

REGULAR BOARD MEETING

AGENDA

February 14, 2023 at 9:00 A.M.
Live-Streamed for the Public at:

https://youtu.be/zUo_HDvvLBo



PARKLAND
SCHOOL DIVISION

Our Vision:

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

<p>-47-</p> <p>-71-</p> <p>-78-</p> <p>-85-</p>	<p>8. ADMINISTRATIVE REPORTS</p> <p>8.1. 2023-2024 School Year Calendar (S. Johnston)</p> <p>8.2. Workplace Safety Report (M. Francis, S. Abba, S. LaBrie)</p> <p>8.3. Early Learning Report (M. Miskolzie, C. Ross)</p> <p>8.4. Student Services Report (M. Miskolzie, B. Spence)</p>																											
<p>-94-</p> <p>-99-</p>	<p>9. TRUSTEE REPORTS</p> <p>9.1. Governance & Planning Session (L. Stewart)</p> <p>9.2. Council of School Councils (L. Stewart)</p> <p>9.3. Alberta School Boards Association (J. Osborne, L. Stewart)</p> <p>9.4. Public School Boards’ Association of Alberta (E. Cameron, A. Wagner)</p> <p>9.5. Chamber of Commerce (L. Stewart)</p> <p>9.6. Rural Caucus of Alberts School Boards (A. Wagner)</p>																											
	<p>10. FUTURE BUSINESS</p> <p>10.1. Meeting Dates:</p> <p><i>Board – Open to the Public:</i></p> <table border="1" data-bbox="456 1087 1427 1226"> <tr> <td>Mar 07, 2023</td> <td>-----</td> <td>Regular Board Meeting 9:00 AM, Centre for Education <i>(Meeting Live-Streamed for Public)</i></td> </tr> </table> <p><i>Committees – Closed to the Public:</i></p> <table border="1" data-bbox="456 1276 1427 1780"> <tr> <td>Feb 14, 2023</td> <td>-----</td> <td>Teacher Board Advisory Committee 4:15 PM, Centre for Education</td> </tr> <tr> <td>Feb 21, 2023</td> <td>-----</td> <td>Governance & Planning Session (GPS) 9:00 AM, Centre for Education <i>(full day)</i></td> </tr> <tr> <td>Feb 24, 2023</td> <td>-----</td> <td>ASBA Zone 2/3 Meeting 9:30 AM, Edmonton</td> </tr> <tr> <td>Mar 03, 2023</td> <td>-----</td> <td>Edwin Parr Selection Committee Meeting 2:00 PM, <i>(virtual)</i></td> </tr> <tr> <td>Mar 17, 2023</td> <td>-----</td> <td>ASBA Zone 2/3 Meeting 9:30 AM, Edmonton</td> </tr> <tr> <td>Mar 21, 2023</td> <td>-----</td> <td>Governance & Planning Session (GPS) 9:00 AM, Centre for Education <i>(morning only)</i></td> </tr> <tr> <td>Mar 21, 2023</td> <td>-----</td> <td>Student Advisory TBD, <i>(afternoon only)</i></td> </tr> </table> <p><i>Other:</i></p> <table border="1" data-bbox="456 1831 1427 1911"> <tr> <td>Mar 07, 2023</td> <td>-----</td> <td>Council of School Councils 7:00 PM, Centre for Education</td> </tr> </table>	Mar 07, 2023	-----	Regular Board Meeting 9:00 AM, Centre for Education <i>(Meeting Live-Streamed for Public)</i>	Feb 14, 2023	-----	Teacher Board Advisory Committee 4:15 PM, Centre for Education	Feb 21, 2023	-----	Governance & Planning Session (GPS) 9:00 AM, Centre for Education <i>(full day)</i>	Feb 24, 2023	-----	ASBA Zone 2/3 Meeting 9:30 AM, Edmonton	Mar 03, 2023	-----	Edwin Parr Selection Committee Meeting 2:00 PM, <i>(virtual)</i>	Mar 17, 2023	-----	ASBA Zone 2/3 Meeting 9:30 AM, Edmonton	Mar 21, 2023	-----	Governance & Planning Session (GPS) 9:00 AM, Centre for Education <i>(morning only)</i>	Mar 21, 2023	-----	Student Advisory TBD, <i>(afternoon only)</i>	Mar 07, 2023	-----	Council of School Councils 7:00 PM, Centre for Education
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	10.2. Notice of Motion 10.3. Topics for Future Agendas 10.4. Requests for Information 10.5. Responses to Requests for Information
	11. IN-CAMERA: INTERGOVERNMENTAL RELATIONSHIPS
	12. ACTION IN RESPONSE TO IN-CAMERA
	13. ADJOURNMENT



**MINUTES OF THE
REGULAR BOARD MEETING**

**HELD AT THE PARKLAND SCHOOL DIVISION CENTRE FOR EDUCATION IN
STONY PLAIN, ALBERTA ON TUESDAY, JANUARY 10, 2023, AT 9:00 AM**

TRUSTEE ATTENDANCE:

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

ADMINISTRATION ATTENDANCE:

Shauna Boyce, Superintendent
Mark Francis, Deputy Superintendent
Scott Johnston, Associate Superintendent
Scott McFadyen, Associate Superintendent
Sheryl Bridgeman, Division Principal, Literacy and Lifelong Learning
Jason Krefting, Director, Financial Services
Shaye Patras, Division Principal, Numeracy and Achievement
Jordi Weidman, Director, Strategic Communications
Keri Zylla, Recording Secretary

REGRETS:

Dr. Meg Miskolzie, Associate Superintendent

CALL TO ORDER

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

LAND ACKNOWLEDGEMENT

Board Chair Stewart acknowledged Parkland School Division's presence in Treaty #6 and Treaty #8 Territories.

NATIONAL ANTHEM

PERSONAL REFLECTION

ANNOUNCEMENTS

CHANGES TO THE AGENDA

There were no changes to the agenda.

APPROVAL OF THE AGENDA

Res 001-2023

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

CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Res 002-2023

MOVED by Vice-Chair Osborne that the minutes of the Regular Meeting held on December 13, 2022, be approved as presented.

CARRIED UNANIMOUSLY

BUSINESS ARISING FROM THE MINUTES

None.

DELEGATION

There was no delegation.

QUESTION PERIOD:

There were no questions submitted to the Board at Board@psd.ca, for the January 10, 2023, Question Period.

BOARD CHAIR REPORT

Board Chair Stewart shared her report.

SUPERINTENDENT REPORT

Superintendent Boyce shared her report.

ACTION ITEMS

ATTENDANCE AREA REVIEW: PARKLAND VILLAGE SCHOOL GRADE RECONFIGURATION

Res 003-2023

MOVED by Trustee McCann that Parkland Village School is reclassified as a Kindergarten to grade six (K-Gr.6) school commencing in the 2023-2024 school year, as recommended by Administration and presented at the Regular Meeting of January 10, 2023.

CARRIED UNANIMOUSLY

Board Chair Stewart transferred chair to Vice-Chair Osborne at 9:48 a.m. and resumed chair at 9:49 a.m.

Superintendent Boyce and Deputy Superintendent Francis provided additional information and responded to questions.

ATTENDANCE AREA REVIEW: RE-DESIGNATION OF PARKLAND VILLAGE STUDENTS MOVING INTO GRADE SEVEN (7) TO GRADE NINE (9)

MOVED by Trustee Wagner that beginning in the 2024-2025 school year, students in Grades 7-9 who reside in the Parkland Village School attendance area are redirected to attend Woodhaven Middle School rather than Prescott Learning Centre.

Further, that any current, affected students who will be in Grades 7-9 at Prescott Learning Centre in the 2024-2025 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 January 10, 2023.

MOTION TO POSTPONE AGENDA ITEM 7.2: ATTENDANCE AREA REVIEW: RE-DESIGNATION OF PARKLAND VILLAGE STUDENTS MOVING INTO GRADE SEVEN (7) TO GRADE NINE (9)

Res 004-2023

MOVED by Trustee McCann to postpone agenda item 7.2 to the Regular Meeting of February 14, 2023.

CARRIED UNANIMOUSLY

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

ANNUAL EDUCATION RESULTS REPORT

Res 005-2023

MOVED by Vice-Chair Osborne that the Board of Trustees approve Parkland School Division's 2021-2022 Annual Education Results Report as amended at the Regular Meeting of January 10, 2023. *

CARRIED UNANIMOUSLY

* A variety of edits were made after the online posting of the original Annual Education Results Report (AERR) included in the January 10, 2023 Board Agenda and supporting documents; However, all edits to the original document were presented in writing to the Board of Trustees at the Regular Meeting of January 10, 2023. The amended version will be posted online and replace the original AERR currently in the Board Agenda and it's supporting documents.

Associate Superintendent Johnston provided additional information and responded to questions.

Board Chair Stewart called a recess at 10:56 a.m. Meeting resumed at 11:05 a.m.

Res 006-2023

EDWIN PARR SELECTION COMMITTEE

MOVED by Trustee Hennig

1. That the Board of Trustees directs administration to establish a submission deadline for schools to nominate a first-year teacher for the Alberta School Boards Association Edwin Parr Award; and
2. That the Board of Trustees identifies three Trustees to sit on an Edwin Parr Selection Committee for 2023.

CARRIED UNANIMOUSLY

Superintendent Boyce and Deputy Superintendent Francis provided additional information and responded to questions.

The following Trustees volunteered to form the committee: Vice-Chair Osborne, Trustee Wagner and Trustee Hennig.

ADMINISTRATIVE REPORTS

2022-2023 FIRST QUARTER FINANCIAL REPORT

The Board of Trustees received for information, the 2022-2023 First Quarter Financial Report.

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

Mr. Krefting exited the meeting at 11:18 a.m.

LITERACY REPORT

The Board of Trustees received for information, the Literacy Report.

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

CURRICULUM IMPLEMENTATION REPORT

The Board of Trustees received for information, the Curriculum Implementation Report.

Associate Superintendent Johnston, Ms. Bridgeman and Mr. Patras provided additional information and responded to questions.

Ms. Bridgeman and Mr. Patras exited the meeting at 12:24 p.m.

TRUSTEE REPORTS

GOVERNANCE & PLANNING SESSION

The Board of Trustees received for information, the unapproved Minutes from the December 13, 2022, Governance & Planning Session.

ALBERTA SCHOOL BOARDS ASSOCIATION

There was no 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:

Feb 14, 2023 ----- Regular Board Meeting 9:00 AM, Centre for Education (*Meeting Live-Streamed for Public*)

Committees – Closed to the Public:

Jan 20, 2023 ----- ASBA Zone 2/3 Meeting 9:30 AM, Edmonton

Jan 24, 2023 ----- Governance & Planning Session 1:00 PM, Centre for Education (*full day*)

Feb 9-10, 2023 ----- PSBC Meeting 5:00 PM, Edmonton

Feb 14, 2023 ----- Teacher Board Advisory Committee 4:15 PM, Centre for Education

Feb 21, 2023 ----- Governance & Planning Session 1:00 PM, Centre for Education (*full day*)

Feb 24, 2023 ----- ASBA Zone 2/3 Meeting 9:30 AM, Edmonton

Other:

Feb 07, 2023 ----- Council of School Councils 7:00 PM, Centre for Education

NOTICE OF MOTION

There was no notice of motion.

TOPICS FOR FUTURE AGENDAS

Trustee McCann requested that Literacy, particularly the Reading Comprehension Assessment Tool (RCAT), be a topic for a future agenda.

Board Chair Stewart stated that this could be a future topic in a Governance & Planning Session.

REQUESTS FOR INFORMATION

There were no requests for information.

RESPONSES TO REQUESTS FOR INFORMATION

There were no responses to requests for information.

IN-CAMERA: LABOUR

Res 007-2023

MOVED by Trustee Hennig 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 and Mr. Weidman exited the public meeting in the Boardroom. Board Chair Stewart, Vice-Chair Osborne, Trustee Wagner, Trustee Hennig, Trustee McCann, Trustee Cameron, Trustee Montgomery, Superintendent Boyce, Deputy Superintendent Francis, Associate Superintendent McFadyen and Ms. Zylla remained in the Boardroom for the In-Camera meeting at 12:30 p.m.

MOTION TO REVERT TO A PUBLIC MEETING

Res 008-2023

MOVED by Trustee McCann that the Board of Trustees revert to a public meeting at 12:57 p.m.

CARRIED UNANIMOUSLY

Mr. Weidman re-entered the Boardroom. The public meeting and live-stream resumed at 12:58 p.m.

ACTION IN RESPONSE TO IN-CAMERA BARGAINING MANDATES

Res 009-2023

MOVED by Board Chair Stewart that the Board of Trustees approve the Bargaining Mandates as discussed for the 2022-2023 fiscal year.

CARRIED UNANIMOUSLY

ADJOURNMENT

The meeting was adjourned at 1:00 p.m.



MEMORANDUM

February 14, 2023
Regular Board Meeting

TO Board of Trustees

FROM Shauna Boyce, Superintendent

ORIGINATOR Mark Francis, Deputy Superintendent

RESOURCE Jordi Weidman, Director, Strategic Communications

GOVERNANCE POLICY Board Policy 2: Role of the Board
Board Policy 12: Role of the Superintendent

ADDITIONAL REFERENCE BP 2: Resource Stewardship
BP 2: Stakeholder Engagement and Communication
Administrative Procedure 304: Attendance Area
Administrative Procedure 850: Transportation Services
Education Act

SUBJECT **ATTENDANCE AREA REVIEW RECOMMENDATION: RE-DESIGNATION OF PARKLAND VILLAGE SCHOOL ATTENDANCE AREA STUDENTS MOVING INTO GRADE SEVEN (7) TO GRADE NINE (9) IN THE 2024-2025 SCHOOL YEAR**

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That, beginning in the 2024-2025 school year, students in Grades 7-9 who reside in the Parkland Village School attendance area are redirected to attend Woodhaven Middle School rather than Prescott Learning Centre.

Further, that any students who will be in Grades 7-9 at Prescott Learning Centre in the 2024-2025 school year and who reside in the Parkland Village School attendance area, 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 February 14, 2023.

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 Pain 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](#).

On June 21, 2022, the Board approved re-designating students from the communities of Tonewood, Fenwyck, and Easton be re-designated to the Brookwood School and Woodhaven Middle School attendance boundaries to help address the capacity at Prescott Learning Centre.

The attendance area review conducted by Administration also provided information on further addressing Prescott Learning Centre capacity by re-designating students in the Parkland Village School catchment area who are older than the grade demographics, K-Gr.6, to be re-designated to attend Woodhaven Middle School for grade seven (Gr. 7) to grade nine (Gr. 9).

REPORT SUMMARY

Retention of the Grade 6 students at Parkland Village School commencing the 2023-2024 school year and re-designating students to Woodhaven Middle School for grades seven (7), eight (8) and nine (9) would have an immediate impact on the enrollment at Prescott Learning Centre and continue to address the capacity limitations they currently face.

Administration would be pleased to respond to any questions.

MF:kz



ATTENDANCE AREA REVIEW SUMMARY

Parkland Village School Reconfiguration (Kindergarten to Grade 6) Attendance Area for Grades 5 - 9 for Parkland Village Residents

JANUARY 2023 (Update)

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.

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.

On May 24, 2022, the Board approved the recommendation to reclassify Parkland Village School as a Kindergarten to grade five (K-5) school commencing in the 2022-2023 school year. According to the 2022-2023 Enrolment Report, that change bumped the enrollment at Parkland Village School to 157.

Another factor to consider is the overall enrollment 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

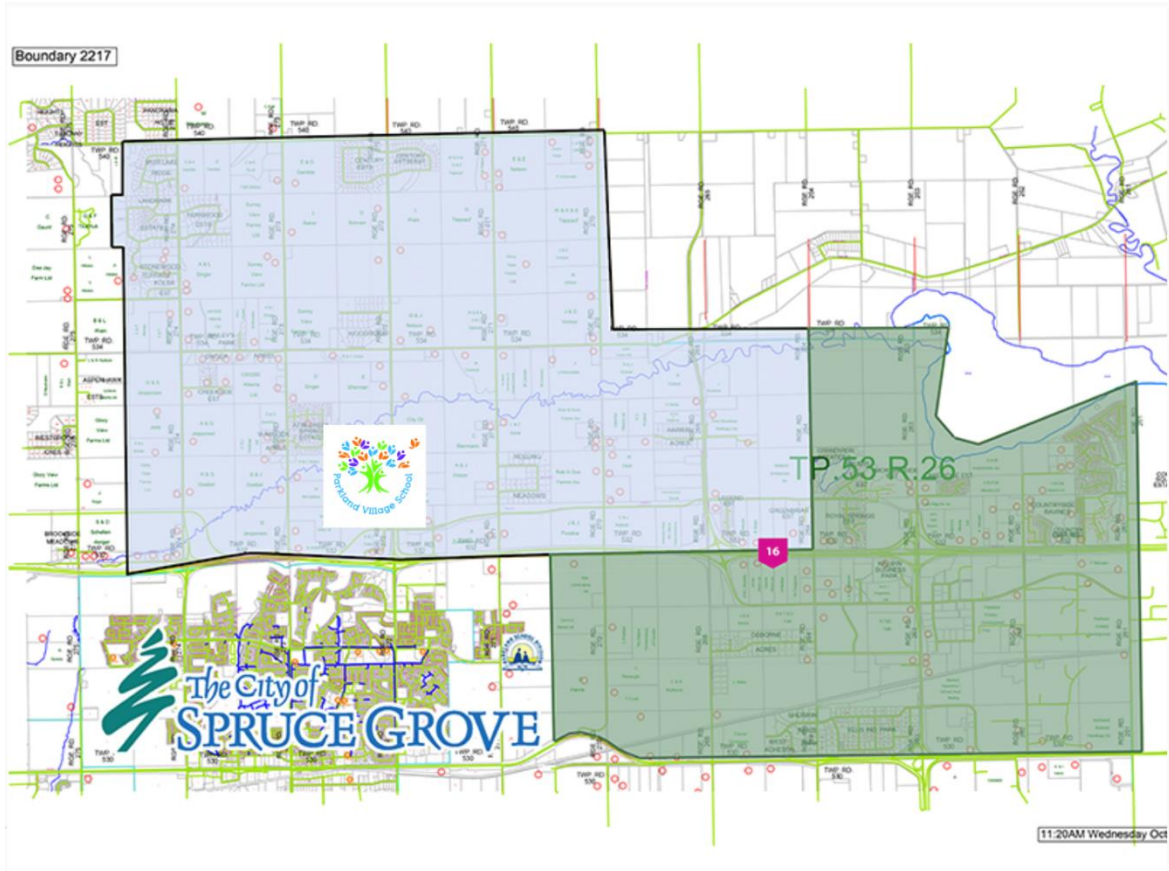
brand new and September 30th's enrolment number at Woodhaven for 2022-23 was 57% of capacity, sitting at 489 students.


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.

Recommendations Approved for 2023-24 (Spruce Grove)

- 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.
- 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.
- The Board approved the recommendation which will pre-designate new growth areas in Spruce Grove's Shiloh Area Structure Plan (south of Highway 16 near Walmart in Spruce Grove) to Brookwood School and Woodhaven Middle School, beginning in the 2022-2023 school year.

Current Attendance Area (Parkland Village School)



 Rural attendance area that feeds Parkland Village for K - 5 students, then Prescott Learning Centre for Grades 6 - 9.

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

Current Attendance Area – Prescott Learning Centre (2022-2023)

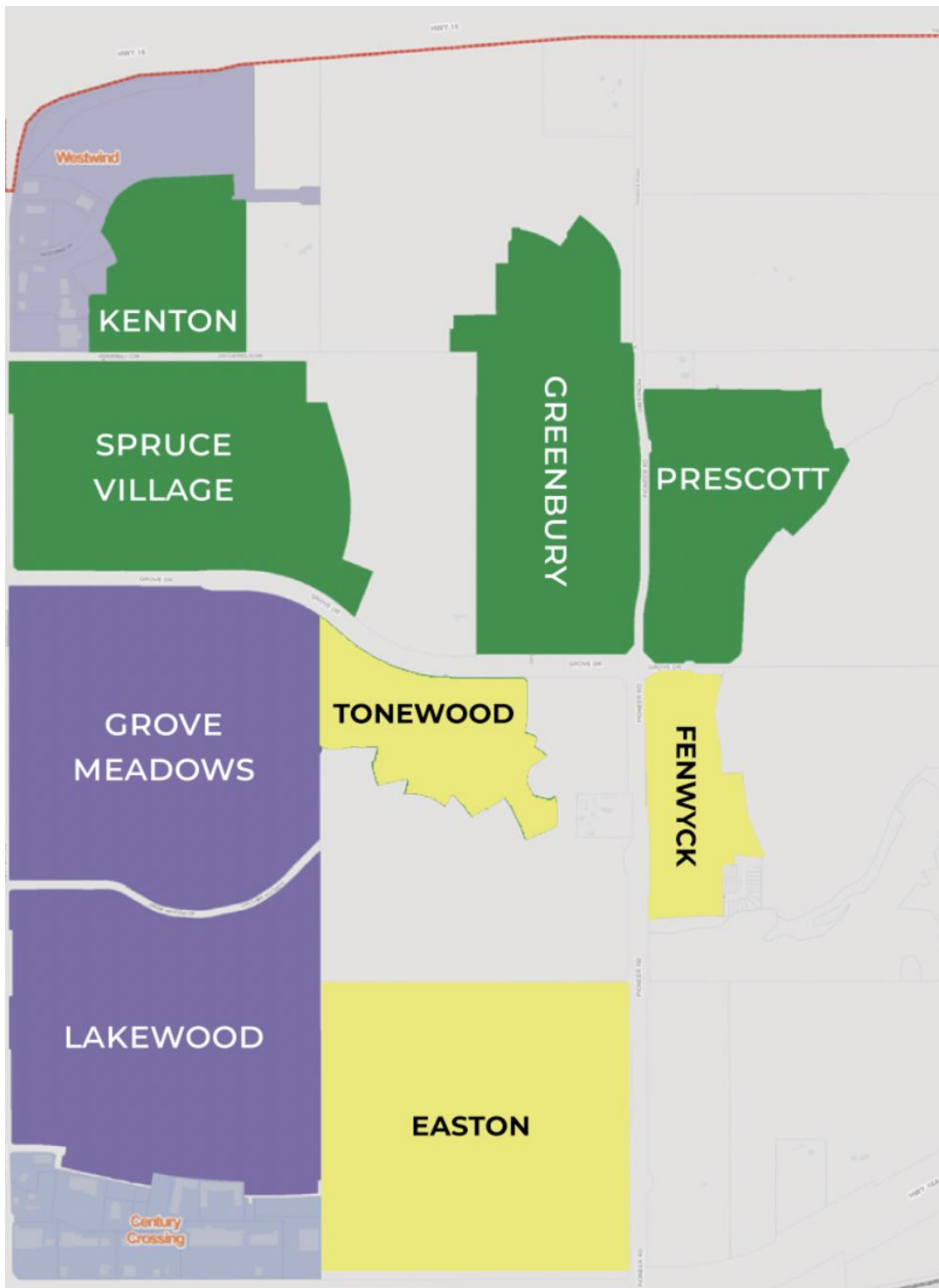


Prescott Learning Centre



Greystone/Millgrove Attendance Area

Future Attendance Area – Prescott Learning Centre (2023-2024)



Prescott Learning Centre



Greystone/Millgrove Attendance Area



Brookwood/Woodhaven

Facility Considerations

Parkland Village School

Parkland Village School is in good condition, despite being an older facility.

The front office and lobby were renovated in 2021-2022. New flooring has been installed throughout the school and 57% washrooms (6 student stalls and 2 staff stalls of a total of 14 stalls) have been updated recently. The old boilers and pumps have been replaced with high efficiency boilers and the flat roofs of the school were redone 7 years ago.

The building envelope of Parkland Village School is showing signs of shifting in the foundation near the front of the school, as well as ground shrinkage around the perimeter of the building. The skirting around the base of the portables is buckling in sections. Many of the windows appear outdated with metal grating coverings.

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

Should Grade 6 be added to Parkland Village School, washroom configuration will need to be addressed to accommodate the additional students. This has already been identified in the 2022-23 school year with the addition of Grade 5's.

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 September 2022, 4 additional modular classrooms and 1 additional modular washroom unit were added to the school bringing Prescott Learning Centre's capacity to (1,031).

There is no deferred maintenance at Prescott since the building is only 7 years old.

Woodhaven Middle School

Woodhaven Middle School was originally designed for 450 students in the core (no modular units), and after a recent modernization, 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.

Parkland Village School Utilization Rates

Grades	2017/18	2018/19	2019/2020	2020/21	2021/22	2022/23	Grade Cohort Differential	2023/24
Pre-Kindergarten	24	24	16					
Kindergarten	40	33	27	31	23	17	-5	20
Grade 1	36	40	38	27	28	25	+2	17
Grade 2	39	32	41	29	28	25	-3	25
Grade 3	32	39	31	38	27	30	+2	25
Grade 4	7	30	39	26	40	24	-3	30
Grade 5	-	-	-	-	-	36	-4	24
Grade 6	-	-	-	-	-	-		36
Total	178	198	192	151	146	157		177
Total Severe Pre K/K	17	21	19	8	3	2		
Total Severe 1-4	6	4	9	13	13	12		
Adjusted Total	175	199	208	170	164	173		
Utilization	75.4%	85.8%	89.7%	73.3%	70.7%	74.6%		76.3%*

*Projected

100% Net Capacity **232**

90% Net Capacity **209**

Prescott Learning Centre Utilization Rates

Grades	2017/18	2018/19	2019/2020	2020/21	2021/22	2022/23	Grade Cohort Differential	2023/24
Pre-Kindergarten	28	39	14					
Kindergarten	74	79	64	70	89	81		80
Grade 1	82	75	82	63	73	95	+6	81
Grade 2	51	83	75	80	66	74	+1	95
Grade 3	89	53	82	79	93	71	+5	74
Grade 4	104	98	62	81	81	96	+3	71
Grade 5	68	111	121	92	113	80	-1	96
Grade 6	87	78	114	114	94	116	+3	80
Grade 7	63	96	81	105	107	92	-2	116
Grade 8	65	66	87	69	106	114	+7	92
Grade 9	70	64	68	73	61	94	-12	114
Total	781	842	850	826	883	913		
Total Severe Pre K/K	20	38	27	9	2	9		
Total Severe 1-9	18	29	32	31	27	28		
Adjusted Total	786	879	902	862	895	925		

100% Net Capacity 1,031 with modulars

90% Net Capacity 928 with modulars

Woodhaven Middle School Utilization Rates

Grades	2017/18	2018/19	2019/2020	2020/21	2021/22	2022/23	Grade Cohort Differential	2023/24
Grade 5	150	94	88	79	108	111		114
Grade 6	140	82	97	91	82	111	+3	125
Grade 7	138	95	84	92	84	85	+3	125
Grade 8	109	88	94	67	86	87	+3	93
Grade 9	96	108	88	88	65	95	+9	95
Total	633	467	451	417	425	489		552
Total Severe 5-9	30	24	26	24	25	37		
Adjusted Total	693	515	503	465	475	563		

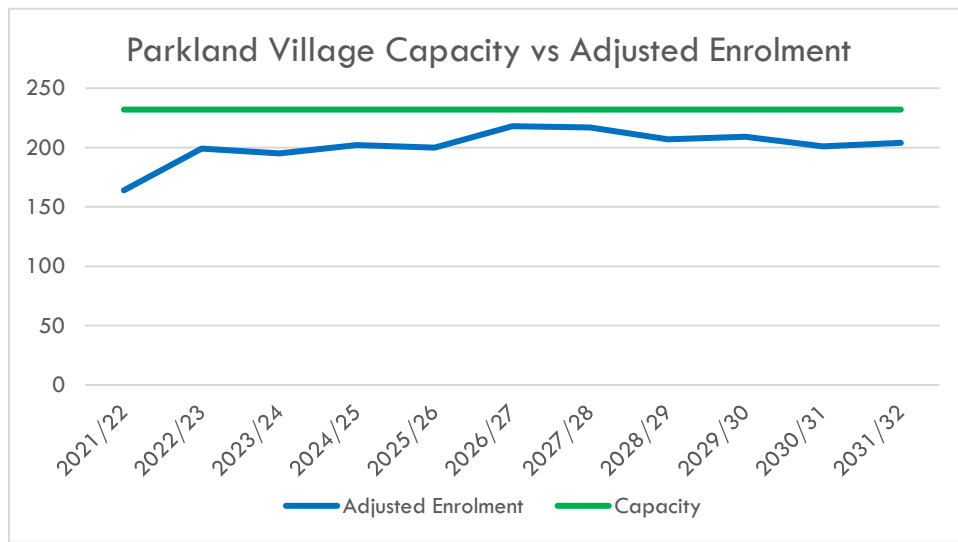
**100% Net
Capacity 855**

90% Net Capacity 770

Utilization Scenarios (As presented by the consultant)

(Parkland Village becomes a K – 5 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	178	198	192	151	146	189	193	198
Adjusted Enrolment	175	199	208	170	164	199	203	205
Capacity	232	232	232	232	232	232	232	232

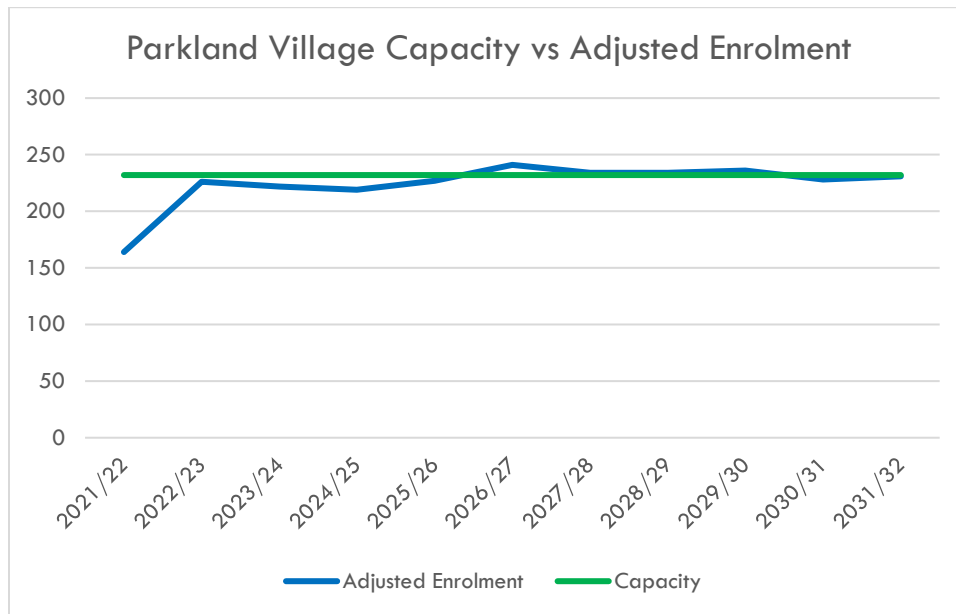


Analysis: If PVS were reconfigured as a K-5 school, it is projected to remain below capacity for the next 10 years.

Parkland Village School becomes a K-6 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	178	198	192	151	146	216	220	225
Adjusted Enrolment	175	199	208	170	164	*226	227	230
Capacity	232	232	232	232	232	232	232	232

*Parkland Village School’s September 30, 2022 enrolment was 157 (173 Adjusted)



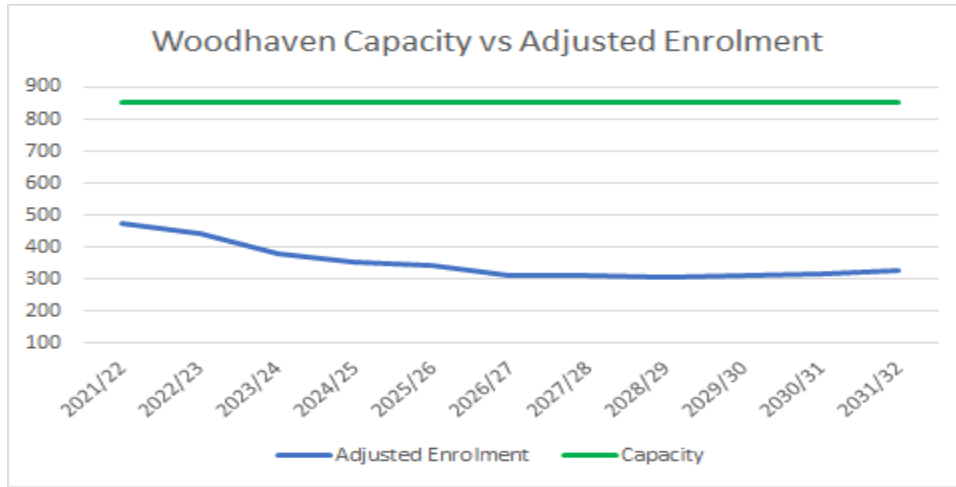
Analysis: If PVS were reconfigured as a K-6 school, it was projected that enrolment would reach capacity within 5 years.

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

*Actual September 30, 2022 enrolment is 489. (563 adjusted)



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

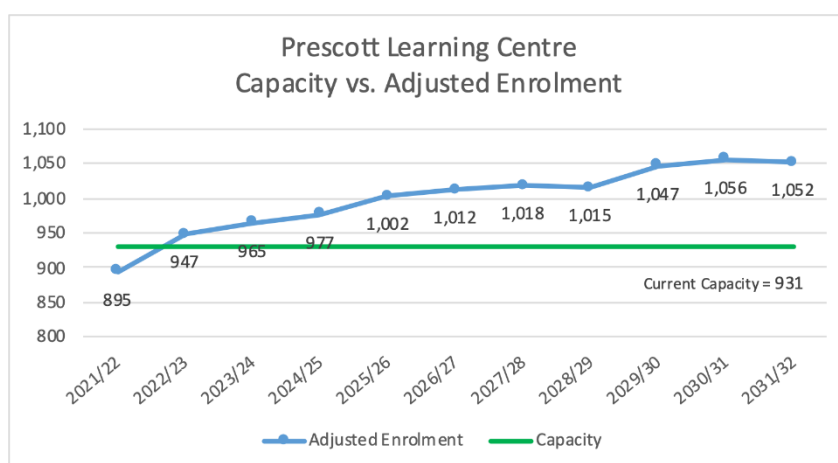
Prescott’s Adjusted Enrolment with No incoming Parkland Village Grade 5’s in 2023-2024 and no Grade 5’s or 6’s beginning in 2024-2025:

	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.

Prescott Learning Centre's Utilization Rate

Prescott Learning Centre		1957					100% Net Capacity					931 90% Net Capacity					838
Grades	September 30 Enrolment					Projected Enrolment											
	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: The September 30, 2022 enrolment rate at Prescott was 913 students. Note: the 100% Net Capacity has increased since the consultant's analysis with the addition of 4 modular units.

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 was warranted and as such, 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 into the Literature Review can be found in the appendix.

Financial Considerations

The overall financial impact of leaving Grade 5s or Grade 5s and 6s 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/m²) 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 did drop to 74% for the 2022-23 school year, this resulted in \$10,859 less in maintenance funding. The maintenance funding will 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 & 6 students remaining at Parkland Village as their utilization percentage would remain above 85%.

Likewise, the Building Utilization Maintenance funding for Woodhaven would increase if the students leaving Parkland were redirected from Prescott Learning Centre to Woodhaven School.

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.

Transportation Considerations

At present Parkland School Division's Regional Transportation system uses a combination of six 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 6 (K-6) school, it would have no net impact for transportation when it comes to the cost of transporting those students.

If the K-6 grade configuration is adopted, it would mean that PSD would not need to transport approximately 50 students in grades 5 & 6 to Prescott Learning Centre or Woodhaven, depending on the Board's decision. 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 - 6 would arrive home earlier in the afternoon because Parkland Village School ends earlier than Prescott Learning Centre.

Students in Grades 7 - 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.

Legacy Opportunities for Students

2022-2023 Parkland Village students attending Prescott Learning Centre:

Neighbourhood	EC S	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Total
Parkland Village	-	-	-	-	-	-	27	34	31	35	127

The following scenario was approved by the Board of Trustees when addressing residents of Tonewood, Fenwyck, and Easton neighbourhoods in Spruce Grove who used to be designated to Prescott Learning Centre(PLC).

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.

This scenario was approved by Board motion on May 24, 2022.

Prescott Learning Centre Student Population - Adjusted Scenarios

	202 2/23	202 3/24	202 4/25	202 5/26	202 6/27	202 7/28	202 8/29	202 9/30	203 0/31	203 1/32
Current projections	930	941	953	976	985	1001	996	1022	1033	1025
S3 - "Legacy" students in 7-9, K-6 move to BW/WH	930	910	916	937	941	957	952	978	989	981

 = Above Capacity


 = 90% Capacity


Key Assumptions:

- Average of 4.5 students per grade
- Enrolment data is based on student head-count

Woodhaven 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 + PVS (grade 6) + McLaughlin	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:

- Enrolment data is based on student head-count

Human Resources Considerations

An additional Grade 6 teacher would be required at PVS for the 2023-2024 school year, should the school re-configure again to a K-6 school. 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

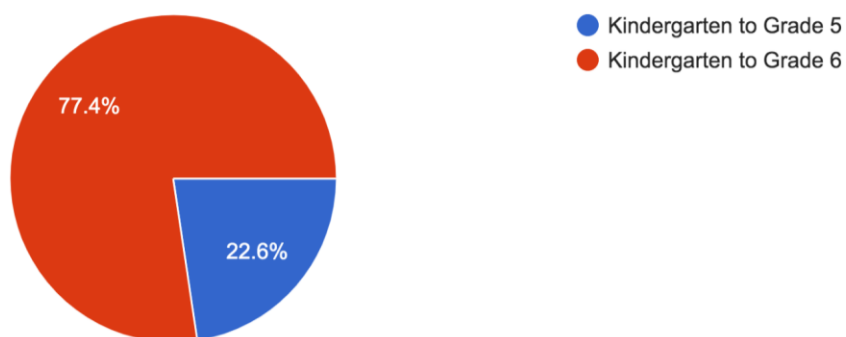
Parents and the community were surveyed during the 2021-22 school year during the first stage of the Division’s Attendance Area review. At that time, many parents were in favour of the original recommendations and brought up questions about the timeline for implementation should the reconfiguration of the school to a Kindergarten to Grade 5 or Kindergarten to Grade 6 school proceed. Many questions arose from families who also have students attending Prescott Learning Centre and wondered about scenarios where exceptions may be made for students to finish up to Grade 9 at Prescott before moving to a different school or whether they would be designated to Woodhaven Middle School right away. Follow-up questions wondered how all those decisions would impact bus fees for exception scenarios or school-of-choice scenarios.

In the 2022 engagement, parents, staff, students and community were once again invited to participate in an online survey. In the survey, it focused on the two remaining questions the Board faces, namely:

- 1) Will Parkland Village School remain a K-5 school or reconfigure again to a K-6 school?
- 2) Upon completion at Parkland Village School, will students transition to Prescott Learning Centre or Woodhaven Middle School.

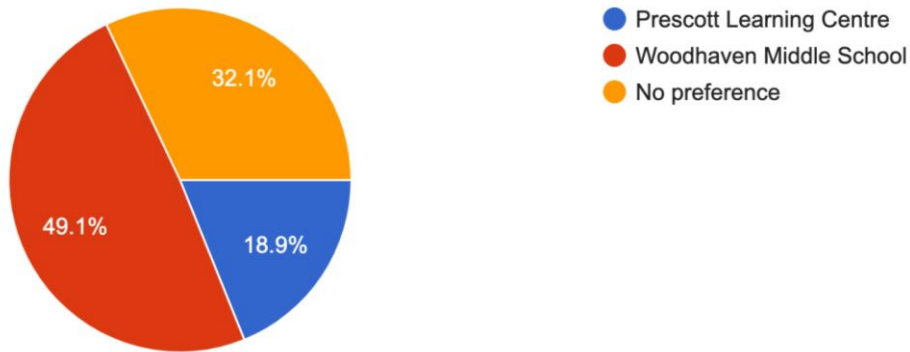
53 responded to the survey with an even distribution of families that represented students from all Grades.

77.4% of respondents felt that Kindergarten to Grade 6 configuration would be preferred in the long term.



The majority of respondents offered favourable comments supporting the K-6 grade configuration with a couple expressing concerns on large class sizes that already exist for the Grade 5 cohort. Another observation was made that students would have the opportunity for more extra-curricular activities should they transition to either Woodhaven or Prescott sooner rather than later.

When directly asked which school would be preferred upon graduation from Parkland Village School, Woodhaven Middle School generated the most interest:



PSD administration met with Parkland Village School staff in November who overwhelmingly support a Kindergarten to Grade 6 configuration at the school.

Key Findings

- Recommendation to make Parkland Village School K - 6.
- Recommendation to direct Parkland Village School students to Woodhaven Middle School once they complete their program at Parkland Village School.
- Some residents have expressed an interest in reintroducing Early Education to Parkland Village School but this presents challenges as there simply are not enough students in Parkland Village’s attendance area to sustain the program. Having parents transport their own children from Spruce Grove to Parkland Village becomes a barrier for enrolment. Having both Grade 6 and Early Education students at the school will present utilization challenges.



MEMORANDUM

February 14, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Lorraine Stewart, Board Chair Jill Osborne, Board Vice-Chair
ORIGINATOR	Shauna Boyce, Superintendent
RESOURCE	Policy Review Committee
GOVERNANCE POLICY	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
ADDITIONAL REFERENCE	BP 2: Governance and Organization BP 12: Section 5. Policy <i>Education Act</i>
SUBJECT	REVISED BOARD POLICY 13: APPEALS TO THE BOARD REGARDING STUDENT MATTERS

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees approves the Revised Board Policy 13: Appeals to the Board Regarding Student Matters, as recommended by the Policy Review Committee and presented at the Regular Meeting of February 14, 2023.

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 August 24, 2022, the Policy Review Committee met and discussed updates to Board Policy 13, formerly titled: Appeals Regarding Student Matters.

Key Changes to Board Policy 13 include:

- Updates to language to better reflect Alberta Legislation under the *Education Act*;
- Updates to format and language to add additional clarity; and
- Addition of a schedule that highlights the appeal process.

The draft policy was initially reviewed and discussed by the Board at the August 30, 2022, Governance and Planning Session (GPS). Administration also requested a review and feedback from legal counsel on this policy to ensure the language, legislation and appeal process follow the Alberta judicial system and collective agreements.

Once reviewed by legal, the Policy Review Committee reviewed Policy 13 a second time and put it forward for a second review at the January 24, 2023, 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 13

APPEALS TO THE BOARD REGARDING STUDENT MATTERS

Through legislation, policy and practice, the Board supports the importance of a fair process of appeal while recognizing the authority of the Superintendent, the Principal or the Teacher as the final authority where legislated or delegated.

This policy exists to ensure that final decisions are derived in consideration of procedural fairness. The appeal process is not intended for an individual to appeal a decision solely out of disagreement with that decision.

School Dispute Resolution and Process for Appeal

1. The Superintendent shall maintain administrative procedures for dispute resolution and a process for appeal.
2. The resolution of disputes or concerns at the school level, between parents and school staff, shall occur in a manner that supports a cooperative and collaborative learning environment for students.
3. The Board reserves the right, by resolution, to hear an appeal on any matter summarily adjudicated by the Office of the Superintendent; specifically:
 - 3.1. The Board reserves the right to hear appeals on decisions regarding matters that significantly affect the education of a student, or of a child enrolled in an early childhood services program (as per the *Education Act* (s. 42(2)); and
 - 3.2. The Board reserves the right to hear appeals on decisions regarding a matter of religion or human sexuality education (as per the *Education Act* (s. 58.2(1))).
4. For clarity, prior to a decision being appealed to the Board, it shall first be appealed to the Superintendent.

Appeal

5. All Division processes for appeal shall, at a minimum, respect the process for appeal as legislated in *The Education Act* (s. 42).
6. An appeal to the Board shall be made within seven (7) days from the date that the individual was informed of the Superintendent's decision;
 - 6.1. In order to be considered as a valid request for appeal, the appeal shall be filed in writing and must contain the name of the party filing the appeal, the date, the matter at hand, and the reason for the appeal, in consideration of section three (3) and section four (4) of this policy.
7. Parents, or an independent student as defined by the *Education Act*, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing;
 - 7.1. The responsibility for engaging and paying for such assistance rests with the parents or the independent student.
8. The Board may review specific matters, as requested, and in accordance with this Policy, to determine whether a decision was reasonable in the circumstances.

9. The Board Chair shall determine whether or not the appeal request has justifiable merit to proceed with an Appeal Hearing.
10. In determining sufficient merit for an appeal to proceed, the Board Chair shall, by resolution, convene an Appeal Hearing Panel:
 - 10.1. The Appeal Hearing Panel shall consist of the following:
 - 10.1.1. The Board Chair and/or the Board Vice Chair, and
 - 10.1.2. A minimum quorum of three (3) Trustees that includes either the Board Chair or the Board Vice Chair, or both, and that consists of sufficient additional Trustees to maintain a quorum of three (3).
11. The Board reserves the right to access and/or obtain resources, including the services of legal counsel at any point throughout the appeal process.
12. The Appeal Hearing shall be scheduled so as to ensure that the person making the appeal and the Superintendent, or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation.
13. The Appeal Hearing shall be heard *in-camera*, with specified individuals in attendance.
14. The Appeal Hearing shall proceed according to *Schedule 13.1 Board Appeal Process*.
15. The Board decision, and the reasons for that decision, shall be communicated to the appellant (person or party requesting the appeal) once a decision has been reached, and confirmed in writing following the hearing;
 - 15.1. Included in the communication to the appellant shall be information that the appellant has the right to seek a review by the Minister (per s. 43(1) of the *Education Act*).

Expulsion of a Student

16. In accordance with section 52 of the *Education Act*, and *Board Policy 11 – Board Delegation of Authority*, the Board delegates, to the Superintendent, the power to make decisions with respect to the expulsion of students;
 - 16.1. Appeals regarding the Superintendent’s expulsion of a student shall proceed to the Minister in accordance with the *Education Act* (s. 43(1)).

Reference:	Education Act: 33, 41-44, 52, 222, 230-252	Approved:	
		Date Approved:	UNAPPROVED – Indicate Board Meeting Date
Cross-Reference:	Board Policy: 1, 14, 18 Admin Procedure: 170, 350, 360, 380, 390	Reviewed or Revised:	August, 2022 April, 2020 April, 2019 March, 2017



Parkland School Division
Board Policy 13: Schedule 13.1
BOARD APPEAL PROCESS

Appeal Principles

1. The Board may consider an appeal as legislated by the *Education Act*, s. 42 *Appeal to the Board*.
2. This Schedule exists as the appeal process procedure, by resolution.
3. The Board may make any decision that it considers appropriate in respect of a matter that is appealed to it, as per the *Education Act*, s. 42(7).
4. Prior to a decision being appealed to the Board, the Superintendent's procedure for dispute resolution shall be followed.

Access to Information and Determination to Proceed

5. An appeal to the Board may proceed, following a summary decision by the Superintendent or designate.
6. Should an appellant desire an appeal, the appellant party shall request, in writing, that the Board of Trustees review and consider the summary decision of the Office of the Superintendent (Superintendent or designate); notably,
 - 6.1. An appeal to the Board shall be made within seven (7) school days of receipt of the summary decision by the appellant.
7. Prior to an appeal, the appellant party may request any relevant information that is available, and that may be freely, and justly provided by the Board.
8. Prior to an appeal, the appellant party shall provide the Board Chair with all necessary information and documents, such as policies, procedures, and evidence that supports the appellant's appeal.
9. The Board Chair shall determine if there is sufficient merit for an appeal to proceed, and shall notify the appellant party, in writing (email or letter), whether or not the appeal shall proceed, within seven (7) school days of receipt of the request for appeal.
10. Should an appeal be refused, the Board Chair shall provide correspondence noting any justification for the summary dismissal of the appeal.
 - 10.1. An appeal to the Minister may be possible as per s. 43 of the *Education Act*.

Process for Appeal (if Granted)

Pre-Hearing:

11. The Board Chair shall outline the schedule and purpose of the Appeal Hearing; notably:
 - 11.1. That a schedule for the Appeal Hearing will be determined in consideration of the appellant's schedule, where possible.
 - 11.2. That the appellant party shall have an opportunity to provide representation to the Appeal Hearing in support of their respective position.

- 11.3. That information provided to the Board may include expert medical, psychological and/or educational data, and may be presented by witnesses;
 - 11.3.1. Information provided may include both written and/or verbal communication.
 - 11.4. That the Appeal Hearing shall provide an opportunity for members of the Appeal Hearing Panel to receive information and review disputed facts.
 - 11.5. That minutes of the Appeal Hearing shall be recorded for the purpose of the Board's records.
12. The Board Chair and/or designate shall identify a time and place for the Appeal Hearing in consideration of, but not dependent upon, the appellant's desired schedule.

Appeal Hearing:

13. The Appeal Hearing shall be comprised of the members of the Appeal Hearing Panel:
 - 13.1. For clarity, the quorum of three (3) Trustees shall include either the Board Chair or Vice Chair, and may contain both the Board Chair or Vice Chair.
14. The Appeal Hearing shall proceed as follows:
 - 14.1. The appellant shall present their appeal and include any justification for the appeal;
 - 14.2. The Superintendent or designate shall provide an explanation of the summary decision provided, and a justification for the summary decision;
 - 14.3. Trustees for the Appeal Hearing shall be provided an opportunity to ask questions for clarification from both parties;
 - 14.4. Cross-examination between parties shall not be permitted;
 - 14.5. The Board shall convene to meet without the respective parties present to discuss the matters brought forth to the Appeal Hearing;
 - 14.5.1. The Board may have legal counsel in attendance for this purpose; and
 - 14.5.2. The Board may determine that it is necessary to reconvene to receive additional information or clarification from either party and convene privately again at the conclusion of this process for clarification;
 - 14.6. The Board shall reconvene with all parties to state the Board's summary decision on the matter; and
 - 14.7. The Board shall confirm the Board's summary decision, in writing, to all parties;
 - 14.7.1. Included in the communication to the appellant shall be information that the appellant has a right to appeal to the Minister as per s. 43 of the *Education Act*.
 - 14.8. The announcement of the summary decision shall serve to conclude the Appeal Hearing.



Parkland School Division Board Policy 13

APPEALS TO THE BOARD REGARDING STUDENT MATTERS

Through legislation, policy and practice, the Board supports the importance of a fair process of appeal while recognizing the authority of the Superintendent, the Principal or the Teacher as the final authority in legislated or delegated matters where legislated or delegated.

The Division's appeal process is intended to provide a process to ensure that final decisions are fairly derived. The process is not intended for an individual to appeal a decision out of disagreement with that decision. This policy exists to ensure that final decisions are derived in consideration of procedural fairness. The appeal process is not intended for an individual to appeal a decision solely out of disagreement with that decision.

School Dispute Resolution and Process for Appeal

1. The Superintendent shall maintain administrative procedures for dispute resolution and a process for appeal.
2. [Former 1] The resolution of disputes or concerns at the school level, between parents and school staff, shall support a cooperative and collaborative learning environment for students;
3. [Former 1.1] The Superintendent shall ensure that a dispute resolution procedure is established and adhered to by all staff.

[Former 1.2] Decisions that significantly affect the education of a student may be appealed to the Board within a reasonable time from the date that the parent or student was informed of the decision.

[Former 3] The Board may review specific matters, as requested in accordance with this Policy, to determine whether a decision was reasonable in the circumstances; including:

[Former 3.1] A decision regarding a matter that significantly affects the education of a student, or of a child enrolled in an early childhood services program (as per the *Education Act* (s. 42(2)); or

[Former 3.2] A decision regarding a matter of religion or human sexuality education (as per the *Education Act* (s. 58.2(1)).

The Board reserves the right, by resolution, to hear an appeal on any matter summarily adjudicated by the Office of the Superintendent; specifically:

- 3.1. The Board reserves the right to hear appeals on decisions regarding matters that significantly affect the education of a student, or of a child enrolled in an early childhood services program (as per the *Education Act* (s. 42(2)); and

- 3.2. The Board reserves the right to hear appeals on decisions regarding a matter of religion or human sexuality education (as per the *Education Act* (s. 58.2(1))).
4. [Former 1.3] For clarity, prior to a decision being appealed to the Board, it ~~must~~ shall first be appealed to the Superintendent.

Appeal

5. [Former 2] All Division processes for appeal shall, at a minimum, respect the process for appeal as legislated in *The Education Act* (s. 42).
6. [Former 4] ~~An appeal to the Board shall be made within five (5) days from the date that the individual was informed of the Superintendent's decision.~~

An appeal to the Board shall be made within seven (7) days from the date that the individual was informed of the Superintendent's decision;

- 6.1. [Former 4.1] In order to be considered as a valid request for appeal, the appeal shall be filed in writing and must contain the name of the party filing the appeal, the date, the matter at hand, and the reason **for the appeal**, in consideration of section **three (3) and section four (4) of this policy** ~~for the appeal~~.
7. [Former 5] Parents, or an independent student **as defined by the *Education Act***, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing;
 - 7.1. [Former 5.1] The responsibility for engaging and paying for such assistance rests with the parents or student.
8. The Board may review specific matters, as requested, and in accordance with this Policy, to determine whether a decision was reasonable in the circumstances.
9. The Board Chair shall determine whether or not the appeal request has justifiable merit to proceed with an Appeal Hearing.
10. In determining sufficient merit for an appeal to proceed, the Board Chair shall, by resolution, convene an Appeal Hearing Panel:
 - 10.1. The Appeal Hearing Panel shall consist of the following:
 - 10.1.1. The Board Chair and/or the Board Vice Chair, and
 - 10.1.2. A minimum quorum of three (3) Trustees that includes either the Board Chair or the Board Vice Chair, or both, and that consists of sufficient additional Trustees to maintain a quorum of three (3).
11. The Board reserves the right to access and/or obtain resources, including the services of legal counsel at any point throughout the appeal process.
12. [Former 6] ~~The hearing of the appeal~~ **Appeal Hearing** shall be scheduled so as to ensure that the person making the appeal and the Superintendent, or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation.

13. [Former 7] The appeal shall be heard *in-camera*, with specified individuals in attendance.
14. [Former 8] The appeal hearing shall be conducted in accordance with the following guidelines:

The Appeal Hearing shall proceed according to *Schedule 13.1 Board Appeal Process*.

[Former 8.1] The Board Chair shall outline the purpose of the hearing, including:

[Former 8.1.1] An opportunity for the parties to make representation in support of their respective positions to the Board;

[Former 8.1.2] The provision of information, which may include expert medical, psychological and educational data and that may be presented verbally or in written form by witnesses;

[Former 8.1.3] A process for the Board to receive information and to review the facts of the dispute; and

[Former 8.1.4] A process through which the Board can reach a fair and impartial decision.

[Former 8.2] Notes of the proceedings shall be recorded for the purpose of the Board's records.

[Former 8.3] The Superintendent and/or staff shall explain the decision and give reasons for the decision.

[Former 8.4] The appellant shall present the appeal and the reasons for the appeal and shall have an opportunity to respond to information provided by the Superintendent and/or staff.

[Former 8.5] The Superintendent and/or staff shall have an opportunity to respond to information presented by the appellant.

[Former 8.6] Board members shall have the opportunity to ask questions or clarification from both parties.

[Former 8.7] No cross-examination of the parties shall be allowed.

[Former 8.8] The Board shall meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal.

[Former 8.8.1] The Board may have legal counsel in attendance to guide the decision-making process appropriately.


[Former 8.9] If the Board requires additional information or clarification in order to make its decision, both parties to the appeal shall be requested to return to the hearing for the required additional information.

15. [Former 8.10] The Board decision, and the reasons for that decision, shall be communicated to the appellant (**person or party requesting the appeal**) once a decision has been reached, and confirmed in writing following the hearing;

- 15.1. [Former 8.10.1] Included in the communication to the appellant shall be information that the appellant has the right to seek a review by the Minister regarding the provision of specialized supports and services to a student (per s. 43(1) of the *Education Act*).

Expulsion of a Student

16. [Former 9] In accordance with section 52 of the *Education Act*, and *Board Policy 11 – Board Delegation of Authority*, the Board delegates, to the Superintendent, the power to make decisions with respect to the expulsion of students;
- 16.1. [Former 9.1] Appeals regarding the Superintendent’s expulsion of a student shall proceed to the Minister in accordance with the *Education Act* (s. 43(1)).

Reference: Education Act: 41, 42, 43, 52	Approved:	
	Date Approved:	UNAPPROVED – Indicate Board Meeting Date
Cross-Reference: Board Policy: 1, 18 Admin Procedure: 170, 350, 360, 368, 380	Reviewed or Revised:	April, 2020 April, 2019 March, 2017 September 2010



Parkland School Division
Board Policy 13: Schedule 13.1
BOARD APPEAL PROCESS

Appeal Principles

1. The Board may consider an appeal as legislated by the *Education Act*, s. 42 *Appeal to the Board*.
2. This Schedule exists as the appeal process procedure, by resolution.
3. The Board may make any decision that it considers appropriate in respect of a matter that is appealed to it, as per the *Education Act*, s. 42(7).
4. Prior to a decision being appealed to the Board, the Superintendent's procedure for dispute resolution shall be followed.

Access to Information and Determination to Proceed

5. An appeal to the Board may proceed, following a summary decision by the Superintendent or designate.
6. Should an appellant desire an appeal, the appellant party shall request, in writing, that the Board of Trustees review and consider the summary decision of the Office of the Superintendent (Superintendent or designate); notably,
 - 6.1. An appeal to the Board shall be made within seven (7) school days of receipt of the summary decision by the appellant.
7. Prior to an appeal, the appellant party may request any relevant information that is available, and that may be freely, and justly provided by the Board.
8. Prior to an appeal, the appellant party shall provide the Board Chair with all necessary information and documents, such as policies, procedures, and evidence that supports the appellant's appeal.
9. The Board Chair shall determine if there is sufficient merit for an appeal to proceed, and shall notify the appellant party, in writing (email or letter), whether or not the appeal shall proceed, within seven (7) school days of receipt of the request for appeal.
10. Should an appeal be refused, the Board Chair shall provide correspondence noting any justification for the summary dismissal of the appeal.
 - 10.1. An appeal to the Minister may be possible as per s. 43 of the *Education Act*.

Process for Appeal (if Granted)

Pre-Hearing:

11. The Board Chair shall outline the schedule and purpose of the Appeal Hearing; notably:
 - 11.1. That a schedule for the Appeal Hearing will be determined in consideration of the appellant's schedule, where possible.

- 11.2. That the appellant party shall have an opportunity to provide representation to the Appeal Hearing in support of their respective position.
 - 11.3. That information provided to the Board may include expert medical, psychological and/or educational data, and may be presented by witnesses;
 - 11.3.1. Information provided may include both written and/or verbal communication.
 - 11.4. That the Appeal Hearing shall provide an opportunity for members of the Appeal Hearing Panel to receive information and review disputed facts.
 - 11.5. That minutes of the Appeal Hearing shall be recorded for the purpose of the Board's records.
12. The Board Chair and/or designate shall identify a time and place for the Appeal Hearing in consideration of, but not dependent upon, the appellant's desired schedule.

Appeal Hearing:

13. The Appeal Hearing shall be comprised of the members of the Appeal Hearing Panel:
- 13.1. For clarity, the quorum of three (3) Trustees shall include either the Board Chair or Vice Chair, and may contain both the Board Chair or Vice Chair.
14. The Appeal Hearing shall proceed as follows:
- 14.1. The appellant shall present their appeal and include any justification for the appeal;
 - 14.2. The Superintendent or designate shall provide an explanation of the summary decision provided, and a justification for the summary decision;
 - 14.3. Trustees for the Appeal Hearing shall be provided an opportunity to ask questions for clarification from both parties;
 - 14.4. Cross-examination between parties shall not be permitted;
 - 14.5. The Board shall convene to meet without the respective parties present to discuss the matters brought forth to the Appeal Hearing;
 - 14.5.1. The Board may have legal counsel in attendance for this purpose; and
 - 14.5.2. The Board may determine that it is necessary to reconvene to receive additional information or clarification from either party and convene privately again at the conclusion of this process for clarification;
 - 14.6. The Board shall reconvene with all parties to state the Board's summary decision on the matter; and
 - 14.7. The Board shall confirm the Board's summary decision, in writing, to all parties;
 - 14.7.1. Included in the communication to the appellant shall be information that the appellant has a right to appeal to the Minister as per s. 43 of the *Education Act*.
 - 14.8. The announcement of the summary decision shall serve to conclude the Appeal Hearing.



Parkland School Division

Board Policy 13

APPEALS REGARDING STUDENT MATTERS

Through legislation, policy and practice, the Board supports the importance of a fair process of appeal while recognizing the authority of the Superintendent, the Principal or the Teacher as the final authority in legislated or delegated matters.

The Division's appeal process is intended to provide a process to ensure that final decisions are fairly derived. The process is not intended for an individual to appeal a decision out of disagreement with that decision.

School Dispute Resolution

1. The resolution of disputes or concerns at the school level between parents and school staff shall support a cooperative and collaborative learning environment for students;
 - 1.1. The Superintendent shall ensure that a dispute resolution procedure is established and adhered to by all staff.
 - 1.2. Decisions that significantly affect the education of a student may be appealed to the Board within a reasonable time from the date that the parent or student was informed of the decision.
 - 1.3. Prior to a decision being appealed to the Board, it must be appealed to the Superintendent.

Appeal

2. All Division processes for appeal shall, at a minimum, respect the process for appeal as legislated in *The Education Act* (s. 42).
3. The Board may review specific matters, as requested in accordance with this Policy, to determine whether a decision was reasonable in the circumstances; including:
 - 3.1. A decision regarding a matter that significantly affects the education of a student, or of a child enrolled in an early childhood services program (as per the *Education Act* (s. 42(2))); or
 - 3.2. A decision regarding a matter of religion or human sexuality education (as per the *Education Act* (s. 58.2(1))).
4. An appeal to the Board shall be made within five (5) days from the date that the individual was informed of the Superintendent's decision.
 - 4.1. In order to be considered as a valid request for appeal, the appeal shall be filed in writing and must contain the name of the party filing the appeal, the date, the matter at hand, and the reason, in consideration of section 1. of this policy for the appeal.

5. Parents, or an independent student, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing.
 - 5.1. The responsibility for engaging and paying for such assistance rests with the parents or student.
6. The hearing of the appeal shall be scheduled so as to ensure that the person making the appeal and the Superintendent, or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation.
7. The appeal shall be heard *in-camera*, with specified individuals in attendance.
8. The appeal hearing shall be conducted in accordance with the following guidelines:
 - 8.1. The Board Chair shall outline the purpose of the hearing, including:
 - 8.1.1. An opportunity for the parties to make representation in support of their respective positions to the Board;
 - 8.1.2. The provision of information, which may include expert medical, psychological and educational data and that may be presented verbally or in written form by witnesses;
 - 8.1.3. A process for the Board to receive information and to review the facts of the dispute; and
 - 8.1.4. A process through which the Board can reach a fair and impartial decision.
 - 8.2. Notes of the proceedings shall be recorded for the purpose of the Board's records.
 - 8.3. The Superintendent and/or staff shall explain the decision and give reasons for the decision.
 - 8.4. The appellant shall present the appeal and the reasons for the appeal and shall have an opportunity to respond to information provided by the Superintendent and/or staff.
 - 8.5. The Superintendent and/or staff shall have an opportunity to respond to information presented by the appellant.
 - 8.6. Board members shall have the opportunity to ask questions or clarification from both parties.
 - 8.7. No cross-examination of the parties shall be allowed.
 - 8.8. The Board shall meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal.
 - 8.8.1. The Board may have legal counsel in attendance to guide the decision-making process appropriately.
 - 8.9. If the Board requires additional information or clarification in order to make its decision, both parties to the appeal shall be requested to return to the hearing for the required additional information.


8.10. The Board decision and the reasons for that decision shall be communicated to the appellant once a decision has been reached and confirmed in writing following the hearing.

8.10.1. Included in the communication to the appellant shall be information that the appellant has the right to seek a review by the Minister regarding the provision of specialized supports and services to a student, (per s. 43(1) of the Education Act).

Expulsion of a Student

9. In accordance with section 52 of the *Education Act*, and *Board Policy 11 – Board Delegation of Authority*, the Board delegates, to the Superintendent, the power to make decisions with respect to the expulsion of students.

9.1. Appeals regarding the Superintendent’s expulsion of a student shall proceed to the Minister in accordance with the Education Act (s. 43(1)).

Reference: Education Act: 41, 42, 43, 52	Approved:	
	Date Approved:	UNAPPROVED – Indicate Board Meeting Date
Cross-Reference: Board Policy: 1, 18 Admin Procedure: 170, 350, 360, 380	Reviewed or Revised:	April, 2020 April, 2019 March, 2017 September 2010



MEMORANDUM

February 14, 2023
Regular Board Meeting

TO Board of Trustees

FROM Shauna Boyce, Superintendent

ORIGINATOR Scott Johnston, Associate Superintendent

GOVERNANCE POLICY Board Policy 1: Division Foundational Statements
Board Policy 2: Role of the Board
Board Policy 12: Role of the Superintendent

ADDITIONAL REFERENCE BP 1: Vision, Foundational Statements
BP 2: Education Planning and Programming
AP 114: School Day and Year

SUBJECT **2023-2024 SCHOOL YEAR CALENDAR**

PURPOSE

For information. No recommendation required.

BACKGROUND

The school year calendar shall generally be approved by the Superintendent no later than March 1st of the previous year for that calendar. This report is in support of this responsibility.

REPORT SUMMARY

Parkland School Division continues to support school-based Professional Development opportunities that provide schools with the opportunity to focus on Division Priorities and their Education Plans. Proposed amendments to the calendar accommodate the strong interests represented through stakeholder feedback.

In total, 2,254 respondents provided feedback to the calendar survey, between December 5th, 2022 and January 19th, 2023. This survey represented responses from:

- Parkland School Division Parents or Guardians (1,491 | 66.1%);
- Parkland School Division Staff Members (463 | 20.5%)
- Evergreen Catholic Parents or Guardians (175 | 7.8%)
- Evergreen Catholic Staff Members (85 | 3.8%)
- Private/independent School Parents or Guardians (Living Waters / SML Christian Academy) (19 | 0.8%)
- Students (9 | 0.3%);

- Private/independent School Staff Members (Living Waters / SML Christian Academy) (7 | 0.3%); and
- Members of the Community, students or none of the above (5 | 0.2%).

The survey asked respondents to consider the following:

- A First Term PD Day selection (1 day);
- Two Second Term PD Day selections (2 days);
- A preference for alignment to the work week;
- A preference for alignment to neighboring jurisdictions; and
- A preference for PSD to conceptually explore year-round-schooling.

The calendar includes the current schedule for Diploma Examinations.

The 2023-2024 Calendar is presented in a visual form on page 21 of the report.

Administration would be happy to answer any questions.

SJ:kz

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

BACKGROUND

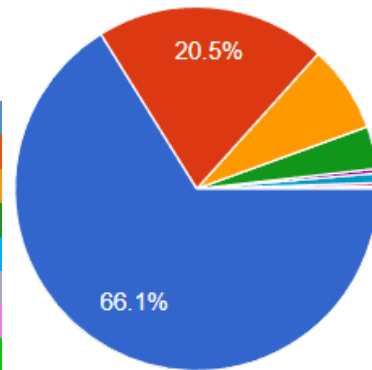
1. PSD Executive generate a calendar survey well in advance of the approval of the next calendar.
2. The survey received feedback from **2,254** respondents. This is up by 497 respondents from the prior year.
3. This calendar briefing note provides a summary of responses received prior to the approval of the school year calendar for 2023-2024.
4. This calendar proposes a year-structure based on:
 - a. 195 Operational Days,
 - b. 182 Instructional Days,
 - c. 12 Non-Instructional Days, and
 - d. A reasonable balance of Semester Days.
5. Participant emails were required for completion of the survey.

Alberta students in grades one through nine must have a minimum of 950 hours of instruction. High School students must receive a minimum of 1,000 hours of instruction.

SURVEY AFFILIATION

Question 1: Please identify your role as it relates to your responses. How are you primarily responding? (2,254 responses)

- As a Parkland School Division Parent or Guardian (1,491 | 66.1%)
- As a Parkland School Division Staff Member (463 | 20.5%)
- As an Evergreen Catholic Parent or Guardian (175 | 7.8%)
- As an Evergreen Catholic Staff Member (85 | 3.8%)
- As a Private School Parent or Guardian (19 | 0.8%)
- As a Student (9 | 0.4%)
- As a Private School Staff Member (7 | 0.3%)
- As a Member of the Community or none of the above (5 | 0.2%)



Parkland School Division Parent/Guardian responses continue to provide the majority of responses for this survey.

Our Calendar Survey indicated that 76.4% of respondents are familiar with calendar rationale, and only 23.6% opted for more information at the start of the survey.

The calendar maintains 182 days of learning between August and June. Staff require one day to close out the year, and so the end-date for students will be fixed at June 27th, with a non-instructional day placed on June 28th.

The survey asked respondents to consider the following:

- First Term PD Day selection (1 day);
- Second Term PD Day selection (2 days);
- Preference for alignment to the work week;
- Preference for alignment to neighboring jurisdictions; and
- Preference for PSD to conceptually explore year-round-schooling.

Given that we have surveyed extensively over the years, and given that we have some fixed items are not open for consideration, the following items are already determined for the 2022-2023 school year:

- Truth and Reconciliation Day (September 30th) as a non-operational day;
- Statutory Holidays as non-operational;
- Diploma Exam dates (provincially determined);
- Teachers' Convention on February 8th and 9th;
- The placement of Spring Break (beginning Monday, March 25th); and
- June 27th as the last day for students.

CONSIDERING THE START DATE FOR STUDENTS

For the past few years, the Labour Day holiday occurred later into September. Several previous survey stakeholder comments indicated a preference for starting our school year after Labour Day, wherever possible. For the 2023-2024 Calendar, Labour Day occurs on September 4th. The early Labour Day presents the possibility for school start on the 5th of September.

With a fixed end-date, the number of days available within the year is determined based on the first day for students. Starting on September 5th (Tuesday) provides for a sufficient amount of days to complete the school year at the end of June. September 5th, historically, is the latest we have initiated school in the past two decades (2006, 2017 and 2023).

It is not unusual to receive comments regarding the desire to start the school year after Labour Day, and that this is often what happens in British Columbia. In BC, [as defined by the School Calendar Regulation](#), students in grades one through seven are entitled to 853 hours (a 97-hour difference) and students in eight through twelve are entitled to 952 hours (a 48-hour difference for 10-12). At roughly 5 hours and 30 minutes per day of in-class instruction – this equates to a difference of 17.6 days, and 8.7 days, respectively. A BC school jurisdiction may have a similar number of instructional days, albeit shorter, or less non-instructional days. It is not a straightforward comparison to look at one province's instructional minutes through a jurisdiction's calendar, in comparison to another province's instructional minutes. In Alberta, school jurisdictions ensure that there is a healthy buffer for students to ensure we are well above the minimum requirements.

Fortunately, Labour Day is earlier in the 23-24 school year. This calendar supports a start date after Labour Day.

Labour Day	Start Date	Labour Day	Start Date
2002: September 2	August 29	2013: September 2	September 3
2003: September 1	September 2	2014: September 1	September 2
2004: September 6	September 2	2015: September 7	September 3
2005: September 5	September 1	2016: September 5	August 31
2006: September 4	September 5	2017: September 4	September 5
2007: September 3	September 4	2018: September 3	September 4
2008: September 1	September 2	2019: September 2	September 3
2009: September 7	September 1	2020: September 7	August 31
2010: September 6	September 1	2021: September 6	August 30
2011: September 5	August 31	2022: September 5	August 30
2012: September 3	September 4	2023: September 4	September 5

QUESTIONS RESPONSES BY DEMOGRAPHIC

In keeping with 182 Days of Learning, we can place ONE PD Day in November through January. The dates and rationale are provided - which date(s) do you prefer?

- A. A. November 10th: Enables Fall planning, and extends the break for families.
- B. November 20th: Enables Fall planning after Fall Break, and extends the break for families.
- C. December 1st: Placed reasonably between the October and March PD Dates.
- D. December 22nd: Enables a wrap-up prior to the break, and extends the Winter Break for families.
- E. Any of the suggested dates work for me.
- F. None of the suggested dates work for me.

Respondents were asked to select preferences, so the sum of the responses is greater than the number of respondents.

Q2: Demographic	Total	A	B	C	D	E	F
All Groups (#)	2,254	552	401	364	1,034	296	13
Parkland SD Parent	1,491	366	217	196	750	211	9
Parkland SD Staff	463	92	131	114	165	55	1
Evergreen CSD Parent	175	56	22	25	84	18	1
Evergreen CSD Staff	85	27	28	19	17	6	1
Private Parent	19	6	1	4	7	4	
Student	9	3	1		5		
Private Staff	7			3	4		
Community or N/A	5	2	1	3	2	2	1

With the exception of Evergreen Staff respondents and Community Member respondents, December 22nd is supported by all other groups as the predominant choice.

The Winter Break

While the start date for the Winter Break was not surveyed, we provided December 22nd as a potential PD Day choice, and respondents significantly support this date. Historically, the placement of the Winter Break has been contentious, given that people approach this time of year differently. For instance:

- Chinese New Year is celebrated on Sunday, January 22 in 2023;
- Christmas is celebrated on the 25th of December;
- Diwali in 2023 will be on November 12th;
- Hanukkah in 2023 begins on Thursday, December 7th and ends on the evening of December 15th;
- Kwanzaa in 2023 begins on December 26th and lasts for seven days;
- Las Posadas is celebrated from the 16th of December through to the 24th;
- Orthodox Christians in Canada celebrate Christmas Day on or near January 7th in the Gregorian calendar; and
- The Winter Solstice is celebrated on December 21st.

Families have different traditions and different situations with respect to holidays based on their place of employment. Our historical survey comments present the complexity of winter travel when the start date of the break is too close to the 25th.

HISTORICAL LAST DAY FOR STUDENTS PRIOR TO THE WINTER BREAK

Year	Last School Day	Year	Last School Day
2002:	December 19 (PD Day on December 20)	2013:	December 20
2003:	December 18 (PD Day on December 19)	2014:	December 19
2004:	December 16 (PD Day on December 17)	2015:	December 18
2005:	December 23	2016:	December 23
2006:	December 22	2017:	December 22
2007:	December 20 (PD Day on December 21)	2018:	December 21
2008:	December 19	2019:	December 20
2009:	December 18	2020:	December 18
2010:	December 17	2021:	December 23 (Thursday) 1 day added
2011:	December 23	2022:	December 23
2012:	December 21	2023:	December 21

SECOND TERM PD DAY OPTIONS

In keeping with 182 Days of Learning, we can place TWO PD Days in February through April. The dates and rationale are provided - which date(s) do you prefer?

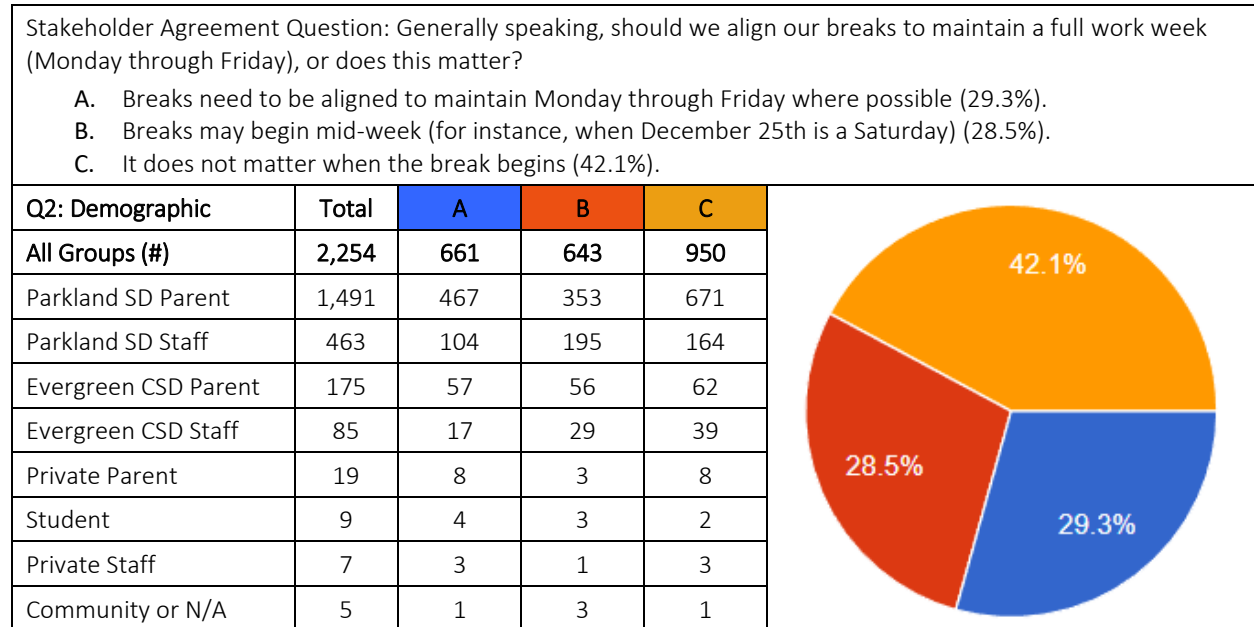
- A. February 2nd: Onset of second semester. Note that High Schools have a transition day on Wednesday, January 31.
- B. February 12th: Enables review of Convention learning; creates a five-day weekend for families.
- C. February 16th: Early in second semester; creates a four-day Family Day weekend for families.
- D. March 11th: Aligns to Edmonton Public PD Day.
- E. March 22nd: Enables wrap-up prior to the Spring Break; extends the Spring Break for families.
- F. April 2nd: Enables start-up planning after Spring Break; extends the Spring Break for families.
- G. April 26th: Aligns to Edmonton Public PD Day.

Respondents were asked to select preferences, so the sum of the responses is greater than the number of respondents.

Q2: Demographic	Total	A	B	C	D	E	F	G
All Groups (#)	2,254	98	552	965	285	765	568	364
Parkland SD Parent	1,491	64	397	644	168	498	339	217
Parkland SD Staff	463	21	94	173	80	162	160	95
Evergreen CSD Parent	175	5	35	87	21	58	42	25
Evergreen CSD Staff	85	4	21	39	12	29	21	18
Private Parent	19	1	2	11	2	8	3	2
Student	9	1	1	2	1	6	1	2
Private Staff	7	1		6		3	1	1
Community or N/A	5	1	2	3	1	1	1	4

February 16th is strongly supported by all groups except students. March 22nd is strongly supported by all groups.

CALENDAR ALIGNMENT TO THE WORK WEEK



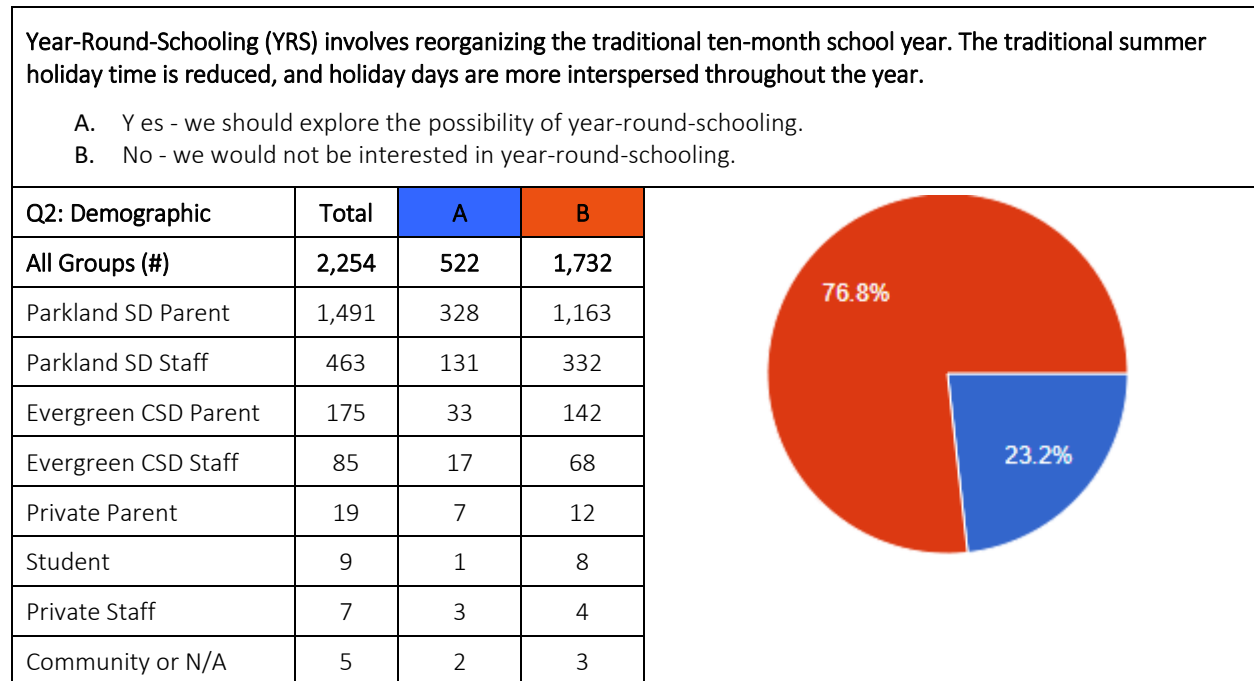
The majority of respondents indicated that it does not matter when the break begins. The other perspectives are evenly split.

CALENDAR ALIGNMENT TO NEIGHBOURING JURISDICTIONS

Stakeholder Agreement Question: Generally speaking, do you feel we should ALIGN our calendar to neighboring jurisdictions, or should we VARY our calendar from neighboring jurisdictions? (Note: Evergreen and PSD typically use the same calendar and so this question relates to Edmonton Public, Black Gold, Northern Gateway and Grande Yellowhead alignment when possible).

	Total	VARY FROM NEIGHBOURING			-	ALIGN TO NEIGHBOURING		
		1	2	3	4	5	6	7
All Groups (#)	2,254	570	175	189	679	188	149	304
		934			679	641		
		41.4%			30.1%	28.4%		
Parkland SD Parent	1,491	414	112	131	449	117	83	185
Group %		657 (44.1%)			(30.1%)	385 (25.8%)		
Parkland SD Staff	463	83	45	29	137	52	49	68
Group %		157 (33.9%)			(29.6%)	169 (36.5%)		
Evergreen CSD Parent	175	46	14	15	60	7	4	29
Group %		75 (42.9%)			(34.3%)	40 (22.9%)		
Evergreen CSD Staff	85	16	2	13	22	7	9	16
Group %		31 (36.5%)			(25.9%)	32 (37.6%)		
Private Parent	19	5		1	5	4	2	2
Student	9	3	1		3		1	1
Private Staff	7	2	1		2	1		1
Community or N/A	5	1			1		1	2

The majority of respondents prefer our breaks to be varied from other jurisdictions. This is not the case, however, from a staff perspective; staff respondents are evenly split on this matter.



Given that this survey was not anonymous, it may be worth further engaging those respondents who are in favour. Within our regional area, there are 368 interested parents, and 151 interested staff. Notably, the small portion of students who responded were not in favour.

ADDITIONAL THOUGHTS SHARED BY PSD PARENTS

- I don't understand why we have a fall break when other neighbouring school divisions don't. The kids just start back and I have to blow another week of vacation....? It seems pointless
- "Gives a 5 day weekend for families" is only a bonus to those families who do not work regular jobs and would also have those days off when kids are off. The rest of us just have to find more childcare.
- A move to year-round schooling will most certainly result in moving my child out of the school division and bringing her to the division where I work.
- "A VERY hard NO on year round schooling!!!!"
- Adding extra days on to extended breaks makes it very hard to find child care for working parents. Why do other school divisions have less of a break during "fall break"
- Align calendar with other school divisions, this helps to be inclusive with family's who have children in multiple school districts, split families, or families with parents working in on if the adjacent school division.
- Alignment with surrounding jurisdictions (Black Gold) is key in our family. I feel that alignment for families and friends outside of the school district should take priority over reasoning for misalignment such as "the pool will be less busy" or "let's get Christmas over with early on so we can relax", etc. A slightly less busy pool or ski hill for some families costs others some of the only available family time during the school year. These are not similarly weighted priorities. Please prioritize aligning schedules wherever possible. Thank you.
- Always, always! Start school AFTER Sept long weekend. (Looks good this year).
- Anything that can be done to wrap up earlier in June is always appreciated!
- As one of my kids goes to EPS I would prefer a better coordination between those two school calendars
- Avoid attending school in mid-week for 3 days (for example, Tuesday to Thursday) as Monday is a PD Day and a Friday is a stat. Extend the PD day so it's a 4 day week instead.

- "Between non-instructional Days, snow days and late start times PSD makes it very challenging for parents. Can we review start and end times"?
- Big no to year-round schooling.
- Breaks should be better aligned with University of Alberta reading breaks/closures so UofA students who are also parents can be at home with their children.
- Calendar should be juggled to avoid starting school before Labor Day weekend
- Can we move a pd day to November 1 the day after Halloween?
- Christmas break is too close to Christmas. Ending the school year so late in December does not allow for family focused activities in the lead up to Christmas.
- Christmas break should be earlier, 1 week before Christmas and 1 week after. Making the kids go to school right to Christmas makes it difficult for travel plans and Christmas celebrations/preparations in general.
- Christmas break should fall the week before and week after Christmas, not the first week of Jan
- Christmas break should start the week prior to Christmas, as there is already things scheduled (family visits etc) It's too long into January
- Christmas is a major holiday for families and I feel winter break should begin earlier than a few days before Christmas to allow for family Christmas activities and gathers that normally take place before Christmas Day. Starting back at school a day after new years like it used to be, makes far more sense to me. This has really bothered me the past couple years. It used to be that winter/Christmas break had begun a week prior to Christmas and I hope that the schools will look into bringing that back again. I'd rather scrap fall break and have shorter weeks for the kids, and begin Christmas break early than to do a week off in fall and start the Christmas break the day before Christmas Eve.
- "Christmas/new year break would be better with the extra week being before/at Xmas, not after new years. Gives families time to shop and bake together, and enjoy the holiday spirit more than the full week after new year's.
- Align pd days to make longer "long" weekends when possible, not a separate long weekend.
- Align fall break with surrounding divisions, spring breaks are the same so fall break should be as well. This makes activities easier when needing to break for that time period. "
- "Consider half days"
- Copperhaven School start time should be earlier to facilitate parents work day schedules. Or Yearly rolling late starts should be implemented so that all schools and parents share in the inconvenience. Or bussing within 2.4 km should not be charged at a premium for schools with late starts. This is extremely inconvenient for and punitive to working parents.
- Could we align PD days with Holy days in our various faiths
- Could winter break start Wed., Dec 20 and end Jan 3?
- Do not make the Winter break so dang close to Christmas. Make the Christmas break start December 18th or 19th. Need more days for instructional then take time away from spring and fall breaks. Since when do these breaks have to be full weeks? I remember a time when they were only 2 or 3 days max. TOO MANY BREAKS. Leave more days for winter break.
- Do not start classes in August
- Do we need such a long fall break? Would rather take it off end of school year
- Doing a good job with the calendar the way it is. Although I am not totally opposed to YRS, I feel at this time it isn't on the table for our family. Our kids love having a full summer break.
- Don't start before the 3rd of September. People planned to finish out the summer and starting on Aug 29-30 shortens the summer break. Plus no point going to school for a couple days then to have a long weekend.
- Don't start in august!
- Don't start school before the Sept long weekend
- Don't start school in August

- Don't start school in August should always be after the long weekend. Take away the fall break if needed. Seems to be pointless to be in school for a few weeks like 2 then on for 2 then off for another 2.
- Eliminate Fall Break, no need for a week off in November a month before winter break. Use those days to extend the winter and spring breaks.
- Enjoyed the quarter system better
- Fall break (November) totally pointless and is a hindrance for households with 2 full time working parents. It is also too close to the Christmas break in December. Get rid of the "fall" break! Kids need to be in school more, not less, reduce PD days please!
- Fall break shorter. Maybe nov 1st start
- For working parents, especially with younger kids, having too many PD days is very hard. Some of us can't take so many days off to stay home with our kids. That should be taken in consideration when creating a calendar. Teachers should also be able to be flexible and have some of those PD days on weekends.
- Get rid of fall break and lengthen summer break
- Get rid of the Fall Break. It's ridiculous and unnecessary for elementary students. It's an expensive cost to parents who already have to juggle holidays/annual leave around Xmas, Summer & Spring break. St Albert schools put the vote to their families and got a 72% response to CANCEL fall break. Kids are just hitting their stride and routines are finally in place and there's a 5-7 day break? It's ridiculous- get rid of it.
- "Given that we have now more information than ever on children's health, wellness and development; and studies have shown that kids tend to use less than 10% of what they have learned in school during the course of their adult life, I feel that the current school day hours are too long. I feel it would benefit the kids to be in school less hours per day, for example 9-2:30 or even 10:00am to 2:00pm.
- I understand that this does not work for some parents because of their jobs, but kids don't attend school so that their parents can work, kids attend school for their own benefits. If there are any thoughts of shortening the current school day hours so our kids can get the appropriate amount of sleep they need for their brains to develop and more fresh air for their bodies and minds, I am in favour of this.
- Thank you for your consideration. "
- Going right til Dec.24 is hard. Can it possible to do a day or two before.
- Have the "PD DAYS" earlier in the summer so kids don't have to go back to school until AFTER the Labour Day weekend in September
- Having been a student in a "year round" school in Calgary, when entering high school all teachers recognized which kids came from that school as we were severely lacking in our education. Absolutely no year round in my opinion.
- How about less PD days and more in class days...meaning teachers actually work, don't just go to school and talk about thier planned vacations on PD days.. starting before the Sept long weekend is bullshit!! Whoever decided that needs slap, Liberal minded horse shit...! Get back to giving kids a foundation to build off of! Prep for college/university...oooh wait who can afford that?! This school board and its Superintendent are a joke.
- I absolutely without a doubt hate hate hate hate the idea of year round schooling. My kids attend weeklong camps and enjoy the warm weather. We will not be attending if this happens.
- I always hated February pd days/family day and where the teacher convention lines up. It feels all over the place as to if my kids go to school and when if possible it would be great to make that more inclined with a longer break ... I know it's hard. I would also love to have the year round option in school for my kids!
- I am glad that changes have been made so that school divisions/schools cannot implement mandates for masks/vaccines. It is important that families are able to make the best health choices for their children/themselves based on an individual basis, without being pressured by school authorities (who are not infectious disease experts or health experts). One size fits all health care is NOT appropriate or realistic.
- I appreciate school starting after Labour Day in September.

- I appreciate that the children go back to school after Labour Day weekend. Summer is an important time for our family to travel together. The summer seemed far too short in 2022 having to return to school prior to the long weekend. Perhaps, in the future, we could reduce the fall break to accommodate this...OR end school a day or two sooner? A long fall break when the weather is cold is only great for those families that can afford to head south for a family vacation. For those who cannot, the 10 days in cold November 2022 were extremely long.
- I appreciate the opportunity to provide feedback. Generally, my feeling is that if there are decisions that make life easier for teachers as a group, I would support those decisions.
- I believe that the decisions being made and adding parental input have been valuable in the past year. Thank you for allowing parents to be involved and opinions heard.
- I do not agree with 3 weeks in December. I understand the rationale but the 1 week off in November is useless for our family. All I can think is it's just for the higher grades that benefit from this after having a week or exams. Why not do just a 1 day extra off such as the Monday after Remembrance Day
- I don't agree with the fall break. 4 day weekend would be plenty. I'd rather the summer be extended and start a week earlier or go one week later
- I don't think I understand question 5? If there's 1 day off needed, it should be Monday or Friday, not Wednesday, for example.
- I feel that the way the calendar is set currently works best for my family - I really appreciate the start in Sept this year
- "I find it easier to find 2 months of childcare over the summer than to find extra days throughout the school year. I do not support full change to YRS.
- I do support having some schools provide an option to have this. Children outside of the boundary would need to be allowed to attend to make this possible. It could be set up as a charter type program.
- The High school could offer an additional semester and potentially get students through faster."
- I find the fall break slightly ridiculous being a week long. The kids are barely in school for 2 months, and have a 2 week break for Christmas a month later. I would MUCH rather start school after the long weekend and/or end before the very bitter end of June
- I fully support year-round schooling
- I have a child in parkland and in evergreen so keeping them aligned is best.
- I have one child in evergreen and one in psd, so they need to be aligned.
- I have two children in different school divisions (Blackgold) and it makes it difficult planning vacations. Having them align with neighboring jurisdictions would be appreciated for my family planning.
- "I know you mentioned that we have a minimum amount of hours that we need to be in school. Would be interested to know if we are at the minimum or maximum. It seems to me, that we are in school more than some other jurisdictions across Alberta.
- Also would love to see Fall break be shifted to more time off attached to summer. I find this break too close to the start of school and christmas break and then weather is not great typically. This holiday only matters to people who can travel out of country and take warm vacations. "
- I like having a different calendar from other jurisdictions so we can do activities when it will be less busy as other kids are in school.
- I like that days off are focused around holidays where family can spend more time together and parents will also most likely be able to take time off their work.
- I like the idea of aligning our breaks, but not necessarily our PD days to Edmonton schools as there are many camps and activities during Edmonton schools breaks that do not align with PSD70 breaks. Example ski camps are only offered during Edmonton school breaks and are not available during PSD70 breaks. I wish these venues would offer for both as then we are not competing for space in these programs with Edmonton students.

- I need my summer off. It is filled with camps and camping and having school in the summer would depress all of us. I strongly support keeping summer 2 months long with less breaks throughout the year. In fact, I would even take less breaks throughout the year and have a longer summer!
- I personally prefer if PD Days connect to long weekends where possible.
- I prefer the school calendar to line up with St Albert Public Schools
- I really like that this year when the kids are off, we are off for an extended weekend/fall break ect. I prefer a longer holiday than randomly dispersed PD days. I think PSD does a good job of this.
- I think it's very unfortunate Christmas break doesn't start until Christmas. We will continue to pull our kids 1 week early. Our family traditions largely involve time BEFORE Christmas. Too much time, money and effort is involved in Christmas to not enjoy beforehand.
- I think that school should start after Labour Day weekend. My kids and I moved from a different jurisdiction and that's how it always was. We have been in parkland school division for 4 years now and it does not make sense to me for the kids to go to school for three days and then have a long weekend.
- I think we should get rid of the November break. It was a disaster, it messed up our schedule, daycare for kids is difficult and it should just be added to the end of the school year for a longer summer
- I understand these days need to be taken off but it does seem like a lot of days off. I enjoy taking the time off work to have a long weekend with them but my career does effectively get affected by the amount of days off- and so does their learning!
- I want to thank PSD for asking for parental input, it is appreciated.
- I wish Christmas break would start a week earlier so there would be enough time for families who would like to travel to be with extended family. This year the kids first day off is Christmas Eve and it's not aligned with other districts so planning Christmas holiday with family is very tricky. There's often not enough time to get to my parents house for Christmas and we miss it every year because our division is in school right up until Christmas Eve. Please consider changing this for the 2023 school year.
- I would hope to see kids off school for a few days prior to Christmas break.
- I would like it if the calendar could be decided earlier/sooner
- I would like less PD days through the year, getting rid of Fall break and having kids start after the Sept long weekend. It is pointless to start before the long weekend.
- I would like the first day of school to be after Labour Day
- I would like to see the November PD day as November 1st, as kids can be up late due to Halloween. Leduc always does this, it's good for the kids as well as the teachers
- I would like to see the start date of school be pushed back into September like other school divisions.
- I would like to see what year-round schooling calendar would look like?
- I would love to explore year-round schooling system. I have found that children, especially children with learning difficulties, struggle with the two month break in the summer and I think a shortened summer break would be much better for our children.
- I would prefer a longer summer break, and shorter fall and spring breaks. It makes child care more difficult to have constant multi day breaks instead of organizing care for a longer period.
- I would rather kids were off less during the school year so that we are actually able to take advantage of the summer months. Our kids don't need a week off in November, it feels like they start school in sept and have SO many days off between then and January. I would rather they finished at the beginning of June. The younger kids don't seem to do any school work most of June anyways.
- I would really like less breaks and summer break to start earlier in June. Or at least give us to after Labour Day weekend before we have to come back. Starting in August is ridiculous!!
- "I would really like to see school starting in September after the long weekend and have less Days off during the year. It's very disruptive for my kids and family with all the days off and transitioning between different

schedules during the school year. Starting school in August when we are still having hot sunny days and keeping the kids inside and sitting does not make any sense to me.

- The only benefit I could see is if the breaks help reduce sickness but otherwise they create quite a disruption for my kids. "
- I've always wondered why November 1st is never chosen for a PD. I feel like the day after Halloween is wasted and/or difficult for students, parents and teachers alike.
- I'd like to adapt 4 day school weeks like other provinces
- I'd like to more aware of the PD offerings for staff. Specific to the school at the very least.
- Ideally, we want to maximize our students time in school yet still have time to get away so a varied calendar and tagging on PD dates to other dates work for us. Hard to please all.
- "If it is possible putting a PD day after Halloween. This year Halloween landed on a Monday. I know many teachers and kids would have appreciated staying home and letting the candy high wear off. The teacher don't need to deal with candy crazy kids and kids can really enjoy Halloween. I don't know how realistic this option is, but it would be cool to try."
- If possible, I'd prefer to not have school start until September. By starting in August, we had to have school supplies ready and get back into routines which shortened the amount of summer in the break considerably.
- In general I believe kids just have too much time off now a days. The amount of pd days making long weekends or pd day right after the kids to have fall or spring break.
- In our family it is EXTREMELY IMPORTANT that the breaks align as much as possible with EPSB. I know a lot of families struggled 2 years ago when EPSB and PSD had different winter & spring breaks. It limits family time for those that are not part of the PSD.
- Increase length of summer break. Minimize sept-June days off of instructional learning to achieve this.
- increased non-instructional days prior to Christmas is preferable
- Is it possible to have the school year start AFTER the long weekend in September (Labour Day)?
- It would be great if our breaks lined up with BC
- It would be nice if school didn't start until after Labour Day and wrapped up by the beginning of June.
- It would be nice to have the calendar out by the beginning of November to be able to book Black Friday deals.
- It's important to our family to space out the break so that we don't have huge gaps between time off. Most especially in the winter.
- Keep up the good work. Fresh air, adversity and resilience are important for everyone.
- Kids need to be kid outside playing in the summer. Also the schools do not have air conditioning so this makes kids too hot and they get sick, lethargic and have trouble learning when it's too hot and also they really want to be outside not in a classroom.
- Kids should start after Labour weekend in September and take have PD days prior to make it work. Kids should enjoy summer and not have to go back in August at all
- Later start date, less days in November taken off.
- Looks good
- Love being able to give a vote. This is awesome.
- Make up days for any bus cancellation, kids miss out on a lot of schooling when busses get cancelled and they are already so behind!
- Manitoba teachers do not go back to work till after Labour Day. They therefore do not take a week in mid November when the weather stinks. We should look at that as our summers are short & we could easily make 182 days just like Manitoba does. Just eliminate this silly fall break. Kids don't need a week off 10 weeks after having 8 weeks off...
- More days off before Christmas
- More time off before Christmas break, even to end on a Wednesday. Going to the end of the week right before Christmas is too long. I would give up a day on fall break to extend the Christmas break by a day.

- "My most important comment relates to Remembrance Day and how I feel it is ESSENTIAL that we attend school on Nov 10th wherever possible. Remembrance Day is such a valuable part of our heritage as Canadians and I feel it is often an afterthought once the Halloween hype has finished. Therefore I think it is important enough that we do not take November 10th as a PD day and thus shorten the learning/teaching days even more. I understand that when Remembrance Day falls on a Sunday this is not possible, but otherwise, we should do what we can to make sure our children attend school on the 10th so we can celebrate as a community
- My second comment is that I am a huge proponent of year-round-schooling and would love if we could at least explore this as an option within our board and including one of the French Immersion programs."
- My only thoughts that I would like to express is that I recognize that PD days are strategically placed to extend long weekends that are already in place and I can appreciate the reason why that is. But, from a different perspective from a full-time working parent, having to extend an already short week puts a lot of pressure on working parents as it means that much more time off at once from work obligations. For example, teachers' convention, we already have 2 days of the work week we either need to take time off for or find alternate care for. By extending that another day to accommodate a PD day we are now asking for 3 days off instead of the 2 and it's not always easy to ask for such days or flexibility from employers.
- My step-daughter is in the Peace Wapiti school division in Northern Alberta. We only get her during long weekends and school breaks. The last few years it's been heart breaking that her spring break doesn't align with our other children's' spring break. I'm sure we're not the only blended family that has this problem. Please align with not just neighboring school divisions but all across Alberta. When you're only permitted to parent your child during school breaks having them align is crucial. Thank you.
- No I'm pretty flexible but prefer when pods etc. are added onto already long weekends or days off so more days in a row rather than one day here and there.
- No to school year round
- NO YEAR-ROUND SCHOOL!!!
- No, I think you guys care too much what parents think. You are doing amazing jobs and know what works best for the school and teachers. Parents need to recognize that it is their responsibility to find care. My husband and I both work full time and we manage our child's days off just fine and we don't even have family in AB
- Not calendar specific, but I would love if the elementary and middle school bell schedules were slightly staggered (specifically Millgrove and Greystone). I would prefer to drive my children to school but with the start/end bells at the same time, this is very difficult
- November 1st should be a PD day so kids can enjoy Halloween and stay up late and not be so tired at school the next day.
- On questions 6 there is no scale for the answer. Is 1 your strongly agree and 7 you don't. Also I think starting the school year in August to have a week off in November make it very hard for a working family to keep working. It would be better just to start the year after Labour Day and keep the kids in school in November.

6. Generally speaking, do you feel we should **ALIGN** our calendar to neighboring jurisdictions, or should we **VARY** our calendar from neighboring jurisdictions? *

(Note: Evergreen and PSD typically use the same calendar and so this question relates to Edmonton Public, Black Gold, Northern Gateway and Grande Yellowhead alignment when possible).

1 2 3 4 5 6 7

Important to vary our calendar from other jurisdictions. Important to align our calendar to neighbouring jurisdictions.

- On years when Dec 25 falls on a weekend, it would be preferred if the Christmas break started sooner than later. Having a week off in January is difficult for those parents who have to return to work after the New Year's stat.
- Once a month early dismissal for the kids
- Our summers are precious in this climate so it seems like any start date in Aug is never a good idea.
- "Overall, I feel the Division does a good job determining the school Calendar. Although not relevant to the 2023/24 year, one item to note is that based on feedback from my children, they very much appreciate the Fall Break. Having a Fall Break is so important to them that they are more than willing to begin the school term in late August (as experienced in the 2022/23 calendar) as needed in favor of maintaining the Fall Break.
- In addition, although I can appreciate the rationale from some staff who would appreciate alignment with other neighboring jurisdictions, I do not feel alignment should be a priority. In many cases I find myself and my family appreciating the fact that with variation from EPSB, there are more opportunities to enjoy local recreation without the associated congestion that might come with alignment with the EPSB break schedule. "
- Please align the calendars with Edmonton it makes it hard when you have other kids that go to Edmonton when they don't get the same break
- Please align with yellowhead
- Please cancel the fall break. It is very disruptive for our family. We would much prefer adding a longer break before Dec 25 to allow for families that want to travel to see their family for Xmas.
- Please consider shortening the fall break like other school divisions. A full week break that early in the school year is disruptive to a newly developed routine and inconvenient
- Please consider testing your survey respondents to make sure there is a proportional representation of families where all parents are employed vs families where not all parents are employed.
- Please have school start after the September long weekend, and give them more time before Christmas to have time off.
- Please let kids be kids, they will have a whole lifetime to work all summer and it is mentally straining to be schooling. Kids need a good break please do not consider year round schooling especially in Alberta where it winter 10 months of the year.
- Please let the kids have the week before Christmas off. Not having any lead up to Christmas is no fun.
- Please no year round schooling! Summer is all we have in Canada! Lol
- Please shorten Fall Break and start school later. There are limited recreation opportunities and the timing is bad (ski hills aren't open yet, and its too early for a warm vacation). The days off would be better placed at beginning of school, at holiday break in December/January, around spring break or at end of year.
- Please stop starting the school year in August
- Really need that summer break. Absolutely no year round schooling
- Releasing as early as possible is ideal to allow for family vacation planning.
- Remove fall break and intersperse days throughout the year for long weekends, stop having the kids get off for Christmas the day before - give them a few days off before Christmas
- Remove fall break.
- School should start after September long weekend
- School should start after September long.
- School start in Sept not August
- School starts after September labour day
- School year should not start prior to the Sept long weekend
- Spring Break is very short for this calendar year, would like to see it extended to 12-14 days minimum for families who travel.
- Start Christmas break a week or so before Christmas and go until a week or so after Christmas
- Starting school after Sept long weekend.

- Starting school in August is not desired...
- Summer is too short
- Teachers should be paid more on days like November 1st because kids are hyperactive after Halloween. Alternatively, have November 1st a non educational day so everyone can enjoy Halloween - including teachers and staff.
- Thank you for asking for input.
- Thank you for asking our opinion
- thank you for asking parents, much appreciated
- Thank you for moving the start date back into September!
- Thank you for requesting feedback.
- Thank you for taking the time to consult with parents. I appreciate the clarity provided as to what is fixed, and where there is room for discussion.
- Thank you!
- "The beginning & ending of Christmas break should be mid week to allow for an even amount of time off before Christmas & after new years.
- Fall break should not exist.
- There should be a pd day on November 1st (after Halloween) every year unless its a weekend.
- School should never start before Labour day. "
- The fall break after Remembrance Day is so long. We would much prefer a shorter fall break, and having school start a few days later at the beginning of the school year.
- The fall break in November typically has cold weather and the kids are stuck inside. We didn't have fall break growing up but we got out for summer break mid June. Could we do away with fall break and extend the kids summer break?
- The kids need to finish school 1 week BEFORE Christmas break. Too much time, effort and money go in to Christmas to not be enjoyed.
- "The school year should always start after September long weekend and get your 182 days in
- Spruce grove composite high school needs serious renovations and repairs for leaking roof or another facility built. Also the people that run school division as well as City of Spruce Grove need to realize this is not a small country city anymore and we need a transit system that would help benefit the school system as well as general public kids could take public transportation instead of paying for buses "
- The Schools should have less time off during the year, and be done earlier in June, by June the students are restless and no longer focus, we should adopt Edmonton Catholic system and have less pd days and have e early Thursday's or Fridays instead.
- The week long fall break is ridiculous. Unless you are a wealthy family that can jet set off to a warmer climate parents are NOT going to take a week of holidays in NOVEMBER in ALBERTA, so our children just end up sitting at home alone or shipped off to a child care provider. These days would be better placed in August to allow families more time to enjoy what little good weather we have in Alberta. If Remembrance day falls mid week the break should be the 2-3 days to join it to a weekend and that's it.
- There are now so many breaks in the calendar year that are non instructional, schools have been forced to set short lunch times. With a renewed focus on mental and physical health, in which healthy eating is a critical component, this feels rather ridiculous and out of touch with other initiatives happening in school (and other) jurisdictions.
- Two back to back long weekends in February is a lot of time off. I know a lot of this isn't in anyone's control, I just needed to say it. Thank you 😊
- Very happy to see the school year starting AFTER Labour Day weekend in September!
- Way too much time off for these kids. Its over 4 weeks off in total. Brutal they are out of school more than they are in school

- Way too much time off throughout the school year its over 4 weeks just cut school down by a month
- We need to keep in mind that many parents need child care when there is no school on non Stat days. In many rural communities that is not readily available.
- We really have to stop going to the last minute before Christmas. It makes travel very difficult.
- We would much rather 2 weeks at spring break instead of an extended Fall break
- "We would rather have the week before Christmas off, not the week after new years!!!!!! Very important "
- When there is stretches of 4-5 full weeks, consider placing a PD in that range to break it up some.
- Why does Christmas break start so late?! It makes it impossible for kids to actually enjoy the Christmas season and for families to prepare for Christmas prior to the end of school. I have asked this question many times and have never once received a response
- Would be great if school started after September long weekend
- Would it be possible to consider getting rid of the fall break? Instead of having 1 week in November, could some days off be put at the beginning of the school year (especially when school starts before the long weekend so that we can ensure school starts after the Sept long weekend); and, then some of the days from fall break can be put towards the Christmas break (especially important when Christmas is on a weekday, then we can ensure at least 2 days off before Christmas day)
- Would love it if we aligned with Back Gold School Division.
- Would prefer a September start date over the end of august start date.
- Would prefer more days off prior to Christmas break than after new years.
- Would prefer to have the first day of school AFTER the long weekend. It's stupid to have students attend for 1-2 days the first week and then have a long weekend.
- year-round schooling is an intriguing idea as it would similarly model a working adults schedule. A caveat to this is it could potentially lead to parent dissatisfaction due to businesses restricting holidays if all of psd goes to this type of schooling. Further research is warranted, and a general idea of how this would work could change minds.
- Year-round schooling needs to be presented in more detail with case studies, reports and feedback. How does this impact families in different economic situations? Etc
- You will never please everyone, keep up the good work.
- School going up until the day before Christmas Eve was not ideal this year. It does not give much time for families who are travelling or for large families like mine who celebrate with multiple get togethers. It felt very rushed this year. My family generally celebrates together on December 23, we could not do this as we were still in school whereas our nieces and nephews in Elk Island Catholic School were done mid-week. This is the main change we would like to see, along with starting school after September long weekend.
- Starting Christmas break early is not ideal. Alignment with neighboring jurisdictions is very, very important to small businesses and those that hire students. I do not support year-round schooling.
- No, but I think you should try and get the calendar done 2 years in advance so things can be posted in a more timely matter.

ADDITIONAL THOUGHTS SHARED BY PSD STAFF

- A PD day should always be Nov. 1.
- Align weeks as much as possible, but if 12/25 is Saturday, have the term stop on 12/23
- As a staff member, it is very important to me to be aligned with EPSB Winter and Spring Breaks. My children attend school in Edmonton where I commute from, and last year it was really frustrating to miss 2 weeks of break and quality family time with them.
- As a teaching staff member, I appreciate when PD Days are placed after a break as opposed to before. Having the day on the returning end allows me to more fully enjoy my break/weekend with the transition day on the returning end. Thank you.

- Fall break is too long. Student's finally get into routines and they are off for a week. Come back and are off again five weeks later, with the last week of December with very little focus.
- For teachers who attempt to supplement their income using the two months they are not on contract this would be a disaster. Unless teacher's contracts are extended to twelve months from ten and they are paid for the extra two months regardless of teaching days, this seems to me to mean to create a staffing scenario where teachers are essentially being forced to take unpaid holidays. Although this is already the case with the limitations that apply to teachers and employment insurance, at least the two months teachers have to take off as unpaid leave is sufficient for those that need extra income for support to find other opportunities. My understanding of teacher contracts may be misinformed, but if it isn't, I would not be inclined to distribute an existing ten-month contract over twelve months.
- Great idea for students to start the new year after the long weekend!!!
- I am open to the possibility of considering YRS but with the extreme heat that we have been experiencing in June and September lately, our classrooms, as they are, are not conducive to working in that heat. Stale air and extreme heat impact learning so much. I know of classrooms where the temperature in the room can be a good 5-10 degrees hotter than the outside temperature. YRS would have to take this into account.
- I appreciate teachers and staff having the opportunity to contribute their thoughts about the calendar each year.
- I like that they take into account the opinion of the parents because that way we can also organize our activities during the school year. But I think you know what is best for both students and teachers and support staff.
- I like the idea of CFL doing year-round schooling as a pilot project. It makes a lot of sense for High School as we only have 2 weeks without CFL staff working currently (factoring in summer school). Extending into K-9 for an opt in "summer bootcamp" is an interesting idea Sheryl and I have been talking about exploring.....
- I would like PD Days to have the same hours as the school of which we work.
- I would like to see the hours on PD Days be selective of the school we work at, or everyone start earlier. Having to stay an hour later on a Friday PD Day is not favourable.
- I would love to be a part of year-round schooling as a teacher...one of my career goals so I would welcome an opportunity to teach as a part of this!
- I would NOT be interested in year-round schooling. Thank you.
- I would prefer if we had a couple days off before Christmas break like ending on Wednesday vs the Friday.
- In attempts to provide the optimal professional development calendar, I suggest that it is important to disperse non-instructional days equally over the course of six to eight weeks throughout the school calendar. In having several months without PD days does not allow for teams of teachers to reconvene, align their focuses in working towards the common goals and not straying away from them.
- It would be nice to have the week before Christmas off and go back earlier in January.
- It would be really nice to have a PD day the day after Halloween and after PTI.
- It's great to have students start after the September long weekend.
- Keep full week fall break and early start up -- best decision for calendar ever.
- Looks great, I believe it is important to try and space PD days out fairly even, so that we are not in a place of not having one for a long time... especially between Sept- Jan, as these are busy months for all, and the need for a PD day is often there in relation to staff mtg.
- More professional development days prior to the end of January.
- My preference overall is that PD Days are not frontloaded but are interspersed throughout the year so that the work we do towards our ed plan feels more consistent.
- No....the plans as proposed look good!
- Nov 1 should be a PD DAY
- November 1 would be a great day for professional Development day.
- November 1st should be a PD Day for Fall Planning.

- Please stop having students go to the 23rd of December. That week is not a valuable week of instruction because it is just too close to holidays. Then we get back late enough January making it difficult to get enough instruction time in before interviews and report cards. Place that on top of the week of instruction that is lost due to fall break...it too much. We need to teach kids to read.
- Please stop making us teach until a day or two before Christmas break. I have been unable to travel to be with family on Christmas and I am unable to get my family ready for Christmas. It's too much. Ending mid week and starting up mid week would be preferable.
- Please, please, please, with all due respect...PLEASE!! Make November 1 a PD Day. It is SUCH a throw away day...kids are EXHAUSTED and absolutely crazy on the hype and the sugar of Halloween, it is not a good day for learning. If you were to add "Should November 1 be a PD Day" I would bet good money that it would be an absolutely overwhelming yes!! Please think about it!!
- Potentially consider Nov. 1 as a PD day when Halloween falls on a school night.
- Significant shortening of summer break would have a devastating impact to construction and summer cleaning schedules. This would also increase the overall cost of projects as well as the operations of the custodial budget as we would not have a large enough window for staff to use up vacation time.
- "Some of my former colleagues worked in year-round schools and noted that if they participated in teaching summer school or marking PATs that they felt as though they did not have enough of a break and all of them elected not to participate in those activities when they worked for those schools. In addition, while they enjoyed the longer mid-year breaks, they felt that the learning loss was more significant for their learners because of the multiple catch-up periods after holidays.
- Spreading out the Feb/Mar PD days is appreciated as that is a long stretch for students and staff, bunching them into all of February can be frustrating as it seems as though concepts don't gain a lot of traction during that time.
- Aligning with local jurisdictions is neither here nor there; however, from a provincial perspective, it would be better to NOT be aligned with CBE & area as it increases the costs of holidays/travel for families. If we want families to use the holidays rather than school days to travel, making it more cost effective with lesser demand on hotels (i.e. Banff area) might be helpful. "
- Starting and finishing winter break in the middle of the week gives teachers a few days to prepare for Christmas and makes coming back from the break easier with a shorter week to get use to getting up early and getting back into routine.
- Thank you for accepting our feedback. I'm happy that students start after Labour Day and that there are a few days before Christmas in this calendar.
- Thank you for all your work on this. I truly appreciate the continued Fall Break in the calendar.
- Thank you for the detailed explanation & considering stakeholders' feedback prior to finalizing the calendar. Much appreciated!
- Thank you for the opportunity for input. A lot of the proposed dates would work well. I especially like the idea of having time after Convention so that staff have time to delve into what they learned and how to put these ideas into practice while everything is still fresh in their minds.
- Thank you for the opportunity to share our feedback.
- Thank you for the thoughtful survey!
- Thanks for asking! It's great to have a voice.
- This is hard work. Thank you for allowing us to give our feedback.
- This is laid out exceptionally well. Kudos to whomever put it together.
- We should explore starting in August and have students complete a semester by Christmas.
- Winter break is very late and too close to Christmas. Many students have mentally checked out before the third week of December. It's tough on the younger students as many are kept up late in the run up to Christmas. It's also a very challenging and exhausting month for all staff.

- Would it be possible to have PD Day on Nov 1 (day after Halloween) as kids are usually inattentive after a night of trick or treating?
- Would prefer one to two days holiday prior to December 24th, to ensure travel time for holiday plans.
- School going up until the day before Christmas Eve was not ideal this year. I found it stressful as both a staff and parent with school aged children in PSD. It does not give much time for families who are travelling or for large families like mine who celebrate with multiple get togethers. It felt very rushed this year. My family generally celebrates together on December 23, we could not do this as we were still in school whereas our nieces and nephews in Elk Island Catholic School were done mid week. This is the main change I would like to see. (respondent entered this comment as a staff and parent member).
- Thank you for your hard work!

ADDITIONAL THOUGHTS SHARED BY EVERGREEN PARENTS

- Don't mess with the two month summer break July and August! No changes!
- Fall break is unnecessary; especially so close to Christmas. The kids could be out of school a week earlier in June.
- Going to the bitter end before Christmas the past couple years has been so maddening. We are unable to travel, we missed our last Christmas with a family member due to this reason. Please start ending midweek when Christmas lands on a Thursday, Friday, Saturday or Sunday.
- Having Christmas break start before Christmas would be really nice
- I appreciate our opinions being considered. It would be great to align with Sturgeon School Division and St. Albert as well.
- I feel like students aren't getting quality education anymore. Lots of days off. This is nonsense. It would be nice that teachers stop pushing their agendas and political views on students. This is a school that supports Godly morals, act like it. Build work ethic for these kids. Too many days off isn't building good work ethic.
- I strongly feel that we should align with other jurisdictions and should not be considering year round schooling
- I think it is really important that we align the school calendar with as many jurisdictions as possible. In reality, all of the province should follow the same major breaks such as Christmas, Spring and Summer. For people who have to travel to other parts of the province to spend time with loved ones, when all of these school divisions are on different schedules, children are not spending time with their relatives. This is critical and we have already missed way too much time with our loved ones through the pandemic.
- "I think we need to understand what potential trade offs there are to having a YRS program. What sort of Non Instructional days or schedule changes would be pushed on people. I like the idea of YRS for the fact that they will not have to worry so much about retention of information throughout the summer, but Burnout is also a concern.
- Not all for it, but not against it either as long as it is applied in a balanced approach, and everyone has an opportunity to review all information pertaining to any change"
- I would like to see Christmas break actually start before Christmas this year so the kids can enjoy all the festivities.
- I'm in general very happy with the way it's planned out. Any additional time we can spend as a family before or after a weekend is always a bonus! Thank you :)
- It would be nicer if the winter break was the week before Christmas and the week after rather than going to school right up to Christmas weekend.
- PD Day on November 1st makes the most sense
- Please consider providing some long weekend with the PD days rather than attaching them to other large breaks. The kids are tired from full day commitments everyday. They really could benefit from a few intermittent days off as long weekends. Thx you
- Start school AFTER labour day weekend. Starting in August is ridiculous.

- Starting school after the September long weekend is better. And absolutely no to year round schooling. We only have a couple months of nice weather to be outside. That only works in jurisdictions where they have the same climate all year round.
- The addition of Fall break is not needed. Too much time off during the fall/winter months. It would be better to let the kids off a few days leading up to the Christmas break. I.e school finishes on the 20/21 rather than the 23rd
- The calendar should be finalized at the beginning of Jan. Other schools already know their times. It needs to be done faster. Thanks
- The only holiday that I really want to align with other districts is the Christmas break. It was very stressful not to have it coincide with family in Edmonton
- To reiterate and emphasize, our family has zero interest in nor do we support year round schooling
- Unless you have A/C in schools, year round seems unfeasible.
- We find fall break and Christmas break to be long enough, so we prefer not to attach PD days to those breaks. It's nice to have other dates for PD days to have a short reprieve from the schedule to help with burnout. We've had the Friday off before family day for a few years now, which works well for us as we spend family day weekend in panorama with a large group of extended family (which is what that holiday is all about). We would appreciate keeping that Friday as a PD day to help with the 6 hour journey.

ADDITIONAL THOUGHTS SHARED BY EVERGREEN STAFF

- I enjoy having the extra time after Christmas to help slow down from the holidays and rest before jumping back into school and don't mind working right up to Christmas Eve
- I prefer an earlier start date for kids than Sept 5 so the kids get multiple short weeks to start the year. This helps with transitions back to school, especially for k-4 kids.
- I think there is a huge advantage of having different calendars than other areas- malls, attractions, roads, etc. aren't as crowded if we have different days off. We also have to consider teachers and staff in the calendar planning, and not only the families of the student's we teach.
- If possible, the day after Halloween should be a PD day. Students are always too tired or too wound up to be in school the first of November.
- Push the winter break as close to Christmas as possible so we have more break time after Christmas before returning to school.
- Spreading PD days out across the school year makes professional development more actionable and sustainable.
- The last day before Winter Break should always be Dec 23rd no matter where it falls during the week. School can recommence 2 weeks from then.
- You've done a very thorough job of choosing and explaining the possibilities. My thanks.

ADDITIONAL THOUGHTS SHARED BY PRIVATE SCHOOL PARENTS

- "It would be nice for the students to begin after the Labor day weekend in September. It is odd that they go for a few days, then have several days off, then go back again. Starting after would allow families to finish summer vacation, plan and prepare for school with more flexibility and time. I would also say the students do not need a fall break - it definitely disrupts the routine established at home and at school. How do families who work even find/have childcare for their kids who are not old enough to stay home alone? I would gladly start later, after the Labor Day weekend, and lose the fall break. Thank you."

ADDITIONAL THOUGHTS SHARED BY PRIVATE SCHOOL STAFF

- "Thanks for getting input.
- Thank you for asking the independent school in the area to participate in this survey,

ADDITIONAL THOUGHTS SHARED BY STUDENTS

- I have lots of family in other school divisions, and we currently have barely any holiday time together. I would really appreciate if we could align as much as possible, especially with the Christmas break. My family and friends and I have found that having Christmas break start on the 24th makes for a very stressful December since we have no time to prepare for Christmas. It would be great to be able to spend some time with my family prior to Christmas.

ADDITIONAL THOUGHTS SHARED BY COMMUNITY MEMBERS

- What about national day for truth and reconciliation day that falls on September 30th and what day would it be observed on as it falls on a Saturday? How about a two week spring break? Why isn't truth and reconciliation day not on the 2023-2024 calendar as many other school divisions do have?

COMMENTS REGARDING THE FALL BREAK

There are quite a few comments regarding the Fall Break. In the Stakeholder Survey for the 2022-2023 Calendar, we asked respondents to consider the placement and length of the Fall Break.

Of 1,034 responses for the 22-23 survey, only 13.5% opted for a shortened Fall Break.

PARKLAND SCHOOL DIVISION

2023-2024 CALENDAR



Total Days: 220

Operational: 195

Instructional: 182

PD Days: 13

Legend

Students' First Day



5

Students' Last Day



27

Non-Instructional



Non-Operational



Statutory Holiday



Diploma Examination



HS Transition



PD/New Teacher



AUGUST					
M	T	W	T	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30	31		

SEPTEMBER					
M	T	W	T	F	
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

OCTOBER					
M	T	W	T	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30	31				

NOVEMBER					
M	T	W	T	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30		

DECEMBER					
M	T	W	T	F	
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

JANUARY					
M	T	W	T	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

FEBRUARY					
M	T	W	T	F	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29		

MARCH					
M	T	W	T	F	
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

APRIL					
M	T	W	T	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30				

MAY					
M	T	W	T	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30	31	

JUNE					
M	T	W	T	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	

MONTHLY SUMMARY

MONTH	TOTAL DAYS	STAT	NON-OPERATION	NON-INSTRUCT	OPERATIONAL	INSTRUCTIONAL	RUN TOTAL
8	4			4	4	0	0
9	21	1		1	20	19	19
10	22	1		1	21	20	39
11	22		5		17	17	56
12	21	2	3	1	16	15	71
1	23	1	4		18	18	89
2	21	1		3	20	17	106
3	21	1	4	1	16	15	121
4	22	1			21	21	142
5	23	1		1	22	21	163
6	20			1	20	19	182
TOTALS	220	9	16	13	195	182	

INSTRUCTIONAL DAYS OF THE WEEK

MONTH	MON	TUES	WED	THUR	FRI	TOTAL	SPLIT
8							
9	3	4	4	4	4	19	
10	4	5	4	4	3	20	
11	3	3	4	4	3	17	
12	3	3	3	3	3	15	
1	4	4	4 (3 FOR HS)	3	3	18 (17 HS)	89
2	3	4	4	4	2	17	
3	3	3	3	3	3	15	
4	4	5	4	4	4	21	
5	3	4	5	5	4	21	
6	4	4	4	4	3	19	93
TOTALS	34	39	39	38	32	182	

SPECIAL DATES

2023		2024	
August 28	New Teacher Orientation	January 31	HS Transition Day
August 29 – Sept 1	PD (No Students Attend)	February 8-9	Teachers' Convention
September 4	Labour Day (Stat)	February 16	PD (No Students Attend)
September 5	First Day for Students	February 19	Family Day (Stat)
October 6	PD (No Students Attend)	March 22	PD (No Students Attend)
October 9	Thanksgiving (Stat)	March 25 – April 1	Spring Break / Easter
November 13-17	Fall Break	May 17	PD (No Students Attend)
December 22	PD (No Students Attend)	May 20	Victoria Day (Stat)
December 22 – Jan 5	Winter Break	June 27	Last Day for Students
		June 28	PD (No Students Attend)



MEMORANDUM

February 14, 2023
 Regular Board Meeting

TO Board of Trustees

FROM Shauna Boyce, Superintendent

ORIGINATOR Mark Francis, Deputy Superintendent

RESOURCE Shae Abba, Director of Human Resources
 Serge LaBrie, Director of Facilities Services
 Serge Ethier, Maintenance Supervisor

GOVERNANCE POLICY Board Policy 2: Role of the Board
 Board Policy 12: Role of the Superintendent

ADDITIONAL REFERENCE Policy 2: Role of the Board
 Policy 11: Board Delegation of Authority
 Policy 12: Role of the Superintendent
 AP 700: General Principles for Health and Safety
 AP 710: Occupational Health and Safety
 AP 774: Medical - Injuries
Occupational Health and Safety Act
Education Act, Section 33(1)

SUBJECT **WORKPLACE SAFETY REPORT**

PURPOSE

For information. No recommendation required.

BACKGROUND

Section 33 of the *Education Act*, states that “(1) A board, as a partner in education, has the responsibility to (d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging”.

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

REPORT SUMMARY

PSD complies with regulations set forth in the legislative requirements and has enacted measures to ensure the safety of students, employees and community at all PSD facilities. The following report is a summary of programs, practices and statistical information for PSD staff and students.

Administration would be pleased to respond to any questions.

MF:kz



WORKPLACE SAFETY REPORT

February 2023

Presented to the Board of Trustees, February 14, 2023

Mark Francis, Deputy Superintendent

Resource: Shae Abba, Director of Human Resources;

Serge LaBrie, Director of Facilities Services; and

Serge Ethier, Maintenance Supervisor

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

BACKGROUND

Occupational Health and Safety (OHS)

The province of Alberta has continued to stress the importance of occupational health and safety. Employers are expected to adhere to these codes of conduct in an effort to protect employees (and subsequently students and visitors) from workplace incidents.

The *Occupational Health and Safety Act* states:

2 *The purposes of this Act are*

- (a) the promotion and maintenance of the highest degree of physical, psychological and social well-being of workers,*
- (b) to prevent work site incidents, injuries, illnesses and diseases,*
- (c) the protection of workers from factors and conditions adverse to their health and safety, and*
- (d) to ensure that all workers have*
 - (i) the right to be informed of work site hazards and the means to eliminate or control those hazards,*
 - (ii) the right to meaningful participation in health and safety activities pertaining to their work and work site, including the ability to express health and safety concerns,*
 - (iii) the right to refuse dangerous work, and*
 - (iv) the ability to work without being subject to disciplinary action for exercising a right or fulfilling a duty imposed by this Act, the regulations or the OHS Code.*

Creation of Divisional Joint Health and Safety Committee:

This committee is formed under the *Occupational Health and Safety Act* and is intended to ensure safety compliance, and provide OHS recommendations to the Superintendent of Schools. A recent change in the regulation allowed school jurisdictions to form divisional Joint Health and Safety Committees. Previously, individual schools/work sites had site based Joint Health and Safety Committees.

Committee membership consist of representation from all Union and Employee groups (ATA, CAAMSE, IUOE, NUG) as well as members representing the various employee roles within the division. The *Occupational Health and Safety Act* allows for equal representation on the Joint Health and Safety Committee.

The committee members are:

Worker Members

James Pratt, Co-Chair, ATA, Teacher
 Sarah Cresswell, ATA, Teacher, Local President
 Arthur Zubrack Oliver, ATA, Teacher
 Shelley Cygan, CAAMSE, High School Business Coordinator
 Kim Purse, NUG, Human Resources Business Partner
 Amanda Sedore, IUOE, Head Caretaker
 Randy Plamondon, IUOE, Carpenter
 Leslie Carrie, CAAMSE, Transportation Planner
 Cheryl Aamot, CAAMSE, Education Assistant
 Hailie Carnegie, ATA, Teacher
 Karen Stride-Goudie, ATA, Principal

Management Members

Serge Ethier, Co-Chair, Maintenance Supervisor
 Mark Francis, Deputy Superintendent
 Shae Abba, HR Director

Safety Concern Identification/Complaint Processes:

Anonymous complaints/Complaints to members of the Joint Health and Safety Committee

In January, 2022 the committee established the process for anonymous complaint submission directly to the Joint Health and Safety Committee. An Incident investigation/Feedback Form was created and approved by the committee. In addition, any committee member may be contacted directly by employees. When a complaint is received, either anonymously or through a committee member, the details are recorded on the Incident Investigation/Feedback Form and the form is sent to the Co-Chairs. The Co-Chairs will review the complaint and involve the membership of the committee in reviewing the complaint and/or investigating the issue.

Division Facilities Work Order System (Ebase)

All schools have designated employees to submit work orders (principal, assistant principal, head custodian). Employees inform school admin of potential safety issues and the work orders are submitted to facilities.

Annual Inspections

All work sites are inspected annually to assist Facilities staff in identifying potential safety issues. Typically, these inspections are done by Head Custodians in consultation with Site Supervisors. Individual employees are also encouraged to participate in work site inspections.

OHS Complaints

All workers/visitors to work sites in Alberta are able to submit complaints directly to OHS. Complainants may elect to remain anonymous when they make a complaint or may share contact details. An OHS Officer conducts an investigation but does NOT share complainant identity, whether or not they have elected to remain anonymous.

Anonymous OHS Investigations

When an anonymous OHS complaint is made, OHS is limited in their ability to conduct a specific investigation. In these cases, the OHS Officer will look at PSD Policies, Procedures, processes, protocols and documents (i.e. safety manuals, training materials). Once the investigation is complete, a written report is provided. These reports are provided to both PSD and the Worker Co-chair.

OHS Investigation

When a specific complaint is made which includes details (i.e. date, incident description, individuals involved, etc.), the OHS Officer will review

- PSD Policies, Procedures, processes, protocols and documents (i.e. safety manuals, training materials)
- Accident/Incident reports and other documentation of the incident
- Review previous Accident/Incident reports
- Interview staff as required

Once the investigation is complete, a written report is provided. These reports are provided to both PSD and the Worker Co-chair. These reports may provide recommendations.

Complaints and Investigations:

The following OHS/Joint Health and Safety Complaints/Investigations have been brought forward Since Jan, 2022:

- OHS Complaint Re: Mice Infestation, Mold and Air Quality at Ecole' Meridian Heights. The report clearly indicated there were no visible signs of mouse droppings, mouse infestation, mold or musty smells. Subsequent questions to school administration have resulted in a full air quality/Fungal Assessment Report. Report findings will be shared with the Joint Health and Safety Committee and school staff when available.
- OHS Complaint Re: Mold in Athabasca Delta School as a result of a water leak prior to PSD assuming operation. The report indicated there was no evidence of mold and the water damage had been appropriately remediated.
- OHS Complaint Re: Workplace Bullying and Harassment (Anonymous). The report indicated that PSD had all policies, procedures, training, and protocols in place.
- OHS Investigation Re: Bus accident. OHS investigates any serious incident resulting in injury. The Nov 4, 2022 bus accident involving a PSD Bus contractor has triggered an investigation. School Division staff are cooperating with the investigation and no report has been issued to PSD.
- PSD Joint Health and Safety Complaint Re: Workplace Bullying and Harassment (Anonymous). This complaint did not contain any specific details. The processes used by PSD when a complaint regarding Workplace Harassment is received and the respective Administrative Procedures ([AP 700: General Principles for Health and Safety](#), [AP 710: Occupational Health and Safety](#), and [AP 736: Workplace Violence and/or Harassment](#)) were discussed and reviewed by the committee.
- PSD Joint Health and Safety Complaint Re: Lighting at Millgrove School). This concern is currently under review by the committee.

Summary of Injuries by Position**2020 - 2021**

2020-2021 (August 26, 2020 -August 24, 2021)						
Position	Employee Injuries	Employees with Time Loss	Sought Medical Attention	Student Related Injuries	Facilities Related Injuries	Activity Related Injuries
Casual	2	0	1	1	0	1
Principal	1	0	1	0	1	0
Sub Teacher	1	0	1	0	1	0
School Support/EA	32	4	10	15	8	10
Support Other/Custodian	10	1	3	1	2	7
Teacher	16	4	5	4	3	9
GRAND TOTAL	62	9	21	21	15	27

2021 - 2022

2021-2022 (August 25, 2021-August 23, 2022)						
Position	Employee Injuries	Employees with Time Loss	Sought Medical Attention	Student Related Injuries	Facilities Related Injuries	Activity Related Injuries
Assistant Principal	1	0	0	0	1	0
Sub Teacher	1	1	1	0	1	0
School Support/EA	61	7	17	29	17	15
Support Other/Custodian	11	5	6	0	3	8
Teacher	32	7	12	12	12	8
GRAND TOTAL	106	20	36	41	34	31

2022 - 2023

2022-2023 (August 24, 2022-January 26, 2023)						
Position	Employee Injuries	Employees with Time Loss	Sought Medical Attention	Student Related Injuries	Facilities Related Injuries	Activity Related Injuries
In Class Assistant/Casual Support	1	1	1	1	0	0
Sub Teacher	1	0	0	0	0	1
School Support/EA	34	2	2	26	3	5
Support Other/Custodian	11	3	3	2	2	7
Teacher	13	3	7	4	3	6
GRAND TOTAL	59	9	13	33	7	19

Analysis – Activity/Facilities Related Injuries			
Year	Employee Injuries	Employees with Time Loss	Explanation of Illness/Injury - Trends
2020-2021	62	9	<ul style="list-style-type: none"> • Slips/Trip (not ice related) - 10 • Slips/Falls (ice) – 14 • Strains - 5 • COVID Exposure - 4
2021-2022	106	20	<ul style="list-style-type: none"> • Slips/Trip (not ice related) – 17 • Slips/Falls (ice) – 25 • Strains - 8
2022-2023 (year to date)	59	9	<ul style="list-style-type: none"> • Slips/Falls (ice) – 3 • Slips/Trip (not ice related) - 5 • Strains - 7

- 2021-2022 was a very problematic year with freezing rain and freeze/thaw events. There was a significant increase in injuries related to slips/falls (ice). As a result, facilities drastically increased use of snow melt and sand.
- Due to incidents of strains related to snow clearing, there has been a change in snow clearing procedures including the use of a Tool Cat (snow sweeping machine) for sidewalks where available and practical.



MEMORANDUM

February 14, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Dr. Meg Miskolzie, Associate Superintendent, Student Supports and Services
RESOURCE	Christine Ross, Division Principal, Wellness and Community Partnerships
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 2: Section 1. Education Planning and Programming BP 2: Section 5. Supports and Services
SUBJECT	EARLY LEARNING REPORT

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board of Trustees reviews and approves the annual educational goals for Parkland School Division and provides a continuum of supports and services to students. The Early Learning Report is in support of these responsibilities.

REPORT SUMMARY

The Early Learning Assurance Report highlights areas of focus in Early Childhood Services (ECS) in the Division. Supports and Services available to students in Early Learning and Kindergarten programs are reviewed, as well as areas of focus and future directions.

Administration would be pleased to respond to any questions.

MM:kz



EARLY LEARNING REPORT

February 2023

Presented to the Board of Trustees, February 14, 2023
 Dr. Meg Miskolzie, Associate Superintendent, Student Supports and Services
 Resources: Christine Ross, Division Principal, Wellness and Community Partnerships

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

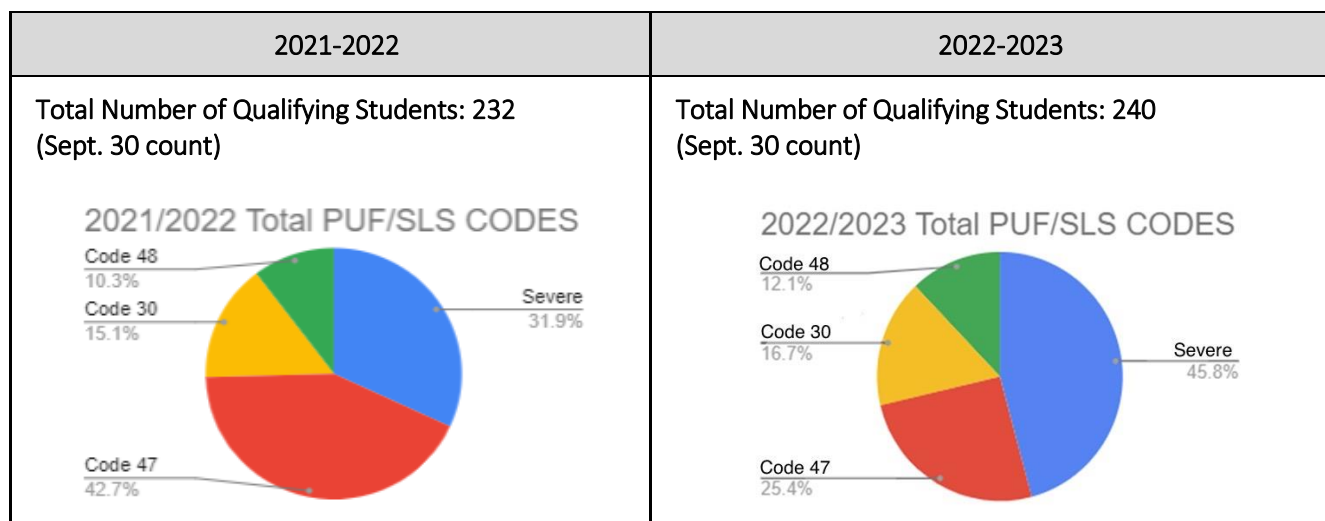
BACKGROUND

Early Childhood Services (ECS) refers to the broad, coordinated system of local and provincial programs that meet the developmental and special education needs of young children and their families. In ECS programs, young children participate as active learners, build a shared set of experiences and develop knowledge, skills and attitudes that prepare them for subsequent learning. ECS programs refer to both kindergarten and early education programs. In broader definitions the World Health Organization defines early childhood from birth to 8 years of age.

Preschool aged children with identified needs are served in an **Early Education (EE) program** by the school authority accessing Program Unit Funding (PUF). To be eligible for a maximum of two years of PUF, children must enter EE at minimum 2 years 8 months and less than 4 years 8 months of age. Children who are 2 years 8 months to 3 years 7 months require a minimum of 300 hours and children who are 3 years 8 months to 4 years 7 months require a minimum of 400 hours to meet the requirements for PUF. Programming is guided by *Flight*; Alberta’s Early Learning and Care Curriculum framework and an Individualized Education Plan specific to the child’s identified areas of need.

Kindergarten (K) refers specifically to the education program for children in the year prior to Grade 1. The kindergarten program is an important part of ECS. Children with identified needs in Kindergarten are eligible for services by accessing the SLS (Student Learner Support) Grant. Programming and reporting is guided by the Alberta Education *Kindergarten Program Statement* and Individualized Education Plans.

2022-2023 Early Learning Overview



*See coding descriptors on bottom of page 2

In their first six years, children develop the physical, emotional and social abilities that will be with them for life. The quality of a child’s earliest environment and exposure to appropriate experiences at the right stages of development forms the foundation for the course of their life path.

Our numbers of children with severe codes has increased by 13.9% this school year, in particular the number of students with a diagnosis of Autism Spectrum Disorder (ASD). In the 2021-22 school year 30 children were identified with ASD in Early Education and 11 students were identified in Kindergarten. In the 2022-23 school year, 45 children have been identified with ASD in Early Education and 27 students have been identified in Kindergarten.

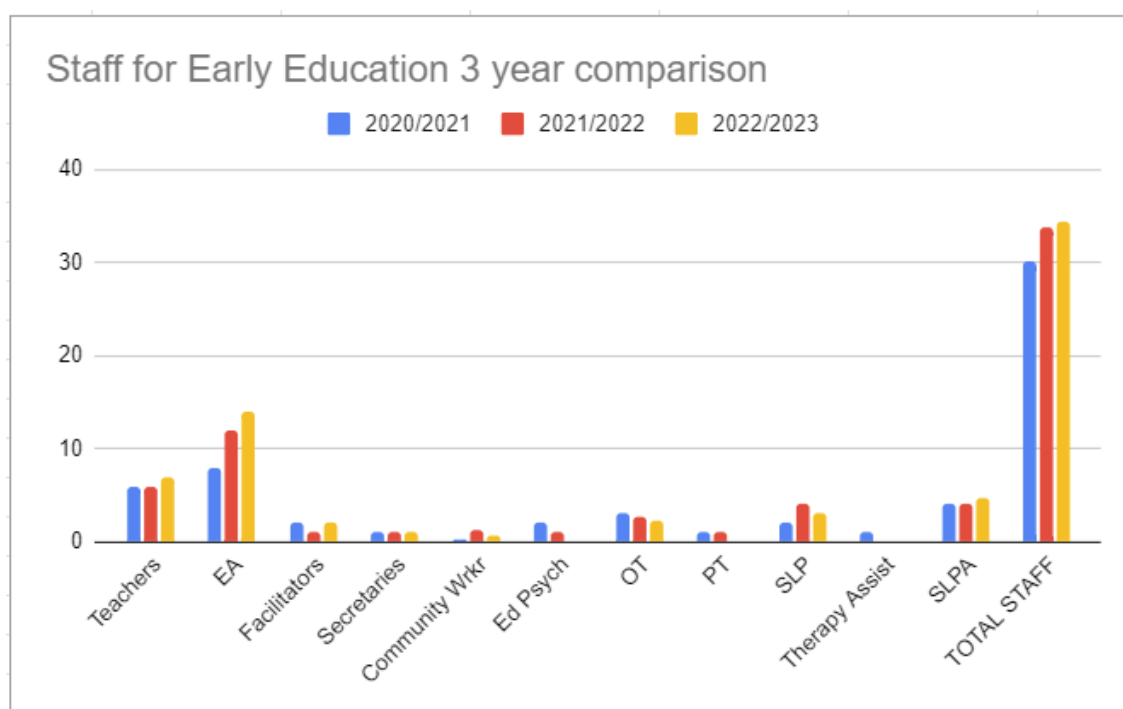
2021-2022	2022-2023
Number of EE Classes <ul style="list-style-type: none"> ● 13 	Number of EE Classes <ul style="list-style-type: none"> ● 14
Locations <ul style="list-style-type: none"> ● Brookwood – 4 Classes ● École Broxton Park – 5 Classes ● High Park – 2 Classes ● Stony Plain Central – 2 Classes 	Locations <ul style="list-style-type: none"> ● Brookwood – 4 Classes ● École Broxton Park – 6 Classes ● High Park – 2 Classes ● Stony Plain Central – 2 Classes
Number of Teachers <ul style="list-style-type: none"> ● 6.5 Number of Facilitators <ul style="list-style-type: none"> ● 1 	Number of Teachers <ul style="list-style-type: none"> ● 7 Number of Facilitators <ul style="list-style-type: none"> ● 2
Number of Support Staff <ul style="list-style-type: none"> ● 28 	Number of Support Staff <ul style="list-style-type: none"> ● 30
Total Budget <ul style="list-style-type: none"> ● \$2,824,700 	Total Budget <ul style="list-style-type: none"> ● \$2,919,639
Revenues from AB ED for Early Education (per child) for 2021-22: <i>Using Weighted Moving Average (WMA), with the exception of student identified as code 48</i> Program Unit Funding (PUF): <ul style="list-style-type: none"> ● Base: Mild/Moderate (30): \$3,032 ● Severe (41-46): \$15,000 ● Severe Language (47): \$10,000 (10% of code 47 students funded at the same rate as other severe codes) ● Moderate Language (48): \$4,000 	Revenues from AB ED for Early Education (per child) for 2022-23: <i>Using Weighted Moving Average (WMA), with the exception of student identified as code 48</i> Program Unit Funding (PUF): <ul style="list-style-type: none"> ● Base: Mild/Moderate (30): \$3,062.32 (1% increase) ● Severe (41-46): \$15,000 ● Severe Language (47): \$10,000 (10% of code 47 students funded at the same rate as other severe codes) ● Moderate Language (48): \$4,000
Revenues from AB ED for Kindergarten (per child) for 2021-22: <i>Used Weighted Moving Average (WMA), with the exception of student identified as code 48</i> Specialized Learning Support Grant (SLS): <ul style="list-style-type: none"> ● Base: Mild/Moderate (30): \$3,032 ● Severe (41-46): \$15,000 ● Severe Language (47): \$10,000 (10% of code 47 students funded at the same rate as other severe codes) ● Moderate Language (48): \$4,000 	Revenues from AB ED for Kindergarten (per child) for 2022-23: <i>Used Weighted Moving Average (WMA), with the exception of student identified as code 48</i> Specialized Learning Support Grant (SLS): <ul style="list-style-type: none"> ● Base: Mild/Moderate (30): \$3,062.32 (1% increase) ● Severe (41-46): \$15,000 ● Severe Language (47): \$10,000 (10% of code 47 students funded at the same rate as other severe codes) ● Moderate Language (48): \$4,000

Funding

- For the 2022-2023 school year, students who are eligible under Alberta Education’s Special Education Criteria, are funded in the following ways:
 - Early Education (preschool) - funded through PUF
 - Kindergarten - funded through the Student Learner Support (SLS) grant
 - Jordan’s Principle applications to support individual FNMI students who live on federal land

- PSD continues to offer *Play Partners* as an option for Early Education students who are not eligible for Alberta Education funding, where space and resources allow. *Play Partners* allows for high quality, inclusive programming for children in the community who do not have identified special education needs, and as an added benefit are language models for our students with identified speech needs. There is currently no criteria or selection process required for *Play Partners*, as children access the EE program for a fee.

Early Learning Staffing



Supporting children with severe disabilities and their families is a team effort; we have cultivated a comprehensive continuum of supports and services. **This team includes:**

- Classroom teachers
- Educational assistants (EAs)
- Speech language pathologists (SLPs)
- Speech-language assistants (SLPAs)
- Occupational therapists (OTs)
- Community support worker
- Early Learning Facilitators

Contracted Supports:

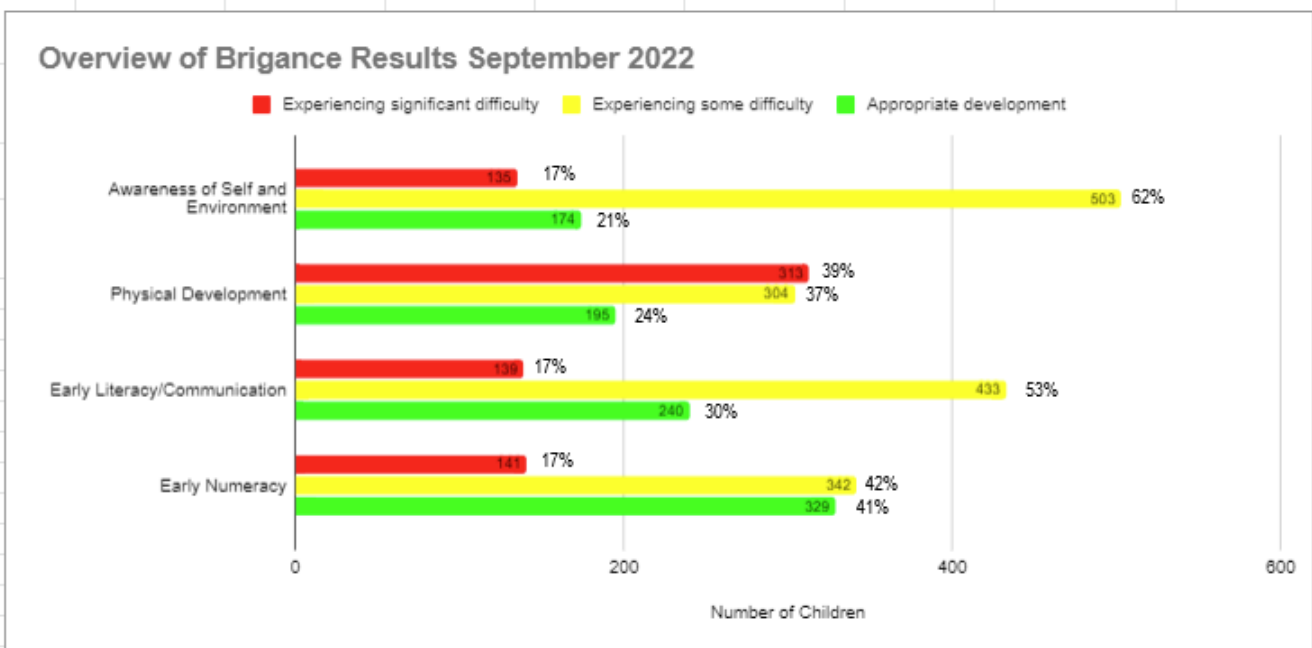
- Physical Therapy
- Educational Psychologist
- Blind/Low Vision
- Deaf/Hard of Hearing
- Additional SLP time for assessments

Key Staffing/Contract shifts:

- We have added a 1.0 ECS Facilitator to support the complexities of children with severe needs.
- We are contracting Physical Therapy, Educational Psychologists and some Speech/Language Services. We appreciate the flexibility of contracted supports in providing direct therapies to children.
- With the additional ECS Facilitator and increased Educational Psychology time (roughly 1.5 FTE equivalent) we reduced the Community Support Worker position from .8 to .6 FTE.
- We have provided schools with additional allocations per student to provide a high level of support to those students with significant medical and behavioural needs.

Assessment and Screening

This year we transitioned from the **Early Years Evaluation (EYE) developmental screening tool** to the **Brigance III developmental screening tool**. The Brigance tool is better aligned with the Kindergarten report card and provides entry level literacy and numeracy information to inform programming. Because this tool is used to inform programming and identify students earlier we were able to refer to the broader Kindergarten support team for services earlier. The tool itself takes about 15 minutes to administer per student and is much quicker for teachers to administer and report on. Previously the EYE replaced the first term report card. With the Brigance screen identifying students' entry points in September a first term report card was administered in Kindergarten. Additionally, from a financial perspective, the EYE tool costs \$17,000/year and the Brigance tool costs less than \$500/year.



Data-Driven Decision Making:

- We are noticing a delay in student's physical development, specifically in the area of gross motor skills, in Kindergarten age students. The past 3 years this age group has been affected by many restricted opportunities due to COVID; for example: limited swimming lesson opportunities, public park closures, and families choosing to keep their children home. These impacts on gross motor development have translated into the classroom, which in turn have impacted fine motor development and Physical Education skills.
- By using this time saving screening tool we were able to identify students who may have developmental needs earlier in the school year. These students were referred earlier for specialized assessments and services.

Additional Areas of Focus

Indigenous Ways of Knowing and Learning in ECS

This year in ECS we have addressed the divisional priority of Indigenous Ways of Knowing and Learning by embedding Indigenous Ways of Knowing and Learning into the ECS environment. These include:

- In consultation with the Indigenous Education Facilitator we purchased a variety of Indigenous picture books for Early Education classrooms.
- Elder Tanya Daschavich from Treaty 8 Territory shared a link to some Indigenous drumming to use as a calming strategy which also supports a trauma sensitive classroom and is a lovely way to expose children to Indigenous Ways. The beat of the drum mimics a mother's heartbeat, which is found to be calming.
- Metis Elder MaryAnn Stepien and Elder Kokum Violet had story time with children. One EE teacher shared she couldn't believe how still and engaged her children were while Kokum Violet read to them.
- Several classrooms made bannock. Making bannock was a lovely communication opportunity around following steps with visual cues and sensory activity kneading the dough. It is important for all children to see themselves in the materials in the classroom.
- To support this effort, we have purchased Indigenous dolls (in addition to dolls of several ethnicities) for each classroom.
- Dr. Lillian Gadwa-Crier and Angelin Crier led a Professional Learning activity with staff in January focused on Moss Bag teachings.

PUF/SLS Verification Process (Audit):

Alberta Education reviews PUF/SLS submissions in depth to ensure students meet the criteria for funding for first year registrations. Submissions are due to Alberta Education in January of each school year.

- In the 2022-2023 school year, Alberta Education reviewed first year registrations for students that PSD had identified as being eligible for PUF/SLS funding. In addition, they sampled 20% of PSD's December 1, 2022 PUF registrations for codes 41, 43, 44, 45, 46 and 47 and 100% of PUF registrations for codes 42 and 48.
 - Reviewing 20% of files was anticipated as this has been an ongoing practice for several years; however, an additional audit requirement in 2022-2023 was adding 100% sampling of PUF submissions for codes 42 and 48.
 - In the 2021-2022 school year 24 files were requested for verification and this year we submitted 52 files due to the increased audit requirements. This was a 6-week process for the ECS team to complete.

Moving Forward

- The Early Learning team will continue to explore community preschool options to partner with to serve 3 and 4 year old children with identified needs in their community preschools for next year. This school year we have successfully piloted this approach with one preschool and daycare.
- In order to target student needs identified within the Brigance Screening Tool, Professional Learning opportunities and lessons for Kindergarten and EE teachers are being prepared in the area of gross motor development.
- In response to our increase in students identified with severe coding (including ASD) we are ensuring staff have opportunities to increase their skills and knowledge in supporting students with these needs. Some ways we have been supporting this is:
 - A PD session for Early Education and Kindergarten teachers was held in Fall of 2022 around supporting self-regulation in the classroom environment for individuals with ASD and social emotional challenges by an Educational Psychologist.
 - Pragmatic Organization Dynamic Display (PODD) Training occurred in January. PODD is a low-tech visual communication system to support children with severe disabilities with profiles of low communication and ASD. Moving forward, support will be required to implement this new learning within our classrooms.



MEMORANDUM

February 14, 2023
 Regular Board Meeting

TO Board of Trustees

FROM Shauna Boyce, Superintendent

ORIGINATOR Dr. Meg Miskolzie, Associate Superintendent, Student Supports and Services

RESOURCE Bryn Spence, Division Principal, Student Services

GOVERNANCE POLICY Board Policy 1: Division Foundational Statements
 Board Policy 2: Role of the Board
 Board Policy 12: Role of the Superintendent

ADDITIONAL REFERENCE Administrative Procedure 210: Inclusive Education
 BP 2: Section 5. Supports and Services
 Education Act

SUBJECT **STUDENT SERVICES REPORT**

PURPOSE

For information. No recommendation required.

BACKGROUND

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

REPORT SUMMARY

The Student Services Report highlights the various ways in which the Student Services Team, in Parkland School Division, supports schools to provide an inclusive, safe, supportive, academic learning environment that serves the needs of a diverse population of students from Kindergarten to Grade twelve. The Student Services Department coordinates resources and agencies with schools and PSD families to facilitate a variety of programming and support services.

Administration would be pleased to respond to any questions.

MM:kz



STUDENT SERVICES REPORT

February 2023

Presented to the Board of Trustees, February 14, 2023
 Dr. Meg Miskolzie, Associate Superintendent, Student Supports and Services
 Resources: Bryn Spence, Division Principal, Student Services

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

BACKGROUND

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

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

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

In addition to the *Education Act* and the Ministerial Order on Student Learning we are guided by the Standards for Special Education (2004) and the 6 principles of Inclusive Education as per Alberta Education:

- Anticipate, value and support diversity and learner differences
- High expectations for all learners
- Understand learners’ strengths and needs
- Remove barriers within learning environments
- Build capacity
- Collaborate for success.

Administrative Procedure 210: Inclusive Education states:

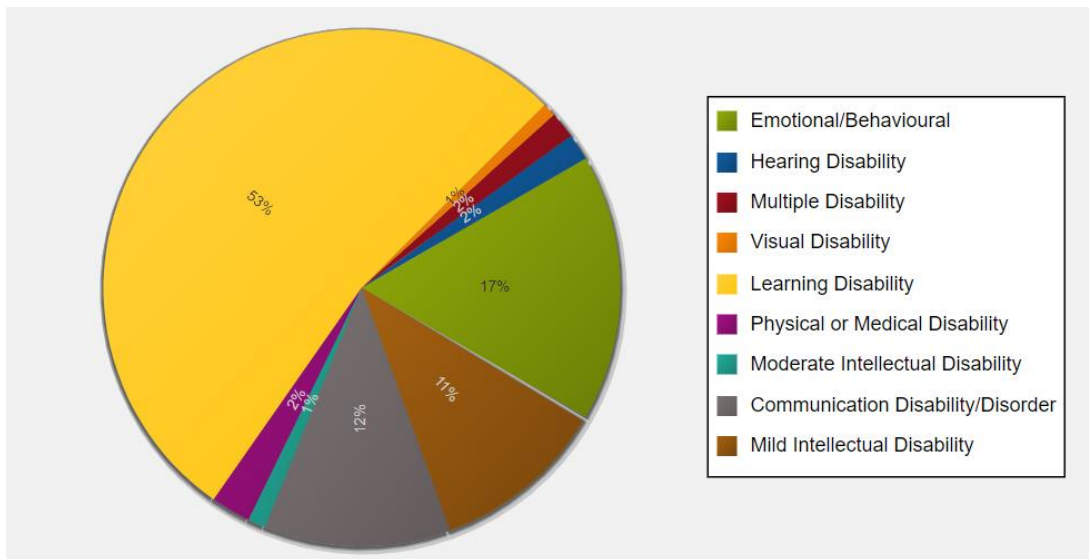
An inclusive education system is one that demonstrates behaviours and decisions that reflect valuing all students. Within an inclusive education system all students experience the most appropriate learning environments and opportunities to best achieve success. Each student belongs and receives a quality education no matter his/her ability, disability, language, cultural background, gender or age.

The success of inclusive education programming relies on the engagement, collaboration and involvement of students, parents, staff and community.

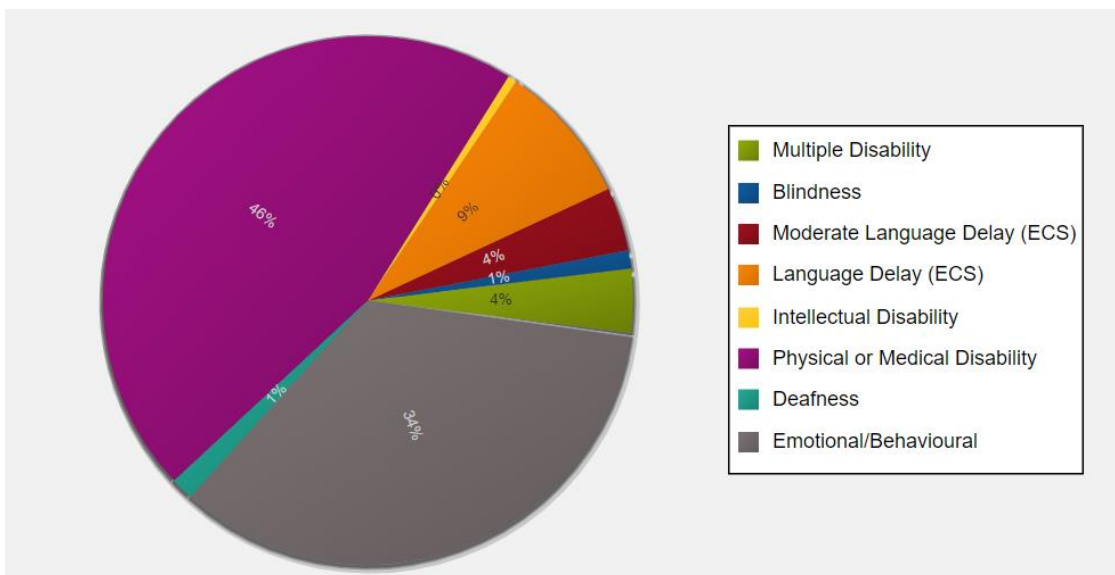
Our Students

Our Division values diversity and the unique contributions that each student brings to the classroom. Capturing diverse learning needs quantitatively is challenging, as diagnoses and learning needs are only one factor in each student’s learning profile. The code summaries listed below indicate the number of Kindergarten to Grade 12 students with identified diagnoses and learning needs within the Division to date in the 2022-2023 school year. **These charts must be interpreted with caution as many students have multiple diagnoses/codes, and this data only captures the most severe coding for each student.** We have seen an increase in needs in our division in students meeting the criteria for both Mild/Moderate and Severe coding.

For the 2022-2023 year (to date) PSD serves 905 students whose primary diagnosis/coding falls within the mild or moderate range (up from 767 students in 2021-2022).

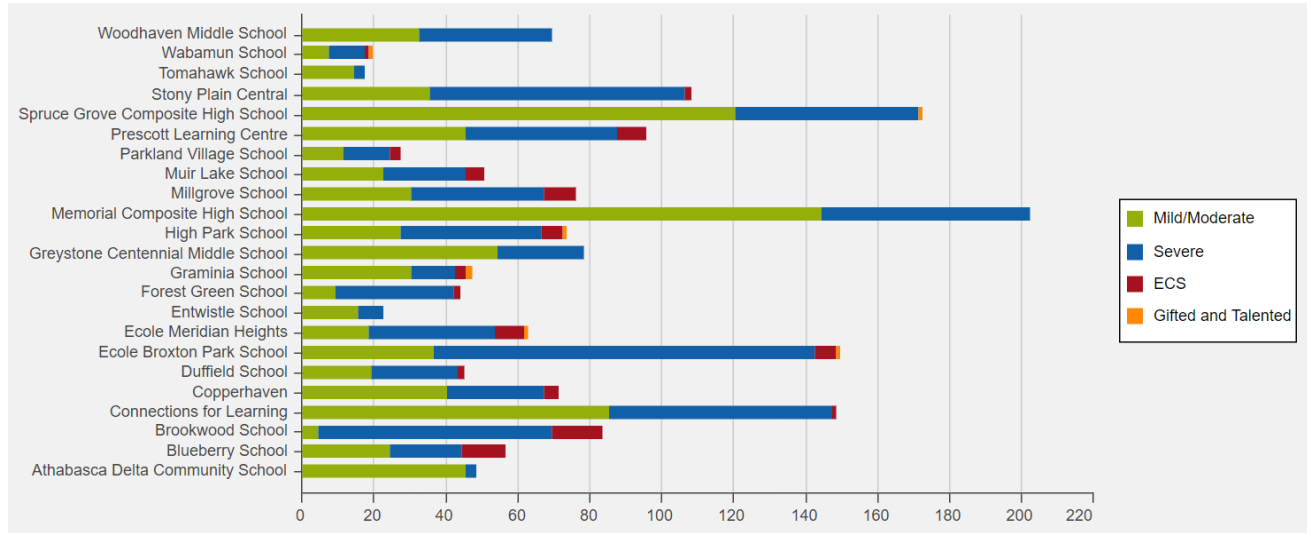


For the 2022-2023 year (to date), PSD serves 806 students whose primary diagnosis/coding falls within the severe range (up from 739 students in 2021-22).



Code Breakdown by School

The graph below shows the breakdown of coded students by school. It is important to note that Ecole Broxton Park School, Memorial Composite High School, and Spruce Grove Composite High School house congregated programs for students with complex needs, which accounts for the larger student numbers at these sites.



English Language Learners

In addition to the student learning needs listed previously, our **English Language Learners (ELL)** population is continuing to grow. The majority of ELL supports are provided through Instructional Services; however the Student Services team supports individual ELL students who also present with diverse learning needs.

2020-2021	2021-2022	2022-2023 (to date)
Identified ELL Students: 148	Identified ELL Students: 174	Identified ELL Students: 217

Schools support ELL students through the implementation of English as a Second Language (ESL) strategies. Schools contact both Instructional Services and Student Services when additional support is required.

]

Students Services Staff and Supports

The Student Services Team, in conjunction with schools, provides appropriate support and services to meet the needs of diverse learners in the Parkland School Division within an Inclusive Education Model, as mandated by Alberta Education.



The Student Services team includes:

- Division Principal- Student Services
- 2.0 FTE Complex Needs Facilitators
- 2.0 FTE Social-Emotional Supports Facilitators
- 2.6 FTE Speech-Language Pathologists (SLPs)
- 1.6 FTE Speech-Language Assistants (SLAs)
- 1.4 FTE Occupational Therapist (OT)
- 1.0 FTE Secretary
- External Consultants for low-incidence populations (blind/low-vision; deaf/hard of hearing; Complex Communication Needs)

Supports and Services provided include, but are not limited to:

- Providing and facilitating access to specialized professional services (i.e., assessment and intervention) to ensure students with diverse needs have the guidance, support services, and resources they require to be successful in their educational program.
- Building capacity around evidence-based practices for supporting diverse learners in meeting the outcomes of the Programs of Study, specifically in the areas of literacy and numeracy.
- Promoting access, clarity, and visibility to a continuum of supports and services within our schools.
- Assisting in the coordination, implementation and evaluation of Specialized Programs.
- Supporting the implementation of Individual Education Program Plans (including Individual Program Plans, Behaviour Support Plans, Individual Care Plans, Safety Plans, and Success-in-School plans).
- Ensuring that provincial legislation and jurisdiction policy/ and procedures applicable to Student Services are implemented.
- Supporting the use of assistive technology by students.
- Supporting best practices for English Language Learners with diverse learning needs.
- Supporting Health Services, delivered within the school setting.

School-based teams include:

- Administrators
- Inclusive Education Leads (IELs)
- School staff
- Additional consultants and service providers may be contracted by schools as needed.



PSD Specialized Programs

Current Practice & Future Directions

As outlined in *AP 210: Inclusive Education*, the Division ensures that community schools are the first choice in placement decisions for students, and that students are at the center of all decisions related to their learning. The majority of our students with identified learning needs are served within their community schools. Through collaboration between school staff, parent(s)/guardian(s), and Student Services staff some students benefit from the services and support available within the following specialized programs:

- **Relating Everyday Academics & Life Skills (REAL) Program** (*Currently 30 students enrolled within 3 classrooms at Ecole Broxton Park*): The REAL classroom provides an alternate classroom program for students with moderate to severe cognitive delays. More information can be found about the REAL program on the [PSD website](#).
 - **Annual Program Highlight - Dedicated SLP/OT Support in REAL & LAWS Classrooms:** This year we were able to adjust existing funds that are allocated within the REAL and LAWS programs to provide dedicated 0.6 FTE Speech Language and 0.4 FTE Occupational Therapy support. Therapy Staff are now able to allocate time on a more consistent and regular basis to be in classrooms to provide recommendations and work directly with students. This dedicated support has also resulted in our other OT/SLP staff having additional time to provide support to students with complex needs who are learning in inclusive classrooms across the division.
- **Life, Academic, and Work Skills (LAWS) Program** (*Currently 46 students enrolled within 4 classrooms- 2 classrooms at SGCHS and 2 classrooms at MCHS*): The LAWS program provides an alternative non-credited classroom program for students with mild/moderate to severe cognitive delays and a significant impact on their adaptive functioning for students in grade 10-12. More information can be found about the LAWS program on the [PSD website](#).
 - **Annual Program Highlight - Transition to Adulthood for Students with Complex Needs:** We know that the transition to adulthood is a challenging time for all students but especially for students with complex needs. There are multiple systems that need to be coordinated to ensure that individuals have what they need to be successful. A key role of our LAWS program is to help families ensure that the evidence they need to get kids connected is available and provide support and understanding as they navigate this new system. We are continuing to strengthen our understanding of requirements for PDD and AISH and the evidence that is needed for individuals to access these supports through conversation with Alberta Disability Services. As part of the LAWS handbook we will be including information and guidance for families around navigating the transition to adulthood as well as updated links and contacts to support families in accessing these services.
- **STEPS Program** (*Currently 22 students enrolled in 4 classrooms - 1 classroom at Forest Green, 2 classrooms at Stony Plain Central, and 1 classroom at Woodhaven*): The STEPS Program is a transitional program for students with mental health needs who exhibit internalizing behaviours (e.g. fearfulness, social withdrawal, nervousness, etc.) and/or externalizing behaviours (e.g. physical aggression, defiance, relational aggression, etc.) that **significantly impact** their ability to achieve personal success in a typical classroom within their community school. A contracted AHS Mental Health Nurse supports staff, students, and families one day per week. More information can be found about the STEPS program on the [PSD website](#).
 - **Intended Program Outcome:** The intended outcome of this program is to support students in gaining the skills needed to successfully step back into their community school and classroom. Last year we had 6 students transition from the specialized classrooms back into typical classrooms with 2 more reaching nearly full integration within the first few months of this school year. We are currently in the process of transitioning an additional 7 students at varying levels depending on student needs.

- **Annual Program Highlight - Professional Learning to Support Complex Social Emotional Needs of Students:** Multiple professional learning opportunities are offered for staff within the STEPS Program to deepen their understanding collectively on how to support the academic and social-emotional growth of students who have mental health needs. This year staff participated in a two day session with Psychologist Ross Greene which was focused on the implementation and use of the Collaborative Problem Solving Approach to behavioural intervention.
- **Area for Planned Development:** While we see success for some students who attend our STEPS Programs, we also know that there are students who finish the STEPS Program in grade 9 and experience challenges in their transition to high school. The Student Services department is in the process of doing a literature review of research and best practices within the areas of supporting students with complex mental health and behavioural needs, specifically in relation to students in Junior High. Additionally, Student Services is networking with other divisions to better understand current practices throughout the province to further improve our ability to meet the needs of these students and their families. These findings will support PSD in refining the STEPS Program and PSD's current approaches in meeting the needs of students with complex mental health and behavioural needs.

Highlights

Inclusive Education Parent and Community Advisory Panel:

- In June 2022, PSD established the Inclusive Education Parent and Community Advisory Panel (IPAC) to be a mechanism for ensuring continuing involvement of parent and community members in the operational aspects of inclusion within PSD.
- This Panel provides for dialogue between the Administration (PSD Executive, CFE Division Principal, and/or School Administration) and panel members, relating to operational practices and PSD procedures regarding inclusive education and will help the Division strengthen our inclusive education system by:
 - enhancing understanding and consideration of parental and community perspectives,
 - enhancing how Inclusive Education operational procedures and practices are implemented,
 - providing information and advice to Division administrators; and,
 - working to bring Alberta Education's *Principles of Inclusive Education* to life in our classrooms.
- The Panel includes 6 parents from schools across our division (with urban and rural representation), the Associate Superintendent of Student and Support Services and the Division Principal of Student Services. Members of this Panel are serving a two-year term.
- The IPAC has held three meetings to date this school year. In addition, panel members sit on sub-committees focused on addressing short term objectives in a variety of committee-identified areas including:
 - *Playground Accessibility & Recess Supported Activities,*
 - *Inclusive Field Trip Considerations,*
 - *Parent Communication, and*
 - *Total Inclusive Communication*

Alberta Education Specialized Assessment Coordination

- To address issues around accessing specialized assessments caused by the COVID-19 pandemic, Alberta Education provided grant funding for specialized assessments for the 2022-2023 school year. In order to be eligible, students had to be on a waitlist for an assessment for more than 6 months as of June 30, 2022.
- PSD submitted 105 students to this grant who met the criteria and all were approved to receive these assessments. Service Providers coordinated through Alberta Education are currently conducting assessments with students across our schools.
- In January, Alberta Education announced an expanded list of criteria to include a wider range of students. Student needs are currently being reviewed to determine eligibility of additional students to be put forward for assessments based on the expanded criteria.

Supporting Continuums of Support within our Schools

- We have continued to expand our implementation of Continuums of Support within our schools through the Collaborative Response Process. Eight of our schools moved into their third year of the program where they are focused on embedding and strengthening this continuum. The remaining schools are continuing their journey in either year 1 or 2 of the program which includes professional development sessions focused on developing an understanding of the Collaborative Response model and building a plan to implement a Continuum of Supports within their unique school context. All schools in the division are now engaged in this process.

Speech Sound Intervention & Programming

- The Student Services team has continued to refine and improve delivery of speech and language support for students who require speech sound intervention. This programming is delivered through small group pull out programs that are facilitated by a 1.0 SLP and 1.6 SLA in addition to identified EA supports at individual schools. This year we have been able to provide support to 425 students across the division.

WRaP Project 2.0 FASD Sessions for Inclusive Education Leads:

- The *Wellness Resiliency and Partnership (WRaP) 2.0 FASD Project* is a collaborative instructional coaching project offered in partnership between Alberta Education, Human Services and Alberta's Fetal Alcohol Spectrum Disorder (FASD Network). This project aims to provide instructional coaching for teachers in meeting the needs of students with FASD. This year our Inclusive Education Leads have spent 4 half days working through the modules offered by this program to build capacity and provide leadership within their building in meeting the needs of students with FASD. These sessions have been very well received with several schools looking to further expand the use of the WRaP Coaches in their building to further support classroom teachers.

Emergent Literacy/Numeracy Lending Kits

- The Student Services team developed Emergent Literacy/Numeracy Lending Kits. These are bins that are designed to be a comprehensive resource to support students with significant identified learning needs who are working at the emergent level regardless of the grade they are enrolled in. All of the bins include themed books, activities, games, alternative pencils, core boards and a variety of other manipulatives. Each bin also comes with information on implementing emergent literacy or numeracy activities along with specific lesson plans. We currently have 11 different themes for our literacy bins and 5 different numeracy themed bins.

Moving Forward

- ***Student Records Digitization:*** Three years ago, in accordance with the direction from Alberta Education, PSD began the process of the digitization of student cumulative files. This is a monumental task that has required a significant amount of time and attention in order to properly review, scan and store documents for upload to the provincial database. Schools are at varying points, nearing the end of completion of this process. In addition to the standards for digitization required by the province, the Student Services team has established standards to ensure that the information for students with Diverse Learning Needs can be accessed consistently by appropriate school staff throughout the division. In response to this need, the Student Services team has hired and outfitted a team of temporary secretaries to support schools in digitizing student records. Student files will be fully digitized by the end of the school year across this division within Alberta Education's Provincial Approach to Student Information (PASI) system.
- ***Coding Review Initiative:*** As noted above, the process of capturing diverse learning needs is challenging. One factor in trying to accurately capture needs within a school is through the use of Special Education Coding using the Coding Criteria from Alberta Education. Although students' needs in PSD are already identified appropriately according to the guidelines issued by Alberta Education, we have initiated a division-wide coding review where Student Services staff will work with school-based IELs to review the records of all students with diverse learning needs to ensure that their learning needs are fully represented. This will further improve our ability to capture a clear profile of student needs, especially for students presenting with multiple disabilities and codes.
- ***Inclusive Education Lead Handbook:*** A key role of the leadership team within PSD schools is the Inclusive Education Lead (IEL). An IEL is responsible for coordinating and supporting inclusive education at each site. This multifaceted role requires a significant amount of content knowledge and experience in working with students and families with diverse learning needs. Currently the resources and procedures that IELs use exist in a variety of locations as they have evolved over time to align with best practices. The Student Services team is currently working on establishing an IEL Handbook that will gather guidelines, procedures, and instructions into one location. This handbook will be updated on a yearly basis to ensure that IELs have a single point of reference to ensure that they are able to make the most of their time with students and have resources available as needed.
- ***Updated Standards for Inclusive Education:*** We continue to await the release of the Standards for Inclusive Education. The current Standards for Special Education were last amended in 2004, and we have learned a great deal since then on what quality inclusive programming looks like. In the interim, Alberta Education has released the following Resource Guide for School and School Authority Leaders, designed to provide context and operational support for inclusive education systems: [Implementing a Continuum of Supports and Services](#).
- ***CASS' Inclusive Education Action Committee:*** CASS has struck an Inclusive Education Action Committee, charged with providing advice and insight into the development of learning resources to support system education leaders in implementing a Continuum of Supports and Services. Meg Miskolzie will be sitting on this committee, which will meet several times over the upcoming months.



MEMORANDUM

February 14, 2023
Regular Board Meeting

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

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 January 24, 2023, GPS Meeting.

REPORT SUMMARY

On January 24, 2023, 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, January 24, 2023, at 1:00 PM

ATTENDANCE:

Lorraine Stewart, Board Chair
 Jill Osborne, Vice-Chair
 Aileen Wagner, Trustee *(via video conferencing)*
 Aimee Hennig, Trustee
 Paul McCann, Trustee
 Eric Cameron, Trustee
 Anne Montgomery, Trustee
 Shauna Boyce, Superintendent
 Mark Francis, Deputy Superintendent
 Scott Johnston, Associate Superintendent
 Dr. Meg Miskolzie, Associate Superintendent
 John Blood, Director of Transportation Services
 Jordi Weidman, Director of Strategic Communications
 Keri Zylla, Recording Secretary

REGRETS:

Scott McFadyen, Associate Superintendent

1. WELCOME & LEARNING MOMENT

- 1.1. **Call to Order:** Vice-Chair Osborne called the meeting to order at 8:59 a.m.
- 1.2. **Land Acknowledgement:** Acknowledgement of Treaty Territory by Vice-Chair Osborne.
- 1.3. **Changes to the Agenda:** Add agenda item 3.8 Designated School for Parkland Village School
- 1.4. **Approval of the Agenda:**
MOVED by Trustee Hennig that the Board of Trustees accept the agenda as amended.

CARRIED UNANIMOUSLY

- 1.5. **Approval of the December 13, 2022, GPS Minutes:**
MOVED by Trustee McCann that the GPS Minutes of December 13, 2022 be approved as presented.

CARRIED UNANIMOUSLY

- 1.6. **Learning Moment:**
 Vice-Chair Osborne led the committee in a Learning Moment focused on Board operations, specifically, motions and the process following a motion.

Mr. Blood entered the meeting at 9:20 a.m.

2. OPERATIONS & INFORMATION

- 2.1. Fees / Allowances Scenarios:** Superintendent Boyce and Mr. Blood provided three (3) scenarios , as directed by the Board, for the Board to consider regarding transportation fees and allowances for the 2023-2024 school-year. Trustees requested a fourth scenario, with supporting information, be added to the scenarios for considerations prior to the March 7, 2023, Regular Board Meeting, when a decision will be made. Discussion ensued.

Mr. Blood exited the meeting at 9:49 a.m.

- 2.2. Student Advisory:** Associate Superintendent discussed topics and format for the March 21, 2023 Student Advisory engagement, as well as the intended audience and purpose for the engagement. Discussion ensued.
- 2.3. Stakeholder Engagement Event Report:** Associate Superintendent Johnston shared post-engagement feedback gathered after the November 29, 2022 Stakeholder Engagement Event, and continued discussion from the December 13, 2022 GPS Meeting. Trustees discussed the stakeholder feedback, the process of the engagement, how the information was gathered and the impact of that information. Discussion ensued.

Board Chair Stewart called a recess at 10:43 a.m. Meeting resumed at 10:50 a.m.

- 2.4. New Programming Possibilities:** Superintendent Boyce and Deputy Superintendent Francis shared information on possible new Kindergarten extension programs, as well as a program for high school students which involves expanding the Building Futures Program to more grades. Discussion ensued.
- 2.5. 2023-2024 School Year Calendar:** Superintendent Boyce and Associate Superintendent Johnston provided information on the stakeholder feedback from the calendar survey and discussed the process of calendar development that leads to the finalized 2023-2024 school year calendar that will be presented at the February 14, 2023, Regular Board Meeting for information. Discussion ensued.
- 2.6. Trustee School Tours / Dates:** Superintendent Boyce discussed dates and times for Trustee School Tours that will begin with PSD's west end schools: Blueberry, Duffield, Wabamun, Tomahawk and Entwistle Schools.

3. GOVERNANCE

3.1. Association Business:

- **Alberta School Boards Association (ASBA):** Vice-Chair Osborne shared that ASBA will be hosting a Coffee Conversation, via Zoom, on February 28, 2023 at 6:00 p.m. Vice-Chair Osborne also noted ASBA is looking for a guest speaker for their annual Edwin Parr Banquet, which celebrates first-year teachers.
- **Public School Boards' Association of Alberta (PSBAA):** Trustee Cameron shared information on the PSBAA Strategic Priorities and requested feedback be sent in prior to February 27, 2023. Trustee Cameron also noted several PSBAA awards and their

deadlines. Lastly, Trustee Cameron asked for Trustee feedback on partisan and non-partisan engagement. Discussion ensued.

Board Chair Stewart called a recess for lunch at 12:26 p.m. The meeting resumed at 1:00 p.m.

- 3.2. Advocacy Plan 2022-2023** Board Chair Stewart shared the updated advocacy plan from the 2022 Trustee Summit. Trustees further discussed actioning Rural and Small Schools, Championing Diversity, and ASBA Long-term Advocacy and Viability, and designated Trustees to the practical measures to be taken. Discussion ensued.
- 3.3. Board Policy 13: Appeals to the Board:** Superintendent Boyce shared a revised Board Policy 13, formerly known as “*Appeals Regarding Student Matters*”, using Administrative Procedures 170: Dispute Resolution and 172: Appeal Process to show the operational process for appeals which leads to the governance process in this policy. The revised Board Policy 13 will be presented at the February 14, 2023 Regular Meeting for approval, including the amendments discussed at today’s GPS. Discussion ensued.
- 3.4. Parkland County Joint Meeting Summary – Potential Action Items:** Board Chair Stewart discussed a number of items that resulted from the Board’s joint meeting with Parkland County Mayor and Council and how to action those items.
- 3.5. Equity and Access: School of Choice in PSD:** Superintendent Boyce shared a scenario with Trustees regarding School or Choice, and discussed unintended consequences and the unanticipated fallout. Discussion ensued.

Board Chair Stewart called at recess at 2:53 p.m. Meeting resumed at 3:01 p.m.

Mr. Patras entered the meeting at 2:53 p.m.

The meeting resumed at 3:01 p.m. Board Chair Stewart moved agenda item 4.1 Numeracy Work, ahead of agenda item 3.6 Board Self Evaluation.

4. STRATEGIC PLANNING:

- 4.1. Numeracy Work:** Associate Superintendent Johnston and Mr. Patras presented information regarding the numeracy assessment and benchmarking outcomes being conducted in the Division, and discussed how some of the challenges for students and our educators are being addressed through Numeracy Work.

Mr. Patras exited the meeting at 3:52 p.m.

3. GOVERNANCE Continued:

- 3.6. Board Self Evaluation:** Each year the Board is responsible to complete a self-evaluation process. Board Chair said that this process has already transpired with the third-party evaluation done in the fall of 2022.
- 3.7. School Council Updates:** Trustees shared information from the various school council meetings they’ve attended.
- 3.8. Designated School for Parkland Village School:** Superintendent Boyce shared some background information on the attendance area boundary changes that affect the re-designation of Parkland

Village School area students motion that was proposed and then postponed from the January 10, 2023, Regular Board Meeting.

4. STRATEGIC PLANNING Continued:

- 4.2. Canadian School Boards Association (CSBA) Attendance and presentations:** Board Chair Stewart shared that accommodations for this conference are full, but we have pre-booked and have the options of attending the Canadian School Boards' Association (CSBA) Congress.

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:** Board Policy 13: Appeals to the Board, Parkland Village School Re-designation to Woodhaven Middle School
- 5.3. Roundtable Discussion:** Board Chair Stewart closed the GPS meeting with a roundtable discussion.
- 5.4. Adjournment:** Chair Stewart adjourned the meeting at 4:35 p.m.

Next meeting: Tuesday, February 21, 2023, at 9:00 a.m. *(FULL DAY)*

DRAFT



MEMORANDUM

February 14, 2022
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Lorraine Stewart, Trustee
RESOURCE	Scott Johnston, Associate Superintendent
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 8: Board Committees
ADDITIONAL REFERENCE	BP 2: Stakeholder Engagement and Communication BP 2: Supports and Services BP 8: Appendix 8.1 Governance and Planning Committee Meeting Terms of Reference AP 124: Council of School Councils
SUBJECT	COUNCIL OF SCHOOL COUNCILS (COSC)

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board of Trustees is responsible for meeting with representatives of the school Councils to provide information, share resources and discuss strategies. The following report is in support of these responsibilities.

REPORT SUMMARY

On February 7, 2023, the Council of School Councils (COSC) met at the Parkland School Division, Centre for Education, to discuss a number of agenda items decided in advance including usage of the Alberta School Council Engagement (ASCE) Grant and the role and responsibilities of a school council chair. COSC members shared what is working well within their school councils, and discussed and collaborated on some of the challenges. School administration provided insight on the value of their school councils and some examples of their positive impact.

Board Chair Stewart shared her report, highlighting a variety of Board reports, advocacy items and Board decisions, from the perspective of the Governance Assurance Elements:

- Trustees Foster Quality Learning and Wellness to Promote Student Achievement.
- Trustees Engage, Listen and Advocate
- Trustees Demonstrate Responsibility

Associate Superintendent Johnston shared his report, highlighting the Divisions continued work operating Athabasca Delta Community School, the Annual Education Results Report that was approved at the January 10, 2023 Regular Board Meeting, plans for the Annual Education Planning Day in April which will help formulate the three-year Education Plan, Instructional Service meetings with school administrators, and the continued work of assessment and reporting in the school Division.

LS:kz