



**Parkland School Division  
BOARD OF TRUSTEES**

**A G E N D A**

**February 02, 2021**

Regular Board Meeting: 9:30 AM

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*Our Vision:*  
*Our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.*

## **Parkland School Division**

### **BOARD OF TRUSTEES REGULAR MEETING**

**February 02, 2021**

Regular Board Meeting: 9:30 AM  
Meeting Held Virtually from Various Locations

## **A G E N D A**

*Page Number*

**1. CALL TO ORDER at 9:30 AM**

- 1.1. National Anthem
- 1.2. Personal Reflection
- 1.3. Treaty 6 Acknowledgement
- 1.4. Announcements
- 1.5. Changes to the Agenda
- 1.6. Approval of the Agenda

**2. APPROVAL OF MINUTES**

- 2.1. Regular Meeting of January 12, 2021

**3. BUSINESS ARISING FROM THE MINUTES**

**4. DELEGATION/PRESENTATION**

- 4.1. Teaching Physical Education Remotely

**5. BOARD CHAIR REPORT**

- 5.1. Board Chair's Report

Recess Break / Public Question Period

**6. SUPERINTENDENT REPORT**

- 6.1. Superintendent's Report

-4-

## 7. ACTION ITEMS

- 10- 7.1. Revised Board Policy 1: Division Foundational Statements (L. Stewart, E. Cameron)
- 24- 7.2. Revised Board Policy 2: Role of the Board (L. Stewart, E. Cameron)

## 8. ADMINISTRATION REPORTS

- 47- 8.1. Occupational Health and Safety Report (M. Francis, S. LaBrie, S. Abba)
- 52- 8.2. Student Services Assurance Report (D. McConnell, L. Andrews)
- 59- 8.3. Transportation Department Report (S. McFadyen, J. Blood)

## 9. TRUSTEE REPORTS

- 67- 9.1. Education Committee (P. McCann)
- 70- 9.2. PSD Tomorrow Committee (L. Stewart)
- 9.3. Public School Boards' Association of Alberta (R. Heinrichs, L. Stewart)
- 9.4. Alberta School Boards Association (E. Cameron, S. Kucher-Johnson)
- 9.5. Chamber of Commerce (L. Stewart)

## 10. FUTURE BUSINESS

### 10.1. Meeting Dates: \*

#### *Board - Open to the Public:*

Mar 02, 2021 ..... Regular Board Meeting 9:30 am, Centre for Education

#### *Committees - Closed to the Public:*

Feb 16, 2021 ..... Teacher Board Advisory Committee Meeting 4:15pm, Centre for Education

Feb 23, 2021 ..... PSD Tomorrow Committee Meeting 12:30 pm, Centre for Education

Mar 11, 2021 ..... Student Advisory Meeting 9:00 am, Virtual Student Engagement

Mar 23, 2021 ..... PSD Tomorrow Committee Meeting 12:30 pm, Centre for Education

#### *By Invitation:*

Feb 10, 2021 ..... Stakeholder Engagement Evening 7:00pm, Virtual Meeting

#### *Other:*

Feb 18, 2021 ..... Council of School Councils Meeting 7:00pm, Centre for Education

Mar 11, 2021 ..... Council of School Councils Meeting 7:00pm, Centre for Education

**\* Please Note:** Due to the COVID-19 pandemic, meetings and events may be changed to a virtual format, postponed or cancelled. The [Parkland School Division public website](#) will be updated as information becomes available.

- 10.2. Notice of Motion
- 10.3. Topics for future agendas
- 10.4. Requests for information
- 10.5. Responses to Requests for information

## **11. IN-CAMERA**

## **12. ACTION IN RESPONSE TO IN CAMERA**

## **13. ADJOURNMENT**





**MINUTES OF THE REGULAR BOARD MEETING OF THE BOARD OF TRUSTEES OF THE PARKLAND SCHOOL DIVISION HELD VIRTUALLY FROM VARIOUS LOCATIONS ON JANUARY 12, 2021.**

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**TRUSTEE ATTENDANCE:**

Lorraine Stewart, Chair	Present
Eric Cameron, Vice-Chair	Present
Ron Heinrichs	Present
Sally Kucher-Johnson	Present
Paul McCann	Present
Darlene Clarke	Present
Anne Montgomery	Present

**ADMINISTRATION ATTENDANCE:**

Shauna Boyce, Superintendent  
Mark Francis, Deputy Superintendent  
Scott Johnston, Associate Superintendent  
Scott McFadyen, Associate Superintendent  
Leah Andrews, Director, Student Services  
Jason Krefting, Director, Financial Services  
Katherine Mann, Director, Instructional Services  
Jordi Weidman, Director, Strategic Communications  
Keri Zylla, Executive Assistant, Recording Secretary

**REGRETS:**

Dr. Dianne McConnell, Associate Superintendent

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**CALL TO ORDER**

Board Chair Stewart called the meeting to order at 9:30 a.m.

**NATIONAL ANTHEM**

**PERSONAL REFLECTION**

**TREATY SIX ACKNOWLEDGMENT**

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Board Chair

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Secretary-Treasurer

**CHANGES TO THE AGENDA**

There were no changes to the agenda.

**APPROVAL OF THE AGENDA**

**Res 001-21**

**MOVED** by Trustee McCann that the agenda be approved as presented.

**CARRIED UNANIMOUSLY**

**APPROVAL OF THE MINUTES**

**Res 002-21**

**MOVED by** Trustee Heinrichs that the minutes of the Regular Board Meeting held on November 24, 2020 be approved as presented.

**CARRIED UNANIMOUSLY**

**BUSINESS ARISING FROM THE MINUTES**

None.

**DELEGATION / PRESENTATION**

None.

**BOARD CHAIR REPORT**

Board Chair Stewart shared her report.

*There were no questions submitted for the Question Period.*

**SUPERINTENDENT REPORT**

Superintendent Boyce shared her report.

**ACTION ITEMS**

**EDWIN PARR SELECTION COMMITTEE:**

**Res 003-21**

**Moved** by Trustee Montgomery

1. That the Board of Trustees directs administration to establish a submission deadline for schools to nominate a first-year teacher for the Alberta School Boards Association Edwin Parr Award; and

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Board Chair

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Secretary-Treasurer

2. That the Board of Trustees identifies three Trustees to sit on an Edwin Parr selection committee for 2021.

**CARRIED UNANIMOUSLY**

Deputy Superintendent Francis provided information on the motion and responded to questions.

The following Trustees volunteered to form the committee: Board Chair Stewart, Vice-Chair Cameron and Trustee Montgomery.

**ATTENDANCE AREA REVIEW:**

**Res 004-21**

**Moved** by Trustee McCann that the Board of Trustees direct administration to conduct an attendance area review of all schools in Parkland School Division (PSD) in order to facilitate long-term planning and effective use of our school facilities. This information will be provided back to the Board of Trustees during a Regular Board Meeting in 2021.

**CARRIED UNANIMOUSLY**

Associate Superintendent McFadyen provided additional information and responded to questions.

*Board Chair Stewart called a recess at 10:53 a.m. Meeting resumed at 10:58 a.m.*

**ADMINISTRATION REPORTS**

**2020-2021 FIRST QUARTERLY FINANCIAL REPORT – PERIOD ENDED  
NOVEMBER 30, 2020**

The Board of Trustees received for information, the 2020-2021 First Quarterly Financial Report, as presented at the Regular Meeting of January 12, 2021.

Associate Superintendent McFadyen and Mr. Krefting provided additional information and responded to questions.

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Board Chair

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Secretary-Treasurer

### **ALTERNATIVE EDUCATION PROGRAMS ASSURANCE REPORT**

The Board of Trustees received for information, the Alternative Education Programs Assurance Report, as presented at the Regular Meeting of January 12, 2021.

Associate Superintendent Johnston, Ms. Mann and Deputy Superintendent Francis provided additional information and responded to questions.

### **WELLNESS ASSURANCE REPORT**

The Board of Trustees received for information, the Wellness Assurance Report, as presented at the Regular Meeting of January 12, 2021.

Ms. Andrews provided additional information and responded to questions.

### **TRUSTEE REPORTS**

#### **COUNCIL OF SCHOOL COUNCILS (COSC) – NOVEMBER 19, 2020**

Trustee Montgomery shared the Council of School Councils (COSC) Report from the November 19, 2020 COSC meeting, as presented at the Regular Meeting of January 12, 2021.

#### **BENEFITS COMMITTEE – DECEMBER 2, 2020**

Vice Chair Cameron shared the Benefits Committee Report from the December 2, 2020 Benefits Committee meeting, as presented at the Regular Meeting of January 12, 2021.

#### **PSD TOMORROW COMMITTEE – DECEMBER 15, 2020**

The Board of Trustees received for information, the PSD Tomorrow Committee minutes from the December 15, 2020, as presented at the Regular Meeting of January 12, 2021.

### **PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA**

Board Chair Stewart and Trustee Heinrichs shared their reports.

### **ALBERTA SCHOOL BOARDS ASSOCIATION**

Vice-Chair Cameron shared his report.

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Board Chair

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Secretary-Treasurer

## **CHAMBER OF COMMERCE**

Board Chair Stewart shared her report.

## **FUTURE BUSINESS**

### **Meeting Dates**

#### *Board - Open to the Public:*

January 26, 2021..... Education Committee Meeting 9am, Centre for Education

February 2, 2021 ..... Regular Board Meeting 9:30 am, Centre for Education

#### *Committees - Closed to the Public:*

January 26, 2021..... PSD Tomorrow Committee 12:30 pm, Centre for Education

February 16, 2021 ..... Teacher Board Advisory Committee 4:15pm, Centre for Education

February 23, 2020 ..... PSD Tomorrow Committee 12:30 pm, Centre for Education

#### *By Invitation:*

February 10, 2021 ..... Stakeholders Engagement Event 7:00 pm, (Virtual Meeting) *Tentative New Date!*

#### *Other:*

February 18, 2021 ..... Council of School Councils 7:00 pm, Centre for Education

### **Notice of Motion**

There was no notice of motion.

### **Topics for Future Agendas**

There were no topics for future agendas.

### **Request for Information**

There were no Requests for Information.

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Board Chair

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Secretary-Treasurer

**Responses to Requests for Information**

**RELATIONSHIPS WITH INDIGENOUS COMMUNITY DURING COVID-19**

The Board of Trustees received as a response to their request for information on November 24, 2020, a report on how Parkland School Division is working to promote and maintain relationships with our Indigenous community and support Indigenous students through the pandemic.

**IN-CAMERA: LEGAL**

**Res 005-21**

**MOVED** by Trustee Heinrichs that the Board of Trustees move to In-Camera at 12:20 p.m.

**CARRIED UNANIMOUSLY**

*Deputy Superintendent Francis, Associate Superintendent Johnston, Ms. Andrews, Ms. Mann and Mr. Weidman exited the meeting at 12:20 p.m.*

**MOTION TO REVERT TO A PUBLIC MEETING**

**Res 006-21**

**MOVED** by Trustee Heinrichs that the Board of Trustees revert to a public meeting at 1:20 p.m.

**CARRIED UNANIMOUSLY**

**ACTION IN RESPONSE TO IN-CAMERA**

**Res 007-21**

**THE GREATER NORTH CENTRAL FRANCOPHONE EDUCATION BOARD'S LEASE REQUEST**

**MOVED** by Trustee Montgomery that the Board of Trustees take appropriate action as determined by administration regarding the lease request from the Greater North Central Francophone Education Board.

**CARRIED UNANIMOUSLY**

**ADJOURNMENT**

The meeting was adjourned at 1:23 p.m.

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Board Chair

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Secretary-Treasurer



## MEMORANDUM

**Date** February 2, 2021

**To** Board of Trustees

**From** Lorraine Stewart, Board Chair  
Eric Cameron, Board Vice-Chair

**Originator** Shauna Boyce, Superintendent

**Resource** Board Policy Review Committee

**Governance Policy** Board Policy 2: Role of the Board  
Board Policy 10: Policy Formation and Review  
Board Policy 12: Role of the Superintendent

**Additional Reference** BP 2: Section 2. Policy Governance  
BP 10: Policy Formation and Review  
BP 12: Section 5. Policy  
BP 12: Section 7. Planning and Accountability

**Subject** **REVISED BOARD POLICY 1: DIVISION FOUNDATIONAL STATEMENTS**

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### Purpose

For approval. Recommendation required.

### Recommendation:

That the Board of Trustees approve the Revised Board Policy 1: Division Foundational Statements, as presented at the Regular Meeting of February 2, 2021.

### Background

The Board of Trustees is responsible to review Board Policies on an ongoing basis in order to adhere to the requirements necessary to provide excellence in public education and comply with the *Education Act* and provincial, as well as federal, legislation. The following revised policy is in support of this responsibility.

## **Report Summary**

On January 6, 2021, the Board Policy Committee met and reviewed Board Policy 1: Division Foundational Statements, in order to fulfill Board mandates and comply with the *Education Act* which came into effect for all Alberta school jurisdictions on September 1, 2019. Board Policy 1 was also reviewed at the January 26, 2021 PSD Tomorrow Committee meeting. The following report reflects all revisions made and includes final, tracked and original drafts.

Members of the Board Policy Committee would be pleased to respond to any questions.

LS:kz





## Parkland School Division

### Board Policy 1

### DIVISION FOUNDATIONAL STATEMENTS

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#### **Vision**

Our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.

#### **Mission**

We assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.

#### **Foundational Statements:**

**Our Ultimate Goal is Student Success and well-being.**

#### **We therefore value:**

- Learning opportunities that are:
  - purposeful,
  - essential,
  - relevant,
  - authentic, and
  - responsive;
- Excellence in achievement;
- Trustworthy, respectful relationships; and
- Resilience with self-awareness.

#### **We attend to these Priorities:**

- Inspired Exploration
- Connected Community
- Confident Resilience
- Meaningful Engagement
- Wellness Culture
- Resource Stewardship

Reference:	Education Act: 3, 7, 11, 18, 31-34, 36-37, 52, 67, 222 Public Interest Disclosure Act	Approved:	
		Date	Approved:
Cross-Reference:	BP 8: Board Committees AP 100: Administration of Policy and Legislation AP 101: Administrative Procedure Development and Review AP 104: Policy and Procedure Dissemination AP 350: Codes of Conduct	Reviewed or Revised:	February, 2021 June, 2019 March, 2017 September, 2010



## Parkland School Division

### Board Policy 1: Appendix 1.1

### PSD CODE OF CONDUCT

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#### Code of Conduct

The Parkland School Division Code of Conduct provides clear guidance for peaceful resolution of issues, for developing and demonstrating empathy, and for contributing to a welcome, caring, respectful and safe learning environment that fosters diversity and nurtures a sense of belonging with a positive sense of self.

In keeping with a commitment to the *Alberta Human Rights Act*, In Parkland School Division everyone is accepted and experiences a sense of belonging. Every person, no matter their ability, disability, language, cultural background, religion, sexual orientation and gender identity, has meaningful contributions to make. The Division supports the endeavors of staff, students, parents and the community to promote positive student behaviour and conduct throughout our community of schools.

All stakeholders in the success and well-being of students, and especially the students themselves, are expected to recognize their responsibilities in developing student self-discipline a culture of wellness.

In the Division, all members of our school community are expected to adhere to the Parkland School Division code of conduct and relevant school codes of conduct, and to promote and demonstrate respect, civility, and responsible citizenship.

With these goals in mind, and in full consideration of grounds of discrimination set out in the *Alberta Human Rights Act*, every person shall:

- Demonstrate honesty and integrity;
- Respect differences in people, their ideas and their opinions;
- Acknowledge the right of everyone to be treated with dignity, at all times;
- Take appropriate measures to help those in need;
- Use non-violent means to resolve conflict;
- Honour the role(s) of persons in positions of authority;
- Show care and regard for school property and the property of others;
- Comply with all applicable federal, provincial and municipal laws;
- Refrain from, report and refuse to tolerate bullying or bullying behavior, even if it happens outside of the school or school hours, or electronically.

In the Division, we are all models for the kinds of citizens we desire to be. We teach and learn by example, maintain proper decorum and demonstrate professionalism in all of our interactions.



**Parkland School Division  
Board Policy 1: Appendix 1.2**

**LOGO AND TAG-LINE STATEMENT**

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**Approved Parkland School Division Logos:**



Or



**Tag-Line Statement: Parkland School Division – Where the World Opens Up**



## Parkland School Division

### Board Policy 1

### DIVISION FOUNDATIONAL STATEMENTS

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  - essential,
  - relevant,
  - authentic, and
  - responsive;
- Excellence in achievement;
- Trustworthy, respectful relationships; and
- Resilience with self-awareness.

#### **We attend to these Priorities:**

- Inspired Exploration
- Connected Community
- Confident Resilience
- Meaningful Engagement
- Wellness Culture
- Resource Stewardship

<p>Reference: <del>School Act: 8, 13, 39, 45, 47, 61, 78, 113</del>  <del>School Authority Accountability Policy 2.11</del>  Education Act: 3, 7, 11, 18, 31-34, 36-37, 52, 67, 222  Public Interest Disclosure Act</p>	<p>Approved: </p> <p>Date <del>June 11, 2019</del>  Approved:</p>
<p>Cross-Reference: <del>Board Policy: 8</del>  <del>Admin Procedure: 100, 50, 350, 353</del>  BP 8: Board Committees  AP 100: Administration of Policy and Legislation  AP 101: Administrative Procedure Development and Review  AP 104: Policy and Procedure Dissemination  AP 350: Codes of Conduct</p>	<p>Reviewed or February, 2021  Revised: June, 2019  March, 2017  September, 2010</p>



## Parkland School Division

### Board Policy 1: Appendix 1.1

### PSD CODE OF CONDUCT

#### Code of Conduct

The **Parkland School** Division Code of Conduct ~~helps individuals learn~~ **provides clear guidance for peaceful resolution of issues** ~~how to resolve issues peacefully,~~ **for developing and demonstrating** empathy, and for contributing to a welcome, caring, respectful and safe learning environment that fosters diversity and nurtures a sense of belonging with a positive sense of self.

In keeping with a commitment to the *Alberta Human Rights Act*, In Parkland School Division everyone is accepted and experiences a sense of belonging. Every person, no matter their ability, disability, language, cultural background, religion, sexual orientation and gender identity, has meaningful contributions to make. The Division supports the endeavors of staff, students, parents and the community to promote positive student behaviour and conduct throughout our community of schools.

All stakeholders in the success and well-being of students, and especially the students themselves, are expected to recognize their responsibilities in developing student self-discipline a culture of wellness.

In the Division, all members of our school community are expected to adhere to the **Parkland School** Division code of conduct and relevant school codes of conduct, and to promote and demonstrate respect, civility, and responsible citizenship.

With these goals in mind, and in full consideration of grounds of discrimination set out in the *Alberta Human Rights Act*, every person shall:

- Demonstrate honesty and integrity;
- Respect differences in people, their ideas and their opinions;
- Acknowledge the right of everyone to be treated with dignity, at all times;
- Take appropriate measures to help those in need;
- Use non-violent means to resolve conflict;
- Honour the role(s) of persons in positions of authority;
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- Refrain from, report and refuse to tolerate bullying or bullying behavior, even if it happens outside of the school or school hours, or electronically.

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**Parkland School Division  
Board Policy 1: Appendix 1.2**

**LOGO AND TAG-LINE STATEMENT**

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**Approved Parkland School Division Logos:**



Or



**Tag-Line Statement: Parkland School Division – Where the World Opens Up**





## Parkland School Division

### Board Policy 1

### DIVISION FOUNDATIONAL STATEMENTS

---

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#### **Mission**

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#### **Foundational Statements:**

**Our Ultimate Goal is Student Success and well-being.**

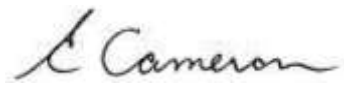
#### **We therefore value:**

- Learning opportunities that are:
  - purposeful,
  - essential,
  - relevant,
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  - responsive;
- Excellence in achievement;
- Trustworthy, respectful relationships; and
- Resilience with self-awareness.

#### **We attend to these Priorities:**

- Inspired Exploration
- Connected Community
- Confident Resilience
- Meaningful Engagement
- Wellness Culture
- Resource Stewardship

BP 1 - Original

Reference:	School Act: 8, 13, 39, 45, 47, 61, 78, 113 School Authority Accountability Policy 2.11	Approved:	
		Date Approved:	June 11, 2019
Cross-Reference:	Board Policy: 8 Admin Procedure: 100, 150, 350, 353	Reviewed or	June, 2019
		Revised:	March, 2017 September, 2010



## Parkland School Division

### Board Policy 1: Appendix 1.1

### PSD CODE OF CONDUCT

---

#### Code of Conduct

The Division Code of Conduct helps individuals learn how to resolve issues peacefully, develop empathy, and contribute to a welcome, caring, respectful and safe learning environment that fosters diversity and nurtures a sense of belonging with a positive sense of self.

In keeping with a commitment to the *Alberta Human Rights Act*, In Parkland School Division everyone is accepted and experiences a sense of belonging. Every person, no matter their ability, disability, language, cultural background, religion, sexual orientation and gender identity, has meaningful contributions to make. The Division supports the endeavors of staff, students, parents and the community to promote positive student behaviour and conduct throughout our community of schools.

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**Parkland School Division  
Board Policy 1: Appendix 1.2**

**LOGO AND TAG-LINE STATEMENT**

---

**Approved Parkland School Division Logos:**



Or



**Tag-Line Statement: Parkland School Division – Where the World Opens Up**



## MEMORANDUM

**Date** February 2, 2021

**To** Board of Trustees

**From** Lorraine Stewart, Board Chair  
Eric Cameron, Board Vice-Chair

**Originator** Shauna Boyce, Superintendent

**Resource** Board Policy Review Committee

**Governance Policy** Board Policy 2: Role of the Board  
Board Policy 10: Policy Formation and Review  
Board Policy 12: Role of the Superintendent

**Additional Reference** BP 2: Section 2. Policy Governance  
BP 10: Policy Formation and Review  
BP 12: Section 5. Policy  
BP 12: Section 7. Planning and Accountability

**Subject** **REVISED BOARD POLICY 2: ROLE OF THE BOARD**

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### Purpose

For approval. Recommendation required.

### Recommendation:

That the Board of Trustees approve the Revised Board Policy 2: Role of the Board, as presented at the Regular Meeting of February 2, 2021.

### Background

The Board of Trustees is responsible to review Board Policies on an ongoing basis in order to adhere to the requirements necessary to provide excellence in public education and comply with the *Education Act* and provincial, as well as federal, legislation. The following revised policy is in support of this responsibility.

## **Report Summary**

On January 6, 2021, the Board Policy Committee met and reviewed Board Policy 2: Role of the Board, in order to fulfill Board mandates and comply with the *Education Act* which came into effect for all Alberta school jurisdictions on September 1, 2019. Content and format was updated to remain consistent with the *Education Act*. Board Policy 2 was also reviewed at the January 26, 2021 PSD Tomorrow Committee meeting. The following report reflects all revisions made and includes final, tracked and original drafts.

Members of the Board Policy Committee would be pleased to respond to any questions.

LS:kz



## Parkland School Division Board Policy 2

### ROLE OF THE BOARD

The Board is a corporate entity created by provincial legislation and given authority by the *Education Act* and the corresponding regulations. It is comprised of trustees elected in accordance with the *Local Authorities Election Act* and as provided for in *The Parkland School Division Trustee Electoral Ward Bylaw* within *Board Policy 7: Board Operations*. The Board exercises its authority through a democratic process and always models a culture of respect, understanding and integrity.

The Board is charged with the responsibility of providing, for its students and their parents or guardians, an education system organized and operated in their best interests. It exercises this responsibility through setting of local educational policy and the wise use of resources.

The Government of Alberta has legislated that the Board, as a partner in education, has the following responsibilities:

#### **Education Planning and Programming**

The Board shall deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the Board and to enable their success [Education Act s. 33(1)(a)]. Specifically, the Board:

1. Reviews and approves the vision for the Division;
2. Annually reviews and approves education goals, including the Annual Education Plan;
3. Sets governance standards for establishing the annual school division calendar; and
4. Sets governance standards for reviewing and approving alternatives to educational programming.

#### **Assurance and Accountability**

The Board shall be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes [Education Act s. 33(1)(b)]. Specifically, the Board:

5. Develops and implements a reporting and accountability system on any matter the Minister prescribes;
6. Disseminates any information, in the reports and accounts produced, under the reporting and accountability system to students, parents, electors and/or the Minister in the manner the Minister prescribes; and
7. Reviews Division performance, on an ongoing basis, and approves the Annual Education Results Report.

#### **Stakeholder Engagement and Communication**

The Board shall provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in Board matters, including the Board's plans and the achievement of goals and targets within those plans [Education Act s. 33(1)(c)].

Specifically, the Board:

8. Monitors, evaluates and reports Division performance and achievements to all stakeholders; and
9. Establishes processes and provides opportunities for input from its stakeholders.

### **Safe and Caring Environment**

The Board shall ensure that each student enrolled in a school operated by the Board and each staff member employed by the Board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging [Education Act s. 33(1)(d)].

Specifically, the Board:

10. Maintains a policy respecting the Board's obligation under *Education Act* subsection (1)(d) to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour; and
11. Provides, where prudent to do so, recognition to students, staff, trustees and community members and organizations.

### **Supports and Services**

The Board shall provide a continuum of supports and services to students that is consistent with the principles of inclusive education [Education Act s. 33(1)(e)]. Specifically, the Board:

12. Supports the removal of barriers with learning partners and within learning environments; and
13. Develops ongoing relationships with government, school and system leaders, families and community partners to strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments.

### **Collaboration**

The Board shall collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources [Education Act s. 33(1)(f)]. Specifically, the Board:

14. Promotes positive community engagement within the Division;
15. Represents the community's needs, hopes and desires for education;
16. Supports the schools' programs, needs and desires to the community; and
17. Holds regular meetings and communicates, on an ongoing basis, with locally elected officials.

The Board shall collaborate with post-secondary institutions and the community to enable smooth transitions for students from secondary to post-secondary education [Education Act s. 33(1)(g)].

Specifically, the Board:

18. Annually reviews and presents six-year post-secondary transition rates.

### **Governance and Organization**

The Board shall establish and maintain governance and organizational structures that promote student well-being and success, and monitor and evaluate their effectiveness [Education Act s. 33(1)(h)].



Specifically, the Board:

19. Establishes policy;
20. Evaluates the impact of Board policies;
21. Develops an annual plan for advocacy including focus, key messages, and mechanisms;
22. Participates in local, provincial and national advocacy processes;
23. Reinforces local, provincial and national positions with media and members of the legislature and parliament;
24. Develops a yearly plan for Board/trustee development;
25. Encourages individual trustees to participate in conferences and other activities to further develop Board and trustee effectiveness;
26. Undertakes an annual Board self-evaluation;
27. Promotes positive and productive interactions amongst fellow trustees; and
28. Creates the Board *Annual Work Plan*.

### **Resource Stewardship**

The Board shall ensure effective stewardship of the Board's resources [Education Act s. 33(1)(i)].

Specifically, the Board:

29. Reviews and approves the annual budget assumptions;
30. Reviews and approves capital plans, on an annual basis;
31. Reviews and approves the budget on an annual basis;
32. Sets the mandates for collective bargaining;
33. Ratifies memoranda of agreements with bargaining units;
34. Approves transfers to and from operating and capital reserves;
35. Acquires and disposes of land and buildings;
36. Approves student fees annually;
37. Approves a Borrowing Resolution as prudent to do so; and
38. Approves the Superintendent's contract.

### **Superintendent-Board Relations**

The Board shall recruit the Superintendent and entrust the day-to-day management of the school division to the staff through the Superintendent [Education Act s. 33(1)(j)]. Specifically, the Board:

39. Selects the Superintendent;
40. Provides the Superintendent with clear corporate direction;
41. Delegates to the Superintendent responsibility for all executive functions and provides authority

commensurate with responsibilities;

- 42. Evaluates the Superintendent;
- 43. Supports the Superintendent's actions;
- 44. Respects the Superintendent as the Chief Executive Officer; and
- 45. Demonstrates mutual support which is conveyed to the staff and the community.

### **Conduct**

The Board shall develop and implement a code of conduct that applies to trustees of the Board, including definitions of breaches and sanctions, in accordance with principles set out by the Minister by order [Education Act s. 33(1)(k)]. Specifically, the Board:

- 46. Establishes a *Parkland School Division Code of Conduct*, by policy, to apply to all students, staff, parents and community members.

### **Liability**

The Board shall comply with all applicable Acts and regulations [Education Act s. 33(1)(l)]. Specifically, the Board:

- 47. Acts in accordance with all statutory requirements; and
- 48. Maintains a Board Policy for whistle-blower protection.

### **Dispute Resolution**

The Board shall establish appropriate dispute resolution processes [Education Act s. 33(1)(m)]. Specifically, the Board:

- 49. Hears appeals as required by statute; and
- 50. Maintains a policy for *Appeals Regarding Student Matters*.

### **Ministerial Direction**

The Board shall carry out any other matters that the Minister prescribes [Education Act s. 33(1)(n)]. Specifically, the Board:

- 51. Performs Board functions required by governing legislation and Ministerial directives; and
- 52. Reviews and approves student attendance areas.

Reference:	Education Act: 18, 19, 52, 53, 55, 60, 67, 72, 139, 143, 185, 192, 200, 222 Local Authorities Election Act	Approved:	
		Date Approved:	
Cross-Reference:	Board Policy: 3-6, 8-11 Administrative Procedure: Sections 100 and 500 PSD Responsible Use of Technology Agreement	Reviewed or Revised:	February, 2021 April, 2019 March, 2017 September, 2016 September, 2015,



## Parkland School Division Board Policy 2

### ROLE OF THE BOARD

The Board is a corporate entity created by the provincial legislation and given authority by the ~~School~~ **Education Act** and the attendant **corresponding** regulations. It is comprised of trustees elected in accordance with the *Local Authorities Election Act* and as provided for in *The Parkland School Division Trustee Electoral Ward Bylaw within Board Policy 7: Board Operations*. The Board exercises its authority through a democratic process and always models a culture of respect, understanding and integrity.

The Board is charged with the responsibility of providing, for its students and their parents **or guardians**, an education system organized and operated in their best interests. It exercises this responsibility through setting of local educational policy and the wise use of resources.

~~The Board has one main purpose, namely to provide educational services as required by the School Act.~~

#### **Specific Areas of Responsibility:**

The Government of Alberta has legislated that the Board, as a partner in education, has the following responsibilities:

#### **Education Planning and Programming**

The Board shall deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the Board and to enable their success [Education Act s. 33(1)(a)]. Specifically, the Board:

1. ~~[Former 2.1] Reviews and approves the vision for the Division;~~
2. ~~[Former 1.1 / 1.3] Annually R~~reviews and approves **education goals, including** the ~~Three-Year Annual Education Plan; and the Annual Education Results Report, on an annual basis. Reviews and approves annual educational goals for the Division;~~
3. **Sets governance standards for establishing the annual school division calendar; and**
4. **Sets governance standards for reviewing and approving alternatives to educational programming.**

#### **Assurance and Accountability**

The Board shall be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes [Education Act s. 33(1)(b)]. Specifically, the Board:

5. **Develops and implements a reporting and accountability system on any matter the Minister prescribes;**
6. **Disseminates any information, in the reports and accounts produced, under the reporting and accountability system to students, parents, electors and/or the Minister in the manner the Minister prescribes; and**
7. ~~[Former 1.3] Reviews Division performance, on an ongoing basis, and approves the Annual Education Results Report.~~

## Stakeholder Engagement and Communication

The Board shall provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in Board matters, including the Board's plans and the achievement of goals and targets within those plans [Education Act s. 33(1)(c)]. Specifically, the Board:

8. [Former 3.3] Monitors, evaluates and reports Division performance and achievements to all stakeholders; and
9. [Former 4.1] Establishes processes and provides opportunities for input from its stakeholders.

## Safe and Caring Environment

The Board shall ensure that each student enrolled in a school operated by the Board and each staff member employed by the Board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging [Education Act s. 33(1)(d)]. Specifically, the Board:

10. Maintains a policy respecting the Board's obligation under *Education Act* subsection (1)(d) to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour; and
11. [Former SR 6] Provides, where prudent to do so, recognition to students, staff, trustees and community members and organizations.

## Supports and Services

The Board shall provide a continuum of supports and services to students that is consistent with the principles of inclusive education [Education Act s. 33(1)(e)]. Specifically, the Board:

12. Supports the removal of barriers with learning partners and within learning environments; and
13. Develops ongoing relationships with government, school and system leaders, families and community partners to strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments.

## Collaboration

The Board shall collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources [Education Act s. 33(1)(f)]. Specifically, the Board:

14. [Former 4.2] Promotes positive community engagement within the Division;
15. [Former 4.3] Represents the community's needs, hopes and desires for education;
16. [Former 4.4] Supports the school's' programs, needs and desires to the community; and
17. [Former 4.5] Holds regular meetings and maintains timely, frank and constructive communications communicates, on an ongoing basis, with locally elected officials.

The Board shall collaborate with post-secondary institutions and the community to enable smooth transitions for students from secondary to post-secondary education [Education Act s. 33(1)(g)].

Specifically, the Board:

18. Annually reviews and presents six-year post-secondary transition rates.

### **Governance and Organization**

The Board shall establish and maintain governance and organizational structures that promote student well-being and success, and monitor and evaluate their effectiveness [Education Act s. 33(1)(h)].

Specifically, the Board:

19. [Former 2.2] Establishes policy-;
20. [Former 2.3] Evaluates ~~policy~~ the impact of Board policies-;
21. [Former 6.1] Develops ~~a yearly~~ an annual plan for advocacy including focus, key messages, and mechanisms-;
22. [Former 6.2] Participates in local, provincial and national advocacy processes-;
23. [Former 6.3] Reinforces local, provincial and national positions with media and members of the legislature and parliament-;
24. [Former 7.1] Develops a yearly plan for Board/trustee development-;
25. [Former 7.2] Encourages individual trustees to participate in conferences and other activities to further develop Board and trustee effectiveness-;
26. [Former 7.3] Undertakes an annual Board self-evaluation-;
27. [Former 7.4] Promotes positive and productive interactions amongst fellow trustees-; and
28. [Former SR 14] ~~Reviews and approves~~ Creates the Board Annual Work Plan *Annual Work Plan*. as prudent to do so (2.1 Appendix)-.

### **Resource Stewardship**

The Board shall ensure effective stewardship of the Board's resources [Education Act s. 33(1)(i)].

Specifically, the Board:

29. [Former 1.2] Reviews and approves the annual budget assumptions-;
30. [Former 1.4] Reviews and approves capital plans, on an annual basis-;
31. [Former 1.5] Reviews and approves the budget on an annual basis-;
32. [Former 2.4] Sets the mandates for collective bargaining-;
33. [Former 3.5] Ratifies memoranda of agreements with bargaining units-;
34. [Former SR 8] Approves transfers to and from operating and capital reserves-;
35. [Former SR 9] Acquires and disposes of land and buildings-;
36. [Former SR 10] Approves student fees annually-;
37. [Former SR 11] Approves a Borrowing Resolution as prudent to do so-; and
38. [Former SR 12] Approves the Superintendent's contract.

### Superintendent-Board Relations

The Board shall recruit the Superintendent and entrust the day-to-day management of the school division to the staff through the Superintendent [Education Act s. 33(1)(j)]. Specifically, the Board:

39. [Former 5.1] Selects the Superintendent-;
40. [Former 5.2] Provides the Superintendent with clear corporate direction-;
41. [Former 5.3] Delegates to the Superintendent responsibility for all executive functions and provides authority commensurate with responsibilities-;
42. [Former 5.4] Evaluates the Superintendent-;
43. [Former 5.5] Supports the Superintendent's actions-;
44. [Former 5.6] Respects the Superintendent as the Chief Executive Officer-; and
45. [Former 5.7] Demonstrates mutual support which is conveyed to the staff and the community.

### Conduct

The Board shall develop and implement a code of conduct that applies to trustees of the Board, including definitions of breaches and sanctions, in accordance with principles set out by the Minister by order [Education Act s. 33(1)(k)]. Specifically, the Board:

46. Establishes a *Parkland School Division Code of Conduct*, by policy, to apply to all students, staff, parents and community members.

### Liability

The Board shall comply with all applicable Acts and regulations [Education Act s. 33(1)(l)]. Specifically, the Board:

47. [Former 3.1] Acts in accordance with all statutory requirements-; and
48. Maintains a Board Policy for whistle-blower protection.

### Dispute Resolution

The Board shall establish appropriate dispute resolution processes [Education Act s. 33(1)(m)]. Specifically, the Board:

49. [Former 3.4] ~~Develops procedures and~~ Hears appeals as required by statute-; and
50. Maintains a policy for *Appeals Regarding Student Matters*.

### Ministerial Direction

The Board shall carry out any other matters that the Minister prescribes [Education Act s. 33(1)(n)]. Specifically, the Board:

51. [Former 3.2] Performs Board functions required by governing legislation and Ministerial directives-; and
52. [Former SR.1] Reviews and approves student attendance areas.

1. ~~Planning~~

- 1.1. ~~Reviews and approves annual educational goals for the Division.~~
- 1.2. ~~Reviews and approves the annual budget assumptions.~~
- 1.3. ~~Reviews and approves the Three-Year Education Plan and the Annual Education Results Report, on an annual basis.~~
- 1.4. ~~Reviews and approves capital plans, on an annual basis.~~
- 1.5. ~~Reviews and approves the budget on an annual basis.~~

2. ~~Policy Governance~~

- 2.1. ~~Reviews and approves the vision for the Division.~~
- 2.2. ~~Establishes policy.~~
- 2.3. ~~Evaluates policy impact.~~
- 2.4. ~~Sets the mandates for collective bargaining.~~

3. ~~Accountability~~

- 3.1. ~~Acts in accordance with all statutory requirements.~~
- 3.2. ~~Performs Board functions required by governing legislation and Ministerial directives.~~
- 3.3. ~~Monitors, evaluates and reports Division performance and achievements to all stakeholders.~~
- 3.4. ~~Develops procedures and hears appeals as required by statute.~~
- 3.5. ~~Ratifies memoranda of agreements with bargaining units.~~

4. ~~Communications and Community Relation~~

- 4.1. ~~Establishes processes and provides opportunities for input from its stakeholders.~~
- 4.2. ~~Promotes positive community engagement within the Division.~~
- 4.3. ~~Represents the community's needs, hopes and desires.~~
- 4.4. ~~Supports the school's programs, needs and desires to the community.~~
- 4.5. ~~Holds regular meetings and maintains timely, frank and constructive communications with locally elected officials.~~

5. ~~Superintendent-Board Relations~~

- 5.1. ~~Selects the Superintendent.~~
- 5.2. ~~Provides the Superintendent with clear corporate direction.~~
- 5.3. ~~Delegates to the Superintendent responsibility for all executive functions and provides authority commensurate with responsibilities.~~
- 5.4. ~~Evaluates the Superintendent.~~
- 5.5. ~~Supports the Superintendent's actions.~~
- 5.6. ~~Respects the Superintendent as the Chief Executive Officer.~~
- 5.7. ~~Demonstrates mutual support which is conveyed to the staff and the community.~~



## ~~6. Political Advocacy~~

- ~~6.1. Develops a yearly plan for advocacy including focus, key messages, and mechanisms.~~
- ~~6.2. Participates in local, provincial and national advocacy processes.~~
- ~~6.3. Reinforces local, provincial and national positions with media and members of the legislature and parliament.~~

## ~~7. Board Development~~

- ~~7.1. Develops a yearly plan for Board/trustee development.~~
- ~~7.2. Encourages individual trustees to participate in conferences and other activities to further develop Board and trustee effectiveness.~~
- ~~7.3. Undertakes an annual Board self-evaluation.~~
- ~~7.4. Promotes positive and productive interactions amongst fellow trustees.~~

## **Selected Responsibilities**

- ~~1. Reviews and approves student attendance areas.~~
- ~~2. Reviews and approves the annual school year calendar.~~
- ~~3. Reviews and approves alternative programs.~~
- ~~4. Hears a conflict resolution appeal related to the operation of a School Council, and rules on the appeal.~~
- ~~5. Hears a recommendation for the dissolution of a School Council, and requests the Minister to dissolve the School Council when deemed necessary.~~
- ~~6. Provides recognition to students, staff, trustees and community.~~
  - ~~6.1. In acknowledgment of the valuable contributions made by trustees in public service, the Board will recognize trustees:~~
    - ~~6.1.1. As they leave the Board; and/or~~
    - ~~6.1.2. As they accrue service on the Board.~~
  - ~~6.2. Retiring trustees will receive a final memento upon termination of service.~~
- ~~7. Complies with the Division's *Responsible Use of Technology Agreement*.~~
- ~~8. Approves transfers to and from operating and capital reserves.~~
- ~~9. Acquires and disposes of land and buildings.~~
- ~~10. Approves student fees annually.~~
- ~~11. Approves Borrowing Resolution.~~
- ~~12. Approves the Superintendent's contract.~~
- ~~13. Names schools and other Division-owned facilities.~~
  - ~~13.1. Establishes an ad hoc school naming committee consisting of two (2) trustees and the Superintendent or designate, and other members as determined by the committee.~~
- ~~14. Reviews and approves the Board Annual Work Plan as prudent to do so (2.1 Appendix).~~

Reference:	<del>School Act: 21, 22, 39, 42, 45, 56, 60, 61, 62, 63, 78, 113, 147, 152, 188, 200</del> <del>Government Accountability Act: 16</del> Education Act: 18, 19, 52, 53, 55, 60, 67, 72, 139, 143, 185, 192, 200, 222 Local Authorities Election Act	Approved:
		Date Approved:
Cross-Reference:	Board Policy: 3-6, 8-11 <del>Admin Procedure: 100, 110, 151-152, (500s)</del> Administrative Procedure: Sections 100 and 500 PSD Responsible Use of Technology Agreement	Reviewed or Revised: February, 2021 April, 2019 March, 2017 September, 2016 September, 2015,



**Parkland School Division**  
**Board Policy 2: Appendix 2.1**  
**BOARD ANNUAL WORK PLAN**

The table below outlines action items requiring board's approval and its associated general timelines as well as information items/reports that might be of interest to the Board of Trustees. The Board Annual Work Plan may be amended from time to time as deemed necessary.

Month	ACTION	INFORMATION
September	<ul style="list-style-type: none"> <li>• Attend PSD Opening Day Event (August/September)</li> <li>• Attend Retirement Celebration</li> </ul>	<ul style="list-style-type: none"> <li>• Facilities Services Summer Work Report</li> <li>• Off-site/Field trip Summary report</li> <li>• Human Resources Report</li> <li>• 2019-2020 Student Conduct Report</li> </ul>
Early October	<ul style="list-style-type: none"> <li>• Complete Superintendent/CEO Evaluation</li> <li>• Attend Board Summit</li> <li>• Attend Fall PSBAA AGM</li> </ul>	<ul style="list-style-type: none"> <li>• 2020-2021 Enrolment Report</li> <li>• Community Partnership Assurance Report</li> <li>• 2020-2021 Communication Plan</li> <li>• Class Size Report</li> </ul>
End October	<ul style="list-style-type: none"> <li>• Hold Organizational Meeting (election years)</li> <li>• Attend Fall ASBA AGM</li> <li>• Approve 2020-2021 Modular Submission for 2021-2022</li> </ul>	<ul style="list-style-type: none"> <li>• Review Final School / Department Allocations</li> <li>• Student Achievement (DIPs and Achievement) Assurance Report</li> <li>• Early Learning Assurance Report</li> </ul>
November	<ul style="list-style-type: none"> <li>• Approve Audited Financial Statement</li> <li>• Attend Stakeholder Engagement Evening</li> <li>• Approve Annual Education Results Report (AERR)</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative Education Assurance Report</li> <li>• Off Campus Education Assurance Report</li> </ul>
December		
January	<ul style="list-style-type: none"> <li>• Approve Edwin Parr Selection Committee</li> <li>• Approve 2021-2022 School Calendars</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Quarter Financial Report</li> <li>• Wellness Assurance Report</li> <li>• School Resource Officer Report</li> <li>• Stakeholder Engagement Event Feedback</li> </ul>

Month	ACTION	INFORMATION
February		<ul style="list-style-type: none"> <li>• Occupational Health and Safety Report</li> <li>• Student Services Report</li> <li>• Transportation Department Report</li> </ul>
March	<ul style="list-style-type: none"> <li>• Approve Fees and Allowances 2021-2022</li> <li>• Approve Edwin Parr Teacher Nomination</li> <li>• Attend the Annual PSD/Evergreen Dinner</li> </ul>	<ul style="list-style-type: none"> <li>• 2020-2021 Infrastructure Maintenance Renewal (IMR) Expenditure Plan</li> <li>• Financial Reporting Profile</li> <li>• School Calendar Survey</li> </ul>
April	<ul style="list-style-type: none"> <li>• Approve Capital Plan</li> <li>• Complete Board Self Evaluation</li> <li>• Attend Education Planning Session</li> </ul>	<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> Quarter Financial Report and Forecast</li> <li>• January Grade 12 Examination Results</li> </ul>
Early May	<ul style="list-style-type: none"> <li>• Host Annual Service Awards</li> <li>• Approve Budget Assumptions</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Communications Department Report</li> <li>• Draft Education Plan</li> <li>• Learning and Technology Assurance Report</li> </ul>
End of May	<ul style="list-style-type: none"> <li>• Approve Budget</li> <li>• Approve Three Year Education Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Assurance Results Report</li> <li>• Technology Services Department Report</li> </ul>
June	<ul style="list-style-type: none"> <li>• Attend Spring PSBAA AGM</li> <li>• Attend Spring ASBA AGM</li> <li>• Hold Organizational Meeting (in non-election years)</li> </ul>	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup> Quarter Financial Report and Forecast</li> <li>• Draft Board Meeting Schedule</li> <li>• FNMI Education Assurance Report</li> <li>• Instructional Services Report</li> </ul>

Month	ACTION	INFORMATION
Ongoing	<ul style="list-style-type: none"> <li>• <del>Attend ASBA Zone 2/3 Meetings</del></li> <li>• <del>Attend PSBC Meetings</del></li> <li>• <del>Conduct Advocacy Activities</del></li> <li>• <del>Attend Professional Development Activities</del></li> <li>• <del>Attend Committee Meetings (as appointed)</del></li> <li>• <del>Attend Ad Hoc Committees (as appointed)</del></li> <li>• <del>Attend all 'Committees of the Whole' Meetings</del></li> <li>• <del>Attend Stakeholder Engagements / Meetings</del></li> <li>• <del>Attend School Council Meetings</del></li> <li>• <del>Attend Division or school community functions when possible</del></li> <li>• <del>Review and update each Board Policy as necessary and at least once within the four-year term of an established Board (Board Policy Committee – Chair &amp; Vice Chair)</del></li> <li>• <del>Participate in meetings with elected officials (municipally and provincially as able)</del></li> <li>• <del>Participate in community initiatives/activities as able</del></li> <li>• <del>Host Community Consultations</del></li> </ul>	
Date Approved: June 16, 2020		Reviewed or Revised: <del>June 16, 2020</del> <del>June 25, 2019</del> <del>April 2, 2019</del> <del>November 7, 2017</del> <del>September 6, 2016</del> <hr/>



## Parkland School Division

### Board Policy 2

#### ROLE OF THE BOARD

The Board is a corporate entity created by the provincial legislation and given authority by the *School Act* and the attendant regulations. It is comprised of trustees elected in accordance with the *Local Authorities Election Act*. The Board exercises its authority through a democratic process and always models a culture of respect, understanding and integrity.

The Board is charged with the responsibility of providing, for its students and their parents, an education system organized and operated in their best interests. It exercises this responsibility through setting of local educational policy and the wise use of resources.

The Board has one main purpose, namely to provide educational services as required by the *School Act*.

#### **Specific Areas of Responsibility:**


1. Planning
  - 1.1. Reviews and approves annual educational goals for the Division.
  - 1.2. Reviews and approves the annual budget assumptions.
  - 1.3. Reviews and approves the Three-Year Education Plan and the Annual Education Results Report, on an annual basis.
  - 1.4. Reviews and approves capital plans, on an annual basis.
  - 1.5. Reviews and approves the budget on an annual basis.
2. Policy Governance
  - 2.1. Reviews and approves the vision for the Division.
  - 2.2. Establishes policy.
  - 2.3. Evaluates policy impact.
  - 2.4. Sets the mandates for collective bargaining.
3. Accountability
  - 3.1. Acts in accordance with all statutory requirements.
  - 3.2. Performs Board functions required by governing legislation and Ministerial directives.
  - 3.3. Monitors, evaluates and reports Division performance and achievements to all stakeholders.
  - 3.4. Develops procedures and hears appeals as required by statute.
  - 3.5. Ratifies memoranda of agreements with bargaining units.
4. Communications and Community Relations

- 4.1. Establishes processes and provides opportunities for input from its stakeholders.
- 4.2. Promotes positive community engagement within the Division.
- 4.3. Represents the community's needs, hopes and desires.
- 4.4. Supports the school's programs, needs and desires to the community.
- 4.5. Holds regular meetings and maintains timely, frank and constructive communications with locally elected officials.
5. Superintendent-Board Relations
  - 5.1. Selects the Superintendent
  - 5.2. Provides the Superintendent with clear corporate direction.
  - 5.3. Delegates to the Superintendent responsibility for all executive functions and provides authority commensurate with responsibilities.
  - 5.4. Evaluates the Superintendent.
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  - 5.7. Demonstrates mutual support which is conveyed to the staff and the community.
6. Political Advocacy
  - 6.1. Develops a yearly plan for advocacy including focus, key messages, and mechanisms.
  - 6.2. Participates in local, provincial and national advocacy processes.
  - 6.3. Reinforces local, provincial and national positions with media and members of the legislature and parliament.
7. Board Development
  - 7.1. Develops a yearly plan for Board/trustee development.
  - 7.2. Encourages individual trustees to participate in conferences and other activities to further develop Board and trustee effectiveness.
  - 7.3. Undertakes an annual Board self-evaluation.
  - 7.4. Promotes positive and productive interactions amongst fellow trustees.

**Selected Responsibilities:**

1. Reviews and approves student attendance areas.
2. Reviews and approves the annual school-year calendar.
3. Reviews and approves alternative programs.
4. Hears a conflict resolution appeal related to the operation of a School Council, and rules on the appeal.

5. Hears a recommendation for the dissolution of a School Council, and requests the Minister to dissolve the School Council when deemed necessary.
6. Provides recognition to students, staff, trustees and community.
  - 6.1. In acknowledgment of the valuable contributions made by trustees in public service, the Board will recognize trustees:
    - 6.1.1. As they leave the Board; and/or
    - 6.1.2. As they accrue service on the Board.
  - 6.2. Retiring trustees will receive a final memento upon termination of service.
7. Complies with the Division's *Responsible Use of Technology Agreement*.
8. Approves transfers to and from operating and capital reserves.
9. Acquires and disposes of land and buildings.
10. Approves student fees annually.
11. Approves Borrowing Resolution.
12. Approves the Superintendent's contract.
13. Names schools and other Division-owned facilities.
  - 13.1. Establishes an ad hoc school naming committee consisting of two (2) trustees and the Superintendent or designate, and other members as determined by the committee.
14. Reviews and approves the Board Annual Work Plan as prudent to do so (2.1 Appendix).

Reference:	School Act: 21, 22, 39, 42, 45, 56, 60, 61, 62, 63, 78, 113, 147, 152, 188, 200 Government Accountability Act: 16 Local Authorities Election Act	Approved:	(signature) 
		Date Approved:	April 2, 2019
Cross-Reference:	Board Policy: 3-6, 8-11 Admin Procedure: 100, 110, 151-152, (500s) PSD Responsible Use of Technology Agreement	Reviewed or Revised:	April, 2019 March, 2017 September, 2016 September, 2015, September, 2014





**Parkland School Division**  
**Board Policy 2: Appendix 2.1**  
**BOARD ANNUAL WORK PLAN**

The table below outlines action items requiring board's approval and its associated general timelines as well as information items/reports that might be of interest to the Board of Trustees. The Board Annual Work Plan may be amended from time to time as deemed necessary.

Month	ACTION	INFORMATION
September	<ul style="list-style-type: none"> <li>Attend PSD Opening Day Event (August/September)</li> <li>Attend Retirement Celebration</li> </ul>	<ul style="list-style-type: none"> <li>Facilities Services Summer Work Report</li> <li>Off-site/Field trip Summary report</li> <li>Human Resources Report</li> <li>2019-2020 Student Conduct Report</li> </ul>
Early October	<ul style="list-style-type: none"> <li>Complete Superintendent/CEO Evaluation</li> <li>Attend Board Summit</li> <li>Attend Fall PSBAA AGM</li> </ul>	<ul style="list-style-type: none"> <li>2020-2021 Enrolment Report</li> <li>Community Partnership Assurance Report</li> <li>2020-2021 Communication Plan</li> <li>Class Size Report</li> </ul>
End October	<ul style="list-style-type: none"> <li>Hold Organizational Meeting (election years)</li> <li>Attend Fall ASBA AGM</li> <li>Approve 2020-2021 Modular Submission for 2021-2022</li> </ul>	<ul style="list-style-type: none"> <li>Review Final School / Department Allocations</li> <li>Student Achievement (DIPs and Achievement) Assurance Report</li> <li>Early Learning Assurance Report</li> </ul>
November	<ul style="list-style-type: none"> <li>Approve Audited Financial Statement</li> <li>Attend Stakeholder Engagement Evening</li> <li>Approve Annual Education Results Report (AERR)</li> </ul>	<ul style="list-style-type: none"> <li>Alternative Education Assurance Report</li> <li>Off Campus Education Assurance Report</li> </ul>
December		
January	<ul style="list-style-type: none"> <li>Approve Edwin Parr Selection Committee</li> <li>Approve 2021-2022 School Calendars</li> </ul>	<ul style="list-style-type: none"> <li>1<sup>st</sup> Quarter Financial Report</li> <li>Wellness Assurance Report</li> <li>School Resource Officer Report</li> <li>Stakeholder Engagement Event Feedback</li> </ul>

Month	ACTION	INFORMATION
February		<ul style="list-style-type: none"> <li>Occupational Health and Safety Report</li> <li>Student Services Report</li> <li>Transportation Department Report</li> </ul>
March	<ul style="list-style-type: none"> <li>Approve Fees and Allowances 2021-2022</li> <li>Approve Edwin Parr Teacher Nomination</li> <li>Attend the Annual PSD/Evergreen Dinner</li> </ul>	<ul style="list-style-type: none"> <li>2020-2021 Infrastructure Maintenance Renewal (IMR) Expenditure Plan</li> <li>Financial Reporting Profile</li> <li>School Calendar Survey</li> </ul>
April	<ul style="list-style-type: none"> <li>Approve Capital Plan</li> <li>Complete Board Self Evaluation</li> <li>Attend Education Planning Session</li> </ul>	<ul style="list-style-type: none"> <li>2<sup>nd</sup> Quarter Financial Report and Forecast</li> <li>January Grade 12 Examination Results</li> </ul>
Early May	<ul style="list-style-type: none"> <li>Host Annual Service Awards</li> <li>Approve Budget Assumptions</li> </ul>	<ul style="list-style-type: none"> <li>Strategic Communications Department Report</li> <li>Draft Education Plan</li> <li>Learning and Technology Assurance Report</li> </ul>
End of May	<ul style="list-style-type: none"> <li>Approve Budget</li> <li>Approve Three Year Education Plan</li> </ul>	<ul style="list-style-type: none"> <li>Assurance Results Report</li> <li>Technology Services Department Report</li> </ul>
June	<ul style="list-style-type: none"> <li>Attend Spring PSBAA AGM</li> <li>Attend Spring ASBA AGM</li> <li>Hold Organizational Meeting (in non-election years)</li> </ul>	<ul style="list-style-type: none"> <li>3<sup>rd</sup> Quarter Financial Report and Forecast</li> <li>Draft Board Meeting Schedule</li> <li>FNMI Education Assurance Report</li> <li>Instructional Services Report</li> </ul>

Month	ACTION	INFORMATION
Ongoing	<ul style="list-style-type: none"><li>• Attend ASBA Zone 2/3 Meetings</li><li>• Attend PSBC Meetings</li><li>• Conduct Advocacy Activities</li><li>• Attend Professional Development Activities</li><li>• Attend Committee Meetings (as appointed)</li><li>• Attend Ad Hoc Committees (as appointed)</li><li>• Attend all ‘Committees of the Whole’ Meetings</li><li>• Attend Stakeholder Engagements / Meetings</li><li>• Attend School Council Meetings</li><li>• Attend Division or school community functions when possible</li><li>• Review and update each Board Policy as necessary and at least once within the four-year term of an established Board (Board Policy Committee – Chair &amp; Vice Chair)</li><li>• Participate in meetings with elected officials (municipally and provincially as able)</li><li>• Participate in community initiatives/activities as able</li><li>• Host Community Consultations</li></ul>	
Date Approved: June 16, 2020		Reviewed or Revised: June 16, 2020 June 25, 2019 April 2, 2019 November 7, 2017 September 6, 2016



## MEMORANDUM

**Date** February 2, 2021

**To** Board of Trustees

**From** Shauna Boyce, Superintendent

**Originator** Mark Francis, Deputy Superintendent

**Resource** Serge LaBrie, Director of Facilities  
Shae Abba, Director of Human Resources

**Governance Policy** Board Policy 2: Role of the Board  
Board Policy 12: Role of the Superintendent

**Additional Reference** BP 2: Appendix 2.1 Board Work Plan  
Administrative Procedure 736: Workplace Violence and/or Harassment  
Occupational Health and Safety Act of Alberta

**Subject** **OCCUPATIONAL HEALTH & SAFETY REPORT**

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### Purpose

For information. No recommendation required.

### Background

The Superintendent is committed to building and preserving a safe, productive, and healthy working environment for staff, students and school community and responsible to ensure the legislative requirements of the Occupational Health and Safety (OHS) Act of Alberta are followed in Parkland School Division (PSD). In addition, the Board is responsible to adhere to the Board Annual Work Plan. The following report is in response to this commitment and these responsibilities.

## **Report Summary**

PSD complies with regulations set forth in the Alberta OHS and has enacted measures to ensure the safety of students, employees and community who are involved within PSD facilities. The following report is a summary of OHS programs, practices and statistical information for PSD employees.

Administration would be pleased to respond to any questions.

SM:kz



## Occupational Health and Safety Report February 2021

*Presented to Board of Trustees, February 2, 2021*

*Mark Francis, Deputy Superintendent*

*Resource: Shae Abba, Director of Human Resources, Serge LaBrie, Director of Facilities*

The province of Alberta has continued to stress the importance of occupational health and safety. On June 1, 2018 changes to the *Occupational Health and Safety Act* came into effect. Employers are expected to adhere to these codes of conduct and any changes, in effort to protect employees from workplace incidents.

### **Enshrining Workers' Rights:**

#### **Right to know**

- All employers must inform workers about potential hazards and have access to basic health and safety information on site.

#### **Right to participate in workplace health and safety**

- Ensures workers are involved in health and safety discussions, including participation in health and safety committees.

#### **Right to refuse dangerous work**

- Workers may refuse to perform dangerous work and are protected from any form of reprisal for exercising this right.
- A worker must continue to be paid while a work refusal is being investigated.
- Other workers may be assigned to the work if they are advised of the refusal, reason for it, and made aware of their own right to refuse the work after the employer determines there is not a risk.

#### **Reporting incidents**

- Injuries resulting in a worker being admitted to hospital must be reported to Alberta Labour. This replaces the previous threshold of having to be in hospital for two days.
- Employers must report "potentially serious" incidents to Alberta Labour. These are incidents that had potential to cause serious injury to a person, but did not.

## **OHS Legislation Review**

In November, 2020 a [Review of Occupational Health and Safety](#) (OHS) was conducted by the Government of Alberta. [“Stakeholders and government identified where the OHS Act’s prescriptive requirements increased burdens, inflexibility and lack of clarity, and overlap with the Radiation Protection ACT”](#) including:

- Health and Safety Committees(HSCs) and Health and Safety Representative (HSRs): requirements are very detailed, inflexible, and may result in duplication, particularly at multi-employer work sites.
- Potential Serious Injury (PSI) reporting: job creators find the new requirement administratively burdensome. Some are complying, but numbers show PSI reports are underreported, undermining data reliability.
- Program delivery and enforcement: requirements are administratively onerous and rigid: Consultation with work site parties is required for issuance of every acceptance. Legislated enforcement processes do not allow for flexibility. Appeals have a two-tiered system, first an OHS director, then the Labour Relations Board.

It is anticipated that this review will result in further changes to the OHS legislation which will impact Parkland School Division.

## **OHS Complaints and Investigations**

Parkland School Division had no OHS complaints or investigations to date for the 2020-2021 School Year.

## **COVID and Occupational Health and Safety**

- OH&S Inspections: In Sept/Oct 2021, Occupational Health and Safety initiated an audit of school division COVID-19 protocols and procedures. A number of school divisions were selected for participation. In total 250 schools were selected across the province. OHS identified 3 sites for PSD for audit; Spruce Grove Composite High School, Graminia School and Stony Plain Central School. Representatives from the school, bargaining units, HSCs and division participated in the inspections.
- Schools that are designated as being in Alert or Outbreak Status are subject to an AHS and OHS inspection. While no OHS inspections have been conducted as a result of an outbreak, AHS conducted inspections on:
  - Memorial Composite High School
  - Spruce Grove Composite High School
  - Duffield School
  - Prescott School
  - Connections for Learning
  - Prescott Learning Centre
  - Copperhaven School
  - École Broxton Park
  - Muir Lake School

- The OHS and AHS inspections did not indicate any significant safety or compliance issues.
  - The feedback from inspectors has been positive with only minor changes to our processes recommended.
  - The most significant recommendation that came forward was to change PSD's classroom disinfectant to a disinfectant with a shorter contact time. This change was made in November/December with the entire division switched over the Oxivir TB product in 2 weeks.
- PSD developed a COVID specific hazard assessment through Public School Works.
  - This specific hazard assessment was distributed to all staff in addition to the regularly scheduled safety training.

### Summary of Workplace Injuries

#### SUMMARY OF INJURIES BY POSITION

2019-2020 (August 26, 2019 - August 25, 2020)						
Position	Employee Injuries	Employees with Time Loss	Sought Medical Attention	Student Related Injuries	Facilities Related Injuries	Activity Related Injuries
Assistant Principal	3	0	0	1	2	0
Principal	1	0	1	1	0	0
Sub Teacher	1	0	0	1	0	0
School Support/EA	40	8	23	18	18	4
Support Other/Custodian	18	3	9	1	4	13
Teacher	18	2	8	10	3	5
Grand Total	81	13	41	32	27	22

#### SUMMARY OF INJURIES BY POSITION

2020-2021 (August 26, 2020 - December 31, 2020)						
Position	Employee Injuries	Employees with Time Loss	Sought Medical Attention	Student Related Injuries	Facilities Related Injuries	Activity Related Injuries
Support EA/School based	13	2	4	6	3	4
Support Other/Custodian	5	0	2	1	2	2
Teacher	6	0	1	1	2	3
Grand Total	24	2	7	8	7	9





## MEMORANDUM

**Date** February 2, 2021

**To** Board of Trustees

**From** Shauna Boyce, Superintendent

**Originator** Dr. Dianne McConnell, Associate Superintendent

**Resource** Leah Andrews, Director of Student Services

**Governance Policy** Board Policy 1: Division Foundational Statements  
Board Policy 2: Role of the Board  
Board Policy 12: Role of the Superintendent

**Additional Reference** BP 2: Appendix 2.1 Board Annual Work Plan  
The Education Act

**Subject** **STUDENT SERVICES ASSURANCE REPORT**

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### Purpose

For information. No recommendation required.

### Background

The Board of Trustees reviews and approves annual educational goals for the Division and adheres to the Board Annual Work Plan. The following report is in response to these responsibilities.

### Report Summary

The Student Services Assurance Report highlights the various ways in which the Student Services Team, in Parkland School Division, supports schools to provide an all-inclusive, safe, supportive, academic learning environment that serves the needs of a diverse population of students from Kindergarten to grade twelve. Student Services coordinates resources and agencies with schools and PSD families to facilitate a multitude of programming and support services ranging from classroom consultation and specialized assessments to parent sessions.

Administration would be pleased to respond to any questions.

DM:kz



## STUDENT SERVICES ASSURANCE REPORT

*Presented to Board of Trustees, February 2, 2021  
Dianne McConnell, Associate Superintendent  
Leah Andrews, Director, Student Services*

### **Background**

Specific to Student Services, The Education Act outlines the Board responsibilities 33(1) as follows: A board, as a partner in education, has the responsibility to

- (a) deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success,
- (d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
- (e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education,
- (f) collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources.

The vision for Student Learning in Alberta, as per the Ministerial Order on Student Learning, is that “Students will gain the knowledge and skills to form the foundations for successful and fulfilling lives, and make meaningful contributions to their communities and the world”.

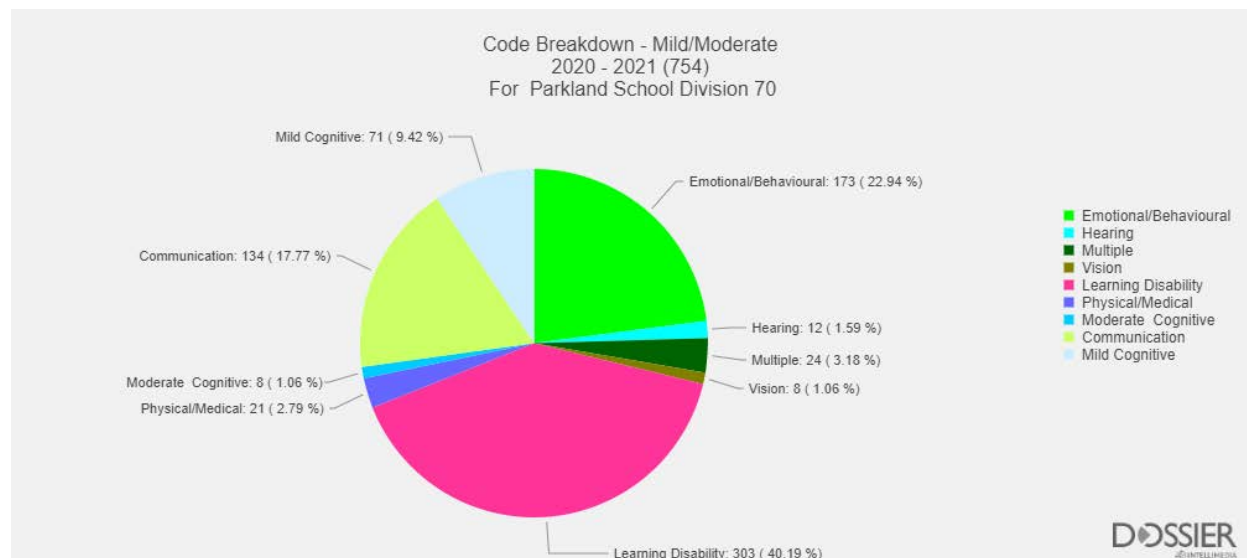
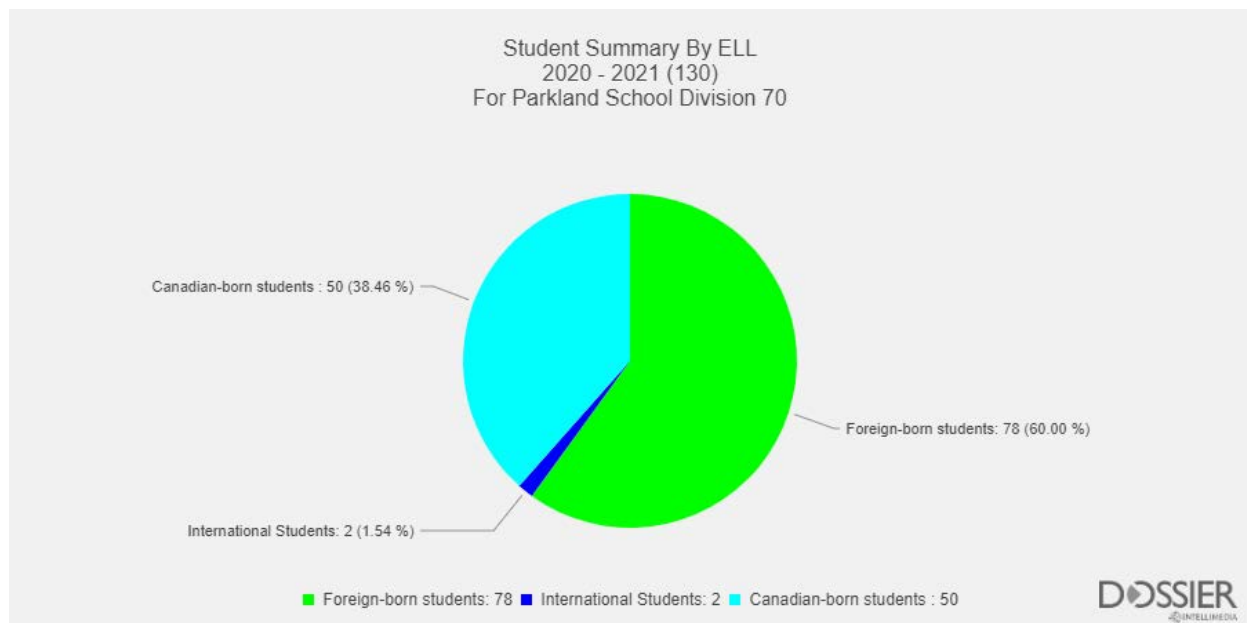
The Student Services department exists to support schools on delivering on the above responsibilities, in particular for students with exceptional learning and behavioral needs. The Student Services Team, in conjunction with schools, provides appropriate supports and services to meet the needs of diverse learners in the Parkland School Division within an Inclusive Education Model as mandated by Alberta Education, including, but not limited to the following:

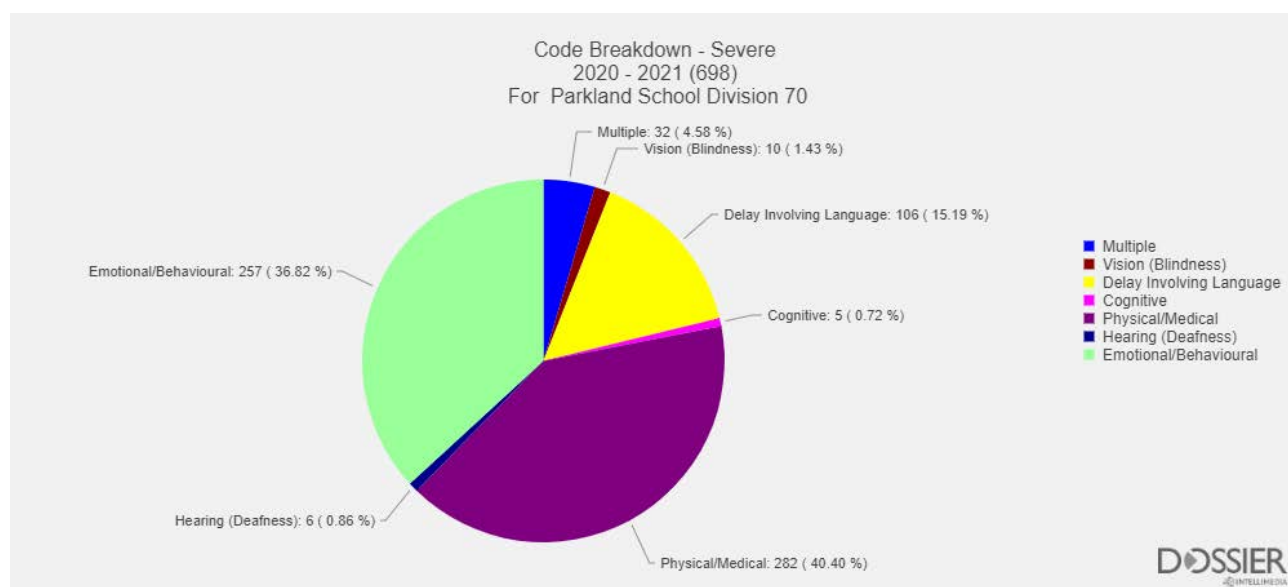
- Provide and facilitate access to specialized professional services (i.e., assessment and intervention) to ensure students with diverse needs have the guidance, support services and resources they require to be successful in their educational program.
- Build capacity around evidence-based practices for supporting diverse learners in meeting the outcomes of the Programs of Study, specifically in the areas of literacy and numeracy.
- Create access, clarity, and visibility to a continuum of supports and services within each of our schools.
- Assist in the coordination, implementation and evaluation of Specialized Learning Support Programs and Individual Education Program Plans within the school division.
- Ensure that provincial legislation and jurisdiction policy/ and procedures applicable to Students Services (e.g., Special Education Standards) are implemented.
- Support the use of assistive technology by students.
- Coordinate and supervise specialized early learning supports, available through Program Unit Funding Grants.
- Support best practices for English Language Learners.
- Support Health and Mental Health Programs/Services, delivered within the school setting.

- Support families to access supports and services within the community.
- Access to rehabilitative services (SLP, OT, PT).
- Coordinate and provide support for our Violence/Threat Risk Assessment Protocol and our Trauma Follow-up Team

Student Services assists with services that range from classroom consultation and specialized assessments to parent sessions. It takes a team approach that brings together diverse support for both individual students and entire classrooms, and helps staff build capacity to create the best learning environment possible for students from preschool and Kindergarten to Grade 12.

### Our students:





### Highlights of the 2020-2021 School year

#### Early Learning

We have:

- Restructured based on the funding structure changes.
- Continued with Early Years Evaluation (EYE) to assess key child developmental domains and to assist in planning the right supports and interventions for each student based on the results.
- Increased SLP support to include direct therapy for students in K-3 who have challenges with articulation.
  - This was an identified gap with the dissolution of Regional Collaborative Service Delivery (RCSD)
- Designed and implemented SPOT (Speech and OT) camp.
  - SPOT (Speech & OT) camp is designed to provide additional direct targeted support to students identified with significant speech-language and fine motor delays and delivered in a fun camp style.
  - Goals are targeted through engaging activities and play experiences in small groups with peers.
  - It is hosted on Fridays that Kindergarten children do not attend school. The children spend two hours in a variety of centres designed to meet the needs of the individual students. Parents make arrangements for their child to attend the camp.
  - The programming is planned by a Speech-Language Pathologist and Occupational Therapist. The SPOT Camp SLP provides direct services supported by a Speech-Language Assistant. An additional Rehab Assistant provides fine motor supports under the direction of an OT.
- Designed and implemented an on-line program for those Early Education families who chose the learning at home option.

We are:

- Facilitating 4 Early Learning PD days for early education and Kindergarten staff.
- Completing a post eye assessment in the spring for those Kindergarten students who were identified at risk.

## Wellness

We have:

- Hosted a parent education series on *Self-Regulation and the Brain* for those parents who chose the learning at home option for their student(s).
- Secured and supported additional nutrition and food security dollars and programs
- Supported programs/initiatives to support physical literacy and activity
- Collaborated with community partners to provide hospitality calls to those students who are disengaged from school.
- Partnered with a local psychologist to support Grad Students completing practicums in some of our schools. We currently have 5 Grad students supporting students with mental health in 4 different schools one day a week from September until April.

We are:

- Introducing School-based Suicidal Ideation Response Protocol to all schools. The Protocol:
  - Provides step-by step instructions for every staff person in a school setting,
  - Works to ensure that a student experiencing suicidal ideation or suicidal behaviour receives the safest care possible, is directed to the most appropriate supports, and feels supported; and
  - Builds capacity within a school environment by clearly outlining evidence-informed processes as well as offering associated training for staff.
- Offering 10 parent learning sessions in the *Strong Family* Parent series on a variety of topics.
- Hosting a staff wellness series
- Facilitating mental health & addiction supports
- Facilitating wrap-around supports for families through *Sunrise Supports*
- Co-creating CHANGE Health Clinics with our community and health partners to create a solution-focused family support plan.
- Developing community connector professional development modules and certificates.
- Working with Alberta Health Services to pilot the E-mental health App they are developing.

## Specialized Supports

We have:

- Contracted services for students with low incidence needs in the areas of blind/low vision, deaf/hard of hearing and students with complex communication needs.
  - This was an identified gap with the dissolution of Regional Collaborative Service Delivery (RCSD)
- Increased our level B assessment resources that schools can access to help identify learning needs in the areas of reading, writing, math, executive functioning, expressive and receptive language, along with dyslexia screening tools.
  - We support capacity building around administering, scoring, and interpreting the results of the assessments.
- Created lending kits for schools in the areas of level B assessments, emergent literacy, emergent numeracy, *Handwriting Without Tears*, early conventional literacy, puberty/personal hygiene teaching kits for students with Autism Spectrum Disorder (ASD) and other cognitive disabilities, intensive phonological awareness, and social skills/thinking.
  - Offered PD sessions, Q & A sessions, and work with school teams at-elbow to build capacity and know-how around each of the lending kits available

We are

- Facilitating a book study around the book *Comprehensive Literacy for All: Teaching Students with Significant Disabilities to Read and Write* by Erickson & Koppenhaver.
  - 60 participants from a variety of schools across the district.
  - Explore a comprehensive approach for teaching students with significant intellectual disabilities, including those with complex communication needs, to read and write print.
- Supporting the use of *Neurosequential Model in Education* (NME) mini maps to inform Positive Behaviour Support Plans (Bruce Perry's work on developing trauma sensitive schools).
- Facilitating transition meetings and planning for students with significant disabilities alongside school teams.
- Facilitating 4 PD days for Specialized Classroom staff.
- Offering Nonviolent Crisis Intervention courses and recertification/refreshers for staff working with students who may have challenging behaviour.
- Moving *Violence Threat Risk Assessments* to an on-line platform that will allow us to easily track data over time and analyze trends.
- Introducing *Collaborative Response* to school leadership teams as a framework that values collaborative, action focused responses, data-informed discussions, and timely support to ensure all students can experience success.
  - Through this work schools will articulate their own continuum of supports and services and the processes to access them.
- Offering divisional SLP/OT support for students with complex needs across Parkland School Division.
  - Providing professional development opportunities for staff in the areas of; speech and language development, AAC device implementation and programming, fine motor development, lift and transfers & sensory regulation.
  - Support and recommendations for students with complex communication and physical needs within the classroom environment.
  - Emergent literacy supports for students with complex needs.
  - Supporting transitions for students with complex communication and complex physical needs.
  - Standardized assessment on an as needed basis.
  - Liaising with outside agencies to coordinate cohesive care for students between school and home.

### **Moving Forward**

The impact of the COVID-19 pandemic will have a significant effect on diverse populations, students at-risk, students with anxiety and previous mental health conditions. When students are not experiencing positive mental health we see an increase in challenging behaviours, poor attendance/non-engagement, and lower achievement. In a response to this need we are in the process of developing a comprehensive response plan for the children and youth in our system that includes universal, targeted and individualized support.

Recent changes to the eligibility criteria for Program Unit Funding (PUF) has significantly compromised access for children identified with mild, moderate and severe disabilities to early intervention programming in inclusive settings. Additionally, as a result of the dissolution of RCSD, health is no longer supporting preschool assessments which previously have been used to get students into intervention programs. As such, it is imperative that we continue to advocate for increased ECS funding and support from other ministries.

Many students across PSD require speech and language and occupational therapy supports to fully access their education programs. We currently have approximately 340 referrals for SLP and OT support within the division. With the dissolution of RCSD we have shifted from relying on external supports to resourcing internal supports and building the capacity of staff to respond to the increasing needs. We will continue to collaborate with other jurisdictions to identify creative ways to meet the high demand of these services.

Many of the students who struggle with literacy and numeracy do so because they have a learning disability. To support literacy efforts in PSD, there is a need to build capacity in the areas of specific learning disorders.



## MEMORANDUM

**Date** February 2, 2021

**To** Board of Trustees

**From** Shauna Boyce, Superintendent

**Originator** Scott McFadyen, Associate Superintendent

**Resource** John Blood, Director, Transportation Services

**Governance Policy** Board Policy 2: Role of the Board  
Board Policy 17: Student Transportation

### Additional Reference

**Subject** **TRANSPORTATION SERVICES DEPARTMENT REPORT 2020-2021**

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### Purpose

For information. No recommendation required.

### Background

Parkland School Division operates one of the largest regional student transportation systems in the province. This means that we not only provide safe, effective and efficient transportation services to Parkland students, but also to other school divisions, which includes Evergreen Catholic Separate School Division, Black Gold School Division in Devon, Grande Yellowhead School Division in Evansburg, Living Waters Christian Academy, SML Christian Academy, Columbus Academy, Devon Christian School, Elves Special Needs Society, Alberta School for the Deaf and the Glenrose Rehabilitation Hospital.

The Transportation Department is open from 6:30 a.m. to 5:30 p.m. during bus operational days. During this time, staff handle all facets of the operation including bus dispatch and all external and internal inquiries related to transportation services and school attendance boundaries.



## **Report Summary**

The following report outlines the Transportation Services Department for the 2020-2021 school term. Transportation is continually evolving to maintain an efficient and cost effective Transportation system to all parties we serve. Highlights the accomplishments along with some of the challenges that Transportation is facing both now and for the coming school year. The Transportation Services Department, it's contractors and Bus Operators, continue to tackle the challenges of maintaining consistent, safe and reliable transportation service during the ever-changing hurdles of the COVID-19 pandemic.

Administration would be pleased to respond to any questions regarding this report.

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## TRANSPORTATION SERVICES DEPARTMENT REPORT 2020-2021

*Presented to Board of Trustees, February 2, 2021*

*Scott McFadyen, Associate Superintendent*

*John Blood, Director, Transportation Services*

Parkland School Division (PSD) is a regional transportation provider. We travel 19,116 kilometres every day, which is 3,517,344 kilometres yearly. To put that into perspective, that would be equivalent to four-and-a-half trips to the moon and back. We transport 7022 students or 2,584,096 passenger trips every year.

In addition to 5,429 Parkland School Division students, we also provide transportation services to Evergreen Catholic Separate School Division and a number of other organizations such as Black Gold School Division in Devon, Grande Yellowhead School Division in Evansburg, Living Waters Christian Academy in Spruce Grove, SML Christian Academy and Columbus Academy in Stony Plain, and Elves Special Needs Society, Alberta School for the Deaf, and the Glenrose Rehabilitation Hospital in Edmonton.

Transportation Services has made a number of operational improvements to decrease transportation deficits and is projecting a balanced budget for the 2020-2021 school year. Due to the COVID-19 pandemic, ridership has decreased, with some parents opting to remove their children from busing and or transferring their children to on-line learning. Government regulations have also mandated "COVID-19 Emergency Remote Learning" for several periods during the pandemic which also has reduced the number of students using the busing system. Transportation has issued \$19,547 in refunds between September 1, 2020 to January 5, 2021.

### **Department Statistics**

In order to provide regional transportation services, PSD uses a variety of contracted school buses ranging from 20 to 90 passengers, taxi services and has implemented parent-provided transportation agreements.

In order to offer these comprehensive services Transportation Services:

Utilizes:

- 155 buses, conducting 595 bus trip routes (to-and-from school) for the AM & PM daily trips
- 6 Cabs
- 160 + Bus Operators (including spare drivers)
- 18 Contractors
- 7.0 Office Staff
- 13 Transfer Site Bus Monitors (0.133 FTE). This increased from 12 site monitors due to increased bus utilization at the Memorial Composite High School transfer site

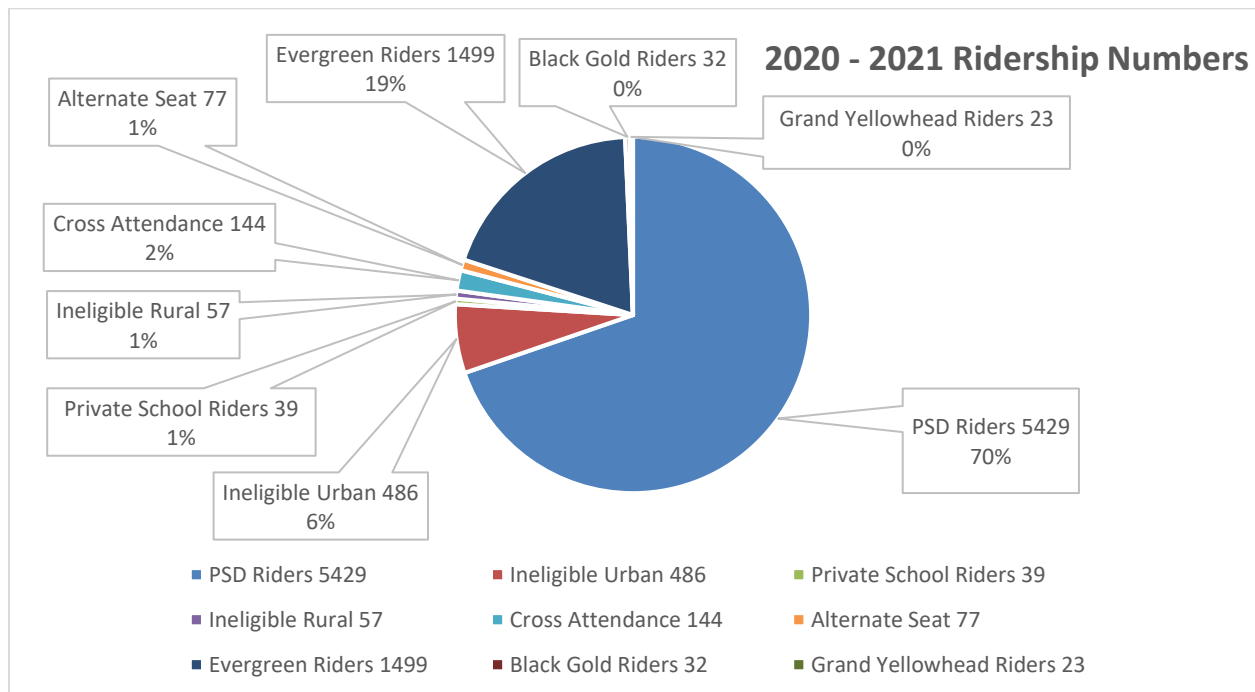
Processed change requests, refunds and other busing requests including:

- 1,937 transportation change requests from July 2, 2020 to January 5, 2021
- 12,198 telephone inquiries from July 2, 2020 to January 5, 2021
- 362 bus pass replacements from September 1, 2020 to January 5, 2021

Responded to the on-going challenges as a result of COVID-19 including:

- the volume of refunds: Transmission of COVID-19 in schools and on buses has caused some parents to remove their children from busing and request a full or partial refund.
- building and maintaining the Transportation Services budget: Bus routes are based on student numbers at the time of registration – COVID-19 has caused the continual change of student numbers and transportation revenue

### **2020 – 2021 Ridership Numbers**



**Note:** The cross attendance, alternate seat & ineligible numbers are for reference only and have been included in the PSD Ridership Numbers.

## **Initiatives**

### **School Bus Safety:**

School Bus Safety training was completed October 19 - 23, 2020. Transportation Services annually reviews emergency protocols with students and Bus Operators. Normally, Bus Operators complete a bus evacuation drill with their riders; however, this year the process was altered due to COVID-19. Bus Operators discussed and reviewed the evacuation and other emergency procedures with the students verbally. Transportation also provided a safety video for all schools with K-3 students, providing both visual and audio reinforcement to school bus safety for PSD's youngest learners.

### **First Ride Program:**

Normally, prior to the commencement of the school year, Transportation Services offers the First Ride Program, which is designed to teach new students and their parents all aspects of school bus safety procedures. The program includes an actual school bus ride. Again, due to COVID-19 restrictions we were not able to offer the in-person ride experience this year. To replace the physical bus ride, we developed a video to address the new protocols at the bus transfer stations.

### **GPS live tracking:**

Transportation has explored the possibility of parent access to live GPS tracking of buses. Implementation is planned for the summer of 2021, once a trial period has been conducted to alleviate any issues in the operation of the system.

### **Route Monitoring:**

Bus stops and pickup locations were reviewed to ensure all stop locations and associated areas were in safe locations. As part of our continuous commitment to safety, field monitoring is completed to ensure safety standards are met and approved routes are followed.

Bus routes for the 2020-2021 school term were reviewed extensively over the summer of 2020. This review was to ensure the routes are being operated to maximum capacities wherever possible, and to ensure efficiencies in all local areas.

### **Student Tracking:**

Mandatory scanning of bus passes is in place on all buses. Transportation continues to educate students and Bus Operators on the scanning requirement. With the additional responsibility of contract tracing for the COVID-19 pandemic, we have reinforced the importance of scanning on and off the buses. Bus Operators are responsible to report infractions to both the Transportation Services and school administration. This allows the schools to both support Transportation and educate students and parents in the safety and tracing aspect. Compliance has improved.

We have had detailed seating plans submitted for each bus route. These seating plans are required to be updated whenever students are added or removed from bus routes.

Audits have been conducted of bus seating plans to ensure accuracy along with physical compliance checks, verifying that the seating plans are being followed by both Bus Operators and students.

## **Communication**

In the event of a bus delay greater than ten minutes from the planned schedule or in the case of a bus route cancellation, Transportation Services notifies all registered bus students through parent provided contact information and updates the Transportation Services information on the PSD website. The web address for the site is [www.psd70.ab.ca](http://www.psd70.ab.ca) . This information site provides easy access for parents/guardians to be able to check on the most current status of their child's bus route(s), inclement weather policy, transportation fees and general information.

The Transportation office has a dedicated phone line, the "parent/guardian hotline", for any emergencies regarding a student or bus route to provide quicker response to situations such as a student not reaching their intended destination. We also have a "contractors hot line" to enable contractors or Bus Operators to call in regarding any issues for their route, students, etc., allowing them access to transportation office staff without tying up the main transportation phone line.

All buses are equipped with two-way radios, along with the transportation office and the Transportation Department vehicles. This allows staff members to maintain radio communication whether in the office or in transit to the scene of an accident or busing incident requiring support.

Transportation Services has transitioned into virtual meetings with contractors to meet the current COVID-19 restrictions. This has allowed our office to maintain communication with our contractors and Bus Operators on any emergent issues. We recently requested feedback from the contractors, regarding the value of virtual meetings, and the consensus was overwhelmingly positive.

## **Safety and Compliance**

The Safety Officer has been dispatched on multiple occasions since the start of the school year to review or witness a variety of issues regarding pickup locations, road hazards, etc. All issues are then reviewed with a Transportation Planner or other transportation staff to offer a group solution to the issue. This also ensures that transportation staff are aware of the issue(s) should they arise again, ensuring a consistent approach to all concerns.

### **Safe Stop Assessments:**

Alberta Education requires the annual completion of a route assessment form for every route being operated. Every Bus Operator completed the form to assess the safe operation of their route. This year, as part of the startup process, we provided operators with a COVID-19 safety protocols checklist. This checklist was developed to ensure operators discussed the measures in place on the buses with parents and guardians. Providing families with the safety measures and COVID-19 restrictions PSD follows, allowed parents and guardians to make informed decisions regarding transportation for their child.

Once the route assessments have been reviewed by Transportation Services, we follow up with any route operators that had concerns. We present solutions to the Bus Operator(s), which we believe will rectify the issue and discuss and solicit feedback in order to provide an effective resolution to the operator's concern. Resolutions may also include liaising with local agencies in order to correct any listed deficiencies.

### **School Bus Roadeo:**

Parkland School Division School Bus Roadeo was cancelled due to COVID-19 restrictions and is tentatively rescheduled for May 2021 at the Memorial Composite High School transfer terminal. Assuming COVID-19 restrictions are lifted, the top three operators will compete at the Provincial School Bus Roadeo to be tentatively held June 2021, in Edmonton, AB.

## Transportation Department Safety Statistics January 1 to December 22, 2020

1. Near Miss School Bus Event(s) .....	4
2. Vehicles running Stop Arm (Reported) .....	4
3. Student management event.....	30
4. S-Endorsement Drivers Trained .....	5
5. Driver Related Complaints Investigated .....	57
6. First Ride Program (Number of Students Enrolled) .....	0
7. School Bus Safety Program Delivery to Schools (K-4) .....	0

**Note:** The statistics for “First ride / school bus safety” were due to the COVID-19 restrictions.

Student management events have been reduced by over 50% compared to 2019, which had 67 events. This could be due in part to the COVID-19 shut down.

The driver related complaints being investigated has also dropped by 78 % in the last two years.

### **Professional Development**

#### **Bus Operators Safety Seminar:**

This year, due to the pandemic, Transportation had to change things from what is typically conducted for bus contractors and operators. Transportation hosted a “startup / safety meeting” in early August for contractors, and live-streamed this meeting for any parties that could not attend. This meeting concentrated on the COVID-19 measures to be taken by operators once school commenced. The meeting was informative and well received.

The annual professional development that is normally available in February / March will not take place this year. To deliver this training virtually will not be effective. Transportation is exploring options for potential training in the coming months. In addition, we are partnering with our insurance broker to provide four (4) training sessions, annually.

#### **“S” Endorsement Training and Refresher:**

Two (2) Transportation Services staff are certified as “S”-Endorsement Instructors; they typically share the training sessions in order to maintain the required training hours in order to maintain their licenses.

Five Bus Operators completed the “S” Endorsement course in 2020, which consists of sixteen hours of class instruction with a knowledge test after each series and a road evaluation. There is also a course scheduled for January and June 2021.

### **Equipment / Systems**

#### **Cameras**

- To assist in managing student behavior, three to four camera video systems are installed on every PSD operated route. Some route buses also have the external stop arm camera installed.
- Twenty-two buses are operating with an external stop arm camera to assist law enforcement in any 8-way/stop arm violation incidents.
- Cooperation with local authorities and Alberta Transportation is helping with bus stops that may be experiencing frequent stop arm infractions.
- Transportation is looking at a replacement plan for the GPS units installed on all buses. This upgrade is required due to the provider (Zonar) no longer supporting data from the 3G network come February 2022.

## **Bus Registrations**

Another year of registrations will commence on February 8, 2021 for all students, with a registration deadline of March 25, 2021. Registrations completed after the deadline may experience a delay in receiving their bus passes, but every effort will be made to ensure bus passes are received in time for student's first day of school.

## **Operations Optimization**

Cross training has commenced within Transportation Services. This will aid the department to cope with any and all unexpected emergencies and aid in efficient optimization of staff.

## **Challenges**

### **Bus Operators:**

Bus Operator shortages are extremely evident at this time, but has only resulted in minimal impact to PSD this year. Bus Operator shortages are expected to continue to hamper the student transportation industry for some time to come.

### **Operations:**

- Revenue from the Transportation fees introduced in March 2020 were somewhat lower than anticipated mostly due to the COVID-19 shut down and parents' concerns over the COVID-19 pandemic. Final costs / estimates will be available after all the payment installments have been received in February 2021.
- Another challenge is when the buses do not run due to Covid-19, driver shortages, weather, etc., parents mistake the monthly payment arrangement as a monthly cost and not as a mechanism to ease up front costs to parents. Improved messaging is required for parents that utilize the transportation installment plans. The payments in the installment plans represent the annual cost of transportation services, which do not change due to temporary disruptions in service.
- For the 2021 – 2022 school year, we may continue to have decreased ridership due to the ongoing Covid-19 situation, making it difficult to plan routes and balance the transportation budget.
- Future changes to the Transportation funding model along with increases in the carbon tax levy and insurance may affect routes and ridership.



## MEMORANDUM

**Date** February 2, 2021

**To** Board of Trustees

**From** Paul McCann, Trustee, Education Committee Chair

**Originator** Dr. Dianne McConnell, Associate Superintendent

**Resource** Leah Andrews, Director, Student Services  
Katherine Mann, Director, Instructional Services

**Governance Policy** Board Policy 8: Board Committees  
Board Policy 12: Role of the Superintendent

**Additional Reference** BP 8: Appendix 8.2 Education Committee  
BP 12: 12.2 Educational Leadership  
BP 12: 12.6 Superintendent / Board Relations

**Subject** **EDUCATION COMMITTEE**

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### Purpose

Information. No recommendation is required.

### Background

The Board of Trustees supports the opportunity to meet with various stakeholders to undertake detailed examination of issues of a curricular and program nature, discuss possible program initiatives and provide recommendations to the Board. The following report shares information from the January 26, 2021 forum in which participants shared a variety of information in support of these educational purposes.

### Report Summary

On January 26, 2021, the Education Committee had presentations from staff and Sunrise Supports regarding Parkland School Division's approach to online learning. The following report is a record of this meeting.

DM:kz





**MINUTES OF THE EDUCATION COMMITTEE**  
**MEETING HELD VIRTUALLY FROM VARIOUS LOCATIONS ON**  
**TUESDAY, JANUARY 21, 2021, AT 9:00 A.M.**

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**ATTENDANCE:**

Paul McCann, Trustee, Education Committee Chair  
Lorraine Stewart, Board Chair  
Eric Cameron, Board Vice-Chair  
Ron Heinrichs, Trustee  
Sally Kucher-Johnson, Trustee  
Darlene Clarke, Trustee  
Anne Montgomery, Trustee  
Shauna Boyce, Superintendent  
Mark Francis, Deputy Superintendent  
Scott Johnston, Associate Superintendent  
Dr. Dianne McConnell, Associate Superintendent  
Scott McFadyen, Associate Superintendent  
Leah Andrews, Director, Student Services  
Katherine Mann, Director, Instructional Services  
Treena Neumann, Principal, École Broxton Park School  
Colleen Woloshyn, Principal, Stony Plain Central School  
Tanya Neuman, Assistant Principal, Stony Plain Central School  
Christa Nicholson, Teacher, Stony Plain Central School  
Vicky Mamczasz, Facilitator, Learning Services  
Dena Davis, Sunrise Supports

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**PARKLAND SCHOOL DIVISION'S APPROACH TO ONLINE LEARNING:**

Education Committee Chair, Trustee McCann, called the meeting to order at 9:00 a.m. Chair McCann welcomed attendees and provided a Treaty 6 Land Acknowledgement.

**1. Online Learning:**

Ms. Mann updated the Education Committee on the current state of the Option 2 program and made the distinction between asynchronous and synchronous learning experiences. She provided examples of many of the tools teachers are using in the online environment and affirmed for the committee that our teachers and staff have made the adjustment, with many successes.

**2. Supporting students attending the REAL program at Broxton Park school:**

Ms. Neumann, principal of Broxton Park School reported that students currently enrolled in the REAL program continue to receive the services and support they need within an environment that supports and protects students' health and safety. Ms. Neumann presented that they have been successful as a result of increased communication between home and school, adopting a mindset of continuous improvement by learning from past experiences and adapting program delivery by incorporating virtual tools, engaging students in group GMeets and working with families to identify and incorporate hands-on materials found within the home environment.

**3. Students with Complex Needs and Online Learning:**

Ms. Woloshyn and her team have the responsibility of programming for students identified with complex needs attending their specialized programs. Stony Plain Central School has two specialized classrooms and their presentation today focused on some of the challenges and strengths of online learning during a pandemic.

**4. Mental Health Supports:**

Learning Services facilitator, Vicky Mamczasz, and Sunrise Supports coordinator, Dena Davis provided the committee with updated information on the increase in reported numbers of families in stressful circumstances. They presented two case studies that clearly outlined how the teams respond to identified situations and provide appropriate support.

Meeting adjourned at 11:28 a.m.

***Next Meeting:*** April 27 2021, at 9:00 am



## MEMORANDUM

**Date** February 2, 2021

**To** Board of Trustees

**From** Lorraine Stewart, Board Chair

**Originator** Lorraine Stewart, Board Chair

**Resource** Board of Trustees and Executive Team

**Governance Policy** Board Policy 8: Board Committees  
Board Policy 12: Role of the Superintendent

**Additional Reference** BP 8: Appendix 8.1 PSD Tomorrow Committee

**Subject** **PSD TOMORROW COMMITTEE**

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### Purpose

Information. No recommendation is required.

### Background

The Board of Trustees supports the opportunity for all trustees to engage in dialogue on generative governance and to inform on long range plans and strategic modeling. The Superintendent reports directly to the corporate Board and is accountable to the Board of Trustees for the conduct and operation of the Division. The following report shares the Minutes from the January 26, 2021 meeting, in which participants share their perspectives for these purposes.

### Report Summary

On January 26, 2021, the PSD Tomorrow Committee met virtually to discuss a number of topics chosen in advance by both the Board of Trustees and the Executive Team. The following report is a record of this meeting.

LS:kz



**MINUTES OF THE PSD TOMORROW COMMITTEE  
MEETING HELD VIRTUALLY FROM VARIOUS LOCATIONS  
ON TUESDAY, JANUARY 26, 2021**

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**ATTENDANCE:**

Lorraine Stewart, Board Chair  
Eric Cameron, Board Vice-Chair  
Ron Heinrichs, Trustee  
Sally Kucher-Johnson, Trustee  
Paul McCann, Trustee  
Darlene Clarke, Trustee  
Anne Montgomery, Trustee  
Shauna Boyce, Superintendent  
Mark Francis, Deputy Superintendent  
Scott Johnston, Associate Superintendent  
Scott McFadyen, Associate Superintendent  
Dr. Dianne McConnell, Associate Superintendent  
Shae Abba, Director of Human Resources  
Jordi Weidman, Director of Strategic Communications  
Keri Zylla, Recording Secretary

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**1. WELCOME & LEARNING MOMENT:**

**1.1. Call Meeting to Order:** Board Chair Stewart called the meeting to order at 12:30 p.m. and acknowledged of Treaty 6.

**1.2. Changes to the Agenda:**

Move Agenda Item 3. Administrative Updates to Agenda Item 4.  
Move Agenda Item 4. Generative Discussion to Agenda Item 3.  
Add Agenda Item 4.4 Executive Update  
Move In-Camera to Agenda Item 4.5

**1.3. Approval of the Agenda:** Moved by Trustee McCann that the Board of Trustees accept the agenda as amended.

**CARRIED UNANIMOUSLY**

**1.4. Learning Moment:** Associate Superintendent Johnston led the PSD Committee through a brief discussion on historical school districts, commonly called 'four-by-fours' (4x4s).

**1.5. School Council Reports:** Trustees shared reports for School Council Meetings they attended virtually.

## 2. GOVERNANCE / STRATEGIC PLANNING:

- 2.1. Advocacy Plan 2020-2021:** Board Chair Stewart reviewed Board Policy 2, section 6, in regards to the Political Advocacy. Vice-Chair Cameron shared the advocacy information captured at the last PSD Tomorrow Meeting in December and led the committee through group discussions focused on the governance related assurance elements.
- 2.2. Board Legacy – Organizational Life Cycle:** Deputy Superintendent Francis continued the discussion from the October 27 and December 15, 2020 PSD Tomorrow meetings regarding Board Legacy, focusing on where compiled legacy ideas fit in the Organizational Life Cycle of the Parkland School Division (PSD) Board of Trustees. Discussion ensued.

*Chair Stewart called a recess at 2:03 p.m. Meeting resumed at 2:08 p.m.*

**2.3. Assurance to Accountability:**

Associate Superintendent Johnston continued discussion and group work from the October 27 and December 15, 2020 PSD Tomorrow meetings regarding Assurance to Accountability, focusing on two of the governance assurance elements. Discussion ensued.

**2.4. Ward Restructuring:**

Trustee McCann discussed information and process related to restructuring the wards within PSD. As per the Education Act, any changes to ward structure would need to be approved by December 31<sup>st</sup> of the year prior to an election.

## 3. GENERATIVE DISCUSSION:

- 3.1. Revised Board Policy 1: Division Foundational Statements:** Board Chair Stewart reviewed with Trustees, several updates made by the Board Policy Committee to update Board Policy 1, to adhere to the *Education Act*.
- 3.2. Revised Board Policy 2: Role of the Board:** Board Chair Stewart discussed updates and revisions made by the Board Policy Committee to Board Policy 2 (BP2). The bulk of revisions were made to ensure BP2 adheres to the *Education Act* and is formatted to match the references and vocabulary for consistency with the *Education Act*.

## 4. ADMINISTRATIVE UPDATES:

- 4.1. Spruce Grove Composite High School Update:** Superintendent Boyce indicated that Alberta Infrastructure, Alberta Education and a team from PSD, have been working on the plan for modernization of Spruce Grove Composite High School (SGCHS).

Deputy Superintendent Francis discussed some of the upcoming steps in the process for this proposed project. Alberta Infrastructure began the process of value scoping January 13, 2021. Administration will keep the Board informed of the progress. Discussion ensued.

- 4.2. Calendar Proposal:** Associate Superintendent Johnston reviewed the calendar stakeholders indicated as 'preferred' and discussed the number of operational days as well as several other key dates within the school year.

- 4.3. Logo Design:** Superintendent Boyce and Deputy Superintendent Francis updated the Board on the progress of the PSD logo design. The logo design subcommittee met mid-January and reviewed multiple designs as well as designs used by other school divisions. Once the committee has narrowed the choices to a point where it is a more succinct representation of PSD, the design concepts will be presented to the Board and PSD stakeholders for engagement.

*Ms. Abba joined the meeting at 3:50 p.m.*

- 4.4. EXECUTIVE UPDATE:** Superintendent Boyce informed Trustees of an update and Associate Superintendent Johnston shared the progress on plans for the upcoming February Stakeholder Engagement Event.

**4.5. IN-CAMERA:**

**In-Camera: Labour**

**MOTION TO MOVE IN-CAMERA**

**Res 008-20 Moved by** Trustee Heinrichs that the PSD Tomorrow Committee move to In-Camera at 3:57 p.m.

*Associate Superintendent Dr. McConnell, Associate Superintendent Johnston and Mr. Weidman exited the meeting at 3:57 p.m.*

**MOTION TO REVERT TO THE REGULAR PSD TOMORROW MEETING**

**Res 009-20 Moved by** Trustee Montgomery that the PSD Tomorrow Committee revert to the regular PSD Tomorrow meeting at 4:10 p.m.

**5. TOPICS TO BRING FORWARD TO THE FEBRUARY 2, 2021 REGULAR BOARD MEETING:**

Trustee McCann indicated Ward Restructure might be a topic for a future Board Meeting.

**6. CLOSING:**

**6.1. Closing:**

Roundtable Discussion

**6.2. Adjournment:**

Meeting adjourned at 4:15 p.m.

**NEXT MEETING: Tuesday, February 23, 2021 @ 12:30 pm.**