committee serves as one way this voice will be gathered.

Staff and applicant demographic data collection

Committing to research and exploration.

The Division is carefully considering an approach to collecting staff and applicant demographic data. Building on the insights we gained from the 2022 Student Demographic Survey, we began engaging with the community to better understand the importance of collecting this data. We are committed to transparency, collaboration and informed decision-making within this work and will continue our work with staff to gain further perspectives and insights.

"Looking forward that these conversations will lead to the creation of policies and initiatives that would provide an appropriate amount of representation of communities of colour in leadership roles in EPSB."

— Staff response, *Increasing Diversity in Leadership Report* participant

Student demographic data

In September 2020, the Edmonton Public Schools Board of Trustees passed a motion to look into a model to use for the collection of student demographic data—which led to the Student Demographic Survey. The goal of the survey is to gain a deeper understanding of students to inform how the Division honours and respects students' diverse identities and supports the success of all students.

After two years of planning, development and ongoing conversations with students, staff, families and community members, the Student Demographic Survey was launched in fall of 2022.

Analysis of the data from the survey over the coming years will help Edmonton Public Schools take action in our ongoing efforts to provide learning environments that are welcoming, inclusive, safe, healthy and respectful—where all students can be themselves and experience success.

67.2 per cent of Grades 4 to 12 students who responded are in agreement with the statement:

I feel like I can be myself at my school.

Responses from 2022–23 Division Feedback Survey. See Table 4 in the Appendix

Resources supporting survey implementation

Providing understanding through support for school communities.

The implementation of the Student Demographic Survey centered on our ability to provide clear understanding and support for principals, staff, families and students. Informed by the voices of school leaders, students, parents and members of the community, we created resources and shared them on SchoolZone, epsb.ca, the Division's internal staff website and by email with school communities. These resources included:

- Introducing the survey:
  - A video to introduce the survey and provide key information, with captions in 15 languages.
  - A letter from the Superintendent, translated into 15 languages.

- Understanding the survey:
  - Tools to support principals in their work with staff, students and families leading up to the survey.
  - Tools to support teachers in their work with students leading up to the survey, and as students completed the survey.
  - Glossaries explaining words and terms, to help students understand the language and terminology used in the survey.

- Public transparency:
  - Media event to share information about the survey and its process.

Student Demographic Survey launch

73 per cent participation rate.

Following two years of planning and preparation, Edmonton Public Schools launched its first Student Demographic Survey in November 2022 to students in Grades 4 to 12. The survey had a participation rate of 73 per cent. Participation in the survey was voluntary; parents who did not want their child to participate were able to opt their child out and students chose to participate or not. The Student Demographic Survey asked questions related to:

- Indigenous identity
- Racial identity
- Ethnicity
- Religion or spiritual affiliation
- Gender identity
- Sexual orientation (Grades 7 to 12 only)

Learn more about the Student Demographic Survey on the Division website.

Students hoped that:

…this will help students feel more comfortable and welcome at school and not be afraid of what others think of them.

…when people are struggling in their own country and need to come to Canada, that they can be accepted openly.

…everyone feels safe and can truly be themselves.

…this will help students with their mental health and will impact the upcoming generation.

…everyone can be proud of who they are.

…we get to see this knowledge expand among students and adults.

Responses from focus groups on Student Demographic Survey, 2022

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Survey data preparation

Respecting privacy and protecting confidentiality.

Feedback from engagement highlighted data confidentiality and security as top priorities. A small group of Division staff prepared the survey results, respecting privacy and protecting confidentiality. The Division worked with staff and community members to determine the best way to report on the data, in a manner that respects the identity of students and clearly communicates what students have shared through the survey.

Student Demographic Survey Report

Sharing results of the survey.

Results from the survey were shared through in the Student Demographic Survey Report.

Post-survey resources

Continued communication and support for school communities.

The Student Demographic Survey and the report were important milestones for the Division. After the survey closed and the report was released, communication and support continued throughout the 2022–23 school year:

- The Student Demographic Survey page on epsb.ca shared survey information and results, with resources provided in 15 languages.

- Guides were created to provide support for principals and teachers in sharing the Student Demographic Survey Report with students, staff and families.

- Survey questions were released to the public, to provide further insight into the contents of the survey.

- A video was created to share survey results and to promote the Student Demographic Survey Report, with captions in 15 languages.

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Next steps: Extending our impact

Support for schools and enhancing school capacity

Opportunities for impact

In year two of the action plan, we introduced and enriched several initiatives that encourage inclusive practices in schools and support a sense of belonging. Moving forward, our focus is on how we create spaces for student voice so we can better understand their unique student experiences.

What comes next

- We will expand the opportunities for schools to participate in *Creating Schools that Listen,* a professional development model that centers student voice.
- We will review and explore the current ways that students and families can report incidents of racism and discrimination.

Human resource practices

Opportunities for impact

In year two of the action plan, we gained further understanding on how we apply an equity lens to our human resource practices through engagement opportunities and professional learning sessions. Next year we are focusing on strategic projects that enhance trust and communication with staff and support equitable outcomes.

What comes next

- We will explore a model to collect staff and applicant demographic data with a view to understanding what representation currently looks like at Edmonton Public Schools.
- We will begin our work with the Anti-racism, Reconciliation and Equity Staff Advisory Committee to advance the action plan.
- We will review and explore the current ways that staff can report incidents of racism and discrimination.

Student demographic data

Opportunities for impact

In year two of the action plan, we took great care to prepare and support our school communities in carrying out the Student Demographic Survey. Moving forward, we will focus on using the survey results to better understand how students experience success and belonging in our schools.

What comes next

- We will begin the process of analyzing data presented in the Student Demographic Survey Report. As we move forward, we are committed to working with students and staff to gain further insights and understanding.

Supporting the work

To guide the work of the action plan, the Division has created four committees. These committees bring together a variety of voices, perspectives and real-life experiences to guide the Division's efforts in anti-racism, reconciliation and equity initiatives. Each committee is governed by a terms of reference, grounded in the action plan.

In addition to these four committees, we support this work by gathering input from staff, families and community members in other ways that include surveys, Social Innovation Labs and focus groups (this could include principal committees and the Superintendent's Community of Practice).

Committees

Equity Advisory Committee: This group reflects the diversity of our city through the voices of families and community members who provide insights on initiatives created under the action plan.

Anti-racism, Reconciliation and Equity Staff Advisory Committee: This new committee provides perspectives from a wide range of staff, representing various staff groups, roles, work locations, personal identities and lived experiences, in their work to advance the action plan.

Anti-racism, Reconciliation and Equity Steering Committee: This internal group reflects leadership, experience, diversity and expertise across the Division and provides overarching guidance on advancing the action plan.

Anti-racism, Reconciliation and Equity Principal Committee: This group of principals works directly with the steering committee to help plan, develop and carry out the action plan in schools.

Navigating change: Our path to anti-racism, reconciliation and equity

The Division's success is the responsibility of everyone involved, both individually and collectively. Navigating the path to becoming an anti-racist organization is rarely straightforward—we continue to listen, learn, unlearn and relearn. Feedback from community engagement has signaled that the Division is making progress, while also confirming that there is more work to be done.

The importance and complexity of this work are most evident in the voices of the students, staff and families within our school communities. We thank all of the students, staff, families and community members who walk with us as we work towards a shared vision of equity and belonging.

I think what really surprised me was just the fact that there were so many other people who also cared the same way I care. The idea is to build more inclusive schools.

Student response, *Creating Schools that Listen* participant

I think more diversity, more learning about cultures and anti racism is needed.

Student response, 2022–23 Division Feedback Survey

We need more guidance on teaching Indigenous students, as well as teaching about Indigenous culture and reconciliation.

Staff response, 2022–23 Division Feedback Survey

I love the school's respectful approach to inclusive spaces and celebrating diversity. My kid feels like the principal is really listening to students to work on resolving difficult circumstances at the school.

Family response, 2022–23 Division Feedback Survey

My lived experience is a huge asset to work with families with similar experiences/backgrounds, I believe we need to appreciate differences and find commonalities.

Staff response, *Increasing Diversity in Leadership Report* participant

My child and I had a conversation and he feels like more work could be done to recognize diversity in the school and community.

Family response, 2022–23 Division Feedback Survey

Appendix

This appendix includes the quantitative results from the *2022–23 Division Feedback Survey* that are shared in this report.

Table 1

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*.

	Grade 4 to 12 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)
Total	100% (49,222)	100% (6,550)	100% (5,608)

Table 2

76.8 per cent of students and 89.5 per cent of staff agree or strongly agree *many diverse cultures (i.e., languages, traditions, worldviews, histories, current realities) are represented in the books and materials at their school;* while 84.5 per cent of families agree or strongly agree *many diverse cultures (i.e., languages, traditions, worldviews, histories, current realities) are represented in the events, activities and environment at their child's school*.

	Grade 4 to 12 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)
Total	100% (49,222)	100% (6,550)	100% (4,629)

Table 3

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)
Total	100% (5,291)	100% (5,291)	100% (5,291)	100% (5,291)	100% (5,291)

Table 4

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

Grades 4 to 12	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
Total	100%	49,222

DATE:	March 5, 2024
TO:	Board of Trustees
FROM:	Darrel Robertson, Superintendent of Schools
SUBJECT:	School Council Annual Report Highlights Summary
ORIGINATOR:	Karen Mills, Director, Board and Superintendent Relations
RESOURCE STAFF:	Cathy MacDonald, Carrie Rosa
REFERENCE:	*Section 14, School Councils Regulation, Alberta Education* *AA.BP Stakeholder Relations*

ISSUE
Providing a summary of highlights from 2022-23 school annual reports submitted to Communications.

BACKGROUND
Alberta Education, through the *Education Act* and, more specifically, Section 14 of the *School Councils Regulation,* requires all school council chairs to provide an annual report to the Edmonton Public School Board by September 30 of each year.

CURRENT SITUATION
Using a Google form, school councils submit their annual reports. A summary of the information is then presented to the Board of Trustees.

KEY POINTS
- As per Section 55 of the *Education Act,* school councils may advise the principal and Board on school matters, consult with the principal to ensure students have opportunities to meet education standards set by the Minister, consult with the principal on fiscal matters and perform other functions authorized under the regulations.
- School councils provide a strong communication link between school administration and families.
- A summary of the challenges and successes that school council's face is included in Attachment I

ATTACHMENTS and APPENDICES
ATTACHMENT I   School Council Annual Report Highlights Summary of Findings

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School Council 2022-2023 Annual Report Highlights Summary of Findings

The findings in the 2022–23 school council annual report reflect the activities of **149** school councils that submitted reports. Note that some schools are unable to establish a school council; when this is the case, principals establish an advisory committee. Advisory committees are not required to submit an annual report.

Alberta Education, through the *Education Act* and Section 14 of the *School Councils Regulation*, requires all school council chairs to provide an annual report to their board by September 30 of each year. For the 2022–23 annual report, the Division continued to use a Google form to simplify the submission process for school councils.

As per Section 55 of the *Education Act,* school councils may advise the principal and Board on school matters, consult with the principal to ensure students have opportunities to meet education standards set by the Minister, consult with the principal on fiscal matters and perform other functions authorized under the regulations.

The findings from the 2022–23 annual reports indicate that school councils continued to live up to their mandate to act as an advisory group to the principal and school community. Information collected also indicates that councils supported schools through additional activities.

Predominant activities undertaken
School councils are composed mainly of parents of students who attend the school. A council functions primarily to provide feedback and advice to the principal on a variety of school functions and decisions. They provide a strong communication link between school administration and families. Some school councils also play an important part in liaising between school administration and the school's fundraising association to inform the potential use of any funds raised.

In order of highest to lowest participation rates, the main areas school councils noted they were involved with during the 2022–23 school year are as follows:
- **83.2 per cent** supported special events linked to the school plan (e.g., breakfast and healthy eating programs, book fairs, open houses, Walk for a Cure, Terry Fox runs, winter clothing drives for students in need, meet the teacher nights, family dances, barbecues, math nights, welcoming new families, carnivals and cultural celebrations)
- **79.9 per cent** supported learning within the school (e.g., established a school council, provided feedback to the principal, supported cultural awareness, and assisted with procurement of various learning tools and resources)
- **45.6 per cent** informed/advised the principal on the school's budget
- **45 per cent** informed/advised the principal on the school's education plan
- **37.6 per cent** informed/provided input to the principal on the school's results review
- **36.2 per cent** advocated for the needs of the school community to the city, province and other groups (e.g., advocated for improved traffic safety, invited local politicians to meetings, connected with other school councils to advocate for more schools, and advocated government for mental health supports in schools and for improved budget allocations to schools)
- **24.8 per cent** provided input to help inform the work of the Board of Trustees (e.g., inviting Trustees to meetings, providing feedback on school renaming)

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- **24.8 per cent** informed the work of the Alberta School Councils' Association through an engagement task force or annual general meeting
- **22.8 per cent** worked on joint projects with the community or another school in support of the school plan (e.g., clothing drive, working with Ever Active Edmonton)

Additional activities
School councils supported additional activities, such as:
- Hosted a round dance and smudging ceremony, and celebrated being a Seven Sacred Teachings school
- Provided and recruited volunteers to support various clubs and programs
- Provided insight into mental health initiatives and school safety procedures
- Mentored new parent volunteers
- Developed outdoor learning spaces
- Led and supported staff appreciation initiatives
- Supported school's fundraising association
- Recruited guest speakers and organized various presentations of interest to families (cultural, mental health, literacy, etc.)
- Hosted information tables at school events so parents could ask questions and learn more about the work of the school council
- Organized artist-in-residence
- Supported new principals in learning more about the school community and generally supported other staff in ways they could (e.g., helping with volunteers)
- Helped write grants
- Assisted with student-led conferences and initiatives
- Created or updated school council operating procedures
- Supported hamper initiatives
- Led reconciliation projects (e.g., planting a heart garden)
- Helped with school yearbook projects
- Worked with La Cité Francophone to host a café in the school and to promote French language and culture
- Promoted and supported diversity and inclusion

Frequency of school council meetings
- **71.1 per cent** met monthly
- **14.8 per cent** met every other month
- The remainder met on varying and fluctuating frequencies (like quarterly or every six weeks)

How school councils met
- **63.8 per cent** had a mix of in-person and virtual meetings
- **22.1 per cent** met in person exclusively
- **14.1 per cent** met virtually exclusively

Meeting participation levels
- **61.7 per cent** had the same participation as in past
- **22.8 per cent** saw an increase in participation
- **15.4 per cent** experienced a decrease in participation

2

Funds handled
- **81.2 per cent** of respondents indicated their school council did not handle any funds last year as their school's fundraising association handles all funds
- **18.8 per cent** indicated their school council handled funds last year
- Some of the funds noted were from the $500 Alberta School Council Engagement grant from the Alberta Government that all schools with school councils were eligible to apply for
- Funds were typically received and raised through initiatives like pizza lunches, grants, money from their fundraising association, parent donations, popsicle sales, gift card sales and bottle drives
- Funds raised went toward a variety of things such as breakfast and lunch programs, books, field trips, presentations, blanket exercise, staff appreciation (e.g., treats) and some events (e.g., cultural day, barbecue or farewell celebrations)

Successes some school councils experienced
- Virtual and/or hybrid meetings work well for some schools. Councils indicate that more parents/guardians attend (easier for attendees to schedule in time, don't have to worry about child care)
- Updated school council website
- Some schools experienced more engagement and some reported being able to attract new executive members
  - Some had success through experiences like park playgroups, information tables at school events, and connecting with other parents/guardians at school events and the school community group chat
- Contributed to positive morale school culture/spirit (e.g., recognizing staff with treats)
- Ward Trustees attending meetings drew parent interest
- Worked on better communication with families
- Focused on improving upon, and increasing, diverse school council membership
- Were able to gather diverse opinions and experiences
- Organized guest speakers/presenters
- Were able to work with city council and traffic departments to improve safety in and around the school and community
- After several years of inactivity, a school was able to get enough people to form a school council and full quorum for meetings
- Created operating procedures

Challenges some school councils faced
- A majority of schools continued to struggle to get parents involved and/or keep them engaged
- Some schools struggled with their families understanding the purpose of the school council
- Some schools encountered challenges navigating strong personalities at meetings
  - Some schools reported this affected further engagement as some people stopped going to meetings because of it
- Meetings running too long
- Challenges finding volunteers to help with school council-supported activities
- Some noted they didn't have the proper technology to smoothly navigate online or hybrid meetings (sound or visual difficulties, or combination of both)
- Some schools noted their councils lacked diversity
- Some schools faced barriers sharing information due to language differences

- Some school councils are experiencing burnout because the same parents are always involved and the "go-to" people
- A few schools experienced executive council members stepping down mid-year and then council left trying to fill spots
- Some school councils had all new members and experienced challenges not having anyone with past experience, notes to share or provide mentorship

Common goals school councils set for following year
- Many schools indicated their desire to increase parent participation and engagement, encourage volunteerism and build a stronger sense of community
  - Some planned tactics are
    - pairing meetings with presentations/events
    - trying to diversify members
- Succession planning for new council executive members
- Continuing to support staff and students through appreciation initiatives
- Continuing to support school events like open houses and celebrations
- Plan more activities for school community
- Improve communications with families by
  - trying to organize parent/guardian class representative to improve communication
  - collaborating with school principal on creating agendas and sharing information
- Help decrease food insecurity in school (like breakfast, lunch and snack program support)
- Work on plans to manage inappropriate behaviour at meetings
- Support initiatives and events like book fair, read-a-thon, artist-in-residence, garden projects, clothing drive, cultural days, celebrations and free outside library
- Collaborate more with teachers and school administration to enhance and support enrichment activities, and teaching and learning experiences
- Update operating procedures
- Contribute to a respectful, inclusive, kind and citizen-oriented school
- Collaborate more with fundraising society
- Encourage participation in Alberta School Councils' Association (ASCA) training and representation at the ASCA annual general meeting
- Work on advocacy initiatives like school funding, traffic safety, online safety awareness and bike theft
- Have shorter and more organized/efficient meetings
- Make meeting minutes more accessible

4

DATE:	March 5, 2024
TO:	Board of Trustees
FROM:	Darrel Robertson, Superintendent of Schools
SUBJECT:	Update on Operational Efficiencies 2022-2023
ORIGINATOR:	Todd Burnstad, Chief Financial Officer
RESOURCE STAFF:	Angela Anderson, Lea Beeken, Kym Fudge, Terri Gosine, Geoff Holmes, Terry Korte Roland Labbe, Val LeClair, Coreen Moccia, Bob Morter, Robert Mah, Aaron Muller, Ann Parker, Madonna Proulx, Cliff Richard, Mark Strembicke, Cynthia Prelle, Christopher Wright
REFERENCE	N/A

ISSUE

Each year Administration provides an update to the Board of Trustees on operational efficiencies undertaken in the past year as well as other operational efficiencies being considered as a way to direct as many dollars as possible to the classroom.

BACKGROUND

This information report includes an update on efficiencies that have been continued from prior years, new efficiencies that were realized during the 2022-2023 school years, and other efficiencies currently being explored.

CURRENT SITUATION

Energy Efficiency

Under the Division's Solar Strategy initiative, a number of solar installation projects are now complete and are delivering reduced energy costs. It is estimated that completed projects will combine to generate 5,500 megawatt-hours of energy and save $650,000 in 2024. These solar installations are expected to offset about 7.5 per cent of the Division's electricity consumption, or the equivalent of about 800 Alberta homes per year.

Collaborative Transportation Service with Edmonton Catholic Schools (started 2017-2018)

In the spring of 2018, a shared transportation arrangement was pursued by Edmonton Public and Edmonton Catholic Schools to expand the number of shared bus routes and to find efficiencies. While students from each jurisdiction ride separately, the buses operating these routes are shared and the costs and efficiencies are split between the divisions.

Since 2018, the number of shared routes has varied in response to a variety of factors such as changes in yellow bus ridership and alignment of School Hours of Operation. Currently, the Divisions share 22 yellow bus routes using the shared transportation arrangement. This shared agreement is expected to result in cost savings of over $550,000 for Edmonton Public Schools each year.

Administration continues to meet regularly to identify and implement additional shared routes.

Sale of Electronic Transit Passes (started 2021-2022)
In 2021-2022, a SchoolZone interface was successfully developed and tested in collaboration with the City of Edmonton to sell electronic ETS transit passes (Arc cards) directly to Division families. Arc cards offer students a number of benefits including:
- the ability to recover lost or stolen passes
- the option to purchase transit passes without having to visit the school office
- the continued option for students to pay for their pass in cash if they wish.

As of January 2024, the Division successfully initiated a pilot of the technology in four schools. Results from the pilot show that the technology reduces the amount of time that Division staff require to sell and distribute ETS passes by approximately 75 per cent, allowing them to focus on other duties. The technology will continue to be rolled out to additional schools in 2024.

Technology Evergreening Strategy
Display systems: Improved logistics resulted in better coordination of deliveries and installations of TES classroom display systems, reducing disruptions to classrooms. With an automated delivery system established through the Distribution Centre, Technology and Information Management (TIM) and Integrated Information Services (IIS) were better able to track deliveries to schools and coordinate installations. Bi-monthly meetings between TIM and IIS installers also helped address installation issues, and developed Division standards for installation. Last year just under 1000 displays were installed in the Division. This is an increase of almost 350 more boards than the previous year.

Print systems: Print audits were completed at 76 schools. The Enterprise Print process, like the system used at the Centre for Education, is now currently being deployed to all schools as we replace end-of-life copiers and stand-alone printers with higher efficiency print devices and print management software. The benefits of Enterprise Print include reducing excess print jobs, improving security of printed documents, and reducing the cost-per-page printed. For example, a typical school converted to Enterprise print today will see a 15 to 20 per cent reduction in their total cost of printing (including hardware, software, paper, and click-charges) over the next five years. For a small elementary school, this would translate to $5,000 to $6,000 in savings per year. Network printers can be an entry point for malware. Last year the Division removed just under 40 non-compliant print machines that did not meet Division security requirements. The removal of these older print devices reduces costs as they consume more energy than our new Enterprise machines and cost more from an operational perspective (ink, repair costs, paper consumption).

Staff workstations: During the 2022-2023 school year over 3,000 staff workstations were deployed to replace end-of-life computers across the Division. Leveraging a micro-team's approach and using the new automated delivery system through the Distribution Centre we were able to deliver and deploy these machines across the Division in less than three months. This is our third year of the Technology Evergreening Strategy (TES) and we continue to improve upon our efficiencies and streamline installations by using similar models of machines procured through bulk purchasing. Testing was initiated on using Chrome OS devices as the staff primary workstations and continues in 2023-2024. Chrome OS device advantages in comparison to Windows OS include lower cost (both procurement and power consumption), increased security, and ease of use.

Student devices: Google Chromebook Auto Update Expiration (AUE) was extended (by Google) on all Chrome OS products as of September 2023, meaning all Division Chromebooks will receive automatic

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operating systems and security updates for ten years from date of release. This means more flexibility for the Division's evergreening strategy. While we don't expect these low-cost devices to be serviceable for ten years (current lifespan is 4-5 years) this extension provides more options for the evergreening schedule.

Adding Single-Sign-On (SSO) Access to EPSB Digital Library
Access has been streamlined so staff and students can access the Division's full catalogue any time and from anywhere at library.epsb.ca. Students and teachers can go directly to library.epsb.ca or alternatively, search for *epsb library* or *School Name* library to get to the library catalogue. Previously, connection through Connect, SchoolZone or the Division network was required. This new functionality enables more convenient access for students and staff to explore our collections and manage their borrowing. It also makes it much easier to share links to titles and searches. This work extends discovery in the catalogue when titles are unavailable at a user's school by referring searches to the Division's 'Sora' digital library and Edmonton Public Library's catalogue.

Parent attendance entry in SchoolZone
The 2022–2023 school year was the first full year where the function that allows parents to enter their child's attendance directly into SchoolZone was available. This was embraced by over 70 per cent of the schools by the end of the school year. Schools that chose to activate this function reported very high levels of parent and staff satisfaction with the tool, and significant time savings for office staff. Enhancements were introduced in the 2022–2023, with further enhancements planned for the 2023–2024 school year.

Streamlined approval of third-party apps
Third-party apps are digital tools used for educational purposes (EdTech tools) which use Division (Google Account) credentials to log in. The use of these EdTech Tools require Third Party App FOIP consent and parent notification of how the tool will be using student data prior to student use. A new database has been created to make this process much simpler and less time consuming for staff.

Division staff can view the EdTech Tools Privacy Review Database to see all the EdTech Tools that have been reviewed. Each reviewed tool has an associated Privacy Impact Assessment (PIA) which includes the precautionary measures that need to be taken by the teacher to be compliant with the FOIP Act. This database also includes the associated 'Parent Notification' schools can share, which outlines for parents how their child's data will be used outside of the school.

This new process provides the Division a consistent approach in evaluating privacy concerns, reducing the workload on schools. This "consistent use approach" allows the Division to leverage educational data for other aligned applications without always requiring parental consent, streamlining the process. The approach is practical and privacy-protective, ensuring responsible use within the original purpose.

Monthly Maintenance Windows
Starting in September 2022, TIM adopted a schedule of recurring system and hardware maintenance periods. The second Saturday of each month was set aside to have scheduled downtime on systems for required maintenance. By establishing this regular schedule, required security and maintenance was implemented with less unplanned downtime.

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Fiber Network Transceivers

Over the last several years the Division has migrated to using fibre optic cables as the connection medium for school and central networks. While fibre optics and their peripherals are costlier than their copper counterparts, they offer higher speeds and allow for longer cable lengths, reducing the number of wiring closets in schools. To make this transition less impactful on budgets, research was done to find a low-cost supplier of one of the key components - fibre transceivers, the laser emitters and detectors that "light up" a fibre optic cable. TIM technical staff discovered a solution that reduced our unit cost from $500 to $50, making the transition to fibre optic significantly more economical. We have continued to use these over the past five years reducing the costs in networking by roughly $95,000 annually.

Chromebook Repair Depot

The Chromebook repair depot at the Distribution Centre has been in full operation for one full year. Data has been collected on the types of repairs and which models are most impacted. This data, along with which schools are seeing higher numbers of repairs have been used to inform awareness campaigns on how to reduce damage, thus saving repair costs. The depot has streamlined repairs so that turnaround time is predictable and schools will have technology available for students when needed.

Electronics Recycling Program

In 2022–2023 the Division diverted more than 42,000 pounds (or 19,000 kilograms) of old technology and electronics from landfills, approximately the weight of four school buses. The Division's recycling partner provides $30,000 due to their reuse and recycle IT Asset Disposition process. Those funds were allocated to assistive technology for students.

Cell Phone Administration

The Government of Alberta (GoA) awarded a new wireless services and products contract to Bell Mobility Inc. exclusively. Our Division is participating in this contract which now includes the annual licence fee for our cell phone management system (annual savings of $24,000) and the procurement of cell phone products. Managing the purchase of cell phones through iProcurement aligns cell phone purchasing practices with other Division technology.

Prior to this change, the annual spend on Division cell phones was unknown. The purchase of a cell phone was typically processed with a Division credit card and purchased online or at a cell phone retailer. The result was a fleet of over 1,100 devices of various makes and models and an inaccurate inventory. Tracking cell phone assets, the same way as other Division technology will allow for standardisation of hardware resulting in lower support costs.

Additionally, travel rate plans are included in the new GoA rate plan, reducing resources (Help Desk) required to administer these on behalf of staff travelling outside of Canada (Winter, Spring and Summer Break).

Online Timesheets

The Division implemented a pilot of online timesheets in several central areas. This pilot reduced duplicate entry of time information into our time reporting system and has resulted in time savings for the team members involved in this work. It has also reduced paper and printing. The pilot has expanded to other central areas and a representative sample of schools was added to the pilot early in 2023. Based on the feedback from central decision units and schools, a decision will be made regarding a broader rollout for the 2023-2024 school year.

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Professional Learning (PL)

In 2022-2023, the Division continued to focus on offering engaging, meaningful professional learning opportunities in both online and in-person formats. Central departments continue to leverage the flexibility of different delivery methods of professional learning for staff. For example, nearly 60 percent of professional learning delivered by Curriculum and Learning Supports was offered online. The Division also introduced Spotlight professional learning sessions which are short, online, targeted PL offerings, allowing teachers to drop in as their time allows. In total 30 Spotlight sessions were provided with over 1,100 participants. Curriculum and Learning Supports also developed asynchronous professional learning resources for Division staff to access as needed.

Diversity Education created five asynchronous staff professional learning resources to be used as an opportunity to start/continue anti-racism and equity dialogue and learning. The resources are flexible and allow for schools to use them in a variety of ways. The topics are:
- An Introduction to Integrative Anti-Racism
- Basics of Being an Ally
- Learning about Microaggressions
- Understanding Power and Privilege Through an Intersectional Lens
- What is Bias?

Incident Submission (Archibus)

The Risk Management & Insurance unit identified the need to transition student incident and property loss damage reporting to an electronic format versus the paper process. In consideration of ongoing costs, and existing licensed software applications within the Division, the decision was made to use the Archibus system for electronic reporting of student incidents and property loss damage. Originally implemented for the facilities unit within the Integrated Infrastructure Services Department in 2009, Archibus is currently being utilized across many other central units and schools including Facilities Maintenance, Fleet Management, Security, and Risk Management & Insurance. The new electronic reporting system supports a unified approach to our data collection and will improve on insurance industry required risk reporting and streamline incident data across all central DU's and schools.

All central DUs started utilizing the Archibus system for Property/Damage Loss submittal in the 2022-2023 school year with 1,855 property damage related incidents reported to Risk Management in the school year. This move to electronic reporting has resulted in comprehensive data collection for all Division schools, Facility Maintenance, Custodial group, Security and Risk Management & Insurance.

In addition, beginning in January 2022, administration started to pilot Student and Non-Staff Accident electronic reporting. Six schools were selected to exclusively utilize the program. During the pilot, schools reported 740 incidents. The pilot project was crucial for the development and utilization for all Division schools starting in September 2023.

Banking

In the 2022-2023 school year Financial Services continued to work with schools to transition school bank accounts to the Division's centralized ScotiaConnect banking platform.

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By moving to ScotiaConnect schools can receive support and oversight from Financial Services on banking matters, thereby increasing efficiency in internal control in schools. Once all bank accounts are on ScotiaConnect, schools will see more efficiency through electronic banking.

In the 2022-2023 school year, 22 schools opened a new ScotiaBank account and a further 66 schools transferred their existing ScotiaBank account to the Division ScotiaConnect account for a cumulative total of 137 schools with 82 schools remaining. The Division has mandated that all schools convert to ScotiaConnect by the end of the 2023-2024 school year.

Global Payments
In the summer of 2023, the Division consolidated its contract with Global Payments. Global Payments is the approved service provider for facilitating the receipt of credit card payments from families, customers, and donors. Having all schools under one contract permits the Financial Services to represent schools when they are having problems or need routine tasks completed. This not only reduces duplication of effort in schools but also positions the Division to work toward Payment Card Information (PCI) compliance in the future.

Contracts
In an effort to streamline the procurement process and increase compliance to the Division's trade agreement obligation, Purchasing and Contract Services has been diligently working for the past three years to establish blanket and contract purchase agreements. There are currently over 250 blanket and contract purchase agreements (CPA/BPA) in place that can be utilized by schools and Decision Units including furniture, library services, grounds services and sensory equipment to name a few.

Having established blanket and contract purchase agreements in place significantly reduces the time and resources required for schools and decision units to procure goods and services as they can proceed directly with the purchase.

Established contracts reduce the risk to the Division as there is an agreement governing expectations and liability with properly vetted vendors. This in turn will reduce the time and resources needed to manage any issues that arise.

The Provision of Instructional Support Services to Alberta Education, School Divisions and Organizations
Division departments continue to provide support to Alberta Education, other school divisions and organizations, either through partnership agreements, grants or informal collaboration, enabling access to professional learning services and events or contracted services, such as resource development. Examples of this support include:
- In collaboration with the other major Metro Boards, Curriculum and Learning Supports represented Edmonton Public Schools in leading the establishment of a grant to develop a provincial science resource for Kindergarten to Grade 6 which will support teachers in delivering the new curriculum.
- The Division established a provincial grant to develop and pilot an Educational Assistant Intern Program. The training program consists of five training modules:
  o Supporting Literacy
  o Supporting Mathematics
  o Child Brain Development
  o Managing Anxiety
  o Supporting Complex Behaviours

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This pilot program was utilized by school divisions across Alberta.
- Collaborative development and/or use of resources such as Highest Level of Achievement Tests (HLAT) with other school jurisdictions.

Infrastructure Planning

Infrastructure Planning provides educational facility and capital planning support to school jurisdictions through contracted services. Revenue generated through the provision of contract services helps to ensure that the Division's professional capacity is retained and supported.
- Planning staff completed a Leduc Accommodation Study for the Black Gold School Division, in support of the Leduc Schools Boundary and Grade Configuration Review. The review was related to school grade configurations and attendance areas, precipitated by the upcoming Ohpaho Secondary School, a new opening in September 2024 in the City of Leduc.
- Planning staff initiated a review of school capacity and utilization on behalf of Elk Island Catholic Schools, and will be developing recommendations for an updated Ten-and Three-Year Capital Plan for submission to Alberta Education in the spring of 2024.

Infrastructure Planning supported parent groups at multiple schools who successfully received over $340,000 in grant funds from multiple agencies that will be available for playground development in the 2024 construction season. Continued support will be provided to schools and parent groups fundraising for future site improvements, including playgrounds, outdoor classrooms, courts, etc. which have no other funding sources.

Centre High at Alberta College

During the 2022-2023 school year, the Division finalized the purchase of the former Alberta College building from MacEwan University. Following a three-year lease term at the Alberta College site, as well as several years of leasing at the former location, Centre High is now situated in a permanent home and the Division is able to utilize operational funds that were previously required to support lease payments. Annually, the Division can expect to reallocate approximately $1.5 million in operational funds into core instructional and support needs.

KEY POINTS

As noted above, Edmonton Public Schools continues to collaborate with other school divisions, organizations and working committees. This collaboration not only maximizes provincial education funds, but also creates efficiencies resulting in cost savings and the ability to provide better supports and services for all students in the province of Alberta.

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DATE:	March 5, 2024
TO:	Board of Trustees
FROM:	Darrel Robertson, Superintendent of Schools
SUBJECT:	Division Centre Program Information (Response to Request for Information #019)
ORIGINATOR:	Cliff Richard, Chief Infrastructure and Technology Officer
RESOURCE STAFF:	Bryan Evans, Terri Gosine, Geoff Holmes, Trish Kolotyluk, Terry Korte, Val Leclair, Ann Parker, Christopher Wright
REFERENCE:	March 5, 2024 Board meeting (Trustee Sumar)

ISSUE

At the December 12, 2023, Board meeting, Administration was asked to respond to a number of questions regarding Division centre programs.

BACKGROUND

The Division accommodates parent choice when considering program options for students with complex needs. One choice available to parents is a Division centre classroom.

CURRENT SITUATION

At the December 12, 2023, Board meeting, Trustee Sumar submitted the following questions regarding Division centre programs:

<u>General</u>

1. **Please provide a brief description of the Division centre programs offered including (if possible) actual and optimal staff resources per program and which Division centres would typically have a seclusion room.**

The Division provides a range of learning environments to help nurture students' emotional, mental and physical well-being. Every student is unique, with different strengths and challenges. The Division's specialized programming ensures that educational and support programs are designed to meet the unique needs of students with individualized learning needs. We offer specialized learning support for students who have emotional, behavioural, cognitive, learning, speech, hearing, vision, physical or medical needs. The following are specialized programs offered in the Division:

- <u>Connections</u>: supports students displaying chronic, extreme and pervasive behaviours. Students require close and constant adult supervision and a high level of structure to function in an educational setting.
- <u>Connections/Opportunity</u>: assists students with mild cognitive disabilities and severe behavioural challenges.

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- Community Learning Skills (CLS): supports students who have moderate delays in most or all developmental areas. These students may have physical, sensory, medical or behavioural disabilities.
- Community Learning Skills/Connections: supports students with moderate cognitive disabilities, significant developmental delays and behavioural difficulties.
- Deaf and Hard of Hearing: supports students with moderate to profound hearing loss.
- Extensions: supports students with advanced intellectual abilities who are achieving at a level much higher than their current grade. They can grasp new ideas, enjoy being challenged, are highly curious and have an advanced vocabulary.
- Gifted and Talented: supports students who have advanced intellectual ability compared to other students their age. These students have exceptional potential or ability across a wide range of areas, from creative thinking to understanding abstract relationships.
- Individual Support (ISP): supports students with severe to profound developmental disabilities. Students may have physical, sensory or behavioural challenges, and/or medical conditions, requiring special accommodations.
- Interactions: supports students with Autism Spectrum Disorder (ASD). ASD impacts how people understand what they see, hear and sense. This lifelong disability can result in difficulties in communication, social relationships, behaviour or learning. Although students with ASD often achieve at grade level, many have uneven or delayed achievement.
- Literacy: is more than just knowing how to read and write—it's about making sense of the information you see. For students requiring academic support, Literacy programming helps them develop the skills and abilities to achieve in all subject areas.
- Opportunity: supports students with mild cognitive disabilities and significant academic delays in gaining skills for future independent living and employment.
- Strategies: supports students with learning disabilities whose intelligence is measured as average to above average and who have significant academic delays. Learning disabilities are complex and can vary from person to person, requiring flexible instruction that meets each student's unique needs.
- Tevie Miller Heritage School Program: supports students with diagnosed speech and language delays, disorders or disabilities. Programming includes on-site speech and language pathologists providing a range of language and literacy supports.

Seclusion Rooms

The Connections, Interactions, Connections/Opportunity and Community Learning Skills/Connections programs typically have seclusion rooms.

Staffing for Division Centre Programs

All classrooms, including Division centre programs, must have a teacher assigned to the class and a dedicated classroom space. Depending on the grade and/or learning needs of the student, a student enrolled in a Division centre program may receive all of their instruction in the specialized program class or they may be integrated partially in the regular program. The staffing component is dependent on the needs of students, not a set structure of staff according to the program.

Mild/Moderate

The following Division centre programs typically accommodate students with a mild to moderate special education diagnosis:
- Community Learning Skills
- Extensions
- Gifted and Talented
- Literacy

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- Opportunity
- Strategies
- Tevie Miller Heritage Schools Program

Staffing

It is possible that, for mild to moderate Division centre programs, there may not be an educational assistant assigned to the class; it is also possible that there may be a part-time educational assistant assigned to the class (for example, mornings only) or that there may be one or more full-time educational assistants assigned to a class. Staffing levels are a school-based decision and are dependent on several factors including the grade level of the students, the number of students in the class and the complexity of student learning needs.

Moderate/Severe

The following Division centre programs typically accommodate students with a moderate to severe special education diagnosis:
- Community Learning Skills/Connections
- Connections
- Connections/Opportunity
- Deaf and Hard of Hearing
- Individual Support
- Interactions

Staffing

Generally speaking, due to the complexity of student learning needs in the above programs, one or more educational assistants may be assigned to the class. Staffing levels are a school-based decision and the number and full-time equivalent (FTE) of the educational assistant(s) in each class varies depending on the grade level of the students, the number of students in the class, and the complexity of the student learning needs.

To help support the preparation and readiness of teaching staff dedicated to moderate/severe programs (specifically Connections and Interactions), Human Resources staff has worked, and continues to work, with current school program teams to provide authentic learning experiences over a three-month period for a set number of individuals. In addition to being fully immersed in classroom experiences, individuals benefit from weekly professional learning sessions that strengthen their skills and abilities. Typically, beginning teachers fulfill the teaching role in these classrooms and the Division is better positioned to attract and retain individuals to these roles with the structure of this project. Without this support, these teaching positions would be very challenging to fill.

2. **Please provide a breakdown of enrolment in specialized programs by division.**

   a) **Please also include the total # of requests for each program by parents during pre-enrolment by transportation zone by division.**

Division data for enrolment in Division centre classrooms by grade for the current school year, as of September 2023, follows:

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Enrolment in Division Centre Programs by Grade – September 2023 Initial Count														
Division Centre Program	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Total by Program**
Community Learning Skills	0	6	8	14	16	14	17	18	32	22	24	23	39	**233**
Community Learning Skills/ Connections	0	2	4	2	1	3	1	2	8	5	2	3	7	**40**
Connections	0	36	66	56	86	72	93	59	64	68	6	7	8	**621**
Connections/ Opportunity	0	0	0	0	1	7	4	6	9	6	1	0	0	**34**
Deaf and Hard of Hearing	5	8	7	11	7	8	4	12	7	8	8	5	16	**106**
Extensions	0	0	0	3	2	6	6	1	4	4	0	0	0	**26**
Gifted and Talented	0	14	30	31	46	37	59	184	293	292	0	0	0	**986**
Individual Support	0	2	11	15	9	12	13	16	7	4	13	9	24	**135**
Interactions	0	201	151	160	133	102	98	81	84	75	59	55	89	**1288**
Literacy	0	0	0	0	7	16	18	14	18	24	0	0	0	**97**
Opportunity	0	25	34	40	55	96	89	128	149	120	57	65	73	**931**
Strategies	0	0	0	9	39	72	93	156	166	167	45	24	31	**802**
Tevie Miller Heritage School Program	26	23	17	19	25	19	17	0	0	0	0	0	0	**146**
Total by Grade	**31**	**317**	**328**	**360**	**427**	**464**	**512**	**677**	**841**	**795**	**215**	**191**	**287**	**5445**
Source: Student Information #23875														

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a) Program requests by transportation zone by division:

Program Requests by Transportation Zone by Division – as of February 2024*							
Division Centre Program	**Zone 1**	**Zone 2**	**Zone 3**	**Zone 4**	**Zone 5**	**Zone 6**	**Totals**
Community Learning Skills		Div. 1–13 Div. 2–17 Div. 3–33 Div. 4–40		Div. 1–8 Div. 2–8 Div. 3–14 Div. 4–28	Div. 1–7 Div. 2–12 Div. 3–35	Div. 1– 10 Div. 2–10 Div. 4–28	**263**
Community Learning Skills & Connections		Div. 1–7 Div. 2–6 Div. 3–7	Div. 4–15		Div. 3–4		**39**
Connections	Div. 1–22 Div. 2–35 Div. 3–21	Div. 1–16 Div. 2–11 Div. 3–11	Div. 1–20 Div. 2–29 Div. 3–22	Div. 1–33 Div. 2–43 Div. 3–35	Div. 1–47 Div. 2–53 Div. 3–55	Div. 1–31 Div. 2–49 Div. 3–33	**566**
Connections/ Opportunity			Div. 3–13 Div. 4–7		Div. 2–9 Div. 3–6	Div. 3–9	**44**
Deaf and Hard of Hearing			Div. 1–22 Div. 2–27 Div. 3–27 Div. 4–31				**107**
Extensions		Div. 2–3 Div. 3–7		Div. 1–2 Div. 2–6 Div. 3–7			**25**
Gifted and Talented		Div. 3–37	Div. 1–5 Div. 2–27 Div. 3–222	Div. 1–27 Div. 2–51 Div. 3–50		Div. 1–1 Div. 2–1	**421**
Individual Support	Div. 3–5 Div. 4–9	Div. 1–5 Div. 2–11 Div. 3–10 Div. 4–14		Div. 1–4 Div. 2–9 Div. 3–11 Div. 4–2	Div. 1–8 Div. 2–12 Div. 3–8 Div. 4–11	Div. 1–4 Div. 2–7 Div. 3–6 Div. 4–7	**143**
Interactions	Div. 1–121 Div. 2–84 Div. 3–80 Div. 4–37	Div. 1–14 Div. 2–16 Div. 3–9 Div. 4–46	Div. 1–101 Div. 2–69 Div. 3–45 Div. 4–52	Div. 1–90 Div. 2–72 Div. 3–44 Div. 4–57	Div. 1–122 Div. 2–92 Div. 3–61 Div. 4–43	Div. 1–112 Div. 2–76 Div. 3–44 Div. 4–41	**1528**
Literacy	Div. 3–12	Div. 3–22		Div. 2–11 Div. 3–23	Div. 2–12		**80**

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Opportunity	Div. 1–11 Div. 2–37 Div. 3–23		Div. 1–4 Div. 2– 25 Div. 3–167 Div. 4–191	Div. 1–19 Div. 2–57 Div. 3–46	Div. 1–39 Div. 2–58 Div. 3–66	Div. 1–15 Div. 2–39 Div. 3–57	**854**
Strategies	Div. 3–23	Div. 1–7 Div. 2–93 Div. 3–128 Div. 4–70	Div. 3–42	Div. 2–38 Div. 3–78	Div. 2–32 Div. 3–33	Div. 2–18 Div. 3–80	**642**
Source: SNAP (Special Needs Assisted Placement) data is dependent on schools providing accurate data in PowerSchool *** Div. 1 – Grades 1–3, Div. 2 – Grades 4-–6, Div. 3 – Grades 7–9, Div. 4 – Grades 10–12							

*As of closure of SNAP Phase 1 in February 2024; additional requests are anticipated once SNAP Phase 2 opens in April 2024.

3. Please provide the number of students accessing each Division centre program over the last 10 years.

Enrolment in Division Centre Programs – 10 Year History										
Division Centre Program	**2014 −15**	**2015 −16**	**2016 −17**	**2017 −18**	**2018 −19**	**2019 -20**	**2020 −21**	**2021 −22**	**2022 −23**	**2023 −24**
Community Learning Skills	177	162	178	186	181	192	201	216	233	233
Community Learning Skills/Connections	28	28	25	28	28	27	21	22	29	40
Connections	548	546	583	577	629	633	625	595	607	621
Connections/Opportunity	26	21	18	18	19	30	32	26	32	34
Deaf and Hard of Hearing	73	77	81	83	87	92	99	91	95	106
Extensions	0	39	41	50	38	19	22	22	26	26
French Immersion Strategies	6	10	4	8	9	10	6	2	0	0
Gifted and Talented	1046	1113	1108	1079	1089	1087	1119	1105	1185	986
Individual Support	100	87	99	95	99	112	114	120	120	135
Interactions	309	345	390	448	493	574	684	862	1012	1288
Literacy	263	249	261	262	246	260*	227	191	158	97
Opportunity	950	980	976	936	920	907	886	888	900	931
Strategies	797	838	807	854	815	830	727	740	726	802
Tevie Miller Heritage School Program	207	209	217	242	234	227	156	146	126	146
Source: Student Information #23875 2023–24 is from September initial count. All other years are from September final count.										

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*As of September 2023, there are no students identified as Literacy (Code 63) in the Division. According to the 2020–2021 Budget Planning Manual, students will no longer be identified under Literacy (Code 63) and students currently coded Literacy (Code 63) will be coded until they transition to a new division, effective 2020–2021. According to the 2023–2024 Budget Planning Manual, students are identified as Learning Disability (Code 54 with full-scale IQ of 85 or higher and Code 54–63 with full-scale IQ less than 85).

4. Please provide the breakdown of the Division centres established this school year by program for each transportation zone.

  a) What are the considerations when making decisions?

Number of Approved Division Centre Classes for the 2024–2025 School Year							
Program	Zone 1	Zone 2	Zone 3	Zone 4	Zone 5	Zone 6	Total
Connections					1		1
Individual Support						1	1
Interactions	8	1	5	7	6	5	32
Opportunity					1		1
Total	8	1	5	7	8	6	35

  a) Considerations for the distribution of Division centre classes:

The distribution of Division centre classes is part of a complex system of student accommodation within the Division's diminishing space availability. When considering the establishment or expansion of a Division centre classroom to meet demand, Administration considers:

- any shortfall of space for a Division centre program in a transportation zone at the elementary, junior high or senior high level
- schools with available space for Division centre classes considering:
  - utilization rate
  - student accommodation (overflow designated schools and new neighbourhood designations)
  - programming already in place at the school
  - future planning considerations
  - proximity to where students who are requesting the Division centre program reside
- consultation with the school principal, assistant superintendent and staff from Financial Services, Human Resources, Property Management, Specialized Learning Supports, Division Support Services, Student Transportation and Integrated Infrastructure Services regarding:
  - available space and proximity to demand for Division centre classrooms
  - impact on lease groups
  - infrastructure requirements
  - specialized supports
  - class capacity and grade configuration

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- ○ budget
- ○ staffing
- ○ student transportation
- other demands for space in schools include:
  - ○ alternative programs
  - ○ early years programming
  - ○ mental health support classrooms
  - ○ general accommodation of students in a growing city
  - ○ lease partnerships that directly benefit the school community

5. What is the typical ride time for students accessing Division centres using Division organized transportation services? What is the longest one-way ride home? How have both the average and the longest ride time changed in the last five years (if the data is available)?

Summary of ride-time data for students accessing yellow bus transportation to Division centre programs since 2018:

	Average (Minutes)	Maximum (Minutes)	Number of Rides over 90 Minutes
2018–2019	33.5	95	0
2019–2020	32.6	92	1
2020–2021	31.3	91	1
2021–2022	34.0	94	11
2022–2023	35.2	100	24
2023–2024	34.6	110	14

Currently, the average one-way ride time for students attending Division centre programming is 34.6 minutes. Over the past five school years, the average has fluctuated between a low of 31.3 minutes in 2020–2021 to a high of 35.2 minutes in 2022–2023. A contributing factor to the increase in ride times first observed in 2021–2022 was an ongoing shortage of yellow bus drivers which limited the number of routes which could be added to help mitigate the longest ride times. Student Transportation continues to add additional routes as market capacity becomes available. In general, the longest ride times are experienced by students who reside in new and developing neighborhoods which are the greatest distance from available programming.

6. How many students could not be accommodated in their preferred Division centre, but were provided with an alternative Division centre?

> **a) On average, how much additional transportation time did this result in?**

Student placement in Division centre programs is a collaborative process that considers a variety of factors. One consideration is finding programming that is available close to home and in a student's resident transportation zone if possible. Although data around initial family preference is not available, in cases where students attend Division centre programming that is located outside of their resident

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transportation zone, average one-way ride times are 39 minutes compared to an average of 25 minutes when the program is located in-zone.

7. Can a student attain their high school diploma from a Division centre or must they be in an inclusive program?

Division students, whether enrolled in a regular, alternative or Division centre program, have the same opportunity to complete high school by meeting the requirements to receive either a high school diploma or a certificate of high school achievement.

The Guide to Education (2023) states that choice *"is an important principle in Alberta's education system. School authorities have the flexibility to use resources and any method of delivery as long as Alberta Education requirements, including outcomes of the* programs of study/curriculum*, are met."*

8. In the last ten years, can you provide examples of programming or spaces that have been developed and made available to students in inclusive settings to support self-regulation skills?

Regulation is the body and mind's ability to experience stress and return to and stay in a 'just right' state. Regulation is the way a person manages stress and how they recover. Self-regulation is when an individual manages stress on their own. Ideally, students would be able to identify and use strategies in various situations and/or spaces to support their emotional regulation and participation in learning. Examples of strategies that support self-regulation include (but are not limited to):
● mindfulness strategies
● Zones of Regulation
● movement breaks
● sensory toys or fidget tools
● breathing exercises
● alternative seating choices (stand up desks, tables)

Specific to spaces that support regulation, students enrolled in Interactions Division centre programs may have access to a sensory room to support their sensory needs. The sensory room may be located in the classroom or in a space in the school that is accessible to students enrolled in the program. Sensory rooms are typically equipped with items such as sensory toys, fidget tools, specialized lighting or soft seating for example.

Most often, specialized spaces are not required to support students with self-regulation. Teachers use proactive strategies such as those identified above, to assist students in staying regulated to ensure they are ready to learn. Teachers strategically adapt learning spaces so that students can participate (e.g., minimizing distractions in areas of the classroom where learning is occurring, providing tools such as noise-canceling headphones or study carrels, arranging the classroom so that students have spaces for quiet work and spaces for busier collaborative activities) and manage the flow of instruction to support self-regulation.

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9. In the last ten years, have any Division centres been converted to standard classroom spaces or other Division centre programs (ex: Connections to Interactions), either based on need or lack of utilization? If so, what has been the cost to convert Division centres to standard classroom spaces or alternative Division centre programs?

    a) **What are the anticipated changes (additions/removals of Division centres) broken down by Division centre for the coming school year?**

The Division has data related to the deactivation/suspension of Division centre programs dating back to 2016. The majority of Division centre reductions over the past several years involve 'Mild/Moderate' programs, such as Literacy, Opportunity and Strategies programming.

Number of Suspended or Deactivated Division Centre Classes 2016–2023	
Mild/Moderate Programs	**Number of Classes**
Community Learning Skills	1
Extensions	2
Literacy	17
Opportunity	13
Strategies	14
Total	**47**
Severe Programs	**Number of Classes**
Connections	15
Individual Support	1
Interactions	3
Total	**19**

Overall, Connections and Interactions have seen net increases in the number of classes. Most notably, Interactions has seen a net increase in the number of classes across the Division of approximately 247 per cent (see question 3 data table).

Deactivation or suspension of Division centre classes can involve a response to the following variables:
- a shift in student demographics
- the establishment of a program intended to provide more specific support to student needs (e.g., converting Connections to Connections/CLS)
- re-locating programs as a result of school consolidation and establishing the program at a new school
- the suspension of the Literacy code by the Division to align with Alberta Education, effective 2020–2021

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If a Division centre classroom is utilized for other instructional needs, the Division may incur minor costs associated with preparing instructional space for student use, such as ensuring paint touch ups or other small repairs are addressed. Seclusion rooms may be decommissioned (i.e., doors removed and stored away) but are not deconstructed as they can serve as storage or focus space and be recommissioned if required to support another Division centre in the future.

a) Anticipated additional Division centre classroom needs for the 2024–2025 school year, based on projected data as of February 20, 2024, are noted below:

Anticipated Number of New Division Centre Classes for 2024–2025		
Program	**Number of Classes**	**Facility Modifications Required**
Interactions	42	36
Connections	2	2
Community Learning Skills	2	2
CLS/Connections	2	1
Individual Support	1	1
Total	49	42

Anticipated Number of Suspended or Deactivated Division Centre Classes for 2024–2025	
Program	**Number of Classes**
Connections	1
Community Learning Skills	1
Interactions	1
Literacy	2
Total	5

CW/jl

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DATE: March 5, 2024

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Response to Request for Information #020
                Students Fleeing Persecution and/or Global Conflicts

ORIGINATOR: Todd Burnstad, Chief Financial Officer

**RESOURCE
STAFF:**   Husna Foda, Bob Morter, Jennifer Price, Leanne Spelman

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ISSUE

At the February 6, 2024 Board meeting, Trustee Estabrooks requested the following information:

Could administration please provide a breakdown of the number of students fleeing persecution and/or global conflicts who are new to the Division for the 2023-2024 school year. Specifically, include data on the number of refugee students and their countries of origin. Include a breakdown of those who arrived on or before the September count date and those who arrived afterwards and include information regarding the funding of these students.

BACKGROUND

As detailed in the Request for Information #012 - Refugee and Displaced Students, during the 2022-2023 school year, The Division was notified by Alberta Education that displaced students from Ukraine would be supported through a "Displaced Student" Grant. This grant provided $5,500 per student who was identified and enrolled on the September 2022 count date, and $2,750 (50 per cent) for eligible Ukrainian students who arrived after the count date from October 2022 through to a second count date on March 1, 2023. This Displaced Student Grant was discontinued and is not available in the current 2023-2024 school year.

Students fleeing persecution and/or global conflicts can enter Canada as a Permanent Resident, refugee or refugee claimant; however, only students confirmed as a refugee are eligible for additional funding (in addition to base instruction funding). This requires that the student has a specific category referenced on their Confirmation of Permanent Residency, or that the student has a Notice of Decision from the federal government that indicates the refugee claim has been accepted. Refugee funding is provided for five years.

Refugee claimant students are not eligible for refugee coding and subsequent funding. The student's status may change in a future year if the student's refugee claim is confirmed in a Notice of Decision.

CURRENT SITUATION

In addressing this request for information, funding information has been provided for eligible refugee students based on if they started school on or before the count date and those who arrived after the count date based on the 2023-2024 Funding Manual. Refugee funding is in addition to base instruction funding.

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- The refugee student grant is allocated to school jurisdictions to provide additional language, social and educational supports to refugee students. This funding is in addition to the Weighted Moving Average (WMA) base allocation.
- The Refugee Student Grant will be allocated based on a WMA of the number of students presenting documentation from Immigration, Refugees and Citizenship Canada that confirms refugee status.
- Once a child/student is coded as a Refugee Child/Student, they will be included in the Refugee Student Grant WMA FTE calculation for up to five consecutive years.
- Children/Students will be included in the WMA FTE calculation for up to a maximum of five years for the Refugee Student and EAL/Francisation grants combined, irrespective of any moves between school jurisdictions.
- A child included in the WMA enrolment calculation for the SLS Kindergarten Severe Grant shall not be included in the WMA enrolment calculation for refugee and English as an Additional Language/Francisation funding.

For refugee students who started school on or before the 2023-2024 count date:
- Children enroled in Kindergarten receive refugee funding based on WMA 0.5 FTE at $3,025
- Students enroled in grades 1-12 receive refugee funding based on WMA FTE at $6,050

For refugee students who started school after the 2023-2024 count date:
- Refugee students who arrive after September 29 will not be funded for the current year; however, they will be included in the WMA calculation (for Refugee and Base Instruction and any other eligible grants) effective for the 2024-2025 school year).

For all other students fleeing persecution and/or global conflicts who are not eligible for refugee funding, funding is provided consistently with our other students and is only available if they are included in the count date. Students arriving after the count date will be included in the following year's WMA calculation.

KEY POINTS
- Attachment I provides information on students identified as refugees.
- The table only includes students new to the Division this year.
- Of the 1567 students referenced in the table, 834 were included in the September count and 733 arrived after the count.
- The largest nationality identified in the data is Ukrainian at 434 students followed by Syrian at 191 students and Afghani at 108 students. Collectively, this represents 47 per cent of students referenced in the attachment.

ATTACHMENTS and APPENDICES
ATTACHMENT I   New to Division – Refugee Students as of February 26, 2024

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New to Division - Displaced, Refugee and Refugee Claimant Students as of Feb 24, 2024

Birth Country Name	Displaced Students			Refugee Students			Refugee Claimants			Total by Birth Country
	Present on Sep 29	Arrived after Sep 29	Total as of Feb 24	Present on Sep 29	Arrived after Sep 29	Total as of Feb 24	Present on Sep 29	Arrived after Sep 29	Total as of Feb 24	
Afghanistan				55	48	103	3	2	5	108
Algeria	1		1					1	1	2
Australia								1	1	1
Bahamas				1	1	2	1	1	2	4
Bangladesh							4		4	4
Brazil							1		1	1
Burundi				2	1	3				3
Cameroon								2	2	2
Chile							1	1	2	2
China							5	3	8	8
Colombia				1	1	2	2	3	5	7
Congo				2	2	4				4
Congo, The Democratic Republic Of The				6	6	12				12
Cote D'Ivoire								1	1	1
Egypt				6	4	10	1	1	2	12
Eritrea				31	31	62		1	1	63
Ethiopia				25	22	47	3	2	5	52
Germany							2		2	2
Ghana							1	1	2	2
Haiti					1	1		1	1	2
Hong Kong							1		1	1
India							25	24	49	49
Iran, Islamic Republic Of				1		1	1	2	3	4
Iraq				3	1	4		1	1	5
Israel	1	1	2	14	6	20	1	2	3	25
Italy	3		3				1		1	4
Jamaica								5	5	5
Jordan				4	8	12	1	1	2	14
Kenya				7	15	22	2		2	24
Kuwait							3		3	3
Lebanon	1		1	12	17	29		2	2	32
Liberia					2	2				2
Libya				3	1	4	3		3	7
Malaysia				2		2		1	1	3
Mauritania					2	2				2
Mauritius							1		1	1
Mexico				2	1	3	6	6	12	15
Myanmar				2		2				2
Namibia				1		1				1
Netherlands					2	2				2
Nigeria				4		4	10	5	15	19
Norway		1	1							1
Pakistan	2		2		3	3	2	7	9	14
Palestinian Territory, Occupied	1	2	3				1	2	3	6
Peru					1	1		1	1	2
Philippines							8	7	15	15
Qatar				2		2		1	1	3
Russian Federation	4	2	6		1	1				7
Rwanda				4	1	5				5
Saudi Arabia				2	2	4	3	1	4	8
Senegal					1	1				1
Somalia				34	32	66				66
South Africa				4	2	6	1		1	7
Sri Lanka							1		1	1
Sudan				5	19	24	5		5	29
Sweden					1	1	1		1	2
Switzerland		1	1							1
Syrian Arab Republic				99	87	186	3	2	5	191
Tanzania, United Republic Of					2	2				2
Thailand					1	1				1
Tunisia							1	1	2	2
Turkey		1	1	13	5	18	5	10	15	34
Turkmenistan		2	2							2
Uganda				5	10	15	1	5	6	21
Ukraine	241	191	432		2	2				434
United Arab Emirates				2		2	3	2	5	7
United Kingdom	1		1					1	1	2
United States	1		1	1		1	5	3	8	10
Unknown	1	7	8	81	50	131	9	12	21	160
Venezuela				1		1		4	4	5
Viet Nam							6	1	7	7
Yemen				3		3		1	1	4
Zambia				1	1	2				2
Zimbabwe					1	1	2		2	3
Grand Total	**257**	**208**	**465**	**441**	**394**	**835**	**136**	**131**	**267**	**1567**

Source: Student Information #23855 - Feb 26, 2024 - bm/hf
File: New to Division - Displaced, Refugee and Refugee Claimant Students as of Feb 26, 2024.xlsx

EDMONTON PUBLIC SCHOOLS

DATE:	March 5, 2024
TO:	Board of Trustees
FROM:	Darrel Robertson, Superintendent of Schools
SUBJECT:	Bereavement
ORIGINATOR:	Angela Anderson, Chief Human Resources Officer
RESOURCE STAFF:	Cindy Maksymuik
REFERENCE	AEBC.AR Acknowledging Student, Staff and Trustee Deaths and Bereavements

Ms. Diane Riedyk passed away on February 12, 2024, at the age of 61 years. Diane started with the Division in September 2008. Her 15-year career was spent at M.E. Lazerte School as a custodial assistant, custodian and charge hand. At the time of her passing she was on a leave of absence. She is survived by her husband, Craig; her children, Kelly, Kavic, Kory and Will; in addition to numerous other family and friends.

AA:cm

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