



Parkland School Division No. 70

BOARD OF TRUSTEES

A G E N D A

June 11, 2019

Public Session: 9:30 AM

Our Vision:
Parkland School Division is a community of engaged learners where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their dreams.

Parkland School Division No. 70

BOARD OF TRUSTEES REGULAR MEETING

June 11, 2019

Public Session

9:30 AM

Parkland School Division Centre for Education, Stony Plain

A G E N D A

Page Number

1. CALL TO ORDER at 9:30 AM

- 1.1. National Anthem
- 1.2. Treaty Six Acknowledgement
- 1.3. Announcements
- 1.4. Changes to the Agenda
- 1.5. Approval of the Agenda

2. APPROVAL OF MINUTES

- 2.1. Regular Board Meeting of May 7, 2019

3. BUSINESS ARISING FROM THE MINUTES

4. DELEGATION/PRESENTATION

- 4.1. Presentation: Honouring the Spirit Indigenous Award (Allyson Parnall – honorable mention)
- 4.2. Delegation: Students from Stony Plain Central will present: “Moving from Engaged to Empowered Learners”

5. BOARD CHAIR REPORT

- 5.1. Correspondence

6. SUPERINTENDENT’S REPORT

- 6.1. Superintendent’s Report
- 6.2. Construction Update

-3-

Recess Break / Public Question Period

7. ACTION ITEMS

- 9- 7.1. Cooperative Busing Agreement (S. McFadyen)
- 18- 7.2. Ratification Vote on IUOE Contract (S. McFadyen)
- 32- 7.3. Board Policy 1: Divisional Foundation Statements (S. Johnston)
- 43- 7.4. Trustee Travel to Japan – Shikaoi (P. McCann)

8. ADMINISTRATION REPORTS

- 45- 8.1. Engagement Summary Report (S. Johnston)
- 54- 8.2. 2019-2020 Education Plan Draft (S. Johnston)
- 100- 8.3. Technology Services Department Report (S. Johnston)

9. TRUSTEE REPORTS

- 105- 9.1. Council of School Councils (L. Stewart, A. Montgomery)
- 108- 9.2. PSD Tomorrow Committee (E. Cameron)
- 9.3. Public School Boards' Association of Alberta (R. Heinrichs)
- 9.4. Alberta School Boards Association (D. Clarke)
- 9.5. Recharge 2019 (E. Cameron, R. Heinrichs, S. Kucher-Johnston)

10. FUTURE BUSINESS

10.1. Meeting Dates:

Open to the Public:

- Jun 25, 2019Special Board Meeting 9:30 am, Centre for Education
- Jun 25, 2019Organization Meeting 11:00 am, Centre for Education

Closed to the Public:

- Jun 17, 2019.....Audit Committee 1:00 pm, Centre for Education
- Jun 18, 2019.....PSD Tomorrow Committee 12:30 pm, Centre for
Education
- Jun 18, 2019.....Teacher Board Advisory Committee 5:00 pm, Supper
Meeting

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 PARKLAND SCHOOL DIVISION NO. 70 HELD AT THE PARKLAND SCHOOL DIVISION CENTRE FOR EDUCATION IN STONY PLAIN, ALBERTA ON MAY 7, 2019.

TRUSTEE ATTENDANCE:

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

ADMINISTRATION ATTENDANCE:

Shauna Boyce, Superintendent
Mark Francis, Deputy Superintendent
Scott Johnston, Associate Superintendent
Dr. Dianne McConnell, Associate Superintendent
Scott McFadyen, Associate Superintendent
Jason Krefting, Director, Financial Services
Dennis Simcoe, Director, Transportation
Jordi Weidman, Director, Communications & Strategic Planning
Keri Zylla, Executive Assistant

CALL TO ORDER

Board Chair Cameron called the meeting to order at 9:31 a.m.

NATIONAL ANTHEM

Following the playing of the national anthem, the Chair requested a moment for attendees to reflect on their purpose in attending the meeting.

TREATY SIX ACKNOWLEDGMENT

The Board Chair shared the Treaty 6 Acknowledgement.

Board Chair

Secretary-Treasurer

CHANGES TO THE AGENDA

Remove agenda item 7.3 Trustee Travel to Japan.
Add agenda item Land to In Camera

Res 060-19

APPROVAL OF THE AGENDA

Moved by Trustee Kucher-Johnson that the agenda be approved as presented.

CARRIED UNANIMOUSLY

Res 061-19

APPROVAL OF THE MINUTES APRIL 2, 2019

MOVED by Trustee Heinrichs that the minutes of the Regular Board Meeting held on April 2, 2019 be approved as amended.

CARRIED UNANIMOUSLY

BUSINESS ARISING FROM THE MINUTES

There was no business arising from the minutes.

DELEGATION / PRESENTATION

Y(our) Program / Memorial High School Students presented Elevate Aviation

Chair Cameron called a recess at 10:05 a.m. while the delegation exited.

Meeting resumed at 10:10 a.m.

BOARD CHAIR REPORT

CORRESPONDENCE

Chair Cameron shared his report and board correspondence.

Question Period took place at 10:13 a.m. A parent presented a question regarding the Woodhaven modernization. Administration addressed her concerns. Question Period concluded at 10:17 a.m.

SUPERINTENDENT REPORT

Superintendent Boyce shared her report and Associate Superintendent McFadyen shared construction updates.

Board Chair

Secretary-Treasurer

Res 062-19

ACTION ITEMS

2019-2020 PRELIMINARY BUDGET ASSUMPTIONS

MOVED by Trustee Heinrichs that the Board of Trustees approve the preliminary budget assumptions for 2019-2020, as recommended by the Audit Committee, and amended to Scenario Three.

CARRIED UNANIMOUSLY

Associate Superintendent McFadyen and Mr. Krefting provided information on the motion, gave information on possible scenarios in regards to the impact on government funding and responded to questions.

Chair Cameron called a recess at 11:27 a.m.

Meeting resumed at 11:37 a.m.

Res 063-19

TRUSTEE REMUNERATION

MOVED by Trustee Montgomery that the Board of Trustees review whether to adjust compensation as a result of the elimination of the 1/3 tax exemption in the federal budget as presented at the Regular Meeting of May 7, 2019. Furthermore, that the Board pass a motion to either accept or decline the adjustment to Trustee remuneration.

CARRIED UNANIMOUSLY

Associate Superintendent McFadyen provided information on the motion and responded to questions.

MOVED by Board Chair Cameron that the Board of Trustees recommends to adjust trustee compensation to offset the removal of the 1/3 tax exemption.

CARRIED: 4 to 3

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

OPPOSED: Trustee Clarke, Trustee McCann, Vice Chair Stewart

Board Chair

Secretary-Treasurer

An 11% increase in Trustee Remuneration will result in an estimated additional \$28,057 trustee compensation expense and would be 0.02% of the \$134 million 2018-2019 budget. The increase in Trustee Remuneration will be retroactive to January 2019, when the changes to federal legislation eliminated the 1/3 tax exemption for elected officials. The additional expense will be added to the Board governance budget.

ADMINISTRATION REPORTS

2019 THOUGHTEXCHANGE – TOP 1000 THOUGHTS REPORT

The Board of Trustees received for information, the 2019 ThoughtExchange – Top 1000 Thoughts Report as presented at its Regular Meeting May 7, 2019.

Associate Superintendent Johnston presented information on the motion and responded to questions.

TRUSTEE REPORTS

Education Committee Meeting – April 16, 2019

The Board of Trustees received for information, the Education Committee minutes of April 16, 2019 as presented at the Regular Meeting of May 7, 2019.

PSD Tomorrow Committee Meeting – April 16, 2019

The Board of Trustees received for information, the PSD Tomorrow Committee minutes of April 2, 2019 and April 16, 2019 as presented at the Regular Meeting of May 7, 2019.

Teacher Board Advisory Committee (TBAC) Meeting – April 16, 2019

The Board of Trustees received for information, the TBAC minutes of April 16, 2019 as presented at the Regular Meeting of May 7, 2019.

Benefit Committee Meeting – April 23, 2019

The Board of Trustees received for information, the Benefit Committee minutes of April 23, 2019 as presented at the Regular Meeting of May 7, 2019.

Audit Committee Meeting – April 30, 2019

The Board of Trustees received for information, the Audit Committee minutes of April 30, 2019 as presented at the Regular Meeting of May 7, 2019.

Board Chair

Secretary-Treasurer

Public School Boards' Association of Alberta

Trustee Heinrichs shared his report.

Alberta School Boards Association

Vice Chair Stewart shared her report.

National Congress of Rural Education

Trustee Clarke shared her report.

2019 First Nations, Metis & Inuit (FNMI) Education Gathering

There was no report.

Alberta School Councils Association Conference

Vice Chair Stewart and Trustee Heinrichs shared reports and information.

FUTURE BUSINESS

Meeting Dates

Board - Open to the Public:

May 28, 2019	Regular Board Meeting CANCELLED
Jun 11, 2019	Regular Board Meeting 9:30 am, Centre for Education
Jun 25, 2019	Special Board Meeting 9:30 am, Centre for Education NEWLY ADDED

Committees - Closed to the Public:

May 21, 2019	PSD Tomorrow Committee 12:30 pm, Centre for Education
Jun 17, 2019	Audit Committee 1:00 pm, Centre for Education
Jun 18, 2019	PSD Tomorrow Committee 12:30 pm, Centre for Education
Jun 18, 2019	Teacher Board Advisory Committee Meeting 5:00 pm, Supper Meeting

By Invitation:

May 16, 2019	Stakeholder Engagement Event 8:30 am, Heritage Park Pavilion in Stony Plain, Spruce Grove Hall
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Board Chair

Secretary-Treasurer

Other:

May 09, 2019 Council of School Councils 7:00pm, Centre for Education

Notice of Motion

There was no notice of motion.

Topics for Future Agendas

There were no topics for future agenda.

Request for Information

There were no requests for Information.

Responses to Requests for Information

Transportation Services Update

The Board of Trustees received for information, the Transportation Services Update as presented at the Regular Meeting of May 7, 2019.

Superintendent Boyce, Associate Superintendent McFadyen and Mr. Simcoe answered questions related to the report.

Res 064-19 **IN CAMERA: Land**
MOTION TO MOVE IN CAMERA
MOVED by Trustee McCann that the Board of Trustees moves to in camera at 1:01 p.m.

CARRIED UNANIMOUSLY

Res 065-19 **MOTION TO REVERT TO A PUBLIC MEETING**
MOVED by Trustee McCann that the Board of Trustees reverts back to a public meeting at 1:57 p.m.

CARRIED UNANIMOUSLY

Action in Response to In Camera

There was no action in response to in camera.

ADJOURNMENT

The meeting was adjourned at 1:58 p.m.

Board Chair

Secretary-Treasurer



MEMORANDUM

Date: June 11, 2019
To: Board of Trustees
From: Shauna Boyce, Superintendent
Originator: Scott McFadyen, Associate Superintendent
Subject: **Cooperative Busing**

Recommendation:

That the Board of Trustees accept the recommendation from administration, as presented at the Regular Meeting of June 11, 2019, as follows: Parkland School Division (PSD) maintain its focus on transporting PSD students and reducing PSD's transportation operating deficit, and therefore refrain from reconsidering a cooperative busing agreement with Wild Rose School Division.

SM:kz



Parkland School Division

Where the World Opens Up

Title: COOPERATIVE BUSING AGREEMENTS WITH WILD ROSE SCHOOL DIVISION

June 11, 2019

RECOMMENDATION

1. The Board of Trustees maintain a focus on transporting Parkland School Division (PSD) students to PSD schools, maximizing resources to the benefit of our students. Therefore, administration recommends the Board of Trustees not reconsider entering into a cooperative busing agreement with Wild Rose School Division (WRSD).

KEY MESSAGES

1. Providing transportation to students between PSD and WRSD encourages students to leave PSD and has resulted in estimated losses in of \$786,000 over the past 3 years.
2. Removal of this service will reduce PSD's transportation operating deficit.

BACKGROUND

Cooperative busing transportation agreements existed for bus service to Drayton Valley, serving WRSD. The WRSD agreement was formed in August 1995 and has not been updated. The WRSD agreement has been discontinued for the 2019-2020 fiscal year after analysis showed the agreement was not beneficial to PSD.

Our understanding of the original intent for the busing agreement was to provide a high school option for PSD students residing in the areas of Entwistle and Tomahawk. Figure 1 indicates the optional bus service area for those PSD students who want to go WRSD. Over the years, this agreement has grown in scope to include all WRSD schools, not just the high school. A further scope expansion occurred when the WRSD School (K-9) in the Lindale area closed. Some of the students who attended that school are now transported from WRSD to Tomahawk School by PSD Transportation Services.

Recently, WRSD has asked PSD to reconsider canceling the existing agreement or enter into a new agreement that would allow WRSD to transport PSD students to WRSD and for WRSD to receive the transportation funding.

DETAILED INFORMATION

Analysis

The transportation procedures and fees applicable for those students residing within the optional attendance are:

- Grade K – 9: Administrative Procedure 550 – Transportation Services states “An ineligible student may be provided transportation, on an annual basis, from their primary residence or an existing congregated stop to their designated school, school of choice, or cross attendance school in consideration of the following: A student's access to available transportation shall be evaluated annually. There is no guarantee of a continuation of transportation service from year to year.

COOPERATIVE BUSING TRANSPORTATION AGREEMENTS

- The Director of Transportation may provide transportation to students who reside outside of the Division's boundary in accordance with transportation agreements that exist between the school authorities.

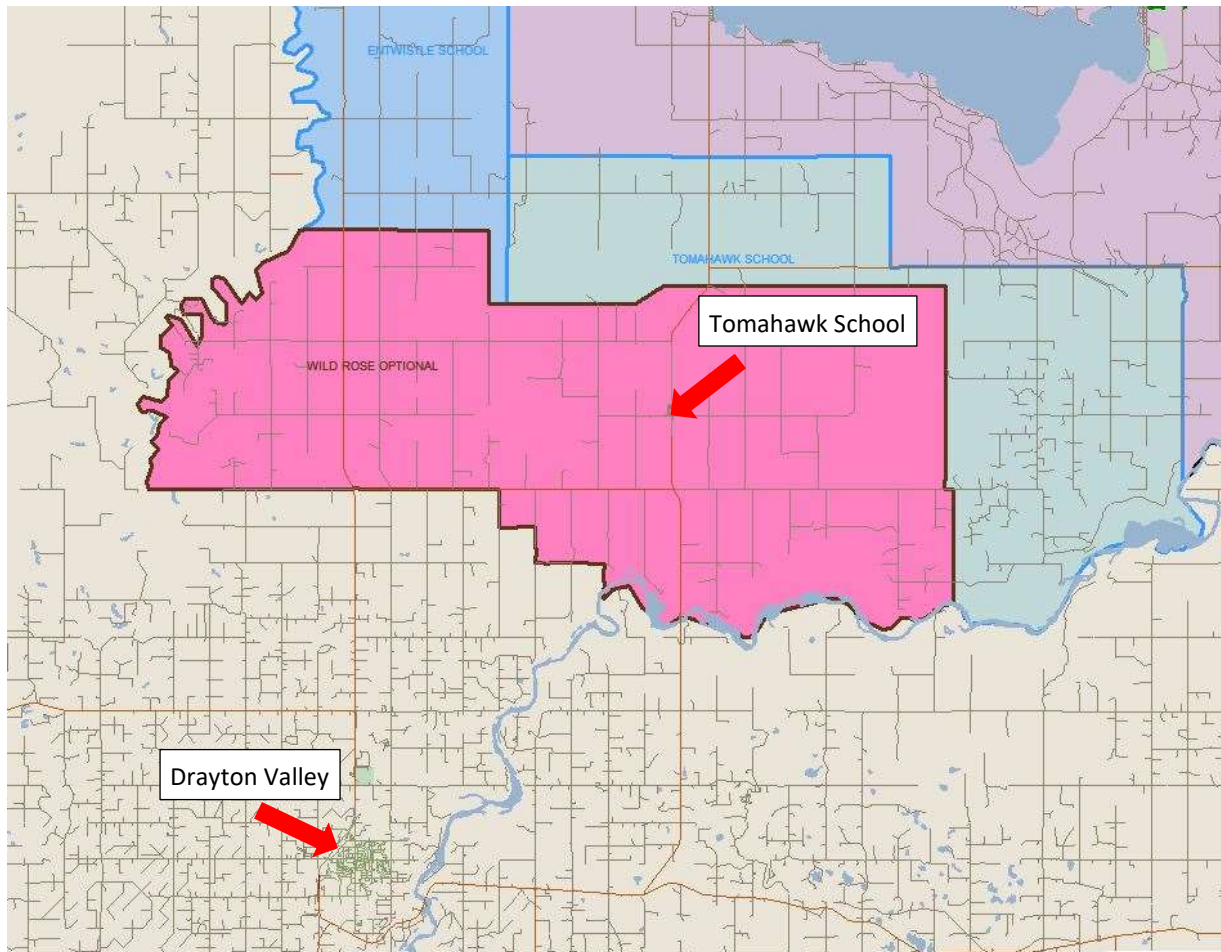


Figure 1: WRSD Optional Attendance Area (pink area) within PSD

Table 1 shows the actual number of students PSD transports into PSD and out to WRSD.

School Year	INTO PSD	OUT of PSD INTO WRSD	Net
			Impact on PSD
2018-2019	11	33	-22
2017-2018	13	49	-36
2016-2017	15	46	-31

Table 1: Historical summary of students transported

Transportation Costs (determined using actual student data)

As per the transportation agreements, bus service was to be operated on a cost neutral basis. A detailed transportation cost analysis is included in Appendix A. The services were provided without overhead, such as

creating the transportation student records, assigning students to buses, dispatching, tracking all associated buses, and performing necessary student transportation operational management. Additional overheads to consider, include technology services support costs, finance support costs for invoicing and payments, and divisional administration. Historically, overhead costs were not factored into the billing to WRSD.

The annual transportation deficit related to WRSD transportation agreements are \$109,375 in 2016-2017 to \$127,109 in 2017-2018. The estimated deficit for 2018-2019 is \$119,380.

Instructional Funding Revenue Impacts

Offering transportation services to a neighboring school division promotes students leaving their designated school within PSD. This results in a loss in instructional funding to PSD due to the WRSD cooperative busing agreement. A detailed analysis of the lost revenue is included in Appendix B. The estimated loss in revenue is \$168,148 for the 2018-2019 school year. This is the net impact based on students bused into and out of the division.

If the WRSD cooperative busing agreements were not in place it couldn't be assumed that all students would attend their designated school, therefore an assumption that 50% of the students currently being bused out of PSD would find their own transportation to an out of boundary school. This resulted in an annual projected revenue loss of ***\$84,074 in the 2018-2019 school year***. The equivalent opportunity revenue loss was calculated for the 2017-2018 and 2016-2017. The estimated revenue losses were \$129,729 and \$216,085, respectively.

In addition to the financial impacts of a net transfer of students out of the division, there are impacts to the west end schools in PSD as a result of lower enrolments. The west end schools are experiencing declining enrolments making the schools less viable. If the agreements were not in place enrolment should increase in PSD's west end schools.

Cooperative Busing Agreement Cost impact on PSD

The total impact to both transportation costs and lost instructional funding is tabulated in Table 2, showing an average loss of over \$261,917 per school year.

Agreement Costs	2016-2017	2017-2018	2018-2019
Transportation Costs (2)	\$ (109,375)	\$ (127,109)	\$ (119,380)
Instructional Costs (1)	\$ (216,085)	\$ (129,729)	\$ (84,074)
Total Cost	\$ (325,460)	\$ (256,838)	\$ (203,454)

Assumptions:

1. Estimated that 50% of the net students impacted by the agreement remain in PSD
2. Transportation costs include 9.28% overhead of bus costs for coordination costs to operate the buses providing the service. This includes issuing bus passes, dispatch, student management, and driver management.

Table 2: Agreement Cost Summary

Resource Impact

The impact for the past three years has not been favourable for PSD resulting in a loss of instructional revenue and increased transportation costs of \$786,000. The agreements increased the complexity of our transportation system and encourages students to leave PSD.

IF WRSD Provided the Cooperative Busing

If PSD entered into a cooperative busing arrangement where WRSD transported students between PSD and WRSD, it would continue to encourage PSD students to leave the Division. As discussed earlier in the analysis it would negatively impact enrolment and the education funding received by PSD.

If the agreement was limited to grandfathering current students, it creates a number of issues:

1. How do you address siblings not yet of school age?
2. How do you address new families that may want the service in the future, especially if the bus goes by their house?
3. As students graduate, the cost of busing increases as fewer and fewer students ride the bus.
4. Encourages students to leave the Division.

If the WRSD cooperative busing agreements were cancelled (SWOT Analysis)

- **Strengths**
 - Increased incentive for students to attend designated schools. Students attending their designated schools will receive funded transportation from their residence to their school of designation and return.
 - Reduce transportation costs by eliminating unnecessary buses. Buses with low utilization will be eliminated or redirected.
 - Reduced transportation complexity because of different school Division calendars and buses operating on non-instructional days within PSD.
 - Improved route planning because of increased focus on busing to PSD schools.
- **Weaknesses**
 - Reduces busing options for students to attend schools of choice outside of PSD.
- **Opportunities**
 - Improved bus operations by focusing on services in the Division. Resources utilized to coordinate the transportation of students out of the Division can be utilized elsewhere.
 - Cost saving through efficient bus operations thus reducing the budget shortfall.
 - Increase utilization in our rural schools (11 students).
- **Threats**
 - Complaints from parents regarding discontinuing the service. A thorough communication strategy is required to advise parents of the changes.
 - WRSD buses may enter the Division to transport the students. These buses can enter the Division, but the transporting authority cannot claim the transportation funding on the grant application.
 - Weakened relations with these surrounding school authorities.

CONSIDERATIONS / ACTIONS

Observations/Considerations

1. Continuation of the agreement is not advisable. The agreement has been detrimental to the Division through lost revenue from resident students attending schools outside PSD.
2. The budget shortfall will be reduced by discontinuing the WRSD cooperative busing agreement.
3. Parents currently receiving cooperative busing will voice their concerns, as may other stakeholders.

Communication Strategic Action Plan

1. Notify WRSD that the cooperative agreement is not being reconsidered due to the negative impact on PSD.

COOPERATIVE BUSING TRANSPORTATION AGREEMENTS

APPENDIX A: TRANSPORTATION COSTS BY SCHOOL YEAR

2016-2017	Route	Cost to PSD				Revenue to PSD				Difference
		Contract Cost	Fuel Escalator	Overhead (Coordination)	Cost subtotal	Grant funding	Transportation Fees Collected	Amount billed to WRSD	Revenue subtotal	
WRPS (leaving PSD)	605, 706, 714	\$ 130,853	\$ 9,914	\$13,063	\$153,830	\$ 90,571	\$8,324	\$ 43,847	\$ 142,742	\$ (15,909)
PSD (inbound OB)	715, 716	\$ 113,602	\$5,132	\$11,019	\$129,753	\$ 34,187	\$ 2,100		\$ 36,287	\$ (93,466)
Total										\$ (109,375)

2017-2018	Route	Cost to PSD				Revenue to PSD				Difference
		Cost	Fuel Escalator	Overhead (Coordination)	Cost subtotal	Grant funding	Transportation Fees Collected	Amount billed	Revenue subtotal	
WRPS (leaving PSD)	605,706	\$ 105,337	\$5,772	\$ 10,312	\$ 121,421	\$ 61,885	\$ 5,745	\$ 38,048	\$ 105,679	\$ (15,742)
PSD (inbound OB)	715, 716	\$ 146,988	\$ 7,084	\$ 14,342	\$ 139,826	\$ 46,052	\$ 2,100	\$ 8,895	\$ 57,047	\$ (111,367)
Total										\$ (127,109)

2018-2019	Route	Cost to PSD				Revenue to PSD				Difference
		Cost	Fuel Escalator	Overhead (Coordination)	Cost subtotal	Grant funding	Transportation Fees Collected	Amount billed	Revenue subtotal	
WRPS (leaving PSD)	605, 706	\$ 80,095	\$ 7,437	\$ 12,421	\$ 95,654	\$ 37,943	\$ 9,710	\$ 39,879	\$ 87,531	\$ (12,421)
PSD (inbound OB)	715, 716	\$ 164,707	\$ 12,291	\$ 16,425	\$ 193,423	\$ 43,782	\$ 4,855	\$ 33,426	\$ 82,0431	\$ (106,959)
Total										\$ (119,380)

Assumptions:

1. Transportation costs include 9.28% overhead of bus costs for coordination costs to operate the buses providing the service. This includes issuing bus passes, dispatch, student management, and driver management.
2. Original assumption of receiving an additional \$33,426 for bus was not realized and as a result is an additional cost to provide busing.

COOPERATIVE BUSING TRANSPORTATION AGREEMENTS

APPENDIX B: EDUCATIONAL COST ANALYSIS

Students who attend WRSD but are within PSD attendance area		2018-2019		% of students return to PSD ¹	2017-2018		% of students return to PSD ¹	2016-2017		% of students return to PSD ¹
	Rate	Students	\$	50%	Students	\$	50%	Students	\$	50%
Base Funding										
ECS	\$ 3,339.90	1	\$ 3,339.90	\$ 1,669.95	3	\$ 10,019.70	\$ 5,009.85	2	\$ 6,679.80	\$ 3,339.90
Gr 1-9	\$ 6,679.79	22	\$ 146,955.38	\$ 73,477.69	29	\$ 193,713.91	\$ 96,856.96	41	\$ 273,871.39	\$ 136,935.70
Gr 10-12	\$ 6,679.79	10	\$ 66,797.90	\$ 33,398.95	15	\$ 100,196.85	\$ 50,098.43	29	\$ 193,713.91	\$ 96,856.96
Class size										
ECS	\$ 760.84	1	\$ 760.84	\$ 380.42	3	\$ 2,282.52	\$ 1,141.26	2	\$ 1,521.68	\$ 760.84
Gr 1-3	\$ 1,521.68	3	\$ 4,565.04	\$ 2,282.52	8	\$ 12,173.44	\$ 6,086.72	13	\$ 19,781.84	\$ 9,890.92
Equity of Opportunity	\$ 144.16	32.5	\$ 4,685.20	\$ 2,342.60	45.5	\$ 6,559.28	\$ 3,279.64	71	\$ 10,235.36	\$ 5,117.68
Inclusive Education	\$ 523.71	32	\$ 16,758.72	\$ 8,379.36	44	\$ 23,043.24	\$ 11,521.62	70	\$ 36,659.70	\$ 18,329.85
SocioEconomic	\$ 80.11	32.5	\$ 2,603.60	\$ 1,301.80	45.5	\$ 3,645.04	\$ 1,822.52	71	\$ 5,687.87	\$ 2,843.94
			\$ 246,466.58	\$ 123,233.29		\$ 351,633.98	\$ 175,816.99		\$ 548,151.55	\$ 274,075.78
Students who attend PSD but are from out of boundary		2018-2019		% of students return to PSD ¹	2017-2018		% of students return to PSD ¹	2016-2017		% of students return to PSD ¹
	Rate	Students	\$	50%	Students	\$	50%	Students	\$	50%
Base Funding										
ECS	\$ 3,339.90	2	\$ 6,679.80	\$ 3,339.90	-	\$ -	\$ -	-	\$ -	\$ -
Gr 1-9	\$ 6,679.79	9	\$ 60,118.11	\$ 30,059.06	9	\$ 60,118.11	\$ 30,059.06	15	\$ 100,196.85	\$ 50,098.43
Gr 10-12	\$ 6,679.79	-	\$ -	\$ -	3	\$ 20,039.37	\$ 10,019.69	-	\$ -	\$ -
Class size										
ECS	\$ 760.84	2	\$ 1,521.68	\$ 760.84	-	\$ -	\$ -	-	\$ -	\$ -
Gr 1-3	\$ 1,521.68	2	\$ 3,043.36	\$ 1,521.68	2	\$ 3,043.36	\$ 1,521.68	3	\$ 4,565.04	\$ 2,282.52
Equity of Opportunity	\$ 144.16	10	\$ 1,441.60	\$ 720.80	12	\$ 1,729.92	\$ 864.96	15	\$ 2,162.40	\$ 1,081.20
Inclusive Education	\$ 523.71	9	\$ 4,713.39	\$ 2,356.70	12	\$ 6,284.52	\$ 3,142.26	15	\$ 7,855.65	\$ 3,927.83
SocioEconomic	\$ 80.11	10	\$ 801.11	\$ 400.55	12	\$ 961.33	\$ 480.67	15	\$ 1,201.66	\$ 600.83
			\$ 78,319.05	\$ 39,159.52		\$ 92,176.61	\$ 46,088.31		\$ 115,981.60	\$ 57,990.80
Net School Fees that are lost as result of allowing cross boundary			\$ (168,148)	\$ (84,074)		\$ (259,457)	\$ (129,729)		\$ (432,170)	\$ (216,085)

COOPERATIVE BUSING TRANSPORTATION AGREEMENTS

Assumptions:

1. Estimated that 50% of the net students impacted by the agreement remain in PSD
2. In addition the bulk of these students would attend Tomahawk school and increase the enrolment in the school by 12 students (12.5 FTE)

School Allocation

-1 ECS	3,450.30
1 Gr 1-3	6,900.60
3 Gr 4-6	5,731.95
9 Gr 7-9	5,231.10

Tomahawk required a special allocation of 18,740 for the 2018-19 school year. If these students had attended the school this allocation would not have been necessary.



MEMORANDUM

Date: June 11, 2019
To: Board of Trustees
From: Shauna Boyce, Superintendent
Originator: Scott McFadyen, Associate Superintendent
Subject: IUOE

Recommendation

That the Board of Trustees accept and ratify the Local 955 International Union of Operating Engineers (IUOE), Memorandum of Agreement on May 9, 2019. As recommended by the IUOE Labour Relations committee at the Regular Meeting of June 11, 2019.

Background:

On May 9, 2019 IUOE Local 955 voted 84% in favor of ratification of the new collective agreement term September 1, 2018 to August 31, 2023. It was agreed that for 2018 and 2019 there will be no wage increase and in 2020 no increase with a \$150 total added to health spending. In 2021 there will be a 1% wage increase and in 2022 a 2% wage increase.

The Memorandum of Agreement dated April 8, 2019 has been attached with the following amended articles.

ARTICLE 13 Employment Opportunities 13.01
ARTICLE 16 Bereavement Leave 16.04
ARTICLE 17 Leave for Special Circumstances 17.17
ARTICLE 19 Named Holidays 19.06
ARTICLE 20 Hours of Work and Overtime 20.06
ARTICLE 26 Duration of Collective Agreement Wage Schedule – Schedule A
Wage Schedule
School Classifications
Letter of Understanding (I)
Letter of Understanding (II)
Letter of Understanding (III)
Letter of Intent

The members of the employer bargaining committees agree as individuals and on behalf of their committee to recommend that the Board accept and vote in favor of ratification of this agreement.

SM:rg

MEMORANDUM OF AGREEMENT

-between-

PARKLAND SCHOOL DIVISION NO. 70

-and-

LOCAL#955 – INTERNATIONAL UNION OF OPERATING ENGINEERS

ARTICLE	TITLE	
ARTICLE 13	EMPLOYMENT OPPORTUNITIES	13.01
ARTICLE 16	BEREAVEMENT LEAVE	16.04
ARTICLE 17	LEAVE FOR SPECIAL CIRCUMSTANCES	17.17
ARTICLE 19	NAMED HOLIDAYS	19.06
ARTICLE 20	HOURS OF WORK AND OVERTIME	20.06
ARTICLE 26	DURATION OF COLLECTIVE AGREEMENT	5 years
	WAGE SCHEDULE – SCHEDULE A	Hourly Rates - Facilities
	SCHOOL CLASSIFICATIONS	Housekeeping
	LETTER OF UNDERSTANDING (I)	Removed
	LETTER OF UNDERSTANDING (II)	Renew
	LETTER OF UNDERSTANDING (III)	Renew
	LETTER OF INTENT	Renew

MEMORANDUM OF AGREEMENT

-between-

PARKLAND SCHOOL DIVISION NO. 70

-and-

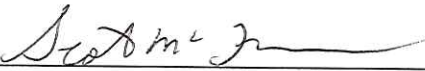
LOCAL#955 – INTERNATIONAL UNION OF OPERATING ENGINEERS

The undersigned members of the respective bargaining committees agree as individuals and on behalf of their committee to recommend for ratification the attached amendments to the collective agreement between the entities described above. This attached memorandum constitutes the entire agreement between the parties.

Signed this 8th day of April, 2019

**ON BEHALF OF THE PARKLAND
SCHOOL DIVISION NO. 70**


**ON BEHALF OF LOCAL #955 –
INTERNATIONAL UNION OF
OPERATING ENGINEERS**



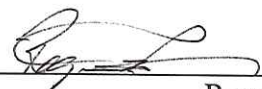
Scott McFadyen



Gordon Morrison



Shae Abba



Regan Cwynar



Eric Cameron

ARTICLE 13 EMPLOYMENT OPPORTUNITIES

13.01 In filling a permanent, seasonal or temporary position the Employer shall notify the Union and post the position on the Employer's website for a minimum of ~~ten (10)~~ 7 seven working days so that all members will have knowledge of same. Any member may make written application to the Employer if they so desire. The Employment Bulletin shall contain the following information:

- nature of position
- abilities and skills
- shift and rate of pay
- designation - permanent, seasonal or temporary
- regular hours worked per week
- initial employee reporting base

When the Employer is filling a vacancy of three (3) hours or less, or adding additional regularly scheduled hours at a worksite, up to and including three (3) hours, the Employer may distribute the work by seniority to one (1) or more part-time employees employed at the site. If they decline to accept the hours, then the position shall be posted in accordance with this Collective Agreement."

PARKLAND SCHOOL DIVISION NO. 70

- AND -

THE INTERNATIONAL UNION OF OPERATING ENGINEERS,
LOCAL NO. 955

Sign Off Sheet

DATE:

Jan 23, 2019

TIME:

2:30 pm

AGREED

For IUOE:

[Signature]

Gordon Morrison Business Agent

For the Division:

[Signature]

Scott McFadyen, Associate
Superintendent

**PARKLAND SCHOOL DIVISION #70
AND
LOCAL #955 – INTERNATIONAL UNION OF
OPERATING ENGINEERS**

16.04 Immediate family includes current or former spouse, child, parent, brother, brother-in-law, sister, sister-in-law, son-in-law, daughter-in-law, parent of spouse, grandparent, grandchild, or relative who is a member of the employee's household.


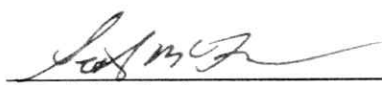
Immediate family shall mean spouse and child, stepchild, a parent, brother, brother-in-law, sister, sister-in-law, son-in-law, daughter-in-law, parent of spouse, grandparent, grandchild, or relative who is a member of the Employee's household.

**PARKLAND SCHOOL DIVISION NO. 70
- AND -
THE INTERNATIONAL UNION OF OPERATING ENGINEERS,
LOCAL NO. 955**

Sign Off Sheet

DATE: 08 APRIL 2019 TIME: 3:30 pm

AGREED

For IUOE:  For the Division: 
Gordon Morrison, Business Agent Scott McFadyen,
Associate Superintendent

**PARKLAND SCHOOL DIVISION #70
AND
LOCAL #955 – INTERNATIONAL UNION OF
OPERATING ENGINEERS**


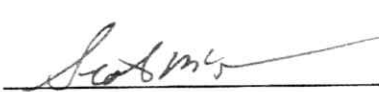
17.17 Any Employee will receive one (1) day, providing the event occurs on a working day, for the Employee's own wedding, convocation, obtaining Canadian Citizenship or graduation from a post-secondary institution and one (1) day for any of the following: a spouse's/partner's, child's or step-child's wedding, convocation, Canadian Citizenship or graduation from a post-secondary institution, providing the event occurs on a working day, during the employee's working hours and the employee attends the event.

PARKLAND SCHOOL DIVISION NO. 70
- AND -
THE INTERNATIONAL UNION OF OPERATING ENGINEERS,
LOCAL NO. 955

Sign Off Sheet

DATE: 08 April, 2019 TIME: 3:30 pm

AGREED

For IUOE:  For the Division: 
Gordon Morrison, Business Agent Scott McFadyen,
Associate Superintendent

19.06 GENERAL HOLIDAY PAY (Remove from C/A)

~~To be eligible for a named holiday with pay or pay in lieu, an employee must:~~

~~a) have worked for the Employer for not less than thirty (30) days in the twelve (12) month period preceding the holiday, and~~

~~b) have worked on the last regular working day preceding and the first regular working day following the named holiday, or be absent for reasons acceptable to the Employer, and~~

~~c) work on the named holiday when required or scheduled to do so.~~

General Holiday Pay: (Replace)

Basic rules

- Most employees are entitled to take general holidays and receive general holiday pay immediately upon starting employment.
Most employees are entitled to general holidays and receive general holiday pay regardless of the day of the week the general holiday falls.
- Employees who work a general holiday are entitled to either:
 - a) pay of 1.5 times what they would normally earn for the hours worked in addition to an amount that is their average daily wage, or
 - b) their standard wage rate for hours worked plus a day off at a future date and an amount that is their average daily wage for that day off.
- Employees who don't work on a general holiday and are eligible for general holiday pay must be paid at least their average daily wage. Average daily wage calculated as 5% of the employee's wages, general holiday pay and vacation pay earned in the 4 weeks immediately preceding the general holiday.

PARKLAND SCHOOL DIVISION NO. 70

- AND -

**THE INTERNATIONAL UNION OF OPERATING ENGINEERS,
LOCAL NO. 955**

Sign Off Sheet

DATE:

Jan 23, 2019

TIME:

2:33pm

AGREED

For IUOE:

Gordon Morrison

Gordon Morrison, Business Agent

For the Division:

Scott McFadyen

Scott McFadyen,
Associate Superintendent

20.06


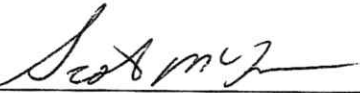
In each working day there will be a fifteen (15) minute rest break during the course of four (4) continuous hours of employment. There shall be an unpaid lunch break of not more than one (1) hour during the course of five (5) ~~six~~ (6) continuous hours worked. (Law-housekeeping)

PARKLAND SCHOOL DIVISION NO. 70
- AND -
THE INTERNATIONAL UNION OF OPERATING ENGINEERS,
LOCAL NO. 955

Sign Off Sheet

DATE: Jan 23, 2019 TIME: 2:34 pm

AGREED

For IUOE:  For the Division: 
Gordon Morrison, Business Agent Scott McFadyen,
Associate Superintendent

**PARKLAND SCHOOL DIVISION #70
AND
LOCAL #955 – INTERNATIONAL UNION OF
OPERATING ENGINEERS**

**WAGE SCHEDULE – Effective September 1, 2018
SCHEDULE A - HOURLY RATES**

**FACILITIES & CUSTODIAL
CLASSIFICATIONS**


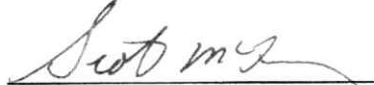
2018 0% increase
2019 0% increase
2020 0% increase w/\$150 total
added to health spending.
2021 1% increase
2022 2% increase

**PARKLAND SCHOOL DIVISION NO. 70
- AND -
THE INTERNATIONAL UNION OF OPERATING ENGINEERS,
LOCAL NO. 955**

Sign Off Sheet

DATE: 08 APRIL, 2019 TIME: 4:54pm

AGREED

For IUOE:  For the Division: 
Gordon Morrison, Business Agent Scott McFadyen,
Associate Superintendent

**PARKLAND SCHOOL DIVISION #70
AND
LOCAL #955 – INTERNATIONAL UNION OF
OPERATING ENGINEERS**

Schedule A-WAGE SCHEDULE

SCHEDULE A - HOURLY RATES

FACILITIES CLASSIFICATIONS Sept 1, 2018

Master Electrician 38.23

Electrician 37.78

Plumber 37.78

Carpenter / Locksmith 37.23

Painter 35.37

~~Area Maintenance 34.80~~ housekeeping

Maintenance Service Worker II 27.01

Maintenance Service Worker I 24.61

Student Employee 15.61

Courier 24.61

**PARKLAND SCHOOL DIVISION NO. 70
- AND -
THE INTERNATIONAL UNION OF OPERATING ENGINEERS,
LOCAL NO. 955**

Sign Off Sheet

DATE: 08 April, 2019 TIME: 3:30 pm

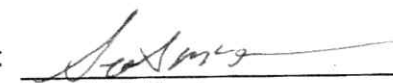
AGREED

For IUOE:



Gordon Morrison, Business Agent

For the Division:



Scott McFadyen,
Associate Superintendent

~~LETTER OF UNDERSTANDING (I)~~
~~Between~~
~~PARKLAND SCHOOL DIVISION NO. 70~~
~~(hereinafter referred to as the "Employer")~~

~~And~~
~~INTERNATIONAL UNION OF OPERATING ENGINEERS, LOCAL UNION NO. 955~~
~~(hereinafter referred to as the "Union")~~

~~The parties agree to support a wage reopener where only the rates of pay contained in Schedule A for the second (2nd) year of the Collective Agreement are open for negotiation as follows:~~

- ~~1. Either party may provide written notice, by June 30, 2016, but not earlier than May 1, 2016, of their intention to negotiate amendments to the wages contained in Schedule A for the second (2nd) year of the Collective Agreement.~~
- ~~2. If notice is provided by either party in accordance with the Clause above, the parties agree that the wages contained in Schedule A will be subject to negotiations, commencing within fourteen (14) calendar days of receipt of the notice.~~
- ~~3. In the event the parties cannot reach agreement through the wage reopener, either party may submit the matter to voluntary and binding interest arbitration. The procedure set out in Division 15 of the Alberta Labour Relations Code will apply. The Award of the voluntary interest arbitration board shall be binding on the parties and shall be included as an amendment to this Collective Agreement.~~

~~This letter of understanding shall expire, and have no further force and effect, on August 31, 2017.~~


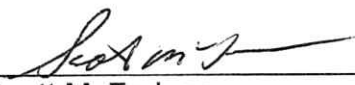
Expired-Remove

PARKLAND SCHOOL DIVISION NO. 70
- AND -
THE INTERNATIONAL UNION OF OPERATING ENGINEERS,
LOCAL NO. 955

Sign Off Sheet

DATE: Jan 23, 2019 TIME: 2:35pm

AGREED

For IUOE:  For the Division: 
Gordon Morrison, Business Agent Scott McFadyen,
Associate Superintendent

LETTER OF UNDERSTANDING (II) (Renew)
Between
PARKLAND SCHOOL DIVISION NO. 70
(hereinafter referred to as the "Employer")
And
INTERNATIONAL UNION OF OPERATING ENGINEERS, LOCAL UNION NO. 955
(hereinafter referred to as the "Union")

Regarding Clause 11.05(c), the Union has requested that this Clause be removed from the Collective Agreement on the grounds that it is contrary to legislation.

The Employer desires that this Clause remain in the Collective Agreement on the grounds that the application of the Clause would be within their management rights.

Therefore, in the absence of an agreement between the parties to remove Clause 11.05 (c) from the Collective Agreement, the Employer acknowledges that the Union believes that the Clause has no legal standing.

PARKLAND SCHOOL DIVISION NO. 70
- AND -
THE INTERNATIONAL UNION OF OPERATING ENGINEERS,
LOCAL NO. 955

Sign Off Sheet

DATE:

Jan 23, 2019

TIME:

2:37pm

AGREED

For IUOE:

[Signature]

Gordon Morrison, Business Agent

For the Division:

[Signature]

Scott McFadyen,
Associate Superintendent

LETTER OF UNDERSTANDING (III)(RENEW)

Between

PARKLAND SCHOOL DIVISION NO. 70
(hereinafter referred to as the "Employer")

And

INTERNATIONAL UNION OF OPERATING ENGINEERS, LOCAL UNION NO. 955
(hereinafter referred to as the "Union")

RE: TRANSITION OF SEASONAL EMPLOYEES TO PERMANENT STATUS

The parties agree, that effective June 1st, 1999:

1. Job postings will be for permanent positions only.
2. Current seasonal employees may at their option choose to remain as seasonal employees or by application to the Employer convert to permanent status. The option to convert to permanent status shall be available from June 1st, 1999 to August 31st, 2000.
3. Seasonal employees converting to permanent status shall accrue vacation leave in accordance with the Collective Agreement effective September 1st, 1999, with vacation pay continuing to be paid out until then. In the first (1st) year of permanent status converted part-time employees shall be eligible for leave without pay commensurate with the employee's years of service.
4. Converted part-time employees shall be allowed at the employee's option to compress their holiday time for periods of vacation of two (2) weeks or longer; ie: two (2) weeks at eight (8) hours per day instead of four (4) weeks at four (4) hours per day.
5. Converted part-time employees shall be eligible at the employees option to combine their hours in July and August; ie: work eight (8) hours per day for the month of July and bank four (4) hours a day to be paid out during a leave of absence in August.
6. Vacation may be requested by the employee throughout the year as mutually agreed upon with the Employer, subject to operational requirements.

PARKLAND SCHOOL DIVISION NO. 70

- AND -

THE INTERNATIONAL UNION OF OPERATING ENGINEERS,
LOCAL NO. 955

Sign Off Sheet

DATE: Jan 23, 2019 TIME: 2:39pm

AGREED

For IUOE: 
Gordon Morrison, Business Agent

For the Division: 
Scott McFadyen,
Associate Superintendent

* LETTER OF INTENT (Renew)

The Employer, in cooperation with the Union, has by way of policy established a Benefit Plan Advisory Committee for the purpose to administer and review the Board's Group Benefit Insurance Plans and other Employee Benefits Plans that is provided to all non-teaching staff. Recommendations, concerns and suggestions regarding employee benefits will be first dealt with by this committee.

The authority of the committee is to make recommendations to the Board of Trustees when major changes in coverage, change in benefit consultant, or plan design changes are necessary or desirable. The membership of the committee includes representatives from the International Union of Operating Engineers (IUOE), Local Union No. 955 as well as the Central Alberta Association of Municipal and School Employees (CAAMSE), non-union support staff and the Board of Trustees.

**PARKLAND SCHOOL DIVISION NO. 70
- AND -
THE INTERNATIONAL UNION OF OPERATING ENGINEERS,
LOCAL NO. 955**

Sign Off Sheet

DATE:

Jan 23, 2019

TIME:

2:40 pm

AGREED

For IUOE:

[Signature]

Gordon Morrison, Business Agent

For the Division:

[Signature]

Scott McFadyen,
Associate Superintendent



MEMORANDUM

Date: June 11, 2019
To: Board of Trustees
From: Shauna Boyce, Superintendent
Originator: Scott Johnston, Associate Superintendent
Subject: **BOARD POLICY 1**

Recommendation

That the Board of Trustees approve Board Policy 1 as presented at the Regular Meeting of June 11, 2019.

Background

At Parkland School Division's Annual Education Planning and Stakeholder Engagement Event on May 16, 2019, over 140 stakeholders (including students, parents, teachers, administrators, school council representatives, union representatives, municipal partners, trustees, and Parkland School Division senior team) came together to discuss the future of education in the Division.

During the Stakeholder Engagement Event, Parkland School Division's stakeholders shared their ideas about the vision for the ideal school division. They also highlighted a number of core education values (the ideas and concepts that they hold most dear) and these important points guided the discussions for the entire day.

Throughout the school year, Parkland School Division has engaged in a series of meetings and events with key stakeholders such as the Fall Community/Parent Engagement, Teacher Advisory, Lead Team, Student Advisory Committee, ThoughtExchange 2019. Based on the significant feedback received through these engagements, as well as the Stakeholder Engagement Event on May 16, 2019, Parkland School Division Trustees and administration drafted updated vision, mission, and values statements that reflected core stakeholder input.

The final draft of these statements reflects the positive and passionate future of Parkland School Division and offers a strong foundation as the Board provides governance and leadership in the years to come.

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

SJ:kz



Parkland School Division Board Policy 1

DIVISION FOUNDATIONAL STATEMENTS

Vision

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

Mission

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

Foundational Statements:

Our Ultimate Goal is Student Success and Well-Being.

We therefore value:

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

We attend to these Priorities:

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

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



Parkland School Division

Board Policy 1: Appendix 1.1

PSD CODE OF CONDUCT

Code of Conduct

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

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

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

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

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

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

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



Parkland School Division Board Policy 1: Appendix 1.2

LOGO AND TAG-LINE STATEMENT

Approved Parkland School Division Logos:



Or



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



Parkland School Division Board Policy 1

DIVISION FOUNDATIONAL STATEMENTS

Vision

~~Parkland School Division is a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their dreams.~~

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

Mission

~~Our purpose is to prepare, engage, and inspire our students to be their best in a quickly changing global community.~~

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

Values and Beliefs

~~In Parkland School Division everyone is accepted and experiences a sense of belonging. In full adherence to the Alberta Human Rights Act, all persons are equal in: dignity, rights and responsibilities without regard to race, religious beliefs, colour, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family or sexual orientation. In Parkland School Division every student has meaningful contributions to make.~~

~~The following belief statements guide our decisions and behaviors to ensure that we are creating environments and engaging in practices that have their foundation in fundamental Human Rights:~~

- ~~● We value and respect inclusion and diversity within our schools.~~
- ~~● We value trust and mutual respect among all of our education stakeholders.~~
- ~~● We are a caring and compassionate organization — guided by what's in the best interest of our students.~~
- ~~● We embrace open and honest communication.~~
- ~~● We believe integrity and fairness are key pillars for student growth.~~
- ~~● We believe learning is the foundation of all we do.~~
- ~~● We believe that confident, adaptable and resilient students are successful students.~~
- ~~● We value excellence, innovation and risk-taking.~~
- ~~● We value citizenship and recognize our central role in guiding students to understand their responsibilities and their place in the world.~~
- ~~● We are committed to providing safe and caring places for all students to learn.~~

- ~~We value collaboration and engagement with students, parents and our communities. Our successes are not possible without these contributions.~~
- We value leadership in all places – everyone in our Division has the potential to be a leader.

Foundational Statements:

Our Ultimate Goal is Student Success and Well-Being.

We therefore value:

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

We attend to these Priorities:

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

Code of Conduct

~~The Code of Conduct helps individuals learn how to resolve issues peacefully, develop empathy, and contribute to a welcome, caring, respectful and safe learning environment that fosters diversity and nurtures a sense of belonging with a positive sense of self. In the Division, all members of our school community are expected to adhere to a code of conduct, and to promote and demonstrate respect, civility, and responsible citizenship. With these goals in mind, and in full consideration of grounds of discrimination set out in the Alberta Human Rights Act, everyone must:~~

- ~~Demonstrate honesty and integrity;~~
- ~~Respect differences in people, their ideas and their opinions;~~
- ~~Acknowledge the right of everyone to be treated with dignity, at all times;~~
- ~~Take appropriate measures to help those in need;~~
- ~~Use non-violent means to resolve conflict;~~
- ~~Honour the role(s) of persons in positions of authority;~~
- ~~Show care and regard for school property and the property of others;~~
- ~~Comply with all applicable federal, provincial and municipal laws;~~

- Refrain from, report and refuse to tolerate bullying or bullying behavior, even if it happens outside of the school or school hours or electronically.

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

Distributed Decision-Making

The Board believes that a resilient, effective organization is managed best by employing all expertise, knowledge and resources available, and is therefore committed to demonstrating that it is an organization that is based on a distributed decision-making model.

The Superintendent shall determine the distribution of decision-making responsibility throughout the organization based on the following guiding beliefs:

1. The distribution of decision-making responsibility will create, and draw upon, leadership capacity within our organization.
2. The Division's staff will have the responsibility to make decisions about activities within the scope of their authority.
3. Individuals who have critical knowledge and expertise about a certain activity are best suited to make the necessary decisions regarding how to best achieve the goals and objectives for that activity.
4. Decision-making responsibility must be supported by equitable resource allocation.
5. Equity is established through a process of collaboration and consensus building.
6. External and internal conditions affecting an organization must be shared to all parties engaged in decision making.

Distribution of Decision Making responsibility shall encompass the following guiding principles.

1. Those who are closest to the activity will have the major influence in decision-making surrounding that activity.
2. Informed decisions will be made with attention to balancing choice, responsibility, and accountability, while maintaining alignment with the organization's mission, vision and principles.
3. Individuals will accept responsibility for their decisions.
4. Decision makers will endeavor to take into account the full scope of impact of their decisions, and will collaborate with those who may be affected by such decisions.
5. Information will be shared as freely as possible throughout the organization.

Approved Parkland School Division Logo



Reference:	School Act: 8, 13, 39, 45, 47, 61, 78, 113 School Authority Accountability Policy 2.11	Approved:	(signature)
		Date Approved:	UNAPPROVED – Indicate Board Meeting Date
Cross-Reference:	Board Policy: 8 Admin Procedure: 100, 150, 350, 353	Reviewed or Revised:	March, 2017 September, 2010



Parkland School Division

Board Policy 1: Appendix 1.1

PSD CODE OF CONDUCT

Code of Conduct

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

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

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

- Demonstrate honesty and integrity;
- Respect differences in people, their ideas and their opinions;
- Acknowledge the right of everyone to be treated with dignity, at all times;
- Take appropriate measures to help those in need;
- Use non-violent means to resolve conflict;
- Honour the role(s) of persons in positions of authority;
- Show care and regard for school property and the property of others;
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In the Division, we are all models for the kinds of citizens we desire to be. We teach and learn by example, maintain proper decorum and demonstrate professionalism in all of our interactions.



Parkland School Division Board Policy 1: Appendix 1.2

LOGO AND TAG-LINE STATEMENT

Approved Parkland School Division Logos:



Or



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



MEMORANDUM

Date: June 11, 2019
To: Board of Trustees
From: Eric Cameron, Board Chair
Subject: **TRUSTEE TRAVEL TO JAPAN – SHIKAOI DELEGATION**

Recommendation

That the Board of Trustees approves sending Trustee McCann to participate with the delegation to Shikaoi, Japan in July 2019.

EC:kz



Proposal: Making Connections Between Schools in Shikaoi and
Parkland School Division
June 2019

Presented to Board of Trustees, June 11, 2019

Trustee Paul McCann

Resource: Town of Stony Plain Shikaoi Exchange Program

Proposal: Making Connections Between Schools in Shikaoi and Parkland School Division

1. Common Ground

Beginning in 1982, Shikaoi and the Town of Stony Plain have established a strong bond between the two communities. Beginning in 1987, Shikaoi has been sending a delegation of grade ten students and teachers to Stony Plain in the Fall, during Thanksgiving. Are there some avenues that the two school systems might explore in order to take greater advantage of what is currently in place and further strengthen the relationship between our two school systems?

2. General Knowledge

I would like an opportunity to meet with various leaders in the Shikaoi school system. I am interested in learning about the basics of Japanese education. [curriculum, school calendar, teacher training, assessment, finances, politics]

3. International Student Program in Parkland School Division

PSD is exploring the possibility of opening up its high schools to international students. Would Shikaoi consider sending students? What would be the expectations?
[curriculum, homestay arrangements, student supports, financial arrangements]

4. Building Student Connections

There are a number of PSD elementary teachers who have indicated that they would like to pair up with classrooms or individual students in Shikaoi. With the 15-hour time difference, is videoconferencing doable? Are there other strategies to consider?

5. Study/Exploration of Best Practices

The Alberta Teachers' Association has provided partial funding for Alberta schools to partner up with international schools in order to better understand the question, "What makes a great school for all?" Individual Alberta schools have made significant and beneficial connections with schools in Finland, Iceland, and New Zealand in discussing this question. Would Shikaoi schools be interested in exploring a similar opportunity?



MEMORANDUM

Date: June 11, 2019
To: Board of Trustees
From: Shauna Boyce, Superintendent
Originator: Scott Johnston, Associate Superintendent
Subject: **Engagement Summary Report**

The Board of Trustees receives for information, the Engagement Summary Report for the May 16, 2019 Stakeholder Engagement Event as presented at the Regular Meeting of June 11, 2019.

Background

At Parkland School Division's annual education planning day, the Stakeholder Engagement Event on May 16, 2019, over 140 stakeholders (including students, parents, teachers, administrators, school council representatives, union representatives, municipal partners, trustees, and Parkland School Division senior team) came together to discuss priority areas within Parkland School Division.

During the Stakeholder Engagement Event, Parkland School Division's stakeholders explored seven concept areas, including:

- A refreshed Foundational Statements document that included new vision, mission and values statements;
- The concept of confident resilience;
- The concept of appreciating diversity;
- Our culture of wellness;
- The importance of resource stewardship;
- A renewed framework for assessment and reporting; and
- Approaches to meaningful engagement.

Parkland School Division continues to engage with key stakeholders at engagement events, such as the Fall Community/Parent Engagement, Teacher Advisory, Lead Team, Student Advisory Committee, ThoughtExchange 2019.

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

SJ:kz



Parkland School Division

Where the World Opens Up

Stakeholder Engagement Event: Priorities Reviewed

June, 2019

Background

Parkland School Division (the Division) continues to value stakeholder input and the Division's Board of Trustees provide immersive engagement opportunities for staff, parents, students and the greater community. Annually in May, the Division gathers a cross section of stakeholders for a full-day of engagement, focused on various aspects of education planning.

Quick Links

- [Education Planning Webpage](#)

At the 2018 Stakeholder Engagement, the Division developed and introduced six Enduring Priorities. These priorities established deliberate focal points in alignment with the provincial Assurance Model of education planning and the newly defined Key Domains in Education. The new priority areas feed into the Division's foundational statements (vision, mission and values) and serve as targets in achieving the Division's Ultimate Goal: ***Student Success and Well-Being***.

In May 2019, engagement participants previewed new versions of the Division's vision, mission and value statements. Further to their thoughts on the new foundational statements, attendees were invited to share their views on each of the Division's six priority areas (as established in 2018). Questions posed to the participants guided them to consider:

- What will we see when we achieve our intended outcomes?
- What must we consider when thinking about ways to reach our outcomes?

The following is a summary of stakeholder feedback from the May 2019 engagement event. This document follows the order of Engagements from the event, namely:

- Refreshing our vision, mission and values;
- Reviewing confident resilience;
- Appreciating diversity;
- Reviewing approaches to establishing a wellness culture;
- Better understanding our resource stewardship;
- Rethinking assessment and reporting; and
- Considering modes of engagement.

Vision, Mission and Values

How does this newly stated vision (mission, values) resonate with you?

Vision

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

Mission

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

Summary of feedback:

Stakeholders support a strong focus on confidence and resilience. As a whole, they believe that the new Vision/Mission is highly-dependant on all learners having equal access to opportunities. Stakeholders expressed their support for healthy relationships, as this builds resilience which is important for motivating kids beyond academics.

Specific to Vision	<ul style="list-style-type: none"> • Greatly appreciate that the focus goes beyond school, but wonder about the plausibility of impacting the world. • Like the term “skills” but expressed a need to understand which skills we mean/value.
Specific to Mission	<ul style="list-style-type: none"> • Stakeholders think the mission is easy to see in action. • Desire a consideration of measuring ‘enduring success’ as it applies to life after Grade 12. • Noted that the term ‘ensure’ implies a guarantee; some suggested ‘create’ or ‘provide’ instead. “Assure” connects to “assurance model.”
Specific to Values	<ul style="list-style-type: none"> • Wonder how best to promote the concept of ‘Excellence in achievement’ with ‘resilience.’ • Expressed wonder as to whether there’s a hierarchy to the value statements.
Items for further consideration	<ul style="list-style-type: none"> • Since resilience is used in all three statements, perhaps a shared/common definition of resilience should be promoted. • Stakeholders support a simplified version of the vision/mission being displayed in schools so children/parents/staff can see themselves in it.

Confident Resilience

What will it look like when we are promoting confident resilience in our students?

Summary of feedback

Stakeholders think we will see students who are more engaged and stronger communicators. Students will be more excited about learning (in attendance, willing to try regardless of outcome), confident in self-advocacy (asking for help, realizing they are valued in the process) and actively reflective (gaining perspective and learning from experience).

Stakeholders believe this will require a community approach—getting everyone involved and positively reinforcing a habit of resilience. Ultimately, students will feel confident enough to engage beyond school and into the community.

Important for confident resilience	<ul style="list-style-type: none"> • Supportive/safe environments in school (in which to build relationships of trust) • Teachers need to model resilience (trying, failing, self-talk, etc.) • Reframing failure: <ul style="list-style-type: none"> ◦ Adapt a growth mindset (value process more than product). Encourage students to think in terms of, “I have more to learn, more to discover. I don’t know this YET.” • Moving through adversity: <ul style="list-style-type: none"> ◦ Teaching the difference between failure and adversity (problem-solving) ◦ Realizing that teachers aren’t going to provide the solution to every problem/barrier, but will be around to coach and support. (Being comfortable being uncomfortable.) ◦ Mentorship and mixed-age learning opportunities (shared experiences, ups and downs) ◦ Build confidence to try again, try in a different way ◦ Risk-taking (trust: in themselves, their peers, their teachers, their parents, their community) ◦ We have to work with our children on overcoming the fear of failure and to embrace the learning that comes with failure.
Items for further consideration	<ul style="list-style-type: none"> • Stakeholders identified that students from grade 7 through 12 tend to struggle with failure as the grades increase, and that there is a feeling among them that from K–9 it’s OK to fail, but not in high school. Questioned: how do we combat this mentality? • Stakeholders expressed agreement with this, but wonder how best to achieve this characteristic in students – some research and new thinking required.

Appreciating Diversity (building capacity)

How do we ensure we are meeting the needs of ALL of our learners?

Summary of feedback

Stakeholders feel it is important that schools/teachers be able to identify needs (requires training), have reliable tools for student feedback, build and maintain a connection with home/families and receive 'buy-in' from everyone in the community.

Everyone comes with an open mind. Stakeholders recognized that diversity needs to be specifically defined and intentionally taught. It requires time to develop (time to teach, time to learn, time to collaborate, time to communicate). Meeting the needs of ALL of our learners begins with knowing the students through deeper connections, assessment and relationship building.

Important for diversity/building capacity	<ul style="list-style-type: none"> • Need to teach diversity so everyone has a clear understanding of what it means. • Teach students that everyone has their own strengths and weaknesses. • Adequate and equal funding and supports are required. • Indigenous teachings/perspectives • Award people based on behaviours, not only academics. • Pay attention to context: supports in schools rather than at division level. • Identify needs (knowing our students, observing, regular communication with students and parents). Recognizing that their needs may not be academic. <ul style="list-style-type: none"> ◦ Recognize when the needs of an individual change. • Differentiated instruction (teaching the same material to all students, but using a variety of instructional strategies). • Ensuring ample opportunity for expression of ability. • Building capacity of teachers/staff through professional development (multiple options, letting them take ownership of it, learning about various needs). • Recognizing that teachers are not certified counsellors and specialized experts are needed.
Items for further consideration	<ul style="list-style-type: none"> • Balancing differentiated instruction and opportunities against the challenge of limited resources. • Balancing the perceived focus on students with high needs and students that stand out during the day in the classroom with those quiet students that come to school each day and try their best but sometimes may not be noticed. • Meeting needs of all while ensuring safety of all.

Wellness Culture and Healthy Approaches

What will we see when a sense of wellness exists among our students, staff and community?

Summary of feedback

Stakeholders believe we will see a balance between work and play, better mental health and a palpable feeling that everyone supports one another. Basically, that we will be happy, healthy and well-adjusted people who have experienced enough positive interactions within our community that we feel safe and supported to share our opinions.

Important for wellness	<ul style="list-style-type: none"> • Increased understanding of and participation in all-around wellness (mental, emotional, physical, social, financial, environmental, etc.) • Better health classes. Shift away from “don’ts” to “how-tos” and updated curriculum (life skills, first aid, etc.) • Stronger connection to nature (play, exploration, outdoor classrooms) • Physical literacy specialist in schools • Students actively engaging with each other (not always retreating into technology) • Nutrition: improved understanding and supports resulting in more kids/families/staff making healthier choices more often. • Parents/guardians will feel more welcome in schools • Understanding and acceptance that wellness looks different for each person. • Staff: work/life balance encouraged and achieved • Respectful, strong and healthy relationships (trust, caring) • A greater understanding of mental health and more people accessing supports (less shame and less blame) • People asking for the help they need (knowing where to go) • More involvement from community members/subject experts/role models (collaborative team approach) • Fewer behavioural issues • Fewer absences/less sickness • Better grades
Items for further consideration	<ul style="list-style-type: none"> • Promoting shared ownership of wellness with all stakeholders. • Balancing wellness approaches with limited resources.

Resource Stewardship

How do we best promote stewardship?

In tight financial times, what are the “absolute must haves”?

Summary of feedback

Stakeholders want to ‘keep people in front of kids’ and support the fiscal philosophy of keeping as many dollars as possible in the classroom.

They believe that teachers/staff should model responsible use: teaching students to respect the resources we have (materials and people) and encouraging them to be good stewards as well, while doing their part and being accountable while promoting needs over wants.

Important for stewardship	<ul style="list-style-type: none"> • Sharing resources among schools (relies on communication and relationships) • Must haves: <ul style="list-style-type: none"> ○ People (“people before things”) ○ Supports (technology, facilities) ○ Adequate funding ○ Training for staff ○ Limited class sizes: <ul style="list-style-type: none"> ▪ Or get better at having the proper number of staff for the class size ▪ Split classes: maximum of two grades per classroom ○ Buildings (safe and maintained) ○ Time ○ Equal access to supports for inclusive education ○ Partnerships in and out of school ○ Transportation (ways to decrease busing costs)
Items for further consideration	<ul style="list-style-type: none"> • Managing growth in the east with declining populations in the west.

Assessment, Reporting and Daily Communication

What are your thoughts on the new Reporting Framework? (see Appendix B)

Summary of feedback

Stakeholders view the new reporting structure as a positive step forward. They like that the jargon is gone and that we've provided clear indicators and descriptors. They also think it eases confusion for parents of students transitioning from Grade 9 to 10. (Better answers the question, "how is my kid doing?")

Some apprehension was expressed about percentages being used in early years (K–4) and that while detailed rubrics, etc. are important, parents just want to get an idea of how their child is doing (quickly, in simplest terms).

Report cards	<ul style="list-style-type: none"> Teachers want more space for personalizing comments (remove character limit). Several parents in attendance indicated that the personalized comments are their favourite/most read part of the report card. Should it be/look different for K–4 and 5–9? Some felt percentage should be given in Junior High Report cards are a snapshot of a time (typically report what parents already know), ongoing communication is more important Reporting needs to address and offer suggestions for improvement. (Don't tell me what I'm good at, tell me how to improve.) Unsure that parents will read the descriptors, exemplars and elements of assessment. Some expressed the need to use specific outcomes for every subject—makes it easier for parents to understand what their child can or cannot do. What they can do to help their child. PowerSchool is an absolute must—continue to use and improve upon it (for all grades). All grades should use PowerSchool, so reporting has transparency
Communicating with parents	<ul style="list-style-type: none"> Ongoing, timely, frequent More face-to-face reporting (teacher and parent) Ways to improve reporting with individuals who lack communication technologies (no phones, no email) How do we get more parents to access PowerSchool? (Why aren't they using it to access report cards?) How do we capture the interest and involvement of parents who don't respond or disengage?
Items for further consideration	<ul style="list-style-type: none"> Implementation of PowerSchool while rolling out a new report card. Parents can look forward to that access in a year's time.

Meaningful Engagement

Considering events like these and other methods, how can we best assure we are reaching our stakeholders effectively and meaningfully?

Summary of feedback

Stakeholders think the Division is doing pretty well at getting all voices heard.

They would like to see more school-level engagement opportunities, but also want the existing opportunities/events to continue.

Important for engagement	<ul style="list-style-type: none"> • Variety of participants is important: <ul style="list-style-type: none"> ○ More student involvement/participation ○ Reach out to more First Nations parents ○ Bring in more parents who aren't on school council ○ Bring in more community members (businesses) • Make engagement more personal (teachers communicate to parents, rather than from Division). • Clearly identify each engagement's purpose (gathering feedback or informing on a decision?). • Organize engagements as family events with childcare. • Parent-friendly language (no jargon) • Consider presentation: critical information vs. lots of information • Keep surveys short and the questions concise. • Explaining the rationale of big decisions, especially when unpopular (helps people feel like they are heard) • Continue Superintendent's Teacher Advisory Team • Fall engagement needs to be promoted • Further opportunities for parents to learn about assessment and reporting (complex topic) • Be aware of using too many methods of communication too often (overwhelming to parents). Parents can feel overwhelmed to stay on top of it. • How do we engage those who don't participate? More opportunities for virtual/digital participation (e.g. parent-teacher interviews)?
School Council specific	<ul style="list-style-type: none"> • Maybe school councils could host school-specific engagements? (smaller groups, specific topics) • Roving school council (chart paper and stickies) so parents can communicate about issues during parent-teacher interviews and other events (multiple places throughout the building).
Items for further consideration	<ul style="list-style-type: none"> • Accessing parents who are not connected to School Councils – this is recognized as a challenge, also, for school councils.



MEMORANDUM

Date: June 11, 2019
To: Board of Trustees
From: Shauna Boyce, Superintendent
Originator: Scott Johnston, Associate Superintendent
Subject: **2019-2020 EDUCATION PLAN DRAFT**

The Board of Trustees receives as information and for review, the 2019-2020 Education Plan Draft as presented at the Regular Meeting of June 11, 2019.

Background

School authority planning is an integral component of school authority accountability and assurance. The Board of Trustees, in collaboration with the Senior Executive Team, Lead Team, parents and students, develops a plan that sets out what needs to be done, including determining priorities, strategies and targets using the most recent results.

The Education Plan is part of an overall planning cycle which involves the following steps:

- Developing and updating a jurisdictional Education Plan that aligns with provincial goals, outcomes and performance measures and the Division's vision, mission, values and beliefs;
- Promoting community engagement;
- Preparing budgets that allocate or re-direct resources to support student learning, to achieve goals and to improve results;
- Implementing strategies to maintain or improve student learning and achievement;
- Monitoring implementation and adjusting efforts as needed;
- Using results to identify areas for improvement and to develop strategies and targets for the next plan, e.g. evidence-based decision making;
- Communicating with stakeholders (staff, students, parents, or guardians, school councils, the public and Alberta Education) about school authority plans and results.

Parkland School Division's Education Plan is the document which guides the strategic plans for the Division and Schools for the following year. Information about the Division has been gathered from a wide variety of feedback sources including the Board of Trustees, senior and school based administrators, community stakeholder meetings, students, teachers, and parents of the Council of School Councils, Thought Exchange and the Accountability Pillar results on Provincial Testing (Provincial Achievement Tests and Diploma Examinations) provided by the Province. Capital Plan information and financial information are also included in the Education Plan.

Parkland School Division received permission from Alberta Education to promote a web-based education plan, in continuing with Alberta Education's Assurance Initiative. The draft report captures the contents proposed for the Parkland School Division website.

Please see the Education Plan handout. Administration would be pleased to respond to any questions.

SJ:kz

Page Notes

Web Title: Parkland School Division's Education Plan

Level: 1

This is the landing page for the website – includes [links](#) to level 2 pages.

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Page Notes

Web Title: Executive Summary

Level: 2 (ep19esum.docx)

Executive Summary

The Parkland School Division Education Plan outlines our Vision, Mission, Values, Ultimate Goal and Priorities. These important components of our plan ensure that we are strongly delivering on our obligations to our students, parents, staff and community stakeholders. A strong plan ensures that we are continuously improving on our delivery of service.

The Education Plan begins with a bold new Vision and Mission, created and affirmed by the division's leaders, staff and stakeholders in the Spring of 2019. An Education Plan reveals the map and provides:

- A strong **Vision** to firmly state where we want and expect to be in the future;
- A clear **Mission** to state how we intend to travel;
- An **Ultimate Goal** that shows the reward for getting where we are headed;
- **Values** that serve as guide rails and keep us on the path;
- **Priorities** that enable us to continuously check that we're going the right direction;
- **Assurance Elements** that are the objectives we need to attend to along the way to build confidence; and
- **Strategies** that capture how we plan to attend to those objectives.

As a blueprint for success, this plan ensures that all of our schools are on the same voyage. The school division and all our schools engage students, staff, parents and their local communities in creating strategies with clear outcomes that pave the way to Student Success and Well Being.

By participating in Alberta Education's Assurance Model, our stakeholders are actively engaged in the development of local priorities and plans. Our Education Plan ensures that we remain simultaneously forward-thinking and responsive to stakeholder concerns. As Parkland School Division is committed to growth and learning, our educational planning is a process without beginning or end. By developing clearly visible elements and effective strategies in our education planning process, we have emerged as both a transformative and transparent school division.

Accountability Statement

The Education Plan for Parkland School Division No. 70 provides future direction, commencing September 1, 2019. This plan was prepared under the direction of the Board of Trustees in accordance with responsibilities under the [\[link to\] School Act](#) and the [\[link to\] Fiscal Planning and Transparency Act](#).

This Education Plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan on [\[xxx date xxx\]](#).

Page Notes

Web Title: Board Chair's Message

Level: 2 (ep19bcm.docx)

Message from the Board Chair

Parkland School Division's Board of Trustees is the proud governing body overseeing the education of more than 11,200 students. The Board currently operates with a blend of long serving and newer members, who have worked hard to observe and actively participate in the development of this new education plan. We are proud of this document and believe it provides students, parents, staff and community partners with a solid direction for learning, starting with the 2019–2020 school year.

We use the term “assurance” as a way to capture a measure of trust and confidence that our stakeholders have in our actions and intentions each and every day. The Division's assurance process aims to strike a balance between trusting our own Divisional expertise and experience, and actively seeking to understand the thoughts, feelings and needs of our students, parents and other community stakeholders. We believe that a collaborative approach to education planning results in a superior plan that provides students with skills and overall wellness, while leading them toward the Division's Ultimate Goal of Student Success and Well-being.

We appreciate that our parents, as stakeholders, are more involved in their child's educational experience. To encourage their contribution, we issue online feedback surveys and host stakeholder engagement events, such as our [\[link\]](#) Annual Education Planning Day, where parents are invited to help develop the education plan. We want everyone to have a chance to be heard, to be seen and to play an active role in the creation of plans, such as this, that guide our children's future.

As a school community, we have the responsibility of preparing our children for the rest of their lives. Therefore, this plan was designed to provide every student with a consistent educational experience—one that respects both local nuances and recognizes broader societal expectations. As the Board of Trustees, we continually work to earn and keep the confidence and trust of students, parents, staff and the community-at-large. We are confident that the plan's assurance elements – when vetted through our enduring priorities, shall accurately illustrate our dedication to ensuring our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact the world.

[\[Digital Signature\]](#)

Page Notes

Web Title: Foundational Statements

Level: 2 (ep19vm.docx)

Foundational Statements

Vision:

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

Mission:

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

Our Ultimate Goal is Student Success and Well-Being.

We therefore value:

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

We attend to these Priorities:

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

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

Page Notes

Web Title: Ultimate Goal

Level: 2 (ep19ug.docx)

Parkland School Division's Ultimate Goal

Education happens minute by minute, and at the same time occurs across generations. Our staff members demonstrate the belief that student success is closely linked to student well-being and the development of social-emotional assets that build resiliency. Student Success and Well-being exists as our Ultimate Goal – the ultimate reward for reaching our vision.

[visual]

Page Notes

Web Title: Profile of Parkland School Division

Level: 2 (ep19pro.docx)

Profile of Parkland School Division

[\[Link to: “Division Maps” page\]](#)

Parkland School Division (PSD) is a dedicated provider of quality education, serving more than 73,000 residents, living west of Edmonton. The Division is large in area, spanning almost 4,000 square kilometres, but small enough that students, parents and staff learn each other’s faces and names quickly. Attendance areas stretch as far west as Tomahawk and Entwistle, and include rural areas south of Spruce Grove and Stony Plain with the North Saskatchewan River providing a natural southern boundary all the way to Devon.

PSD is respected within the provincial education community, and continues to strengthen that distinct reputation by focusing on the needs of local families. The Division is attuned to shifts in local demographics, including family types, cultures, beliefs, special needs, socioeconomic situations and settings, as we serve both rural and urban communities. Efforts are made to ensure that every student, regardless of location or ability, has access to the educational services they need.

The Division is able to broaden the variety of unique learning opportunities we offer at our schools and other local facilities, by building relationships with community partners. One example is our Nature Kindergarten program, which allows students to step into the world outside their classroom, by visiting a local recreation area.

PSD believes that our students’ well-being plays a key role in their overall success. As such, we have designed our Wellness Initiative to help students develop social and emotional skills that build resilience. This strong foundation of self allows them to reach beyond themselves and accept opportunities to engage in social responsibility and citizenship, helping them understand how a strong community is equally important as individual expression and pride of self.

The opening of Copperhaven School in the fall of 2018 raised the number of learning sites to 25 including two high school outreach locations and a number of alternate programs offered through the Connections for Learning campus.

The Division operates one of the largest regional student transportation systems in the province, providing exceptional safety to each of its more than 8,400 student riders.

Parkland School Division is a place where all are welcomed, supported and encouraged, so that everyone can be a part of our children’s learning.

Page Notes

Web Title: School Education Plans

This page should be **heavily hyperlinked** with the schools linked directly to their education plan landing pages. In addition to the telephone number, we will require each school's Principal name (a principal profile page required on each school page) and school contact email.

Level: 2 (ep19k12.docx)

School Education Plans	Grades	Telephone	Email	Principal
Rural Parkland School Division				
Blueberry School	K-9	780-963-3625	blueberry@psd70.ab.ca	S. Bridgeman
Graminia School	K-9	780-963-5035	graminia@psd70.ab.ca	C. Haley
Muir Lake School	K-9	780-963-3535	muirlake@psd70.ab.ca	M. Murran
Parkland Village School	K-4	780-962-8121	parklandvillage@psd70.ab.ca	G. Tebay
Hamlet of Duffield				
Duffield School	K-9	780-892-2644	duffield@psd70.ab.ca	D. Jewell
Hamlet of Entwistle				
Entwistle School	K-9	780-727-3811	entwistle@psd70.ab.ca	C. Blair
Summer Village of Seba Beach				
Seba Beach School	K-9	780-797-3733	seba@psd70.ab.ca	L. Gruending
Urban Parkland School Division				
City of Spruce Grove				
Brookwood School	K-4	780-962-3942	brookwood@psd70.ab.ca	T. Caouette
Copperhaven School	K-9	780-571-8488	copperhaven@psd70.ab.ca	L. Simmonds
École Broxton Park School	K-4	780-962-0212	broxton@psd70.ab.ca	T. Neumann
Greystone Centennial Middle School	K-9	780-962-0357	greystone@psd70.ab.ca	A. Padayas
Millgrove School	K-4	780-962-6122	millgrove@psd70.ab.ca	A. Lillico
Prescott Learning Centre	K-9	780-571-8079	prescott@psd70.ab.ca	K. Stride-Goudie

Parkland School Division – 2019-2020 Education Plan (Web Archive Version)

Spruce Grove Composite High School	10-12	780-962-0800	sgchs@psd70.ab.ca	C. Otto
Spruce Grove Composite High School Outreach	10-12	780-962-1414		T. McNaughton
Woodhaven Middle School	10-12	780-962-2626	woodhaven@psd70.ab.ca	C. Shaw
Town of Stony Plain				
Connections For Learning	1-12	780-963-0507	cfl@psd70.ab.ca	T. McNaughton
Forest Green School	K-6	780-963-7366	forestgreen@psd70.ab.ca	N. Dickson
High Park School	K-9	780-963-2222	highpark@psd70.ab.ca	B. Spence
Memorial Composite High School	10-12	780-963-2255	mchs@psd70.ab.ca	C. Jensen
Memorial Composite High School Outreach	10-12	780-963-0840		T. McNaughton
École Meridian Heights School	K-9	780-963-2289	meridian@psd70.ab.ca	S. Patras
Stony Plain Central School	K-9	780-963-2203	spc@psd70.ab.ca	C. Woloshyn
Hamlet of Tomahawk				
Tomahawk School	K-9	780-339-3935	tomahawk@psd70.ab.ca	F. Bell
Village of Wabamun				
Wabamun School	K-9	780-892-2271	wabamun@psd70.ab.ca	L. Worthington

Page Notes

Web Title: School Board Governance: Board of Trustees

This page requires Trustee images, as well as the ward map.

Level: 2 (ep19gov.docx)

Board of Trustees

Parkland School Division's Board of Trustees consists of seven Trustees who represent the City of Spruce Grove and surrounding area, the Town of Stony Plain and surrounding area, as well as the rural communities to the west including the Hamlet of Duffield, the Hamlet of Entwistle, the Summer Village of Seba Beach, the Village of Spring Lake, the Hamlet of Tomahawk and the Village of Wabamun.

[seven trustees w/ pictures and ward represented]

The Board is charged with the responsibility of providing its students and their parents with an education system organized and operated in these stakeholders' best interests. It exercises this responsibility by setting local educational policy and using resources wisely.

The Board's main purpose is to provide educational services as required by the [link to] *School Act*.

Page Notes**Web Title: School Councils.**

This page should be **heavily hyperlinked** with the schools linked directly to their education plan landing pages. In addition to the telephone number, we will require each school's School Council Chair.

Level: 2 (ep19scnc.docx)

School Councils

Parental involvement is crucial when it comes to our children's education. Learning does not stop when the school bell rings, and it takes the contributions of an entire community to set up our students for success. Each year, schools log thousands of volunteer hours in the areas of classroom support, clerical assistance, fundraising activities, and special event planning.

By provincial legislation [[link to School Councils Regulation](#)], each school in Parkland School Division is required to have a school council. A council is a collaborative collection of parents, school staff and community representatives who take on an advisory role to the school principal, weighing in on a variety of matters including school programs, policies and budgeting.

Members of the Board of Trustees attend monthly school council meetings and send a Trustee representative to the regular Council of School Councils meetings.

School Education Plans	Grades	Telephone	School Council Page	2019-2020 School Council Chair
Rural Parkland School Division				
Blueberry School	K-9	780-963-3625		
Graminia School	K-9	780-963-5035		
Muir Lake School	K-9	780-963-3535		
Parkland Village School	K-4	780-962-8121		
Hamlet of Duffield				
Duffield School	K-9	780-892-2644		
Hamlet of Entwistle				
Entwistle School	K-9	780-727-3811		
Summer Village of Seba Beach				
Seba Beach School	K-9	780-797-3733		
Urban Parkland School Division				

Parkland School Division – 2019-2020 Education Plan (Web Archive Version)

City of Spruce Grove				
Brookwood School	K-4	780-962-3942		
Copperhaven School	K-9	780-571-8488		
École Broxton Park School		780-962-0212		
Greystone Centennial Middle School	K-9	780-962-0357		
Millgrove School		780-962-6122		
Prescott Learning Centre		780-571-8079		
Spruce Grove Composite High School	10-12	780-962-0800		
Spruce Grove Composite High School Outreach	10-12	780-962-1414		
Woodhaven Middle School	10-12	780-962-2626		
Town of Stony Plain				
Connections For Learning	1-12	780-963-0507		
Forest Green School	K-6	780-963-7366		
High Park School	K-9	780-963-2222		
Memorial Composite High School	10-12	780-963-2255		
Memorial Composite High School Outreach	10-12	780-963-0840		
École Meridian Heights School	K-9	780-963-2289		
Stony Plain Central School	K-9	780-963-2203		
Hamlet of Tomahawk				
Tomahawk School	K-9	780-339-3935		
Village of Wabamun				
Wabamun School	K-9	780-892-2271		

Page Notes

Web Title: The Centre for Education

Needs write-up on each department

Level: 2 (ep19cfe.docx)

The Centre for Education

Parkland School Division's Centre for Education is the administrative centre that provides support for the Division's community of 25 learning sites. The Centre for Education houses Parkland School Division's executive and administrative staff, including several important departments:

[\[Link each to their landing page\]](#)

Communications

Early Childhood Services

Facilities Services

Financial Services

Human Resources

Instructional Services

School Services

Student Services

Technology Services

Transportation Services

Page Notes

Web Title: Trends and Issues

Level: 2 (ep19ti00.docx)

Trends and Issues

Ongoing, meaningful engagement enables the Board to hear its stakeholders and consider the issues that are of greatest concern in light of changing trends in education. Effective strategic planning involves a consideration of emerging trends and significant issues, and the impact each of these factors has on student success and well-being. Notwithstanding the Division's priorities and strategies, the Board recognizes significant trends and issues that will continue to impact education.

There is a growing dependence on the education system to provide a solid foundation for society's future, to develop engaged and ethical citizens who will be able to use their skills and competencies to effectively resolve environmental, economic, political and cultural issues, and to ensure that the upcoming generation is healthy and active. Expanding the definition of learner success to encompass more than academic outcomes creates a significant increase in community expectations of the education system and in expectations of educators.

Parkland School Division's Ultimate Goal of Student Success and Well-being encompasses the broader future scope of education that has become the expectation of society, and opens the door for utilizing an assurance model of planning and reporting.

The Division acknowledges the enduring and integral commitment of teachers to promote citizenship and social responsibility, to teach and model an active and healthy lifestyle, to deal with the growing issues of drugs and alcohol that have become more prevalent with youth, and to prepare students to take their place in a rapidly changing world. The Division also recognizes the important roles community members and experts play in collaborating with educators to respond adequately to the broader outcomes of education.

This education plan identifies emerging and continuing trends and issues in education that must be considered in planning for student success and well-being:

- The Board recognizes the need to promote resilience and excellence in achievement as strong character attributes in a quickly changing world [\[Link\]](#);
- The Board recognizes a continued need to embrace our First Nations, Métis and Inuit learners, families and communities [\[Link\]](#);
- The Board recognizes a continued need to provide safe, effective transportation to the region's students while attending to equity and resource stewardship [\[Link\]](#); and
- The Board recognizes the need to plan for continuously shifting demographics within the region [\[Link\]](#).

Page Notes

Web Title: Trends and Issues: Resilience

Level: 3 (ep19ti01.docx)

Issue: Gaining Resilience

Stakeholders significantly raised “resilience”, as an area for focus throughout Several stakeholder engagement events held during the 2018-2019 school year.

The Canadian Mental Health Association [Linto: youthsmart.ca/understanding-your-brain/building-resilience] defines resiliency as:

“the ability to bounce back from tough situations. Despite challenging or stressful experiences, resilient individuals have developed skills to adapt and move forward. Resilience is not a trait that people either have or do not have. Rather, it is built through the combination of supportive relationships, adaptive skill building and positive experiences.”

Resilience enables success in school and a strong ability to form meaningful relationships. The concept of self-resilience is that one feels hopeful about the future, in spite of adversity, and is able to avoid becoming depressed or self-destructive. However, resilience should not only be thought of as an individual characteristic as resilience also includes the environment and systems that surround us.

As an issue requiring focus, Parkland School Division shall continue to explore and promote an invigorated focus as we attend to strategies and initiatives that build resiliency. We recognize that our young population is growing up within circumstances that challenge their development into adulthood.

Page Notes

Web Title: Trends and Issues: Embracing our Indigenous Communities

Level: 3 (ep19ti02.docx)

Trend: Embracing Our Indigenous Communities

Parkland School Division acknowledges the historical significance and contributions of Indigenous People and their cultures and understands the important role that the Indigenous community plays today and in the future. The Division recognizes the need to take action to bridge and build our relationships with our First Nation communities. As such, the Division continues to foster relationships with our Indigenous communities through the leadership of the Indigenous Education Facilitator, whose portfolio includes:

- Expanding understanding of Indigenous language and culture within our schools;
- Increasing awareness and understanding of best-practice approaches for engaging Indigenous learners leading to a reduced achievement gap through holistic approaches; and,
- Establishing stronger relationships through effective collaboration with our Indigenous community partners.

In addition to creating school-based supports for First Nations, Métis and Inuit students, the Division is taking new steps to fulfill the recommendations of the Truth and Reconciliation Commission of Canada that apply to the education system. These steps include the raising of the Treaty 6 flag in front of the Division office, the acknowledgement of the ancestral and traditional lands of the Treaty 6 Territory on which our buildings are located, and the Division's commitment to ensure our schools foster Indigenous awareness and understanding by infusing Indigenous artifacts and language within our schools as a reminder of the history and importance of the Treaties.

The Division has also trained students to facilitate the Blanket Exercise; an interactive learning experience aimed at teaching the historic and contemporary relationship between Indigenous and non-Indigenous peoples of Canada. The exercise covers 500 years of history in a 90-minute participatory session that deepens understanding of treaty-making, colonization, resistance, and reconciliation.

Page Notes

Web Title: Trends and Issues: Equitable, Affordable Transportation

Level: 3 (ep19ti03.docx)

Issue: Equitable, Affordable Transportation

Parkland School Division is a regional transportation provider, offering school bus service to Parkland School Division as well as Evergreen Catholic Separate School Division and additional private schools and academies in the area.

- The regional transportation system operates as a strong example of the Board’s enduring priority of resource stewardship, maximizing bus capacity and minimizing the number of buses that the region requires on our roads each day.
- Bus route design is based on maximizing the overall efficiency of the system and is not dedicated to specific stakeholders.

The current growth in the City of Spruce Grove and Town of Stony Plain continues to challenge the Division’s bus capacity. While our families enjoy opportunities for choice with respect to accessing many of our schools, the growth of the city means that it is no longer feasible to transport students from any location in the city to every single school site. Families that require alternate seats to different homes on different days may find that transportation is not available beyond our requirement to transport from a designated home to a designated school.

The Division purchased the land and teamed up with Alberta Education to build a new transfer site adjacent to the new Copperhaven School. That site opened in January 2018 and has capacity for additional buses. This has gone a long way in alleviating some of the pressures in Spruce Grove and allows the system to operate even more efficiently.

Limited physical roadway access into some neighbourhoods in Spruce Grove and Stony Plain and Parkland County subdivisions has also presented Transportation Services with an additional challenge, as the current 72+ passenger buses are unable to travel these routes safely. This tasks Transportation Services to use smaller bus configurations that, in turn, increase operating costs.

In keeping with the enduring priority of Resource Stewardship, the Board will continue to determine strategies for maximizing services to meet increasing demands while working to maintain a reasonable and equitable fee structure to offset service delivery funding deficits.

Page Notes

Web Title: Trends and Issues: Shifting Demographics

Level: 3 (ep19ti04.docx)

Trend: Shifting Demographics and Enrolment

In early 2017, Statistics Canada shared a “first glimpse” of the latest national statistical portrait with results of the 2016 Census count on population and dwellings.

Current, detailed enrolment information for Parkland School Division exists by visiting www.psd70.ab.ca/Reports.php.

[HISTORICAL CHART.]

The City of Spruce Grove is one of the fastest growing communities in the province, followed closely by the Town of Stony Plain. The number of children between the ages of 0-4 years of age continues to increase and, as a result, the Division is experiencing significantly increased enrolment in its Early Years and K-9 schools in Spruce Grove and Stony Plain. Total enrolment as of September, 2018 reached xxxx, indicating a Divisional student population growth of xxxx%.

The Board also recognizes changes in the diversity of our student population. Our students are from diverse cultures, socioeconomic backgrounds, and family structures. In addition, Parkland School Division is experiencing a significant growth in the number of students with severe special needs. The number of children with diverse needs and requiring extensive programming supports and services is growing, and the Division is challenged to provide appropriate and adequate support within its current financial reality.

The Division believes that the addition of new schools and the modernization and preservation of existing facilities is necessary to meet the expected pressures that will be placed on the Division. To this end, the Division is appreciative for the recent construction of our new Copperhaven School in Spruce Grove.

Improving and increasing our learning facilities provides much needed classroom spaces to accommodate rapidly growing school populations in the Division’s urban schools.

Page Notes

Web Title: Our Education Stakeholders

Level: 2 (ep19stk.docx)

Our Educational Stakeholders

Parkland School Division's tagline is "Where the World Opens Up." We are dedicated to our students and believe that meaningfully engaging the global community is a necessity for human development. We are preparing children for an uncertain future, and we know we are not alone in the process of their growth. Parkland School Division views meaningful engagement as an enduring priority.

[circular graphic: Engage Our Students – Engage our Parents – Engage our Staff – Engage our Local & Global Communities]

The Board is guided by the [Link] Vision and Mission of Parkland School Division. It is committed to transparent and collaborative efforts to achieve its priorities through the engagement of students, staff and community. The Board takes its role very seriously when it comes to effectively managing its resources to support student learning.

An Assurance Model for planning means that the Board is committed to determining the level of confidence that our stakeholders have in our system.

So, who are our stakeholders?

Our stakeholders include: students, parents, school division staff, community members, school councils, Indigenous Elders - including senior citizens, Trustees, neighbours, Alberta Education, future employers, volunteers, community agencies, government agencies, the RCMP, municipal government, post-secondary institutions, - even the media may be considered a stakeholder. In one way or another, all members of a functioning society exist as stakeholders in education.

Our planning participants noted the challenge of connecting our students' learning with extended stakeholders in meaningful ways. Society is rapidly evolving and this change becomes a form of pressure on our schools. As we plan to achieve our Ultimate Goal of Student Success and Well-being, we will need to address effective ways of bridging perceived 'gaps' in communication or involvement from extended stakeholders through meaningful engagement.

The Division's Plan for Education is a product of strong stakeholder engagement. In keeping with the [link] School Councils Regulation (113/2007), the Board provides opportunities for School Councils and stakeholders to be involved in this education plan:

- Through the daily commitment of our [link] Trustees in engaging our students, staff and community;
- Through the ongoing conversations and engagement that our staff has with students, staff, parents and the community;
- Through School Council meetings and representation at the Council of [link] School Councils;
- Through Student Advisory Committee meetings;
- Through [link] public board meetings; and,
- Through, specific events and activities that were held to facilitate planning, based on a model of assurance, including:

- An annual Stakeholder Engagement Event;
- An annual Stakeholder Education Planning Event;
- An annual Leadership Planning session;
- Superintendent’s Teacher Advisory Team sessions; and,
- Our [\[link\]](#) ThoughtExchange Stakeholder Engagement Process.

Parkland School Division recognizes that every interaction provides an opportunity to learn and grow.

The Parkland School Division [\[link\]](#) Board of Trustees remains committed to improving and increasing stakeholder engagement.

Page Notes

Web Title: Key Domains in Education

Level: 2 (ep19kd.docx)

Key Domains in Education

Our education plan is organized around the primary domains within education. Each domain considers the primary force that is acting on our system of education. Our primary domain is Student Growth and Achievement – students are naturally at the center. Our second domain encompasses teaching and leading as teachers and school leaders interact with our learners each and every day. Our system is well supported and so Learning Supports exists as our third domain. The Governance domain involves our Trustees, locally, and our government, provincially. The final domain includes the local and societal context in which education occurs. Strategies for student growth and achievement may change daily, whereas shifting the local context may take generations.

[Graphic]

[Links to]:

- Student Growth and Achievement
- Teaching and Leading
- Learning Supports
- Governance
- Local and Societal Context]

Page Notes

Web Title: Key Domains in Education: Student Growth and Achievement

Level: 3 (ep19kd1.docx)

Student Growth and Achievement:

Our students' success and well-being is impacted daily by Teaching and Leading along with strong Learning Supports determined by effective Governance while Attending to Local and Societal Context.

Student Growth and Achievement refers to the variety of educational programs, experiences and strategies by which students meet their learning needs, interests and aspirations, and progress towards learning outcomes, centred on academic achievement, well-being and intellectual engagement.

Public assurance occurs when the public has trust and confidence that students grow as learners and contribute as engaged citizens.

Page Notes

Web Title: Key Domains in Education: Teaching and Leading

Level: 3

Teaching and Leading:

This domain refers to teachers and leaders analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Public assurance occurs when the public has trust and confidence that certificated teachers and certificated leaders demonstrate the standards of professional practice [\[Link to TQS, LQS and SLQS standards and respective Ab Ed Landing Page\]](#).

Page Notes

Web Title: Key Domains in Education: Supported Learning

Level: 3 (ep19kd3.docx)

Supported Learning: This domain refers to the mobilization of resources, (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and then applying the resources needed to ensure optimum learning.

Public assurance occurs when the public has trust and confidence that resources are managed and applied to establish learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized, all learners are welcomed, cared for, respected, and safe.

Page Notes

Web Title: Key Domains in Education: Governance

Level: 3 (ep19kd4.docx)

Governance

Governance refers to the processes by which leaders at all levels of the education system attend to Attending to Local and Societal Context; determine strategic policy direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all.

Public assurance occurs when the public has trust and confidence that leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.

Page Notes

Web Title: Key Domains in Education: The Local and Societal Context

Level: 3 (ep19kd5.docx)

Local and Societal Context

Attending to Local and Societal Context refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students.

Public assurance occurs when the public has trust and confidence that the education system responds proactively to local and societal contexts.

Page Notes

Web Title: Our Enduring Priorities

Level: 2 (ep19prir.docx)

Our Enduring Priorities:

What priorities should we consider as we look for measures of confidence within each domain to assure our stakeholders we are achieving our Ultimate Goal? Our Six Enduring Priorities help us understand the way we attend to our goal within Parkland School Division. These priorities are considered to be enduring as they are necessary priorities to consider in establishing any outcome.

- An effective plan for education provides specific targets within each domain as assurance outcomes that consider the enduring priorities as we endeavour to achieve our Ultimate Goal.
- An Element of Assurance: What will we see when we achieve our intended outcomes?
- An Enduring Priority: What must we consider when thinking about ways to reach our outcomes?
- The Context: Why is this element something that would be important to stakeholders?
- The Strategies: How will we improve our chances to achieve our Ultimate Goal through demonstrating this element? Strategies may depend on the local context. What might we do?
- The Results Expected: What evidence or measures will we see that support that we have improved upon our Ultimate Goal? What might we see?

The Six Enduring Priorities:

Meaningful Engagement: Assurance Elements that prioritize meaningful engagement include a consideration of how these elements will be shared and supported by all stakeholder groups. Meaningful engagement is foundational to providing stakeholder assurance that the Division is achieving its Ultimate Goal: Student Success and Well-being.

Inspired Exploration: Parkland School Division continues to provide leadership through inspired exploration as an enduring priority. Assurance Elements that prioritize inspired exploration include a consideration of how the Division will employ cutting-edge research and leadership as a true learning organization.

Connected Community: Whereas meaningful engagement is a process priority, connecting to the community involves determining who best to engage. Assurance Elements that consider this priority work to assure that the Division is connecting students with the greater community, while also determining ways to connect the community with the school.

Resource Stewardship: Ensuring equitable and sustainable use of our resources and ensuring financial responsibility. Assurance Elements that prioritize resource stewardship include a consideration of how they will utilize limited resources with maximum results.

Wellness Culture: Parkland School Division is committed to Student Success and Well-Being. The Division recognizes that, as a system, well-being must be present for all stakeholders, and therefore is committed to fostering physical literacy, lifelong health and well-being at all levels. Assurance Elements that prioritize our wellness culture include a consideration of how the Division is directly contributing to the social and emotional assets of individual health and well-being.

Confident Resilience: The Division believes that confident, adaptable and resilient students are successful students. This belief extends to all stakeholders in education and Assurance Elements that consider this priority promote independence and a zeal for problem solving in the face of adversity.

Page Notes

Web Title: Elements of Assurance

Level: 2 (ep19ae00.docx)

Elements That Provide Assurance

Domain: Student Growth and Achievement

1. Students demonstrate student learning outcomes and foundational skills as outlined in the Alberta Programs of Study.
2. Students demonstrate understanding and appreciation for the diversity of all learners.
3. Students demonstrate confidence and resilience.



Teaching and Leading

4. Teachers and leaders explore and share the design and delivery of excellent teaching and assessment practices that promote student achievement.
5. Teachers and leaders ensure learning opportunities are purposeful, essential, relevant, authentic and responsive.
6. Teachers and leaders demonstrate an understanding of Indigenous perspectives and ensure that appropriate resources are allocated in order to support our Indigenous students' success and well-being.

Supported Learning

7. School staff nurture and support a wellness culture that fosters healthy learning communities, healthy lifestyle choices, positive peer relationships and a sense of belonging.
8. School staff appropriately and effectively identify learning support needs.
9. School staff and stakeholders demonstrate an improved understanding of the supports and services that can be reasonably accessed in a timely, consistent, and dependable manner.

Governance

10. Trustees promote stakeholder engagement practices and utilize stakeholder assurance to monitor progress and to communicate in a manner that cultivates a shared vision for student success and well-being.
11. Trustees attend to governance actions and allocate fiscal resources in alignment with the Division's Enduring Priorities, and in accordance with all statutory, regulatory and disclosure requirements.
12. Trustees consider and represent community perspectives and advocate, in a manner consistent with the Board's Vision and Mission and Values, within local, provincial and national advocacy processes.

Local and Societal Context

13. Staff and community stakeholders attend responsively to the unique and diverse cultural, social and economic factors that impact our students' aspirations and learning needs.

Page Notes

Web Title: Element One

Level: 3 (ep19ae01.docx)

Element One: Students demonstrate student learning outcomes and foundational skills as outlined in the Alberta Programs of Study.

The Context: Why is this important?

Student success and well-being depends on quality instruction in an atmosphere that respects each learner's independent spirit.

Quality teaching practices promote the development of innovation and creativity while attending to meaningful assessment and reporting practices. Stakeholder trust and confidence is gained when all student learning is meaningfully connected to the Alberta Programs of Study and all students have the supports and educational quality necessary to achieve success.

Strategies in Action: What might we do?

- The Division explores, shares and promotes improvements to instructional practices that increase success and mindful student engagement utilizing the Alberta Programs of Study.
- The Division promotes exemplars that capture the process of utilizing the Alberta Programs of Study through competencies as opposed to content.
- The Division researches, reveals and shares innovation and technology approaches to remove barriers to learning.
- The Division supports staff initiatives to stay current with, and apply, educational research to learning and teaching.

Results Expected: What might we see?

Students experience, and can effectively demonstrate and achieve, student learning outcomes and competencies across the Alberta Programs of Study. Evident learning will effectively connect students to the world outside of school and provide a greater audience for students to share and collaborate. Increased attention to this assurance element will be recognized through increased achievement results, captured formatively through assurance methods and as derived through provincial results.



Page Notes

Web Title: Element Two

Level: 3 (ep19ae02.docx)

Element Two: Students demonstrate understanding and appreciation for the diversity of all learners.

Parkland School Division's Ultimate Goal aligns with Outcome One of the Alberta Education Business Plan, which stipulates that the province's students be successful. Through the provision of Kindergarten through grade twelve education, the Ministry enables all students to achieve Alberta Education's student learning outcomes through a focus on competencies, which include critical thinking, collaboration and communication, across subject and discipline areas that are based on a strong foundation of literacy and numeracy.

Strategies in Action: What might we do?

- Schools develop, promote and share strategies for increasing student proficiency in literacy and numeracy.
- The Division will align to a Literacy Framework.

Results Expected: What might we see?

Students are better able to articulate what they are learning and where they are at in their learning process. School staff members are perceived, through assurance measures, as exemplifying confidence in literacy and numeracy. Learning in literacy and numeracy is differentiated in a manner that best suits each learner. Teacher preparation, collaboration and professional growth focuses on the design of quality learning with respect to literacy and numeracy, and the competencies needed to help students learn.



Page Notes

Web Title: Element Three

Level: 3 (ep19ae03.docx)

Element Three: Students demonstrate confidence and resilience.

The Context: Why is this important?

Our stakeholders have observed that there is a continued need to focus on youth resiliency.

Students having the ability to face struggle, whether that be academic, emotional or physical and forming their own strategies to build hope is critically important when preparing for life beyond Grade 12. Building a culture where mistakes and failure are an important part of learning and growing is a key role for educators as we develop ethical citizens.

Strategies in Action: What might we do?

- Teachers shall explore new ways to celebrate mistakes in class and make 'challenge' the new comfort zone.
- Schools shall explore and design school-specific strategies to promote confident resilience and inspired exploration.

Results Expected: What might we see?

Students will be thoughtfully engaged with, and actively connected to cross-cultural experiences and historical perspectives. Students will be given some freedom to take charge of their learning and the system and our teachers will have the capacity to support students' brave and confident pursuit of their ideas and dreams.



Page Notes

Web Title: Element Four

Level: 3 (ep19ae04.docx)

Element Four: Teachers and leaders explore and share the design and delivery of excellent teaching and assessment practices that promote student achievement.

The Context: Why is this important?

Stakeholders have expressed that they would like to see the best learning strategies in action in any school applied to every school. This assurance element provides trust and confidence that our schools and school communities are engaged in learning from each other.

Strategies in Action: What might we do?

- The Division supports professional learning practices that encourage school-to-school learning and sharing.

Results Expected: What might we see?

Teachers will express an appreciation for the opportunities to collaborate and applying new strategies in their classrooms will see growth when it comes to student achievement.



Page Notes

Web Title: Element Five

Level: 3 (ep19ae05.docx)

Element Five: Teachers and leaders ensure learning opportunities are purposeful, essential, relevant, authentic and responsive.

Front Matter

Strategies in Action: What might we do?

Strategies

-

Results Expected: What might we see?

Results statement



Page Notes

Web Title: Element Six

Level: 3 (ep19ae06.docx)

Element Six: Teachers and leaders demonstrate an understanding of Indigenous perspectives and ensure that appropriate resources are allocated in order to support our Indigenous students' success and well-being.

The Context: Why is this important?

It is the responsibility of every Canadian to respond to the *Truth and Reconciliation Commission of Canada: Calls to Action*. In response to the calls to action, Parkland School Division promotes success and well-being for all students by respecting and embracing diversity. The process of enhancing the educational experience for our First Nations, Métis, and Inuit students requires an understanding of Indigenous world views, cultural beliefs, ways of knowing, languages and values.

In Alberta, it is mandatory that current and future Kindergarten to Grade 12 curriculum includes student learning outcomes specific to First Nations, Métis and Inuit perspectives and experiences, as well as content on the significance of residential schools and treaties.

Parkland School Division recognizes the historical significance and contributions of Indigenous People and their cultures and understands the important role that the Indigenous community plays today and in the future.

The Division recognizes the importance of taking action to bridge and build our relationships with our First Nation communities. The Division continues to foster relationships with local Indigenous communities, such as Paul First Nation.

Strategies in Action: What might we do?

- The Division designs opportunities for staff to engage in authentic learning experiences.
- Opportunities are provided to engage staff in professional learning opportunities around historical thinking.
- Schools develop best practice holistic approaches for engaging Indigenous learners leading to a reduced achievement gap.
- Community connections are established to strengthen relationships through effective collaboration with our Indigenous community partners.
- The Division identifies strategies that promote a strong start for early years First Nations, Métis and Inuit students.



- The Division and its schools support First Nations, Métis and Inuit students using culturally relevant and responsive education practices and strategies.
- The Division actively supports and employs Truth and Reconciliation Commission of Canada awareness initiatives.

Results Expected: What might we see?

Teachers will be better equipped to work with students as they analyze historical events through inspired exploration of historical cause and effect. Historical thinking skills enable a consideration of a diversity of perspectives. Critical thinking skills are continuously developed.

Engaging Indigenous learners through holistic approaches will lead to a reduced achievement gap. Our Indigenous students experience an increased sense of belonging resulting in greater student engagement. Staff demonstrate an expanded understanding of Indigenous language and culture within our schools.

Page Notes

Web Title: Element Seven

Level: 3 (ep19ae07.docx)

Element Seven: School staff nurture and support a wellness culture that fosters healthy learning communities, healthy lifestyle choices, positive peer relationships and a sense of belonging.

The Context: Why is this important?

Parkland School Division's Wellness Initiative is focused on working collectively with staff, caregivers and community to provide programming supports and services aimed at fostering wellness. Wellness includes bringing people together for things that include fun, play, and hope. Wellness is also about innovation in health and well-being rather than being presented as a response to illness.

Every student presents at school with her or his unique cultural background, talents and skills as well as challenges. The Division recognizes that a culture of belonging and wellness exists to embrace a variety of learning experiences and reasonable learning supports for each student.

The Division has embraced the concept that if students and staff are not well (physically, socially and emotionally), their ability to engage and therefore succeed will be compromised. As a result, our division ensures that we intentionally embed physical literacy, nutrition and positive social-emotional supports and teaching into our learning environments.

Strategies in Action: What might we do?

- Positive activities are in place in all schools to promote active citizenship and demonstrate an appreciation for diversity.
- The Division improves stakeholders' understanding of the context of bullying, aggression and mean behaviour. We can then reveal research-based strategies to reduce these behaviours.
- The Division seeks to better understand causes of anxiety and reveal strategies for anxiety reduction.
- Schools establish a focus on positive social environments, physical literacy and nutrition and engage students in becoming involved in an active, healthy lifestyle.

Results Expected: What might we see?

This assurance element provides trust and confidence that all learners are welcomed, cared for, respected and safe. Stakeholders will express appreciation for the wellness culture in place.



Page Notes

Web Title: Element Eight

Level: 2 (ep19ae08.docx)

Element Eight: School staff appropriately and effectively identify learning support needs.

The Context: Why is this important?

Alberta's vision for an inclusive and responsive education system provides guiding principles that inform value-based and learner-centred decisions related to practices and actions at every level of Alberta's education system.

Strategies in Action: What might we do?

- The Division reveals and shares evidence-based instructional practices and strategies to support and effectively respond to student engagement in inclusive settings.

Results Expected: What might we see?

Stakeholders express trust and confidence that effective learning supports are in place.

Staff can anticipate, value and support diversity and learner differences. A high expectation exists for all learners. Staff and stakeholders can demonstrate an understanding of learners' strengths and needs. There are reduced barriers within learning environments. There is an increased shared responsibility with increased capacity building.



Page Notes

Web Title: Element Nine

Level: 3 (ep19ae09.docx)

Element Nine: School staff and stakeholders demonstrate an improved understanding of the supports and services that can be reasonably accessed in a timely, consistent, and dependable manner.

The Context: Why is this important?

Stakeholders expressed a lack of confidence in understanding the support services that may be in place for our learners, and the methods that may be used to access these resources.

This assurance element intends to address this problem by ensuring our stakeholders know the supports that are available. Furthermore, this assurance element provides confidence in understanding how learning supports may be reasonably accessed given the resources available to the Division.

Strategies in Action: What might we do?

- The Division and schools reveal improved methods to meaningfully engage stakeholders in understanding the service delivery model.

Results Expected: What might we see?

Stakeholders express trust and confidence that the Division is reasonably and equitably providing the best supports available, in a timely manner.



Page Notes

Web Title: Element Ten

Level: 3 (ep19ae10.docx)

Element Ten: Trustees promote stakeholder engagement practices and utilize stakeholder assurance to monitor progress and to communicate in a manner that cultivates a shared vision for student success and well-being.

The Context: Why is this important?

This assurance element provides stakeholders with trust and confidence that the Board meaningfully engages with stakeholders.

Parkland School Division's *Board Policy 2 Role of the Board* outlines communications and community relations as a specific area of responsibility. The Board:

1. Establishes processes and provides opportunities for input from its constituents;
2. Promotes positive community engagement within the Division;
3. Represents the community's needs, hopes and desires;
4. Supports the school's programs, needs and desires to the community; and,
5. Holds regular meetings and maintains timely, frank and constructive communications with locally elected officials.



Strategies in Action: What might we do?

- The Board remains committed to the province's Assurance Model for planning and reporting.
- Board-Stakeholder engagements provide an opportunity for at least one evening and one full-day engagement.

Results Expected: What might we see?

Stakeholders demonstrate increased trust and confidence that the Board provides positive community engagements and establishes a shared vision for student success and well-being.

Page Notes

Web Title: Element Eleven

Level: 3 (ep19ae11.docx)

Element Ten: Trustees attend to governance actions and allocate fiscal resources in alignment with the Division’s Enduring Priorities, and in accordance with all statutory, regulatory and disclosure requirements.

The Context: Why is this important?

This assurance element addresses stakeholder trust and confidence in the Board’s ongoing support for the Enduring Priorities. The Board has a determined commitment to promote the Division as a “learning organization.”

The School Act of Alberta, Part 6 – Finance specifically outlines the Board’s fiscal responsibilities including the application of funds, financial reporting and audits, levies, etcetera. One of the Board’s primary responsibilities is to effectively plan for the utilization of fiscal resources.

With respect to governance and planning, the Board:

- Reviews and approves the annual budget assumptions;
- Reviews and approves capital plans, on an annual basis;
- Reviews the Education Plan and Annual Education Results Report, and,
- Reviews and approves the annual budget.

Strategies in Action: What might we do?

- With respect to Meaningful Engagement the Board engages with all representative stakeholder groups on an ongoing basis;
- With respect to Inspired Exploration the Board advocates for and commits to new initiatives and research;
- With respect to Connected Community the Board ensures that it is well connected through relationships within the larger community while determining best practice approaches to connect the community back to the Division.
- With respect to Resource Stewardship, the Board reviews financial reports and financially plans in alignment with the Mission and Vision and the Board’s enduring priorities.
- With respect to a Wellness Culture, the Board advocates for staff and students to employ and enjoy the social and emotional assets of individual health and well-being; and



- With respect to Confident Resilience the Board advocates for initiatives that promote independence and problem solving in the face of adversity.

Results Expected: What might we see?

Parkland School Division improves its reputation locally, provincially, nationally and internationally for taking innovative approaches to achieving student success and well-being.

Stakeholders have trust and confidence that fiscal resources are allocated effectively to promote student success and well-being.

Page Notes

Web Title: Element Twelve

Level: 3 (ep19ae12.docx)

Element Ten: Trustees consider and represent community perspectives and advocate, in a manner consistent with the Board’s Vision and Mission and Values, within local, provincial and national advocacy processes.

The Context: Why is this important?

This assurance element provides stakeholders with trust and confidence that the Board meaningfully advocates for issues that are of significant concern to the School Division specifically and student education in general.

Parkland School Division’s *Board Policy 2 Role of the Board* outlines political advocacy as a specific area of responsibility. The Board:

1. Develops a yearly plan for advocacy including focus, key messages, and mechanisms.
2. Participates in local, provincial and national advocacy processes.
3. Reinforces local, provincial and national positions with media and members of the legislature and parliament.



Strategies in Action: What might we do?

- The Board establishes and engages in advocacy initiatives in alignment with the Division’s Mission, Vision and this education plan.
- The Board utilizes the processes of assurance engagement to determine advocacy priorities.

Results Expected: What might we see?

Stakeholder trust and confidence is increased as stakeholders are connected to Board advocacy initiatives. The Board effectively leverages advocacy to enact positive changes in educational outcomes.

Page Notes

Web Title: Element Thirteen

Level: 3 (ep19ae13.docx)

Element Thirteen: Staff and community stakeholders attend responsively to the unique and diverse cultural, social and economic factors that impact our students' aspirations and learning needs.

The Context: Why is this important?

No two schools have exactly the same context. Planning and reporting must consider the unique aspects of the demographic, economic and cultural aspects of the Division and its schools.

Parkland School Division is both an urban and a rural school division, and our communities have a variety of contextual factors.

Strategies in Action: What might we do?

- Education planning and results reporting at the school level capture the unique cultural, social and economic circumstances that impact the school and stakeholders within the community context.

Results Expected: What might we see?

Stakeholders demonstrate trust and confidence that their school is effectively attending to the unique needs of the community in which the school exists.



Page Notes

Web Title:

Budget Summary and Capital Planning

Level: 2 (ep19finc.docx)

Budget Summary

To be inserted

Capital and Facilities Plan

All new school facilities are funded from the Province of Alberta with consultation between Alberta Education and the Department of Infrastructure. Each year, school jurisdictions submit facility needs for the next three years and await funding and approval from the province.

The Board has approved a Three Year Capital Plan on [Insert Date]. Over the last four years, Parkland School Division has been the recipient of three brand new Kindergarten to Grade 9 schools with Prescott Learning Centre opening in September 2016, Copperhaven School opening in September, 2018 as well as the replacement school for Stony Plain Central which is tentatively scheduled to open for the 2022-2023 school year.

Another previously identified need is being tended to with the announcement of the modernization and expansion of Woodhaven Middle School in Spruce Grove. Construction began in the spring of 2018. When all is said and done, Woodhaven's capacity will increase from approximately 600 to 900 students.

Year one of the Capital Plan includes a modernization of Spruce Grove Composite High School. Year two has identified the need for a new high school to be located in Parkland School Division. Priorities are determined using the strategic facilities plan as a framework.

The Capital Plan for 2020-2023 is referenced for information purposes only, and does not form part of Parkland School Division No. 70's operating budget.

[Links to Pages]



MEMORANDUM

Date: June 11, 2019
To: Board of Trustees
From: Shauna Boyce, Superintendent
Originator: Scott Johnston, Associate Superintendent
Subject: **Technology Services Annual Report**

The Board of Trustees receives for information, the Technology Services and Educational Technology Services (IT and ET) Report for 2018-2019 as presented at the Regular Meeting of June 11, 2019.

Background

Technology Services includes the hardware and software infrastructure aspects of technology utilization, as well as the educational technology (appropriate educational use) aspect of technology utilization. The annual report provides an overview of both IT and ET approaches that received significant attention throughout the 2018-2019 academic year.

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

SJ:kz



Parkland School Division

Where the World Opens Up

Technology Services and Educational Technology

Reporting Period: September 2018 – June 2019

Background: Technology Services

Within Parkland School Division, staff and students use the power of technology in a purposeful and meaningful way to deepen understanding and demonstrate learning. The 2018 – 2019 school year brought many challenges and changes in an effort to improve Educational and Information Technology service delivery to staff and students.

Throughout this school year the Information and Educational Technology teams were part of numerous technology related projects and initiatives. Through these innovative endeavours Parkland School Division continues to build and improve digital learning environments to maximize learning for staff and students.

Information Technology Highlights:

Voice over Internet Protocol:

The Voice over IP (VoIP) phone system project began this school year. The project was scheduled to complete 8 schools per year for the next 3 years. To date we have completed 8 installations with 2 additional schools scheduled to be completed before the start of the next year. Moving to pooled VoIP “line channels”, has contributed to monthly line cost savings for the school division.

Schools Completed:

- Graminia
- Millgrove
- Greystone
- Blueberry
- Meridian Heights
- Broxton Park
- High Park
- Forest Green

Scheduled for Summer 2019:

- CFL
- Spruce Grove Composite High School

Total monthly line costs for the schools completed:

- Before: \$3000 per month (Telus for 8 Sites)
- After: \$800 per month (\$60 Telus analog for security, \$40 for Thinktel = \$100 x 8 Sites)
- Approximate Savings at this point in the project = \$2200 monthly or \$26400 annually.

School Messenger:

School Messenger Notification System was deployed for front office staff to send information and attendance notifications to parents via email and telephone announcement.

All PSD schools can use the power of this tool for parent and community engagement.

Powerschool:

Powerschool is the central repository for all student demographics information. The data connections between Powerschool and numerous other systems including, Online Registration Transportation (Versatrans), Library Systems (Destiny) and Alberta Education's *Provincial Approach to Student Information* (PASI) are the main focus for the Student Information System team.

These integrations continue to evolve and require constant innovation and attention.

Professional Development sessions continued this school year for front office staff.

Continued PD sessions for Library Learning Commons staff with Destiny cataloguing, collections, student and staff supports and resources delivered in-house throughout this school year.

- Parkland School Division continues as a member of the Alberta PowerSchool Users Group peer support network where users collaborate, cooperate and share with other Alberta School Divisions.

Shared Firewall:

Parkland School Division continues its membership in the Shared Services Firewall Cooperative.

Partnering with this group of school divisions has allowed for significant savings with firewall hardware infrastructure and software maintenance costs. Aside from the monetary benefits the partnership gives technology services access to the many talents and knowledge of the group to collaboratively resolve technology challenges.

Technology Inventory:

PSD owned inventory numbers continue to increase.

- 2189 Windows computers (Increase of 276)
- 4780 Chrome devices (Increase of 812)
- 1608 Apple Devices (Increase of 191)

Looking to forward to 2019 - 2020 in Information Technology

- The VoIP project was scheduled over a 3 year period. Technology Services will push to complete all schools by the end of the 2019 - 2020 school year.
- Provincial Approach to Student Information (PASI) - begin the next phase of the Alberta Education project involving digital student records management.
- Work in concert with Learning Services to implement a new Powerschool based grades 4-9 report card and onboard teachers to Powerteacher Pro gradebook.

Educational Technology Highlights

Cisco Compugen Telepresence:

The Cisco Compugen Telepresence Project has grown to 17 sites (up by 4) with 49 staff leads and an opportunity to seek out 545 unique experiences outside of Parkland and many more from site to site.

Due to this work, Nicole Lakusta won the 2019 International Society for Technology in Education (ISTE) Interactive Video Conference Professional Learning Network (PLN) Educator Award.

GSuite:

Google Suite for Education (GSuite) apps, extension and add-ons continue to evolve allowing staff and students access to more interactive, collaborative and expressive features. Built-in features as well as PSD's licensing of Read&Write for Google Chrome allow for a more personalized environment.

Mobile Learning Initiative:

The Mobile Learning Initiative is a loaner library and a GSite with access to teacher and student lessons, activities in computational thinking (coding, makerspaces, virtual/augmented reality, etc.). All items rotate throughout the schools on an as needed basis. And if schools like any items, they purchase their own sets.

Staff Development and Communication

- Ongoing communication with stakeholders has been key to share PSD stories and events. With access to the public website, weekly employee e-newsletter and a variety of Social Media applications for both the school and Division level, Parkland has been able to share its technology implementation stories and achievements in many ways.
- The PSD Tech Focus Group reviewed the current digital citizenship and responsible use of technology agreement information and updated the Digital Literacy Fundamentals document. They also reviewed and shared current research and new edtech tools for use in classrooms while building capacity at each of their sites.
- During Library Learning Commons staff meetings, members learned about how to better catalogue with the Destiny Library Management System and use digital resources to support literacy, Indigenous teachings as well as coding and tinkering.

GSite for Parents and Students:

New for Summer 2019 - a GSite for parents and Grades 1-12 students wishing to engage in online Summer Reading pursuits filled with nonfiction and fiction articles with or without comprehension questions, audiobooks and podcasts.

Pan-Canadian Assessments Program:

International assessments funneled into PSD via Graminia, Duffield and Broxton Park with the Pan-Canadian Assessment Program (PCAP) that is part of the Council of Ministers of Education Canada (CMEC) work about how well education systems are meeting the needs of grade 8 students and society.

Information is gathered in reading, mathematics, and science and provides the provinces and territories with a basis for examining their curriculum and improving their assessment tools. The other is the Trends in International Mathematics and Science Study (TIMSS) collected from grades 4 and 8 via Graminia and Broxton Park. TIMSS is sponsored by the International Association for the Evaluation of Education Achievement (IEA). Collected data from both assessments to be released in late 2020.

Provincial Achievement Tests and Diploma Examinations:

In May and June, during Grade 6 and 9 English and French Language Arts Provincial Achievement Tests all school sites offered the ability for students to use school-owned Chromebooks, a locked Google Classroom and specific accommodations for reading and writing.

New, this year, MCHS had Grade 12 students in English Language Arts using Chromebooks for Diploma Exams.

Looking forward to 2019-2020 in Educational Technology

- Replacement of edublogs with myBlueprint's All About Me and Educational Planner for grades 5-12. These student digital portfolios will be more robust due to the open-ended activities, surveys and graduation tracking included in the platform. Instructional Services will provide support to staff and students in utilizing the platform. This change has an estimated cost savings of \$3000/yr.
- Development of one-hour PD workshops for staff wanting to use block-based coding tied to the curriculum.
- Support for teaching staff in regards to utilizing PowerTeacher Pro for the new report card in conjunction with Information Technology staff support.
- Building staff and student capacity in utilizing both assistive and educational technologies in the learning environment.
- Continued support of Facilitators in implementing technology effectively in workshops, research, in the classroom and with staff.
- Support with PSD school site Tech Hubs and offering of evening courses in the Digital Literacy Exchange Program (DLEP), a federal grant, that will teach basic digital literacy skills to Canadians with a focus on under-represented groups.



MEMORANDUM

Date: June 11, 2019
To: Board of Trustees
From: Shauna Boyce, Superintendent
Originator: Scott Johnston, Associate Superintendent
Subject: **Council of School Councils (COSC)**

That the Board of Trustees receives for information, the unapproved COSC minutes of May 9, 2019 as presented at the Regular Meeting of June 11, 2019.

SJ:rg



**MINUTES OF THE COUNCIL OF SCHOOL COUNCILS MEETING
HELD AT THE CENTRE FOR EDUCATION IN STONY PLAIN,
ALBERTA ON THURSDAY, MAY 9, 2019**

ATTENDANCE:

School Council Representatives

Richard Haggarty - Prescott Learning Center - Co-Chair

Pam Pirie - Millgrove

Crystal Vanderburg - Millgrove

Lei Gryshik - Brookwood/Woodhaven

Angie Gehlert- Graminia

Chantelle deBoer - Parkland Village

Lindsay Keelken - Parkland village

Board of Trustees

Anne Montgomery, Trustee

Administration

Scott Johnston, Associate Superintendent

Archie Lillico, Principal, Millgrove

Anil Padayas, Principal, Graminia

Murray Marran, Principal, Entwistle

Recording Secretary

Lisa Farough, Executive Assistant

1. CALL TO ORDER/RULES OF ORDER

COSC Co-Chair Richard Haggarty called the meeting to order at 7:06 pm and discussed rules of order.

2. WELCOME AND INTRODUCTIONS

Co-Chair Haggarty welcomed everyone to the meeting

3. CHANGES TO THE AGENDA

No Changes were made

4. APPROVAL OF AGENDA

Moved by Ms. Crystal Vanderburg that the Agenda of the May 9, 2019 meeting be approved.

CARRIED

5. APPROVAL OF MINUTES

Moved by Ms. Pam Pirie that the Minutes of the March 14, 2019 meeting be approved as presented.

CARRIED

6. ASCA CONFERENCE

COSC Co-Chair Richard Haggarty attended the recent ASCA Conference and shared feedback about the conference. Co-Chair Richard Haggarty and Co-Chair Brenda Cyr were able to speak with members from other COSC councils at the ASCA conference, they discovered not all are run the same or meet as often as PSD COSC. They would like to find a way to better share with School Councils more about what COSC is and what ASCA is, to bring a larger forum to the table.

Brenda Cryer received an award for being a Long-Time Volunteer and Tomahawk School received an award for their School Council's strong involvement. The question was asked if PSD would pay for two School Chairs to attend the ASCA Conference. The Board currently pays for the ASCA membership; each school pays for their committee member to attend. Co-Chair Haggarty expressed the need to start the school year off by explaining this process to all of the School Councils.

7. 2019-2020 COSC MEETING DATES SELECTION

AGM to be held October 17th, 2019

The following meetings to be scheduled in November, January, March and May

8. BOARD REPORT

Trustee Montgomery discussed the five assurance elements from the Education Plan that guide the Board's work; Communication, Trailblazing (risk taking), Listening and Assessment, Advocacy and Equitable Budgeting and Spending.

Trustee Montgomery answered questions from the COSC members.

9. SENIOR ADMINISTRATION REPORT

Associate Superintendent Johnston discussed the budget and the assumptions that may be expressed and the possible impacts of budget cuts. Associate Superintendent Johnston explained the reasons as to why we are making the school and transportation changes.

Associate Superintendent Johnston showed the Top 1000 thoughts from the ThoughtExchange. These are posted on the PSD70 website. Associate Superintendent shared the Draft of the new Vision and Mission and spoke about the process.

Associate Superintendent Johnston answered questions from the COSC members.

10. FUTURE AGENDA ITEMS

None at this time

11. ADJOURNMENT

Moved by Co-Chair Haggarty that the meeting adjourn at 8:56 pm.

CARRIED

Next Meeting: Thursday, October 17, 2019.



MEMORANDUM

Date: June 11, 2019
To: Board of Trustees
From: Eric Cameron, Board Chair, PSD Tomorrow Committee Chair
Subject: **PSD Tomorrow Committee**

The Board of Trustees receives for information, the PSD Tomorrow Committee minutes of May 21, 2019 as presented at the Regular Meeting of June 11, 2019.

EC:kz



**MINUTES OF THE PSD TOMORROW COMMITTEE
MEETING HELD AT THE CENTRE FOR EDUCATION IN STONY PLAIN,
ALBERTA ON TUESDAY, MAY 21, 2019.**

ATTENDANCE:

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

1. Call to Order: Board Chair Cameron called the meeting to order at 12:33 p.m.

1.1. Changes to the Agenda:

Add ASBA Resolutions under agenda item 2.6 PSBAA / ASBA
Add agenda item 3.5 Tackling Violence Report
Add agenda item 3.6 Board Budget
Move agenda item 3.3 to the end of the Governance section

1.2. Approval of the Agenda: Moved by Trustee McCann that the Board of Trustees accepts the agenda as amended.

CARRIED

2. ADMINISTRATIVE UPDATES:

2.1. Transportation Engagements:

Superintendent Boyce announced the dates for the upcoming engagements meeting coming up at the end of May and reviewed the format for those engagements. Discussion ensued.

- May 22, 2019 - Transportation Engagement - Stony Plain - 7-8:30 p.m. at Memorial Composite High School
- May 27, 2019 - Transportation Engagement - West End - 7-8:30 p.m. at Duffield School
- May 29, 2019 – Transportation Engagement - Spruce Grove - 7-8:30 p.m. at Spruce Grove Composite High School

2.2. International Travel:

Deputy Superintendent Francis updated the Board the work he and Associate Superintendent Johnston have done to Parkland School Division (PSD) *Administrative Procedure (AP) 260 – Offsite Activities*, in regards to international travel. Discussion ensued.

Once AP 260 is complete and approved by Superintendent Boyce, administration will forward it to the Board for their information.

2.3. Staff Appreciation – June 22, 2019:

Superintendent Boyce gave information on a PSD Staff Appreciation Day planned for June 22, 2019, 11:00 am – 2:00 pm.

2.4. Organization Meeting:

Associate Superintendent McFadyen gave information regarding the time, date and format for the Organization Meeting to be held, June 25, 2019, immediately following the Special Board Meeting at 9:30 AM. Trustees signed a Waiver of Notice for the meeting.

2.5. Stakeholder Engagement Debrief:

Superintendent Boyce debriefed on the Stakeholder Engagement Event held May 16, 2019 and gave opportunity for committee members to share their experience and feedback from the day. The Communications and Strategic Planning Department is sorting through the information gathered from stakeholders to highlight ideas and topic themes for a summary report. Discussion ensued.

2.6. PSBAA / ASBA:

Ms. Zylla shared that information for the ASBA and PSBAA AGMs will be found in Team Drives. A link to the information will be sent out by email and also be linked to calendar appointments. Meeting dates for year-end events will be sent to trustees and executive team in the same format as previous events.

Vice Chair Stewart shared five ASBA Resolutions that will be reviewed at the next ASBA Zone 2/3 meeting, Friday, May 24, 2019. Trustees gave feedback on whether they would like Trustee Clarke to represent our support or nonsupport for each resolution at this meeting. Discussion ensued.

2.7. Topics to bring forward to the June 11, 2019 Board Meeting:

Transportation Engagements and the Stakeholder Engagement Event will all be part of the Superintendent's Report.

Board Chair Cameron called a recess at 1:54 p.m.

Meeting resumed at 2:01 p.m.

3. GOVERNANCE:

3.1. Education Act / School Act:

Vice Chair Stewart shared information highlighting the difference between the Education Act and the School Act and the possible impact to schools if the government proclaims the Education Act. Discussion ensued.

3.2. Action on Smoking & Health – ASH:

Board Chair Cameron reviewed a statement letter from ASH that can be used in support “to stop the repeal of important legislation to protect thousands of Alberta youth from the hazards of tobacco, smoking and vaping”. Discussion ensued.

Trustees will forward their choice to sign the letter to Board Chair Cameron who will move forward according to majority.

3.3. Draft Board Meeting Dates / Draft Board Work Plan:

Superintendent Boyce reviewed the draft of the Board Meeting Dates and introduced a new calendar highlighting dates specific to Trustees and the Executive Team. Deputy Superintendent Francis mentioned that some dates were moved to better serve report timelines and deadlines for required Board action. Discussion ensued.

Deputy Superintendent Francis presented a draft of the Board Work Plan highlighting all the changes and additions. Discussion ensued.

Trustee Heinrichs left the meeting at 2:54 p.m.

3.4. Board Self-Evaluation Wrap-up:

Vice Chair Stewart reviewed each question and the information collected from the Board Self-Evaluation completed at the March 19, 2019 meeting, and gave trustees opportunity for additional comments or clarification on the feedback. She asked trustees for reflection and to forward any suggested board actions based on this data. Discussion ensued.

Trustee Kucher-Johnson left the meeting at 3:10 p.m.

3.5. Board Budget:

Vice Chair inquired about Board interest in looking at the budget for governance. Associate Superintendent McFadyen expressed that the Audit Committee reviews the governance budget and brings proposals, recommendations or concerns back to the Board. Associate Superintendent will add the Governance Budget to the Audit Committee agenda for the June 17, 2019 meeting. Discussion ensued.

3.6. Tackling Violence Report PD:

Vice Chair Stewart discussed a report from the March 27, 2019 roundtable discussion hosted by Member of Parliament, Dane Lloyd, on “Tackling Violence”.

3.7. Canadian School Board Association (CSBA) Survey:

Board Chair Cameron reviewed survey questions with the Board and confirmed answers for the Canadian School Board Association (CSBA) survey. Discussion ensued.

4. IN CAMERA: Land

MOTION TO MOVE IN CAMERA

Res 066-19 MOVED by Trustee McCann that the Board of Trustees moves to in camera at 3:23 p.m.

CARRIED

MOTION TO REVERT TO A PUBLIC MEETING

Res 067-19 MOVED by Trustee Clarke that the Board of Trustees reverts to a public meeting at 3:47 p.m.

CARRIED

5. Adjournment:

Meeting adjourned at 3:47 p.m.

NEXT MEETING: Tuesday, June 18, 2019 @ 12:30 p.m.