

REGULAR BOARD MEETING

AGENDA

September 14, 2021

6:00 P.M.

Centre for Education – Boardroom



PARKLAND
SCHOOL DIVISION

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

September 14, 2021, at 6:00 P.M.

Parkland School Division Centre for Education, Stony Plain, AB

Page Number	A G E N D A
	<p>1. CALL TO ORDER at 6:00 PM</p> <p>1.1. National Anthem</p> <p>1.2. Personal Reflection</p> <p>1.3. Treaty 6 Acknowledgement</p> <p>1.4. Trustee Announcements</p> <p>1.5. Changes to the Agenda</p> <p>1.6. Approval of the Agenda</p>
-4- -12-	<p>2. APPROVAL OF MINUTES</p> <p>2.1. Regular Meeting of June 15, 2021</p> <p>2.2. Special Meeting of September 7, 2021</p>
	3. BUSINESS ARISING FROM THE MINUTES
	4. DELEGATION / PRESENTATION
	5. BOARD CHAIR REPORT
	6. SUPERINTENDENT REPORT
-15- -74- -89-	<p>7. ACTION ITEMS</p> <p>7.1. Revised Board Policy 8: Board Committees (Board Policy Committee)</p> <p>7.2. Board Legacy Document (M. Francis)</p> <p>7.3. Request the Minister of Education to consider extending the timeline for implementation of the Draft K-6 Curriculum (P. McCann)</p>

Our Vision:

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

-91-	7.4. Request the Minister of Education to consider rewriting the Draft K-6 Curriculum prior to beginning the pilot process for integrating new curriculum content (P. McCann)
-93-	7.5. Direct the Board Chair to Advocate to the Government of Alberta to Immediately Reimplement Identification and Contact Tracing in Alberta Schools (A. Montgomery)
-95-	7.6. Action for Board Advocacy (A. Montgomery)
-96-	8. ADMINISTRATIVE REPORTS
-108-	8.1. 2020-2021 Indigenous Education Report (S. Johnston, K. Mann)
-112-	8.2. Facilities Summer Work Report (S. McFadyen, S. LaBrie)
-124-	8.3. Human Resources Report (M. Francis, S. Abba)
	8.4. COVID Measures Survey Results (S. Boyce, M. Francis)
-135-	9. TRUSTEE REPORTS
	9.1. Governance and Planning Session (L. Stewart)
	9.2. Public School Boards' Association of Alberta (L. Stewart)
	9.3. Alberta School Boards Association of Alberta (E. Cameron)
	9.4. Chamber of Commerce (L. Stewart)
	10. FUTURE BUSINESS
	10.1. Meeting Dates:
	<i>Board – Open to the Public:</i>
	Oct 29, 2021 ----- Organizational Meeting 9:00 AM, Off-Site Meeting (available online)
	Oct 29, 2021 ----- Regular Board Meeting 10:00 AM, Off-Site Meeting (available online)
	<i>Committees – Closed to the Public:</i>
	Sep 15, 2021 ----- Audit Committee Meeting 1:00 PM, Centre for Education
	Sep 23, 2021 ----- Benefits Committee Meeting 3:15 PM, Centre for Education
	Sep 28, 2021 ----- Governance & Planning Session 9:00 AM, Centre for Education (full day)
	<i>By Invitation:</i>
	Oct 26, 2021 ----- Trustee Swearing-In Ceremony 6:00 PM, Centre for Education

Our Vision:

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

	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 JUNE 15, 2021.

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
 - Dr. Dianne McConnell, Associate Superintendent
 - Scott McFadyen, Associate Superintendent
 - Leah Andrews, Director, Student Services
 - Jason Krefting, Director, Financial Services
 - Katherine Mann, Director, Instructional Services
 - Darcy Sims, Accounting Supervisor, Financial Services
 - Jordi Weidman, Director, Strategic Communications
 - Keri Zylla, Executive Assistant, Recording Secretary
-

CALL TO ORDER

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

NATIONAL ANTHEM

PERSONAL REFLECTION

TREATY SIX ACKNOWLEDGMENT

Board Chair

Secretary-Treasurer

ANNOUNCEMENTS

CHANGES TO THE AGENDA

Add In-Camera: Land

APPROVAL OF THE AGENDA

Res 068-21

MOVED by Vice-Chair Cameron that the agenda be approved as amended.

CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Res 069-21

MOVED by Trustee McCann that the minutes of the Regular Board Meeting held on May 25, 2021 be approved as presented.

CARRIED UNANIMOUSLY

BUSINESS ARISING FROM THE MINUTES

None.

DELEGATION / PRESENTATION

A Grade 6 class from Graminia School presented an 'Outdoor Learning Experience' and their 'Student-Led Governance Model'.

Members of the Delegation and Ms. Andrews exited the meeting at 9:56 a.m.

BOARD CHAIR REPORT

Board Chair Stewart shared her report.

Board Chair Stewart recognized the contributions to Parkland School Division by ATA Local 10 President, Rick Kremp and Associate Superintendent Dr. Dianne McConnell.

There were no questions submitted for the Question Period.

SUPERINTENDENT REPORT

Superintendent Boyce shared her report.

Board Chair

Secretary-Treasurer

Superintendent Boyce acknowledged Centre for Education Directors and their teams for their support, and gave special recognition to school staff and leadership, for their fortitude and perseverance throughout the challenges of the 2020-2021 school year.

Superintendent Boyce also recognized the contributions of Associate Superintendent Dr. Dianne McConnell and the legacy she leaves for both Parkland School Division and to the many organizations outside of the Division.

ACTION ITEMS

REVISED NEW BOARD POLICY 4: TRUSTEE CODE OF CONDUCT

Res 070-21

Moved by Vice-Chair Cameron that the Board of Trustees approve the Revised New Board Policy 4: Trustee Code of Conduct, as presented at the Regular Meeting of June 15, 2021.

CARRIED UNANIMOUSLY

Board Chair Stewart, Vice-Chair Cameron and Superintendent Boyce provided additional information on the motion and responded to questions.

REVISED BOARD POLICY 6: ROLE OF THE VICE-CHAIR

Res 071-21

Moved by Board Chair Stewart that the Board of Trustees approve the Revised Board Policy 6: Role of the Vice-Chair, as presented at the Regular Meeting of June 15, 2021.

CARRIED UNANIMOUSLY

Board Chair Stewart and Vice-Chair Cameron provided additional information on the motion and responded to questions.

Board Chair Stewart called a recess at 10:34 a.m. Meeting resumed at 10:39 a.m.

ADMINISTRATION REPORTS

2020-2021 THIRD QUARTER FINANCIAL REPORT AND FORECAST

The Board of Trustees received for information, the 2020-2021 Third Quarter Financial Report and Forecast, as presented at the Regular Meeting of June 15, 2021.

Board Chair

Secretary-Treasurer

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

INSTRUCTIONAL SERVICES REPORT

The Board of Trustees received for information, the Instructional Services Report, as presented at the Regular Meeting of June 15, 2021.

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

Ms. Mann exited the meeting at 11:16 a.m.

BOARD LEGACY DOCUMENT

The Board of Trustees received for information, the Board Legacy Document, as presented at the Regular Meeting of June 15, 2021.

Deputy Superintendent Francis provided additional information and responded to questions.

Mr. Krefting exited the meeting at 11:24 a.m.

DRAFT 2020-2021 BOARD MEETING SCHEDULE

The Board of Trustees received for information, the Draft 2020-2021 Board Meeting Schedule, as presented at the Regular Meeting of June 15, 2021.

Superintendent Boyce provided additional information and responded to questions.

Ms. Sims exited the meeting at 11:34 a.m.

DRAFT 2020-2021 BOARD ANNUAL WORK PLAN

The Board of Trustees received for information, the Draft 2020-2021 Board Annual Work Plan, as presented at the Regular Meeting of June 15, 2021.

Board Chair

Secretary-Treasurer

Superintendent Boyce provided additional information and responded to questions.

TRUSTEE REPORTS

PSD TOMORROW COMMITTEE – JUNE 1, 2021

Board Chair Stewart shared her report from the June 1, 2021, PSD Tomorrow Meeting as presented at the Regular Meeting of June 15, 2021.

TEACHER BOARD ADVISORY COMMITTEE – JUNE 8, 2021

Trustee Heinrichs shared his report from the June 8, 2021, Teacher Board Advisory Committee, as presented at the Regular Meeting of June 8, 2021.

PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA

Board Chair Stewart and Trustee Heinrichs shared information.

ALBERTA SCHOOL BOARDS ASSOCIATION

Vice-Chair Cameron and Trustee Kucher-Johnson shared information.

CHAMBER OF COMMERCE

Board Chair Stewart shared her report.

RURAL CAUCUS OF ALBERTA SCHOOL BOARDS

Board Chair Stewart shared information.

FUTURE BUSINESS

Meeting Dates *

Board - Open to the Public:

September 14, 2021 Regular Board Meeting 6:00 pm, Centre for Education

Committees - Closed to the Public:

August 31, 2021..... Governance & Planning Meeting 9:00 am, Centre for Education (AM ONLY)

September 15, 2021 Audit Committee Meeting 1:00 pm, Centre for Education

Board Chair

Secretary-Treasurer

September 22, 2021 Benefits Committee Meeting 3:15 pm, Centre for Education

September 28, 2021 Governance & Planning Meeting 9:00 am, Centre for Education (*FULL DAY*)

** 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.*

Notice of Motion

Trustee McCann gave a notice of motion to be presented at the next September 14, 2021 Regular Board Meeting:

Motion: That the Board of Trustees for Parkland School Division urge the Minister of Education of consider extending the current timeline for the implementation of the Draft K-6 Curriculum.

MOTION TO WAIVE NOTICE:

Res 072-21

Moved by Trustee McCann that the Board waive the Notice of Motion.

DEFEATED 1 to 6

IN FAVOUR: Board Chair Stewart, Vice-Chair Cameron, Trustee Heinrichs, Trustee Kucher-Johnson, Trustee McCann, Trustee Montgomery

OPPOSED: Trustee Clarke

As per Board Policy 7, section 53.4. *“A notice of motion can only be waived by a unanimous decision of the Board”*. Unanimous consensus was not reached. The motion will come forward at the September 14, 2021 Regular Board Meeting.

Board Chair

Secretary-Treasurer

Trustee McCann gave a notice of motion to be presented at the next September 14, 2021 Regular Board Meeting:

Motion: That the Board of Trustee for Parkland School Division urge the Minister of Education to consider rewriting the Draft K-6 Curriculum prior to beginning the pilot process for integrating new curriculum content.

MOTION TO WAIVE NOTICE:

Res 073-21

Moved by Trustee McCann that the Board waive the Notice of Motion.

DEFEATED 2 to 5

IN FAVOUR: Board Chair Stewart, Vice-Chair Cameron, Trustee Heinrichs, Trustee McCann, Trustee Montgomery

OPPOSED: Trustee Kucher-Johnson, Trustee Clarke

As per Board Policy 7, section 53.4. *"A notice of motion can only be waived by a unanimous decision of the Board"*. Unanimous consensus was not reached. The motion will come forward at the September 14, 2021 Regular Board Meeting.

Topics for Future Agendas

There were no topics for future agendas.

Request for Information

There were no requests for information.

Responses to Requests for Information

Board Chair Stewart noted that the two requests for information made by Trustee McCann at the May 25, 2021 Regular Board Meeting will be submitted for information at a future PSD Tomorrow Committee Meeting or Regular Board Meeting in the fall of 2021.

Board Chair

Secretary-Treasurer

IN-CAMERA: LAND

Res 074-21

MOVED by Trustee Clarke that the Board of Trustees move to In-Camera at 11:54 p.m.

CARRIED UNANIMOUSLY

Deputy Superintendent Francis, Associate Superintendent Dr. McConnell, Associate Superintendent Johnston and Mr. Weidman exited the meeting at 11:54 p.m.

MOTION TO REVERT TO A PUBLIC MEETING

Res 075-21

MOVED by Trustee Clarke that the Board of Trustees revert to a public meeting at 12:29 p.m.

CARRIED UNANIMOUSLY

ACTION IN RESPONSE TO IN-CAMERA

Res 076-21

MOVED by Trustee Montgomery that the Board directs the Chair to send correspondence as discussed.

CARRIED UNANIMOUSLY

ADJOURNMENT

The meeting was adjourned at 12:31 p.m.

Board Chair

Secretary-Treasurer



**MINUTES OF THE
SPECIAL BOARD MEETING
HELD VIRTUALLY FROM VARIOUS LOCATIONS
ON TUESDAY, SEPTEMBER 07, 2021, AT 6:00 PM**

TRUSTEE ATTENDANCE:

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

ADMINISTRATION ATTENDANCE:

Shauna Boyce, Superintendent
Mark Francis, Deputy Superintendent
Scott Johnston, Associate Superintendent
Scott McFadyen, Associate Superintendent
Meg Miskolzie, Associate Superintendent
Jordi Weidman, Director, Strategic Communications
Keri Zylla, Recording Secretary

CALL TO ORDER

Board Chair Stewart called the meeting to order at 6:10 p.m.

NATIONAL ANTHEM

PERSONAL REFLECTION

TREATY SIX ACKNOWLEDGEMENT

ADMINISTRATIVE REPORT

COVID-19 Protocols in Schools

Superintendent Boyce and Deputy Superintendent Francis reviewed the Parkland School Division Mask Protocol, 2020-2021 and an Alberta Health Record of Decision from the Chief Medical Officer. Deputy Superintendent Francis then

presented the proposed Draft Parkland School Division Mask Protocol with amendments.

Superintendent Boyce shared information on the decision from neighbouring school divisions and preliminary survey results on COVID-19 guideline and restrictions from over 3,300 stakeholders and 465 staff responses. The survey results will be released in entirety at the September 14, 2021 Regular Board Meeting.

Superintendent Boyce and Deputy Superintendent Francis responded to questions.

CALL FOR QUESTIONS (via email: Board@psd.ca – submission deadline: end of recess)

*Board Chair Stewart called for questions regarding the Mask Protocol.
Board Chair Stewart called a recess at 7:11 p.m.*

R E C E S S - 1 5 M I N U T E S

Meeting resumed at 7:26 p.m.

RESPONSE TO QUESTIONS

Superintendent Boyce read questions submitted by stakeholders. Board Chair Stewart, Superintendent Boyce and Deputy Superintendent Francis responded to stakeholder questions.

Board Chair Stewart called a recess at 7:42 p.m. Meeting resumed at 7:46 p.m.

ACTION ITEM

MASKING PROTOCOL IN SCHOOLS

Res 077-21

Moved by Board Chair Stewart that the Board approve the reimplementation of the 2020-2021 Parkland School Division Mask Protocol, amended to include K-12 students, as presented at the Special Board Meeting of September 7, 2021. Further, this Mask Protocol will remain in place while a Provincial Masking Mandate is in effect.

Trustees provided rationale for their stance on the motion.

Board Chair Stewart transferred chair to Vice-Chair Cameron at 8:36 p.m. and resumed chair at 8:42 p.m.

Board Chair Stewart transferred chair to Vice-Chair Cameron at 8:50 p.m. and resumed chair at 8:51 p.m.

DEFEATED 4 to 3

In Favour: Board Chair Stewart, Vice-Chair Cameron, Trustee Heinrichs

Opposed: Trustee Kucher-Johnson, Trustee McCann, Trustee Clarke, Trustee Montgomery

ADJOURNMENT

The meeting was adjourned at 8:55 p.m.

Board Chair

Secretary-Treasurer



MEMORANDUM

September 14, 2021
Regular Board Meeting

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: Articles 19 - 22
BP 10: Policy Formation and Review
BP 12: Section 5. Policy
BP 12: Section 7. Planning and Accountability

SUBJECT **REVISED BOARD POLICY 8: BOARD COMMITTEES**

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees approve the Revised Board Policy 8: Board Committees, as presented at the Regular Meeting of September 14, 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

In June of 2021, the Board Policy Review Committee began the process of revising Board Policy 8: Board Committees, and reviewed the first revised draft August 23, 2021. On August 31, 2021, the Board of Trustees reviewed the revised version of Board Policy 8 and agreed to bring the revised policy to the Regular Board Meeting of September 14, 2021 for Board approval

The Board Policy Committee would be pleased to respond to any questions.

LS:kz



Parkland School Division Board Policy 8 BOARD COMMITTEES

The Board shall establish certain standing committees for ongoing study of major areas of responsibility and may establish ad hoc committees from time to time for specific purposes.

General Requirements

1. Committees normally have no legal powers, although in special circumstances they may be empowered by the Board to make certain decisions and/or recommendations on its behalf.

Unless specified **otherwise** in the terms of reference for each committee:

- 1.1. A quorum is a simple majority of voting members present for a committee meeting;
- 1.2. Trustees, as members of a specific committee, shall be the only members entitled to vote at any meeting; and
- 1.3. Decisions and/or recommendations forwarded to the Board shall be determined by consensus of the voting members of that committee.
2. Committees can consider only those topics or problems which are referred to them by the Board or the Superintendent.
3. Committees may be charged with conducting in-depth studies into the matters to which they are assigned.
4. Committees shall meet from time to time as specified.
5. Committees may deem it necessary to convene in camera to discuss such matters as specified in Policy 7 Board Operations.
 - 5.1. *In-camera* minutes, if deemed necessary to be prepared, shall be marked as privileged and confidential and may only be shared during an in-camera portion of a regular board meeting.
6. A Recording Secretary shall be responsible for:
 - 6.1. Notifying committee members of the deadline for submission of items for the agenda;
 - 6.2. Preparing and distributing agenda to all committee members one (1) week prior to the meeting;
 - 6.3. Preparing and maintaining records of committee meetings; and
 - 6.4. Distributing draft minutes to committee members for review prior to including them on upcoming Board meeting agenda.
7. The Board Chair may serve as ex officio to all Board committees.
8. The Board establishes, annually, the following standing committees:
 - 8.1. Governance and Planning Committee [see Appendix 8.1];
 - 8.2. Policy Review Committee [see Appendix 8.2];
 - 8.3. Benefit Plan Advisory Committee [see Appendix 8.3];

- 8.4. Teacher Board Advisory Committee [see Appendix 8.4];
 - 8.5. Audit Committee [see Appendix 8.5];
 - 8.6. Alberta Teachers' Association (ATA) Labour Relations [see Appendix 8.6];
 - 8.7. Central Alberta Association of Municipal and School Employees (CAAMSE) Labour Relations [see Appendix 8.7]; and
 - 8.8. International Union of Operating Engineers (IOUE) Labour Relations [see Appendix 8.8].
9. The Board may establish ad hoc committees to assist the Board for a specific purpose or function.
 - 9.1. The terms of reference for each ad hoc committee shall be established at the time of formation.
 - 9.2. The term of appointment shall end upon conclusion of the appointed purpose or function or at the pleasure of the Board.
10. The Superintendent may appoint resource personnel to work with committees and shall determine the roles, responsibilities and reporting requirements of the resource personnel.



Parkland School Division
Board Policy 8: Appendix 8.1

GOVERNANCE AND PLANNING COMMITTEE TERMS OF REFERENCE

1. Purpose
 - 1.1. The purpose of the Governance and Planning Committee is to provide an opportunity for all trustees to engage in dialogue on generative governance, strategic planning, advocacy, student engagement and operational understanding.
2. Powers and Duties
 - 2.1. The Board Chair shall chair the Governance and Planning Committee meeting.
3. Membership shall consist of:
 - 3.1. All trustees with a quorum of four (4) trustees;
 - 3.2. The Superintendent;
 - 3.3. Other division personnel and resources as required; and
 - 3.4. One (1) Recording Secretary.
4. Meetings
 - 4.1. Meetings shall be closed to the public; and
 - 4.2. Shall be scheduled and held as required.



Parkland School Division Board Policy 8: Appendix 8.2

POLICY REVIEW COMMITTEE TERMS OF REFERENCE

1. Purpose
 - 1.1. The purpose of the Policy Review Committee is to review and update Board policies. The Policy Review Committee will make recommendations to the Board regarding proposed changes to Board Policy.
2. Powers and Duties
 - 2.1. Review each policy at least once during the four (4) year term of the Board as per Board Policy 10 – Policy Formation and Review;
 - 2.2. Provide recommendations to the Board regarding any changes to the Board policy, reaffirm the existing policy or delete the existing policy; and
 - 2.3. Draft any new Board policy that may be required for consideration by the Board.
3. Membership shall consist of:
 - 3.1. The Board Chair and Vice-Chair, with a quorum of two (2) trustees;
 - 3.2. The Superintendent and / or designates; and
 - 3.3. Other resources as required.
4. Meetings
 - 4.1. Meetings shall be closed to the public; and
 - 4.2. Shall be scheduled and held as required.



Parkland School Division Board Policy 8: Appendix 8.3

BENEFIT PLAN ADVISORY COMMITTEE TERMS OF REFERENCE

1. Purpose
 - 1.1. The purpose of the Benefit Plan Advisory Committee is to review the Board's group benefit insurance plans and other employee benefit plans.
2. Powers and Duties
 - 2.1. The committee will review benefit plan's utilization, experience reports and renewal packages.
 - 2.2. The committee has the authority to:
 - 2.2.1. Approve minor changes to coverage provided by each benefit insurance policy or plan (providing there is no increase in premiums).
 - 2.3. The Superintendent or designate has the authority to renew group insurance policies.
 - 2.4. The Board will be the policyholder of the various benefit insurance policies.
 - 2.5. The Board will appoint an independent benefits consultant to administer and provide information on the group insurance plans to the committee.
 - 2.6. The Division will be responsible for the nominal operating expenditures incurred by the committee.
3. Membership
 - 3.1. The committee shall be made up of six (6) voting members and three (3) non-voting members.
 - 3.2. Voting Membership shall consist of:
 - 3.2.1. One (1) trustee as appointed by the Board;
 - 3.2.2. Two (2) representatives appointed by Central Alberta Association of Municipal and School Employees (CAAMSE) Local #1;
 - 3.2.3. Two (2) representatives appointed by International Union of Operating Engineers (IUOE) Local #955; and
 - 3.2.4. One (1) representative appointed by Parkland School Division (PSD) Non-Union Group (NUG).
 - 3.3. Non-voting membership shall be appointed by the Superintendent, and shall consist of:
 - 3.3.1. Three (3) members to facilitate committee operations; and
 - 3.3.2. One (1) Recording Secretary.
 - 3.4. CAAMSE, IUOE and NUG staff will appoint members to this committee for two (2) year terms, and alternate replacement(s) of their representative(s). These appointments are to be managed in a manner that maintains consistency on the committee.
 - 3.5. The Board, at each annual organizational meeting, shall appoint one (1) member to this committee.

3.6. November 1st of each year will be the yearly start date for each representative.

4. Meetings

4.1. Meetings, as required, may be called by the committee Chair or the Superintendent or designate. Notice of and all meeting agendas will be sent to each member prior to each meeting by the Superintendent or designate.

4.2. Meetings shall be closed to the public.

4.3. At the first meeting, following the Board's organizational meeting, a committee Chair shall be elected by the Benefit Plan Advisory Committee from its voting members.

4.4. Committee Chair shall be elected for a one (1) year term.

4.5. All decisions and recommendations shall require a simple majority from the voting members.



Parkland School Division Board Policy 8: Appendix 8.4

TEACHER BOARD ADVISORY COMMITTEE TERMS OF REFERENCE

1. Purpose

- 1.1. The purpose of the Teacher Board Advisory Committee is to provide a forum for discussion of the respective views of the respective parties.

2. Powers and Duties

- 2.1. The Teacher Board Advisory Committee shall provide an informal, safe and open environment for committee members to express and discuss ideas/concerns to foster increased understanding of and appreciation for perspectives.
- 2.2. Issues related to the interpretation of the collective agreement and grievances shall not be brought forward or discussed as agenda items, except by mutual agreement, and shall focus on system-wide concerns and policies.
- 2.3. Any resolutions agreed to by this committee shall be forwarded to the Board and the ATA Parkland Teachers' Local 10 for consideration as recommendations only.
- 2.4. Should the committee wish to invite others to make brief presentations, as a means of sharing information (i.e. professional development, budget, etc.), then those individuals shall be invited to attend for their presentation only, and would not attend for any committee discussion.

3. Membership

- 3.1. The Teacher Board Advisory Committee shall consist of an equal number of representatives for the Board (of which the Superintendent or designates are considered to be) and representatives of the ATA Parkland Teachers' Local 10, employed by the Division. A maximum of ten (10) voting members shall make up this committee.
- 3.2. The Board, at each annual organization meeting, shall appoint three (3) trustees to this committee.
- 3.3. The ATA Parkland Teachers' Local 10 shall make appointments to the committee. These appointments shall be determined by the ATA Parkland Teachers' Local 10 on an annual basis.
- 3.4. The Chair of the Teacher Board Advisory Committee shall be elected for a one (1) year term from and by the annual appointees, and the position will alternate yearly between the Board and the ATA Parkland Teachers' Local 10.
- 3.5. The Superintendent shall appoint one (1) non-voting member as a recording secretary.

4. Meetings

- 4.1. Decision making of the committee shall be based on a consensus model.
- 4.2. Matters of a sensitive nature that are shared within the context of the committee shall remain confidential to the members of the committee.

- 4.3. Meeting dates, times, location and duration shall be determined by consensus of the members of the committee.
- 4.4. Meetings shall be closed to the public.



Parkland School Division Board Policy 8: Appendix 8.5

AUDIT COMMITTEE TERMS OF REFERENCE

1. Purpose
 - 1.1. The purpose of the Audit Committee is to fulfill their oversight responsibility for reliable financial reporting, effective internal controls and compliance with legislation and regulatory requirements.
2. Powers and Duties
 - 2.1. The Audit Committee has authority to conduct or authorize investigations into any matters within its scope of responsibility. It is empowered to:
 - 2.1.1. With the consent of the Board, retain outside counsel, accountants or others to advise the committee or assist in the conduct of an investigation;
 - 2.1.2. Seek any information it requires from employees – all of whom are directed to cooperate with the committee’s requests – or external parties;
 - 2.1.3. Meet with Division officers, external auditors or outside counsel, as necessary; and
 - 2.1.4. Make recommendations to the Board on budget development; financial control matters, and selection of external auditors.
3. The Audit Committee shall carry out the following responsibilities:
 - 3.1. Financial Statements
 - 3.1.1. Review significant accounting and reporting issues, including complex or unusual transactions;
 - 3.1.2. Review with management and the auditors the results of the audit, including any difficulties encountered;
 - 3.1.3. Review the annual financial statements, and consider whether they are complete, consistent with information known to committee members, and reflect appropriate accounting principles;
 - 3.1.4. Review with management and the auditors all matters required to be communicated to the Board; and
 - 3.1.5. Conduct a full review of Trustee compensation and expenditures with final recommendations presented to the Board for resolution prior to the end of June in an election year.
 - 3.2. Budget Development
 - 3.2.1. Review budget timelines and key budget assumptions’
 - 3.2.2. Review a draft preliminary budget;
 - 3.2.3. Review the governance budget; and

3.2.4. Provide recommendations to the Board.

3.3. Internal Control

3.3.1. Consider the effectiveness of the Division's internal controls over annual reporting, including information technology security and control; and

3.3.2. Understand the scope of auditor's review of internal control over financial reporting, and obtain reports on significant findings and recommendations, together with management's responses.

3.4. Audit

3.4.1. Review the auditor's proposed audit scope and approach;

3.4.2. Review the performance of the auditor(s) as deemed prudent to do so by the Committee, and provide a recommendation to the Board regarding final approval on the appointment of discharge of the auditors;

3.4.3. Review and confirm the independence of the auditors by obtaining statements from the auditors on relationships between the auditors and the Division, including non-audit services, and discussing the relationship with the auditors; and

3.4.4. On a needs basis, meet separately with the auditors to discuss any matters that the Audit Committee or auditors believe should be discussed privately.

3.5. Compliance

3.5.1. Review the findings of any examinations by regulatory agencies, and any audit observations; and

3.5.2. Obtain regular updates from management and company legal counsel regarding compliance matters.

4. Compensation shall be remunerated as follows:

4.1. Trustee members shall be compensated as specified in Policy 7 Appendix 7.3; and

4.2. The member at large shall be compensated at a rate of \$228 per meeting and mileage to and from Audit Committee meetings as per Division practices.

5. Membership

5.1. The committee shall be made up of four (4) voting members and two (2) non-voting members.

5.2. A quorum is a simple majority of trustees.

5.3. Voting membership shall consist of:

5.3.1. Three (3) trustees, not to include the Board Chair, who are financially literate or willing to become so. One of the trustees shall be appointed Chair by the trustees on the committee.

5.3.2. One member at large, not connected with Parkland School Division or the external auditors. The member must be financially literate and preferably hold an accounting designation.

5.4. Non-voting members shall be appointed by the Superintendent and shall consist of:

5.4.1. The Superintendent; and

5.4.2. The Associate Superintendent of Corporate Supports and Services.

5.5. Resources to the Audit Committee:

5.5.1. The Director of Financial Services; and

5.5.2. Recording Secretary.

5.6. The Associate Superintendent and Director of Financial Services shall provide information and advice to the committee as requested.

6. Meetings

6.1. The Audit Committee shall meet at least four (4) times a year, with authority to convene additional meetings, as circumstances require.

6.2. Meetings shall be closed to the public.

6.3. The Audit Committee will invite members of management, auditors or others to attend meetings and provide pertinent information, as necessary. It may hold private meetings with auditors in executive sessions.



Parkland School Division
Board Policy 8: Appendix 8.6

ALBERTA TEACHERS' ASSOCIATION (ATA) LABOUR RELATIONS TERMS OF REFERENCE

1. Purpose
 - 1.1. To meet with representatives of the ATA Local to propose collective agreement changes.
 - 1.2. To negotiate and conclude memoranda of agreement for recommendation to the Board.
2. Powers and Duties
 - 2.1. Establish Board proposals within established Board mandates and guidelines.
 - 2.2. Negotiate with representatives of the ATA Local.
 - 2.3. Make recommendations to the Board for ratification.
3. Membership shall consist of:
 - 3.1. Three (3) trustees with a quorum of two (2) trustees; and
 - 3.2. The Superintendent or designate(s).
4. Meetings
 - 4.1. Meetings shall be closed to the public; and
 - 4.2. Shall be held as required to negotiate or interpret agreements.



**Parkland School Division
Board Policy 8: Appendix 8.7**

**CENTRAL ALBERTA ASSOCIATION OF MUNICIPAL AND SCHOOL
EMPLOYEES (CAAMSE) LABOUR RELATIONS TERMS OF REFERENCE**

1. Purpose
 - 1.1. To meet with representatives of the CAAMSE Local to propose collective agreement changes.
 - 1.2. To negotiate and conclude memoranda of agreement for recommendation to the Board.
2. Powers and Duties
 - 2.1. Establish Board proposals within established Board mandates and guidelines.
 - 2.2. Negotiate with representatives of CAAMSE.
 - 2.3. Make recommendations to the Board for ratification.
3. Membership shall consist of:
 - 3.1. Three (3) trustees with a quorum of two (2) trustees; and
 - 3.2. The Superintendent or designate(s).
4. Meetings
 - 4.1. Meetings shall be closed to the public; and
 - 4.2. Shall be held as required to negotiate or interpret agreements.



**Parkland School Division
Board Policy 8: Appendix 8.8**

**INTERNATIONAL UNION OF OPERATING ENGINEERS (IUOE) LABOUR
RELATIONS TERMS OF REFERENCE**

1. Purpose
 - 1.1. To meet with representatives of IUOE to propose collective agreement changes.
 - 1.2. To negotiate and conclude memoranda of agreement for recommendation to the Board.
2. Powers and Duties
 - 2.1. Establish Board proposals within established Board mandates and guidelines.
 - 2.2. Negotiate with representatives of IUOE.
 - 2.3. Make recommendations to the Board for ratification.
3. Membership shall consist of:
 - 3.1. Three (3) trustees with a quorum of two (2) trustees; and
 - 3.2. The Superintendent or designate(s).
4. Meetings
 - 4.1. Meetings shall be closed to the public; and
 - 4.2. Shall be held as required to negotiate or interpret agreements.

Reference:	Education Act: 34, 52-53, 85, 88, 142, 189, 200	Approved:	(signature)
	Collective Agreements	Date Approved:	September 14, 2021
Cross-Reference:	Board Policy: 2-6, 9, 13	Reviewed or Revised:	September, 2021 April, 2019 March, 2017



Parkland School Division Board Policy 8

BOARD COMMITTEES

The Board shall establish certain standing committees for ongoing study of major areas of responsibility and may establish ad hoc committees from time to time for specific purposes.

General Requirements

1. Committees normally have no legal powers, although in special circumstances they may be empowered by the Board to make certain decisions and/or recommendations on its behalf.

Unless specified **otherwise** in the terms of reference for each committee:

- 1.1. A quorum ~~, consisting of~~ a simple majority of voting members, ~~shall be~~ present for ~~a every~~ committee meeting;
- 1.2. Trustees, as members of a specific committee, shall be the only members entitled to vote at any meeting; and
- 1.3. Decisions and/or recommendations forwarded to the Board shall be determined by consensus of the voting members of that committee.
2. Committees can consider only those topics or problems which are referred to them by the Board or the Superintendent.
3. Committees may be charged with conducting in-depth studies into the matters to which they are assigned ~~and providing recommendations to the Board that they deem advisable.~~
4. Committees shall meet from time to time as specified by the Board.
5. Committees may deem it necessary to convene in camera to discuss such matters as specified in Policy 7 Board Operations.
 - 5.1. In-camera minutes, if deemed necessary to be prepared, shall be marked as privileged and confidential and may only be shared during an in-camera portion of a regular board meeting.
6. A Recording Secretary shall be responsible for:
 - 6.1. Notifying committee members of the deadline for submission of items for the agenda;
 - 6.2. Preparing and distributing agenda to all committee members one (1) week prior to the meeting;
 - 6.3. Preparing and maintaining records of committee meetings; and
 - 6.4. Distributing draft minutes to committee members for review prior to including them on upcoming Board meeting agenda.
7. The Board Chair may serve as ex officio to all Board committees.

8. The Board ~~may~~ establises, annually, the following standing committees:

~~8.1. PSD Tomorrow Governance and Planning Committee [see Appendix 8.1];~~

~~8.2. Education Committee~~

~~8.3. Advocacy Committee~~

~~8.2. Policy Review Committee [see Appendix 8.2];~~

~~8.4. Student Advisory Committee~~

~~8.5.8.3. Benefit Plan Advisory Committee [see Appendix 8.3];~~

~~8.6.8.4. Teacher Board Advisory Committee [see Appendix 8.4];~~

~~8.7.8.5. Audit Committee [see Appendix 8.5];~~

~~8.8.8.6. Alberta Teachers' Association (ATA) Labour Relations [see appendix 8.6];~~

~~8.9.8.7. Central Alberta Association of Municipal and School Employees (CAAMSE) Labour Relations [see Appendix 8.7]; and~~

~~8.10.8.8. International Union of Operating Engineers (IUOE) Labour Relations [see appendix 8.8];~~

9. The Board may establish ad hoc committees to assist the Board for a specific purpose or function.


9.1. The terms of reference for each ad hoc committee shall be established at the time of formation.

9.9.2. The term of appointment shall end upon conclusion of the appointed purpose or function or at the pleasure of the Board.

~~Ad hoc committees may be established from time to time to assist the Board for a specific purpose or function. The terms of reference for each ad hoc committee shall be established at the time of formation. The term of appointment shall end upon conclusion of the appointed purpose or function or at the pleasure of the Board.~~

10. The Superintendent may appoint resource personnel to work with committees and shall determine the roles, responsibilities and reporting requirements of the resource personnel.

10.

Reference: School Act: 60, 63, 70, 112 Collective Agreements	Approved: (signature) 
	Date: April 2, 2019 Approved:
Cross-Reference: Board Policy: 2, 6, 9, 13	Reviewed or April, 2019 Revised: March, 2017



Parkland School Division
Board Policy 8: Appendix 8.1

~~PSD TOMORROW~~ GOVERNANCE AND PLANNING COMMITTEE
TERMS OF REFERENCE

1. Purpose

- 1.1. The ~~purpose Board may establish annually of the PSD Tomorrow Governance and Planning~~ Committee ~~is~~ to provide an opportunity for all trustees to engage in dialogue on generative governance, strategic planning, advocacy, student engagement and operational understanding and to inform on long range plans and strategic modeling.

2. Powers and Duties

- 2.1. The Board Chair shall chair the ~~PSD Tomorrow Governance and Planning~~ Committee meeting.

3. Membership shall consist of:

- 3.1. All trustees with a quorum of four (4) trustees;

- 3.2. The Superintendent;

- ~~3.3. Members of the Superintendent's Executive Team~~

- ~~3.4.3.3.~~ Other division personnel and resources as required; and


- ~~3.5.3.4.~~ One (1) Recording Secretary.

4. Meetings

- 4.1. Meetings shall be closed to the public; and

- 4.2. Shall be scheduled and held as required.

~~4.2.~~

<p>Date Approved:</p> 	<p>Reviewed or Revised:</p> <p>April, 2019 March, 2017 October, 2011</p>
---	--



**Parkland School Division
Board Policy 8: Appendix 8.2**

**EDUCATION POLICY REVIEW COMMITTEE TERMS OF
REFERENCE**

1. Purpose

1.1. ~~The purpose of the Board may establish annually an Education Policy Review Committee is to review and update Board policies. The Policy Review Committee will make recommendations to the Board regarding proposed changes to Board Policy, provide an opportunity for all trustees to undertake detailed examination of issues of a curricular and program nature and to celebrate student achievements.~~

2. Powers and Duties

~~2.1. The responsibilities of the Education Committee shall include:~~

~~2.1.1.2.1. Review each policy at least once during the four (4) year term of the Board as per Board Policy 10 - Policy Formation and Review Discussion of curricular areas being considered by Alberta Education; and~~

~~2.2. Provide recommendations to the Board regarding any changes to the Board policy, reaffirm the existing policy or delete the existing policy Discussion of education issues and programs of the Division;~~

~~2.2. Draft any new Board policy that may be required for consideration by the Board.~~

~~2.3.~~

~~2.2.1. Discussion of possible program initiatives and/or research regarding educational matters; and~~

~~2.2.2. Providing recommendations to the Board.~~

~~2.3. This committee of the whole Board must be diligent in confining itself to receipt of information, questions for clarification, and requests for further information.~~

3. Membership shall consist of:

~~3.1. The Board Chair and Vice-Chair, All trustees with~~ a quorum of ~~four~~two (2) trustees;

~~3.2. The Superintendent and / or designates; and~~

~~3.3.3.2. Members of the Superintendent's Executive Team; and~~

~~3.4.3.3. Other resources as required.~~

4. Meetings

4.1. Meetings shall be ~~open~~closed to the public; and

4.2. Shall be scheduled and held as required.

4.2. _____

<i>L. Cameron</i>	Reviewed or Revised: April, 2019 March, 2017
-------------------	---



~~Parkland School Division
Board Policy 8: Appendix 8.3~~

~~ADVOCACY COMMITTEE TERMS OF REFERENCE~~

~~1. Purpose~~

~~1.1. The Board believes it is important, as a group, to identify stakeholders in the political, economic and social systems who may have influence on public policy or have the ability to assist Parkland School Division's effort to effectively manage its resources to support student learning.~~

~~2. Powers and Duties~~

~~2.1. The Advocacy Committee shall devise an Advocacy Plan that may include:~~

~~2.1.1. Prioritizing matters that may cause pressure points that keep the Division from carrying out its Strategic Plan;~~

~~2.1.2. Identifying the target audience for intended advocacy efforts; and~~

~~2.1.3. Determining the most effective means to carry out its advocacy whether it be public speaking engagements, publishing research, social or mainstream media campaigns or other stakeholder engagement.~~

~~2.1.4. Providing recommendations to the Board.~~

~~3. Membership shall consist of:~~

~~3.1. All trustees with a quorum of four (4) trustees;~~

~~3.2. The Superintendent or designate(s);~~

~~3.3. A Recording Secretary, who shall be responsible for:~~

~~3.3.1. Preparation and distribution of the agenda;~~


~~3.3.2. Notification of the deadline for submission of items for the agenda by members; and~~

~~3.3.3. Emailing a final agenda to all committee members in advance of the meeting.~~

~~4. Meetings~~

~~4.1. Meetings shall be held as required and closed to the public.~~

~~4.2. Meeting dates, times, location and duration to be determined by consensus of the members of the committee.~~

Date Approved: 	Reviewed or Revised: April, 2019 March, 2017
--	---



~~Parkland School Division
Board Policy 8: Appendix 8.4~~

~~STUDENT ADVISORY COMMITTEE TERMS OF REFERENCE~~

~~1.—Purpose~~

~~1.1.— The Board believes in, and supports, the inclusion of a student voice in its deliberations, therefore, the Board may establish, annually, a Student Advisory Committee.~~

~~2.—Powers and Duties~~

~~2.1.—The responsibility of the Student Advisory Committee shall be to:~~

~~2.1.1.—Provide a mechanism for the Board and Superintendent to hear directly from students about classroom and school issues;~~

~~2.1.2.—Provide students with an opportunity to provide advice about Division-level initiatives and work;~~

~~2.1.3.—Provide an opportunity for student representatives from various schools to dialogue with the Trustees and Superintendent; and~~

~~2.1.4.—Provide students with knowledge and understanding of other Division schools.~~

~~2.1.5.—Provide recommendations to the Board.~~

~~3.—Membership shall consist of:~~

~~3.1.1.— All trustees with a quorum of four (4) trustees;~~

~~3.1.2.— The Superintendent (and/or designates);~~

~~3.1.3.— Student representatives as deemed prudent.~~

~~3.2.—The Superintendent (or designate) shall request principals to select student representatives:~~

~~3.2.1.— Who best represent the diverse views of their respective student body; and~~

~~3.2.2.— Who are willing to share student views with trustees.~~

~~4.—Meetings~~

~~4.1.— The format of the Student Advisory Committee and meeting schedule shall be determined annually by the Chair.~~

~~4.2.— Meetings shall be closed to the public.~~

Date Approved:		Reviewed or Revised:	April, 2019 March, 2017
----------------	--	----------------------	----------------------------



Parkland School Division
Board Policy 8: Appendix 8.53

BENEFIT PLAN ADVISORY COMMITTEE TERMS OF REFERENCE

1. Purpose

- 1.1. The ~~purpose of the Board shall establish a~~ Benefit Plan Advisory Committee is to ~~administer and~~ review the Board's group benefit insurance plans and other employee benefit plans.

2. Powers and Duties

- 2.1. The committee will review benefit plan's utilization, experience reports and renewal packages. ~~make recommendations to the Board when major changes in coverage, a change in the benefit consultant, or new employee benefit plans are considered necessary by the committee.~~
- 2.2. The committee has the authority to:
 - ~~2.2.1.~~ Approve minor changes to coverage provided by each benefit insurance policy or plan (providing there is no increase in premiums); ~~and~~
 - ~~2.2.2.~~ 2.2.1. ~~Change benefit insurance carriers.~~
- 2.3. The Superintendent or designate has the authority to renew group insurance policies.
- 2.4. The Board will be the policyholder of the various benefit insurance policies.
- 2.5. The Board will appoint an independent benefits consultant to administer and provide information on the group insurance plans to the committee.
- 2.6. The Division will be responsible for the nominal operating expenditures incurred by the committee.

3. Membership

- 3.1. The committee shall be made up of six (6) voting members and three (3) non-voting members.
- 3.2. Voting Membership shall consist of:
 - 3.2.1. One (1) trustee as appointed by the Board;
 - 3.2.2. Two (2) representatives appointed by Central Alberta Association of Municipal and School Employees (CAAMSE) Local #1;
 - 3.2.3. Two (2) representatives appointed by International Union of Operating Engineers (IUOE) Local #955; and
 - 3.2.4. One (1) representative appointed by Parkland School Division (PSD) ~~No. 70~~ Non-Union Group (NUG).
- 3.3. Non-voting membership shall be appointed by the Superintendent, and shall consist of:

~~3.3.1.~~ Three (3) members to facilitate committee operations; and

3.3.1.

3.3.2. One (1) Recording Secretary.

3.4. CAAMSE, IUOE and NUG staff will appoint members to this committee for two (2) year^{ly} terms, and alternate replacement(s) of their representative(s). These appointments are to be managed in a manner that maintains consistency on the committee.

3.5. The Board, at each annual organizational meeting, shall appoint one (1) member to this committee.

3.6. November 1st of each year will be the yearly start date for each representative.

4. Meetings

4.1. Meetings, as required, may be called by the committee Chair or the Superintendent or designate. Notice of and all meeting agendas will be sent to each member prior to each meeting by the Superintendent or designate.

4.2. Meetings shall be closed to the public.

4.3. At the first meeting, following the Board's organizational meeting, a committee Chair shall be elected by the Benefit Plan Advisory Committee from its voting members.

4.4. Committee Chair shall be elected for a one (1) year term.

4.5. All decisions and recommendations shall require a simple majority from the voting members.

4.5.

Date Approved: <i>A. Cameron</i>	Reviewed or Revised: April, 2019 March 2017
----------------------------------	--



Parkland School Division
Board Policy 8: Appendix 8.64

TEACHER / BOARD ADVISORY COMMITTEE TERMS OF REFERENCE

1. Purpose

- 1.1. The purpose of the Teacher / Board Advisory Committee is to provide a forum for discussion of the respective views of the respective parties~~Board believes that, in the interests of effective consultation and transparent communication, there shall be established a committee of Board and teacher representatives, the purpose of which shall be to provide a forum for discussion of the views of the respective parties.~~

2. Powers and Duties

- 2.1. The Teacher / Board Advisory Committee shall provide an informal, safe and open environment for committee members to express and discuss ideas/concerns to foster increased understanding of and appreciation for perspectives.
- 2.2. Issues related to the interpretation of the collective agreement and grievances shall not be brought forward or discussed as agenda items, except by mutual agreement, and shall focus on system-wide concerns and policies.
- 2.3. Any resolutions agreed to by this committee shall be forwarded to the Board and the ATA Parkland Teachers' Local 10 for consideration as recommendations only.
- 2.4. Should the committee wish to invite others to make brief presentations, as a means of sharing information (i.e. professional development, budget, etc.), then those individuals shall be invited to attend for their presentation only, and would not attend for any committee discussion.

3. Membership

- 3.1. The Teacher / Board Advisory Committee shall consist of an equal number of representatives for the Board (of which the Superintendent or designates are considered to be) and representatives of the ATA Parkland Teachers' Local 10, employed by the Division. A maximum of ten (10) voting members shall make up this committee.
- 3.2. The Board, at each annual organization meeting, shall appoint three (3) trustees to this committee.
- 3.3. The ATA Parkland Teachers' Local 10 shall make appointments to the committee. These appointments shall be determined by the ATA Parkland Teachers' Local 10 on an annual basis.
- 3.4. The Chair of the Teacher / Board Advisory Committee shall be elected for a one (1) year term from and by the annual appointees, and the position will alternate yearly between the Board and the ATA Parkland Teachers' Local 10.

3.5. The Superintendent shall appoint one (1) non-voting member as a recording secretary.

4. Meetings

4.1. Decision making of the committee shall be based on a consensus model.


4.2. Matters of a sensitive nature that are shared within the context of the committee shall remain confidential to the members of the committee.

4.3. Meeting dates, times, location and duration shall be determined by consensus of the members of the committee.

4.4. Meetings shall be closed to the public.

~~4.3.~~

~~4.4. Meetings shall be closed to the public.~~

Date Approved: 	Reviewed or Revised: April, 2019 March 2017 April 2011
---	---



Parkland School Division Board Policy 8: Appendix 8.75

AUDIT COMMITTEE TERMS OF REFERENCE

1. Purpose

- 1.1. The ~~purpose of the Board shall establish an~~ Audit Committee is to fulfill their oversight responsibility for reliable financial reporting, effective internal controls and compliance with legislation and regulatory requirements.

2. Powers and Duties

- 2.1. The Audit Committee has authority to conduct or authorize investigations into any matters within its scope of responsibility. It is empowered to:

- 2.1.1. With the consent of the Board, retain outside counsel, accountants or others to advise the committee or assist in the conduct of an investigation;

- 2.1.2. Seek any information it requires from employees – all of whom are directed to cooperate with the committee’s requests – or external parties;

- 2.1.3. Meet with Division officers, external auditors or outside counsel, as necessary; and

- 2.1.4. Make recommendations to the Board on budget ~~development; financial development;~~ financial control matters, and selection of external auditors.

~~2.2.3.~~ The Audit Committee shall carry out the following responsibilities:

~~2.2.1.3.1.~~ Financial Statements

- ~~2.2.1.1.3.1.1.~~ Review significant accounting and reporting issues, including complex or unusual transactions;

- ~~2.2.1.2.3.1.2.~~ Review with management and the auditors the results of the audit, including any difficulties encountered;

- ~~2.2.1.3.3.1.3.~~ Review the annual financial statements, and consider whether they are complete, consistent with information known to committee members, and reflect appropriate accounting principles;

- ~~2.2.1.4.3.1.4.~~ Review with management and the auditors all matters required to be communicated to the Board; and

- ~~2.2.1.5.~~ ~~Review Trustee compensation and expenditure annually; and~~

- 3.1.5. Conduct a full review of Trustee ~~honoraria compensation~~ and ~~expenditures~~ with final recommendations presented to the Board for resolution prior to the end of June in an election year.

2.2.1.6.

2.2.2.3.2. Budget Development

2.2.2.1.3.2.1. Review budget timelines and key budget assumptions;

2.2.2.2.3.2.2. Review a draft ~~preliminary~~ budget;

2.2.2.3.3.2.3. Review the governance budget; and

2.2.2.4.3.2.4. Provide recommendations to the Board.

2.2.3.3.3. Internal Control

2.2.3.1.3.3.1. Consider the effectiveness of the Division's internal controls over annual reporting, including information technology security and control; and

2.2.3.2.3.3.2. Understand the scope of auditor's review of internal control over financial reporting, and obtain reports on significant findings and recommendations, together with management's responses.

2.2.4.3.4. Audit

2.2.4.1.3.4.1. Review the auditor's proposed audit scope and approach;

2.2.4.2.3.4.2. Review the performance of the auditor(s) as deemed prudent to do so by the Committee, and provide a recommendation to the Board regarding final approval on the appointment or discharge of the auditors;

2.2.4.3.3.4.3. Review and confirm the independence of the auditors by obtaining statements from the auditors on relationships between the auditors and the Division, including non-audit services, and discussing the relationship with the auditors; and

2.2.4.4.3.4.4. On a ~~needs~~needs basis, meet separately with the auditors to discuss any matters that the Audit Committee or auditors believe should be discussed privately.

2.2.5.3.5. Compliance

2.2.5.1.3.5.1. Review the findings of any examinations by regulatory agencies, and any audit observations; and

2.2.5.2.3.5.2. Obtain regular updates from management and company legal counsel regarding compliance matters.

2.3.4. Compensation shall be remunerated as follows:

2.3.1.4.1. Trustee members shall be compensated as specified in Policy 7 Appendix 7.3; and

~~2.3.2.~~The member at large shall be compensated at a rate of \$228 per meeting and mileage to and from Audit Committee meetings as per Division practices. ,as specified in Policy 7 Appendix 7.3, as follows:

~~2.3.2.1.~~ one (1) full day per diem for each meeting;

~~2.3.2.2.4.2.~~ mileage to and from Audit Committee meetings.

3.5. Membership

3.1.5.1. The committee shall be made up of four (4) voting members and two (2) non-voting members.

3.2.5.2. A quorum is a simple majority of trustees.

3.3.5.3. Voting membership shall consist of:

3.3.1.5.3.1. Three (3) trustees, not to include the Board Chair, who are financially literate or willing to become so. One of the trustees shall be appointed Chair by the trustees on the committee.

3.3.2.5.3.2. One member at large, not connected with Parkland School Division or the external auditors. The member must be financially literate and preferably hold an accounting designation.

3.4.5.4. Non-voting members shall be appointed by the Superintendent and shall consist of:

3.4.1.5.4.1. The Superintendent; and

3.4.2.5.4.2. The Associate Superintendent of Corporate Supports and Services.

3.5.5.5. Resources to the Audit Committee:

3.5.1.5.5.1. The Director of Financial Services; and

3.5.2.5.5.2. Recording Secretary.

3.6.5.6. The Associate Superintendent and Director of Financial Services shall provide information and advice to the committee as requested.


4.6. Meetings

4.1.6.1. The Audit Committee shall meet at least four (4) times a year, with authority to convene additional meetings, as circumstances require.

4.2.6.2. Meetings shall be closed to the public.

6.3. The Audit Committee will invite members of management, auditors or others to attend meetings and provide pertinent information, as necessary. It may hold private meetings with auditors in executive sessions.

~~4.3.~~

Date Approved: 	Reviewed or Revised: April, 2019 March 2017 October 2014 November 2013
---	--




Parkland School Division

Board Policy 8: Appendix 8.86

**ALBERTA TEACHERS' ASSOCIATION (ATA) LABOUR RELATIONS
TERMS OF REFERENCE**

1. Purpose
 - 1.1. To meet with representatives of the ATA Local to propose collective agreement changes.
 - 1.2. To negotiate and conclude memoranda of agreement for recommendation to the Board.
2. Powers and Duties
 - 2.1. Establish Board proposals within established Board mandates and guidelines.
 - 2.2. Negotiate with representatives of the ATA Local.
 - 2.3. Make recommendations to the Board for ratification.
3. Membership shall consist of:
 - 3.1. Three (3) trustees with a quorum of two (2) trustees; and
 - 3.2. The Superintendent or designate(s).
4. Meetings
 - 4.1. Meetings shall be closed to the public; and
 - 4.2. Shall be held as required to negotiate or interpret agreements.

Date Approved: 	Reviewed or Revised: April, 2019 March 2017 October 2012 June 2011
---	--




Parkland School Division
Board Policy 8: Appendix 8.97

**CENTRAL ALBERTA ASSOCIATION OF MUNICIPAL AND SCHOOL
EMPLOYEES (CAAMSE) LABOUR RELATIONS TERMS OF
REFERENCE**

1. Purpose
 - 1.1. To meet with representatives of CAAMSE to propose collective agreement changes.
 - 1.2. To negotiate and conclude memoranda of agreement for recommendation to the Board.
2. Powers and Duties
 - 2.1. Establish Board proposals within established Board mandates and guidelines.
 - 2.2. Negotiate with representatives of CAAMSE.
 - 2.3. Make recommendations to the Board for ratification.
3. Membership shall consist of:
 - 3.1. Three (3) trustees with a quorum of two (2) trustees; and
 - 3.2. The Superintendent or designate(s).
4. Meetings
 - 4.1. Meetings shall be closed to the public; and
 - 4.2. Shall be held as required to negotiate or interpret agreements.

4.2.

Date Approved: 	Reviewed or Revised: April, 2019 March 2017 October 2012
---	---




**Parkland School Division
Board Policy 8: Appendix**

8.108

**INTERNATIONAL UNION OF OPERATING ENGINEERS (IUOE)
LABOUR RELATIONS TERMS OF REFERENCE**

1. Purpose
 - 1.1. To meet with representatives of IUOE to propose collective agreement changes.
 - 1.2. To negotiate and conclude memoranda of agreement for recommendation to the Board.
2. Powers and Duties
 - 2.1. Establish Board proposals within established Board mandates and guidelines.
 - 2.2. Negotiate with representatives of IUOE.
 - 2.3. Make recommendations to the Board for ratification.
3. Membership shall consist of:
 - 3.1. Three (3) trustees with a quorum of two (2) trustees; and
 - 3.2. The Superintendent or designate(s).
4. Meetings
 - 4.1. Meetings shall be closed to the public; and
 - 4.2. Shall be held as required to negotiate or interpret agreements.

Date Approved:	Reviewed or Revised:
	April, 2019 March 2017 October 2012

<u>Reference:</u> EDUCATION ACT: 34, 52-53, 85, 88, 142, 189, 200 School Act: 60-63, 70, 113 Collective Agreements	<u>Approved:</u> <u>(signature)</u> 
	<u>Date</u> April 2, 2019 September 14, 2021 <u>Approved:</u>
<u>Cross-Reference:</u> Board Policy: 2-6, 9, 13	<u>Reviewed or Revised:</u> September, 2021 April, 2019 March, 2017



Parkland School Division
Board Policy 8
BOARD COMMITTEES

The Board shall establish certain standing committees for ongoing study of major areas of responsibility and may establish ad hoc committees from time to time for specific purposes.

General Requirements

1. Committees normally have no legal powers, although in special circumstances they may be empowered by the Board to make certain decisions and/or recommendations on its behalf.

Unless specified **otherwise** in the terms of reference for each committee:


- 1.1. A quorum, consisting of a simple majority of voting members, shall be present for every committee meeting
- 1.2. Trustees, as members of a specific committee, shall be the only members entitled to vote at any meeting; and
- 1.3. Decisions and/or recommendations forwarded to the Board shall be determined by consensus of the voting members of that committee
2. Committees can consider only those topics or problems which are referred to them by the Board or the Superintendent.
3. Committees may be charged with conducting in-depth studies into the matters to which they are assigned and providing recommendations to the Board that they deem advisable.
4. Committees shall meet from time to time as specified by the Board.
5. Committees may deem it necessary to convene in camera to discuss such matters as specified in Policy 7 Board Operations.
 - 5.1. In-camera minutes, if deemed necessary to be prepared, shall be marked as privileged and confidential and may only be shared during an in-camera portion of a regular board meeting.
6. A Recording Secretary shall be responsible for:
 - 6.1. Notifying committee members of the deadline for submission of items for the agenda;
 - 6.2. Preparing and distributing agenda to all committee members one (1) week prior to the meeting;
 - 6.3. Preparing and maintaining records of committee meetings;
 - 6.4. Distributing draft minutes to committee members for review prior to including them on upcoming Board meeting agenda.
7. The Board Chair may serve as ex officio to all Board committees.

8. The Board may establish annually the following standing committees:
 - 8.1. PSD Tomorrow Committee
 - 8.2. Education Committee
 - 8.3. Advocacy Committee
 - 8.4. Student Advisory Committee
 - 8.5. Benefit Plan Advisory Committee
 - 8.6. Teacher Board Advisory Committee
 - 8.7. Audit Committee
 - 8.8. Alberta Teachers' Association (ATA) Labour Relations
 - 8.9. Central Alberta Association of Municipal and School Employees (CAAMSE) Labour Relations
 - 8.10. International Union of Operating Engineers (IUOE) Labour Relations

9. The Board may establish ad hoc committees

Ad hoc committees may be established from time to time to assist the Board for a specific purpose or function. The terms of reference for each ad hoc committee shall be established at the time of formation. The term of appointment shall end upon conclusion of the appointed purpose or function or at the pleasure of the Board.

10. The Superintendent may appoint resource personnel to work with committees and shall determine the roles, responsibilities and reporting requirements of the resource personnel.

Reference:	School Act: 60-63, 70, 113 Collective Agreements	Approved:	(signature) 
		Date	April 2, 2019
Cross-Reference:	Board Policy: 2-6, 9, 13	Reviewed or Revised:	April, 2019 March, 2017



**Parkland School Division
Board Policy 8: Appendix 8.1**

PSD TOMORROW COMMITTEE TERMS OF REFERENCE

1. Purpose

- 1.1. The Board may establish annually a PSD Tomorrow Committee to provide an opportunity for all trustees to engage in dialogue on generative governance and to inform on long range plans and strategic modeling.

2. Powers and Duties


- 2.1. The Board Chair shall chair the PSD Tomorrow Committee meeting.

3. Membership shall consist of:

- 3.1. All trustees with a quorum of four (4) trustees.
- 3.2. The Superintendent
- 3.3. Members of the Superintendent’s Executive Team
- 3.4. Other resources as required
- 3.5. One (1) Recording Secretary

4. Meetings

- 4.1. Meetings shall be closed to the public; and
- 4.2. Shall be scheduled and held as required.

Date Approved: 	Reviewed or Revised: April, 2019 March, 2017 October, 2011
--	--



Parkland School Division
Board Policy 8: Appendix 8.2
EDUCATION COMMITTEE TERMS OF REFERENCE

1. Purpose

- 1.1. The Board may establish annually an Education Committee to provide an opportunity for all trustees to undertake detailed examination of issues of a curricular and program nature and to celebrate student achievements.

2. Powers and Duties


- 2.1. The responsibilities of the Education Committee shall include:
 - 2.1.1. Discussion of curricular areas being considered by Alberta Education;
 - 2.1.2. Discussion of education issues and programs of the Division;
 - 2.1.3. Discussion of possible program initiatives and/or research regarding educational matters; and
 - 2.1.4. Providing recommendations to the Board.
- 2.2. This committee of the whole Board must be diligent in confining itself to receipt of information, questions for clarification, and requests for further information.

3. Membership shall consist of:

- 3.1. All trustees with a quorum of four (4) trustees;
- 3.2. The Superintendent;
- 3.3. Members of the Superintendent's Executive Team;
- 3.4. Other resources as required.

4. Meetings

- 4.1. Meetings shall be open to the public; and
- 4.2. Shall be scheduled and held as required.

Date Approved:		Reviewed or Revised:	April, 2019 March, 2017
----------------	---	----------------------	----------------------------



Parkland School Division
Board Policy 8: Appendix 8.3
ADVOCACY COMMITTEE TERMS OF REFERENCE

1. Purpose

- 1.1. The Board believes it is important, as a group, to identify stakeholders in the political, economic and social systems who may have influence on public policy or have the ability to assist Parkland School Division's effort to effectively manage its resources to support student learning.

2. Powers and Duties


- 2.1. The Advocacy Committee shall devise an Advocacy Plan that may include:
 - 2.1.1. Prioritizing matters that may cause pressure points that keep the Division from carrying out its Strategic Plan;
 - 2.1.2. Identifying the target audience for intended advocacy efforts; and
 - 2.1.3. Determining the most effective means to carry out its advocacy whether it be public speaking engagements, publishing research, social or mainstream media campaigns or other stakeholder engagement.
 - 2.1.4. Providing recommendations to the Board.

3. Membership shall consist of:

- 3.1. All trustees with a quorum of four (4) trustees;
- 3.2. The Superintendent or designate(s);
- 3.3. A Recording Secretary, who shall be responsible for:
 - 3.3.1. Preparation and distribution of the agenda;
 - 3.3.2. Notification of the deadline for submission of items for the agenda by members; and
 - 3.3.3. Emailing a final agenda to all committee members in advance of the meeting.

4. Meetings

- 4.1. Meetings shall be held as required and closed to the public.
- 4.2. Meeting dates, times, location and duration to be determined by consensus of the members of the committee.

Date Approved:		Reviewed or Revised:	April, 2019 March, 2017
----------------	---	----------------------	----------------------------



Parkland School Division
Board Policy 8: Appendix 8.4
STUDENT ADVISORY COMMITTEE TERMS OF REFERENCE

1. Purpose

1.1. The Board believes in, and supports, the inclusion of a student voice in its deliberations, therefore, the Board may establish, annually, a Student Advisory Committee.

2. Powers and Duties

2.1. The responsibility of the Student Advisory Committee shall be to:

- 2.1.1. Provide a mechanism for the Board and Superintendent to hear directly from students about classroom and school issues;
- 2.1.2. Provide students with an opportunity to provide advice about Division-level initiatives and work;
- 2.1.3. Provide an opportunity for student representatives from various schools to dialogue with the Trustees and Superintendent; and
- 2.1.4. Provide students with knowledge and understanding of other Division schools.
- 2.1.5. Provide recommendations to the Board.

3. Membership shall consist of:

- 3.1.1. All trustees with a quorum of four (4) trustees;
- 3.1.2. The Superintendent (and/or designates);
- 3.1.3. Student representatives as deemed prudent.


3.2. The Superintendent (or designate) shall request principals to select student representatives:

- 3.2.1. Who best represent the diverse views of their respective student body; and
- 3.2.2. Who are willing to share student views with trustees.

4. Meetings

4.1. The format of the Student Advisory Committee and meeting schedule shall be determined annually by the Chair.

4.2. Meetings shall be closed to the public.

Date Approved:		Reviewed or Revised:	April, 2019 March, 2017
----------------	---	----------------------	----------------------------



**Parkland School Division
Board Policy 8: Appendix 8.5**

BENEFIT PLAN ADVISORY COMMITTEE TERMS OF REFERENCE

1. Purpose

- 1.1. The Board shall establish a Benefit Plan Advisory Committee to administer and review the Board's group benefit insurance plans and other employee benefit plans.

2. Powers and Duties

- 2.1. The committee will make recommendations to the Board when major changes in coverage, a change in the benefit consultant, or new employee benefit plans are considered necessary by the committee.
- 2.2. The committee has the authority to:
 - 2.2.1. Approve minor changes to coverage provided by each benefit insurance policy or plan (providing there is no increase in premiums); and
 - 2.2.2. Change benefit insurance carriers.
- 2.3. The Superintendent or designate has the authority to renew group insurance policies.
- 2.4. The Board will be the policyholder of the various benefit insurance policies.
- 2.5. The Board will appoint an independent benefits consultant to administer and provide information on the group insurance plans to the committee.
- 2.6. The Division will be responsible for the nominal operating expenditures incurred by the committee.

3. Membership

- 3.1. The committee shall be made up of six (6) voting members and three (3) non-voting members.
- 3.2. Voting Membership shall consist of:
 - 3.2.1. One (1) trustee as appointed by the Board;
 - 3.2.2. Two (2) representatives appointed by Central Alberta Association of Municipal and School Employees (CAAMSE) Local #1;
 - 3.2.3. Two (2) representatives appointed by International Union of Operating Engineers (IUOE) Local #955; and
 - 3.2.4. One (1) representative appointed by Parkland School Division (PSD) No. 70 Non-Union Group (NUG).
- 3.3. Non-voting membership shall be appointed by the Superintendent, and shall consist of:
 - 3.3.1. Three (3) members to facilitate committee operations; and

3.3.2. One (1) Recording Secretary.

3.4. CAAMSE, IUOE and NUG staff will appoint members to this committee for two (2) year terms, and alternate replacement(s) of their representative(s). These appointments are to be managed in a manner that maintains consistency on the committee.

3.5. The Board, at each annual organizational meeting, shall appoint one (1) member to this committee.

3.6. November 1 of each year will be the yearly start date for each representative.

4. Meetings


4.1. Meetings, as required, may be called by the committee Chair or the Superintendent or designate. Notice of and all meeting agendas will be sent to each member prior to each meeting by the Superintendent or designate.

4.2. Meetings shall be closed to the public.

4.3. At the first meeting, following the Board's organizational meeting, a committee Chair shall be elected by the Benefit Plan Advisory Committee from its voting members.

4.4. Committee Chair shall be elected for a one (1) year term.

4.5. All decisions and recommendations shall require a simple majority from the voting members.

Date Approved: 	Reviewed or Revised: April, 2019 March 2017
--	--



Parkland School Division Board Policy 8: Appendix 8.6

TEACHER/BOARD ADVISORY COMMITTEE TERMS OF REFERENCE

1. Purpose

- 1.1. The Board believes that, in the interests of effective consultation and transparent communication, there shall be established a committee of Board and teacher representatives, the purpose of which shall be to provide a forum for discussion of the views of the respective parties.

2. Powers and Duties


- 2.1. The Teacher/Board Advisory Committee shall provide an informal, safe and open environment for committee members to express and discuss ideas/concerns to foster increased understanding of and appreciation for perspectives.
- 2.2. Issues related to the interpretation of the collective agreement and grievances shall not be brought forward or discussed as agenda items, except by mutual agreement, and shall focus on system-wide concerns and policies.
- 2.3. Any resolutions agreed to by this committee shall be forwarded to the Board and the ATA Parkland Teachers' Local 10 for consideration as recommendations only.
- 2.4. Should the committee wish to invite others to make brief presentations, as a means of sharing information (i.e. professional development, budget, etc.), then those individuals shall be invited to attend for their presentation only, and would not attend for any committee discussion.

3. Membership

- 3.1. The Teacher/Board Advisory Committee shall consist of an equal number of representatives for the Board (of which the Superintendent or designates are considered to be) and representatives of the ATA Parkland Teachers' Local 10, employed by the Division. A maximum of ten (10) voting members shall make up this committee.
- 3.2. The Board, at each annual organization meeting, shall appoint three (3) trustees to this committee.
- 3.3. The ATA Parkland Teachers' Local 10 shall make appointments to the committee. These appointments shall be determined by the ATA Parkland Teachers' Local 10 on an annual basis.
- 3.4. The Chair of the Teacher/Board Advisory Committee shall be elected for a one (1) year term from and by the annual appointees, and the position will alternate yearly between the Board and the ATA Parkland Teachers' Local 10.
- 3.5. The Superintendent shall appoint one (1) non-voting member as a recording secretary.

4. Meetings

- 4.1. Decision making of the committee shall be based on a consensus model.
- 4.2. Matters of a sensitive nature that are shared within the context of the committee shall remain confidential to the members of the committee.
- 4.3. Meeting dates, times, location and duration shall be determined by consensus of the members of the committee.
- 4.4. Meetings shall be closed to the public.

Date Approved: 	Reviewed or Revised: April, 2019 March 2017 April 2011
--	--



Parkland School Division Board Policy 8: Appendix 8.7

AUDIT COMMITTEE TERMS OF REFERENCE

1. Purpose

- 1.1. The Board shall establish an Audit Committee to fulfill their oversight responsibility for reliable financial reporting, effective internal controls and compliance with legislation and regulatory requirements.

2. Powers and Duties

- 2.1. The Audit Committee has authority to conduct or authorize investigations into any matters within its scope of responsibility. It is empowered to:
 - 2.1.1. With the consent of the Board, retain outside counsel, accountants or others to advise the committee or assist in the conduct of an investigation;
 - 2.1.2. Seek any information it requires from employees – all of whom are directed to cooperate with the committee’s requests – or external parties;
 - 2.1.3. Meet with Division officers, external auditors or outside counsel, as necessary; and
 - 2.1.4. Make recommendations to the Board on budget development; financial control matters, and selection of external auditors.
- 2.2. The Audit Committee shall carry out the following responsibilities:
 - 2.2.1. Financial Statements
 - 2.2.1.1. Review significant accounting and reporting issues, including complex or unusual transactions;
 - 2.2.1.2. Review with management and the auditors the results of the audit, including any difficulties encountered;
 - 2.2.1.3. Review the annual financial statements, and consider whether they are complete, consistent with information known to committee members, and reflect appropriate accounting principles;
 - 2.2.1.4. Review with management and the auditors all matters required to be communicated to the Board;
 - 2.2.1.5. Review Trustee compensation and expenditure annually; and
 - 2.2.1.6. Conduct a full review of Trustee honoraria and expenses with final recommendations presented to the Board for resolution prior to the end of June in an election year.

2.2.2. Budget Development

2.2.2.1. Review budget timelines and key budget assumptions;

2.2.2.2. Review a draft preliminary budget;

2.2.2.3. Review the governance budget;

2.2.2.4. Provide recommendations to the Board.

2.2.3. Internal Control

2.2.3.1. Consider the effectiveness of the Division's internal controls over annual reporting, including information technology security and control; and

2.2.3.2. Understand the scope of auditor's review of internal control over financial reporting, and obtain reports on significant findings and recommendations, together with management's responses.

2.2.4. Audit

2.2.4.1. Review the auditor's proposed audit scope and approach;

2.2.4.2. Review the performance of the auditor(s) as deemed prudent to do so by the Committee, and provide a recommendation to the Board regarding final approval on the appointment or discharge of the auditors;

2.2.4.3. Review and confirm the independence of the auditors by obtaining statements from the auditors on relationships between the auditors and the Division, including non-audit services, and discussing the relationship with the auditors; and

2.2.4.4. On a needs basis, meet separately with the auditors to discuss any matters that the Audit Committee or auditors believe should be discussed privately.

2.2.5. Compliance

2.2.5.1. Review the findings of any examinations by regulatory agencies, and any audit observations; and

2.2.5.2. Obtain regular updates from management and company legal counsel regarding compliance matters.

2.3. Compensation shall be remunerated as follows:

2.3.1. Trustee members shall be compensated as specified in Policy 7 Appendix 7.3; and

2.3.2. The member at large shall be compensated, as specified in Policy 7 Appendix 7.3, as follows:

2.3.2.1. one (1) full day per diem for each meeting;


2.3.2.2. mileage to and from Audit Committee meetings.

3. Membership

- 3.1. The committee shall be made up of four (4) voting members and two (2) non-voting members.
- 3.2. A quorum is a simple majority of trustees.
- 3.3. Voting membership shall consist of:
 - 3.3.1. Three (3) trustees, not to include the Board Chair, who are financially literate or willing to become so. One of the trustees shall be appointed Chair by the trustees on the committee.
 - 3.3.2. One member at large, not connected with Parkland School Division or the external auditors. The member must be financially literate and preferably hold an accounting designation.
- 3.4. Non-voting members shall be appointed by the Superintendent and shall consist of:
 - 3.4.1. The Superintendent; and
 - 3.4.2. The Associate Superintendent of Corporate Supports and Services
- 3.5. Resources to the Audit Committee:
 - 3.5.1. The Director of Financial Services; and
 - 3.5.2. Recording Secretary;
- 3.6. The Associate Superintendent and Director of Financial Services shall provide information and advice to the committee as requested.

4. Meetings

- 4.1. The Audit Committee shall meet at least four (4) times a year, with authority to convene additional meetings, as circumstances require.
- 4.2. Meetings shall be closed to the public.
- 4.3. The Audit Committee will invite members of management, auditors or others to attend meetings and provide pertinent information, as necessary. It may hold private meetings with auditors in executive sessions.


Date Approved: 	Reviewed or Revised: April, 2019 March 2017 October 2014 November 2013
---	--



**Parkland School Division
Board Policy 8: Appendix 8.8**

**ALBERTA TEACHERS' ASSOCIATION (ATA) LABOUR RELATIONS
TERMS OF REFERENCE**

1. Purpose
 - 1.1. To meet with representatives of the ATA Local to propose collective agreement changes.
 - 1.2. To negotiate and conclude memoranda of agreement for recommendation to the Board.
2. Powers and Duties
 - 2.1. Establish Board proposals within established Board mandates and guidelines.
 - 2.2. Negotiate with representatives of the ATA Local.
 - 2.3. Make recommendations to the Board for ratification.
3. Membership shall consist of:
 - 3.1. Three (3) trustees with a quorum of two (2) trustees; and
 - 3.2. The Superintendent or designate(s).
4. Meetings
 - 4.1. Meetings shall be closed to the public; and
 - 4.2. Shall be held as required to negotiate or interpret agreements.


Date Approved: 	Reviewed or Revised: April, 2019 March 2017 October 2012 June 2011
---	--



**Parkland School Division
Board Policy 8: Appendix 8.9**

**CENTRAL ALBERTA ASSOCIATION OF MUNICIPAL AND SCHOOL
EMPLOYEES (CAAMSE) LABOUR RELATIONS TERMS OF
REFERENCE**


1. Purpose
 - 1.1. To meet with representatives of CAAMSE to propose collective agreement changes.
 - 1.2. To negotiate and conclude memoranda of agreement for recommendation to the Board.
2. Powers and Duties
 - 2.1. Establish Board proposals within established Board mandates and guidelines.
 - 2.2. Negotiate with representatives of CAAMSE.
 - 2.3. Make recommendations to the Board for ratification.
3. Membership shall consist of:
 - 3.1. Three (3) trustees with a quorum of two (2) trustees; and
 - 3.2. The Superintendent or designate(s).
4. Meetings
 - 4.1. Meetings shall be closed to the public; and
 - 4.2. Shall be held as required to negotiate or interpret agreements.

Date Approved:		Reviewed or Revised:	April, 2019 March 2017 October 2012
----------------	---	----------------------	---



Parkland School Division
Board Policy 8: Appendix 8.10
INTERNATIONAL UNION OF OPERATING ENGINEERS (IUOE)
LABOUR RELATIONS TERMS OF REFERENCE

- 1. Purpose
 - 1.1. To meet with representatives of IUOE to propose collective agreement changes.
 - 1.2. To negotiate and conclude memoranda of agreement for recommendation to the Board.
- 2. Powers and Duties
 - 2.1. Establish Board proposals within established Board mandates and guidelines.
 - 2.2. Negotiate with representatives of IUOE.
 - 2.3. Make recommendations to the Board for ratification.
- 3. Membership shall consist of:
 - 3.1. Three (3) trustees with a quorum of two (2) trustees; and
 - 3.2. The Superintendent or designate(s).
- 4. Meetings
 - 4.1. Meetings shall be closed to the public; and
 - 4.2. Shall be held as required to negotiate or interpret agreements.

Date Approved: 	Reviewed or Revised: April, 2019 March 2017 October 2012
---	---



MEMORANDUM

September 14, 2021
Regular Board Meeting

TO Board of Trustees

FROM Shauna Boyce, Superintendent

ORIGINATOR Mark Francis, Deputy Superintendent

RESOURCE Board of Trustees and Executive Team
Jordi Weidman, Director of Strategic Communications

GOVERNANCE POLICY Board Policy 2: Role of the Board
Board Policy 3: Role of a Trustee
Board Policy 7: Board Operations
Board Policy 12: Role of the Superintendent

ADDITIONAL REFERENCE Brenda Zimmerman, *From Lifecycle to Ecocycle: Renewal via Destruction and Encouraging Diversity for Sustainability*

SUBJECT **BOARD LEGACY DOCUMENT (2017-2021)**

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees approve the Board Legacy Document (2017-2021), as presented at the Regular Meeting of September 14, 2021.

BACKGROUND

The role of the Trustee is to contribute to the Board as it carries out its mandate in order to achieve its mission and goals. The oath of office taken or affirmation made by each Trustee when assuming the role binds that person to work diligently and faithfully in the cause of public education. Once a Board term has concluded, there may be a change in membership following an election. To ensure continuity and facilitate smooth transition from one Board to the next, trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and long-range plans. This report is in support of this responsibility.

REPORT SUMMARY

During the 2020-2021 school year, and the final year of the current Board of Trustees, the process of drafting a legacy document for future Parkland School Division Boards began. The Board Legacy Document (2017-2021) provides the context of events, economics, government agencies, and much more, at the time of this Board taking office. It also summarizes some of the work initiated by this Board and many of the accomplishments during their term. This document will provide context and direction for the incoming Board in October 2021, following elections, and memorialize the legacy of this particular Board of Trustees.

A final review of The Board Legacy Document (2017-2021) was conducted at the Governance and Planning Session, held August 31, 2021, and will be submitted for Board approval at the September 14, 2021, Regular Board Meeting.

Administration would be pleased to respond to any questions.

MF:kz



Board Legacy Document

Parkland School Division Board of Trustees (2017-2021)

Top Row (left to right):

Trustee Eric Cameron (Ward 5)
Trustee Ron Heinrichs (Ward 1)
Trustee Paul McCann (Ward 4)

Bottom Row (left to right):

Trustee Anne Montgomery (Ward 5)
Trustee Sally Kucher-Johnson (Ward 3)
Trustee Lorraine Stewart (Ward 2)
Trustee Darlene Clarke (Ward 5)



Board Chair:

Trustee Eric Cameron (2017-2019)
Trustee Lorraine Stewart (2019-2021)

Board Vice-Chair:

Trustee Ron Heinrichs (2017-2018)
Trustee Lorraine Stewart (2018-2019)
Trustee Eric Cameron (2019-2021)

Context:

- The Board of Trustees was elected in October 2017. Returning trustees included Eric Cameron (Ward 5), Ron Heinrichs (Ward 1) and Sally Kucher-Johnson (Ward 3). New trustees included Darlene Clarke (Ward 5), Paul McCann (Ward 4), Anne Montgomery (Ward 5) and Lorraine Stewart (Ward 2).
- At the time of this Board forming, the New Democratic Party (NDP) formed the provincial government under Premier Rachel Notley and the Minister of Education was David Eggen.
- The United Conservative Party (UCP) under Premier Jason Kenney was elected in the fall of 2019. Adriana LaGrange was appointed Minister of Education.
- The School Act was rescinded and the Education Act became effective September 1, 2019.
- After extensive lobbying from Alberta school boards, the provincial government reviewed and implemented a new funding framework for Education in 2020.
- In March 2020, the COVID-19 pandemic caused the closure of all in-person learning for the remainder of 2019-2020.
- The reopening of schools for the 2020-2021 school year was under strict pandemic safety measures. A significant number of students were learning online at home. There were multiple temporary closures of schools throughout the school year.
- The Board began its tenure with the NDP government's commitment to funding enrollment growth in Budget 2017. With the transition to the UCP in 2019, the province committed to flat educational funding for the following four years while enrollment in the Division continued to increase prior to the COVID-19 global pandemic. The economic realities of oil prices and the pandemic have resulted in provincial economic challenges.
- Parkland School Division (PSD) experienced growth in enrolment, from 10,750 students in 2017, to 11,600 (projected) in 2021.

During the Term of the Board:

- The Trustees developed and implemented a new Vision and Mission.
- The modernization of Woodhaven Middle School was announced in March 2017. Construction began in the Spring of 2019. Students moved into the new area of the school after Christmas 2020 which will allow for the modernization of the original building to take place in 2021.
- The replacement school for Stony Plain Central was announced in the Spring of 2018 and construction began in the Spring of 2021.
- The Board hired Superintendent, Shauna Boyce in May, 2018.
- Copperhaven School opened in the fall of 2018.
- Board formed Ad-Hoc Sub Committees: Transportation; Support for Diversity and Inclusive Environments; and Community Engagement.
- In 2018-2019, the Board provided four transportation stakeholder engagement events to review the \$900K transportation deficit - Administration reviewed this in detail and provided four actions to help eliminate the deficit, including:
 - Changes to cooperative busing arrangements;
 - An increase transportation fees;
 - A review and change to school start and end times; and
 - Potential changes to service levels.
- In the 2018-2019 school year, significant revisions were made to the K-9 Reporting and Assessment (Report Card) in response to stakeholder and teacher feedback.
- In 2018-2019, Trustees and Executive Team met with the Alberta Minister of Education, Honourable Adriana LaGrange, Spruce Grove Member of Legislative Assembly, Honourable Searle Turton and staff for discussion. Topics included: Choice in Education, Provincial Budget Impact, School Division Collaboration/System Efficiencies and Assurance Model for Planning & Reporting.
- As a result of significant deficits in Student Transportation and changes provincially, PSD implemented an increase in fees and made significant changes to the transportation system in 2019.
- As a result of the economic situation in the Province of Alberta, funding/revenues decreased \$4,712,165 or 3.5% from 2018-2019 to 2019-2020. The Government of Alberta has implemented a freeze in education funding for a period of 4 years. This has resulted in significant challenges, budget adjustments and other changes including the introduction of a new remuneration model for PSD trustees in 2020-2021.
- At a Special Board Meeting March 17, 2020, PSD's Board of Trustees voted 5 - 2 in favour of permanently closing Seba Beach School, effective June 30, 2020. The closure is a result of the ongoing reality that includes declining enrollment at the school combined with very little projected growth in the area. As outlined in the Seba Beach School Viability Report, many factors weighed into the decision including, but not limited to, enrollment, maintenance costs, school capacity, as well as the financial aspect involved.

During the Term of the Board (cont'd):

- The Board and administration met with the Provincial Transportation Task Force on Regional Transportation Agreements to inform province-wide practice.
- In 2020-2021, the Board of Trustees initiated a review of school boundaries to address future needs and capacity of the region.
- PSD successfully supported over 1,200 students in 'at-home' learning as a result of COVID-19 and implemented significant safety measures for students and staff for in-school learning during the COVID-19 pandemic.
- PSD engaged in joint committees with Alberta Teachers' Association (ATA) on topics including:
 - Self-directed Professional Development (PD);
 - Teacher Mentorship; and
 - Staff Wellness
- PSD continued to provide historical understanding through the implementation of a number of Division PD activities such as the following: Indigenous Games, the Blanket Exercise, land-based teaching (Voyageur Paddling, Gathering Sage), Bare Icebi (gathering together). The "gathering together" involved participants enjoying traditional teachings.
- The Regional Collaborative Service Delivery (RCSD) partnership between Health, Education and Children's Services was discontinued by the Alberta government, resulting in significant changes in PSD when it came to the delivery and support of students with complex needs.
- The Board expanded and enhanced the relationship with ATA Local, MLA's, Municipal Partners, and partner school divisions (Separate, neighbouring division, and local private schools).
- Implemented a number of new programs-of-choice including:
 - Nature Kindergarten Program (2017-2018)
 - (Y)Our Program (2017-2018)
 - My Path Program (2017-2018)
 - Virtual Learning (through Connections for Learning - CFL) (2019-2020)
 - Junior High Outreach (2019-2020)
 - Full-time French Immersion Kindergarten (2019-2020)
 - Parkland Student Athlete Academy (2020-2021)
 - Building Futures Program (2020-2021)

Process:

In preparation of this Legacy Document, the Board of Trustees engaged in a process to reflect on the term of the Board. The intent of this process and the subsequent Legacy Document is to provide guidance and advice to the subsequent Board of Trustees in subsequent terms and to provide a reflection on the accomplishments and challenges. This activity and organizational reflection use the analogy of the lifecycle of the forest. While an old growth forest appears to have reached a point of “static” maturity, it has actually continued to undergo a series of changes to maintain a healthy balance.

The evolution and sustainability of complex adaptive systems includes the natural and necessary processes of destruction and renewal. The ecocycle framework invites leaders to think about what they need to deliberately destroy or stop doing to facilitate the renewal of their work.

Drawing from biological systems, the ecocycle also suggests a need for a "healthy" organization or system to have parts (or aspects) of the organization in every phase of the ecocycle. (From Lifecycle to Ecocycle: Renewal via Destruction and Encouraging Diversity for Sustainability, Brenda Zimmerman, Schulick School of Business, York University, Toronto Canada).

This reflective model used by the Board of Trustees is adapted from *From Lifecycle to Ecocycle: Renewal via Destruction and Encouraging Diversity for Sustainability*, by Brenda Zimmerman.

A full description of the process and model can be found at:

http://www.plexusinstitute.org/edgeware/archive/think/main_aides9.html

The Phases:

Emerging/New Growth: During this phase, the forest has open meadows, plenty of resources and room to grow. In human organizations it is a time of renewal, creativity and exploration of new ideas.

Developing: Like the new growth in a forest, some ideas have taken root and need time for further growth, development and nurturing. Resources, whether sun, water and nutrients in a forest, or finances, time, or professional development, these emerging ideas need to be allocated for ideas to grow and develop.

Maturity: Like an old growth forest, the ideas, systems, or processes have taken root and have developed to maturity and sustainability. Healthy organizations, like healthy forests, have well established systems that serve to keep the organization functioning.

Creative Destruction: Healthy forest ecosystems need to go through a natural period regrowth; some changes are small (death of a mature tree) and some changes are more drastic like a forest fire. A human organization such as PSD, also has to go through periodic and continual periods of “creative destruction” where some of the mature processes/systems/components of the organization are examined and changed to meet the emerging needs of the school system.

EMERGING / NEW GROWTH (Gestation): These items require investment of time and effort to discover if they are valuable (“sowing”).

What has been accomplished	Next Steps (What might the new board consider?)
<p>Division of work between Trustees</p> <ul style="list-style-type: none"> • The Board divides representation for the various committees between Trustees. • In typical (non-COVID) years, the Board decides in advance which Trustees will attend each conference - Trustees bring back a report to the next scheduled Board Meeting. 	<ul style="list-style-type: none"> • The new Board will need to discuss and determine which PD sessions or conferences add value, overall, to individual trustees and the Board. • The Board may want to explore the efficiencies of virtual vs in person sessions/meetings. • The Board should discuss the need and potential limiting of trustees attending the same event.
<p>Community Partnerships</p>	<ul style="list-style-type: none"> • The Board should explore new community partnerships to build on existing partnerships (i.e. Programs of Choice, Chamber of Commerce, Rotary clubs). • Continue to present/engage with partner associations (Rotary, Municipalities, Chamber of Commerce).
<p>Fiscal Understanding</p> <ul style="list-style-type: none"> • With the Weighted Moving Average funding model introduced in the 2019 provincial budget, the Board focused advocacy efforts for a funding model that helps school boards best meet their students’ needs. COVID-19 has resulted in fewer students, thus less revenue for boards. 	<ul style="list-style-type: none"> • The new Board considers its fiscal responsibility with respect to fees and funding <ul style="list-style-type: none"> ○ What priorities will yield the greatest results? ○ What are the service levels (i.e. transportation) that must be maintained/changed? ○ What format stakeholder input will be needed to identify priorities?
<p>Expansion of Virtual Learning (CFL) (allowing greater attendance)</p> <ul style="list-style-type: none"> • The full-time equivalent (FTE) student enrolment in virtual delivery program (Gr.1-12) operating out of CFL increased to 300 in 2020-2021 (+200 FTE increase). • This trend began prior to the pandemic and does not include the 1,200 students selecting “at-home” leaning due to the pandemic. 	<ul style="list-style-type: none"> • The new board should review the societal context contributing to a rise (or potential decline) in demand for virtual education. Will this become a growth area in the future? • The new Board will need to determine how to best support distance learning as numbers of students accessing distance education increase, i.e.: <ul style="list-style-type: none"> ○ Funding levels to support CFL ○ Supports needed for students choosing distance learning

<p>International Partnerships (i.e. travel)</p> <ul style="list-style-type: none"> ● The Board has supported and participated in exchanges in the Town or Stony Plain’s Shikaoi Exchange Program. 	<ul style="list-style-type: none"> ● What are the stakeholder demands for international travel experiences for students? ● The new Board will need to determine the global readiness for travel experiences for students.
<p>Partnerships with other Boards and School Authorities</p> <ul style="list-style-type: none"> ● The Board meets annually with Evergreen Catholic Separate School Division ● Collaboration regarding Division calendar and transportation ● The Board continues to connect with private school authorities within PSD boundaries ● Sends Board highlights to education partners monthly 	<ul style="list-style-type: none"> ● New Board reaches out to neighboring Boards to determine similarities in advocacy or approach. To what degree will we partner with neighboring Boards? ● The new Board will need to consider the relationship with local private schools.

DEVELOPING (Birth): These items require time and effort to become valuable (“growing”)

What we have Accomplished	Next Steps (What might we continue to grow?)
<p>Options for programming</p>	<ul style="list-style-type: none"> ● PSD has implemented many new and innovative programs. Are there other programs that could be considered? ● Does the funding framework support alternative/programs of choice? ● What is the role of fees in Programs-of-choice?
<p>Support for improved student reporting (i.e. report cards)</p> <ul style="list-style-type: none"> ● A new Director was hired for Instructional Services / working with schools for student reporting / reframing report cards. ● Beginning in the 2019-2020 school year, the Division implemented a simplified report card that provides parents and students with grade equivalents following an extensive review process that began in June of 2018 in response to stakeholder/teacher engagement (ThoughtExchange, student engagement, Council of School Councils - COSC, ATA Local, Teacher Advisory, etc.) in May of 2018. 	<ul style="list-style-type: none"> ● Continue to support the new Divisional Principal organizational structure. ● The Report Card is well-received by stakeholders, and will require continual growth as we improve our ability to connect with parents of all grades through PowerSchool (improved school to home communication methods). ● As assessment practices and reporting technologies change and improve, system approach to parent teacher interviews etc. will need to be evaluated and changed accordingly.
<p>Programs of Choice</p> <ul style="list-style-type: none"> ● PSD’s advocacy efforts included the key message of promoting choice in public education. In PSD, this includes programs of choice like: <ul style="list-style-type: none"> ○ Maranatha Christian Program; ○ Building Futures; ○ Parkland Student Athlete Academy; and ○ Virtual Learning 	<ul style="list-style-type: none"> ● It will be important to continue to nurture the new programs, recently implemented. ● The new Board will need to consider how to support growth in areas of choice as a component of boundary reconfiguration. ● In 2020-2021 the Board and executive presented to the Chamber of Commerce and Rotary Club(s)/local private schools and Evergreen Catholic on Choice in Education. The Board should continue to reach out to community partner organizations to promote choice within PSD. ● With the increase and expansion of programs of choice, the Board will need to consider how to balance those with existing programs of choice.

<p>Student Advisory</p> <ul style="list-style-type: none"> ● PSD's Board of Trustees meets with students in the jurisdiction to learn of issues important to them and to seek their advice on a variety of topics. Traditionally this involved handpicked students from across the Division gathering centrally to meet with Trustees. This evolved into its current format where smaller groups of Trustees would visit various full classes of students representing at a number schools throughout the Division. 	<ul style="list-style-type: none"> ● How will the new Board continue to ensure that all students are heard? The new Board will want to continue to engage students. This may involve reaching out to students more often, or to different "interest groups" from among the student body. ● The new board may want to engage students on specific matters, possibly at board meetings to ensure student voice is heard and reflected in the public decisions of the Board of Trustees (i.e. a student delegation on weighting of Provincial Diploma Exams). ● The Board may want to consider how to receive feedback over time (i.e. same group of students in grades 3, 6, 9).
<p>Supports for reliable connectivity and technology access</p> <ul style="list-style-type: none"> ● The cancellation of classes in March dramatically changed the service model for Technology Services. PSD had to move to a remote support model for students and staff. This included making laptops available for staff, and enabling the loaning of PSD devices to students for at-home learning. ● PSD's strong BYOD (Bring Your Own Device) initiative enabled many students to be prepared for at-home learning. ● In April 2020, PSD joined the Mayor's Task Force (Social Stream - Community Wi-Fi) in enabling open Wi-Fi at all sites to provide free Wi-Fi for public use within range of the wireless signal of PSD buildings. 	<ul style="list-style-type: none"> ● The new Board will review and nurture growth for online learning as this approach continues to be preferred by some stakeholders. <p>How will fiscal resources be applied to assure stakeholders that students' technological needs (in school and out of school) are adequately met?</p> <ul style="list-style-type: none"> ● How will the Board support municipal/provincial/federal efforts to enhance internet connectivity in rural areas? ● What opportunities may exist to increase our students' access to technology and online learning? ● What are the opportunities to make school spaces available beyond the regular hours to support student access to technology/internet?
<p>Model of remuneration:</p> <ul style="list-style-type: none"> ● The Board approved a 10% reduction to Trustee base remuneration for the 2020-2021 school year. At the September 1, 2020 Board Meeting, the Board approved changes to the Remuneration Model. 	<ul style="list-style-type: none"> ● The new Board will continue to evaluate remuneration as an aspect of fiscal responsibility. ● The new Board will continue to discuss how it demonstrates accountability to our public, including fiscal accountability. ● The Board may want to consider a new model to determine Board Remuneration (i.e. external panel, committee).

<p>Understanding of Policy / Rules apply to purpose</p> <ul style="list-style-type: none"> ● Board continues to evaluate and refine policy on an ongoing and regular basis ensuring that all policies are current and effective. 	<ul style="list-style-type: none"> ● The new Board will need to continue to: <ul style="list-style-type: none"> ○ evaluate Board Policy on an ongoing basis and ensure that policy requirements continue to meet current needs; ○ Alter or rescind policies that are no longer applicable; ○ Review every policy during the 4-year term of the board; and ○ Align work and priorities with Board Policy.
<p>Virtual Meetings - expanding for public access (i.e. Board meetings)</p> <ul style="list-style-type: none"> ● The Board improved the technology in the PSD Board Room to enable and improve virtual/online meetings. 	<ul style="list-style-type: none"> ● The new Board will pick up and continue the initiatives of the previous Board to communicate effectively and transparently with stakeholders. ● The new Board should evaluate the increased access of some online meetings/engagements.
<p>Communication Tools / Social Media</p>	<ul style="list-style-type: none"> ● The Board should consider and evaluate how PSD is engaging with stakeholders through social media (new platform etc.). ● The Board should consider its collective and individual trustees' use of social media.
<p>Role of Trustees</p>	<ul style="list-style-type: none"> ● New Board should continue to deepen understanding of the relationship of governance with operations. Trustee Orientation will be utilized to orient new Trustees with work of previous Board and returning Trustees. ● The new Board will need to consider how the role of the board, the work of the board, and the issues facing education can be effectively communicated to stakeholders.
<p>Review of transportation fees / ride times</p>	<ul style="list-style-type: none"> ● New Board will continue to monitor stakeholder satisfaction with transportation as balanced against fiscal restrictions/challenges. ● The Board will need to be transparent in the discussion, decision and application of the transportation fees.

MATURITY: These items generate value (are valuable) with little or no effort (“harvesting”).

What we have Accomplished	Next Steps (What continues to work well?)
<p>Leadership in Division Office / Superintendent:</p> <ul style="list-style-type: none"> ● Hired new Superintendent, Secretary-Treasurer and Deputy Superintendent ● Reorganization of Division Office 	<ul style="list-style-type: none"> ● The Executive Team is working well - Division Principal Reorganization will add to this success. ● The new Board will need to continue to be informed about the work of Executive Team. ● The new Board should be aware of the importance of the Board/Executive relationship.
<p>Relationship with School Councils / Interactions:</p> <ul style="list-style-type: none"> ● COSC ● Regular Trustee reports to full Board on School Council meetings attended ● Regular reports from Board at School Council meetings 	<ul style="list-style-type: none"> ● The new Board should increase participation in all Trustees attending a COSC meeting. ● The Board should encourage participation of school council members at COSC. ● The Board should continue to offer a mix of in-person and virtual meetings to accommodate participant needs with both methods of participation .
<p>Responsiveness to parent queries</p>	<ul style="list-style-type: none"> ● The present system is working well. The Board identifies concerns to the Office of the Superintendent - matters are triaged and responded to and the Board is informed. ● Multiple parent concerns/inquiries may require a more robust discussion at Trustee/Senior Admin level (e.g. transportation, curriculum, boundary reorganization). ● Board is accessible to parents and parent perspectives at School Council meetings.
<p>Board delegations - students / guests sharing</p> <ul style="list-style-type: none"> ● The Board continues to welcome delegations to their regular board meetings involving students and staff who are eager to share their learning and school experiences. 	<ul style="list-style-type: none"> ● Delegations continue to be appreciated as they provide a deeper understanding of the product of the Board’s assurance endeavors. The new Board will determine what avenues to explore with respect to delegations/education. ● The new Board should continue to send notes of thanks and appreciation to the delegates providing an example of ‘what we learned’ and ‘what we will do with what we learned’ as a way of continuous improvement.

	<ul style="list-style-type: none"> ● The Board may want to explore other possibilities of delegations to inform Board decisions.
Stakeholder Engagements / Engagement Events	<ul style="list-style-type: none"> ● New Board should continue to expand engagement opportunities with specific focal areas (i.e., Indigenous Education). ● The Board may want to consider how the results of engagements are relayed/used in the decisions of the Board to ensure public trust.

CREATIVE DESTRUCTION: These items need to be stopped or destroyed to create space for innovation (“plowing”).

What we have Accomplished	Next Steps (What items may benefit from a different approach?) in identifying
<p>West End / Small school support</p>	<ul style="list-style-type: none"> ● With the continued decline in rural enrolment, the Board will need to determine, “How do we best support our smaller schools”? ● The new Board will continue conversations with our municipal partner, Parkland County, as they work towards their Social Development and Recreation/Arts Development plans. ● The Board may want to investigate partnerships with neighboring divisions/education authorities to provide service and support for students, regardless of boundaries (i.e. partnerships with Paul First Nation, Evansburg/Entwistle).
<p>Board Committee’s</p> <ul style="list-style-type: none"> ● The PSD Tomorrow (Committee of the Whole) and Education Committee are under review in 2021. 	<ul style="list-style-type: none"> ● The new Board should work with the Superintendent to implement and refine the new Policy 8 - Board Committees. ● The Board should review and determine how best to learn about educational initiatives and successes within the Division to inform their decisions.
<p>Board Professional Development (PD)</p>	<ul style="list-style-type: none"> ● New Board will consider how best to improve Trustee competencies through PD. ● The new Board must consider public accountability when it comes to Trustee access to and expenditure of funds on PD.
<p>Attendance Area Review</p> <ul style="list-style-type: none"> ● PSD is rapidly approaching capacity at a number of schools and has surplus capacity due to new construction (Stony Plain Central School), renovations (Woodhaven Middle School) or declining enrolments. 	<ul style="list-style-type: none"> ● The new Board must continue with the Attendance area review currently underway. ● The new Board should take the recommendations of the review under advisement to ensure the future access of students to community schools. ● The new Board should consider access to programs of choice when considering the attendance area recommendations.

	<ul style="list-style-type: none"> ● The new Board will need to consider how to best “right size” catchment areas for schools that are underutilized. ● Any change to school attendance boundaries may need to consider families, ability to “grandparent” existing students, impact on programming, and travel times.
Relationships with levels of government, other school authorities	<ul style="list-style-type: none"> ● Relationships are a product of the people in the roles - many new individuals will be “at the table” after the municipal elections and new relationships will need to be created.
Building relationships as a Board (to each other)	<ul style="list-style-type: none"> ● With the potential of new Trustees, the absolute importance of quickly establishing an effective and respectful working relationship with the new Board is paramount. The Board will be discussing emotional and critically important matters and will be tasked with making difficult decisions. The working relationship of the Board Members must be a priority to ensure effective governance.
Relationships with Board Professional Associations (Alberta School Boards Association - ASBA, Public School Boards’ Association of Alberta - PSBAA)	<ul style="list-style-type: none"> ● With potential change of membership/leadership at ASBA/PSBAA, the new Board will need to quickly establish a positive working relationship with the partner organizations.



MEMORANDUM

September 14, 2021
 Regular Board Meeting

TO	Board of Trustees
FROM	Notice of Motion at the June 15, 2021 Regular Board Meeting
ORIGINATOR	Paul McCann, Trustee
RESOURCE	Paul McCann, Trustee
GOVERNANCE POLICY	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board
ADDITIONAL REFERENCE	BP 2: Education Planning and Programming BP 2: Collaboration <i>Draft K-6 Curriculum (2021)</i>
SUBJECT	REQUEST MINISTER OF EDUCATION EXTEND TIMELINE FOR IMPLEMENTATION OF THE DRAFT K-6 CURRICULUM

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees for Parkland School Division urge the Minister of Education to consider extending the current timeline for the implementation of the Draft K-6 Curriculum.

BACKGROUND

The Board of Trustees is responsible for reviewing and approving the educational programming for The Division and collaborating with government agencies to effectively address the needs of all students.

REPORT SUMMARY

At the Regular Board Meeting of June 15, 2021, Trustee McCann gave Notice of Motion in regards to the current timelines for the implementation of the Draft K-6 Curriculum released by Alberta Education. School authorities were asked to pilot the curriculum beginning in September 2021, with the proposed implementation of the curriculum content in September 2022.

PM:kz



MEMORANDUM

September 14, 2021
 Regular Board Meeting

TO Board of Trustees

FROM Notice of Motion at the June 15, 2021, Regular Board Meeting

ORIGINATOR Paul McCann, Trustee

RESOURCE Paul McCann, Trustee

GOVERNANCE POLICY Board Policy 1: Division Foundational Statements
 Board Policy 2: Role of the Board

ADDITIONAL REFERENCE BP 2: Education Planning and Programming
 BP 2: Collaboration
Draft K-6 Curriculum (2021)

SUBJECT **REQUEST MINISTER OF EDUCATION CONSIDER REWRITING THE DRAFT K-6 CURRICULUM**

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees for Parkland School Division urge the Minister of Education to consider rewriting the Draft K-6 Curriculum prior to beginning the pilot process for integrating new curriculum content.

BACKGROUND

The Board of Trustees is responsible for reviewing and approving the educational programming for The Division and collaborating with government agencies to effectively address the needs of all students.

REPORT SUMMARY

At the Regular Board Meeting of June 15, 2021, Trustee McCann gave Notice of Motion in regards to the content of the Draft K-6 Curriculum released by Alberta Education. Various stakeholders have shared feedback regarding the content of the curriculum and the process for implementation, prompting the Board to convey community and professional staff responses and promote a redraft.

PM:kz



MEMORANDUM

September 14, 2021
Regular Board Meeting

TO	Board of Trustees
FROM	Lorraine Stewart, Board Chair
ORIGINATOR	Anne Montgomery, Trustee
RESOURCE	Anne Montgomery, Trustee
GOVERNANCE POLICY	Board Policy 2: Governance and Organization Board Policy 2: Role of the Board: Safe and Caring Environment
ADDITIONAL REFERENCE	BP 1: Division Foundational Statements
SUBJECT	DIRECT THE BOARD CHAIR TO ADVOCATE TO THE GOVERNMENT OF ALBERTA TO IMMEDIATELY REIMPLEMENT IDENTIFICATION AND CONTACT TRACING IN ALBERTA SCHOOLS

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees for Parkland School Division direct the Board Chair to advocate to the Government of Alberta to immediately reimplement identification and contact tracing in Alberta schools.

BACKGROUND

The Board of Trustees held a Special Meeting on September 7, 2021, to vote on a motion to reimplement the 2020-2021 Parkland School Division Mask Protocol amended to include K-12 students. The motion was defeated by a vote of 4-3.

With the absence of medical data that the Chief Medical Officer of Health used to establish the current guidelines which state that schools are not required to wear a mask, the Board felt that it would be difficult to implement further measures.

REPORT SUMMARY

Without Alberta Health Services notifying school divisions as to the number of school-aged children in our region who have tested positive for COVID-19, the Division has no ability to collect the evidence or data to determine the required local perspective and context in order to make a decision, as a Board, to implement additional measures.

Trustee Montgomery requested that this motion come forward as an Action Item.

LS:kz



MEMORANDUM

September 14, 2021
Regular Board Meeting

TO	Board of Trustees
FROM	Lorraine Stewart, Board Chair
ORIGINATOR	Anne Montgomery, Trustee
RESOURCE	Anne Montgomery, Trustee
GOVERNANCE POLICY	Board Policy 2: Role of Trustees
ADDITIONAL REFERENCE	BP 2: Governance and Organization
SUBJECT	ACTION FOR BOARD ADVOCACY

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees plan and implement public awareness measures to inform stakeholders of the continuing authority of the Superintendent to institute additional mask use requirements pursuant to the Parkland School Division Mask Protocol.

BACKGROUND

The Board of Trustees held a Special Board Meeting on September 7, 2021 to vote on a motion to reimplement the 2020-2021 Parkland School Division Mask Protocol amended to include K-12 students. The motion was defeated by a vote of 4-3. With the absence of medical data that the Chief Medical Officer of Health used to establish the current guidelines which state that schools are not required to wear a mask, the Board felt that it would be difficult to implement further measures. The current Parkland School Division Mask Protocol remains in effect. The decision of the Board at this Special Board Meeting should not be construed to contradict this operational authority of the Superintendent.

LS:kz



MEMORANDUM

September 14, 2021
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott Johnston, Associate Superintendent
RESOURCE	Kathy Mann, Division Principal TJ Gladstone, Indigenous Facilitator
GOVERNANCE POLICY	Board Policy this report relates to Board Policy 2: Role of the Board; Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 1: Vision Statement BP 2(4): Communications and Community Relations
SUBJECT	INDIGENOUS EDUCATION REPORT

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board of Trustees upholds the Mission for Parkland School Division (PSD) to “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.” This report is in support of the Division’s Mission and is provided with respect to the Board’s Annual Work Plan.

REPORT SUMMARY

Staff, students, parents and community stakeholder partners are called on to acknowledge the historical significance and contributions of Indigenous People and their cultures within the context of education. The Superintendent recognizes the need for all staff to take appropriate action to bridge and to build our relationships with our First Nation communities.

This *Indigenous Education Report* highlights the actions, intentions and shared responsibility of all staff members, that are considered from the dual perspectives of looking back at our successes and challenges, and

of looking forward; planning and responding for continual improvement. For Parkland School Division, the priorities set forth in the Memorandum of Understanding for Alberta resonate with our Education Plan. Our primary responsibilities toward healing are twofold:

- To ensure that all students learn about the history and legacy of residential schools, along with the robust history of First Nations, Métis and Inuit peoples of Canada; and
- To enable all First Nations, Métis and Inuit students to achieve success, in a welcoming, supportive and safe school culture, without exception.

Administration would be pleased to respond to any questions.

SJ:kz



Parkland School Division

Where the World Opens Up

INDIGENOUS EDUCATION REPORT

September 14, 2021

OUR STUDENTS POSSESS THE CONFIDENCE, RESILIENCE, INSIGHT AND SKILLS REQUIRED TO THRIVE IN, AND POSITIVELY IMPACT, THE WORLD.

Staff, students, parents and community stakeholder partners are called on to acknowledge the historical significance and contributions of Indigenous People and their cultures within the context of education. The Superintendent recognizes the need for all staff to take appropriate action to bridge and to build our relationships with our First Nation communities.

The intent of Reconciliation is to work together to heal the damage of a dark history of Residential Schools for the 12,000 children who attended the 25 residential schools in Alberta and for the legacy this has left for their children. The Memorandum of Understanding [MOU] for First Nations Education in Alberta is an agreement between the Assembly of Treaty Chiefs in Alberta, the Government of Alberta, and the Government of Canada, to work toward strengthening learning and educational success for First Nation students in Alberta.

The MOU acknowledges that First Nation students attending First Nation schools, or provincial schools, are not achieving educational outcomes or levels of success similar to all other students in Alberta. To this end, there is a desire to improve the services and quality of education for all First Nation students in order to improve the educational outcomes, while respecting our Indigenous students' cultural identity.

The Provincial MOU presents the following principles for all who are involved in education:

1. To work collaboratively and expeditiously to continuously improve educational outcomes for Indigenous students;
2. To recognize the diversity of First Nation peoples, communities, language, culture, traditions and spiritual practices, and the need for standards-based and culturally appropriate education;
3. To ensure First Nation students have equitable access to quality education and smooth transitions between First Nation and provincial schools;
4. To achieve comparable quality standards between First Nation on-reserve and provincial education;
5. To enhance governance, policy, programs and fiscal accountability to students, communities, funding and agencies;
6. To empower and engage First Nation Elders, students, parents, and communities to improve educational outcomes;
7. To maximize effectiveness of existing activities and investments, and to pursue initiatives to improve educational outcomes; and
8. To promote the development of institutional capacity and relationships.

These responsibilities, as principles for governance and operation, may be considered from the dual perspectives of looking back at our successes and challenges, and of looking forward; planning and responding for continual improvement.

For Parkland School Division, the priorities set forth in the Memorandum of Understanding for Alberta resonate with our Education Plan. Our primary responsibilities toward healing are twofold:

- To ensure that all students learn about the history and legacy of residential schools, along with the robust history of First Nations, Métis and Inuit peoples of Canada; and
- To enable all First Nations, Métis and Inuit students to achieve success, in a welcoming, supportive and safe school culture, without exception.

INDIGENOUS EDUCATION IN THE CONTEXT OF PARKLAND SCHOOL DIVISION

Within the context of looking forward for success, the 2021-2022 Education Plan for Parkland School Division identifies key objectives for education planning:

- Improving our understanding and representation of Indigenous culture to foster a sense of belonging and identity;
- Supporting educational achievement among Indigenous students;
- Improving the well-being of Indigenous students;
- Increasing the participation and engagement of Indigenous students and families in education; and
- Establishing stronger relationships through effective collaboration with our Indigenous community partners.

Fostering Belonging and Identity

How do we best ensure and improve the experiences that our Indigenous students have while attending Parkland School Division? How do we best ensure that our Indigenous families enjoy a sense of belonging? Improving the educational experience for our students and our families requires the establishment of an organizational culture that is focused on equity, and that continuously seeks avenues for developing and deepening our shared understanding.

At a foundational level, the Parkland School Division *Treaty Acknowledgment Protocol* recognizes the importance of honouring and acknowledging Treaty 6 territory, as we work toward strengthening relations and building bridges with our neighboring Indigenous communities: Paul First Nation, Enoch Cree Nation, Alexis Nakota Sioux Nation and Alexander Cree Nation. Our Protocol requires division and school-based staff to acknowledge Treaty 6 Territory at all significant school and community events or gatherings.

Parkland School Division resides within Treaty 6 Territory. When we acknowledge the land, it is important for us to recognize the original intention and spirit of partnership that our Indigenous neighbours understood when they entered into those agreements with colonist settlers. In 2020-2021, the Division invited students to think about how they might creatively represent a land acknowledgement and what it means to them.

Students grades 4-12 from across the Division were invited to submit artistic representations of our Treaty 6 acknowledgment. Artistic prints, that showcase the perspectives of our students, now reside in each of our schools. For more information, a Parkland School Division YouTube video [[Land Acknowledgement in PSD](#)] captures our students' efforts and artistry. Our Land Acknowledgement poster is featured on the next page.

It is clear that a respectful, well-delivered Land Acknowledgement is an important component of ensuring that our students are well-connected to Treaty history. More than that, though, we recognize that our Indigenous students need to see reflections of themselves in their environments; whether this is represented in the physical environment through culturally symbolic artifacts and images, in the spiritual environment through the embedding of traditional practices, or through the human environment by increasing Indigenous representation in our staffing, we continue to do the work of raising the visibility of an Indigenous presence in our schools.



Land Acknowledgement

With peace, harmony and unity, we honour the land on which we stand as Treaty 6 territory. This is sacred land to many First Nation, Métis and Inuit, and in particular our neighbours, Paul First Nation, Enoch Cree Nation, Alexis Nakota Sioux Nation, Alexander Cree Nation and our friends of the Métis Nation. We recognize and acknowledge Indigenous values, traditional teachings, ways of being, contributions and historical inequalities. We respect all cultures with an open heart and an open mind. We ALL heal together.

Original artwork by Taelin Bird, Grade 12



Text contribution by Makena Keenan, Grade 9

Students need to see themselves in their schools. To this end, our schools have taken additional measures to increase the visual imagery and artifacts that represent Indigenous culture. Some examples to highlight include:

- The Healing Garden at Forest Green School;
- The Pendleton Blanket display at the Centre for Education;
- The Mural Project at Memorial Composite High School; and
- Art projects that respect the culture, identity and rich history of our Indigenous Learners.

Our educators have access to a wealth of resources through the FNMI Indigenous Page (internal to PSD) – This Google page was created to provide access to the wealth of resources available provincially and nationally, and it provides our teachers with an opportunity to share resources they have recognized as being beneficial.

National Day for Truth and Reconciliation: September 30th

The Federal Government passed legislation to establish September 30th as a National Day for Truth and Reconciliation. The intent is to provide a day to recognize, and to commemorate the legacy of residential schools. September 30th is also known as Orange Shirt Day. Students and staff wear an orange shirt to commemorate the effects of the legacy of residential schools and the true narrative of one student's experience. On her first day at school, Phyllis Webstad was stripped of the orange shirt that was given to her by her grandmother.



September 30th in Parkland School Division is a day devoted to Truth and Reconciliation. Our schools plan activities and events to ensure that, each year, students have an increased understanding of the legacy of residential schooling in Canada.

Our schools recognize that cultural artifacts are essential to promote belonging. Parkland School Division schools continue to work toward promoting a welcoming culture for our Indigenous learners.



Supporting Educational Achievement

Parkland School Division has a tradition of recognizing our graduating students of Indigenous backgrounds with a special event. The event involves teachings from local elders about the significance of the eagle feather and the Métis sash as well as performances of traditional drumming and singing. Each student is presented with an Eagle Feather or a Métis sash as they cross the stage. Graduation is the culmination of educational achievement. To ensure that our students have the opportunity to enjoy all aspects of their schooling, it is critically important that we understand best-practice strategies for improvement, and that we have a very clear understanding of the current academic progress of our students. Our educational intent is to fully close the achievement gap that exists for our Indigenous students.

The Provincial Accountability Pillar Surveys (now called Assurance Surveys) provide an overview of the perspective of parents, staff and students across a variety of educational categories (survey results). These results are compared and contrasted to derived results. The derived results provide data regarding aspects such as acceptable and excellent performance on Provincial Achievement Tests, or statistical results regarding drop-out rates. Our most recent Accountability Pillar information details the disparity that exists for our Indigenous learners.

Three Year High School Completion	Parkland School Division			Alberta		
	Current	Prev. YR	3 Yr. Avg	Current	Prev. YR	3 Yr. Avg
All Students	78.0	81.2	80.9	79.7	79.1	78.4
FNMI Students	57.6	59.9	66.2	55.8	56.6	54.5

Currently, 78.0% of Parkland School Division students graduate at the end of 3 years. There is a 20.4% gap for three year completion for self-declared First Nation, Métis and Inuit students.

Six Year Transition (to Post-Secondary)	Parkland School Division			Alberta		
	Current	Prev. YR	3 Yr. Avg	Current	Prev. YR	3 Yr. Avg
All Students	50.0	48.6	47.6	60.1	59.0	58.5
FNMI Students	44.3	36.0	35.4	35.0	34.2	33.0

While significantly greater than the provincial average – there is a 5.7% gap for post-secondary transition.

Diploma Examination Participation Rate (Writing 4+ Exams)	Parkland School Division			Alberta		
	Current	Prev. YR	3 Yr. Avg	Current	Prev. YR	3 Yr. Avg
All Students	45.0	46.2	46.7	56.4	56.3	55.6
FNMI Students	23.3	15.9	24.2	24.4	24.6	23.6

Within the Division, a 21.7% gap exists for writing four or more exams.

Regarding standardized achievement:

Provincial Achievement Tests (Grades 6 & 9)	Parkland School Division			Alberta		
	Current	Prev. YR	3 Yr. Avg	Current	Prev. YR	3 Yr. Avg
Acceptable Standard (All)	72.3	72.7	71.5	73.8	73.6	73.6
Acceptable Standard (FNMI)	53.6	55.9	54.4	54.0	51.7	51.9
Standard of Excellence (All)	14.9	14.0	13.8	20.6	19.9	19.6
Standard of Excellence (FNMI)	6.0	3.8	5.1	7.4	6.6	6.5

Significant gaps exist between achievement results at both the acceptable standard and standard of excellence.

Diploma Examinations (Grade 12)	Parkland School Division			Alberta		
	Current	Prev. YR	3 Yr. Avg	Current	Prev. YR	3 Yr. Avg
Acceptable Standard (All)	87.2	87.2	87.5	83.6	83.7	83.1
Acceptable Standard (FNMI)	83.5	78.5	80.2	77.2	77.1	76.7
Standard of Excellence (All)	19.6	21.5	19.4	24.0	24.2	22.5
Standard of Excellence (FNMI)	10.8	13.2	10.0	11.4	11.0	10.6

Improving Student Attendance

We recognize that there is an achievement disparity for our Indigenous learners. A significant avenue for exploration is to review student attendance.

Students	Students who attend:			
	91-100% of the time:	85-90% of the time:	80-84% of the time:	Less than 80% of the time:
All Students (Inclusive) (10,847)	68%	19%	7%	6%
All non-Indigenous Students (9,781)	69%	18%	7%	6%
All FNMI (1,066)	56%	19%	7%	18%

Student achievement is diminished when students are absent from school. Our attendance rates for 2020-2021 indicate that a significant contributing factor to increasing student achievement would be to improve our understanding of the factors that keep students from attending. We recognize that the pandemic created challenges for many families across the Division. To be clear, however, we also recognize that attendance concerns existed prior to the pandemic.

Current and future plans require consideration of how best to meet the academic needs of all of our students generally, and – given the data above - our Indigenous students specifically. Regular attendance at school is critical to the success and well-being of our students. To promote regular attendance through early identification and response, as well as consistency in approach, staff will attend to the following attendance protocol:

- When the teacher identifies that a student is chronically absent (90% attendance and below), the teacher will then connect with the parent(s) or guardian(s) by phone or in person;
 - An ongoing review of that student’s attendance will occur (monthly, at a minimum);
 - Administration may determine that more frequent reviews are required; and
 - The teacher will ensure that the conversation is well documented.
- When a student’s attendance diminishes beyond the first level, subsequent actions may include the following:
 - Administration may connect with the parent(s) or guardian(s);
 - A letter may be issued to identify the problem if the parent is not responsive;
 - A meeting may be called with the parent(s) and/or guardian(s); and
 - A Divisional meeting may be called to discuss the matter.

It will be essential to reveal any other variables that may be impacting the family. For instance, is the family in crisis? Are there transportation issues?

Given the recognizable impact that attendance has on learning – it is important that our schools follow up with all students to quickly determine strategies to improve attendance. It is also critically important to recognize that student attendance will be impacted by each student’s academic success and sense of belonging – these factors (belonging, achievement and attendance) all contribute to the overall success of our students.

The Homework Hub

Students are more likely to want to attend school if they are experiencing success. Each week, volunteer staff come together after school to support Indigenous high school students at Memorial Composite High School with their learning. Our students work with staff to complete assignments, prepare for exams, and generally provide a support network for the students. While the Homework Hub was somewhat impacted by the pandemic, when operational, the hub would see approximately twenty to twenty-five students attend on a weekly basis. A meal is shared with volunteers and students at the conclusion of each session.

Attending to Teaching Quality Standards

Instructional Services, through the leadership of our Indigenous Education Facilitator, supports a collective of K-12 teachers who collaborate to build resources that support Indigenous Foundations and Ways of Knowing. In addition to connecting educators with ongoing PD and workshops, the resources considered and developed include:

- Building activities around the Seven Grandfather teachings;
- Lessons on Potlatch, land-based teachings and metissage;
- Bare Icebi – Gathering Together;
- Treaty Talks;
- The *Indian Horse* film study;
- The Blanket Exercise; and
- Weaving our Ways.

In the 2020-2021 school year, a number of educators came together to develop resources to support the *Teacher Quality Standard: Applying Foundational Knowledge about First Nations, Métis and Inuit*. Resources developed included novel studies, lessons for the Seven Grandfather Teachings, a Chickakoo Lake Nature Walk guide, and a high school novel study for Richard Wagamese's work *One Drum*.

Staffing for Improvement

In addition to our Indigenous Education Facilitator, many of our schools have created positions to directly support our Indigenous students. Memorial Composite High School holds the position of an Indigenous Graduation Coach, Spruce Grove Composite High School has their Indigenous Culture and Education (ICE) team, Forest Green, SPC and Duffield School have FNMI liaisons. As well, 21-22 will see the establishment of a coalition of representation from each school to come together and build capacity within schools to lead this work.

All Parkland School Division staff were provided with a professional development session on unconscious bias during the preparatory non-instructional days in August, 2021. In addition to staffing for particular roles that benefit our students, it will also be essential to hire teachers and support staff to represent the greater diversity of our learners.

Improving Well-Being

Mental Health

Our students' sense of belonging, and their overall academic achievement, are both supported when strategies are implemented to improve our students' well-being. Learning is fostered when students have strong mental health. Adult mentorship is essential, and our local Elders and Knowledge Keepers bring a richness of perspective and knowledge to both Indigenous and non-Indigenous students. Through the power of story and a connection to traditional practices, the presence of Elders in our schools provides guidance and support to our students. Wherever possible, our schools are encouraged to access the wisdom and experience of Elders and Knowledge-Keepers.

From a wellness perspective, the Division continues to promote the importance of Indigenous Self-Identification. When Indigenous students self-identify as First Nations, Métis or Inuit, not only do they gain a sense of pride in their culture and the ability to connect with others from similar backgrounds, but they also help ensure they get the many different supports available to them in their education and future employment.

Bare Icêbi

The Full Moon Learning Series is an extension of the Bare Icêbi - Gathering Together. An opportunity to come together and strengthen our community in a safe space without judgement. A place to listen, learn, and explore our wonders. These opportunities are supportive of the Truth and Reconciliation Commission 94 Calls to Action, and support section 5 of the new Teacher Quality Standard: Applying Foundational Knowledge about First Nations, Métis and Inuit.

Land Based Learning

Connections for Learning has partnered with YWCA Yowochas and CHANGE Health Alberta to create Camp Yowochas, a day program that incorporates canoe paddling, wildlife exploration, outdoor education, Indigenous ways of knowing, and the option of a national brigade experience in August with the Voyageur Brigade Society of Edmonton.

Based at Camp Yowochas, students in this active, outdoor summer school learn about physical education and Canada - all while earning high school credit.

Improving Participation and Engagement for Students and Families

Stakeholders, and in particular our Indigenous neighbours, gain trust and confidence when we are attending to developing a strong relationship between the Division and the Indigenous communities that result in increased support for academic achievement and a greater sense of belonging for our students.

Last June, Parkland School Division began to establish a process for Indigenous Education community engagement. Teachers, stakeholders and administrators gathered to have an initial conversation on Indigenous Engagement with an intent to establish a process for various gatherings throughout the year that would enable staff to hear from our stakeholder partners.

Our intent is to continue to explore the process of stakeholder engagement throughout 2021-2022.

Expanding Understanding of Indigenous Language

Language is an inherent part of cultural belonging and identity and the Stoney Language, one of our traditional Indigenous languages, is not well known. Through the efforts of Elders and staff, an online dictionary with recordings of local Elders is being established in an attempt to preserve the language.

Despite the barriers presented by the global pandemic, the Division and Paul First Nation Education collaborated to provide teachings to our Paul First Nation students in efforts to revitalize the Stoney Language. Elder Violet Poitras and Language Coordinator Glenna House, worked with Parkland School Division staff to generate online lessons for students at Forest Green, Stony Plain Central, Connections for Learning and Memorial Composite High School. Our intent is to continue providing these lessons and, further, to develop Cree language programming for our MCHS students.

Establishing Stronger Relationships through Collaboration

Parkland School Division continues to collaborate with Paul First Nation through the Alberta Innovation in First Nations Education Grant Program (IFNE). As mentioned earlier, much of the grant and collaborative work existed to promote language acquisition. The Grant supports partnerships between First Nations and school jurisdictions.

We recognize the importance of strong relationships.

We acknowledge that in order to reconcile a tragic history of residential schooling, we must walk alongside the members of our Indigenous communities, bring a willingness to learn, and recognize that we have a long way to go to build trust. Our approach is that we recognize our responsibility to make systemic improvements from the position of privilege that enables us to do something about the current reality for our students. To that end, the current and future plan includes consideration of how best to meet the academic needs of our Indigenous students, but also the recognition that we must continue to create environments that welcome, respect and care for our Indigenous students so they feel they belong and can learn.

Our school staff appreciate that Elders are very important members of First Nation, Métis and Inuit communities. Elders have valuable knowledge to share with Indigenous and non-Indigenous students and communities. Our intent is to continue to explore and access the value and contributions of Indigenous knowledge and teachings through Elder involvement.

Education Plan: Avenues for Development

We recognize that there is much to do to continue to improve the lives of our students. The following avenues for development are included in the 2021-2022 Education Plan:

- Teachers and leaders attend to Indigenous Ways of Knowing through specialized resources, such as through staff use of the Pebbles Series, to develop foundational knowledge;
- Teachers and leaders implement and develop Indigenous language classes as a method for students to connect with Indigenous culture and identity;
- Leaders explore the value of implementing an Elder-in-Residence program;
- Teachers and leaders develop students' opportunity to experience Indigenous Knowledge Systems in schools, including: connection to land, language, elders and relationships;
- Teachers and leaders develop students' experiences with Indigenous ways of knowing through art, symbols, ceremony, story and song – and therefore raise the visibility of Indigenous culture in schools;
- Teachers and leaders collaborate to develop grade level resources to embed Indigenous ways of knowing and foundational knowledge into teacher practice;
- Teachers and leaders develop students' experiences with character education programs that are based on the Seven Grandfather Teachings; and
- Leaders identify a lead (or catalyst) teacher at each site to participate in Divisional collaboration around meeting the needs of Indigenous students.



MEMORANDUM

September 14, 2021
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott McFadyen, Associate Superintendent
RESOURCE	Director, Serge LaBrie, Facilities Services
GOVERNANCE POLICY	Board Policy 2: Role of the Board
ADDITIONAL REFERENCE	BP 2 Section 1. Planning BP 2 Appendix 2.1 Board Annual Work Plan
SUBJECT	2021 FACILITIES SUMMER WORK REPORT

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board of Trustees is responsible for the financial wellbeing of the school division; the summer work report demonstrates how the divisions funds are being spent. The attached report is in support of these responsibilities.

REPORT SUMMARY

The 2021 Facilities Summer Work Report highlights the work completed during the summer months.

Administration would be pleased to respond to any questions.

SM:sl



Facilities Summer Work Report September 2021

Presented to the Board of Trustees, September 14, 2021
Scott McFadyen, Associate Superintendent, Corporate Supports and Services
Resource: Serge LaBrie, Director Facility Services

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

BACKGROUND

The Facilities Summer Work Report highlights the work that was completed over the summer months.

REPORT / TOPIC

The Facilities Department had a very busy and productive summer with numerous projects that were completed or are near completion. Along with the regular summer work, we completed several projects to address operating efficiencies and school needs.

In addition to the list of Infrastructure Maintenance Renewal (IMR) and Capital Maintenance Renewal (CMR) work completed below, there was a significant amount of time dedicated to large capital projects that we would like to highlight.

Woodhaven School Modernization

The modernization of Woodhaven School has been completed! Over the last 3 years 3,000 square meters was added to the original building and the remaining 5,592 square meters was completely renovated. The modernization has increased the student capacity of Woodhaven School by 175 to just under 900 students.

Stony Plain Central Replacement School

The Stony Plain Central replacement school has seen excellent progress over the summer. Construction started in the spring of 2021 and work continued through the summer; some of the items we would like to highlight:

- Underground services - completed
- Utility servicing to the site - completed
- Gym masonry walls - completed
- Structural steel – started in late August

The project appears to be on track to be completed as scheduled although procurement of raw materials and the overall supply chain is being negatively impacted by COVID.

Modular Classroom Projects

Parkland School Division was awarded modular classrooms for Prescott Learning Center and for Millgrove School. Due to the late notification process and delays in the production of modulars the modular classrooms will be ready for delivery and installation during the 2021-22 school year.

- Prescott Learning Centre – Installation Fall 2021
 - 4 new modular classrooms and 1 new modular washroom unit will be added as stand-alone units to the school site.
 - All sewer, water and gas lines will be installed as permanent installations.
 - The long-anticipated playground has been installed over the summer in co-ordination with the upcoming modular project.
- Millgrove School – Installation Summer 2022
 - 8 new replacement modular classrooms will be added to the building.

We are currently in conversation with Alberta Infrastructure and Education to determine the best way to move forward on this project. There are key elements that we would like to address on the school site as part of the modular installation. A new site layout would decrease the overcrowding in the central corridor and with further consultation with the City of Spruce Grove we may be able to address the existing parking lot challenges. Two site layout options have been presented to Alberta Infrastructure for their consideration.

Summer Project List -

In addition, to the projects highlighted above the following list of work was also completed over the summer season. We are proud that the vast majority of the work is completed and any work that is not completed will not impact students and staff as we welcome them back into our schools

SCHOOL	PROJECT DESCRIPTION	FUNDING
Blueberry	Replaced outside play surfaces	IMR
	Replaced library flooring	IMR
Brookwood	Replaced metal roof flashing	CMR
Ecole Broxton Park	Flooring replacements – 12 classrooms	IMR
	Installed new millwork	IMR
	Paint classrooms	IMR
	Replaced fire hoses	IMR
	Replaced exhaust fans	CMR
	Replaced metal flashing	CMR
	Repaired building cladding	CMR
Centre for Education	Replaced 2 roof sections	Capital
	Renovated north wing – Phase 1	Capital
Copperhaven	Reconfigured open wing area	O&M
Duffield	Renovated classrooms 119,120,121,138 (added a full food lab)	IMR
Entwistle	Added furnace	IMR
	Added foods lab	IMR
Forest Green	Replaced classroom flooring	IMR
	Replaced wood siding	CMR
	Replaced all exterior windows	CMR
	Site grading and drainage repairs	CMR
Graminia	Renovated all classrooms (except modular classrooms)	IMR
	Added weeping tile system	IMR
Greystone	Replaced variable frequency drive on air handler	CMR
High Park	Replaced roof section	CMR
	Concrete replacement and site beautification	CMR
Memorial Composite H.S.	Added variable frequency drive and boiler controllers	IMR
	Washroom conversion to gender neutral configuration	IMR
	Reinstalled roof drains	CMR
Millgrove	Installed new outdoor sign (will be completed in the fall of 2022)	IMR
	Replaced building cladding	CMR

SCHOOL	PROJECT DESCRIPTION	FUNDING
Muir Lake	Renovated classroom 122 and 126	IMR/O&M
	Repaired roof top unit	IMR
	Replaced building cladding	CMR
Prescott	Added hallway to access back half of innovation room	IMR
Spruce Grove Composite H.S.	Added 2nd classroom for LAWS program	IMR
	Major roof repairs	CMR
Tomahawk	Replaced water pumps	CMR
Woodhaven	Replaced parking lot lights	IMR

Multiple Schools	Painted parking lots and bus safety lines	
Multiple Schools	Serviced boilers	
Multiple Schools	Serviced furnaces	
Multiple Schools	Serviced all cisterns and water wells	



MEMORANDUM

September 14, 2021
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Mark Francis, Deputy Superintendent
RESOURCE	Shae Abba, Director of Human Resources
GOVERNANCE POLICY	Board Policy 1: Division Foundation Statements Board Policy 2: Role of the Board
ADDITIONAL REFERENCE	BP 2: Section 1. Planning BP 2: Section 3. Accountability BP 2 Appendix 2.1 Board Work Plan
SUBJECT	HUMAN RESOURCES DEPARTMENT REPORT 2020-2021

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board of Trustees supports the Division vision and mission for students, reviews the budget on an annual basis and monitors, evaluates and reports Division performance and achievements to all stakeholders. The following report supports these responsibilities and adheres to the Board Annual Work Plan.

REPORT SUMMARY

The Human Resources Department 2020-2021 Report outlines all aspects of staffing at Parkland School Division for the 2020-2021 school year for all union and non-union groups including recruitment, occupational health and safety, retirement, health supports, negotiations and professional development. Costs associated with the aforementioned are also detailed.

Administration would be pleased to respond to any questions.

MF:kz



Human Resources Department 2020-2021 Report

June 2021

Presented to the Board of Trustees, September 14, 2021

Shauna Boyce, Superintendent

Resource: Shae Abba, Director, Human Resources

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

BACKGROUND

The Human Resources Department 2020-2021 Report highlights information collected from the 2020-2021 school year.

REPORT / TOPIC

Recruitment and Selection

- Human Resources is responsible for providing all recruitment and selection services to the Division including the Executive Team, non-union group positions including Directors, union positions including Principal, Assistant Principal, teaching and support positions. This includes recruitment for casual support staff and substitute teachers.
- For the **2020-2021** school year the Department has managed **306** competitions (**206** Teaching Positions, **100** Support positions).
- **2021-2022 Leadership Positions:**
1 New Associate Superintendent, 6 New Principals, 3 Principal Transfers, 4 New Assistant Principals, 2 Assistant Principal Transfers, and 4 Division Principals (2 for Education & System Services and 2 for Student Supports & Services).

Employee Group	2018/2019	2019/2020	2020/2021
Certificated	216	215	206
Support	139	107	105
Increase/decrease from previous year	-12.1%	-9.3%	-3.4%

<i>Table 2: Employee FTE</i>			
Employee Group/Position	2018/2019 FTE	2019/2020 FTE	2020/2021 FTE*
<i>Certificated Total</i>	615.0	597.1	600.6
Teacher	568.0	548.1	550.6
Administration	47.0	49.0	50.0
<i>Support Total</i>	457.6	414.4	384.2
CAAMSE	351.8	320.7	290.8
IUOE	66.0	62.0	63.1
NUG	39.8	31.7	30.3

*Note: Numbers reported are as of June 30, 2021. Headcount includes all contractual employees of PSD70 both active and inactive (ATA – 682, CAAMSE –338, IUOE – 70, NUG-32 and no longer includes School Bus Site Monitors). FTE includes only active employees

- Based on the numbers reported in Table 2 the following summary compares the complete (2020/21) school year with the previous (2019/20) school year:
 - Increase of 2.5 FTE for school-based teachers
 - Decrease of 29.87 FTE for school-based support staff
 - Increase of 1.08 FTE for IUOE staff
 - Decrease of 1.44 FTE for NUG staff

Retirement

<i>Table 3: Retirements</i>			
	2018/2019	2019/2020	2020/2021*
Support Staff	8	4	19
Certificated	13	22	13

*Numbers reported include retirements to **August 24, 2021**

Average Years of Service

<i>Table 8: Average years of Service</i>			
	2018/2019	2019/2020	2020/2021*
Certificated	10.0	12.0	10.3
CAAMSE	7.5	8.2	9.0
IUOE	10.9	11.8	10.6
NUG	4.6	7.5	8.2
All Staff	8.3	9.9	9.5

*Numbers are as of June 30, 2021 and do not include School Bus Site Monitors as their contracts ended June 29, 2021

Teacher Leaves of Absence

<i>Table 9: Leaves of Absence</i>			
	2018/2019	2019/2020	2020/2021*
Maternity	40	33	35
Personal	22	28	20
Deferred Salary	0	0	0
Professional (this is professional improvement leave)	0	0	0
Exchange	0	1	1
Secondment	9	5	7
Parental Leave	0	4	3
Total	71	71	66

*Numbers from August 26, 2020-August 24, 2021

Support Staff Leaves of Absence

<i>Table 10: Leaves of Absence 2020/2021</i>			
	NUG	CAAMSE	IUOE
Maternity	2	11	0
Personal	0	1	0
Parental Leave	0	0	0
Total	2	12	0

*Numbers from August 26, 2020-August 24, 2021

Practicum Students

We currently have 18 Approved Practicum Agreements in place with the following post-secondary institutions:

All Post-Secondary Approved Practicum Agreements	
<ul style="list-style-type: none"> ✓ University of Alberta – Health Sciences ✓ CDI College ✓ Concordia University ✓ Lakeland College ✓ Lethbridge College ✓ MacEwan University ✓ Mount Royal University ✓ University of Victoria 	<ul style="list-style-type: none"> ✓ Norquest College ✓ Red Deer College ✓ The King’s University ✓ University of Calgary ✓ University of Lethbridge ✓ Southern Alberta Institute of Technology ✓ Athabasca University
New Practicum Agreements – 2020/2021:	
<ul style="list-style-type: none"> ✓ St. Stephen’s College ✓ Medicine Hat College ✓ Bredin College 	

<i>Table 13: Practicum Students</i>			
Practicum Role	2018/2019	2019/2020	2020/2021*
Student Teachers	46	70	79
Education Assistant	6	7	4
SLPA	0	1	1
Administrative Assistant	1	0	2
Child & Youth Care	0	3	0
Physical Therapist/OT Assistant	0	1	0
Master in Counselling	0	4	5
Nurse	4	0	0
Social Work	0	1	0
Network Administrator	0	0	0
Therapy Assistant	0	0	0
Library Information Tech	1	1	0
Total	58	88	91

*Numbers reported for the 2020/2021 School year include Practicums from August 26, 2020 to June 30, 2021

Substitute Teacher Placement Office

- Recruiting for substitute teachers is on-going throughout the year, with regular postings appearing on the Employment section of the Division's website. Human resources staff are responsible for interviewing and selecting candidates whose backgrounds and skills match the needs of our schools. **As of June 30, 2021, we have 264 teachers on our Substitute Teacher list. This number has increased by 27 (11%) from 2019-2020.**

Casual Support and Caretaking Staff

- Human resources is responsible for recruiting and maintaining a list of qualified casual support and caretaking staff who are required for short term work assignments at schools and the Centre for Education. We regularly recruit through the Employment portal of the Division's website. **As of June 30, 2021, there are 135 (107 Casual Support and 28 Casual Caretakers) individuals on our Casual lists. The number of Casual Support Staff has increased 8% from 2019-2020.**

Professional Development (PD)

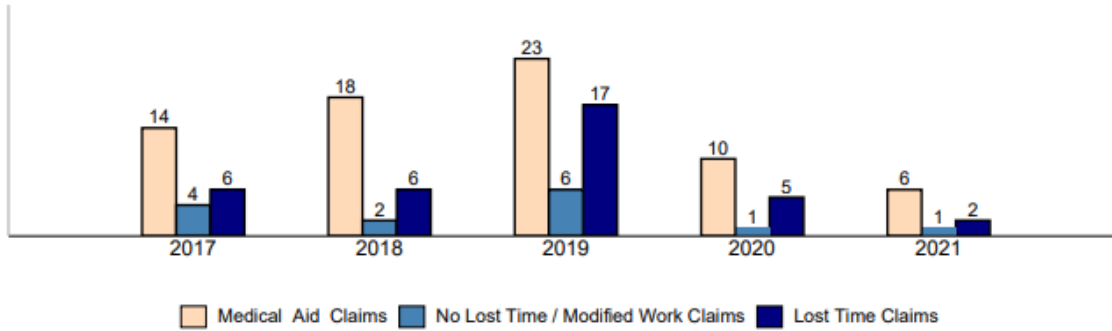
- As of **June 30, 2021**, PD related system entries total **1733** days for all staff. (decrease of 22.1% from 2019-2020 - 2226 days). This does not include the nine Staff Planning and Development Days in the 2020-2021 school calendar, nor does it include PD days for staff who do not require a replacement or no record entered.

WCB

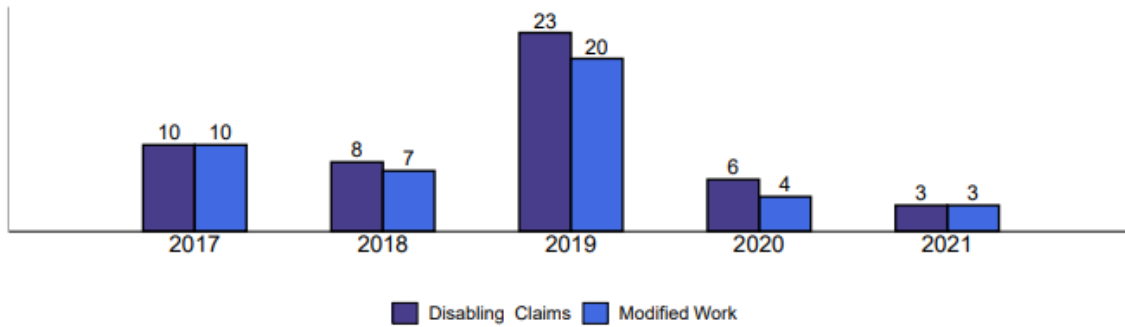
- All work place injuries must be documented and reported to Human Resources. Staff (excluding teachers and Administrators with teaching assignments) whose work-related injury requires medical attention must complete Workers' Compensation Board (WCB) forms.

- In 2019, we had 17 claims that were defined as disabling claims and 3 claims defined as disabling as of July 4, 2020. These claims are based on year of occurrence.
- In 2020, we had 5 claims that were defined as disabling claims (lost time) and 2 claims defined as disabling (lost time) as of July 17, 2021. These claims are based on year of occurrence

Total Claims by Type



Lost Modified Work Opportunities



Note: Disabling claims include lost-time claims and all claims with modified work.

Duration of Claims and the Cost Implications

Duration of Claims	2017 to 2020		2021 (Year to Date)	
	Number of Disabling Claims	Total Disabling Claim Costs	Number of Disabling Claims	Total Disabling Claim Costs
No lost-time with modified work	15	\$75,957	1	\$561
1 - 3 Days	8	\$11,810	0	\$0
4 - 5 Days	3	\$5,221	0	\$0
6 - 10 Days	3	\$13,446	0	\$0
10+ Days	18	\$164,053	2	\$11,041

Note: Claims are recorded based on the year they occurred. For each occurrence year, transactions on claim costs are based on a 15 month period. For example, for claims occurring in 2020, the transaction period would be from Jan 1, 2020 to Mar 31, 2021. The costs reflected in the chart are total claims costs and may or may not be used for the rate adjustment program.

All Employee Injuries

<i>Table 15: Injury Report (2018-2019 from Aug 2018 to June 2019)</i>			
	Total # Incidents	Sought Medical Attention	Endured Time Loss
Employee Group			
Support EA/School based	55	25	8
Support Other/Custodian	5	4	4
Teacher	47	23	10
Grand Total	107	52	22

<i>Table 16: Injury Report (2019-2020 from Aug 2019 to June 2020)</i>			
	Total # Incidents	Sought Medical Attention	Endured Time Loss
Employee Group			
Support EA/School based	46	27	10
Support Other/Custodian	15	6	2
Teacher	22	11	3
Assistant Principal	3	0	0
Principal	1	1	0
Substitute	1	0	0
Grand Total	88	45	15

<i>Table 17: Injury Report (2020-2021 from Aug 2020 to June 2021)</i>			
	Total # Incidents	Sought Medical Attention	Endured Time Loss
Employee Group			
Support EA/School based	32	10	4
Support Other/Custodian	10	3	1
Teacher	16	5	4
Casual Support	2	1	0
Principal	1	1	0
Substitute	1	1	0
Grand Total	62	21	9

Disability Management

- Human Resources staff work with leaders to facilitate the return to work of teachers and support staff from sick leave/extended disability leave or work-related injuries (Workers Compensation). In some cases, graduated return to work arrangements are medically recommended to ensure a smooth transition back to full duties. In other instances, suitable alternate work needs to be identified to accommodate the employee's restrictions and limitations. The leaders in Parkland School Division continue to be very supportive and demonstrate exemplary commitment to the accommodation of our staff.

- ASEBP – Alberta School Employee Benefit Plan administers the extended disability benefit for teachers. Human Resources works closely with ASEBP account manager to ensure employee accommodations are reasonable and proper medical clearance is provided. In January 2015 ASEBP implemented a Voluntary Early Intervention Program allowing collaboration between PSD and certificated staff to accommodate work load while the employee remains at work in some capacity as they recover from short term illness.
- Non-teaching staff short term disability medical is managed by the Human Resources. Human Resources works closely with the employee and their medical practitioner to determine best course of action to return employee back to work in a timely manner. Complex cases are referred to Homewood Health Inc for medical adjudication.
- Non-teaching staff Long Term Disability (LTD) is managed by Sunlife Financial. Sunlife Financial works closely with Human Resources on each claim.

Table 18: Short Term Medical Leaves*		
Employee Group	2019/2020	2020/2021
Support Groups		
CAAMSE	25	37
IUOE	8	8
NUG	1	3
Total Support Staff Medical Leaves	34	48
Total Support Staff Medical Leaves Approved for Long-term Disability (LTD)**	2	1
Certificated Staff	31	41
Total Certificated Staff Approved for Extended Disability Benefits (EDB)**	10	12

*Short Term Medical leaves are defined as >5 consecutive calendar days and < 90 calendar days

** LTD/EDB are medical leaves exceeding 90 calendar days and have been approved by Sunlife/ASEBP

Employee and Family Assistance Program (EFAP)

- The Human Resources Department manages Parkland School Division's contract for the Employee and Family Assistance Program (EFAP).
- On January 1, 2015 ASEBP started offering certificated staff EFAP Services through Homewood Health Inc.
- On April 1, 2016 non-certificated staff transitioned EFAP Services to Homewood Health Inc. Homewood Health Inc. has a model of offering short term counselling with a transition to community support without impacting Sunlife/ASEBP Paramedical benefits. Long term counselling would be accessed with Homewood Health and billed to Sunlife/ASEBP Paramedical benefits.

Table 19: Employee and Family Assistance Program (Homewood Health Inc.)

	2018	Utilization	2019	Utilization	2020	Utilization
Support Staff						
# of cases - short term services (Smart Coach)	7	1.4%	6.7	13.7%	4.3	12.6%
# of cases - counselling services	42	8.5%	42.0	86.3%	30.0	87.4%
Total Active Cases	51	9.9%	52.7	9.7%	37.3	8.0%
Certificated Staff						
# of cases - short term services (Smart Coach)	3	0.5%	4.0	9.1%	8.3	21.8%
#of cases - counselling services	52	8.0%	40.0	90.9%	30.0	78.3%
Total Active Cases	63	8.4%	46.0	6.7%	44.3	5.9%
Combined Total Cases - All Staff	114	9.9%	98.7	8.5%	81.7	6.9%

EFAP data is report by calendar year.

Sick Leave

<i>Table 20: Sick Leave</i>				
	Employee Group/Position	2018/2019**	2019-2020***	2020-2021****
Number of Sick Days				
	Certificated Total	5264.2	4292.8	4710.6
	Teacher	5119.7	4080.5	4557.1
	Administration	144.5	212.3	153.5
	Support Total	2618.8	2613.3	2258.4
	CAAMSE	2457.3	2033.3	1792.7
	IUOE	473.7	439.6	377.5
	NUG	161.5	140.5	88.1
Average Sick Days/FTE				
	Certificated Total	8.6	7.2	7.8
	Teacher	9.0	7.5	8.3
	Administration	3.1	4.3	3.1
	Support Total	6.1	6.0	5.0
	CAAMSE total	7.0	6.3	6.2
	IUOE total	7.2	7.1	6.0
	NUG total	4.1	4.4	2.9
	All Staff Total	6.1	5.9	5.3

Note: FTE refers to the number of full-time equivalent positions. Numbers are reflective of FTE over entire school year, including temporary contracts.

**2018/2019 sick days are compiled from August 29, 2018 to June 28, 2019

*** 2019/2020 sick days are compiled from August 26, 2019-June 29, 2020

****2020/2021 sick days are compiled from August 26, 2020-June 30, 2021

Pandemic/Covid-19

In addition to Human Resources sick leave administration in March 2020 new measure were put in to place to accommodate employees as we worked through the pandemic. Many staff members accessed approved alternative work arrangements. New absence entry codes were implemented to track occurrences away from their regular work location for reasons specially related to Covid-19. These codes were used regularly throughout the 2020-2021 school year.

New absences codes included:

Sick – Mandatory Isolation (ISO): This code is only used in the event the employee is sick and/or has been asked to self-isolate due to COVID-19 and will not be working.

Isolation – Working from Home (ISOW): This code is used in the event the employee has been exposed to someone with COVID-19; returning from travel, has been asked to self-isolate; experiencing childcare issues due to COVID-19 and will continue to work from home.

Working from Home (WFH): Only select this code if you have prior approval from your immediate supervisor and clear direction on how work will be conducted from home.

Covid-19 Related Days:

<i>Table 21: Covid-19 Related Days</i>						
	2019/2020*			2020/2021**		
	<i>ISO</i>	<i>ISOW</i>	<i>WFH</i>	<i>ISO</i>	<i>ISOW</i>	<i>WFH</i>
ATA total	59.9	258.2	26093.9	1183	1706	6908
Teacher	48.4	250.2	26054.9	1142	1570	6833
Administration	11.5	8.0	39.0	41	136	75
CAAMSE total	30.5	226.8	5459.0	596	616	3401
IUOE total	0.0	53.5	0.0	194	0	0
NUG total	4.0	112.7	457.0	14	60	732

*Codes could be used effective March 16, 2020

**2020/2021 data is from August 26, 2020-June 30, 2021

Paid Leave for COVID-19 Vaccinations

On April 21, 2021, the Government of Alberta passed Bill 71: Employment Standards (COVID-19 Vaccination Leave). This permitted an employee to take up to 3 consecutive hours of paid leave, per dose of the vaccine.

A new code was created to track the utilization of this specific leave effective April 21, 2021. Prior to this government announcement employees were able to use SICK (medical appointment) to obtain their vaccine if needed.

New code:

Covid Vaccination (CVAC): This code is to be used to take up to 3 hours to attend a COVID vaccination. Time will be deducted from the sick bank.

COVID Vaccination Utilization:

<i>Table 22: Covid Vaccination</i>	
Employee Group	# of Employees*
Certificated Staff	92
Support Staff	
CAAMSE	59
IUOE	14
NUG	6
All Staff Total	171

*Numbers are as of April 21, 2021 – June 30, 2021

Student Enrolment

<i>Table 23: Student Enrolment as September 28</i>			
	2018/2019	2019/2020*	2020/2021**
Student (Headcount)	11,181	11,526	11,517
Student FTE Equivalent	10,710	11,035	10,860
Total Teacher to Student Ratio	1:19	1:20	1:20

*Numbers from Enrolment Report at September 30, 2019

**Numbers from Enrolment Report at September 30, 2020 (Home Ed numbers jumped from 42 for 2019-2020 to 257 for 2020-2021)



MEMORANDUM

September 14, 2021
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Mark Francis, Deputy Superintendent
RESOURCE	Jordi Weidman, Director of Strategic Communications Parkland School Division Stakeholders
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 2: Stakeholder Engagement and Communication BP 2: Collaboration Stakeholder Feedback
SUBJECT	COVID MEASURES SURVEY RESULTS

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board of Trustees establishes processes and provides opportunities for input from its stakeholders. The Board promotes positive community engagement and represents the community's needs, hopes and desires. This report is in support of these responsibilities.

REPORT SUMMARY

On Friday September 3, 2021, prior to any changes in COVID-19 Measures announced by the Government of Alberta (GOA), Parkland School Division (PSD) released a survey to stakeholders regarding their thoughts on current protocols and if changes were needed. Later that same day, the GOA announced the implementation of more regulations and protocols due to rising numbers of COVID cases, but exempt from those changes were school divisions. PSD also sent the survey to staff in the Division.

The following report highlights stakeholder feedback from the COVID Measures Survey Results. Preliminary results from this report were used to provide additional information to the Board of Trustees for the Special Meeting held Tuesday, September 7, 2021.

Administration would be pleased to respond to any questions.

MF:kz



PARKLAND SCHOOL DIVISION

Where the World Opens Up

COVID-19 MEASURES – 2021 FALL SURVEYS

September 9, 2021

OUR STUDENTS POSSESS THE CONFIDENCE, RESILIENCE, INSIGHT AND SKILLS REQUIRED TO THRIVE IN, AND POSITIVELY IMPACT, THE WORLD.

KEY MESSAGES

1. This survey was emailed to all parents/guardians of Parkland School Division on Friday September 3, 2021 prior to the Government of Alberta's announcement to implement increased COVID-19 measures which included masking in all indoor public places except school settings.
2. The survey closed Thursday, September 9, 2021.
3. This briefing note summarizes the responses received for both the parent/guardian survey and the staff survey.
4. 3, 588 parents/guardians responded to the survey. Additionally, 490 staff members responded to a separate survey asking similar questions.

BACKGROUND

The safety of our students and staff will always remain our top priority. We recognize the public debate and varying levels of anxiety when it comes to the pandemic response in the Province of Alberta. Parkland School Division's COVID-19 measures have been developed for use by Parkland School Division schools and outreach sites and are based on the guidance documents developed by the Government of Alberta.

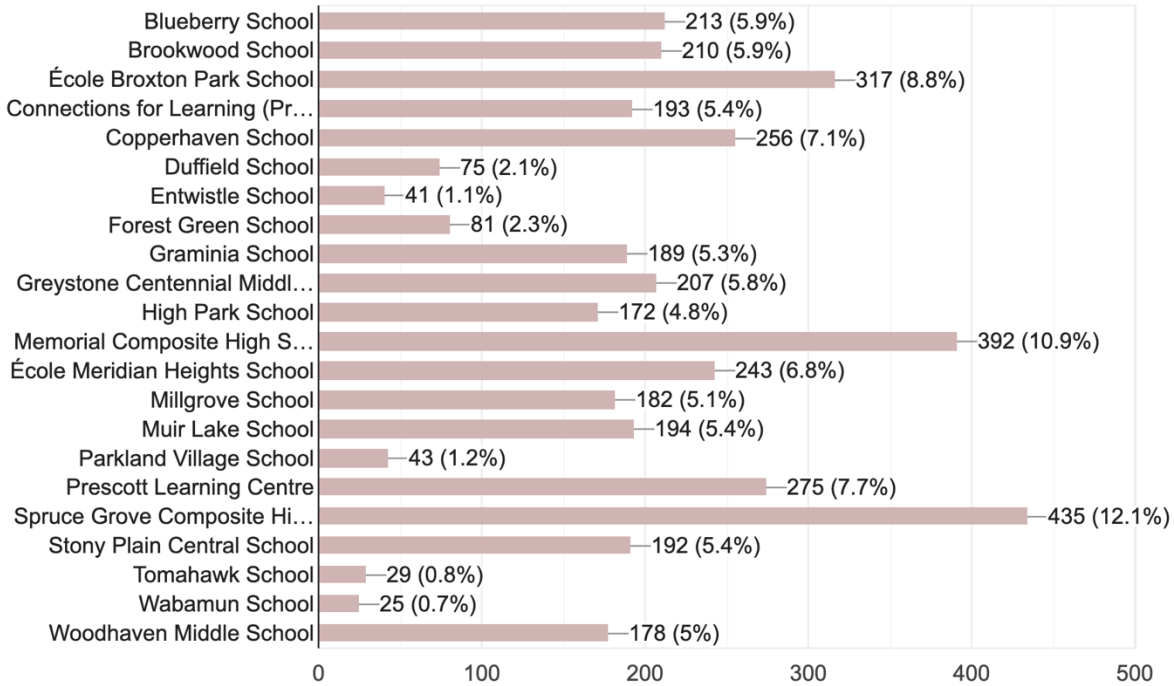
As PSD Guidance for School Re-Entry Principal's Handbook is based on direction from the Chief Medical Officer of Health and the Government of Alberta, the measures and the PSD guidance are subject to change based on new or updated recommendations or requirements. Parents/Guardians and Staff were surveyed separately to gauge their level of comfort with the measures.

PARENT/GUARDIAN SURVEY

3,588 Responses breaking down as follows:

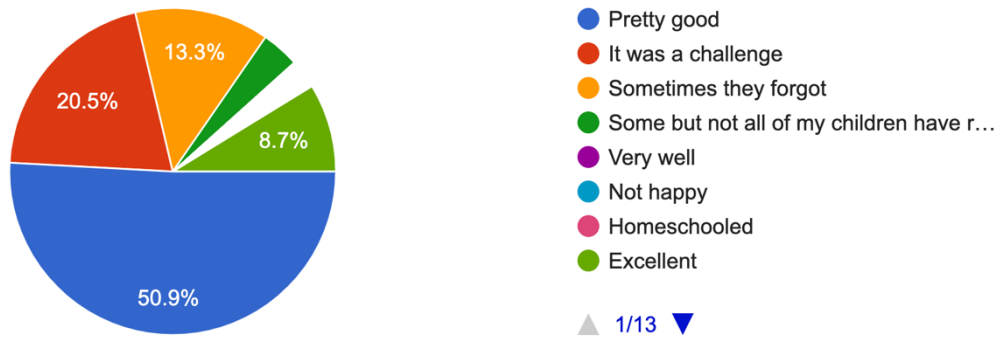
Please tell us where your child or children attend? Select all schools that apply.

3,583 responses



How have your children responded to mandatory mask wearing measures prior to July 1, 2021? *

3,569 responses



With the exception of you or your family member(s) catching COVID-19, which of the following considerations are most important to you as a parent/guardian? (Choose the box(es) that apply most to you)

My children’s mental health	77.7%
My children being able to see their friends and socialize	74.2%
My children missing out on learning from teachers	72.1%
How my children will cope if schools revert back to a combination of at-home distance learning	52.9%
My children being able to participate in extra-curricular activities (Sports, clubs, etc.)	46.7%
My children having the choice to mask or not	35.6%
My children participating in curricular activities (Music, choir, drama, etc.)	29.8%

OTHER CONCERNS STATED WAS AN EQUAL MIX OF THESE EXAMPLES:

“Parents should be allowed to choose if their children wear a mask. Teachers should also be allowed to choose whether or not they themselves should wear a mask.”

“Children are in great need of stability and consistency. Keeping changing the rules all the time is messing with their mental health. Creating anxiety and distress in many. Children need their group of friends, sports and hobbies, without limitations.”

“Children should not be mandated to mask. As children with needs, reading facial expressions is imperative to their ability to learn and communicate”

“Bring back the masks to protect our kids.”

“My biggest concern is keeping my unvaccinated child safe from getting covid”

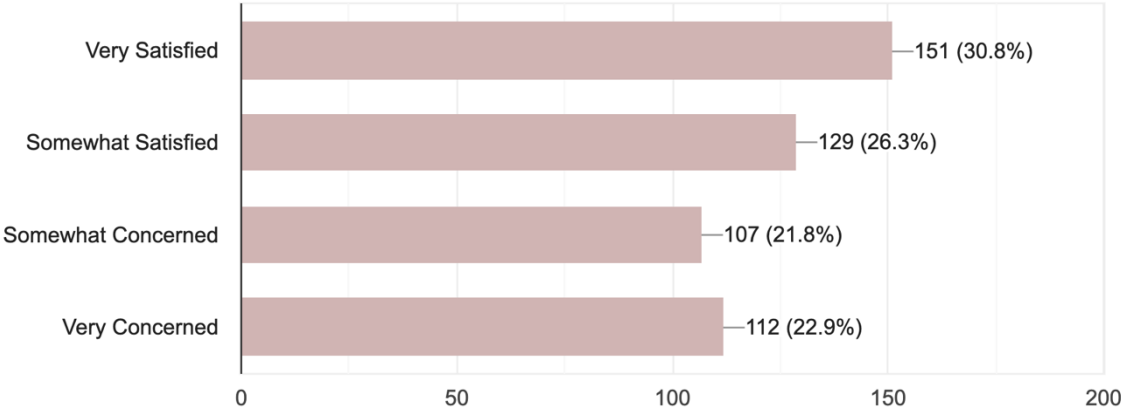
Comments since the September 7th Special Board Meeting have been polarizing and equal ranging from:

“Masks are not a violation of rights but a tool if utilized properly to help stop the sickness spread”

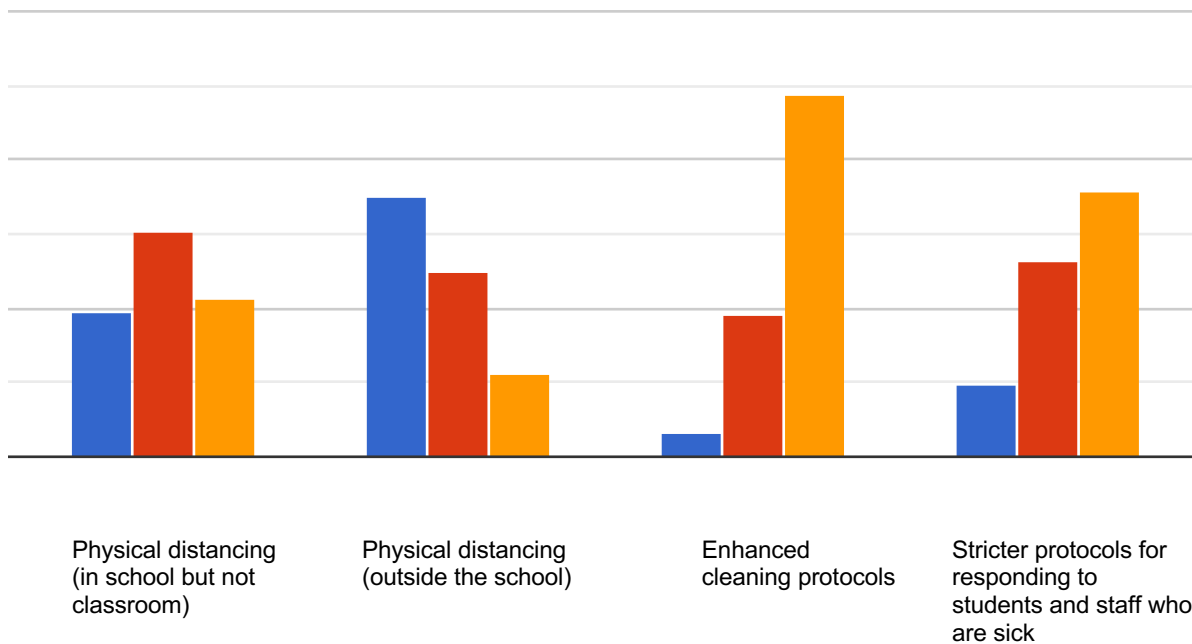
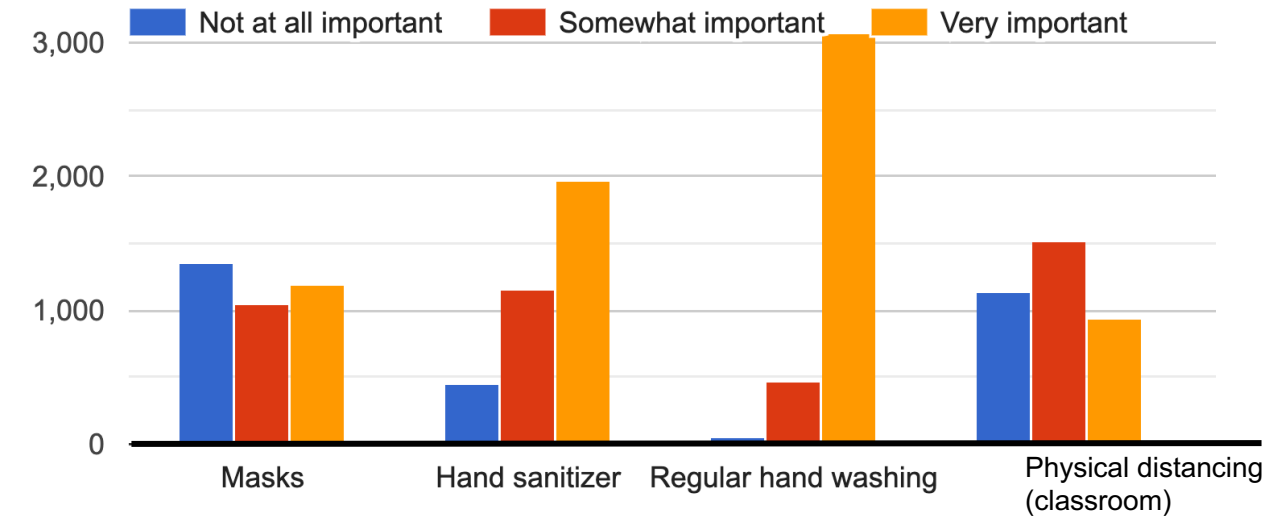
“I believe that it is extremely important for families to have freedom of choice on whether they want to mask or not. There are many children whose mental/physical health and learning capabilities are being negatively impacted by mandates.”

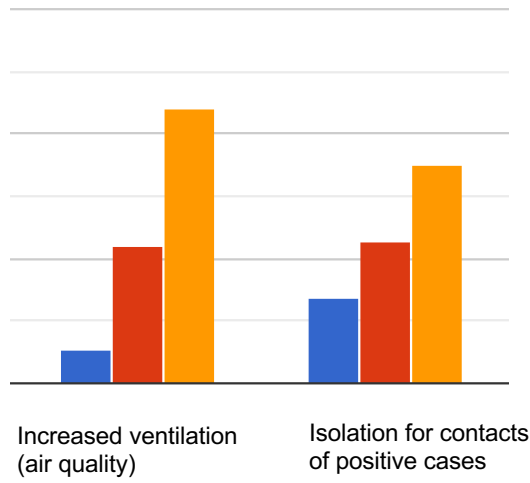
What is your level of comfort with Parkland School Division's current COVID-19 protocols and guidelines?

490 responses



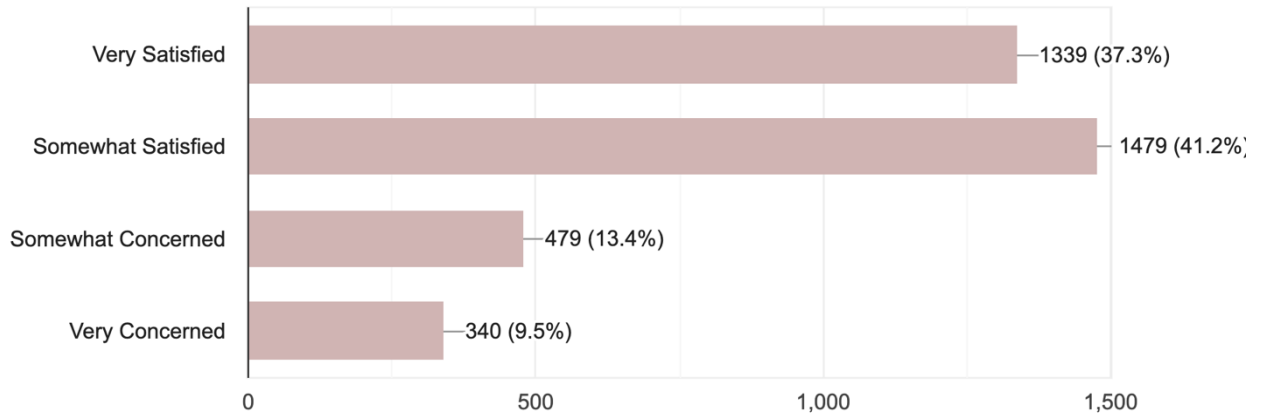
The health and safety of our students and staff is our priority and we would like your input regarding the importance of the following measures in making you feel comfortable having your child or children attending in-person classes.





What is your level of comfort with Parkland School Division's current COVID-19 protocols and guidelines?

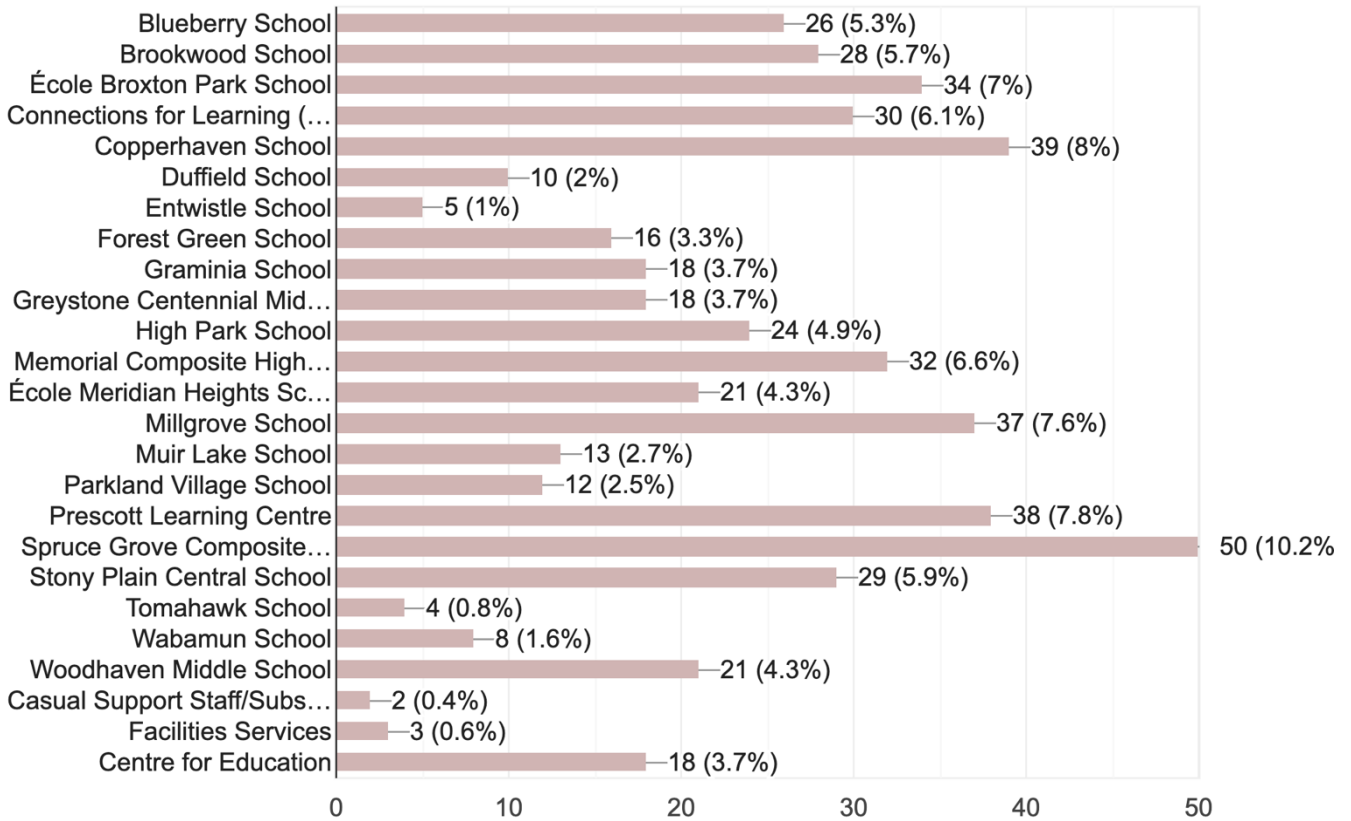
3,588 responses



STAFF SURVEY

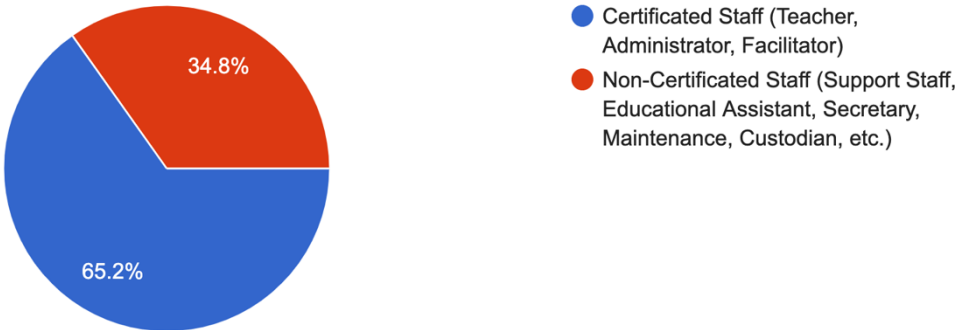
Please tell us which school or PSD site applies to you.

488 responses

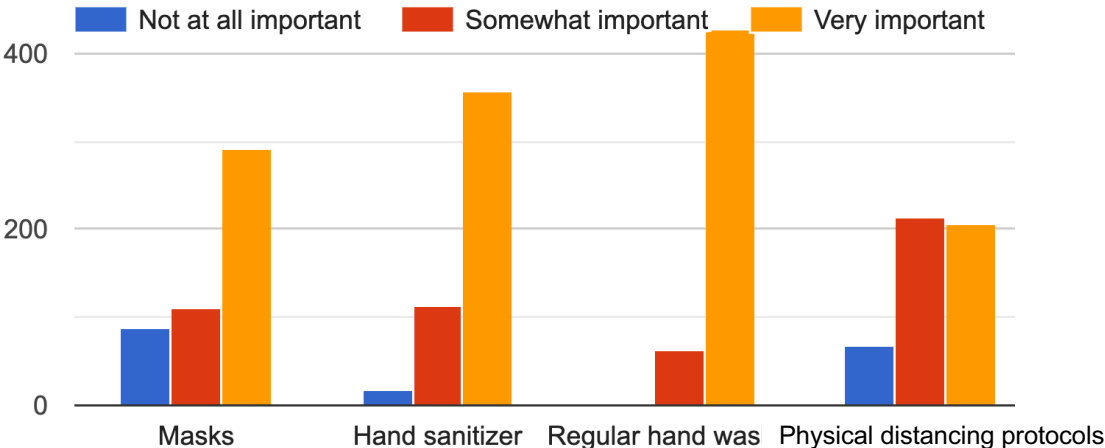


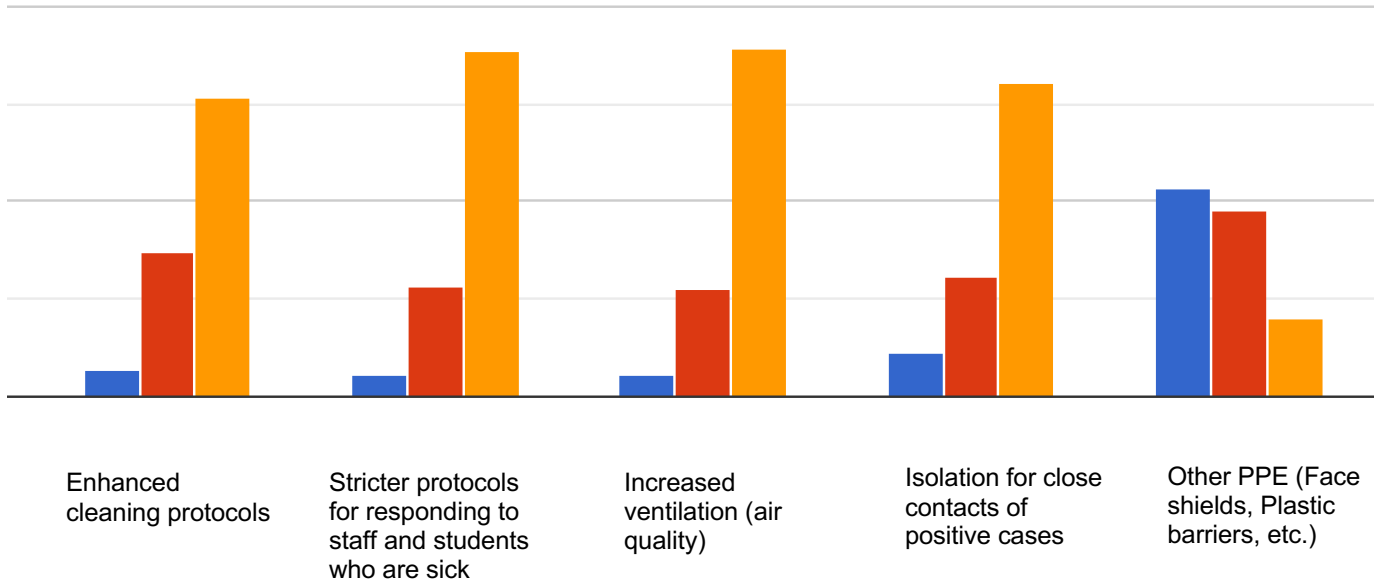
Choose the option that best applies to your role

488 responses



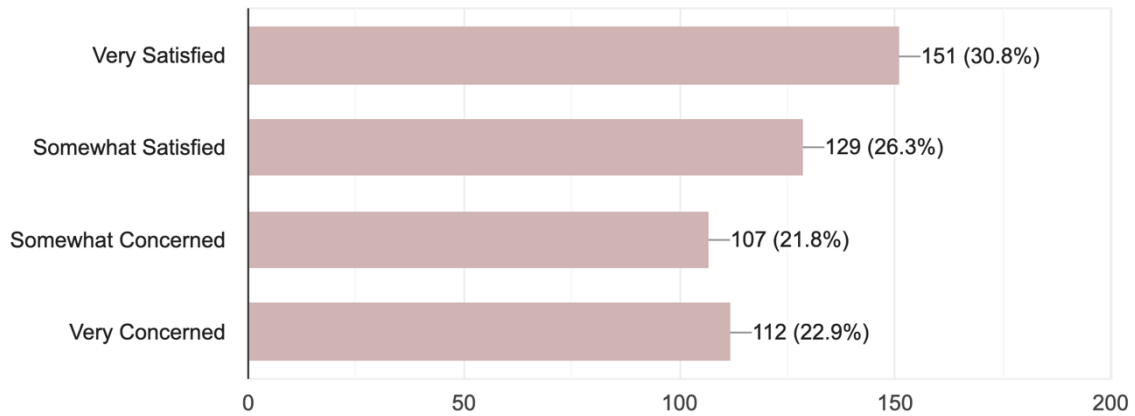
The health and safety of our students and staff is our priority and we would like your input regarding the importance of the following health measures.





What is your level of comfort with Parkland School Division's current COVID-19 protocols and guidelines?

490 responses





MEMORANDUM

September 14, 2021
Regular Board Meeting

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	GOVERNANCE AND PLANNING SESSION

PURPOSE

For information. No recommendation required.

BACKGROUND

The purpose of the Governance and Planning Committee is to provide an opportunity for all trustees to engage in dialogue on generative governance, strategic planning, advocacy, student engagement and operational understanding. 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 August 31, 2021 Governance and Planning Session.

REPORT SUMMARY

On August 31, 2021, the Governance and Planning Committee met to discuss a number of topics chose 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 GOVERNANCE AND PLANNING SESSION

Held at the Centre for Education in Stony Plain, Alberta
On Tuesday, August 31, 2021, at 9:00 AM

Attendance:

Lorraine Stewart, Board Chair
Eric Cameron, Vice-Chair
Ron Heinrichs, Trustee (*attending virtually*)
Sally Kucher-Johnson, Trustee
Paul McCann, Trustee
Anne Montgomery, Trustee
Darlene Clarke, Trustee
Shauna Boyce, Superintendent
Mark Francis, Deputy Superintendent
Scott Johnston, Associate Superintendent
Scott McFadyen, Associate Superintendent
Meg Miskolzie, Associate Superintendent
Jordi Weidman, Director of Strategic Communications
Keri Zylla, Recording Secretary

1. WELCOME & LEARNING MOMENT

- 1.1. **Call to Order:** Board Chair Stewart called the meeting to order at 9:00 a.m., introduced new Associate Superintendent Meg Miskolzie and acknowledged Treaty 6.
- 1.2. **Changes to the Agenda:** Add agenda item 2.5. National Day for Truth and Reconciliation.
- 1.3. **Approval of the Agenda:** Moved by Trustee Kucher-Johnson that the Board of Trustees accept the agenda as amended.

CARRIED UNANIMOUSLY

- 1.4. **Learning Moment:** Board Chair shared the importance of play for students and staff.

2. GOVERNANCE

- 2.1. **School Council Meetings:** Board Chair Stewart and Superintendent Boyce reviewed and discussed attending school council meetings during an election while campaigning. Administration will keep school councils informed on the process and forward Board Highlights during the election.
- 2.2. **Superintendent Evaluation Process:** Board Chair Stewart discussed the timeline for this year's Board evaluation of the Superintendent in consideration of the election. After discussion, it was decided that the current Board will conduct the evaluation of the Superintendent at the next September 28, 2021 Governance and Planning Session.

Due to technical issues, Trustee Heinrichs exited the meeting.

- 2.3. **Revised Board Policy 8: Board Committees:** Members of the Board Policy Committee reviewed and discussed the key changes for Board Policy 8. Discussion ensued.
- 2.4. **Legacy Document Finalized:** Deputy Superintendent Francis reviewed the final version of the Board Legacy Document that will be presented for approval at the September 14, 2021 Regular Board Meeting.
- 2.5. **National Day for Truth and Reconciliation:** The committee discussed how best to honour National Day for Truth and Reconciliation Day and 'Orange Shirt Day' in schools, September 30th. Discussion ensued.

3. STRATEGIC PLANNING

- 3.1. **Draft Board Annual Work Plan:** Superintendent Boyce reviewed the final draft of the Board Annual Work Plan that will be submitted for approval at the October 29, 2021 Organizational Meeting, noting several amendments.

Chair Stewart called a recess 10:45-10:55am.

4. OPERATIONS & INFORMATION

4.1. Summer Updates:

- 4.1.1. **Stony Plain Central Replacement School:** Deputy Superintendent Francis and Mr. Weidman provided photos and information on the design and progress on construction of the new Stony Plain Central Replacement School.
- 4.1.2. **Copperhaven Traffic Study:** Superintendent Boyce shared that Parkland School Division (PSD) and the City of Spruce Grove will conduct a joint traffic study near Copperhaven School to investigate ongoing traffic congestion concerns. Discussion ensued.
- 4.1.3. **Prescott Learning Centre Modularity and Playground; Millgrove Modularity:** Superintendent Boyce and Associate Superintendent McFadyen discussed some of the challenges and delays in the process for moving forward on modularity for Prescott Learning Centre (PLC) and Millgrove School. The PLC playground is scheduled for completion this September. Discussion ensued.
- 4.1.4. **Grant Application: Learning Loss:** Superintendent Boyce and Associate Superintendent Johnston provided information on provincial government grant money aimed at literacy and numeracy available to school divisions, as well as the process for the application due at the end of September.
- 4.1.5. **Stakeholder feedback: COVID-19 protocols:** Superintendent Boyce provided information on feedback received by stakeholders in the Division regarding COVID-19 protocols. Discussion ensued.
- 4.1.6. **Other:** Superintendent Boyce shared additional information regarding Schools-of-Choice limitation due to several schools that have reached capacity. The information has been communicated to families on the Division website registration page.

- 4.2. **Administration 2021-2022 Priorities:** Superintendent Boyce reviewed the Administrative Priorities for the ensuing school year.

- 4.2.1. **Staff and Student Wellness:** PSD will continue to support staff and student wellness.
- 4.2.2. **Literacy and Numeracy:** The Division will proceed with the grant application and support students who are having challenges.
- 4.2.3. **Unconscious Bias / Indigenous Education:** PSD will continue to build awareness of unconscious bias in students and staff and the important work of implementing Indigenous Education.
- 4.2.4. **Where the World Opens (back) up:** PSD is preparing to shift from a pandemic focus to educational priorities for our students and school division.
- 4.3. **PSD Rebranding Initiatives – Total Costs:** Superintendent Boyce discussed a briefing note providing the costs associated with the rebranding initiative for Parkland School Division. Discussion ensued.
- 4.4. **PSD Students who completed the 2020-2021 School-Year Online:** Associate Superintendent Johnston provided information on the numbers of students who began online learning in the 2020-2021 School Year or switched to online learning during the year and the number of those students who completed their school year learning online. Discussion ensued.

5. **CLOSING**

- 5.1. **Roundtable Discussion:** The meeting closed with a roundtable discussion.
- 5.2. **Adjournment:** The meeting was adjourned at 12:28 p.m.

NEXT MEETING: Tuesday, September 28, 2021 @ 9:00 a.m. **(FULL-DAY).**