

# REGULAR BOARD MEETING

## AGENDA

June 21, 2022 at 9:30 A.M.

Live-Streamed for the Public at:

<https://youtu.be/RdLncqwhV8>



**PARKLAND**  
SCHOOL DIVISION

Our Vision:

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

**PARKLAND SCHOOL DIVISION**

**Board of Trustees Regular Meeting**

**June 21, 2022, at 9:30 AM**

**Live-Streaming:** <https://youtu.be/RdLncqwhV8>

Page Number	<b>A G E N D A</b>
-1-	<b>1. CALL TO ORDER at 9:30 AM</b> 1.1. Treaty 6 Acknowledgement 1.2. National Anthem 1.3. Personal Reflection 1.4. Trustee Announcements 1.5. Changes to the Agenda 1.6. Approval of the Agenda
-4- -12-	<b>2. APPROVAL OF MINUTES</b> 2.1. Regular Meeting of May 24, 2022 2.2. Special Meeting of June 10, 2022
	<b>3. BUSINESS ARISING FROM THE MINUTES</b>
	<b>4. DELEGATION / PRESENTATION</b> 4.1. Indigenous Education: Land-Based Learning
	<b>5. BOARD CHAIR REPORT</b>
	<b>6. SUPERINTENDENT REPORT</b>
	<i>Recess Period / Public Question Period</i>
-14- -21-	<b>7. ACTION ITEMS</b> 7.1. Revised Board Policy 11: Board Delegation of Authority (Policy Review Committee) 7.2. Attendance Area Review Recommendation A3: Address Capacity at Prescott Learning Centre (S. Boyce, M. Francis)

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-41-	7.3. Attendance Area Review Recommendation B: Re-designate McLaughlin Community to Woodhaven and Brookwood Schools (S. Boyce, M. Francis)																					
-66-	7.4. Attendance Area Review Recommendation F: Address Capacity at High Park School (S. Boyce, M. Francis)																					
-81- -98- -106-	<b>8. ADMINISTRATIVE REPORTS</b>  8.1. 2021-2022 Third Quarter Financial Report and Forecast (S. McFadyen, J. Krefting)  8.2. Indigenous Education Report (S. Johnston, K. Mann)  8.3. Science, Technology, Engineering, Arts and Mathematics (STEAM) Report (S. Johnston, K. Mann)																					
-111- -115-	<b>9. TRUSTEE REPORTS</b>  9.1. Governance & Planning Session (L. Stewart)  9.2. Teacher Board Advisory Council (S. Cresswell)  9.3. Alberta School Boards Association (E. Cameron, A. Montgomery)  9.4. Public School Boards’ Association of Alberta (L. Stewart, A. Wagner)  9.5. Chamber of Commerce (L. Stewart)																					
	<b>10. FUTURE BUSINESS</b>  10.1. Meeting Dates: <table><tr><td colspan="3">Board – Open to the Public:</td></tr><tr><td>Sep 13, 2022</td><td>-----</td><td>Regular Board Meeting 9:00 AM, Centre for Education (Meeting Live-Streamed for Public)</td></tr><tr><td colspan="3">Committees – Closed to the Public:</td></tr><tr><td>Aug 30, 2022</td><td>-----</td><td>Governance &amp; Planning Session (GPS) 9:00 AM, Centre for Education (morning only)</td></tr><tr><td>Sep 20, 2022</td><td>-----</td><td>Audit Committee 1:00 PM, Centre for Education</td></tr><tr><td>Sep 22, 2022</td><td>-----</td><td>Benefits Committee 3:30 PM, Centre for Education</td></tr><tr><td>Sep 27, 2022</td><td>-----</td><td>Governance &amp; Planning Session (GPS) 9:00 AM, Centre for Education (full day)</td></tr></table>	Board – Open to the Public:			Sep 13, 2022	-----	Regular Board Meeting 9:00 AM, Centre for Education (Meeting Live-Streamed for Public)	Committees – Closed to the Public:			Aug 30, 2022	-----	Governance & Planning Session (GPS) 9:00 AM, Centre for Education (morning only)	Sep 20, 2022	-----	Audit Committee 1:00 PM, Centre for Education	Sep 22, 2022	-----	Benefits Committee 3:30 PM, Centre for Education	Sep 27, 2022	-----	Governance & Planning Session (GPS) 9:00 AM, Centre for Education (full day)
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	10.2. Notice of Motion  10.3. Topics for Future Agendas																					

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	10.4. Requests for Information 10.5. Responses to Requests for Information
	<b>11. IN-CAMERA: LAND</b>
	<b>12. ACTION IN RESPONSE TO IN-CAMERA</b>
	<b>13. ADJOURNMENT</b>





**MINUTES OF THE  
REGULAR BOARD MEETING**

**HELD AT THE PARKLAND SCHOOL DIVISION CENTRE FOR EDUCATION IN STONY  
PLAIN, ALBERTA ON TUESDAY, MAY 24, 2022, AT 9:00 AM**

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**TRUSTEE ATTENDANCE:**

Lorraine Stewart, Chair  
Anne Montgomery, Vice-Chair  
Aimee Hennig, Trustee  
Aileen Wagner, Trustee  
Eric Cameron, Trustee  
Jill Osborne, Trustee

**ADMINISTRATION ATTENDANCE:**

Shauna Boyce, Superintendent  
Mark Francis, Deputy Superintendent  
Scott Johnston, Associate Superintendent  
Scott McFadyen, Associate Superintendent (*via video conferencing*)  
Dr. Meg Miskolzie, Associate Superintendent  
Jason Krefting, Director, Financial Services  
Mark Karaki, Director, Technology Services  
Katherine Mann, Division Principal, Indigenous Education and Numeracy  
Jordi Weidman, Director, Strategic Communications  
Keri Zylla, Recording Secretary

**REGRETS:**

Paul McCann, Trustee

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**CALL TO ORDER**

Board Chair Stewart called the meeting to order at 9:01 a.m.

**TREATY SIX ACKNOWLEDGEMENT**

**NATIONAL ANTHEM**

**PERSONAL REFLECTION**

**ANNOUNCEMENTS**

**CHANGES TO THE AGENDA**

There were no changes to the agenda.

**APPROVAL OF THE AGENDA**

**Res 032-22**

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

**CARRIED UNANIMOUSLY**

**APPROVAL OF THE MINUTES**

**Res 033-22**

**MOVED by** Trustee Osborne that the minutes of the Regular Board Meeting held on April 12, 2022, be approved as presented.

**CARRIED UNANIMOUSLY**

**APPROVAL OF THE MINUTES**

**Res 034-22**

**MOVED by** Trustee Wagner that the minutes of the Special Meeting held on May 16, 2022, be approved as presented.

**CARRIED UNANIMOUSLY**

**BUSINESS ARISING FROM THE MINUTES**

None.

**DELEGATION / PRESENTATION**

None.

**BOARD CHAIR REPORT**

Board Chair Stewart shared her report.

**SUPERINTENDENT REPORT**

Superintendent Boyce shared her report.

**QUESTION PERIOD:**

*There were no questions submitted to the Board at [Board@psd.ca](mailto:Board@psd.ca), for the May 24, 2022, Question Period.*

**ACTION ITEMS**

**PARKLAND SCHOOL DIVISION 2022-2025 EDUCATION PLAN**

**Res 035-22**

**MOVED by** Trustee Hennig that the Board of Trustees approves the 2022-2025 Annual Education Plan as presented at the Regular Meeting of May 24, 2022.

**CARRIED UNANIMOUSLY**

*Board Chair Stewart transferred chair to Vice-Chair Montgomery at 9:27 a.m. and resumed chair at 9:28 a.m.*

Associate Superintendent Johnston provided additional information and responded to questions.

**2022-2023 BUDGET**

**Res 036-22**

**MOVED by** Trustee Cameron that the Board of Trustees approve the Budget for the 2022-2023 fiscal year, as recommended by the Audit Committee and presented at the Regular Meeting of May 24, 2022.

**CARRIED UNANIMOUSLY**

Associate Superintendent McFadyen provided additional information and responded to questions.

*Mr. Krefting exited the meeting at 10:08 a.m.*

**REVISED BOARD POLICY 12: ROLE OF THE SUPERINTENDENT**

**Res 037-22**

**MOVED by** Vice-Chair Montgomery that the Board of Trustees approves the Revised Board Policy 12: Role of the Superintendent, as recommended by the Policy Review Committee and presented at the Regular Meeting of May 24, 2022.

**CARRIED UNANIMOUSLY**

Vice-Chair Montgomery and Superintendent Boyce provided additional information and responded to questions.

**REVISED BOARD POLICY 20: WHISTLE-BLOWER PROTECTION**

**Res 038-22**

**MOVED by** Vice-Chair Montgomery that the Board of Trustees approves the Revised Board Policy 20: Whistle-Blower Protection, as recommended by the Policy Review Committee and amended at the Regular Meeting of May 24, 2022.

**CARRIED UNANIMOUSLY**

**Amendment:** Remove the repeated phrase in article 3.5 “or to the Vice-Chair in the event that circumstances prevent a disclosure to the Board Chair”.

Board Chair Stewart provided additional information and responded to questions.

*Board Chair Stewart called a recess at 10:17 a.m. The meeting resumed at 10:25 a.m.*

**ATTENDANCE AREA REVIEW RECOMMENDATION A1: PARKLAND VILLAGE SCHOOL RECONFIGURATION**

**Res 039-22**

**MOVED by** Trustee Osborne that Parkland Village School is reclassified as a Kindergarten to grade five (K-Gr.5) school commencing in the 2022-2023 school year, as recommended by Administration and presented at the Regular Meeting of May 24, 2022.

**CARRIED UNANIMOUSLY**

*Board Chair Stewart transferred chair to Vice-Chair Montgomery at 10:46 a.m. and resumed chair at 10:47 a.m.*

Superintendent Boyce and Associate Superintendent McFadyen provided additional information and responded to questions.

**ATTENDANCE AREA REVIEW RECOMMENDATION J: MOVE SENIOR HIGH FRENCH IMMERSION PROGRAM TO MEMORIAL COMPOSITE HIGH SCHOOL**

**Res 040-22**

**MOVED by** Vice-Chair Montgomery that the Board of Trustees continue to offer Senior High French Immersion Programming at Spruce Grove Composite High School, as recommended by Administration and presented at the Regular Meeting of May 24, 2022.

**CARRIED UNANIMOUSLY**

*Board Chair Stewart transferred chair to Vice-Chair Montgomery at 10:59 a.m. and resumed chair at 11:01 a.m.*

Superintendent Boyce provided additional information and responded to questions.

**ATTENDANCE AREA REVIEW RECOMMENDATION L: PRE-DESIGNATING NEW GROWTH AREAS IN SPRUCE GROVE'S SHILOH ASP TO BROOKWOOD AND WOODHAVEN MIDDLE SCHOOLS**

**Res 041-22**

**MOVED by** Trustee Osborne that the Board of Trustees pre-designate the Shiloh area structure plan to Brookwood School and Woodhaven Middle School, effective the 2022-2023 school year, as recommended by Administration and amended at the Regular Meeting of May 24, 2022.

**CARRIED UNANIMOUSLY**

**Amendment:** Add “effective 2022-2023 school year” to the recommendation for Attendance Area Review Recommendation L.

Superintendent Boyce provided additional information and responded to questions.

Res 042-22

**ATTENDANCE AREA REVIEW RECOMMENDATION M: RE-DESIGNATING THE AREAS OF TUSSIC, COUNTRY PLAINS ESTATES, AND OTHER, UNNAMED DEVELOPMENTS IN SOUTHEAST STONY PLAIN TO STONY PLAIN CENTRAL SCHOOL**

**MOVED by** Vice-Chair Montgomery that the Board of Trustees re-designate the communities of Tussic and Country Plains Estates, as well as other, unnamed areas in southeast Stony Plain to Stony Plain Central School, effective the 2022-2023 school year, as recommended by Administration and amended at the Regular Meeting of May 24, 2022.

**CARRIED UNANIMOUSLY**

**Amendment:** Add “effective 2022-2023 school year” to the recommendation for Attendance Area Review Recommendation M.

Superintendent Boyce provided additional information and responded to questions.

## **ADMINISTRATIVE REPORTS**

### **STRATEGIC COMMUNICATIONS DEPARTMENT REPORT**

The Board of Trustees received for information, the Strategic Communications Department Report.

Deputy Superintendent Francis and Mr. Weidman provided additional information and responded to questions.

### **LEARNING AND TECHNOLOGY REPORT**

The Board of Trustees received for information, the Learning and Technology Report

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

*Mr. Karaki and Ms. Mann exited the meeting at 12:00 p.m.*

### **STAKEHOLDER ENGAGEMENT REPORT**

The Board of Trustees received for information, the Stakeholder Engagement Report.

Associate Superintendent Johnston provided additional information and responded to questions.

### **STUDENT ENGAGEMENT REPORT**

The Board of Trustees received for information, the Student Engagement Report.

Associate Superintendent Johnston and Associate Superintendent Dr. Miskolzie provided additional information and responded to questions.

*Board Chair Stewart called a recess at 12:15 p.m. The meeting resumed at 12:21 p.m.*

## **TRUSTEE REPORTS**

### **GOVERNANCE & PLANNING SESSION**

The Board of Trustees received for information, the approved Minutes from the April 21, 2022, Governance & Planning Session, and the unapproved Minutes from the May 10, 2022, Governance & Planning Session.

### **TEACHER BOARD ADVISORY COMMITTEE**

The Board of Trustees received for information, the Teacher Board Advisory Committee Report.

### **COUNCIL OF SCHOOL COUNCILS**

The Board of Trustees received for information, the Council of School Councils Report.

### **AUDIT COMMITTEE**

The Board of Trustees received for information, the Audit Committee Report.

### **ALBERTA SCHOOL BOARDS ASSOCIATION**

Vice-Chair Montgomery provided Trustees with her report.

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

There was no report.

### **CHAMBER OF COMMERCE**

There was no report.

## FUTURE BUSINESS

### MEETING DATES:

#### *Board – Open to the Public:*

- |              |       |  |
|--------------|-------|--|
| Jun 21, 2022 | ----- | Organizational Meeting 9:00 AM, Centre for Education <i>(Meeting Live-Streamed for Public)</i> |
| Jun 21, 2022 | ----- | Regular Board Meeting 10:00 AM, Centre for Education <i>(Meeting Live-Streamed for Public)</i> |

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

- |              |       |   |
|--------------|-------|---|
| Jun 14, 2022 | ----- | Governance & Planning Session 9:00 AM, Centre for Education <i>(full day)</i> |
| Jun 14, 2022 | ----- | Teacher Board Advisory Committee 5:00 PM, TBD                                 |

#### *By Invitation:*

- |              |       |   |
|--------------|-------|---|
| May 27, 2022 | ----- | Milestones and Merits 5:00 PM, Heritage Pavilion, Stony Plain |
|--------------|-------|---|

### NOTICE OF MOTION

There was no notice of motion.

### TOPICS FOR FUTURE AGENDAS

There were no topics for future agendas.

### REQUESTS FOR INFORMATION

There were no requests for information.

### RESPONSES TO REQUESTS FOR INFORMATION

The information requested by Vice-Chair Montgomery at the Regular Meeting of April 12, 2022, will be shared at a future Governance & Planning Session.

### IN-CAMERA: LABOUR

**Res 043-22**

**MOVED by** Vice-Chair Montgomery that the Board of Trustees move to In-Camera at 12:30 p.m.

**CARRIED UNANIMOUSLY**

*The meeting live-stream recording was paused. Associate Superintendent Johnston, Associate Superintendent Dr. Miskolzie and Mr. Weidman exited the public meeting in the Boardroom. Board Chair Stewart, Vice-Chair Montgomery, Trustee Wagner, Trustee Hennig, Trustee Cameron, Trustee Osborne, Superintendent Boyce, Deputy Superintendent Francis, Associate Superintendent McFadyen and Ms. Zylla exited the public virtual live-stream, but remained in the Boardroom for the In-Camera meeting at 12:30 p.m.*

**Res 044-22**

**MOTION TO REVERT TO A PUBLIC MEETING**

**MOVED by** Trustee Cameron that the Board of Trustees revert to a public meeting at 1:07 p.m.

**CARRIED UNANIMOUSLY**

*The meeting live-stream resumed. Mr. Weidman re-entered the Boardroom.*

*Board Chair Stewart, Vice-Chair Montgomery, Trustee Wagner, Trustee Hennig, Trustee Cameron, Trustee Osborne, Superintendent Boyce, Deputy Superintendent Francis, Associate Superintendent McFadyen and Ms. Zylla exited the private In-Camera meeting, remained in the Boardroom and returned resumed the public virtual live-stream, at 1:07 p.m.*

**ACTION IN RESPONSE TO IN-CAMERA**

There was no action in response to In-Camera.

**ADJOURNMENT**

The meeting was adjourned at 1:08 p.m.





**MINUTES OF THE  
SPECIAL BOARD MEETING  
HELD VIRTUALLY FROM VARIOUS LOCATIONS  
ON FRIDAY, JUNE 10, 2022, AT 10:00 AM**

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**TRUSTEE ATTENDANCE:**

Lorraine Stewart, Chair  
Anne Montgomery, Vice-Chair  
Aileen Wagner, Trustee  
Aimee Hennig, Trustee  
Paul McCann, Trustee  
Eric Cameron, Trustee  
Jill Osborne, Trustee

**ADMINISTRATION ATTENDANCE:**

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

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**CALL TO ORDER**

Board Chair Stewart called the meeting to order at 10:00 a.m.

**TREATY SIX ACKNOWLEDGEMENT**

**NATIONAL ANTHEM**

**PERSONAL REFLECTION**

**IN-CAMERA: INTERIM EDUCATIONAL AUTHORITY**

**Res 045-22**

**MOVED by** Trustee Cameron that the Board of Trustees move to In-Camera at 10:05 a.m.

**CARRIED UNANIMOUSLY**

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Board Chair

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Secretary-Treasurer

*The meeting live-stream recording was paused. Board Chair Stewart, Vice-Chair Montgomery, Trustee Wagner, Trustee Hennig, Trustee McCann, Trustee Cameron, Trustee Osborne, Superintendent Boyce, Deputy Superintendent Francis, Associate Superintendent McFadyen and Ms. Zylla exited the public virtual meeting and went in-camera in a private virtual meeting at 10:05 a.m.*

**Res 046-22**

**MOTION TO REVERT TO A PUBLIC MEETING**

**MOVED by** Trustee McCann that the Board of Trustees revert to a public meeting at 10:59 a.m.

**CARRIED UNANIMOUSLY**

*The meeting live-stream resumed. Board Chair Stewart, Vice-Chair Montgomery, Trustee Wagner, Trustee Hennig, Trustee McCann, Trustee Cameron, Trustee Osborne, Superintendent Boyce, Deputy Superintendent Francis, Associate Superintendent McFadyen and Ms. Zylla re-entered the public virtual meeting at 11:00 a.m.*

**Res 047-22**

**ACTION IN RESPONSE TO IN-CAMERA**

**MOVED by** Trustee McCann that the Board of Trustees become the Interim Education Authority for Athabasca Delta Community School in Fort Chipewyan, AB, effective September 1, 2022.

**CARRIED UNANIMOUSLY**

Trustees each shared their rationale for support of Resolution 047-22.

*Vice-Chair Montgomery exited the meeting at 11:02 a.m.*

**ADJOURNMENT**

The meeting was adjourned at 11:07 a.m.



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## MEMORANDUM

June 21, 2022

Regular Board Meeting

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<b>TO</b>	Board of Trustees
<b>FROM</b>	Lorraine Stewart, Board Chair Anne Montgomery, Board Vice-Chair
<b>ORIGINATOR</b>	Shauna Boyce, Superintendent
<b>RESOURCE</b>	Policy Review Committee
<b>GOVERNANCE POLICY</b>	Board Policy 2: Role of the Board Board Policy 11: Board Delegation of Authority Board Policy 12: Role of the Superintendent Board Policy 14: Hearings on Teacher Matters
<b>ADDITIONAL REFERENCE</b>	BP 2: Governance and Organization BP 12: Section 5. Policy <i>Education Act</i>
<b>SUBJECT</b>	<b>REVISED BOARD POLICY 11: BOARD DELEGATION OF AUTHORITY</b>

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### PURPOSE

For approval. Recommendation required.

### RECOMMENDATION

That the Board of Trustees approves the Revised Board Policy 11: Board Delegation of Authority, as recommended by the Policy Review Committee and presented at the Regular Meeting of June 21, 2022.

### BACKGROUND

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

## REPORT SUMMARY

On April 5, 2022 and May 31, 2022, the Policy Review Committee met and discussed updates to Board Policy 11: Board Delegation of Authority.

Key Changes to Board Policy 11 include:

- Updates to reflect the inclusion of the *Education Act* and its references.

The draft policy was initially reviewed and discussed by the Board at the April 21, 2022, Governance and Planning Session (GPS) and for a second review at the June 14, 2022, GPS to ensure all necessary revisions were addressed.

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

LS:kz



## Parkland School Division Board Policy 11

### BOARD DELEGATION OF AUTHORITY

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

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division. The Superintendent reports directly to the corporate Board, and is accountable to the Board of Trustees for the conduct and operation of the Division.

The *Education Act* allows for the Board to delegate certain responsibilities and powers to others. All Board authority delegated to the staff of the Division is delegated through the Superintendent.

#### Specifically:

1. The Board delegates the authority to the Superintendent to exercise any power, or do any act, or thing, that the Board may do, or is required to do, except those matters prohibited by provincial legislation and, specifically, except those matters identified in section 52(4) of the Education Act.
2. The Board reserves, to itself, the authority to make any decisions, or to amend any delegation of authority, through policy amendment or motion.
  - 2.1. The Board's authority is established through Board policies, as reviewed and amended on an ongoing basis.
3. The Board requires that any significant new provincial, regional or local obligations be brought to the Board for information and discussion.

Reference:	Education Act: 52, 53, 202-219, 222 Collective Agreements: ATA, CAAMSE, IUOE	Approved:	(signature)
		Date Approved:	June 21, 2022
Cross-Reference:	Board Policy: 2, 12	Reviewed or Revised:	June, 2022 December, 2020 March, 2017 September, 2010



## Parkland School Division Board Policy 11

### BOARD DELEGATION OF AUTHORITY

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

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division. The Superintendent reports directly to the corporate Board, and is accountable to the Board of Trustees for the conduct and operation of the Division.

The ~~School Act~~ *Education Act* allows for the Board to delegate certain of its responsibilities and powers to others. ~~All Board authority delegated to the staff of the Division is delegated through the Superintendent.~~

#### Specifically:

1. ~~[Former Background] The Board authorizes~~ *delegates the authority to* the Superintendent ~~to do any act or thing or to exercise any power, or do any act, or thing, that the Board may do, or is required to do, or may exercise, except those matters prohibited by provincial legislation and, specifically, except those matters identified in section 52(4) of the Education Act. which, in accordance with section 61(2) of the School Act, cannot be delegated. This delegation of authority to the Superintendent specifically:~~

~~Includes any authority or responsibility set out in the School Act and regulations as well as authority or responsibility set out in other legislation or regulations;~~

~~Includes the ability to enact administrative procedures, practices or regulations required to carry out this authority; and also~~

~~Includes the ability to sub-delegate this authority and responsibility as required.~~

2. ~~[Former Background] Notwithstanding the above, t~~The Board reserves, to itself, the authority to make *any* decisions, ~~or to amend any delegation of authority, through policy amendment or motion. on specific matters requiring Board approval.~~

- 2.1. ~~[Former Background] This~~ The Board's ~~reserved authority of the Board is set out in~~ established through Board policies, as *reviewed and* ~~amended from time to time on an ongoing basis.~~

3. ~~[Former Background] Further, t~~The Board requires that any significant new provincial, regional or local obligations be brought to the Board for information and discussion.

#### Specifically

1. ~~The Board reserves to itself the ability to make decisions on recommendations for the termination of a continuous contract of employment for a teacher, or of any designation held by a teacher, made pursuant to sections 19, 95 or 96 of the School Act.~~
2. ~~The Superintendent is authorized to suspend a teacher from the performance of the teacher's duties in accordance with sections 105(1) and 105(2) of the School Act. Further, the Superintendent is authorized to terminate the contract of employment for a teacher employed under a probationary, temporary or interim~~

contract of employment, where such termination is made during the term of such contract. The power to suspend or terminate the services of a teacher may not be further delegated. The suspension and/or termination shall be conducted in accordance with the requirements of the *School Act*. The Superintendent is also authorized to suspend or terminate non-certificated staff.

3. ~~The Superintendent is delegated the authority to develop administrative procedures that are consistent with provincial policies and procedures for the following program areas:~~
- 3.1. ~~Special Education~~
  - 3.2. ~~Guidance and Counseling~~
  - 3.3. ~~Services for Students and Children~~
  - 3.4. ~~Student Evaluation~~
  - 3.5. ~~Teacher Growth, Supervision and Evaluation~~
  - 3.6. ~~Home Education~~
  - 3.7. ~~Early Childhood Services~~
  - 3.8. ~~Outreach Programs~~
  - 3.9. ~~Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses~~
  - 3.10. ~~Knowledge and Employability Courses~~
  - 3.11. ~~Off-Campus Education~~
  - 3.12. ~~English as a Second Language~~
  - 3.13. ~~French as a Second Language and French Language Immersion~~
  - 3.14. ~~Alternative Programs~~
4. ~~The Superintendent is directed to develop an administrative procedure to fulfill Board obligations created by any federal legislation or provincial legislation other than the School Act.~~

Reference: <b>Education Act: 52, 53, 202-219, 222</b> <del>School Act: 19, 60-61, 95-96, 98, 101-102, 105-107, 109-110, 113</del> Collective Agreements: ATA, CAAMSE, IUOE	Approved:      (signature)
	Date <b>June 21, 2022</b> Approved:
Cross-Reference:      Board Policy: 2, 12	Reviewed or <b>June, 2022</b> Revised:          December, 2020 March, 2017 September, 2010



## Parkland School Division Board Policy 11

### BOARD DELEGATION OF AUTHORITY

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The School Act allows for the Board to delegate certain of its responsibilities and powers to others.

The Board authorizes the Superintendent to do any act or thing or to exercise any power that the Board may do, or is required to do, or may exercise, except those matters which, in accordance with section 61(2) of the School Act, cannot be delegated. This delegation of authority to the Superintendent specifically:

- Includes any authority or responsibility set out in the School Act and regulations as well as authority or responsibility set out in other legislation or regulations;
- Includes the ability to enact administrative procedures, practices or regulations required to carry out this authority; and also
- Includes the ability to sub-delegate this authority and responsibility as required.

Notwithstanding the above, the Board reserves to itself the authority to make decisions on specific matters requiring Board approval. This reserved authority of the Board is set out in Board policies, as amended from time to time.

Further, the Board requires that any significant new provincial, regional or local obligations be brought to the Board for information and discussion.

#### **Specifically**

1. The Board reserves to itself the ability to make decisions on recommendations for the termination of a continuous contract of employment for a teacher, or of any designation held by a teacher, made pursuant to sections 19, 95 or 96 of the *School Act*.
2. The Superintendent is authorized to suspend a teacher from the performance of the teacher's duties in accordance with sections 105(1) and 105(2) of the *School Act*. Further, the Superintendent is authorized to terminate the contract of employment for a teacher employed under a probationary, temporary or interim contract of employment, where such termination is made during the term of such contract. The power to suspend or terminate the services of a teacher may not be further delegated. The suspension and/or termination shall be conducted in accordance with the requirements of the *School Act*. The Superintendent is also authorized to suspend or terminate non-certificated staff.
3. The Superintendent is delegated the authority to develop administrative procedures that are consistent with provincial policies and procedures for the following program areas:
  - 3.1. Special Education
  - 3.2. Guidance and Counseling
  - 3.3. Services for Students and Children



- 3.4. Student Evaluation
- 3.5. Teacher Growth, Supervision and Evaluation
- 3.6. Home Education
- 3.7. Early Childhood Services
- 3.8. Outreach Programs
- 3.9. Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses
- 3.10. Knowledge and Employability Courses
- 3.11. Off-Campus Education
- 3.12. English as a Second Language
- 3.13. French as a Second Language and French Language Immersion
- 3.14. Alternative Programs
- 4. The Superintendent is directed to develop an administrative procedure to fulfill Board obligations created by any federal legislation or provincial legislation other than the School Act.

Reference:	School Act: 19, 60-61, 95-96, 98, 101-102, 105-107, 109-110, 113 Collective Agreements: ATA, CAAMSE, IUOE	Approved:	(signature)
		Date Approved:	UNAPPROVED – Indicate Board Meeting Date
Cross-Reference:	Board Policy: 2, 12 Admin Procedure:	Reviewed or Revised:	March, 2017 September, 2010



## MEMORANDUM

June 21, 2022

Regular Board Meeting

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<b>TO</b>	Board of Trustees
<b>FROM</b>	Shauna Boyce, Superintendent
<b>ORIGINATOR</b>	Mark Francis, Deputy Superintendent
<b>RESOURCE</b>	Jordi Weidman, Director, Strategic Communications
<b>GOVERNANCE POLICY</b>	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
<b>ADDITIONAL REFERENCE</b>	BP 2: Resource Stewardship BP 2: Stakeholder Engagement and Communication Administrative Procedure 304: Attendance Area Administrative Procedure 850: Transportation Services <i>Education Act</i>
<b>SUBJECT</b>	<b>ATTENDANCE AREA REVIEW RECOMMENDATION A3: ADDRESS CAPACITY AT PRESCOTT LEARNING CENTRE</b>

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### PURPOSE

For approval. Recommendation required.

### RECOMMENDATION

That the Spruce Grove communities of Tonewood, Fenwyck, and Easton be re-designated to the Brookwood School and Woodhaven Middle School attendance boundaries, effective the beginning of the 2023-2024 school year.

Further, that any current, affected students who will be in Grades 7-9 at Prescott Learning Centre in the 2023-2024 school year be permitted to remain at Prescott Learning Centre (legacy) until they complete Grade 9, and that their families are not assigned school-of-choice fees for those students who legacy and require transportation to Prescott Learning Centre, as recommended by Administration and presented at the Regular Meeting of June 21, 2022.

## BACKGROUND

On January 12, 2021, the Board of Trustees directed administration to conduct an attendance area review of all schools in Parkland School Division (PSD) in order to facilitate long-term planning and the effective use of our school facilities. Population demographics continue to shift with the communities of Spruce Grove, Stony Plain and Parkland County. Board Policy 2, Role of the Board requires the Board to review and approve the attendance areas for PSD schools (Policy 2(52)).

On January 18, 2022, the Board of Trustees received the *Student Attendance Area Study* conducted by Edmonton Public Schools, Infrastructure Planning. This [study](#) outlined a number of potential options for the Board to consider. Subsequently, the Board of Trustees directed administration to further explore a number of the recommendations for review by the Board of Trustees. A summary of the recommendations including which ones were being explored further can be found [here](#).

The attendance area review conducted by Administration took into consideration several factors including impact on students and families, impact on programming, facility utilization, transportation, resource stewardship and future growth.

## REPORT SUMMARY

The Board of Trustees reconfigured Parkland Village School to become a K-5 school, beginning in the 2022-2023 School Year. This is a first step in addressing the utilization concerns at Prescott Learning Centre. Even without the Parkland Village students, Prescott Learning Centre is still facing an immediate utilization concern, and therefore other configurations must be considered.

- A new school request in the Tonewood area has been included in the 2022-2025 Capital Plan
- Areas in the East end of Spruce Grove that are not yet developed have been pre-designated to Brookwood and Woodhaven schools
- Considerations remain for re-designating residents of the communities of Fenwyck, Tonewood and Easton.

Designating the communities of Fenwyck, Tonewood, and Easton to Brookwood and Woodhaven Schools would help to alleviate the capacity concerns at Prescott Learning Centre until Parkland School Division is awarded a new school in Tonewood, as requested in the 2022-2025 Capital Plan.

Administration would be pleased to respond to any questions.

SB:kz



## ATTENDANCE AREA REVIEW SUMMARY – RECOMMENDATION A3

### A3: Address Prescott Learning Centre Capacity

JUNE 2022

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

### BACKGROUND

On January 12, 2021, the Board of Trustees directed administration to conduct an attendance area review of all schools in Parkland School Division (PSD) in order to facilitate long-term planning and the effective use of our school facilities. Population demographics continue to shift with the communities of Spruce Grove, Stony Plain and Parkland County. Board Policy 2, Role of the Board requires the Board to review and approve the attendance areas for PSD schools (Policy 2(52)).

On January 18, 2022, the Board of Trustees received the *Student Attendance Area Study* conducted by Edmonton Public Schools, Infrastructure Planning. This [study](#) outlined a number of potential options for the Board to consider. Subsequently, the Board of Trustees directed administration to further explore a number of the recommendations for review by the Board of Trustees. A summary of the recommendations including which ones were being explored further can be found [here](#).

It is important that the attendance area review takes into consideration several factors including:

- impact on students and families,
- facility utilization,
- transportation,
- resource stewardship, and
- future growth.

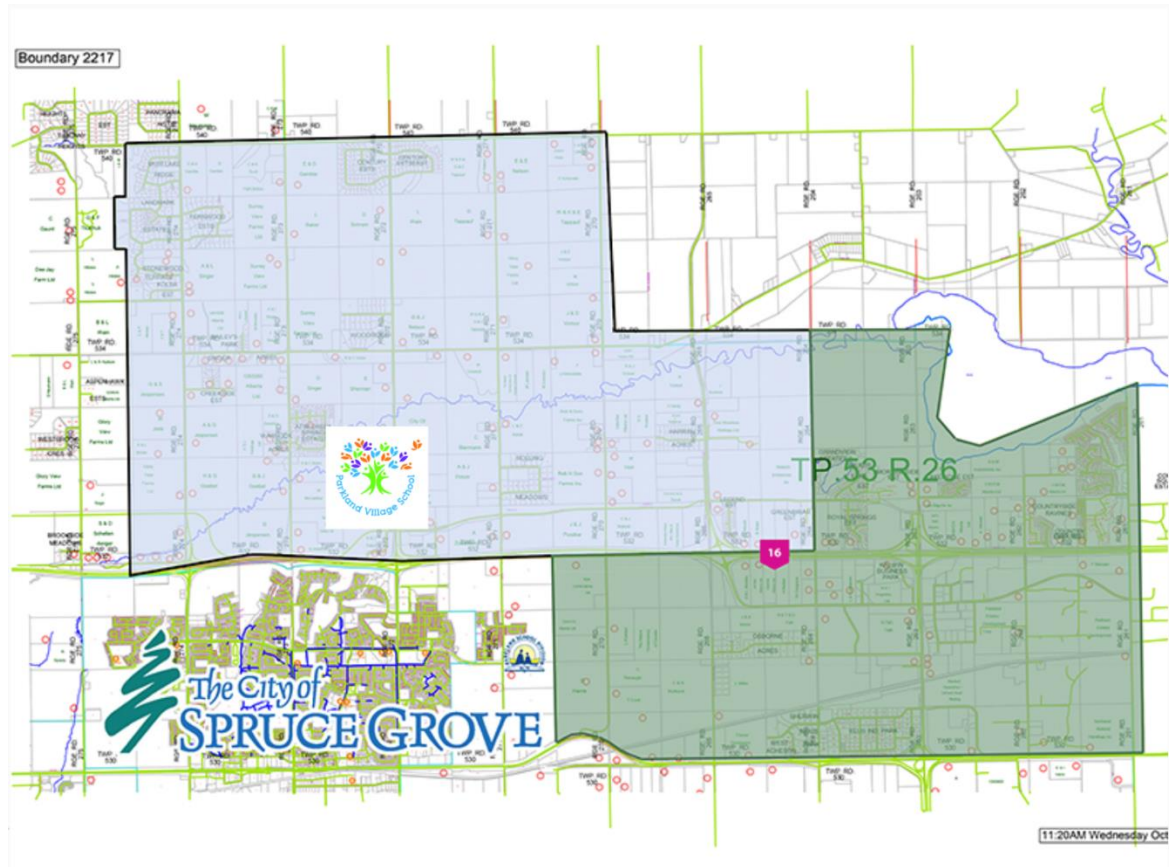
While some attendance areas within PSD remain stable or slightly decline over time, a number of areas are experiencing significant and rapid growth. In particular, the communities of Stony Plain and Spruce Grove continue to grow. From the time of the last Attendance Area Review in 2014 in preparation of opening up both Prescott Learning Centre (2016) and Copperhaven School (2018), Spruce Grove's first new schools since 2005, enrolment in Spruce Grove alone has increased from approximately 4,500 students to just over 5,300 students in 2022. Overall, PSD increased from around 10,400 to 11,900 in that same 8-year span. In fact, Spruce Grove is one of the fastest growing communities in the Province of Alberta, with a population growth of 10% from 2016 to 2021 (34,108 in 2016 to 37,645 in 2021 - Statistics Canada).


Meanwhile, Parkland Village School experienced a pre-pandemic high of over 200 students in 2019-20 but has since experienced declining enrolment numbers. The school recently received a number of renovations and has room to welcome close to 60 additional students compared to their current enrolment.

Another factor to consider is the overall enrolment picture for the City of Spruce Grove. Since the completion of the modernization of Woodhaven Middle School in the city's geographical centre, that school is essentially brand new and hovering close to only 50% capacity

The Student Attendance Area Study prepared by consultants had many references to the City of Spruce Grove and Town of Stony Plain's Area Structure Plans (ASP). These are geographical areas municipal planners and engineers use for planning and development. For the purposes of PSD's Attendance Area report, city and town neighbourhood names are referred to which are more commonly used by residents.

## Current Rural Attendance Area – Prescott Learning Centre



 Rural attendance area that feeds Parkland Village for K - 4 students, then Prescott Learning Centre for Grades 5 - 9.

 Rural attendance area that feeds Prescott Learning Centre for Grades K - 9 students.

## Current Urban Attendance Area – Prescott Learning Centre



Prescott Learning Centre



Greystone/Millgrove Attendance Area

## Facility Considerations

### Prescott Learning Centre

Prescott Learning Centre opened in September of 2016. At the time Alberta Infrastructure's building template included a combination of core structures and modular classrooms to accommodate growth. The original design had a capacity of 800 students including the core plus 16 modular classrooms.

At the beginning of the 2020-21 school year, an additional 2 modular classrooms and 1 modular washroom unit were added behind the west side of the school.

In May, 2021 the request for 4 additional modular classrooms and 1 additional modular washroom unit was granted by Alberta Infrastructure. Those are expected to arrive in May of 2022 and are expected to be installed and ready to welcome students in September of 2022.

There is no deferred maintenance at Prescott since the building is only 6 years old.

### Woodhaven Middle School

Woodhaven Middle School was originally designed for 450 students in the core (no modulares), and can now accommodate 885 students. At the time of the modernization announcement and at its peak, Woodhaven Middle School was home to over 620 students. Many of those students were relocated to Prescott Learning Centre and Copperhaven School during the last attendance area review. Phase 2, which consisted of the new construction on site, was completed for the start of the 2021-22 school year.

There is no deferred maintenance at Woodhaven since the modernization and new portion of the school was added.

### Brookwood School

Brookwood School has seen improvements to the front entrance, foyer, main office, staff room, and conference room. These range from modern furniture, to upgraded flooring and countertops. Furthermore, the school is spacious with large hallways and classrooms which are arranged in a pod-like, open-concept design.

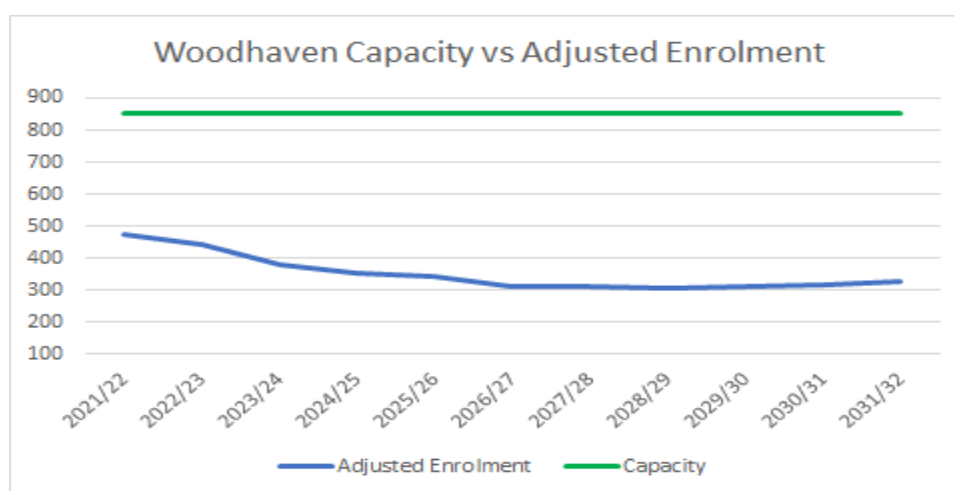
Brookwood School is listed as Priority Two in Year Two of the Division's annual three-year capital plan. The request submitted to the government is for a modernization of Brookwood School at an anticipated cost of \$12-14 million dollars.

Deferred Maintenance (September 2021)	Current FCI	Last Year's FCI
\$3,900,040	22.83%	24.01%

## Parkland Village Students transition to Woodhaven rather than Prescott Learning Centre

### Woodhaven's current utilization and projections (with no changes):

	September 30 Enrolment					1 Year	5 Year	10 Year
Year	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2027/28	2032/33
Enrolment	633	467	451	417	425	398	323	293
Adjusted Enrolment	693	515	503	465	475	442	366	340
Capacity	855	855	855	855	855	855	855	855

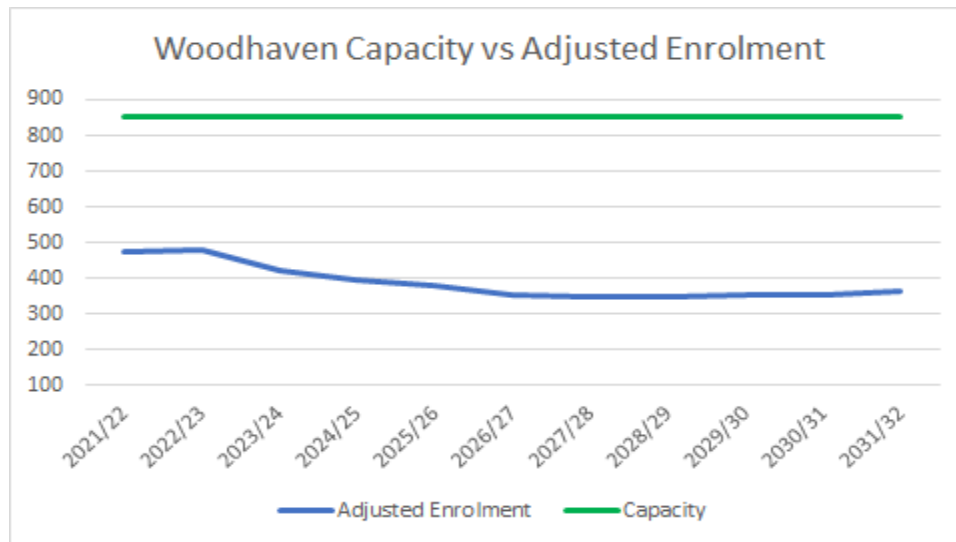


**Analysis:** If no changes are made to Woodhaven's current attendance area, the school is projected to remain between 40% - 52% of capacity over the next ten years.

### Current Parkland Village School Grade 5's transition to Woodhaven rather than Prescott:

	Woodhaven School September 30 Enrolment					1 Year	5 Year	10 Year
Year	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2027/28	2032/33
Enrolment	633	467	451	417	425	465	363	363
Adjusted Enrolment	693	515	503	465	475	482	406	380
Capacity	855	855	855	855	855	855	855	855





**Analysis:** If Parkland Village students are redirected to Woodhaven School to begin Grade 6, Woodhaven's enrolment is projected to range between 44% - 57% of capacity over the next ten years.

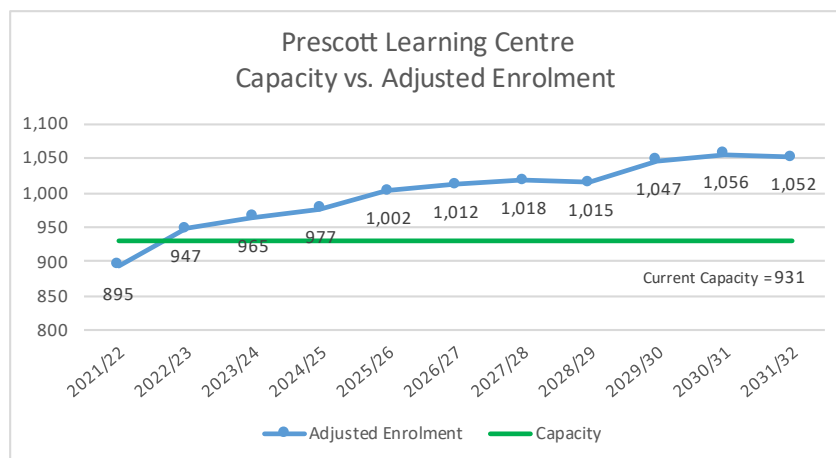
**Prescott's Adjusted Enrolment with No incoming Parkland Village Grade 5's, beginning 2022-2023:**

	September 30 Enrolment					1 Year	2nd Year	4 Year
Year	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2026/27
Enrolment	781	842	850	826	883	850	874	839
Adjusted Enrolment	786	879	902	862	895	907	898	866
Capacity	931	931	931	931	931	931	931	931

**Analysis:** Redirecting PVS Grade 5 students to somewhere other than PLC is projected to result in PLC reaching 100% capacity in 2024-2025 (a delay of 2 years). It should be noted however, that PLC remains about 90% utilization. Therefore, it is imperative that additional scenarios other than redirecting PVS students should be considered.

## Prescott Learning Centre's Utilization Rate

Prescott Learning Centre	1957							100% Net Capacity		931 90% Net Capacity		838			
	September 30 Enrolment					Projected Enrolment									
	Total Enrolment														
Grades	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
Pre Kindergarten	28	39	14												
Kindergarten	74	79	64	70	89	78	75	78	76	79	80	82	84	83	85
Grade 1	82	75	82	63	73	91	80	76	80	77	81	82	84	86	85
Grade 2	51	83	75	80	66	74	92	81	77	81	78	82	83	85	87
Grade 3	89	53	82	79	93	70	78	98	86	82	86	83	87	88	90
Grade 4	104	98	62	81	81	100	75	84	105	92	88	92	89	93	94
Grade 5	68	111	121	92	113	105	130	97	109	136	119	114	119	115	120
Grade 6	87	78	114	114	94	117	109	134	100	113	141	123	118	123	119
Grade 7	63	96	81	105	107	94	117	109	134	100	113	141	123	118	123
Grade 8	65	66	87	69	106	102	90	112	104	128	95	108	134	117	113
Grade 9	70	64	68	73	61	99	95	84	105	97	120	89	101	125	109
Total	781	842	850	826	883	930	941	953	976	985	1,001	996	1,022	1,033	1,025
Total Severe Pre K/K	20	38	27	9	2	2	3	1	4	2	3	4	5	6	3
Total Severe 1-9	18	29	32	31	27	27	29	31	30	32	27	28	31	29	33
Adjusted Total	786	879	902	862	895	947	965	977	1,002	1,012	1,018	1,015	1,047	1,056	1,052



**Analysis:** If no adjustments are made to Prescott Learning Centre's attendance area, the school is projected to be at capacity (100%) in the 2022-2023 school year and continue to increase over the next decade.

## Educational Considerations

Parkland School Division acknowledges that the topic of moving students and the possibility of interrupting family routines, a degree of apprehension, and in some cases anxiety, is experienced amongst students and parents/guardians. This is natural. A closer look into the negative impacts on academic and social-emotional outcomes is warranted. PSD conducted a thorough review of twenty-one studies conducted between 2000 and 2021 on the topic.

The two major findings include:

- Movement/transition between schools for elementary aged children (K to Grade 3/4) should have minimal impact, with interventions in place, and
- Recommend minimal movement for middle schools children/youth (Grade 4/5 to 8/9). Should moves be required, additional interventions and supports should be in place.

A closer look in to the Literature Review can be found in the appendix.

## Additional Considerations are Required

Prescott Learning Centre is currently at 100% utilization, and with projected growth in all of the communities that feed into the school, its enrolment is projected to increase significantly, it is imperative that PSD considers additional measures for adjusting attendance areas other than only those that affect Parkland Village School. These considerations include re-directing and pre-designating residents of Tonewood, Fenwyck, and Easton to Woodhaven and Brookwood Schools until a new school in the east end of Spruce Grove is built. The PSD Board has included this request in the 2022-2025 Capital Plan Request.

## Financial Considerations

### *Part A: Considerations for Parkland Village*

The overall financial impact of leaving Grade 5s at Parkland Village School is minimal to the Division as a whole. Base Instruction, Service & Supports, Community and Jurisdiction revenues would remain unchanged as they are based on Weighted Moving Average (WMA) calculations which would not change regardless of where the students are designated. Parkland Village School, although small, does not meet the criteria to receive rural small school funding due to its proximity to the City of Spruce Grove.

Building Utilization Maintenance funding would benefit from increasing enrolments in Parkland Village. Schools receive funding based on the utilization percentage of the building. There is a \$20 dollar per square metre (\$20/m<sup>2</sup>) difference in funding between utilized space and non-utilized space. Schools who have a utilization percentage greater than 85% receive the same funds as if they were utilized at 100%. Parkland Village School was at an 85% utilization rate for 2021-2022. Based on the current grade configurations at Parkland Village School, the utilization rate will drop to 75% next year resulting in \$10,585 less in maintenance funding. The maintenance funding would not return to 2021-22 levels until 2026-27 when the utilization percentage is

expected to be above 85% again. Prescott Learning Centre would not be impacted by the grade 5 students remaining at Parkland Village as their utilization percentage would remain above 85%.

There would be a shift in per student allocations from Prescott Learning Centre to Parkland Village School for the students who remain at Parkland Village School. Based on the first 5 years, it would be an average of 47 students per year resulting in \$255,000 per year being moved to Parkland Village School's budget. This additional allocation would offset additional teachers, support staff, and supplies to provide education services to the students.

There would be no impact on the cost of Transportation under this alternative as per Transportations analysis.

### ***Part B: Considerations for Woodhaven Middle School and Brookwood School***

The overall financial impact of this option is minimal to the Division as a whole. Base Instruction, Service & Supports, Community and Jurisdiction revenues would remain unchanged as they are based on WMA calculations which would not change regardless of where the students are designated. The Division will receive funding based on the WMA calculation for new students.

The initial step of designating these students to Brookwood School and Woodhaven Middle School will result in the schools receiving the allocations for these students to offset staffing and other expenditure to provide education for these students. The increase in students will improve the utilization of the school and result in some economies of scale.

It is assumed that a new school would be approved by Alberta Education and built in Tonewood once enrolments have created capacity issues within existing Spruce Grove schools. The students in these areas would then be designated to the new school. The allocation for these students would go to the new school to support staffing and other costs to educate the students. These costs would include direct costs such as teachers and supplies and also indirect costs such as school administration. Brookwood School and Woodhaven School would have to reduce staff and expenditures related to the students who move to the new school. It is likely these staff would be moved to the new school.

School operations and maintenance costs including utilities, custodial and maintenance would be covered through increases in maintenance funding related to WMA increases and building funding.

It is assumed that any additional transportation costs would be covered through a combination of transportation grants and rider fees.

## Transportation Considerations

### ***Part A: Considerations for Parkland Village***

At present Parkland School Division's Regional Transportation System uses a combination of seven bus routes to service Parkland Village School. These routes pick up rural PSD and Evergreen Catholic students of all grades. The routes head to Parkland Village where the Kindergarten to Grade 4 students for Parkland Village School disembark and the remaining students transfer to a different bus and head into their respective schools in Spruce Grove.

If Parkland Village School were to become a Kindergarten to Grade 5 school, it would have no net impact for transportation when it comes to the cost of transporting those students.

If the K-5 grade configuration is adopted, it would mean that PSD would not need to transport approximately 40 students to Prescott Learning Centre. The result would be the removal of part of a transfer bus route that currently travels to Parkland Village School solely to pick up Prescott Learning School students. This partial route would not be required and would be re-designated to the East Pioneer area to alleviate growing requests from students who are ineligible for transportation funding in this area. (Live less than 2.4km and more than 900 metres from their designated school who have requested transportation)

Pick up times in the morning would be the same as they are now.

Students in Grades 5 would arrive home earlier in the afternoon because Parkland Village School ends earlier than Prescott Learning Centre.

Students in Grades 6 - 9 (21 students in 2021-2022) who reside within Parkland Village would not be directly bused home as they are now. They would transfer through Greystone transfer site. The expected ride time for these students would increase by approximately 10 minutes in the afternoon.

Students in Grades 6 - 9 (23 students) who live in the school attendance areas but not in Parkland Village will have no difference in times in the morning or afternoon.

### ***Part B: Considerations for Woodhaven Middle School and Brookwood School***

There are currently 44 students residing in Tonewood, Fenwyck and Easton who would be impacted by a potential re-direction to Brookwood and Woodhaven Middle Schools. The majority of these students currently do not access PSD transportation to get to school.

If these students were re-directed to Woodhaven Middle School and Brookwood School, the impact to the Transportation Department would include the addition on one bus route, at a cost of approximately \$60,000 annually. As these students will all reside further than 2.4 km from Brookwood School and Woodhaven Middle School, they would all become eligible for transportation funding.

The travel time for these students would be approximately 25-30 minutes each way. This bus would go through the Greystone Centennial Middle School Transfer site as part of its route.

## Legacy Opportunities for Students

### Current students attending Prescott Learning Centre, By Neighbourhood:

Neighbourhood	ECS	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Total
Tonewood	10	3	4	4	4	2	2	5	4	2	40
Fenwyck	0	1	1	0	0	0	0	1	0	0	3
Easton	0	0	0	0	0	0	0	0	0	0	0
Parkland Village	-	-	-	-	-	27	34	31	35	24	151
Totals	10	4	5	4	4	29	36	37	39	26	

The following scenarios that may be considered by the Board of Trustees when addressing residents of Tonewood, Fenwyck, and Easton neighbourhoods in Spruce Grove who are designated to Prescott Learning Centre (PLC).

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#### CURRENT STATE – NO CHANGES. CURRENT PROJECTIONS

In 2022-23, PLC is projected to have 930 students enrolled, and will exceed 100% capacity.

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#### SCENARIO 1 - ALL PLC STUDENTS LIVING IN TONEWOOD/FENWYCK/EASTON ARE MOVED

This scenario would see Tonewood/Fenwyck/Easton being re-designated to Brookwood Schol and Woodhaven Middle School with no opportunity for any students currently enrolled in PLC to remain there (legacy students). If this scenario were adopted and implemented in the 2023-2024 school year, the overall attendance at PLC would be reduced by 44 students. This scenario would have a moderate impact on the current enrolment at PLC, moving it under 100% utilization though still above 90% utilization.

Under this scenario, PLC is projected to reach 100% utilization again in 2025/26.

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#### SCENARIO 2 - ALL TONEWOOD/FENWYCK/EASTON ARE ALLOWED TO AGE OUT AT PLC

This scenario would see Tonewood/Fenwyck/Easton communities be re-designated to Brookwood School and Woodhaven Middle School, but permit all students who currently attend PLC to remain there until they complete Grade 9. Any new students moving into the area would be designated to Brookwood/Woodhaven. By gradually allowing the current Tonewood/Fenwyck/Easton students to 'age out' at PLC, enrolment would be reduced from 43 Tonewood/Fenwyck/Easton students attending PLC in 2023-24 to zero Tonewood/Fenwyck/Easton students attending PLC School by 2030-31.

This scenario is not projected to move PLC below its current 100% utilization.

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#### SCENARIO 3 - ANY GRADE 7 – 9 STUDENTS LIVING IN TONEWOOD/FENWYCK/EASTON STUDENTS ARE ALLOWED TO AGE OUT AT PLC

This scenario would see the twelve (12) Grade 7-9 students living in Tonewood/Fenwyck/Easton to remain at Prescott Learning Centre until they complete Grade 9, but moving the thirty-one (31) Grade 2 to Grade 6 students to Brookwood and Woodhaven respectively, for the 2023-2024 school year.

This scenario is projected to move PLC to below 100% utilization until the 2025/26 school year.


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#### SCENARIO 4 - NO STUDENTS ARE ALLOWED TO LEGACY AT PLC BUT HAVE FIRST RIGHT TO CHOOSE SCHOOL-OF-CHOICE

This scenario would see Tonewood/Fenwyck/Easton re-designated to Brookwood School and Woodhaven Middle School, but given sufficient availability of space and resources at each grade level, Tonewood residents who currently attend PLC would have the first right to choose PLC as their school-of-choice. If we assume that half of the students chose to stay, this scenario projects PLC will reach 100% utilization in 2024/25. At that point, families who choose PLC as a school of choice may find there is not sufficient space or resources to accommodate the students, and therefore availability will decrease.

### Prescott Learning Centre Student Population - Adjusted Scenarios

	2022 /23	2023 /24	2024 /25	2025 /26	2026 /27	2027 /28	2028 /29	2029 /30	2030 /31	2031 /32
Current projections	930	941	953	976	985	1001	996	1022	1033	1025
S1 - All Tonewood, Easton, Fenwyck move - no "Legacy"	930	897	909	932	941	957	952	978	989	981
S2 - "Legacy" all current students and allow them to "age out"	930	935	941	962	969	981	972	992	999	981
S3 - "Legacy" students in 7-9, K-6 move to BW/WH	930	910	916	937	941	957	952	978	989	981
S4 – First right to choose PLC	930	919	932	954	963	979	974	1000	1011	1003
Capacity	931	931	931	931	931	931	931	931	931	931

 = Above Capacity

 = 90% Capacity

#### Key Assumptions:

- Average of 4.5 students per grade
- Enrolment data is based on student head-count
- Scenario 4 is based on an average of Scenario 1 and 2

## Impact on Brookwood School and Woodhaven Middle School

### Woodhaven Student Population – Adjusted Scenarios

	2022 /23	2023 /24	2024 /25	2025 /26	2026 /27	2027 /28	2028 /29	2029 /30	2030 /31	2031 /32
Current projections	398	339	315	294	269	259	261	257	263	276
Tonewood/Fenwyck/Easton	398	409	410	414	414	429	456	477	508	546
Tonewood/Fenwyck/Easton + PVS (grade 6)	398	439	470	504	504	519	546	567	598	636
Tonewood/Fenwyck/Easton + PVS (grade 6) + Legacy Park	398	459	490	524	524	539	566	587	618	656
Tonewood/Fenwyck/ Easton + PVS (grade 6) + McLaughlin	398	499	530	564	564	579	606	627	658	696
Tonewood/Fenwyck/ Easton + PVS (grade 6) + McLaughlin (Grades 5 – 9 Only)	398	499	530	564	564	579	606	627	658	696
Capacity	855	855	855	855	855	855	855	855	855	855



= Above Capacity



=90% Capacity

#### Key Assumptions:

- Tonewood/Fenwyck/Easton students – average 5 per grade (25 total)
- Anticipate approximately 25 NEW students per year from Tonewood/Fenwyck/Easton
- Legacy Park students – average of 4 per year
- McLaughlin students – average of 12 students per grade (60 total)
- Enrolment data is based on student head-count



### Brookwood Student Population – Adjusted Scenarios

	2022/ 23	2023/ 24	2024/ 25	2025/ 26	2026/ 27	2027/ 28	2028/ 29	2029/ 30	2030/ 31	2031/ 32
<b>Current Projections</b>	469	469	454	466	474	496	504	516	530	537
Tonewood/Fenwyck / Easton	469	539	549	586	619	666	699	736	775	807
Tonewood/Fenwyck / Easton + Legacy Park	469	559	569	606	639	686	719	756	796	827
Tonewood/Fenwyck /Easton + McLaughlin	469	599	609	646	679	726	759	796	835	867
Tonewood/Fenwyck / Easton + Legacy Park - Brookwood Pre-K	469	520	530	567	600	647	680	747	757	788
Tonewood/Fenwyck / Easton + McLaughlin - Brookwood Pre-K	469	560	570	607	640	687	720	757	826	828
Capacity	705	705	705	705	705	705	705	705	705	705



= Above Capacity



=90% Capacity

#### Key Assumptions:

- Tonewood/Fenwyck/Easton students – average 5 per grade (25 total)
- Anticipate approximately 25 NEW students per year from Tonewood/Fenwyck/Easton
- Legacy Park students – average of 4 per year
- McLaughlin students – average of 12 students per grade (60 total)
- Enrolment data is based on student head-count
- Brookwood Pre-K average of 39 students per year

## Human Resources Considerations

Some full-time equivalent teaching staff may require reassignment should whole cohort class of students remain at Parkland Village School should recommendation proceed to have this year's Grade 4's remain at Parkland Village School for the 2022-23 school year. An additional Grade 6 teacher would be required at PVS the following year, should the school re-configure again to a K-6 school in 2023-24. These may be reassignments from the staff at Prescott Learning Centre. Meanwhile – Woodhaven Middle School's staff would need to adjust to match the complement of incoming students regardless of which scenarios move forward.

Schools experience enrolment fluctuation on a regular basis and this is incorporated into budgeting and hiring processes for Parkland School Division annually.

## Engagement:

Administration met with parents/guardians of Parkland Village School and Prescott Learning Centre in separate events. The first was a virtual engagement as the topic of Attendance Area Review was added to the Parkland Village School, School Council meeting on February 16, 2022.

The Prescott Learning Centre in-person engagement evening was Thursday, March 3, 2022 in the Prescott Learning Centre library.

Participants had an opportunity to listen to brief presentations that covered:

- Timeline
- Current Attendance Area
- Historic and Projected Enrolments
- Recommendation Summaries
- Next Steps

Breakout rooms were created for more intimate conversations where parents were able to ask questions and the discussion covered these guiding questions:

- Do you have any concerns?
- Do any of the scenarios discussed particularly appeal to you?
- What are the questions you would need answered?
- What else do we need to consider?

Separate engagements were also conducted with the staff of Parkland Village School and students at Prescott Learning Centre (where age appropriate).

Residents of the McLaughlin neighbourhood were not included in the original engagement session as that suggestion came later. This engagement is upcoming and the results of that conversation will be included in the final report with recommendations that will be considered by the Board of Trustees at a regular board meeting prior to the end of the 2021/22 school year.

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## WHAT WE HEARD:

### **Prescott Learning Centre Parents/Guardians**

Prescott Learning Centre parents who engaged turned out to be a mix of families who either currently live in Parkland Village and have students that would be designated to Prescott upon completing Grade 4 and some who already transitioned from Parkland Village and are currently attending middle years classes at Prescott. Some would have been a part of the last Attendance Area Review in Spruce Grove when Prescott Learning Centre opened up in 2016. Additionally, some families represented the neighbourhoods in East Spruce Grove that are near Prescott Learning Centre. These neighbourhoods, including Tonewood and Fenwyck subdivisions have experienced significant growth since the school was built.

Themes that arose included:

- Will there be opportunities for exceptions to be made to stay at Prescott rather than move to Woodhaven Middle School?
- Was the City neighbourhood of Spruce Village considered for re-zoning?
- Proximity to the school (Prescott) was a determining factor in purchasing homes and not being able to walk there, but rather have to be bused to Woodhaven would be a concern.
- A general concern for transitioning students who had just gone through a recent transition should some Prescott students be designated for Woodhaven Middle School.

### Prescott Learning Centre Students

On March 4, 2022, members from Parkland School Division conducted a student engagement at Prescott Learning Centre. Three engagements occurred with students in grades five, six, and seven. To provide context, the student engagements began by asking students to share general perceptions of moving to a new school. Students were asked to report the number of previous schools that students attended prior to attending their current school.

Given that Prescott is in its sixth year of operation, and given that the majority of students engaged were from the Parkland Village Area, all students could identify transitioning from at least one school. A few students have moved locations and could speak to transitioning from more than one school.

The facilitator asked students to consider the factors that helped to create a positive school-change experience. Students shared that “friendship” is the single, greatest factor that impacted our students’ transition success.

We asked students to clarify their experiences, and students shared the following points for consideration:

- Students expressed that it was easier to move to a new school, provided they also had friends who moved with them from the previous school; however
- The majority of students indicated that they have made new friends at school that did not attend their previous school.

We asked students to share the amount of time, from their perception, that it took to feel comfortable in the new school.

- Students represented the range of time between one minute to two years. The vast majority of responses indicated that it took approximately one to four weeks to settle in and make new friends.
  - There were a few student-outliers who suggested their transition time took as little as one minute, and as much as two years.
- One student commented that it is easier to make new friends at a younger age.

Students demonstrated recognition for the value of extra-curricular events, such as sports; they noted that it would be easy to make new friends in a new building because they knew people in other schools from their extra-curricular activities, so it would just be an opportunity to get to know their teammate better. Students within each engagement group expressed that they understood the capacity problem – students were actively engaged in determining a solution to the existing or emerging capacity problem that Prescott Learning Centre and Copperhaven School are nearing capacity, and that the newly refurbished Woodhaven Middle School has the capacity for significantly more students.

Regarding the physical attributes of any school, students did reference a degree of excitement for different playgrounds and school fields. They hoped that, if they had to change schools, their new school would have a large, pre-existing playground.

## Other Opportunities to Share Feedback

Parkland Village: One other email was received via the inbox for [board@psd.ca](mailto:board@psd.ca). A parent attending a School Council meeting brought up the query as to whether or not an Early Education class could possibly return to Parkland Village School considering all the changes being proposed to reconfiguration.

Tonewood Residents: To date, seven emails have been received from residents regarding this report. Citizens from the area are concerned that their children may need to move to a school that is definitely farther away from their residence, while many are also concerned about transitioning their children to another school. Two additional suggestions were made:

1. Move communities of Spruce Village or Kenton rather than Tonewood. This scenario is not feasible as there are too many residents in these communities to be accommodated at either Brookwood or Woodhaven.
2. Re-designate Prescott as a K-6 school and move all Grade 7-9 Prescott Students to Woodhaven. This scenario would put Woodhaven over capacity as the communities in the east end of Spruce Grove are growing at a very rapid pace.

Stakeholders are encouraged to email correspondence to [board@psd.ca](mailto:board@psd.ca). A summary of all correspondence will be included in the final report Administration submits to the Board of Trustees.

## Key Findings

- The Board of Trustees reconfigured Parkland Village School to become a K-5 school, beginning in the 2022-2023 School Year. This is a first step in addressing the utilization concerns at Prescott Learning Centre.
- Even without the Parkland Village students, Prescott Learning Centre is still facing an immediate utilization concern, and therefore other configurations must be considered.
  - A new school request in the Tonewood area has been included in the 2022-2025 Capital Plan
  - Areas in the East end of Spruce Grove that are not yet developed have been pre-designated to Brookwood and Woodhaven schools
  - Considerations remain for re-designating residents of the communities of Fenwyck, Tonewood and Easton.
- Changing Parkland Village School to a K-6 school presents some concerns from a utilization perspective, especially if there is a desire to reintroduce Early Education.
- There are a number of “legacy” scenarios to consider. Each of these scenarios will have impacts on families. Some scenarios address PLC and WH utilization but present potential utilization concerns at BW School within the next 4-5 years.



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## MEMORANDUM

June 21, 2022  
Regular Board Meeting

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<b>TO</b>	Board of Trustees
<b>FROM</b>	Shauna Boyce, Superintendent
<b>ORIGINATOR</b>	Mark Francis, Deputy Superintendent
<b>RESOURCE</b>	Jordi Weidman, Director, Strategic Communications
<b>GOVERNANCE POLICY</b>	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
<b>ADDITIONAL REFERENCE</b>	BP 2: Resource Stewardship BP 2: Stakeholder Engagement and Communication Administrative Procedure 304: Attendance Area Administrative Procedure 850: Transportation Services <i>Education Act</i>
<b>SUBJECT</b>	<b>ATTENDANCE AREA REVIEW RECOMMENDATION B: RE-DESIGNATE MCLAUGHLIN COMMUNITY TO WOODHAVEN AND BROOKWOOD SCHOOLS</b>

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### PURPOSE

For approval. Recommendation required.

### RECOMMENDATION

That the Spruce Grove community of McLaughlin be re-designated to the Brookwood School and Woodhaven Middle School attendance boundaries, effective the beginning of the 2023-2024 school year.

Further, that any current, affected students who will be in Grades 7-9 at Copperhaven School in 2023-2024 school year be permitted to remain at Copperhaven School (legacy) until they complete Grade 9, and that their families are not assigned school-of-choice fees for those students who legacy and require transportation to Copperhaven School, as recommended by Administration and presented at the Regular Meeting of June 21, 2022.

## BACKGROUND

On January 12, 2021, the Board of Trustees directed administration to conduct an attendance area review of all schools in Parkland School Division (PSD) in order to facilitate long-term planning and the effective use of our school facilities. Population demographics continue to shift with the communities of Spruce Grove, Stony Plain and Parkland County. Board Policy 2, Role of the Board requires the Board to review and approve the attendance areas for PSD schools (Policy 2(52)).

On January 18, 2022, the Board of Trustees received the *Student Attendance Area Study* conducted by Edmonton Public Schools, Infrastructure Planning. This [study](#) outlined a number of potential options for the Board to consider. Subsequently, the Board of Trustees directed administration to further explore a number of the recommendations for review by the Board of Trustees. A summary of the recommendations including which ones were being explored further can be found [here](#).

The attendance area review conducted by Administration took into consideration several factors including impact on students and families, impact on programming, facility utilization, transportation, resource stewardship and future growth.

## REPORT SUMMARY

- The student Attendance Area study conducted by the consultants first recommended that the community of Legacy Park be re-designated to Woodhaven and Brookwood schools. Examination of the data indicates that, at the time of implementation, there will be 30 Legacy Park students at Copperhaven School. That fact, combined with projections for school enrolment, suggests that only looking at Legacy Park changes will not be enough to address capacity issues at Copperhaven School.
- The suggestion to consider moving McLaughlin residents rather than Legacy Park residents was made during the Legacy Park engagement. Administration investigated this scenario and determined the following:
  - Redirecting those students to Brookwood School and Woodhaven Middle School would slow Copperhaven's enrolment growth, potentially preventing Copperhaven from reaching 100% capacity within the next decade.
  - This however, would have an impact on Brookwood School's utilization rate, with projections indicating it could reach 100% capacity as early as 2028/29. Woodhaven's utilization is not projected to reach 100% within the next decade.
- To transport students from McLaughlin to Brookwood School/Woodhaven Middle School, we would have to operate another bus route at an approximate cost of \$68,000 per year. Students who currently reside in the McLaughlin neighbourhood would all be eligible for Transportation to their newly designated school of Brookwood School or Woodhaven Middle School.

Administration would be pleased to respond to any questions.

SB:kz



## ATTENDANCE AREA REVIEW SUMMARY – RECOMMENDATION B

### Addressing Space Challenges at Copperhaven School:

#### Designate Some Existing Neighbourhoods in Copperhaven's Attendance Area to Brookwood School and Woodhaven Middle School

JUNE 2022

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

### BACKGROUND

On January 12, 2021, the Board of Trustees directed administration to conduct an attendance area review of all schools in Parkland School Division (PSD) in order to facilitate long-term planning and the effective use of our school facilities. Population demographics continue to shift with the communities of Spruce Grove, Stony Plain and Parkland County. Board Policy 2, Role of the Board requires the Board to review and approve the attendance areas for PSD schools (Policy 2(52)).

On January 18, 2022, the Board of Trustees received the *Student Attendance Area Study* conducted by Edmonton Public Schools, Infrastructure Planning. This [study](#) outlined a number of potential options for the Board to consider. Subsequently, the Board of Trustees directed administration to further explore a number for the recommendations for review of the Board of Trustees. A summary of the recommendations including which ones were being explored further can be found [here](#).

It is important that the attendance area review takes into consideration several factors including:

- impact on students and families,
- facility utilization,
- transportation,
- resource stewardship, and
- future growth.

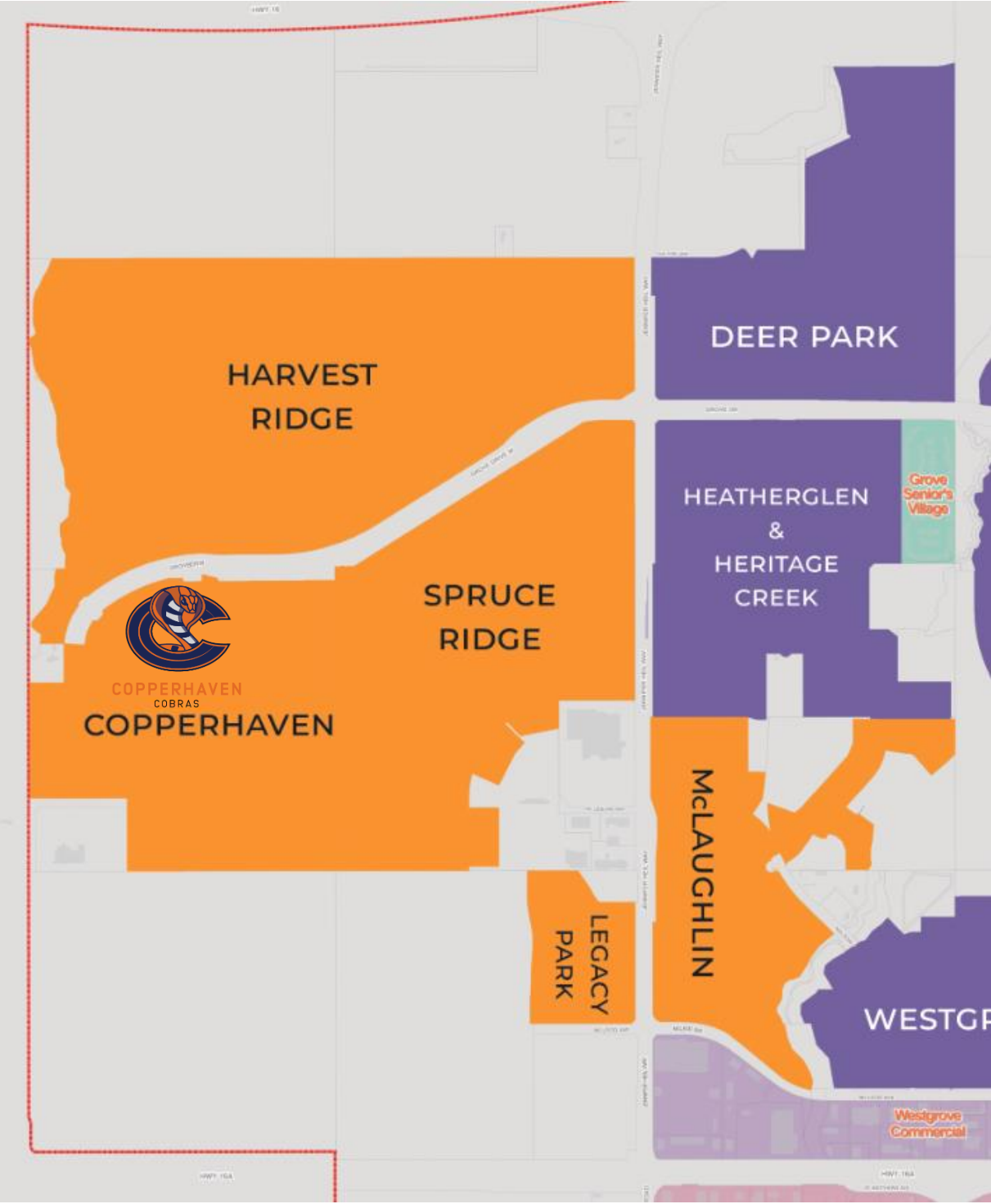
While some attendance areas within PSD remain stable or slightly decline over time, a number of areas are experiencing significant and rapid growth. In particular, the communities of Stony Plain and Spruce Grove continue to grow. From the time of the last Attendance Area Review in 2014 in preparation of opening up both Prescott Learning Centre (2016) and Copperhaven School (2018), Spruce Grove's first new schools since 2005, enrolment in Spruce Grove alone has increased from approximately 4,500 students to just over 5,300 students in 2022. Overall, PSD increased from around 10,400 to 11,900 in that same 8-year span. In fact, Spruce Grove is one of the fastest growing communities in the Province of Alberta, with a population growth of 10% from 2016 to 2021 (34,108 in 2016 to 37,645 in 2021 - Statistics Canada).

Copperhaven's first attendance area that resulted from the 2015 Attendance Area Review included families who lived in the Copperhaven, Spruce Ridge, Harvest Ridge, Legacy Park and McLaughlin neighbourhoods, who previously attended Woodhaven Middle School or Brookwood School.



The Student Attendance Area Study prepared by consultants had many references to the City of Spruce Grove and Town of Stony Plain's Area Structure Plans (ASP). These are geographical areas municipal planners and engineers use for planning and development. For the purposes of PSD's Attendance Area report, city and town neighbourhood names are referred to which are more commonly used by residents.

Current Attendance Area (Copperhaven School)



Copperhaven School



Greystone/Millgrove Attendance Area

## Facility Considerations

### Copperhaven School

Originally opened in 2018, Copperhaven School has also enjoyed significant growth from the first day it's opened as Spruce Grove expands on both the east and west ends of the City. It's interesting to note that during the 2014 Attendance Area Review, based on the current data and forecasts at the time, Copperhaven's projected enrolment for the 2021-2022 school year was supposed to be around 630 students. As of April, 2022, the school is now home to approximately 750 students.

### Brookwood School

Brookwood School has seen improvements to the front entrance, foyer, main office, staff room, and conference room. These range from modern furniture, to upgraded flooring and countertops. Furthermore, the school is spacious with large hallways and classrooms which are arranged in a pod-like, open-concept design.

Brookwood School is listed as Priority Two in Year Two of the Division's annual three-year capital plan. The request submitted to the government is for a modernization of Brookwood School at an anticipated cost of \$12-14 million dollars.

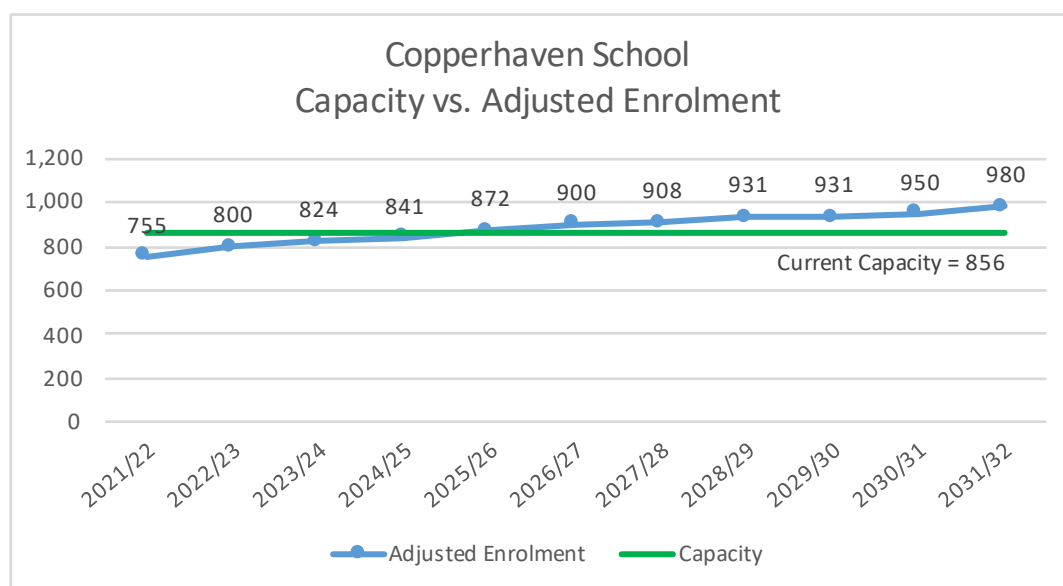
Deferred Maintenance (September 2021)	Current FCI	Last Year's FCI
\$3,900,040	22.83%	24.01%

### Woodhaven Middle School

Woodhaven Middle School was originally designed for 450 students in the core (no modular classrooms), and can now accommodate 885 students. At the time of the modernization announcement and at its peak, Woodhaven Middle School was home to over 620 students. Many of those students were relocated to Prescott Learning Centre and Copperhaven School during the last attendance area review. Phase 2 which consisted of the new construction on site was completed for the start of the 2021-22 school year. There is no deferred maintenance at Woodhaven as a result of the recent modernization.

## Copperhaven Utilization Rates

Copperhaven School	2181					100% Net Capacity				856 90% Net Capacity				770	
	September 30 Enrolment					Projected Enrolment									
	Total Enrolment														
Grades	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
Pre Kindergarten		26													
Kindergarten		86	97	88	72	83	85	86	88	92	95	97	101	99	102
Grade 1		79	84	88	87	72	83	85	86	88	92	95	97	101	99
Grade 2		66	82	72	91	85	70	81	83	84	86	90	93	95	99
Grade 3		56	67	84	79	95	89	73	85	87	88	90	94	97	99
Grade 4		77	58	61	87	79	94	88	73	84	86	87	89	93	96
Grade 5		64	87	64	68	97	88	105	98	81	94	96	97	99	104
Grade 6		64	57	89	62	65	93	85	101	94	78	90	92	93	95
Grade 7		52	72	57	88	64	67	97	88	105	98	81	93	95	97
Grade 8		47	47	67	61	85	62	65	94	85	102	95	78	90	92
Grade 9			56	47	50	60	83	61	64	92	83	100	93	76	88
Total	0	617	707	717	745	785	814	826	860	892	902	921	927	938	971
Total Severe Pre K/K		24	2	13	2	2	2	6	2	2	3	4	2	5	2
Total Severe 1-9		28	28	30	22	27	25	26	27	26	25	27	26	28	29
Adjusted Total	0	641	717	746	755	800	824	841	872	900	908	931	931	950	980

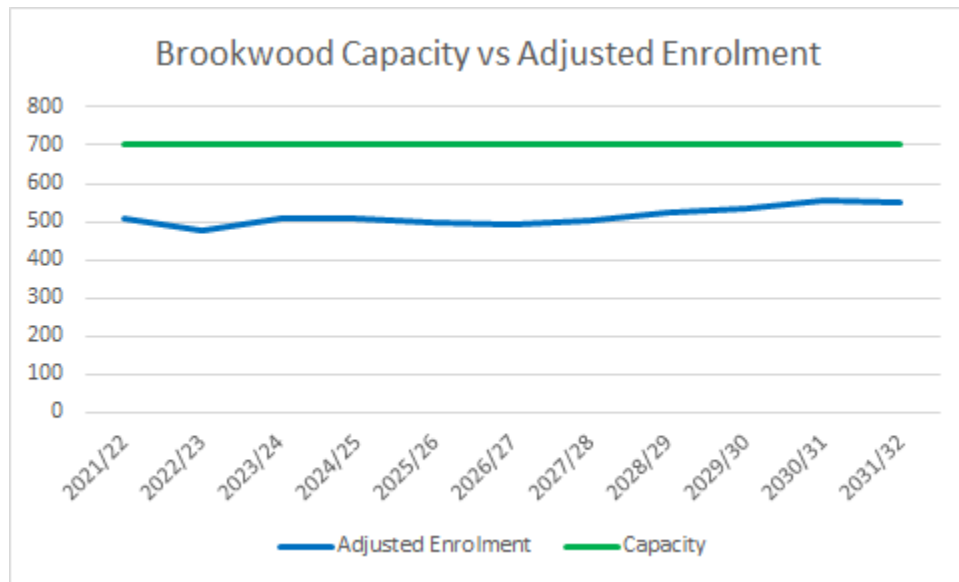


## Legacy Park Residents Attending Copperhaven School

Neighbourhood	ECS	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Total
Legacy Park	5	0	5	3	4	3	4	6	4	5	39

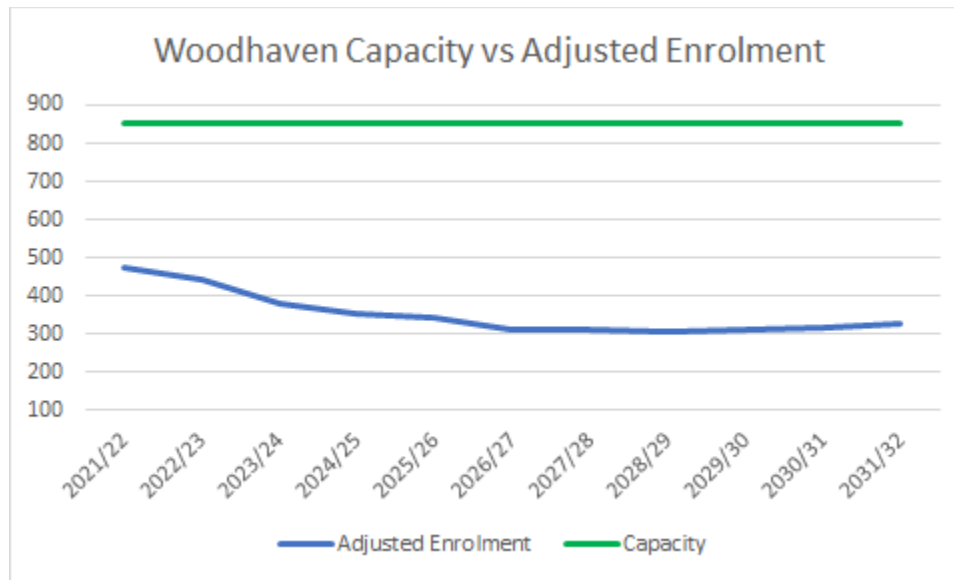
## Brookwood School Utilization

	September 30 Enrolment					1 Year	5 Year	10 Year
Year	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2027/28	2032/33
Enrolment	778	513	524	502	496	469	466	492
Adjusted Enrolment	790	555	534	531	508	479	497	516
Capacity	705	705	705	705	705	705	705	705



## Woodhaven Middle School Utilization

	September 30 Enrolment					1 Year	5 Year	10 Year
Year	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2027/28	2032/33
Enrolment	633	467	451	417	425	398	323	293
Adjusted Enrolment	693	515	503	465	475	442	366	340
Capacity	450	450	793	855	855	855	855	855



## Educational Considerations

Parkland School Division acknowledges that the topic of moving students and the possibility of interrupting family routines, a degree of apprehension, and in some cases anxiety, is experienced amongst students and parents/guardians. This is natural. A closer look into the negative impacts on academic and social-emotional outcomes is warranted. PSD conducted a thorough review of twenty-one studies conducted between 2000 and 2021 on the topic.

The two major findings include:

- Movement/transition between schools for elementary aged children (K to Grade 3/4) should have minimal impact, with interventions in place, and
- Recommend minimal movement for middle school children/youth (Grade 4/5 to 8/9). Should moves be required, additional interventions and supports should be in place.

A closer look in to the Literature Review can be found in the appendix.

## Financial Considerations

The overall financial impact of this option is minimal to the Division as a whole. Base Instruction, Service & Supports, Community and Jurisdiction revenues would remain unchanged as they are based on WMA calculations which would not change regardless of where the students are designated.

Building Utilization Maintenance funding would benefit from increasing enrolments in Brookwood School and Woodhaven Middle School as both schools are currently under the 85% utilization required to receive full maintenance funding. There is a \$20/m<sup>2</sup> difference in funding between utilized space and non-utilized space. Copperhaven School's funding would not decrease as the school's current enrolments plus expected growth would keep it above 85% utilized.

The allocation for the students from the new areas would follow the students to Brookwood School and Woodhaven Middle School. The additional allocations would support education for the students.

## Transportation Considerations

We currently have two buses that service the Legacy Park area. One transports students who live in that area and attend their designated school at Copperhaven. The other bus, with the earlier route time, services all other PSD students who head to school-of-choice programs like the Parkland Student Athlete Academy, Connections for Learning, French Immersion at École Broxton Park as well as high school students attending Spruce Grove Composite High School and Evergreen Catholic students who attend other schools in Spruce Grove. The earlier bus utilizes the Copperhaven bus transfer site to disperse students throughout the City of Spruce Grove.

Should there be an increase to the student population within the Legacy Park area in the next couple of years, PSD Transportation would still be able to accommodate the increased ridership without the need for an additional bus.

If Legacy Park attendance area were changed to Brookwood School & Woodhaven the number of buses would stay the same. Ride times would increase by approximately 10 minutes and the pick-up times would be approximately 10 minutes earlier as the students would go through the Copperhaven transfer site to get to Brookwood School and Woodhaven Middle School.

If we keep the Legacy Park area assigned to Copperhaven there are no additional cost implications to the transportation budget. Transportation funding would remain the same as currently based on the funding criteria we have in place at this time.

### Potential Legacy Students at Copperhaven

If Legacy Park residents' designated school becomes Brookwood School/Woodhaven Middle School but they are permitted to continue to attend Copperhaven School as 'legacy' students, additional transportation fees may apply. The potential revenue for 39 riders' not attending their designated school would be \$26,445. The Board would have to decide whether or not a legacy scenario would apply AND whether or not fees would apply.

## Legacy Opportunities for Students – Legacy Park

The following scenarios that may be considered by the Board of Trustees when addressing residents of Legacy Park and/or McLaughlin neighbourhoods in Spruce Grove who are designated to Copperhaven School.

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### CURRENT STATE – NO CHANGES. CURRENT PROJECTIONS

Currently, Copperhaven School has 745 students enrolled, and is at 87% capacity. Current projections indicate that the school will exceed capacity by the 2025-2026 school year.

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### SCENARIO 1 - ALL COPPERHAVEN STUDENTS LIVING IN LEGACY PARK ARE MOVED

This scenario would see Legacy Park being re-designated to Brookwood School and Woodhaven Middle School with no opportunity for any students currently enrolled in Copperhaven School to remain there (legacy students). If this scenario were adopted and implemented in the 2023-2024 school year, the overall attendance at Copperhaven School would be reduced by 30 students. This scenario would not have a significant impact on the current enrolment at Copperhaven School

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### SCENARIO 2 - ALL LEGACY PARK ARE ALLOWED TO AGE OUT AT COPPERHAVEN SCHOOL

This scenario would see Legacy Park community be re-designated to Brookwood School and Woodhaven Middle School, but permit all students who currently attend Copperhaven to remain there until they complete Grade 9. Any new students moving into the area would be designated to Brookwood School/Woodhaven Middle School. By gradually allowing the current Legacy Park students to 'age out' at Copperhaven School, enrolment would be reduced from 30 Legacy Park students attending Copperhaven in 2023-24 to zero Legacy Park students attending Copperhaven School by 2030-31.

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### SCENARIO 3 - ANY GRADE 7 – 9 STUDENTS LIVING IN LEGACY PARK ARE ALLOWED TO AGE OUT AT COPPERHAVEN SCHOOL

This scenario would see the thirteen Grade 7-9 students living in Legacy Park to remain at Copperhaven School until they complete Grade 9 but moving the seventeen Grade 2 to Grade 6 students to Brookwood School and Woodhaven Middle School respectively, for the 2023-2024 school year. It is important to note that, of the Middle Years aged students remaining at Copperhaven School, a total of two families would have younger siblings (4 students) who could be offered the opportunity to also remain as legacy students at Copperhaven School.

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### SCENARIO 4 - NO STUDENTS ARE ALLOWED TO LEGACY AT COPPERHAVEN BUT HAVE FIRST RIGHT TO CHOOSE SCHOOL-OF-CHOICE

This scenario would see Legacy Park re-designated to Brookwood School and Woodhaven Middle School, but, given sufficient availability of space and resources at each grade level, Legacy Park residents who currently attend Copperhaven School would have the first right to choose Copperhaven School as their School-of-Choice. If the remaining communities designated to Copperhaven School continue to grow, this availability may decrease each year.



<b>Legacy Park Neighbourhood</b>	<b>2022 /23</b>	<b>2023 /24</b>	<b>2024 /25</b>	<b>2025 /26</b>	<b>2026 /27</b>	<b>2027 /28</b>	<b>2028 /29</b>	<b>2029 /30</b>	<b>2030 /31</b>	<b>2031 /32</b>
Current state - No Change	785	814	826	860	892	902	921	927	938	971
S.1 -If all Legacy Park moves (No "Legacy" students)	785	774	786	820	852	862	881	887	898	931
S.2 -"Legacy" all current students and allow them to "age out"	785	805	811	841	870	876	892	927	904	932
S.3 - "Legacy" students in 7-9, K-6 move to BW/WH	785	788	794	824	852	862	881	887	898	931
S.4 – First right to choose Copperhaven for Legacy Park.	785	790	799	830	861	869	887	907	901	932

Copperhaven Capacity= 856



= Above Capacity



= 90 % Capacity

Key Assumptions:

- Average of 4 students per grade
- Enrolment data is based on student head-count
- Scenario 4 is based on an average of Scenario 1 and 2

## Potential McLaughlin Scenario

During the engagement of stakeholders currently living in the Legacy Park neighbourhood, the suggestion was made to explore the potential of moving students currently living in the McLaughlin neighbourhood rather than Legacy Park. PSD's Regional Transportation system currently has two buses that service the McLaughlin neighbourhood in Spruce Grove. These buses provide transportation from residences in McLaughlin to the Copperhaven School bus transfer site. From there, they provide transfer bus services to students from Evergreen Catholic School Division and other PSD students on their way to 'school-of-choice' or programs of choice at various sites in the City of Spruce Grove.

Dealing with approximately 120 students, redirecting to Brookwood School and Woodhaven Middle School would require an additional bus to transport students from their residence to a transfer site (site TBD) and then on to Brookwood School or Woodhaven Middle School.

To transport students from McLaughlin to Brookwood School/Woodhaven Middle School we would have to operate another bus route at an approximate cost of \$68,000 per year. This bus route would complement the existing route in getting students to the schools. If you were to "legacy" the grades 7-9 students (37) to Copperhaven we would still have capacity on the existing routes that go to Copperhaven school.

McLaughlin neighbourhood residents attending Copperhaven School:

Neighbourhood	ECS	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Total
McLaughlin	14	15	13	14	14	8	7	19	11	5	120

\*Note: There are a total of 234 PSD students who live in McLaughlin. Besides Copperhaven School, these students attend Brookwood School, Connections for Learning, École Broxton Park School, Greystone Centennial

Middle School, Memorial Composite High School, Millgrove School, Prescott Learning Centre, Spruce Grove Composite High School, Stony Plain Central School and Woodhaven Middle School.

## Legacy Opportunities for Students – McLaughlin

Although the McLaughlin neighbourhood was not in the consultant’s original recommendations, during the engagement of stakeholders currently living in the Legacy Park neighbourhood, the suggestion was made to explore the potential of moving students currently living in the McLaughlin neighbourhood rather than Legacy Park. The following chart indicates the projected enrolment at Copperhaven School based on moving students from McLaughlin.

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### CURRENT STATE – NO CHANGES. CURRENT PROJECTIONS

Currently, Copperhaven School has 745 students enrolled, and is at 87% capacity. Current projections indicate that the school will exceed capacity by the 2025-2026 school year.

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### SCENARIO 1 - ALL COPPERHAVEN STUDENTS LIVING IN MCLAUGHLIN ARE MOVED

This scenario would see McLaughlin being re-designated to Brookwood School and Woodhaven Middle School with no opportunity for any students currently enrolled in Copperhaven to remain there (legacy students). If this scenario were adopted and implemented in the 2023-2024 school year, the overall attendance at Copperhaven School would be reduced by 104 students.

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### SCENARIO 2 - ALL MCLAUGHLIN ARE ALLOWED TO AGE OUT AT COPPERHAVEN SCHOOL

This scenario would see McLaughlin community be re-designated to Brookwood School and Woodhaven Middle School, but permit all students who currently attend Copperhaven to remain there until they complete Grade 9. Any new students moving into the area would be designated to Brookwood School/Woodhaven Middle School. By gradually allowing the current McLaughlin students to ‘age out’ at Copperhaven School, enrolment would be reduced from 104 McLaughlin students attending Copperhaven in 2023-24 to zero McLaughlin students attending Copperhaven School by 2030-31.

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### SCENARIO 3 - ANY GRADE 7 – 9 STUDENTS LIVING IN MCLAUGHLIN ARE ALLOWED TO AGE OUT AT COPPERHAVEN SCHOOL

This scenario would see the thirty-four Grade 7-9 students living in McLaughlin to remain at Copperhaven School until they complete Grade 9 but moving the one hundred Grade 2 to Grade 6 students to Brookwood School and Woodhaven Middle School respectively, for the 2023-2024 school year.

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### SCENARIO 4 - NO STUDENTS ARE ALLOWED TO ‘LEGACY’ AT COPPERHAVEN BUT HAVE FIRST RIGHT TO CHOOSE SCHOOL-OF-CHOICE

This scenario would see McLaughlin re-designated to Brookwood School and Woodhaven Middle School, but, given sufficient availability of space and resources at each grade level, McLaughlin residents who currently attend Copperhaven School would have the first right to choose Copperhaven School as their School-of-Choice. If the remaining communities designated to Copperhaven School continue to grow, this availability may decrease each year.

### SCENARIO 5 – K-4 STUDENTS REMAIN AT COPPERHAVEN SCHOOL AND TRANSITION TO WOODHAVEN MIDDLE SCHOOL AT GRADE 5, GRADE 5 – 9 STUDENTS LIVING IN MCLAUGHLIN MOVE TO WOODHAVEN

This scenario would essentially see early years McLaughlin students remaining at Copperhaven School until they complete Grade 4. Grades 5 – 9 students living in McLaughlin would be designated to Woodhaven Middle School.

### Copperhaven School Adjusted Enrolment Scenarios

	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
<b>McLaughlin Neighbourhood</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>0</b>	<b>1</b>	<b>2</b>
Current projections - No Change	785	814	826	860	892	902	921	927	938	971
S1 - McLaughlin - No "Legacy" students	785	694	706	740	772	782	801	807	818	851
S2 - McLaughlin – "Legacy" all students	785	798	791	818	842	838	843	836	832	851
S3 - McLaughlin – "Legacy" 7-9, K-6 to BW/WH	785	728	755	747	772	782	801	807	818	851
S4 – First right to choose Copperhaven for McLaughlin	785	746	749	779	807	810	822	822	825	851
S5 – K-4 students in McLaughlin stay at Copperhaven, 5 – 9 students move to WH	785	768	802	847	877	887	906	912	923	956



= Above Capacity



= 90% Capacity

#### Key Assumptions:

- Average of 12 students per grade
- Enrolment data is based on student head-count
- Scenario 4 is based on an average of Scenario 1 and 2

**Analysis: The scenarios explored for McLaughlin families are projected to delay Copperhaven School reaching 90% utilization between 1-4 years. All but one of the McLaughlin scenarios are projected to keep Copperhaven from reaching 100% utilization in the next decade.**

**It is worth noting that McLaughlin neighbourhood has significantly more residents than Legacy Park and therefore would have a greater impact on enrolment at both Brookwood School and Woodhaven Middle School.**

## Woodhaven Middle School Student Population – Adjusted Scenarios

	2022 /23	2022 /24	2022 /25	2022 /26	2022 /27	2022 /28	2022 /29	2022 /30	2022 /31	2022 /32
Current projections	398	339	315	294	269	259	261	257	263	276
Tonewood/Fenwyck/Easton	398	409	410	414	414	429	456	477	508	546
Tonewood/Fenwyck/Easton + PVS (grade 6)	398	439	470	504	504	519	546	567	598	636
Tonewood/Fenwyck/Easton + PVS (grade 6) + Legacy Park	398	459	490	524	524	539	566	587	618	656
Tonewood/Fenwyck/ Easton + PVS (grade 6) + McLaughlin	398	499	530	564	564	579	606	627	658	696
Tonewood/Fenwyck/ Easton + PVS (grade 6) + McLaughlin (Grades 5 – 9 Only)	398	499	530	564	564	579	606	627	658	696
Capacity	855	855	855	855	855	855	855	855	855	855



= Above Capacity



=90% Capacity

### Key Assumptions:

- Tonewood/Fenwyck/Easton students – average 5 per grade (25 total)
- Anticipate approximately 25 NEW students per year from Tonewood/Fenwyck/Easton
- Legacy Park students – average of 4 per year
- McLaughlin students – average of 12 students per grade (60 total)
- Enrolment data is based on student head-count

### Brookwood School Student Population – Adjusted Scenarios

	2022/ 23	2023/ 24	2024/ 25	2025/ 26	2026/ 27	2027/ 28	2028/ 29	2029/ 30	2030/ 31	2031/ 32
<b>Current Projections</b>	469	469	454	466	474	496	504	516	530	537
Tonewood/Fenwyck / Easton	469	539	549	586	619	666	699	736	775	807
Tonewood/Fenwyck / Easton + Legacy Park	469	559	569	606	639	686	719	756	796	827
Tonewood/Fenwyck /Easton + McLaughlin	469	599	609	646	679	726	759	796	835	867
Tonewood/Fenwyck / Easton + Legacy Park - Brookwood School Pre-K	469	520	530	567	600	647	680	747	757	788
Tonewood/Fenwyck / Easton + McLaughlin - Brookwood School Pre-K	469	560	570	607	640	687	720	757	826	828
Capacity	705	705	705	705	705	705	705	705	705	705



= Above Capacity



=90% Capacity

#### Key Assumptions:

- Tonewood/Fenwyck/Easton students – average 5 per grade (25 total)
- Anticipate approximately 25 NEW students per year from Tonewood/Fenwyck/Easton
- Legacy Park students – average of 4 per year
- McLaughlin students – average of 12 students per grade (60 total)
- Enrolment data is based on student head-count
- Brookwood School Pre-K average of 39 students per year

## Human Resources Considerations

Since the residents of Legacy Park and McLaughlin who attend Copperhaven School are spread out in various Grades from Kindergarten to Grade 9, Copperhaven School would not anticipate any significant changes to their staff levels.

Schools experience enrolment fluctuation on a regular basis and this is incorporated into budgeting and hiring processes for Parkland School Division annually. There would be minimal impact at both Brookwood School and Woodhaven Middle School should the Board decide to move either Legacy Park or McLaughlin residents and designate them to Brookwood School/Woodhaven Middle School instead of Copperhaven School.

## Engagement:

Administration met with parents/guardians of Copperhaven School in a virtual format on Thursday, March 10, 2022.

Participants had an opportunity to listen to brief presentations that covered:

- Timeline
- Current Attendance Area
- Historic and Projected Enrolments
- Recommendation Summaries
- Next Steps

Breakout rooms were created for more intimate conversations where parents were able to ask questions and the discussion covered these guiding questions:

- Do you have any concerns?
- Do any of the scenarios discussed particularly appeal to you?
- What are the questions you would need answered?
- What else do we need to consider?

A separate engagement was held for Grade 5 – 9 students at Copperhaven School who live in the neighbourhood of Legacy Park.

A final virtual engagement was held on Tuesday, May 24, 2022 with parents/guardians who live in McLaughlin neighbourhood in Spruce Grove. A follow-up survey was emailed to all families from Parkland School Division who live in McLaughlin as well.

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## WHAT WE HEARD:

### Legacy Park Parents/Guardians

Many of the parents who attended voiced their concerns about a possible move for their children. They have developed strong relationships with the school's teaching staff and administration and do not want to displace their children. Some pointed out the logistical challenges of different bell times and how a move to Woodhaven Middle School would make it harder for children to walk home from school. Some questioned why an examination of that area of Spruce Grove was necessary so soon after the previous Attendance Area Review

prior to Copperhaven School opening. Others asked if scenarios were examined where the neighbourhood of McLaughlin was considered rather than Legacy Park.

A follow up survey was sent to all Legacy Park residents who attend any Parkland School Division schools. 11 people responded and a summary of their submissions is attached in the appendix.

### **McLaughlin Parents/Guardians**

Four sets of parents attended the virtual engagement while an additional fifteen responded to the follow-up survey. Two of those parents were of students who already attend Brookwood School and were in favour of McLaughlin neighbourhood being designated for Brookwood School/Woodhaven Middle School instead of Copperhaven. Two respondents were from École Broxton Park School and indicated that changes would not be applicable to them. Meanwhile others addressed concerns that included:

- Children in older grades that experienced a school transition in previous attendance area reviews
- Younger children who were established with a friend group in their current grades
- Individual and specific out-of-school care scenarios that where transportation would not be available to Brookwood School/Woodhaven Middle School rather than if they were to stay at Copperhaven School
- There were also families with children spread out in ages who preferred the K-9 school setting where siblings could be all under one roof rather than the Brookwood School/Woodhaven Middle School option
- Others recognized the space constraints at Copperhaven and would welcome a move to Brookwood School/Woodhaven Middle School

The recommendation to legacy existing McLaughlin students in Grades K-4, and then transition them from Copperhaven to Woodhaven Middle School after Grade 4 was made during this engagement. This recommendation is considered in the tables above and also later in this report.

### **Copperhaven Students**

#### **Transitioning and Adjusting to a New School**

To provide context, the student engagements began by asking students to share general perceptions of moving to a new school. Students were asked to report the number of previous schools that students attended prior to attending their current school.

Copperhaven School is in its fourth year and all students could identify the point at which they transitioned to attending Copperhaven. Some students had attended more than one previous school.

The facilitator asked students to consider the factors that helped to facilitate a positive school-change experience. Students shared that 'friendship' is the single, greatest factor that impacted our students' transition success. We asked students to clarify their experiences, and students shared the following points for consideration:

- Students expressed that it was easier to move to a new school, provided they also had friends who moved with them from the previous school; however
- The majority of students indicated that they have made new friends at school that did not attend their previous school.

We asked students to share the amount of time, from their perception, that it took to feel comfortable in the new school.

- Students represented the range of time between one minute to two years. The vast majority of responses indicated that it took approximately one to four weeks to settle in and make new friends.
  - There were a few student-outliers that suggested their transition time took as little as one minute, and as much as two years.
- One student commented that it is easier to make new friends at a younger age.

Students demonstrated recognition for the value of extra-curricular events, such as sports; they noted that it would be easy to make new friends in a new building because they knew people in other schools from their extra-curricular activities, so it would just be an opportunity to get to know their teammate better.

Students within each engagement group expressed that they understood the capacity problem – students were actively engaged in determining a solution to the existing or emerging capacity problem and that Copperhaven School is nearing capacity, and that the newly refurbished Woodhaven Middle School has the capacity for significantly more students.

All students agreed that the problem needed to be addressed, and the common solution presented by the students at first was to ‘build more schools.’ We shared the complexity of the timing of new schools with the students so that they could better consider the problem. One student suggested reducing the size of the capacity at Woodhaven Middle School as a simple solution to the problem, and the facilitator helped to identify how this was not an ideal solution.

### **Physical Space Considerations**

The students were asked to share their perspectives on the physical attributes of the school, and whether or not the building made a difference for transition. Students dismissed the school building as a determiner of transition success; the building was not a real concern for the majority of students. For the most part, those that responded commented that they knew that there would be staff around that could help them find their way around.

The Copperhaven School engagement was held in a room that hosts the Board Game club at lunch and is also used as an art room; students in Copperhaven were familiar with navigating their way through the school to that space.

Regarding the physical attributes of any school, students did reference a degree of excitement for different playgrounds and school fields. They hoped that, if they had to change schools, their new school would have a large, pre-existing playground.

### **Transitioning to a New School Prior to Grade Nine**

Students expressed a curiosity and concern for changing to new teachers.

Copperhaven students did not have a similar narrative with respect to their former schools, and therefore expressed that they were in the place they wanted to be.

Students acknowledged the importance of knowing as much as possible about the teachers and building, prior to transitioning to a new school.

Grade 6 and grade 7 students represented with slightly higher anxiety regarding the proposed changes. Students in the engagement session in either school were initially concerned that the change would be scheduled for next year, and were relieved to find out that any transition to Woodhaven Middle School, if decided, would not happen until the 2023-2024 school year.

Some students shared that their parents had expressed the concern of having siblings at different schools, given that this would add a complexity for dropping students off at different buildings in the morning, and for attending to different bell schedules.



The Copperhaven School students expressed that they were not excited about a potential move to Woodhaven Middle School, indicating that the change would only affect those students who lived within their small neighborhood, and therefore would potentially separate them from a larger friend-group.

Students at Copperhaven expressed that they did not want to change schools.

Students were asked about the different opportunities that could be offered at different schools, such as extra-curricular opportunities for school sports at a younger age, but this was not something that they were concerned about. The students expressed that they felt that if they wanted to participate in a sport that it was just as easy to join an after-school club and meet new people on their teams.

### **Thoughts on Transportation**

Most of the students we engaged commented that they already took a bus to school. They indicated that any transportation change would not be a change to be concerned about. The exception to this perspective is that students would be concerned if the overall transport time significantly increased.

A few students commented that they reside in two different households (parental separation) and they shared that they were worried that the two bus routes may not work out for them to continue to share their time between the two different homes.

### **Final Thoughts**

The facilitators noted that the engaged conversations with students seemed to reduce any anxiety with the students. Students expressed that they were relieved to know that they will not be impacted by changes next year. Some students said “I just want to know what the changes are so I can start to think about where I will be going to school.” Some students expressed that they were concerned for their parents about the concerns that were shared by their parents; for instance:

- Students expressed that their parents had concerns about changes to the cost of transportation;
- Students expressed that their parents had concerns about child-care arrangements; and
- Students expressed concerns that their parents did not want siblings in multiple schools.

It must be mentioned that the Copperhaven School students were all exceptionally attentive and involved in the conversation regarding future attendance areas. The students were very respectful and thoughtful as they considered a variety of solutions presented.

A summary of the parent feedback survey delivered following the engagement event can be found in the appendix.

## Other Opportunities to Share Feedback

Stakeholders are encouraged to email correspondence to [board@psd.ca](mailto:board@psd.ca). A summary of all correspondence will be included in the final report Administration submits to the Board of Trustees.

A following is a summary of additional correspondence received, to date, via email to the inbox at [board@psd.ca](mailto:board@psd.ca):

- Is Legacy Park being considered a growth community even though there is no more housing to be built?
- How many family units do these children represent? (21 families represent the 30 students between Early Education to Grade 7 who live in Legacy Park and attend Copperhaven School)
- How many of the 39 impacted children, have younger siblings that, if there were no changes in boundary would attend Copperhaven in future years? (Parkland School Division doesn't have data for children not yet enrolled.)

An additional response was delivered by the Board Chair in response to what assurance the Board could provide that the Attendance Area Review engagement process was thorough, transparent and authentic:

Response from Board Chair: Thanks for the conversations last Thursday and last night. I am sending this email to recap our conversations. I will send a copy to trustees to ensure they are aware of our conversations. I am also copying 'Board@psd.ca' so this email gets included in the data being compiled and feedback considered to ensure trustees have the information needed to make our decisions. At our February 8, 2022 Board meeting, trustees directed Senior Administration, Parkland School Division, do further research and exploration into specific recommendations as noted in the Recommendation below: That the Board of Trustees directs administration to further explore the following recommendations presented as part of the Parkland School Division Student Attendance Area Study at the January 18, 2022, Regular Board Meeting:

- Recommendation A: Option 1;
- Recommendation A: Option 3;
- Recommendation B;
- Recommendation F;
- Recommendation G;
- Recommendation J;
- Recommendation K;
- Recommendation L;
- Recommendation M; and
- Recommendation N.

Further, that administration presents this information as a report to the Board of Trustees at a future Board Meeting.

You asked about the process for the Attendance Area Review recommendations coming forward to the Board and you wondered how you could be assured that trustees had an opportunity to listen to all conversations in a genuine and fulsome manner and that trustees were not simply accepting the recommendations presented by Administration without doing our due diligence.

Trustees and Administration both have a role to play in this process. Trustees directed Administration to begin the Attendance Area Review. Administration, then, is responsible for making that happen: they hired the

consultants; they placed the Study on the website with an opportunity for stakeholder feedback; they prepared the information for stakeholder engagements; they complete research and exploration; they also provided the opportunity for stakeholder input through the 'Board email'. And, they have the responsibility to collect and compile all that data into the Reports. As the governors for the division, trustees are actively involved - but not in an administrative way: we have attended the stakeholder engagements and have listened to participants' comments, concerns and questions and have sought clarification, as required; we also attend School Council meetings and have the opportunity to hear comments and concerns; we engage with our stakeholders through email or phone calls; we complete our research; we bring what we hear to our Board meetings to ensure that all trustees have the benefit of those conversations. And, we have the responsibility of reading and listening and asking questions and discussing and debating as we make our decisions when the Reports come to the Board meeting.

I encourage you to view our Board meeting agendas that are always posted on our website about five days prior to the meeting along with accompanying documents. Our Board meetings are also all livestreamed now, so you can listen to the conversations at the meeting. I trust that this email captures the essence of our conversations regarding the Attendance Area Review engagement process. Please reach out if there are further questions.

Thank you for your interest and involvement,

*More correspondence received April 28<sup>th</sup>:*

Apologies for the late reply, but I am just seeing this email now.

We very much appreciate the follow up, and you have done a great job of capturing some of the key points of our conversation; however, there are a few I would like to clarify.

I am concerned that this is a stop gap and if the children of Legacy Park are moved again, it will lead to another shuffle for these kids in five years. This is based on the city's predicted growth. Essentially the problem is only being moved around and the real issues of growth and infrastructure are not being addressed.

In regard to comments on the engagement and survey. It is the process that I am skeptical of, and I worry that our opinion, suggestions, and concerns are not given the proper consideration when making the final decision.

Addressing the issue with the school board admin speaking to our children. I would like to emphasize that the lack of transparency and communication in this specific matter does make it more difficult to believe in and trust the process. Without proper notification, without knowing the questions, without a school rep or parent present, and without even a summary of the meeting provided to parents it can only lead to further mistrust. But more importantly, for anyone to come to the school and speak to our children on a matter so potentially disturbing to them is infuriating. We did not have proper time or information to speak to our children, and for them to hear this for the first time from a stranger... I don't have the words for how that makes me feel.

One last point. I have heard from multiple trustees that the system/ government is too big and complicated to change, that there are too many moving pieces, and it is far bigger and complicated than they ever imagined. This does not surprise me, but it does reinforce my fears. It is human nature to find the path of least resistance, and in this case, I worry moving our children will be just that, the path of least resistance. But it is the wrong path. I am not asking you, or any of the trustees to change the system, or reinvent the wheel by

yourself, but when do you start pushing the other way? When does the board say " No, this isnt working, this is not good for the community, find another way."

RESPONSE FROM BOARD CHAIR re: APRIL 19 CONVERSATION:

Good morning, [REDACTED]

This is my summary - please ensure it reflects our conversation accurately. I will forward it on to our Superintendent and to Board after you have an opportunity to review. thanks.

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As we discussed last night, this email will provide a summary of our remote meeting on April 19, 2022 from 6:00pm to 6:45pm. Thanks to both of you for expressing your concerns regarding the Attendance Area Review, in particular, the recommendation in the review affecting Copperhaven/Legacy Park.

You wondered why the current process involves schools being at or over capacity before changes happen, and that an Attendance Area Review will not, and does not, fix the problem; rather, it is a stop-gap measure until the next time it has to happen again.

I explained that we are working closely with our municipalities and government, and we all recognize and acknowledge the problem.

Your perception is that the Board and Division is not listening, and you wondered whether we are following a set agenda that is not really an Engagement where we are seeking input. Your perception comes from the questions asked at the Engagement session and the type of questions used in the follow-up survey and the student engagement.

I explained that my role is not to change your minds - your perception is based on your experiences and is your reality. My role, though, was to explain the process and assure you that no trustees has made any decision or determination on any recommendation. Trustees have not yet seen all the Reports that Administration is putting together which include stakeholder input and feedback from engagements and the survey; data collected from the municipalities, as appropriate; transportation factors; staffing factors; building utilization and facility and other factors. Until trustees have all that information and the recommendation is put forward at a Board meeting for our discussion, debate and vote, there is no decision made on any recommendation.

You asked what weight I, as a trustee, place on conversations like we had last night when I am in the position to vote on the recommendations.

I explained that my role as a trustee is to listen to learn - and to try to understand each story and the impact of the decision on students and families. This summary email is one way that I ensure your voices are heard by all trustees.

You expressed concern that it seems like a 'numbers on a spreadsheet' game and where are the actual children in this process.

I explained that concerns like yours and conversations with other stakeholders are factored into the information that is gathered by our Administration and becomes part of the Report. An Attendance Area Review requires that we look at numbers which equate to utilization rates - one of the factors that are considered. But we do know and understand that we are talking about students, families, and staff.

You stated that it was important that your call last night served to humanize the process, and that you, as parents, are seeking what is best for your children.

I understand and thank you for taking the time to share your story.

You asked whether the Administration had considered asking students where they want to attend.

I explained that I did not understand how this process would work and that it could be more impactful to more students. We did wonder - what would happen if we opened everything to change - and we felt that this type of a process would impact such a significant number of students and families and wondered what the end result might be. It was not an option we asked the Administration to explore.

You asked how many students live on the east side of Jennifer Heil Road and attend Copperhaven School.

I did not have that information last night, but have forwarded your question on to the Administration through this email.

You expressed concern that families could end up with each of two-three children attending different schools with different start and end times and that could prove to be problematic for students and families.

I understand and acknowledge that concern.

You expressed concern about the process that was used for engaging with students following the Stakeholder Engagement. You explained that you were told on the evening of the Stakeholder Engagement that this process was going to happen, but you felt that not enough notice was given to families to prepare their children. You would have appreciated having the questions before they were presented to students; you would have appreciated an 'opt-out' option for students; and you explained that you were not asked to sign a permission form, and you felt that was a step that was missing in the student engagement process. This process, taken with your previous concerns on the Engagement and the Survey, served to reinforce the notion that the Board and Administration have made up our minds already and really did/do not intend to listen.

I acknowledge your concerns and am forwarding them through this email. I explained that the process contains a step where stakeholders are provided with the Report on each Recommendation prepared by Administration with Key Findings and Reports will be posted on the Attendance Area Review tab on the PSD website. Earlier this morning, I forwarded you the French Immersion Report that has been completed, posted and will receive input/feedback to Administration from stakeholders.

[REDACTED], I appreciate our conversation last night and hearing your story and your concerns regarding the Attendance Area Review in general and the Copperhaven/Legacy Park recommendation in particular. You will receive an email from Administration when the Report is posted on the website. I encourage you to review the Report in detail and provide your thoughts to the Administration about what might have been missed or not considered.

## Key Findings

- Examination of the data indicates there are 39 students who reside in Legacy Park and who currently attend Copperhaven School. At the time of implementation, the current Grade 8's and 9's will have already transitioned to high school, leaving 30 Legacy Park students at Copperhaven School. That fact, combined with projections for school enrolment, suggests that only looking at Legacy Park changes will not be enough to address capacity issues at Copperhaven School.
- Allowing legacy students to age out at Copperhaven will delay the school's enrolment to surpass the school's capacity by two school years.
- The suggestion to consider moving McLaughlin residents rather than Legacy Park residents was made during the Legacy Park engagement. Administration investigated this scenario and determined the following:
  - Redirecting those students to Brookwood School and Woodhaven Middle School would slow Copperhaven's enrolment growth, potentially preventing Copperhaven from reaching 100% capacity within the next decade.
  - This however, would have an impact on Brookwood School's utilization rate, with projections indicating it could reach 100% capacity as early as 2028/29. Woodhaven's utilization is not projected to reach 100% within the next decade.
- To transport students from McLaughlin to Brookwood School/Woodhaven Middle School, we would have to operate another bus route at an approximate cost of \$68,000 per year. This bus route would complement the existing route in getting students to the schools. Students who currently reside in the McLaughlin neighbourhood would all be eligible for Transportation to their newly designated school of Brookwood School or Woodhaven Middle School.

## Appendix



## MEMORANDUM

June 21, 2022  
Regular Board Meeting

<b>TO</b>	Board of Trustees
<b>FROM</b>	Shauna Boyce, Superintendent
<b>ORIGINATOR</b>	Mark Francis, Deputy Superintendent
<b>RESOURCE</b>	Jordi Weidman, Director, Strategic Communications
<b>GOVERNANCE POLICY</b>	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
<b>ADDITIONAL REFERENCE</b>	BP 2: Resource Stewardship BP 2: Stakeholder Engagement and Communication Administrative Procedure 304: Attendance Area Administrative Procedure 850: Transportation Services <i>Education Act</i>
<b>SUBJECT</b>	<b>ATTENDANCE AREA REVIEW RECOMMENDATION F: ADDRESS CAPACITY AT HIGH PARK SCHOOL</b>

### PURPOSE

For approval. Recommendation required.

### RECOMMENDATION

That the rural area north of Highway 16 currently designated to High Park School be re-designated to the Muir Lake School attendance boundary, effective the beginning of the 2023-2024 school year.

Further, that any current, affected students who will be in Grades 7-9 at High Park School in the 2023-2024 school year be permitted to remain at High Park School (legacy) until they complete Grade 9, and that their families are not assigned school-of-choice fees for those students who legacy and require transportation to High Park School, as recommended by Administration and presented at the Regular Meeting of June 21, 2022.

## BACKGROUND

On January 12, 2021, the Board of Trustees directed administration to conduct an attendance area review of all schools in Parkland School Division (PSD) in order to facilitate long-term planning and the effective use of our school facilities. Population demographics continue to shift with the communities of Spruce Grove, Stony Plain and Parkland County. Board Policy 2, Role of the Board requires the Board to review and approve the attendance areas for PSD schools (Policy 2(52)).

On January 18, 2022, the Board of Trustees received the *Student Attendance Area Study* conducted by Edmonton Public Schools, Infrastructure Planning. This [study](#) outlined a number of potential options for the Board to consider. Subsequently, the Board of Trustees directed administration to further explore a number of the recommendations for review by the Board of Trustees. A summary of the recommendations including which ones were being explored further can be found [here](#).

The attendance area review conducted by Administration took into consideration several factors including impact on students and families, impact on programming, facility utilization, transportation, resource stewardship and future growth.

## REPORT SUMMARY

High Park School is currently at 101% utilization and is projected to stay above that into the foreseeable future. The Board of Trustees have previously designated many undeveloped areas in Stony Plain to the replacement for Stony Plain Central School to help alleviate the capacity issues at High Park School.

There are approximately 41 students in Grades K-9 who reside in the attendance area in question (rural area north of Highway 16). Of those 41, 30 sign School-Of-Choice forms in order to attend Muir Lake School and 11 students attend High Park School.

- There is limited potential for population growth, meaning population should remain relatively steady.
- Should the 11 students identified in the area in question move to Muir Lake School the projected capacity of High Park School would decrease and remain between 97% and 102% over the next 10 years.
- Should the 11 students identified in the area in question move to Muir Lake School the projected capacity of Muir Lake School would increase and remain between 84% and 93% over the next 10 years.
- High School students in the affected area, who ride a bus and transfer into Memorial are expected to have a longer bus ride due to a change in route (transferring at Muir Lake).

Administration would be pleased to respond to any questions.

SB:kz



## ATTENDANCE AREA REVIEW SUMMARY – RECOMMENDATION F



### High Park SchoolSpace Constraints and Boundary Adjustments

JUNE 2022

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

#### BACKGROUND

On January 12, 2021, the Board of Trustees directed administration to conduct an attendance area review of all schools in Parkland School Division (PSD) in order to facilitate long-term planning and the effective use of our school facilities. Population demographics continue to shift with the communities of Spruce Grove, Stony Plain and Parkland County. Board Policy 2, Role of the Board requires the Board to review and approve the attendance areas for PSD schools (Policy 2(52)).

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It is important that the attendance area review takes into consideration several factors including:

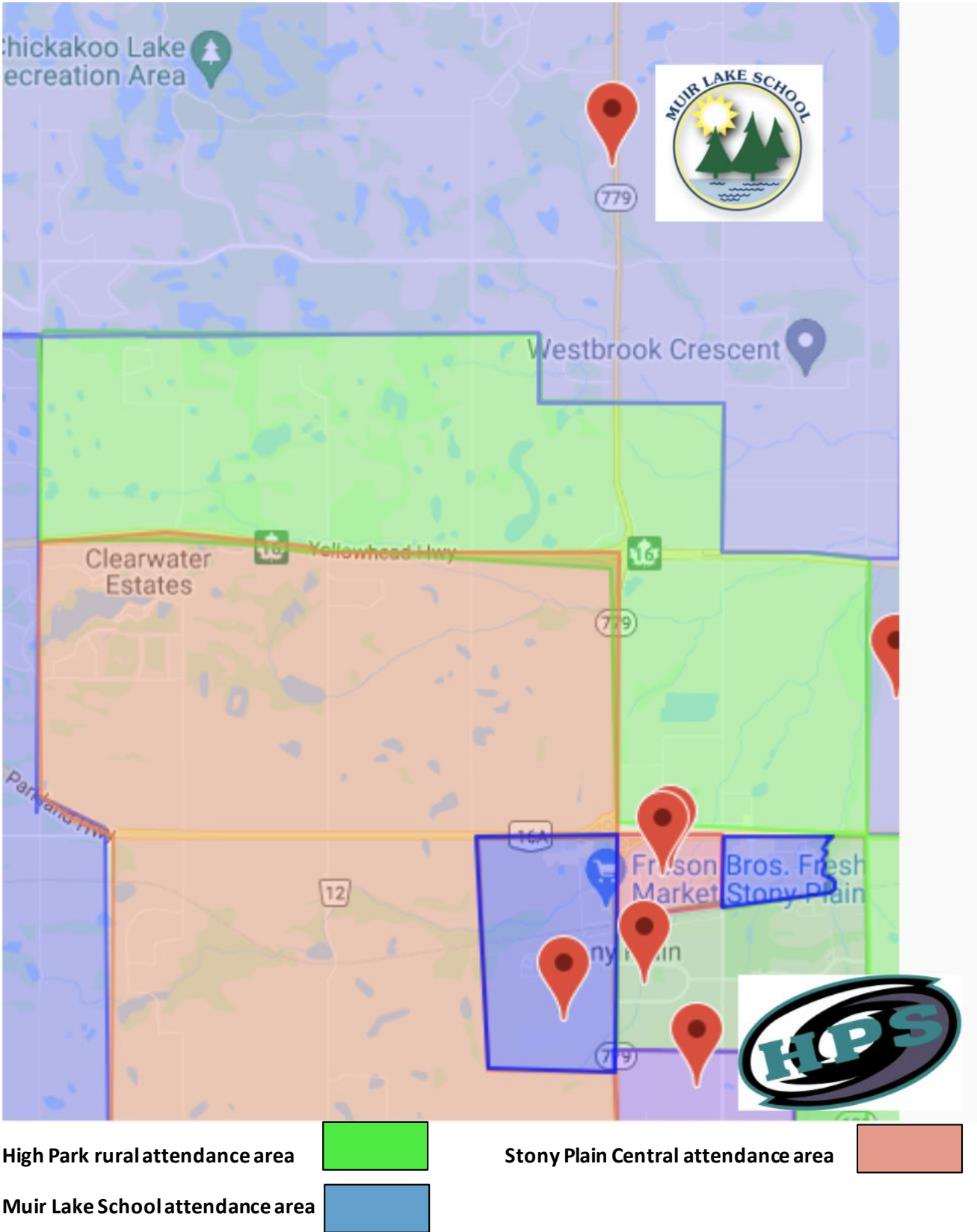
- impact on students and families,
- facility utilization,
- transportation,
- resource stewardship, and
- future growth.

While some attendance areas within PSD remain stable or slightly decline over time, a number of areas are experiencing significant and rapid growth. In particular, the communities of Stony Plain and Spruce Grove continue to grow. From the time of the last Attendance Area Review in 2014 the Town of Stony Plain has increased from approximately 3,200 students to almost 4,000 students in 2021-2022. Overall, PSD

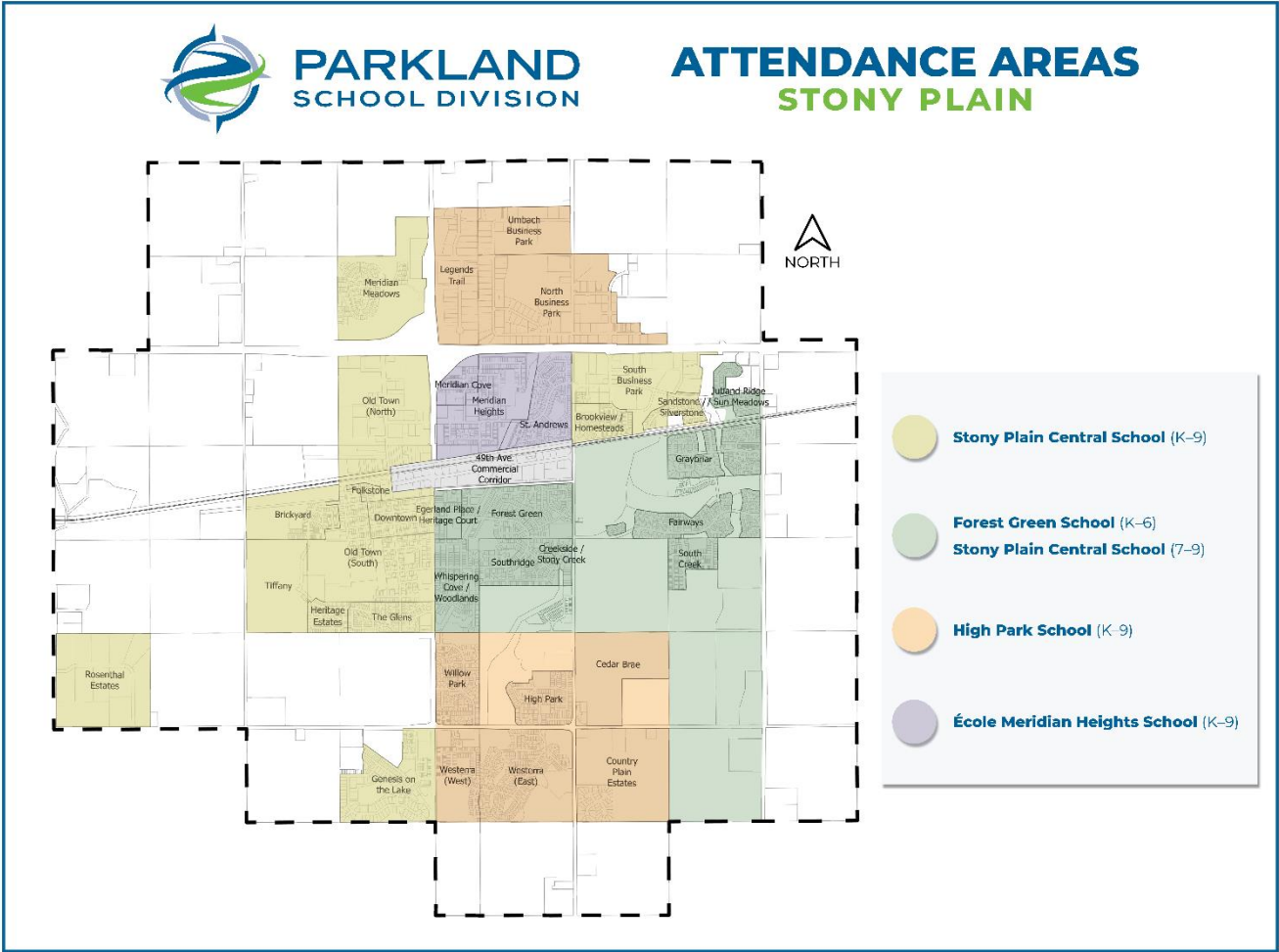
increased from around 10,400 to 11,900 in that same 8-year span. Between 2011 and 2016, the Town of Stony Plain's population increased from 15,051 to 17,190 according to the Federal Census- an average annual growth rate of about 2.7%. Currently, the Town has nearly 18,000 residents with long-term plans that incorporate a projected population of 30,000.

The Student Attendance Area Study prepared by consultants had many references to the City of Spruce Grove and Town of Stony Plain's Area Structure Plans (ASP). These are geographical areas municipal planners and engineers use for planning and development. For the purposes of PSD's Attendance Area report, city and town neighbourhood names are referred to which are more commonly used by residents.

Current Attendance Area - High Park School (rural)



**Current Attendance Area – High Park School (urban)**



## Facility Considerations

### High Park School

- Physical building condition:

The library at High Park is open, central, and welcoming with tall, vaulted ceilings. The hallway flooring was replaced approximately 12 years ago – while the gym floor was redone 5 years ago. The home economics room was renovated with new countertops, cabinets, and equipment. There are new hot water tanks within the mechanical room. The staff room and main office are both outfitted with more modern furniture and carpet.

The school's aluminum windows should be replaced for energy efficiency. Millwork, classroom flooring, and lighting in the science, art, and early education rooms require updating. The home economics space is undersized and students use the science room to prepare food before transitioning to the kitchen area. This suggests a deficiency of CTF space in the building. The mechanical room contains original boilers that need to be replaced. Spatially, there are some circulation pinch points and a general lack of breakout areas. High Park School would benefit from updated, flexible furniture to help encourage twenty-first-century learning in the classrooms and library.

Deferred Maintenance (September 2021)	Current FCI	Last Year's FCI
\$2,346,703	28%	27%

### Muir Lake School

- Physical building condition:

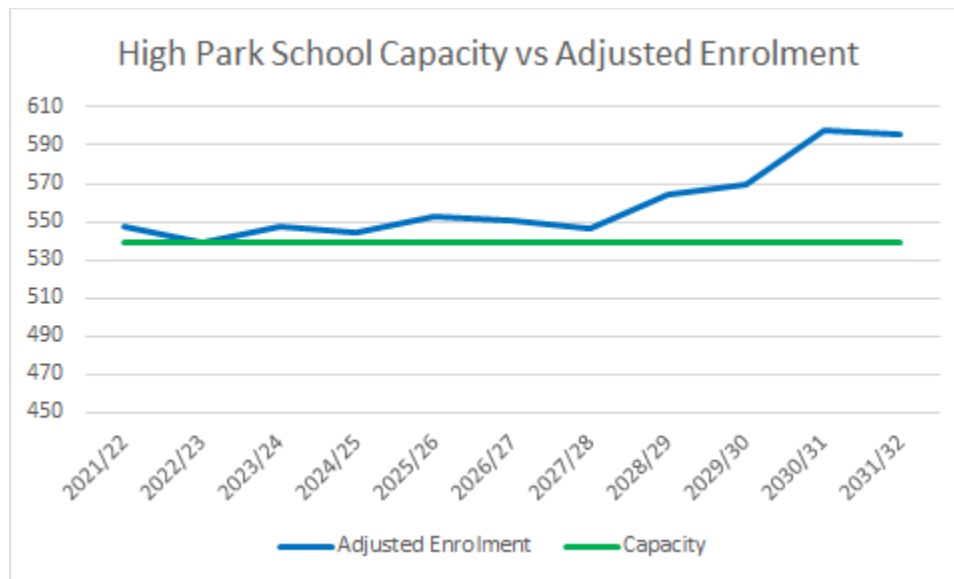
Muir Lake School has recently undergone a complete building envelope replacement and several roof replacements. It features a commercial kitchen that also has residential ranges to enable CTF programming options. Older portables were recently outfitted with new furnaces. Muir Lake School would benefit from a re-imagined learning commons area.

Muir Lake School has outdated flooring, windows, ceiling tile, lighting, and millwork which are all due for replacement.

Deferred Maintenance (September 2021)	Current FCI	Last Year's FCI
\$5,120,103	10.00%	10.90%

## High Park School Utilization Rates

High Park School		2211					100% Net Capacity					539 90% Net Capacity					485	
		September 30 Enrolment					Projected Enrolment											
	Total Enrolment																	
Grades	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32			
Pre Kindergarten	41	28	12	21	25	20	18	16	23	21	19	16	22	25	27			
Kindergarten	54	34	47	36	47	49	50	51	45	54	49	53	52	50	52			
Grade 1	44	54	38	44	37	48	50	51	52	46	55	50	54	53	51			
Grade 2	51	46	58	35	46	38	49	51	52	53	47	56	51	55	54			
Grade 3	58	52	52	57	37	48	40	51	53	54	56	49	59	53	58			
Grade 4	48	64	56	50	61	39	51	42	54	56	57	59	52	62	56			
Grade 5	56	47	64	58	56	63	40	53	43	56	58	59	61	54	64			
Grade 6	43	57	51	61	57	57	64	40	54	43	57	59	60	62	55			
Grade 7	51	46	57	49	61	57	57	64	40	54	43	57	59	60	62			
Grade 8	45	56	47	55	49	62	58	58	65	41	55	44	58	60	61			
Grade 9	60	40	57	45	55	47	60	56	56	63	40	53	43	56	58			
Total	551	524	539	511	531	528	537	533	537	541	536	555	571	590	598			
Total Severe Pre K/K	14	29	16	17	20	15	12	10	14	13	12	9	11	15	9			
Total Severe 1-9	15	14	17	14	16	15	16	17	18	17	16	17	12	15	14			
Adjusted Total	548	550	560	528	547	539	547	544	553	551	546	564	569	598	596			

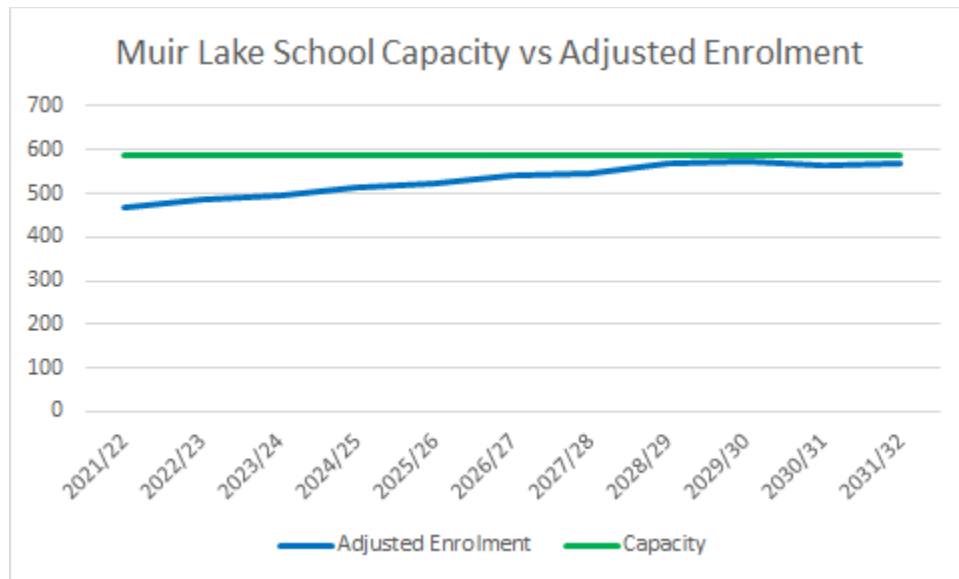


	September 30 Enrolment					1 Year	5 Year	10 Year
Year	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2027/28	2032/33
Enrolment	551	524	539	511	531	528	535	553
Adjusted Enrolment	548	550	560	528	547	539	547	561
Capacity	539	539	539	539	539	539	539	539

*Analysis: High Park School is currently above 100% utilization and enrollment is projected to continue to grow over the next decade.*

## Muir Lake School Utilization Rates

Muir Lake School	2226					100% Net Capacity					589 90% Net Capacity					530	
	September 30 Enrolment					Projected Enrolment											
	Total Enrolment																
Grades	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32		
Kindergarten	45	40	54	42	59	51	44	45	52	50	54	51	53	52	44		
Grade 1	48	56	42	56	46	65	56	49	50	58	55	60	56	59	58		
Grade 2	35	49	56	41	68	48	68	59	52	53	61	58	63	59	62		
Grade 3	44	36	51	54	48	71	50	71	62	55	56	64	61	66	62		
Grade 4	46	47	36	45	55	48	70	50	70	62	55	56	64	61	65		
Grade 5	46	47	47	30	42	52	45	66	47	66	59	52	53	61	58		
Grade 6	47	46	45	38	28	39	48	42	61	43	61	55	48	49	56		
Grade 7	49	47	43	34	43	27	37	46	40	58	41	58	53	46	47		
Grade 8	48	48	48	37	32	41	26	35	44	38	55	39	55	50	44		
Grade 9	44	45	45	39	37	30	38	24	32	41	35	51	36	51	46		
Total	452	461	467	416	458	472	482	487	510	524	532	544	542	554	542		
Total Severe K	7	6	4	3	0	2	3	5	0	2	3	4	7	4	3		
Total Severe 1-9	12	14	17	17	20	18	17	22	19	20	18	22	25	17	22		
Adjusted Total	461	475	478	432	469	485	497	514	522	541	544	567	573	566	567		



*Analysis: Muir Lake School is currently at 80% utilization and is projected to fluctuate between 82% and 97% capacity over the next decade.*

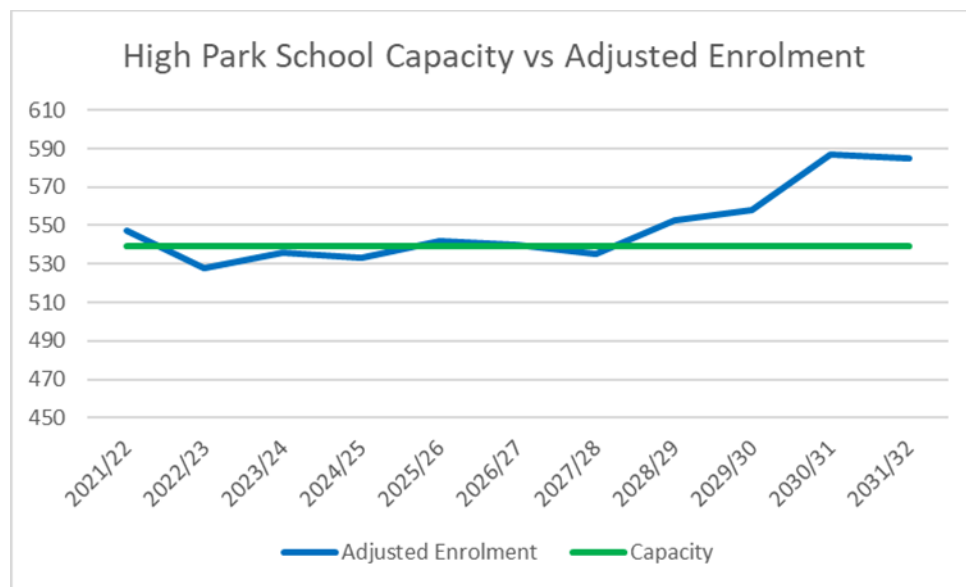
### Current students attending High Park School (Rural Attendance Area by Grade)

Early Education	ECS	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Total
1	1	1	0	0	1	3	1	1	2	0	11

## Adjusted Enrolment – High Park

Should the 11 students identified in the area in question be redirected from High Park School to Muir Lake School as recommended by the consultants, the utilization rate of High Park School would decrease:

	September 30 Enrolment					1 Year	5 Year	10 Year
Year	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2027/28	2032/33
Enrolment	551	524	539	511	531	517	524	542
Adjusted Enrolment	548	550	560	528	547	528	536	550
Capacity	539	539	539	539	539	539	539	539

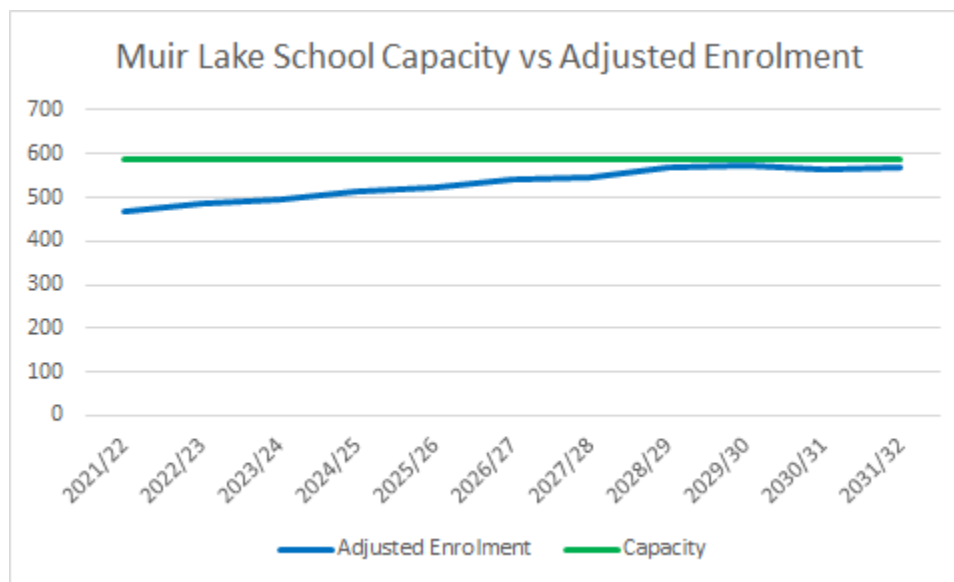


*Analysis: Should the High Park families who reside in the area north of Highway 16 be re-designated to attend Muir Lake School, High Park's utilization would decrease, but is still projected to reach 100% utilization by 2033.*

## Adjusted Enrolment – Muir Lake School

Should the 11 students identified in the area in question be redirected from High Park School to Muir Lake School as recommended; the utilization rate of Muir Lake School would increase:

	September 30 Enrolment					1 Year	5 Year	10 Year
Year	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2027/28	2032/33
Enrolment	452	461	467	416	458	483	506	528
Adjusted Enrolment	461	475	478	432	469	496	523	549
Capacity	589	589	589	589	589	589	589	589



Analysis: Should the area north of Highway 16 currently designated to High Park be re-designated to Muir Lake School, the projected utilization for this school is projected to remain between 84% and 93% over the next 10 years.

Modular classrooms could be added to the building to alleviate the perceived overcrowding. Modular classroom submissions should be planned up to 3 years in advance as there have been significant delays in manufacturing modular classrooms over the last 2 years.



## Educational Considerations

Parkland School Division acknowledges that the topic of moving students and the possibility of interrupting family routines, a degree of apprehension, and in some cases anxiety, is experienced amongst students and parents/guardians. This is natural. A closer look into the negative impacts on academic and social-emotional outcomes is warranted. PSD conducted a thorough review of twenty-one studies conducted between 2000 and 2021 on the topic.

The two major findings include:

- Movement/transition between schools for elementary aged children (K to Grade 3/4) should have minimal impact, with interventions in place, and
- Recommend minimal movement for middle schools children/youth (Grade 4/5 to 8/9). Should moves be required, additional interventions and supports should be in place.

A closer look in to the Literature Review can be found in the appendix.

## Financial Considerations

The overall financial impact of this option is minimal to the Division as a whole. Base Instruction, Service & Supports, Community and Jurisdiction revenues would remain unchanged as they are based on Weighted Moving Average calculations which would not change regardless of where the students are designated.

Building Utilization Maintenance funding would benefit from increasing enrolments at Muir Lake School as the school is currently under the 85% utilization required to receive full maintenance funding. There is a \$20/m<sup>2</sup> difference in funding between utilized space and non-utilized space. High Parks School's funding would not decrease as the school's enrolments would remain above 85% utilized.

The allocation for the students designated to Muir Lake School would follow the students and support staffing and other expenditures related to educating the students.

There would be some savings to Transportation Services as the students from the impacted area would be transported to Muir Lake where those students going on to other schools would be able utilize the existing transfer buses at Muir Lake School.

## Transportation Considerations

To adjust the boundary for High Park north of Highway 16 would affect one bus route. This route currently picks up 49 students in the attendance area and transports them to the transfer site at Memorial Composite High School (MCHS). Of the 49 students, 7 students go to MCHS, 6 go to École Meridian Heights School, 31 go to High Park School, 1 student goes to Connections for Learning, 1 to Woodhaven Middle School while another three attend Evergreen Catholic Schools.

If the boundary were to be adjusted from High Park School to Muir Lake School, the bus route would remain somewhat the same but instead of traveling directly to the MCHS transfer site, it would go to Muir Lake School which also serves as a transfer site for some students. The 7 MCHS students would transfer onto another bus to be taken into the high school. The remaining students would also board transfer buses at Muir Lake to go to their respective schools.

The High Park students going to Muir Lake School would have an earlier pick-up time than they are accustomed to due to school start times. (Muir Lake's 8:01am vs High Park's 8:30am) It is expected the students would be on the bus for a shorter ride time if they were to be directly bussed to Muir Lake School. This could shorten their current ride time by approximately 20 minutes.

The afternoon would result in an earlier drop-off at home due to the early bell at Muir Lake School. (2:20pm)

The impact to the 11 remaining students from this attendance area would result in an earlier pick up time due to earlier start times at Muir Lake School. The need to utilize a transfer bus for these students would also result in a ride time that is approximately 15 minutes longer than they are currently accustomed to this year.

Current Ride start time	Length of ride	Possible start time	Possible ride time
7:12-8am	48 minutes to Memorial	7-8:06am	1hr, 6 minutes to Memorial

Current ride times are approximately 48 minutes with a route distance of 31 kms. Redirecting students from High Park School to Muir Lake School would result in ride times of approximately 45 minutes to Muir Lake, (1 hour, 6 minutes to MCHS) with a route distance of 25 kms to Muir Lake School. This would result in a slight saving of approximately \$1,200 per year in kilometer charges to the Transportation Services budget if the students from High Park School are redirected to Muir Lake School.

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#### LEGACY OPPORTUNITIES FOR STUDENTS TO REMAIN AT HIGH PARK

As the affected number of students is 11, there may be opportunity to consider legacy opportunities for those families, based on transportation availability.

The grade configuration of these students is as follows:

Early Education	ECS	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Total
1	1	1	0	0	1	3	1	1	2	0	11

### Human Resources Considerations

Since the 11 residents of this rural area who attend High Park School are spread out in various Grades from Kindergarten to Grade 9, neither High Park School nor Muir Lake School would anticipate any changes to their staff levels.

Schools experience enrolment fluctuation on a regular basis and this is incorporated into budgeting and hiring processes for Parkland School Division annually.

## Engagement:

Administration met with parents/guardians of High Park School in a virtual event March 1, 2022.

Participants had an opportunity to listen to brief presentations that covered:

- Timeline
- Current Attendance Area
- Historic and Projected Enrolments
- Recommendation Summaries
- Next Steps

Breakout rooms were created for more intimate conversations where parents were able to ask questions and the discussion covered these guiding questions:

- Do you have any concerns?
- Do any of the scenarios discussed particularly appeal to you?
- What are the questions you would need answered?
- What else do we need to consider?

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## WHAT WE HEARD:

Parents/Guardians who engaged on the topic had questions or concerns on the following areas:

- Busing
  - Length of bus rides would be a concern
  - School-of-choice fees. Would they apply should families choose to stay at High Park School?  
Muir Lake families wondered if they would still have to pay School-of-choice fees if Muir Lake School were to become their designated school
- Transitioning
  - One resident recounted having to experience the last time this attendance area changed
  - Parents of older students expressed they would not want their child entering Grade 9 having to move to two different schools in the span of two years.

## Other Opportunities to Share Feedback

Stakeholders are encouraged to email correspondence to [board@psd.ca](mailto:board@psd.ca). A summary of all correspondence will be included in the final report Administration submits to the Board of Trustees.

## Key Findings

- Approximately 30 students already live in the attendance area being discussed and sign School-Of-Choice forms in order to attend Muir Lake School.
- 11 students currently live in the attendance area being discussed and bus into Stony Plain to attend High Park School.
- There is limited potential in the attendance area described above that could accommodate new growth, meaning population should remain relatively steady.
- Should the 11 students identified in the area in question move to Muir Lake School the projected capacity of High Park School would be between 97% and 102% of its capacity based on adjusted enrollment projections over the next 10 years.
- Should the 11 students identified in the area in question move to Muir Lake School the projected capacity of Muir Lake School would be between 84% and 93% of its capacity based on adjusted enrollment projections over the next 10 years. Modular classrooms could be added to the building to alleviate the perceived overcrowding. Modular classroom submissions should be planned up to 3 years in advance as there have been significant delays in manufacturing modular classrooms over the last 2 years.
- There is a potential that students who transfer into Memorial from this area may have a longer bus ride due to a change in route (transferring at Muir Lake).



## MEMORANDUM

June 21, 2022

Regular Board Meeting

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<b>TO</b>	Board of Trustees
<b>FROM</b>	Shauna Boyce, Superintendent
<b>ORIGINATOR</b>	Scott McFadyen, Associate Superintendent
<b>RESOURCE</b>	Jason Krefting, Director Financial Services
<b>GOVERNANCE POLICY</b>	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
<b>ADDITIONAL REFERENCE</b>	Board Annual Work Plan
<b>SUBJECT</b>	<b>QUARTERLY FINANCIAL REPORT – PERIOD ENDED MAY 31, 2022</b>

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### PURPOSE

For information. No recommendation required.

### BACKGROUND

The quarterly financial reports are part of the responsibility of the Board, as defined by Board Policy 2: Role of the Board. The fiscal year for Parkland School Division is September 1 to August 31. Administration provides three quarterly financial reports and an annual financial report as follows:

- First Quarterly Report (January)
- Second Quarterly Report (April)
- Third Quarterly Report (June)
- Audited Financial Statement (November of the subsequent school year)

The following report is in support of this responsibility.

### REPORT SUMMARY

The financial statement included within this package is for the nine months ended May 31, 2022. The audited financial statements for the current school year will be presented to the Board in November 2022. The Management Discussion and Analysis includes an updated forecast and provides variance explanations from the budget.

As of May 31, 2022, revenues year to date were \$103.2M and expenditures year to date were \$103.0M resulting in a surplus of \$208K. A deficit of \$1.8M is currently forecast for the year ended August 31, 2022 which is lower than budget.

Administration would be pleased to respond to any questions.

SM:kz



# **PARKLAND**

## **SCHOOL DIVISION**

Management's Discussion and Analysis

May 31, 2022

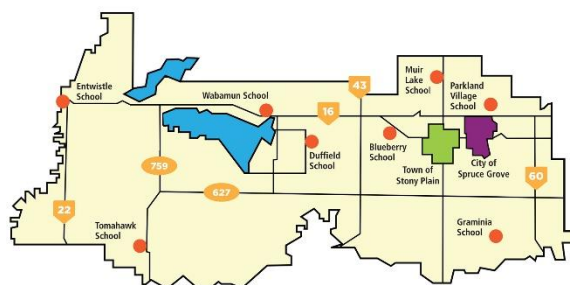


## Management's discussion and analysis

The following is a discussion of the financial condition and results of operations of Parkland School Division (the Division) for the nine months ended May 31, 2022 and should be read with the Division's annual financial statements. The statements have been prepared in accordance with Canadian public sector accounting standards (PSAS).

The Division had a total operating budget of \$133.9 million to provide public education services to just under 12,000 students for the 2021-2022 school year. The Division is home to 24 distinct learning sites, including two high school outreach locations and a number of alternate programs offered through the Connections for Learning campus.

The Division sits just west of Edmonton, stretched out along highway 16 on the first leg of the route to the Rocky Mountains. At more than 100km east-to-west, the Division covers approximately 2,400 square kilometers and serves more than 73,000 residents.



Originally an agricultural region, over the past twenty-five years the economic base of the Division has grown increasingly industrial. The development of major power generation and coal mining projects, added to the production of oil and gas resources have, historically, significantly impacted our demographics. We now recognize that changes to the energy sector – converting coal to natural gas – may continue to impact our region. Additionally, the industrial and commercial developments in the Acheson Park and the Ellis and Sherwin Industrial Parks, as well as industrial parks within Spruce Grove and Stony Plain continue to promote growth in urban areas.

Changes in Alberta's economy have resulted in a noticeable population shift for the Division as more families move from rural areas to more urban centers, creating smaller rural communities with decreasing school populations.

The Division believes in fiscal accountability and transparency through regular financial reporting to the Board. Ensuring effective stewardship of the Board's resources is a responsibility that is legislated through the Education Act. Through resource stewardship student success and well-being are supported by ensuring equitable and sustainable use of our resources and ensuring financial responsibility remains a priority. Assurance Elements that prioritize resource stewardship include a consideration of how limited resources will be utilized with maximum results.

## 1. Budget to Actual at May 31, 2022 Analysis

Parkland School Division is showing a surplus of \$208K at Q3 primarily due to the timing of revenues and expenditures.

	Budget 2021-22	Actual May 31, 2022	% of Budget		Q3 Forecast 2021 - 2022	Variance from Budget	% Change From Budget
<b>REVENUES</b>							
Government of Alberta	\$ 125,476,648	\$ 97,114,408	77.4%		\$ 129,187,065	\$ 3,710,417	3.0%
Federal Government and First Nations	1,256,628	1,460,614	116.2%		1,652,846	396,218	31.5%
Other Alberta school authorities	36,215	45,000	124.3%		36,215	-	0.0%
Fees	3,279,557	2,389,590	72.9%		2,493,050	(786,507)	-24.0%
Other sales and services	1,082,198	1,285,880	118.8%		1,070,288	(11,910)	-1.1%
Investment income	175,000	109,249	62.4%		175,000	-	0.0%
Gifts and donations	407,899	642,341	157.5%		526,898	119,000	29.2%
Rental of facilities	54,000	47,599	88.1%		50,412	(3,588)	-6.6%
Fundraising	112,690	126,354	112.1%		125,511	12,821	11.4%
Gains on disposal of capital assets	-	1,155	100.0%		-	-	0.0%
<b>Total revenues</b>	<b>\$ 131,880,835</b>	<b>\$ 103,222,189</b>	<b>78.3%</b>		<b>\$ 135,317,285</b>	<b>\$ 3,436,450</b>	<b>2.6%</b>
<b>EXPENSES BY PROGRAM</b>							
Instruction	\$ 102,240,522	\$ 77,586,545	75.9%		\$ 105,060,395	\$ (2,819,873)	-2.8%
Plant operations and maintenance	16,683,948	13,346,961	80.0%		16,906,949	(223,001)	-1.3%
Transportation	10,544,536	8,936,470	84.7%		10,889,396	(344,859)	-3.3%
Board & system administration	4,327,129	3,052,108	70.5%		4,183,630	143,499	3.3%
External services	84,700	91,693	108.3%		88,687	(3,987)	-4.7%
<b>Total expenses</b>	<b>\$ 133,880,835</b>	<b>\$ 103,013,777</b>	<b>76.9%</b>		<b>\$ 137,129,057</b>	<b>\$ (3,248,222)</b>	<b>-2.4%</b>
<b>Operating surplus (deficit)</b>	<b>\$ (2,000,000)</b>	<b>\$ 208,412</b>			<b>\$ (1,811,772)</b>	<b>\$ 188,228</b>	
<b>EXPENSES BY CATEGORY</b>							
Salaries, wages and benefits	\$ 99,167,824	\$ 77,916,589	78.6%		\$ 100,845,096	\$ (1,677,272)	-1.7%
Services, contracts and supplies	25,155,031	18,281,407	72.7%		27,281,754	(2,126,723)	-8.5%
School generated Funds	1,276,936	690,009	54.0%		721,163	555,773	43.5%
Infrastructure Maintenance Renewal	1,462,579	1,125,761	77.0%		1,462,579	-	0.0%
Amortization of capital assets and interest	6,818,465	5,000,011	73.3%		6,818,465	-	0.0%
<b>Total expenses</b>	<b>\$ 133,880,835</b>	<b>\$ 103,013,777</b>	<b>76.9%</b>		<b>\$ 137,129,057</b>	<b>\$ (3,248,222)</b>	<b>-2.4%</b>
<b>SURPLUS/(DEFICIT) BY PROGRAM</b>							
Instruction	\$ (2,000,000)	\$ 1,434,953			\$ (1,735,486)	\$ 264,514	
Operations and Maintenance	-	(881,952)			46,701	46,701	
Transportation	-	(651,553)			(297,409)	(297,409)	
Board and System Administration	-	225,623			170,742	170,742	
External Services	-	-			-	-	
<b>Surplus/(Deficit) from Operations</b>	<b>\$ (2,000,000)</b>	<b>\$ 127,071</b>			<b>\$ (1,815,452)</b>	<b>\$ 184,548</b>	
<b>SCHOOL GENERATED FUNDS</b>							
School Generated Funds	-	81,342			3,680	3,680	
<b>Total Surplus/(Deficit)</b>	<b>\$ (2,000,000)</b>	<b>\$ 208,412</b>			<b>\$ (1,811,772)</b>	<b>\$ 188,228</b>	

As of May 31, 2022, revenues to date were \$103.2M and expenditures were \$103.0M resulting in a surplus of \$208K. A deficit of \$1.8M is forecast for the year ended August 31, 2022 which is lower than budget.

## Revenues



**Overall increase in revenues of \$3.4 million**

Forecasted revenues have increased by \$3.4 million or 2.6% from budget.

Key variances are:



3.0%

Government of Alberta (GOA) – increase of \$3.7M - GOA revenues increased primarily due to new grants and there were changes due to higher enrolments including:

- \$1.6M in provincial COVID-19 mitigation support which is stand alone, one time only funding to mitigate the impact of the pandemic on school jurisdictions
- \$988K in Learning Disruption grant funding for literacy and numeracy supports for Grades one, two and three students
- \$718K additional WMA adjustment for increased enrolment
- \$288K in Curriculum Implementation Resource Purchasing grant
- (\$248K) – Revenues for Educational Programs in an Institution were removed as the Division is not operating Bright Bank this year.
- \$218K in Federal Safe Indoor Air grant
- \$134K additional home education revenues due to increased enrolment



31.5%

Federal Government – increase of \$396K - tuition revenues increased from budget (\$174K) as the number of students increased by 18 over budget and there was an increase in other grants (\$222K) including Jordan's Principle.



-24.0%

Fee revenue – decrease of \$787K - fee revenue decreased from budget due to lower than expected field trip and extracurricular fees forecast to be lower due to COVID-19.



-1.1%

Sales of services and products – decrease of \$12K - of supplies and services increased from budget as schools updated their forecasts based on new information and more refined plans.



29.2%

Gifts and donations – increase of \$119K – gifts and donations revenue are forecast to be higher as the impact of Covid-19 is easing and school associations are becoming more active.



-6.6%

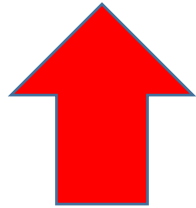
Rental of facilities – decrease of \$4K – decreased as facilities rentals did not occur at the beginning of the year due to Covid-19.



11.4%

Fundraising – increase of \$13K - increased from budget as the impact of Covid-19 is declining.

## Expenditures



**Overall increase in expenses of \$3.2 million**

Forecasted expenditures have increased by \$3.2 million or 2.4% from budget.

Key variances by program are:



-2.8%

Instruction – increase of \$2.8M - the increase in instructional expenditures (Includes Early Childhood Services (ECS) – Grade 12) are primarily related to increased certificated staffing resulting in higher salary and benefit costs (\$1.2M) that include:

- Staffing to support 327 additional students over budget,
- Staffing to support the Learning Loss grants, and
- Staffing hired through the Jordan's Principal grant

Increases in supplies related to instruction such as general supplies, support services and other to support the increase in students from the budget.

The Division is planning a purchasing initiative to take advantage of economies of scale in order to evergreen technology, furniture and equipment in the schools.



-1.3%

Operations and Maintenance – increase of \$223K – expenditures are forecast to increase due to expenditures generated from the Federal Safe Indoor Air grant.



-3.3%

Transportation – increase of \$345K - expenditures increased over budget due to a one-time expenditure to provide insurance and inflation relief to bus contractors.



3.3%

System Administration – decrease of \$143K – the decrease is primarily due to lower than budgeted legal, support services and supplies partially offset by additional support staffing costs.



-4.7%

External services – increase of \$4K – the increase is largely due to the administrative work associated with ARMIC. External services expenses are offset with revenues. External services include services offered outside the Board's regular education programs for students who are served by the Board. Some examples of external services include joint use agreements with municipalities (Horizon Stage), after school care and services provided to external organizations and individuals (custodial).

Key variances by category are:



-1.7%

Salaries, wages and benefits – increase of \$1.7M - increases are related to salary and benefits costs related to increased enrolments and support the objectives of the Learning Loss grant.

- staffing increases to support 327 additional students over budget,
- staffing hired to fulfill the goals of the Learning Loss grant
- staffing hired to support the Jordan's Principle grant



-8.5%

Services, Contracts and Supplies – increase of \$2.1M - key increase in services, contracts and supplies are:

- One-time transportation contract payment for insurance and inflation (\$341k)
- Increases in supplies related to instruction such as general supplies, support services and other to support the increase in students from the budget.
- The Division is planning a purchasing initiative to take advantage of economies of scale in order to evergreen technology, furniture and equipment in the schools.



43.5%

School Generated Funds (SGF) – decrease of \$556K – SGF expenditures are forecast to be lower due to COVID-19.



## 2. Financial Position at May 31, 2022

The following section is based on a comparative of the annual budget to actuals.

Financial Position			
	Actual Balance at May 31, 2022		Actual Balance at August 31, 2021
<b>Financial Assets</b>			
Cash	\$	20,860,294	\$ 21,496,845
Accounts Receivable		987,298	1,075,193
<b>Total Financial Assets</b>		21,847,592	22,572,038
<b>Liabilities</b>			
Accounts Payable and Accrued Liabilities		5,899,421	7,960,561
Unspent Deferred Contributions		2,569,319	1,412,093
Employee Future Benefits		421,931	461,500
<b>Total Liabilites</b>		8,890,671	9,834,155
<b>Non-Financial Assets</b>			
Tangible Capital Assets		155,589,905	149,078,972
Inventory		-	-
Prepaid Expenses		735,794	471,770
<b>Total Non-Financial Assets</b>		156,325,699	149,550,742
<b>Spent Deferred Capital Contributions</b>			
	\$	148,247,420	\$ 141,461,837

As at May 31, 2022 the Division has total financial assets of \$21.9M and liabilities of \$8.9M resulting in net financial assets of \$13.0M.

Financial assets include

- 
 • \$20.1M in cash – decrease of \$637K - the decrease in cash is related to a decrease in accounts payable and an increase in prepaid expenses partially offset by IMR funding that will be spent in the coming months.
- 
 • \$987K in accounts receivable – decrease of \$88K - includes GST receivable, receivables for secondments to other organizations, supported capital receivables and other general receivables. Accounts receivable decreased primarily due to a reduction in the receivable for GST from the prior year end partially offset by an increase in grants receivable.

#### Liabilities include



- \$5.9M in accounts payable – decreased \$2.1M – accounts payable and accrued liabilities include vendor invoices for amounts incurred but not yet paid for supplies and services and accrued liabilities including payroll withholdings and unearned revenues. Accounts payable decreased due to a reduction in accrued liabilities for vendor invoices that have been paid partially offset by an increase in payroll withholdings.



- \$2.6M in unspent deferred contributions – increased by \$1.2M - is comprised of both restricted operational funding not expended which primarily includes unexpended IMR and Capital Maintenance Renewal (CMR) funding and small grants from other external sources. Unexpended deferred capital revenue is for contributions received for supported capital projects that has not been spent. The increase in the current year is primarily the result of a portion of IMR funding, playground funding (Prescott Learning Centre (PLC) and Stony Plain Central (SPC)) replacement school and furniture and equipment funding for Woodhaven and SPC schools.



- \$422K in future benefit liabilities – decreased by \$40K - is a senior executive retirement plan (SERP) for some current and former senior executives based on contributions and actuarial valuations offset by payments to retired employees during the year.

#### Non-financial assets including



- \$155.6M in capital assets, increases to capital assets this year include Woodhaven modernization, SPC replacement school, the modular units for PLC and Millgrove and playground for PLC.



- \$736K in prepaid expenses for items and services paid in advance and not yet received. The increase compared to the prior year is primarily due to the timing of the payment for the insurance premium.

#### Spent deferred capital contributions



- \$148.2M spent deferred capital contributions are recorded when a supported asset such as a school is acquired. The contribution is then recognized over the life of the asset in an amount equal to the amortization on the asset. The increase in spent deferred capital contributions is attributed primarily to the Alberta Infrastructure projects at Woodhaven and the SPC replacement school and the modular projects at PLC and Millgrove schools.

		<b>Audited Balance at Sep 1, 2021</b>		<b>Actual Balance at May 31, 2022</b>		<b>Projected Balance at Aug 31, 2022</b>
<b>Operating Surplus (deficit)</b>						
Instruction	\$	5,739,944	\$	7,174,894	\$	4,948,227
Administration		1,269,352		1,494,978		1,440,094
Operations and Maintenance		-		(881,952)		46,701
Transportation		81,758		(569,795)		(215,651)
External Services		-		-		-
<b>Total Restricted Operating Surplus before SGF</b>		<b>7,091,054</b>		<b>7,218,125</b>		<b>6,219,371</b>
Unrestricted Surplus		943,769		1,099,364		-
Accumulated Surplus from Operations (Excluding SGF)		8,034,823		8,317,489		6,219,371
School Generated Funds		949,524		1,030,866		953,204
<b>Accumulated Surplus from Operations</b>	<b>\$</b>	<b>8,984,347</b>	<b>\$</b>	<b>9,348,355</b>	<b>\$</b>	<b>7,172,575</b>
<b>Capital Reserves</b>						
Instruction	\$	3,159,953	\$	3,359,558	\$	4,052,304
Operations and Maintenance		423,706		522,201		393,706
Administration		1,295,111		1,138,751		1,023,111
Transportation		319,207		363,321		352,768
External Services		28,385		28,385		28,385
<b>Total Capital Reserves</b>	<b>\$</b>	<b>5,226,362</b>	<b>\$</b>	<b>5,412,216</b>	<b>\$</b>	<b>5,850,274</b>
<b>Investment in Capital Assets</b>	<b>\$</b>	<b>6,616,070</b>	<b>\$</b>	<b>6,274,620</b>	<b>\$</b>	<b>6,742,158</b>
<b>Total Accumulated Surplus</b>	<b>\$</b>	<b>20,826,779</b>	<b>\$</b>	<b>21,035,191</b>	<b>\$</b>	<b>19,765,007</b>

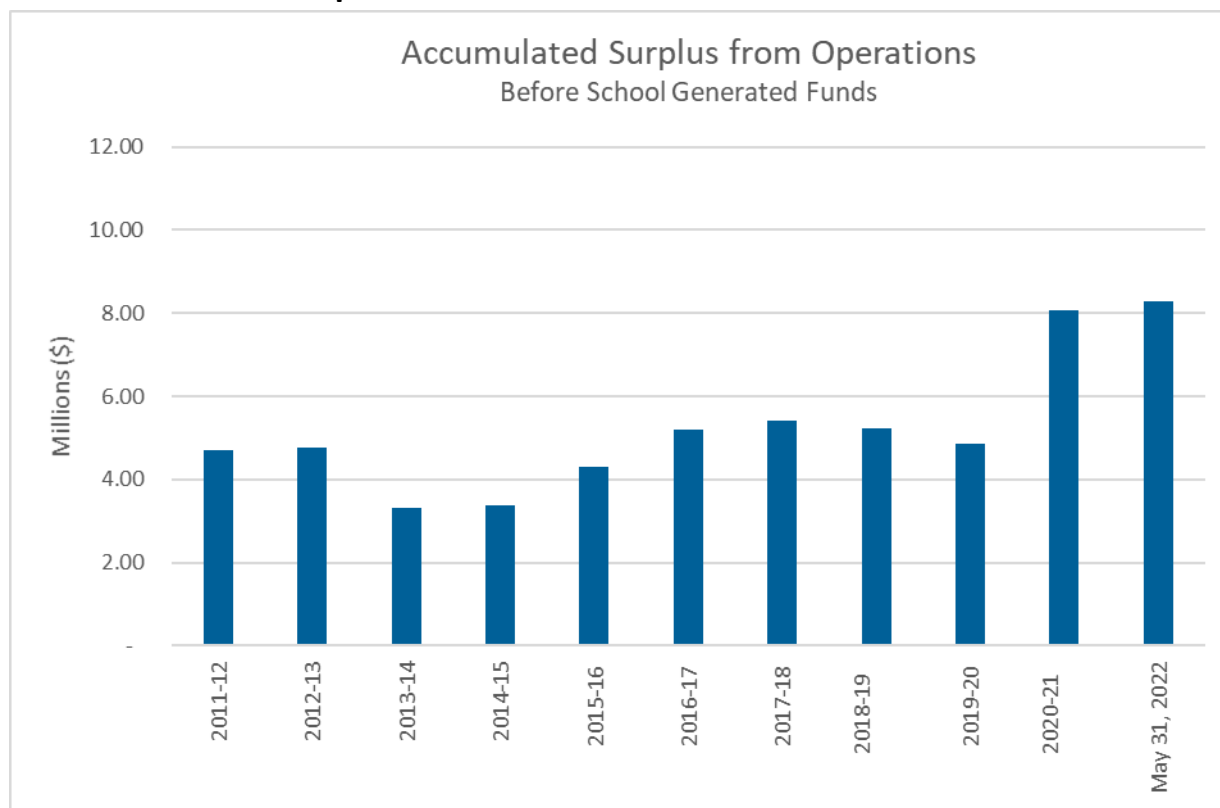
The projected financial health indicator Accumulated Surplus from Operations (excluding SGF) to Expense Ratio (A.S.O.%) is 4.5%. This ratio is within the Division's target of 1 – 5%.

Accumulated surplus includes:

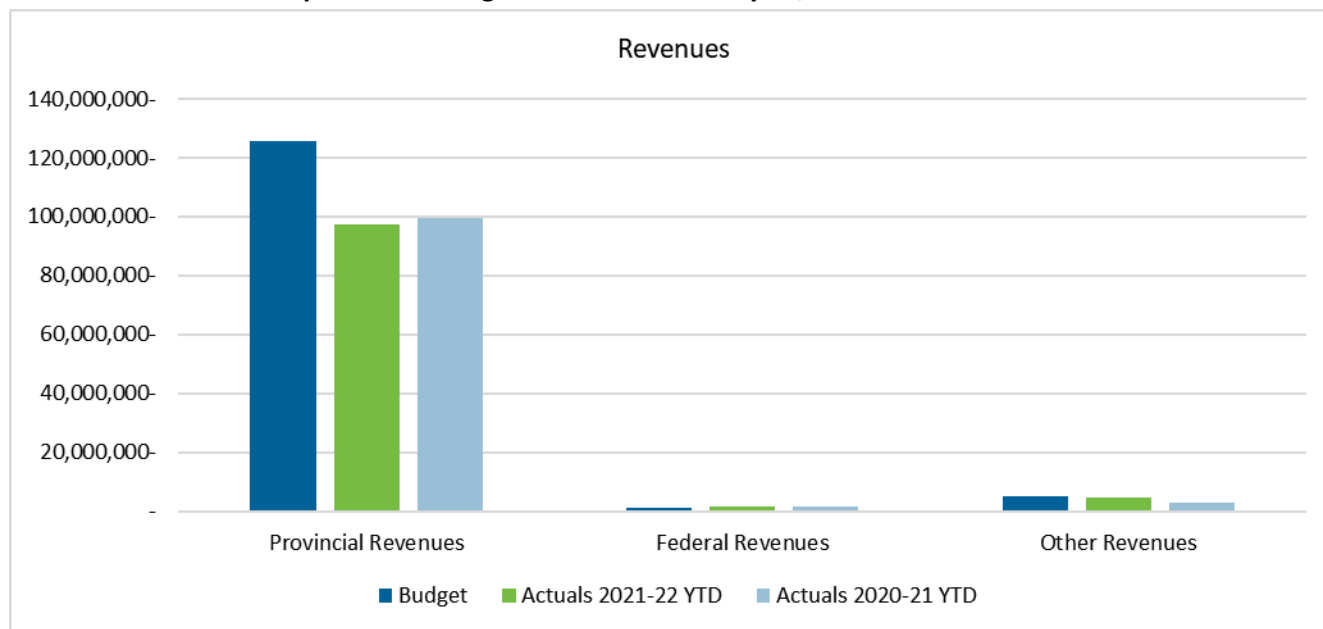
- Accumulated Surplus from Operations are reserves designated for operating purposes by the Board and include operating reserves by program.
- The Unrestricted Surplus is a reserve that the Board has not reserved for a specific purpose.
- School Generated Funds are reserves within the school that are reserved for specific projects within the schools.
- Capital Reserves are designated for future capital purchases by the Board.
- Investment in Capital Assets represents the Division's amortized investment in Board supported capital assets.



### 3. Results from Operations



#### 3.1 Revenues – comparator to Budget and Actuals to May 31, 2022



### 3.1.1 Revenue from Provincial Government

<b>Annual Budget</b>	<b>Nine Months Ended May 31, 2022</b>	<b>% of Budget</b>	<b>Nine Months Ended May 31, 2021</b>	<b>% Change</b>
\$ 125,512,863	\$ 97,159,408	77.4%	\$ 99,522,948	-2.4%

The Alberta government is the key revenue source for the Division providing 95% of its revenues. Revenue received from the Government of Alberta was 77.4% of budget. The revenue is above budget due to additional funding from the Learning Loss, CI Resource Purchasing and Federal Safe Indoor Air grants unknown at the time of budget. Basic instruction grant rates are paid on a 3-year WMA enrolment based on the budget, cash adjustments are made in the following year for any differences in enrolment. The -2.4% decrease from the prior year is primarily due to the Safe Return to Class federal funding that was received in the prior year.

### 3.1.2 Revenue from Federal Government

<b>Annual Budget</b>	<b>Nine Months Ended May 31, 2022</b>	<b>% of Budget</b>	<b>Nine Months Ended May 31, 2021</b>	<b>% Change</b>
\$ 1,256,628	\$ 1,460,614	116.2%	\$ 1,432,255	2.0%

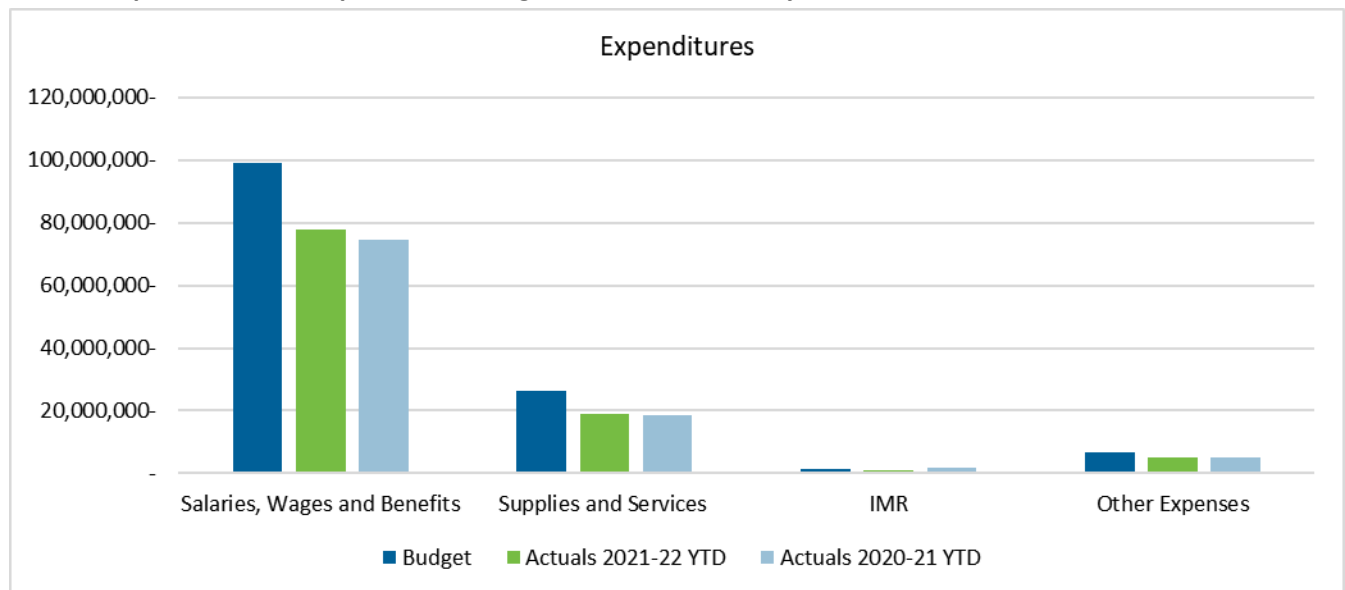
The federal government provides funding for First Nation students. Actual revenues are 116.2% of budget due to the timing of federal payments and an increase in enrolments and other federal grants such as Jordan's Principle. The 2.0% change from the prior year is related to the increase in enrolments and other federal grants.

### 3.1.3 Other Revenues

<b>Annual Budget</b>	<b>Nine Months Ended May 31, 2022</b>	<b>% of Budget</b>	<b>Nine Months Ended May 31, 2021</b>	<b>% Change</b>
\$ 5,111,344	\$ 4,602,167	90.0%	\$ 2,760,537	66.7%

Other Revenues for the year are 90.0% of budget as many of the fees are collected up front at the beginning of the year and recognizing some donation revenues that had been deferred at year end. The 66.7% increase from the prior year is primarily due to schools not charging many fees last year due to COVID-19 last year and the increase in donations this year due to the recognition of the deferred revenues.

### 3.2 Expenditures - comparator to Budget and Actuals to May 31, 2022



#### 3.2.1 Salaries, Wages and Benefits

Annual Budget	Nine Months Ended May 31, 2022	% of Budget	Nine Months Ended May 31, 2021	% Change
\$ 99,167,824	\$ 77,916,589	78.6%	\$ 74,531,616	4.5%

Salaries, Wages and Benefits are slightly above budget. The 4.5% increase over the prior year is primarily due to increases in staff to support the increased enrolments and the Learning Loss grant. Enrolments increased 427 students over the prior year at September 30.

#### 3.2.2 Service, Contracts and Supplies

Annual Budget	Nine Months Ended May 31, 2022	% of Budget	Nine Months Ended May 31, 2021	% Change
\$ 26,431,967	\$ 18,971,416	71.8%	\$ 18,744,558	1.2%

The Service, Contracts and Supplies are sitting at 71.8% of budgets as many initiatives do not occur evenly over the year. The 1.2% increase from the prior year is largely due to additional expenses to support the increase in students and incurring costs for activities that did not occur last year due to Covid-19.

### 3.2.3 Infrastructure Maintenance Renewal (IMR)

<b>Annual Budget</b>	<b>Nine Months Ended May 31, 2022</b>	<b>% of Budget</b>	<b>Nine Months Ended May 31, 2021</b>	<b>% Change</b>
\$ 1,462,579	\$ 1,125,761	77.0%	\$ 1,766,120	-36.3%

Infrastructure, Maintenance and Renewal expenditures were 77.0% of budget. IMR expenditures do not occur evenly over the year and many projects are done when students are not in the buildings. The decrease over the prior year is due to changes in the IMR grant which is now being split with the CMR grant.

### 3.2.4 Other Expenses

<b>Annual Budget</b>	<b>Nine Months Ended May 31, 2022</b>	<b>% of Budget</b>	<b>Nine Months Ended May 31, 2021</b>	<b>% Change</b>
\$ 6,818,465	\$ 5,000,011	73.3%	\$ 4,976,487	0.5%

Other Expenses include amortization of capital assets and are 73.3% of budget. The 0.5% increase over the prior year is primarily the result of increased amortization of the Woodhaven modernization.

## 3.3 Excess of Revenues over Expenses

Overall, the Division has a surplus of \$208K at the end of the third quarter.

<b>Program</b>	<b>Budget 2021-22</b>	<b>May 31 2022</b>	<b>May 31 2021</b>
Instruction	\$ (2,000,000)	\$ 1,434,954	\$ 3,500,421
Administration	-	225,623	434,932
Operations and Maintenance	-	(881,952)	370,194
Transportation	-	(651,553)	(673,589)
External Services	-	-	-
<b>Total</b>	<b>\$ (2,000,000)</b>	<b>\$ 127,070</b>	<b>\$ 3,631,958</b>
Add: SGF		81,342	65,001
<b>Total</b>	<b>\$ (2,000,000)</b>	<b>\$ 208,412</b>	<b>\$ 3,696,959</b>

The Instructional Program had a surplus of \$1.4M as a result of receiving the Learning Loss grant and the timing of expenditures that will occur later in the year.

Operations and Maintenance is currently in a deficit of \$882K as a result of the timing of expenditures and transfers to other programs.

The Administration program was in a surplus position of \$226K as the result of the timing of expenditures during the year.

The Transportation program is in a deficit position of \$652K due to the timing of expenditures.

## **4. Significant Changes and Events**

### **4.1 COVID-19 Pandemic**

COVID-19 continues to have an impact on the Division. The Division has budgeted \$1.6M in COVID-19 Mitigation funding which will offset a liability that the Division set up for 2020-2021 Alberta Education WMA claw back for reduced enrolments last year. The Division continues to offer both in-school and virtual classes

Additional costs include:

- Substitute costs for teachers who are having to isolate.
- Additional Services, contacts and supplies include personal protective equipment, additional cleaning supplies and equipment, and sanitizer.

### **4.2 Labour Relations**

The Alberta Teachers Association (ATA) collective agreement expired on August 31, 2020. TEBA and the ATA have received the mediator's recommendations for settlement. The mediator's report if ratified would result in additional expenses in the current year that have not been forecast.

The Central Alberta Association of Municipal and School Employees (CAAMSE) collective agreement expires August 31, 2023.

The International Union of Operating Engineers (IUOE) collective agreement expires August 31, 2023.

### **4.3 Provincial Funding**

The provincial government introduced a new funding model based on WMA enrolment across three years.

The new provincial funding model is broken down into 5 categories using the WMA model:

- Base Instruction
  - Funding for early learning and Grades 1 – 9
  - High school funding using a base rate 10% higher than the Grade 1 – 9 base rates to account for the increased cost of high school programming
  - Rural small schools funding based on various enrolment thresholds for schools between 35 and 155 students
- Services and Supports
  - Specialized learning support funding supports the learning needs of students within an inclusive learning environment (includes funding for kindergarten students with severe disabilities and delays)
  - Program Unit Funding allocated using the WMA enrolment of children ages 2 years 8 months to 4 years 8 months with severe disabilities and delays

- First Nations, Métis and Inuit funding to assist school authorities to improve education outcomes for First Nations, Métis and Inuit students
- School
  - Operations and Maintenance (Targeted) uses WMA enrolment funding as well as considerations for utilized space and under-utilized space
  - Transportation grant funding increased by 5% over 2019-20 as Alberta Education is currently developing a new model
- Community
  - These grants are designed to address socio-economic contexts and geographic locations which pose unique challenges to the operation of schools and delivery of educational services
    - Socio-economic status funding
    - Geographic
    - Nutrition
- Jurisdiction
  - System Administration Grant (SAG)
    - Funding to cover governance (Board of Trustees) and central administration costs
    - Targeted grant to support System Administration
    - Amounts can be transferred from the SAG to other grants, but cannot utilize funds from other grants for system administration

The Division will receive bridge funding of \$5.8M for 2021-2022. The government uses bridge funding to offset future enrolment across the province.

The Division has accrued \$581K for the increase of WMA enrolment in the 2021-2022 school year. This accrual is the result of Alberta Education using the actual enrolments in the calculation and adjusting funding based on changes from the projected enrolments.

#### **4.4 Insurance Premiums**

The Division continues to work with ARMIC to reduce insurance costs to the Division.

#### **4.5 Carbon Levy**

The carbon levy increased from \$2.10 per GJ to \$2.63 per GJ on April 1, 2022. The annualized impact of the increase on the Division will be approximately \$50K in natural gas charges. The carbon levy on gasoline is increased to \$.11 from \$.09 per litre. The annualized impact of the increase on the Division will be \$1K for gasoline for the Division's fleet vehicles. The carbon levy on diesel fuel was increased from \$0.11 to \$0.13 per litre on April 1, 2022 resulting in a potential annualized impact of \$17K on the Division related to fuel escalator amounts paid to contractors.



## MEMORANDUM

June 21, 2022

Regular Board Meeting

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<b>TO</b>	Board of Trustees
<b>FROM</b>	Shauna Boyce, Superintendent
<b>ORIGINATOR</b>	Scott Johnston, Associate Superintendent
<b>RESOURCE</b>	Katherine Mann, Division Principal, Indigenous Education and Numeracy
<b>GOVERNANCE POLICY</b>	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
<b>ADDITIONAL REFERENCE</b>	BP 1: Vision, Foundational Statements BP 2: Education Planning and Programming
<b>SUBJECT</b>	<b>INDIGENOUS EDUCATION REPORT</b>

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### PURPOSE

For information. No recommendation required.

### BACKGROUND

The Board of Trustees upholds the Mission for Parkland School Division (PSD) to “assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.”

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

Stakeholders also gain trust and confidence when our staff are actively attending to strategies to reduce the First Nation, Métis and Inuit achievement gap, to promote positive relationships with Indigenous students and to promote increased attendance rates.

Improving Indigenous understanding, for students, staff and the greater community, aligns Parkland School Division with the work set forth in the Memorandum of Understanding for First Nations Education in Alberta.

This report is in support of the Division’s Mission and is provided with respect to the Board’s Annual Work Plan.

**REPORT SUMMARY**

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

This Indigenous Education Report highlights the actions, intentions and shared responsibility of all staff members, that are considered from the dual perspectives of looking back at our successes and challenges, and of looking forward; planning and responding for continual improvement.

For Parkland School Division, the priorities set forth in the Memorandum of Understanding for Alberta resonate with our planning processes.

Our primary responsibilities toward healing are twofold:

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

This Indigenous Education Report provides an overview of results, and recognizes specific events and achievements throughout the year.

Administration would be pleased to respond to any questions.

SJ:kz





## INDIGENOUS EDUCATION REPORT

June, 2022

Presented to the Board of Trustees, June 21, 2022

Scott Johnston, Associate Superintendent, Education and System Services

Resources: Kathy Mann, Division Principal, Indigenous Education and Numeracy

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

### Background

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

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

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

### Demographics and Data

Parkland School Division, in the last five years, has seen the percentage of students identifying as First Nations, Métis and Inuit increase by 21% as compared to an 8% increase in overall population.

Métis:	490	(39.29%)
Status First Nations:	356	(28.55%)
Non-Status First Nations	234	(18.77%)
Federally Funded First Nations	138	(11.07%)
Inuit:	29	(2.33%)

Parkland School Division has maintained its 3-Year average for High School Completion and dropped slightly in its 5-Year Completion, although it remains in line with the Provincial Average. Of note is the decrease in the Drop Out Rate this past year.

High School Completion rates, and High School Drop-Out rates are lagging indicators, and results are reported in the subsequent year.

Measure	Parkland School Division (FNMI)			Alberta (FNMI)		
	Current Result	Previous Year Result	Previous 3 Year Average	Current Result	Previous Year Result	Previous 3 Year Average
3-year High School Completion	61.3	57.7	61.0	62.0	55.9	55.6
5-year High School Completion	68.1	72.8	75.6	68.1	65.0	63.4

	Parkland School Division (FNMI):				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
	%	%	%	%	%
Drop Out Rate	4.8	2.8	4.5	5.9	2.7
Returning Rate	18.7	36.8	25.5	20.7	46.2

	Alberta (FNMI):				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
	%	%	%	%	%
Drop Out Rate	5.8	4.8	5.4	5.5	5.0
Returning Rate	21.5	23.5	22.7	21.0	19.1

## Events and Celebrations

The 21-22 school year began in Parkland School Division with the observance of the National Day for Truth and Reconciliation on September 29, as September 30 was designated a non-operational day. On that day, Memorial Composite High School hosted a pipe ceremony, led by Elders Emil Durocher and Violet Poitras. This event was live streamed for students and staff to access from their classrooms. It was a solemn event in light of the recent discovery of residential school burial sites across the nation. Schools honoured the day in their local context with storytelling, Indigenous Art and Music, smudging and lessons about the meaning of Orange Shirt day and residential schools.

In the month of May, Memorial Composite High school and Spruce Grove Composite High School utilized the expertise of Division Facilitator Charity Alook to deliver a talk on *Missing and Murdered Women and Girls* and High Park School invited Elder Phillip Campiou to spend the day with them in recognition of the Moose Hide Campaign. Both of these events are a call for all individuals to stand against gendered violence, in particular, the disproportionate amount of violence experienced by Indigenous women.

Lastly, the month of June will see many activities planned across Parkland School Division in honour of June 21, the National Indigenous Peoples Day. This day recognizes the vibrance and beauty of the Indigenous People. Activities in schools will include traditional games, learning about the practice of smudge, a performance by the Alexander First Nations Singers and Dancers, ... The month will also bear witness to the Indigenous Cultural Grad hosted by Memorial Composite and Spruce Grove Composite High Schools.



## Representation

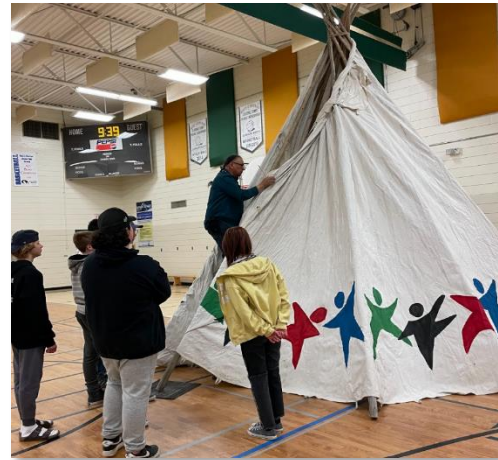
Parkland School Division is continuing to work on its goal of increasing First Nations, Métis and Inuit representation in schools. Duffield School hosted a day of beading and hide scraping for the grade 8 students. The day was facilitated by Jessica Sanderson-Barry of JShine Designs. Jess is from Chakastaypasin Band in Treaty Six territory. The day included teachings on the importance of respect for the spirit of the hide that has been harvested.

On May 13, Memorial Composite High School included all of the students in a dedication ceremony for the mural Community Spirit by artist Lance Cardinal. Lance is a Woodland Cree member of the Bigstone Cree Nation in Treaty 8 territory.



The mural includes many symbols important to Cree culture, including the eagle feather, sweetgrass and the spirit of the ancestors in the Northern Lights, as well as the symbols for LGBTQ+, transgender and two-spirited people. The mural was blessed by Elder Violet Poitras and was celebrated by drummers and dancers from Paul First Nation.

Parkland School Division piloted an Elder in Residence program this year. Elders Violet Poitras and Phillip Campiou have been visiting a number of schools on a regular basis to share their friendship and their teachings with the staff and students. This has been very positively received and other schools have expressed interest in this program. It is an opportunity for both Indigenous and non-Indigenous students to connect and learn.



Recently, students from Spruce Grove Composite High School had a chance to visit Métis Crossing, Alberta's first major Métis cultural interpretive destination.

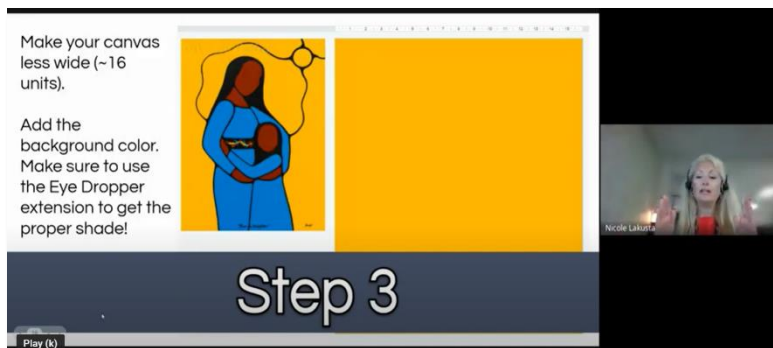
The students learned about jigging, the hunt and use of buffalo hide, and other aspects of Métis living. As well, a number of schools have been treated to a Métis Jig presentation by Kenton Alook. Stony Plain Central has also been offering a weekly sewing club for students to learn how to make a ribbon skirt or shirt, and the school also hosted a Cultural Celebration Day in May.





### Professional Development, Resources and Curriculum Support

Parkland School Division has offered a number of sessions for staff this year. They include the presentation on Missing and Murdered Indigenous Women and Girls, a session on the meaning and importance of Land Acknowledgement, a session on Traditional games and a session on Indigenizing the Alberta Curriculum.



*STEAM* facilitation offered a number of Google Drawings online sessions focused on Indigenous artists. As well, the Division is preparing a document for teachers to help them make links between the new curriculum and Indigenous ways of knowing. The Division has also invested \$20 000+ this year to increase access to Indigenous Literature in all schools. The Division

Facilitator also worked with School Librarians and Learning Commons staff to help them understand and identify criteria for Indigenous-themed resources that are no longer considered appropriate.

### Kinship Advisory



The Division Principal of Indigenous Education and the Indigenous Education Facilitator met twice with a group of family members who are connected to Indigenous students in Parkland School Division. The meetings provided an opportunity for the Division to share its work in this area and for families to discuss their perspectives. The families acknowledged the work that is being done, but would like to see greater communication and more consistent opportunities for all students to learn about Indigenous culture, history and practices. The families also expressed appreciation to be able to connect with each other and would like to see the meetings continue next year, but to occur more frequently and for the membership to grow.

## The 2022-2023 Education Plan

On May 24, 2022, the Board approved the Parkland School Division 2022-2025 Education Plan. Element 5 of the Plan sets a robust goal for Indigenous Education:

Parkland School Division staff demonstrate an understanding of indigenous perspectives and allocate resources in order to support our indigenous students' success and well-being.

The intent is that all staff will demonstrate an understanding of Indigenous perspectives and allocate resources in order to support our Indigenous students' success and well-being.

Future avenues for development note that school leaders and staff will:

- Attend to Indigenous Ways of Knowing through specialized resources, such as through staff use of the Pebbles Series, to develop foundational knowledge;
- Implement and develop Indigenous language classes as a method for students to connect with Indigenous culture and identity;
- Develop relationships with Indigenous community members, and increase their role as educators in the school-setting, such as through the development of an Elder-in-Residence program;
- Develop students' opportunity to experience Indigenous Knowledge Systems in schools, including: connection to land, language, elders and relationships;
- Develop students' experiences with Indigenous ways of knowing through art, symbols, ceremony, story and song – and therefore raise the visibility of Indigenous culture in schools;
- Collaborate to develop grade level resources to embed Indigenous ways of knowing and foundational knowledge into teacher practice;
- Develop students' experiences with character education programs that are based on the Seven Grandfather Teachings; and
- Identify a lead teacher at each site to participate in Divisional collaboration around meeting the needs of Indigenous students.

As we continue to progress in our attention to this element, we expect to see Indigenous cultural visibility increase in PSD schools.

Our schools are visibly supportive of our Indigenous population's cultural revitalization and schools demonstrate integrating Indigenous knowledge systems, oral histories, and connections to the land in everyday teaching. Our intent is that our Indigenous students and families "see themselves" in PSD schools. It is essential that we continue to develop and strengthen the partnership that exists between the Paul First Nation Chief and Council and Parkland School Division.



It is also critically important that non-Indigenous students and staff recognize that ***we are all Treaty people, and that we all have a part to play in Truth and Reconciliation.***



## MEMORANDUM

June 21, 2022

Regular Board Meeting

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<b>TO</b>	Board of Trustees
<b>FROM</b>	Shauna Boyce, Superintendent
<b>ORIGINATOR</b>	Scott Johnston, Associate Superintendent
<b>RESOURCE</b>	Katherine Mann, Division Principal, Indigenous Education and Numeracy
<b>GOVERNANCE POLICY</b>	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
<b>ADDITIONAL REFERENCE</b>	BP 1: Vision, Foundational Statements BP 2: Education Planning and Programming <i>Education Act: 19-23, 33, 196-197</i>
<b>SUBJECT</b>	<b>SCIENCE, TECHNOLOGY, ENGINEERING, ARTS, MATH [STEAM] REPORT</b>

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### PURPOSE

For information. No recommendation required.

### BACKGROUND

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

### REPORT SUMMARY

"STEAM" is a commonly understood acronym for Science, Technology, Engineering, Arts, and Math. Within the Alberta Programs of Study, the province provides for opportunities for students to explore Career and Technology Foundations, in advance of high school Career and Technology Studies. STEAM Projects enable students an opportunity to extend their learning through challenges that are aligned to career skills, including: business skills, communication skills, human services, resources and technology. This STEAM Report provides an overview of projects and skills in alignment to provincial outcomes.

Administration would be pleased to respond to any questions.

SJ:kz



## SCIENCE, TECHNOLOGY, ENGINEERING, ARTS AND MATH [STEAM] REPORT

June, 2022

Presented to the Board of Trustees, June 21, 2022

Scott Johnston, Associate Superintendent, Education and System Services

Resources: Kathy Mann, Division Principal, Indigenous Education and Numeracy

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

### Background

This year, Parkland School Division shifted the Education Technology Facilitation focus to Science, Technology, Engineering, Arts and Mathematics (STEAM). This focus aligns with PSD's commitment to developing resilience and the related necessity of confidence in the ability to problem solve. This focus also relates to the tag line "Where the World Opens Up" as there continues to be an emphasis and marketability of skill sets in this area. The new draft of the Alberta Curriculum includes Computer Science as an explicit Organizing Idea where "Problem solving and scientific inquiry are developed through the knowledgeable application of creativity, design and computational thinking".

STEAM Projects support the Career and Technology Foundations [CTF] Program of Studies. The CTF program enables students to explore their interests as they learn about various career possibilities and occupational areas.

### Alberta Education Learning Outcomes

CTF is exploring interests, passions and skills while making personal connections to career possibilities.

- I explore my interests and passions while making personal connections to career possibilities.
- I use occupational area skills, knowledge and technologies.
- I follow safety requirements associated with occupational areas and related technologies.
- I demonstrate environmental stewardship associated with occupational areas.

CTF is planning, creating, appraising and communicating in response to challenges.

- I plan in response to challenges.
- I make decisions in response to challenges.
- I adapt to change and unexpected events.
- I solve problems in response to challenges.
- I create products, performances or services in response to challenges.
- I appraise the skills, knowledge and technologies used to respond to challenges.
- I communicate my learning.

CTF is working independently and with others while exploring careers and technology.

- I determine how my actions affect learning.
- I develop skills that support effective relationships.
- I collaborate to achieve common goals.

The CTF curriculum provides for occupational learning experiences in alignment with the Career and Technology Studies (CTS) courses available for high school students. CTF is not a prerequisite for CTS high school courses.

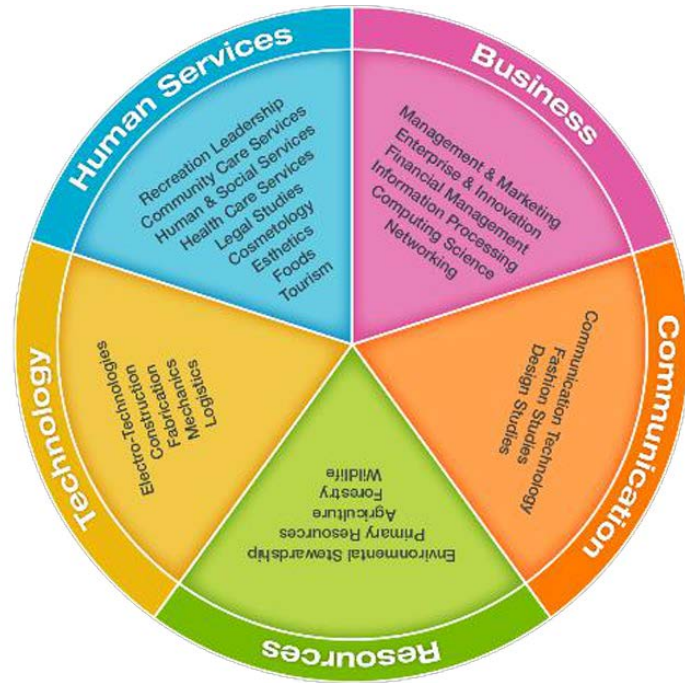


Learning that is foundational to careers and technologies, promotes the development of literacy, numeracy and other competencies, while exploring a occupational areas in five clusters:

1. Business,
2. Communication,
3. Human Services,
4. Resources, and
5. Technology.

CTF challenges are intended to integrate at least two occupational areas. The opportunities, presented as challenges, enable students to experience the interconnectedness of skills, knowledge and technologies within a variety of occupational areas.

Students engaging in CTF challenges or tasks, alternate between the processes of planning, creating, appraising and communicating in non-linear manner.



### STEAM Projects

Project work in the area of STEAM provides many benefits to students. Steam projects often involve guided inquiry where students learn how to ask thoughtful questions, uncover new ideas, build upon background knowledge and apply what they have learned. Many STEAM projects involve teamwork and thoughtful dialogue in which students converse and exchange ideas while problem solving. Students learn how to determine responsibilities, engage in compromise, listen and encourage others.

Through STEAM projects, students learn how to help each other, and figure out how to use their various strengths and competencies to create/complete projects. Cross-curricular projects engage different parts of students' brains so they see the activity/project through different lenses (focusing on details while also learning to see the bigger picture). Students must solve in more creative, non-linear ways (not formulaic). They involve hands-on learning experiences (ie. building and fixing) and there is the encouragement of girls to explore STEAM fields.

STEAM projects show students how varied the arts are, and how they are integral to products that involve engineering, technology and mathematics. Students are given the opportunity to be innovative or share innovative ideas for school and their local community. Students connect their projects to skills that will serve them in the future.

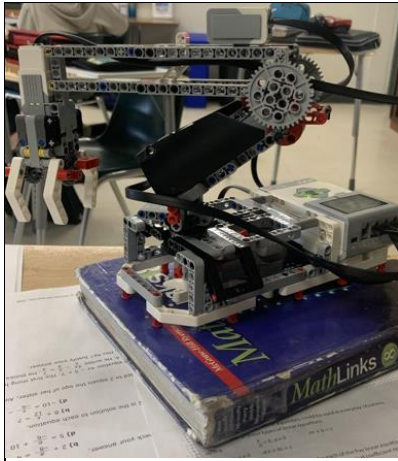
During the week of June 13-24, PSD showcased a virtual STEAM Expo.

Throughout the year, schools have the opportunity to share the great work that is happening in this area.

## STEAM Challenges

### Design Support Structures

Build a tower using the triangle shape aka a truss bridge, to hold up different weights.



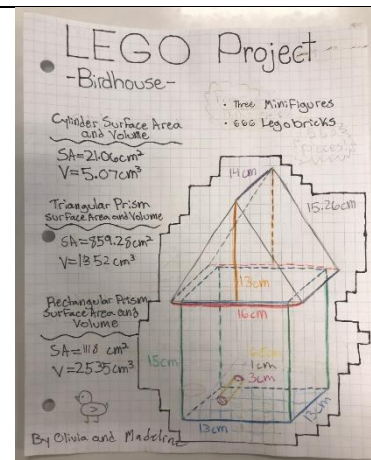
**Code a dance for their Robot.**

This group went one step further and synchronized it to music!

### Estimation based on Surface Volume

Students were challenged to plan and create a prototype of a LEGO Ideas set.

They estimated the number of bricks and mini-figures that would be appropriate for their set based on the surface area and volume of their creation.





Students were challenged to design and test catapults.

## DIVISION-wide All year

Students have access to 15 STEAM-based CTF challenges that were developed last school year - challenge, project and showcase are included. They continue to be used throughout this school year



### Car Design Challenge

What do you gain from taking a risk? When designing a car, can the change of a line give the vehicle more function? What makes a car faster than another? How can you empathize with the needs of those who will use the car? How will cars evolve in the future?

**Solar Oven Challenge**  
How can you harness solar energy to cook for you? In many places around the world, solar ovens are used to cook food with the sun. In North America, they are mostly used for camping, solar oven cooking groups and hobbyists. If you have an effective solar oven, you can cook just about anything you'd cook in a regular oven.

CTF 7-9: Make a Tiny Home Challenge Rubric

	Developing	Proficient	Excellent
<b>Tiny House Plan</b>	Plan includes one of the required components.	Plan includes three of the required components.	Plan includes all four of the required components.
<b>Floor Plan</b>	Floor plan is difficult to read. Labels, labels, is unorganized, and the layout is cluttered. Design is lacking in creativity.	Floor plan is easy to read. Labels, labels, is organized, and the layout is clear. Design is creative and functional.	Floor plan is extremely easy to read. Labels, labels, is extremely organized, and the layout is clear. Design is extremely creative and functional.
<b>Interior Decor Sample Board</b>	Very few materials were used. Less than half of the required components are present. Colors are disorganized and messy, and pictures of samples are not completely glued.	All materials were used. More than half of the required components are present. Colors are neatly organized and attractive, and pictures of samples are securely attached.	All the required materials were used with additional materials added. All components are present. Colors are very neat, organized, and attractive, and the board shows creativity.
<b>Model of Tiny House</b>	Construction appears careless or haphazard. Many details are missing.	Construction was careful and accurate for the most part, but some details are missing.	Great care was taken in the construction process so the model is accurate and detailed.



### AI Chatbot Challenge

While people might once have associated AI with robots or chess playing, today's students often interact with AI chatbots on a daily basis. AI chatbots like Siri, Alexa, Cortana, and Google Assistant are commonly found on students' smartphones, computers, and home devices, but how much do students know about how they work and how they can be used?





## MEMORANDUM

June 21, 2022

Regular Board Meeting

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<b>TO</b>	Board of Trustees
<b>FROM</b>	Lorraine Stewart, Board Chair
<b>ORIGINATOR</b>	Lorraine Stewart, Board Chair
<b>RESOURCE</b>	Board of Trustees and Executive Team
<b>GOVERNANCE POLICY</b>	Board Policy 8: Board Committees Board Policy 12: Role of the Superintendent
<b>ADDITIONAL REFERENCE</b>	BP 8: Appendix 8.1 Governance and Planning Committee
<b>SUBJECT</b>	<b>GOVERNANCE &amp; PLANNING SESSION (GPS)</b>

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### PURPOSE

For information. No recommendation required.

### BACKGROUND

The purpose of the Governance and Planning Committee is to provide an opportunity for all Trustees to engage in dialogue on generative governance, strategic planning, advocacy, student engagement and operational understanding. The Superintendent reports directly to the corporate Board and is accountable to the Board of Trustees for the conduct and operation of the Division. The following report shares the unapproved Minutes from the June 14, 2022 GPS Meeting.

### REPORT SUMMARY

On June 14, 2022, the Governance and Planning Committee met to discuss a number of topics chose in advance by both the Board of trustees and the Executive Team. The following report is a record of this meeting.

LS:kz



## MINUTES OF THE GOVERNANCE & PLANNING SESSION (GPS)

Meeting held at the Centre for Education, Boardroom, in Stony Plain, Alberta  
On Tuesday, June 14, 2022, at 9:00 AM

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### Attendance:

Lorraine Stewart, Board Chair  
Anne Montgomery, Vice-Chair  
Aileen Wagner, Trustee  
Aimee Hennig, Trustee (*via online conferencing*)  
Paul McCann, Trustee  
Eric Cameron, Trustee  
Jill Osborne, Trustee  
Shauna Boyce, Superintendent  
Mark Francis, Deputy Superintendent  
Scott Johnston, Associate Superintendent  
Scott McFadyen, Associate Superintendent (*joined meeting at 10:59 a.m.*)  
Meg Miskolzie, Associate Superintendent  
Jordi Weidman, Director of Strategic Communications  
Lisa Farough, Recording Secretary

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### 1. WELCOME & LEARNING MOMENT

- 1.1. **Call to Order:** Board Chair Stewart called the meeting to order at 9:00 a.m.
- 1.2. **Land Acknowledgement:** Acknowledgement of Treaty Six Territory by Board Chair Stewart.
- 1.3. **Changes to the Agenda:** There were no changes to the agenda.
- 1.4. **Approval of the Agenda:**  
**MOVED by** Trustee Wagner that the Board of Trustees accept the agenda as presented.

**CARRIED UNANIMOUSLY**

- 1.5. **Approval of the May 10, 2022, GPS Minutes:**  
**MOVED by** Trustee Cameron that the GPS Minutes of May 10, 2022 be approved as presented.

**CARRIED UNANIMOUSLY**

- 1.6. **Learning Moment:**  
Board Chair Stewart led the committee in a Learning Moment focused on responding to email inquiries.

### 2. OPERATIONS AND INFORMATION

- 2.1. **Summer Schedule for Centre for Education:** Superintendent Boyce shared the Centre for Education schedule for the summer months.



- 2.2. Curriculum Preparation Plan:** Associate Superintendent Johnston reviewed plans for teacher preparation for new curriculum implementation scheduled for September 2022. Discussion ensued.

### 3. GOVERNANCE

- 3.1. Association Business:** Trustees shared upcoming meeting dates for the Alberta School Boards Association Zone 2/3 (June 17, 2022) and the Public School Boards' Association of Alberta (June 23, 2022), regarding mental health and transportation.
- 3.2. Book Study – “Unreconciled: Family, Truth, and Indigenous Resistance” by Jesse Went:** Trustee Osborne led the committee through the final questions on author Jesse Went's book, to view Truth and Reconciliation through the lens of “unconscious bias” by way of an Indigenous narrative.
- 3.3. Board Self-Evaluation:** Vice-Chair Montgomery continued the Board self-evaluation process from the April GPS Meeting, discussing the formation of a rubric for the Board's self-evaluation process that would include five elements of a successful Board and measure Board actions and decisions accordingly. The Board applied the rubric to several questions in application.

*Board Chair Stewart called a recess at 10:35 a.m. Meeting resumed at 10:45 a.m.*

- 3.4. Revised Board Policy 11: Board Delegation of Authority:** Board Chair Stewart reviewed the tracked version of BP 11, highlighting a few changes. The revised version updated the policy according to the *Education Act*. Discussion ensued.

*Associate Superintendent McFadyen entered the meeting at 10:59 a.m.*

*Trustee Hennig exited the meeting (remotely) at 11:11 a.m.*

**3.5. Organizational Meeting Preparation & Information:**

- **Draft 2022-2023 Meeting Dates Schedule:** Superintendent Boyce reviewed the draft meeting dates for the 2022-2023 school-year.
- **Draft 2022-2023 Board Annual Work Plan:** Superintendent Boyce reviewed the action items in the draft Board Annual Work Plan.
- **Committee 2022-2023 Information:** Board Chair Stewart reviewed Board Committees in preparation for the June 21, 2022, Organizational Meeting.
- **Conference 2022-2023 Information:** Board Chair Stewart reviewed listed conferences for Trustee information and in preparation for the 2022-2023 school-year.

- 3.6. Advocacy Plan:** Board Chair Stewart reviewed the Action on Advocacy category of the Board's drafted Advocacy Plan and requested further discussion / input from Trustees on advocacy measures, both taken and to yet to be accomplished. Discussion ensued.

*Board Chair Stewart called a lunch recess at 12:20 p.m. Meeting resumed at 12:52 p.m.*

*Trustee McCann exited the meeting at 12:30 p.m.*

- 3.7. Legacy Document Review:** Board Chair Stewart led the committee through the “Maturity” phase in the eco-cycle framework for a healthy organization. The Maturity phase highlights ideas that generate value or are already of value, with little or no effort. Trustees discussed significant items

listed in the 2017-2021 Board Legacy Document Maturity phase that they would like to further advance as a Board.

- 3.8. School Council Updates:** Trustees provided updates from the School Council Meetings they attended.

#### 4. STRATEGIC PLANNING

##### 4.1. Attendance Area Review:

Superintendent Boyce, Deputy Superintendent Francis and Associate Superintendent McFadyen, presented draft summaries for the remaining recommendations in the Attendance Area Review. The draft reports included financial, educational, transportation and human resource considerations, as well as stakeholder feedback from students and parents/guardians, the utilization and capacity rates of schools and a variety of scenarios when considering each recommendation.

*Board Chair Stewart called a recess at 2:26 p.m. Meeting resumed at 2:39 p.m.*

*Trustee McCann re-entered the meeting at 2:35 p.m.*

Finalized administrative reports are posted on the public website and include the key findings for each of the recommendations.

Discussion ensued.

#### 5. CLOSING

- 5.1. Discussion with Superintendent:** Trustees engaged in discussion with Superintendent Boyce regarding any further questions or requests for additional information.
- 5.2. Topics to come forward to the next Board Meeting include:** Recommendation A3; Recommendation B; Recommendation F; Revised Board Policy 11: Board Delegation of Authority; and the 2022-2023 Meeting Date Schedule, Board Annual Work Plan and Committees.
- 5.3. Roundtable Discussion:** Board Chair Stewart closed the session with a roundtable discussion.
- 5.4. Adjournment:** Board Chair Stewart adjourned the meeting at 3:40 p.m.

**Next meeting:** Tuesday, August 30, 2022, at 9:00 a.m. *(AM ONLY)*



## MEMORANDUM

June 21, 2022

Regular Board Meeting

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<b>TO</b>	Board of Trustees
<b>FROM</b>	Sarah Cresswell, TBAC Chair
<b>ORIGINATOR</b>	Sarah Cresswell, TBAC Chair
<b>RESOURCE</b>	Trustees, Executive Team and ATA members of TBAC
<b>GOVERNANCE POLICY</b>	Board Policy 8: Board Committees
<b>ADDITIONAL REFERENCE</b>	BP 8: Appendix 8.4 Teacher Board Advisory Committee Terms of Reference
<b>SUBJECT</b>	<b>TEACHER BOARD ADVISORY COMMITTEE (TBAC)</b>

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### PURPOSE

For information. No recommendation required.

### BACKGROUND

The Board of Trustees supports effective consultation and transparent communication with the Board and teacher representatives. The following report outlines the topics from the June 14, 2022, Teacher Board Advisory Committee (TBAC) meeting in which participants shared their perspectives for this purpose.

### REPORT SUMMARY

On June 14, 2022, TBAC met to discuss a number of topics chosen in advance by the Board, administration and ATA Parkland Teachers' Local 10 representatives.

Superintendent Boyce and Deputy Superintendent Francis shared Parkland School Division (PSD) updates and the ATA shared some general updates as well.

TBAC items of discussion included:

- Proposed 2022-2023 TBAC meeting dates
- 2022-2023 start-up days
- My PATH Program update
- PSD boundary adjustment

Members of TBAC would be pleased to respond to any questions.

SC:kz