REGULAR BOARD MEETING

AGENDA

June 20, 2023 at 9:30 A.M.

Live-Streamed for the Public at:

https://youtu.be/27_AWdnY-fc

PARKLAND
SCHOOL DIVISION

Our Vision:

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

PARKLAND SCHOOL DIVISION

Board of Trustees Regular Meeting

June 20, 2023, at 9:30 AM

Live-Streaming: https://youtu.be/27_AWdnY-fc

Our Vision:

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

-95-	7.5. Technology Department Report (S. Johnston, M. Karaki)
	8. TRUSTEE REPORTS
	8.1. Alberta School Boards Association (J. Osborne, L. Stewart)
	8.2. Public School Boards' Association of Alberta (E. Cameron, A. Wagner)
	8.3. Chamber of Commerce (L. Stewart)

9. FUTURE BUSINESS

9.1. Meeting Dates:

Board – Open to the Public:		
Sep 12, 2023	------	Regular Board Meeting 9:00 AM, Centre for Education *(Meeting Live-Streamed for Public)*
Committees – Closed to the Public:		
Aug 29, 2023	------	Governance & Planning Session (GPS) 9:00 AM, Centre for Education *(morning only)*
Sep 26, 2023	------	Governance & Planning Session (GPS) 9:00 AM, Centre for Education *(full day)*
Sep 27, 2023	------	Audit Committee 1:00 PM, Centre for Education
Sep 28, 2023	------	Benefits Committee 3:30 PM, Centre for Education

9.2. Notice of Motion

9.3. Topics for Future Agendas

9.4. Requests for Information

9.5. Responses to Requests for Information

10. IN-CAMERA

11. ACTION IN RESPONSE TO IN-CAMERA

12. DELEGATION / PRESENTATION

12.1. Students from Millgrove School will be presenting on the Millstone National Archery in the Schools Program (NASP) Archery Team, which includes students from Millgrove School, Connections for Learning, Greystone Centennial Middle School and Spruce Grove Composite High School.

13. ADJOURNMENT

MINUTES OF THE
REGULAR BOARD MEETING
HELD AT THE PARKLAND SCHOOL DIVISION CENTRE FOR EDUCATION IN STONY PLAIN, ALBERTA ON TUESDAY, MAY 30, 2023, AT 12:30 PM

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 *(entered at 1:32 p.m.)*
Scott Johnston, Associate Superintendent
Scott McFadyen, Associate Superintendent
Dr. Meg Miskolzie, Associate Superintendent
John Blood, Director, Transportation Services
Jason Krefting, Director, Financial Services
Shaye Patras, Division Principal, Numeracy and Achievement
Jordi Weidman, Director, Strategic Communications
Keri Zylla, Recording Secretary

CALL TO ORDER

Board Chair Stewart called the meeting to order at 12:30 p.m.

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

NATIONAL ANTHEM

PERSONAL REFLECTION

ANNOUNCEMENTS

_____   _____
Board Chair   Secretary-Treasurer

APPROVAL OF THE AGENDA

Res 031-2023   **MOVED by** Trustee Wagner that the agenda be approved as presented.

CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Res 032-2023   **MOVED by** Trustee McCann that the minutes of the Regular Meeting held on April 11, 2023, be approved as presented.

CARRIED UNANIMOUSLY

BUSINESS ARISING FROM THE MINUTES

In Topics for future agendas, Trustee McCann requested the progress of the implementation of the Alberta Curriculum be a future topic.

Superintendent Boyce indicated, if the Board agrees, this topic will come to the Board as an Administrative Report for information in the Fall of 2023.

DELEGATION

There was no delegation.

QUESTION PERIOD:

There were no questions submitted to the Board in-person or to Board@psd.ca, for the May 30, 2023, Question Period.

BOARD CHAIR REPORT

Board Chair Stewart shared her report.

SUPERINTENDENT REPORT

Superintendent Boyce shared her report.

ACTION ITEMS

Res 033-2023   **REVISED BOARD POLICY 13: APPEALS TO THE BOARD REGARDING STUDENT MATTERS**

MOVED by Vice-Chair Osborne 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 as amended at the Regular Meeting of May 30, 2023.

CARRIED UNANIMOUSLY

AMENDMENT: Amend Board Policy 13: Schedule 13.1, Article 9 to read *"as per Policy 13, s. 9"*, and in article 10 to read *"as established by Board Policy 13, s. 10.1.2."*

_____   _____
Board Chair   Secretary-Treasurer

4

Board Chair Stewart and Superintendent Boyce provided additional information and responded to questions.

2023-2024 REVISED TRANSPORTATION FEES

Res 034-2023

MOVED by Trustee McCann that the Board of Trustees approves the 2023-2024 Revised Transportation Fees as presented at the Regular Meeting of May 30, 2023.

CARRIED 6 to 1

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

OPPOSED: Trustee Wagner

Deputy Superintendent Francis entered the meeting at 1:32 p.m.

Board Chair Stewart transferred chair to Vice-Chair Osborne at 1:53 p.m. and resumed chair at 1:54 p.m.

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

Board Chair Stewart called a recess at 1:55 p.m. Mr. Blood exited the meeting at 1:55 p.m. Meeting resumed at 2:01 p.m.

2023-2024 FISCAL BUDGET

Res 035-2023

MOVED by Vice-Chair Osborne that the Board of Trustees approves the 2023-2024 Fiscal Budget, as recommended by the Audit Committee and presented at the Regular Meeting of May 30, 2023.

CARRIED UNANIMOUSLY

Associate Superintendent McFadyen provided additional information and responded to questions.

Deputy Superintendent Francis exited the meeting at 2:29 p.m. and reentered the meeting at 2:38 p.m.

Mr. Krefting exited the meeting at 2:40 p.m.

2023-2026 EDUCATION PLAN

Res 036-2023

MOVED by Trustee McCann that the Board of Trustees approves the 2023-2026 Education Plan, as presented at the Regular Meeting of May 30, 2023.

CARRIED UNANIMOUSLY

_____   _____
Board Chair   Secretary-Treasurer

Associate Superintendent Johnston provided additional information and responded to questions.

ADMINISTRATIVE REPORTS

CAREER AND TECHNOLOGY REPORT
The Board of Trustees received for information, the Career and Technology Report.

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

Mr. Patras exited the meeting at 3:24 p.m.

STRATEGIC COMMUNICATIONS DEPARTMENT REPORT
The Board of Trustees received for information, the Strategic Communications Department Report.

Trustee Hennig exited the meeting at 3:26 p.m. and reentered at 3:29 p.m.

Mr. Weidman provided additional information and responded to questions.

TRUSTEE REPORTS

GOVERNANCE & PLANNING SESSION
The Board of Trustees received for information, the approved Minutes from the April 18, 2023, Governance & Planning Session (GPS) and the unapproved Minutes from the May 16, 2023 GPS.

BENEFITS COMMITTEE
Trustee Wagner shared the Benefits Committee report.

TEACHER BOARD ADVISORY COMMITTEE
Trustee Wagner shared the Teacher Board Advisory Committee report.

COUNCIL OF SCHOOL COUNCILS
Board Chair Stewart shared the Council of School Councils report.

AUDIT COMMITTEE
Vice-Chair Osborne shared the Audit Committee report.

ALBERTA SCHOOL BOARDS ASSOCIATION
Vice-Chair Osborne shared information on an upcoming annual general meeting.

PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA
Trustee Wagner shared her report.

CHAMBER OF COMMERCE
There was no report.

SPRUCE GROVE JOINT USE COMMITTEE
Vice-Chair Osborne shared her report.

Deputy Superintendent Francis exited the meeting at 3:47 p.m.

INCLUSION ALBERTA: FAMILIES – THE HEART OF COMMUNITY CONFERENCE
Trustee Hennig Shared her report.

ALBERTA SCHOOL COUNCILS ASSOCIATION CONFERENCE
Trustee Hennig Shared her report.

Deputy Superintendent Francis reentered the meeting at 3:51 p.m.

FUTURE BUSINESS

MEETING DATES:

Board – Open to the Public:

Jun 20, 2023	-----	Organizational Meeting 9:00 AM, Centre for Education *(Meeting Live-Streamed for Public)*
Jun 20, 2023	-----	Regular Board Meeting 9:30 AM, Centre for Education *(Meeting Live-Streamed for Public)*

Committees – Closed to the Public:

Jun 13, 2023	-----	Governance & Planning Session 9:00 AM, Centre for Education *(full day)*
Jun 20, 2023	-----	Teacher Board Advisory Committee 5:00 PM, TBD
Jun 23, 2023	-----	ASBA Zone 2/3 Meeting 9:30 AM, Edmonton

NOTICE OF MOTION
There was no notice of motion.

TOPICS FOR FUTURE AGENDAS
Trustee Montgomery requested two items for future agendas: 1) advocacy regarding the impact of the new transportation funding model on private busing contractors 2) public sector accounting rules and regulations professional development for Audit Committee members.

Trustee McCann requested a discussion on governmental constraints regarding communication and decisions made during the pandemic. This item will be on a future Governance and Planning Session agenda.

REQUESTS FOR INFORMATION
There were no requests for information.

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RESPONSES TO REQUESTS FOR INFORMATION
There were no responses to requests for information.

IN-CAMERA: OTHER CONFIDENTIAL MATTERS

Res 037-23   **MOVED by** Trustee Montgomery that the Board of Trustees move to In-Camera at 4:00 p.m.

CARRIED UNANIMOUSLY

The meeting live-stream recording was paused. Associate Superintendent Johnston, Associate Superintendent Dr. Miskolzie, Mr. Weidman and members of the gallery 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 4:00 p.m.

MOTION TO REVERT TO A PUBLIC MEETING

Res 038-23   **MOVED by** Trustee Cameron that the Board of Trustees revert to a public meeting at 4:09 p.m.

CARRIED UNANIMOUSLY

Mr. Weidman re-entered the Boardroom. The public meeting and live-stream resumed at 4:10 p.m.

ACTION IN RESPONSE TO IN-CAMERA
There was no action in response to In-Camera.

ADJOURNMENT

The meeting was adjourned at 4:10 p.m.

_____   _____
Board Chair   Secretary-Treasurer

MEMORANDUM

June 20, 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 2: Role of the Board Board Policy 7: Board Operations Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 2: Collaboration *Education Act*
SUBJECT	**SUPPORT FOR THE TRI-MUNICIPAL BID TO HOST THE 2026 ALBERTA WINTER GAMES.**

PURPOSE

For approval. A recommendation is required.

RECOMMENDATION

That the Board of Trustees supports, in principle, the local Tri-Municipal bid for the 2026 Alberta Winter Games, with the caveat that further conversation is needed with the three municipalities regarding limitations and restrictions on what supports Parkland School Division could provide.

BACKGROUND

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

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

The conditions of Parkland School Division's support are currently being determined under the requirements of Board Policy and the *Education Act*, and with the acknowledgement that the depth to which the Division can support the event, can in no way negatively impact those requirements. Areas that are yet to be determined, include, but are not limited to the level of access to PSD facilities for hosting athletes, ceremonial and sporting events, volunteer requirements, insurance and liability requirements, among any other potential issues.

REPORT SUMMARY

The Parkland School Division (PSD) Board of Trustees received a letter from the City of Spruce Grove Mayor, Jeff Acker, seeking support on behalf of the Division, for the City's bid, in partnership with the Town of Stony Plain and Parkland County, to host the 2026 Alberta Winter Games. In 2012, Parkland School Division and Evergreen Catholic Separate School Division partnered with the tri-municipality to host the Winter Games through use of their facilities to host events and provide accommodations for the student athletes.

PSD is excited at the opportunity to showcase school aged athletes in the Winter Games alongside its community partners, while maintaining the mandates outlined in Board Policy and the *Education Act.* The Board conditionally supports this bid in order to fully weigh both the positive impact and any challenges this obligation may have on its students and staff, as well as any financial impacts in maintenance of those facilities used during events and / or for accommodations.

LS:kz

MEMORANDUM

June 20, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott McFadyen, Associate Superintendent
RESOURCE	Jason Krefting, Director Financial Services
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	Board Annual Work Plan
SUBJECT	**QUARTERLY FINANCIAL REPORT – PERIOD ENDED MAY 31, 2023**

PURPOSE

For information. No recommendation required.

BACKGROUND

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

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

The following report is in support of this responsibility.

REPORT SUMMARY

The financial statement included within this package is for the nine months ended May 31, 2023. The audited financial statements for the current school year will be presented to the Board in November, 2023. The Management Discussion and Analysis includes an updated forecast and provides variance explanations from the budget.

As of May 31, 2023, revenues year to date were $112.6M and expenditures year to date were $113.0M resulting in a deficit of $349K. A deficit of $2.4M is currently forecast for the year ended August 31, 2023 which is higher than budget.

The Division is projecting an operating reserve before school generated funds of $3.8M at August 31, 2023, which is $468K below the cap of $4.3M.

Administration would be pleased to respond to any questions.

SM:rg

Management's Discussion and Analysis

May 31, 2023

Management's discussion and analysis

The following is a discussion of the financial position and results of operations of Parkland School Division (the Division) for the nine months ended May 31, 2023 and should be read with the Division's annual financial statements. The statements have been prepared in accordance with Canadian public sector accounting standards (PSAS).

The Division had a total operating budget of $139.3 million to provide public education services to over 12,400 students for the 2022-2023 school year. The Division is home to 25 distinct learning sites, including two high school outreach locations and a number of alternative learning options offered through the Connections for Learning.

As of the 2021 Canada Census, the Division's area serves approximately 91,000 residents across a blend of urban and rural communities. Our families live within a 2,450 square kilometer area that extends across the Tri-Municipal Region, including Spruce Grove, Stony Plain, Parkland County and Paul First Nation. With the agreement to be the interim education authority for Athabasca Delta Community School, the northern remote community of Fort Chipewyan in Treaty 8 Territory was added to the Division beginning in the 2022-2023 school year.

All jurisdictions are experiencing shifting trends in education, constraints of flat provincial funding and a heavily challenged economy. Yet still, the Division continues to thrive as an innovative and proactive school authority. We are dedicated to minimizing any further impact on schools and the effect on students. Regardless of what student learning looks like moving forward, we are dedicated to providing supportive environments, meaningful experiences and fostering healthy relationships that encourage student development.

At Parkland School Division, we always put students first and are dedicated to preparing youth to take their place in a rapidly changing world. This preparation happens through consistent, day-by-day collaborative efforts that lead to positive student outcomes.

Changes in Alberta's economy have resulted in a noticeable population shift for the Division as more families move from rural areas to more urban centers, creating smaller rural communities with decreasing school populations. The Division believes in fiscal accountability and transparency through regular financial reporting to the Board. Ensuring effective stewardship of the Board's resources is a responsibility that is legislated through the Education Act. Through resource stewardship student success and well-being are supported by ensuring equitable and sustainable use of our resources and ensuring financial responsibility remains a priority.

1. Budget to Actual at May 31, 2023 Analysis

Parkland School Division (the Division) is showing a deficit of $349K at Q3. The budget for 2022-2023 excludes Athabasca Delta Community School (ADCS) as the Division did not become the interim authority until after the budget was approved.

	Budget 2022-23	Actual May 31, 2023	% of Budget		Q3 Forecast 2022 - 2023	Variance from Budget	% Change From Budget
REVENUES							
Government of Alberta	$ 130,261,904	$ 102,245,390	78.5%		$ 135,358,792	$ 5,096,888	3.9%
Federal Government and First Nations	1,823,434	4,407,474	241.7%		4,940,003	3,116,569	170.9%
Other Alberta school authorities	36,215	45,000	124.3%		45,000	8,785	24.3%
Fees	3,272,516	3,185,897	97.4%		3,414,613	142,097	4.3%
Other sales and services	985,570	1,159,547	117.7%		1,237,596	252,026	25.6%
Investment income	150,000	659,499	439.7%		895,628	745,628	497.1%
Gifts and donations	322,909	474,560	147.0%		508,232	185,323	57.4%
Rental of facilities	54,000	177,737	329.1%		190,224	136,224	252.3%
Fundraising	87,270	279,275	320.0%		291,908	204,638	234.5%
Gains on disposal of capital assets	-	2,000	100.0%		-	-	0.0%
Total revenues	**$ 136,993,818**	**$ 112,636,379**	**82.2%**		**$ 146,881,996**	**$ 9,888,178**	**7.2%**
EXPENSES BY PROGRAM							
Instruction	$ 106,716,583	$ 86,493,111	81.0%		$ 115,511,927	$ (8,795,344)	-8.2%
Operations and maintenance	17,115,302	14,138,698	82.6%		18,091,917	(976,615)	-5.7%
Transportation	10,991,218	8,924,721	81.2%		10,988,347	2,871	0.0%
Board & system administration	4,354,967	3,056,519	70.2%		4,324,511	30,456	0.7%
External services	84,638	371,927	439.4%		393,790	(309,152)	-365.3%
Total expenses	**$ 139,262,708**	**$ 112,984,976**	**81.1%**		**$ 149,310,492**	**$ (10,047,784)**	**-7.2%**
Operating surplus (deficit)	**$ (2,268,890)**	**$ (348,597)**			**$ (2,428,496)**	**$ (159,606)**	
EXPENSES BY CATEGORY							
Salaries, wages and benefits	$ 104,896,283	$ 83,900,778	80.0%		$ 109,079,048	$ (4,182,765)	-4.0%
Services, contracts and supplies	24,912,158	21,532,708	86.4%		30,063,707	(5,151,549)	-20.7%
School generated Funds	1,115,001	1,357,344	121.7%		1,641,222	(526,221)	-47.2%
Infrastructure Maintenance Renewal	1,288,274	1,055,194	81.9%		1,288,274	-	0.0%
Amortization of capital assets and interest	7,050,992	5,138,952	72.9%		7,238,241	(187,249)	-2.7%
Total expenses	**$ 139,262,708**	**$ 112,984,976**	**81.1%**		**$ 149,310,492**	**$ (10,047,784)**	**-7.2%**
SURPLUS/(DEFICIT) BY PROGRAM							
Instruction	$ (2,035,488)	$ (125,459)			$ (2,559,404)	$ (523,916)	
Operations and Maintenance	(233,402)	(441,891)			(123,833)	109,569	
Transportation	-	(111,976)			274,335	274,335	
Board and System Administration	-	233,079			43,345	43,345	
External Services	-	(110,617)			(9,821)	(9,821)	
Surplus/(Deficit) from Operations	**$ (2,268,890)**	**$ (556,864)**			**$ (2,375,378)**	**$ (106,488)**	
School Generated Funds	-	208,267			(53,118)	(53,118)	
Total Surplus/(Deficit)	**$ (2,268,890)**	**$ (348,597)**			**$ (2,428,496)**	**$ (159,606)**	

As of May 31, 2023, revenues to date were $112.6M and expenditures were $113.0M resulting in a deficit of $349K. A deficit of $2.4M is currently forecast for the year ended August 31, 2023. The increase in the deficit is the result of purchasing needed supplies for our schools. The increased deficit ensures the Division is below the reserve cap.

Revenues

Overall increase in revenues of $9.9 million

Revenues increased by $9.9 million or 7.2% from budget to $146.9 million. $5.0M of the increase is due to the addition of Athabasca Delta Community School (ADCS).

Key variances are:

Government of Alberta – increase of $5.1M or 3.9% - Government of Alberta revenues increased:

- $1.4M - Provincial revenues for ADCS

- $1.1M - Teacher settlement related to the new collective agreement

- $852K - Learning Loss and Curriculum Implementation funding

- $537K – ADCS Education Service Agreement

- $284K - Alberta Education revenues related to higher weighted moving average enrolments over budget (Grades 1 – 12 and regular High School funding)

- $16K – Mental Health in School Pilot Programs funding

- $258K – Transportation Fuel Initiative grant to assist with escalating fuel costs

- $207K - Supplemental Enrolment Growth grant provides additional per student funding greater than between 2% and 5%

- $113K – Additional secondments

- $102K – Capital Revenues recognized

- ($163K) – Alberta Teachers Retirement Fund decreased which is offset by the related expense

- $73K – Low Incidence Supports and Services funding

- $50K – Support for Ukrainian Students funding

- $12K – Alberta School Council Engagement grant

- ($48K) – Alberta Education School Based Revenues or Grants

- $157K – Alberta Education Federal French Funding as unspent project money was distributed to school divisions

- $173K – Alberta Health Helping Hands grant for ADCS

Federal Government – increase of $3.1M or 170.9% - primarily due to funding designated to ADCS ($2.7M) and increases in other grants such as Jordan's Principle ($379K)

Fee Revenue – increase of $142K or 4.3% – mainly due to higher ridership than budgeted as Covid restrictions were withdrawn and more students returned to school

Investment Income – increase of $746K or 497.1% – due to the increase in interest rates

Other revenues – increase of $778K – includes sales and services 25.6%, facility rentals 252.3% (includes ADCS teacherages), donations 57.4% and fundraising 234.5%

Expenditures

Overall increase in expenditures of $10.0 million

Expenditures increased by $10.0 million or 7.2% from budget to $149.3 million. $5.0M of the increase is due to the addition of ADCS.

Key variances by category are:

Salaries, Wages and Benefits – increase of $4.2 million or 4.0% - Salaries, wages and benefits increased:

- $3.6M increase in certificated salaries and benefits

    o $1.6M - increased enrolment due to the addition of ADCS

    o $1.1M - teacher increases due to new collective agreement

    o $507K - Curriculum Implementation and Learning Loss for substitute coverage

    o $492K - Division initiatives - COVID Supplement for Instructional Services and Student Services

    o ($163K) – decrease in costs for Alberta Teacher Retirement Fund

    o $113K – additional secondments

- $559K increase in support salary and benefits

    o The increase is due to the addition of ADCS partially offset by support positions that were budgeted and schools were unable to fill

Services, Contracts and Supplies – increase of $5.2M or 20.7% – Services, Contracts and Supplies increased:

- $2.6M - increase in supplies and services to support increased enrolment due to the addition of ADCS

- $900K – increase for a central purchasing initiative to take advantage of economies of scale to evergreen technology, furniture and equipment in the schools and install heat pumps in all modular units in the Division.

- $418K – increase to furniture and equipment as furniture purchased in the prior year did not arrive prior to year-end

- $276K - increases are related to supplies for Curriculum Implementation expenditures for resource purchasing

- $214K – increase to utility expenditures

- $223K – Armic equity payment offset by other revenues received from previous insurance consortium

- $102K – increase related to Breakfast Club expenditures due to additional funding

- $73K – increase to supplies and services for the Low Incidence Supports and Services grant

- $50K – increase for services to support Ukrainian students

- $12K – increase in expenditures related to the Alberta School Council Engagement grant

- $150K – increase related to Covid Supplemental funding to support students

- $100K – Increase in miscellaneous services as a result of accrued election costs

School Generated Funds – increase of $526K or 47.2% - school generated funds increased due to the resumption of extracurricular activities and events that had been previously affected by Covid-19.

Amortization of Capital Assets and Interest – increase of $187K or 2.7% - amortization of capital assets and interest increased due to the Woodhaven modernization and Prescott modular projects.

Surplus/(Deficit) by Program

Instruction (Includes SGF)	Budget	Q3 Forecast	Variance
Revenue	$ 104,681,095	$ 112,899,405	$ 8,218,310
Expenses	106,716,583	115,511,927	8,795,344
Surplus/(Deficit)	(2,035,488)	(2,612,522)	(577,034)

Operations and Maintenance	Budget	Q3 Forecast	Variance
Revenue	16,881,900	17,968,084	1,086,184
Expenses	17,115,302	18,091,917	976,615
Surplus/(Deficit)	(233,402)	(123,833)	109,569

Transportation	Budget	Q3 Forecast	Variance
Revenue	10,991,218	11,262,682	271,464
Expenses	10,991,218	10,988,347	(2,871)
Surplus/(Deficit)	-	274,335	274,335

Board and System Administration	Budget	Q3 Forecast	Variance
Revenue	4,354,967	4,367,856	12,889
Expenses	4,354,967	4,324,511	(30,456)
Surplus/(Deficit)	-	43,345	43,345

External Services	Budget	Q3 Forecast	Variance
Revenue	84,638	383,969	299,331
Expenses	84,638	393,790	309,152
Surplus/(Deficit)	-	(9,821)	(9,821)

Total Surplus/(Deficit) by Program	$ (2,268,890)	$ (2,428,496)	$ (159,606)

Instruction – deficit of $2.6M – the increase in expenditures is due to the addition of revenues and related expenditures of ADCS, other GOA grants (listed above) and the Covid Supplement programs to support students. The increase in the deficit is to purchase needed supplies for our schools and to remain below the reserve cap as 2021-2022 results were better than forecasted.

Operations and Maintenance – deficit of $124K – the increase in revenues and expenditures is primarily due to the addition of ADCS. The prior year surplus is being utilized for other inflationary increases.

Transportation – surplus of $274K - the increase in revenues is due to fuel escalation funding, higher ridership and the addition of ADCS. The surplus is being utilized to purchase additional capital equipment for transportation.

Board and System Administration – increase of $43K - the increase in revenues is due to the addition of ADCS. Expenditures are lower than budget primarily due to lower than budgeted legal costs.

External Services – Revenues and expenditures increased due to the teacherages located at ADCS.

Financial Position at May 31, 2023

	Actual Balance at May 31, 2023	Actual Balance at August 31, 2022
Financial Assets		
Cash	$ 18,888,161	$ 18,134,355
Accounts Receivable	1,715,793	1,860,648
Total Financial Assets	20,603,955	19,995,003
Accounts Payable and Accrued Liabilities	5,218,305	4,911,530
Unspent Deferred Contributions	2,819,252	2,083,544
Employee Future Benefits	411,819	447,700
Total Liabilites	8,449,376	7,442,774
Non-Financial Assets		
Tangible Capital Assets	163,099,973	159,895,409
Inventory	-	-
Prepaid Expenses	618,799	531,885
Total Non-Financial Assets	163,718,772	160,427,294
Spent Deferred Capital Contributions		
	$ 155,645,337	$ 152,477,262

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

As at May 31, 2023 the Division has total financial assets of $20.6 and liabilities of $8.4M resulting in net financial assets of $12.2M.

Financial assets include

- $18.9M in cash – increase of $754K - the increase in cash related to additional funding received from the government of Alberta (Learning Loss, Supplemental Enrolment growth, support for Ukrainian Students, Mental Health in Schools) partially offset by a reduction in grants receivable and IMR spending that has occurred since the year end.
- $1.7M in accounts receivable – decrease of $145K - includes GST receivable, receivables for secondments to other organizations, supported capital receivables and other general receivables. Accounts receivable decreased primarily due to a decrease in grants receivable for CMR and Prescott modulars partially offset by an increase in general accounts receivable.

Liabilities include

- $5.2M in accounts payable and accrued liabilities – increase of $307K - includes vendor invoices for amounts incurred but not yet paid for supplies and services and accrued liabilities including payroll withholdings and unearned revenues. Accounts payable increased due to an increase in payroll withholdings partially offset by lower accrued payables to vendors.

- $2.8M unspent deferred contributions – increase of $736K - is comprised of both restricted operational funding not expended which primarily includes unexpended IMR and Capital Maintenance Renewal (CMR) funding and small grants from other external sources. Unexpended deferred capital revenue is for contributions received for supported capital projects that has not been spent. The increase in the current year is primarily the result of the Curriculum Implementation and other wellness grants that have been spent since the prior year end partially offset by additional funding received such as Breakfast Club, support for Ukrainian Students funding and Mental Health in Schools grant.
- $412K in future benefit liabilities – decrease of $36K - is an executive retirement plan (SERP) for some current and former senior executives based on contributions and actuarial valuations offset by payments to retired employees during the year.

Non-financial assets including

- $163.1M in capital assets – increase of $3.2M - increases to capital assets this year include Stony Plain Central replacement school and modular units for Prescott and Millgrove schools.
- $619K in prepaid expenses – increase of $87K - for items and services paid in advance and not yet received. The increase over the prior year is primarily due to a timing difference last year. The insurance premium is renewed November 1st annually.

Spent deferred capital contributions

- $155.6M spent deferred capital contributions – increase of $3.2M - are recorded when a supported asset such as a school is acquired. The contribution is then recognized over the life of the asset in an amount equal to the amortization on the asset. The increase in spent deferred capital contributions is attributed primarily to the Alberta Infrastructure projects at the Stony Plain Central replacement school and the modular projects at Prescott and Millgrove schools which are partially offset by amortization.

Accumulated Operating Surplus

	Audited Balance at Sep 1, 2022	Forecasted Q3 Balance at May 31, 2023	Transfer/Capital Purchases	Q3 Projected Balance at Aug 31, 2023	Operating Reserves Cap 2023
Operating Surplus (deficit)					
Instruction	$ 5,358,546	$ (2,559,404)	$ (656,231)	$ 2,142,912	
Administration	1,463,117	43,345	-	1,506,462	
Operations and Maintenance	120,610	(123,833)	197,841	194,618	
Transportation	107,150	274,335	(370,262)	11,223	
External Services	-	(9,821)	-	(9,821)	
Total Restricted Operating Surplus before SGF	7,049,423	(2,375,378)	(828,652)	3,845,393	
Unrestricted Surplus	943,768	-	(943,769)	-	
Accumulated Surplus from Operations (Excluding SGF)	7,993,191	(2,375,378)	(1,772,421)	3,845,393	**4,313,391**
School Generated Funds	647,362	(53,118)	-	594,244	
Accumulated Surplus from Operations	$ 8,640,553	$ (2,428,496)	$ (1,772,421)	$ 4,439,637	
Capital Reserves					
Instruction	$ 3,542,195	$ -	$ 562,909	$ 4,105,104	
Operations and Maintenance	486,682	-	(225,461)	261,221	
Administration	1,020,701	-	(114,699)	906,002	
Transportation	366,655	-	44,374	411,029	
External Services	28,385	-	-	28,385	
Total Capital Reserves	$ 5,444,618	$ -	$ 267,123	$ 5,711,741	
Investment in Capital Assets	$ 6,417,090	$ -	1,505,298	$ 7,922,388	
Total Accumulated Surplus	$ 20,502,261	$ -	$ -	$ 18,073,766	

The projected operating surplus balance at August 31, 2023 is $3.8M excluding SGF. This is $468K below the cap of $4.3M. The cap is 3.15% of the prior year's total expenses. $1.6M has been transferred from operating reserves to capital reserves to fund the CFL Outreach with Ministerial approval.

Accumulated surplus includes:

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

3.   Results from Operations

Accumulated Surplus from Operations
Before School Generated Funds
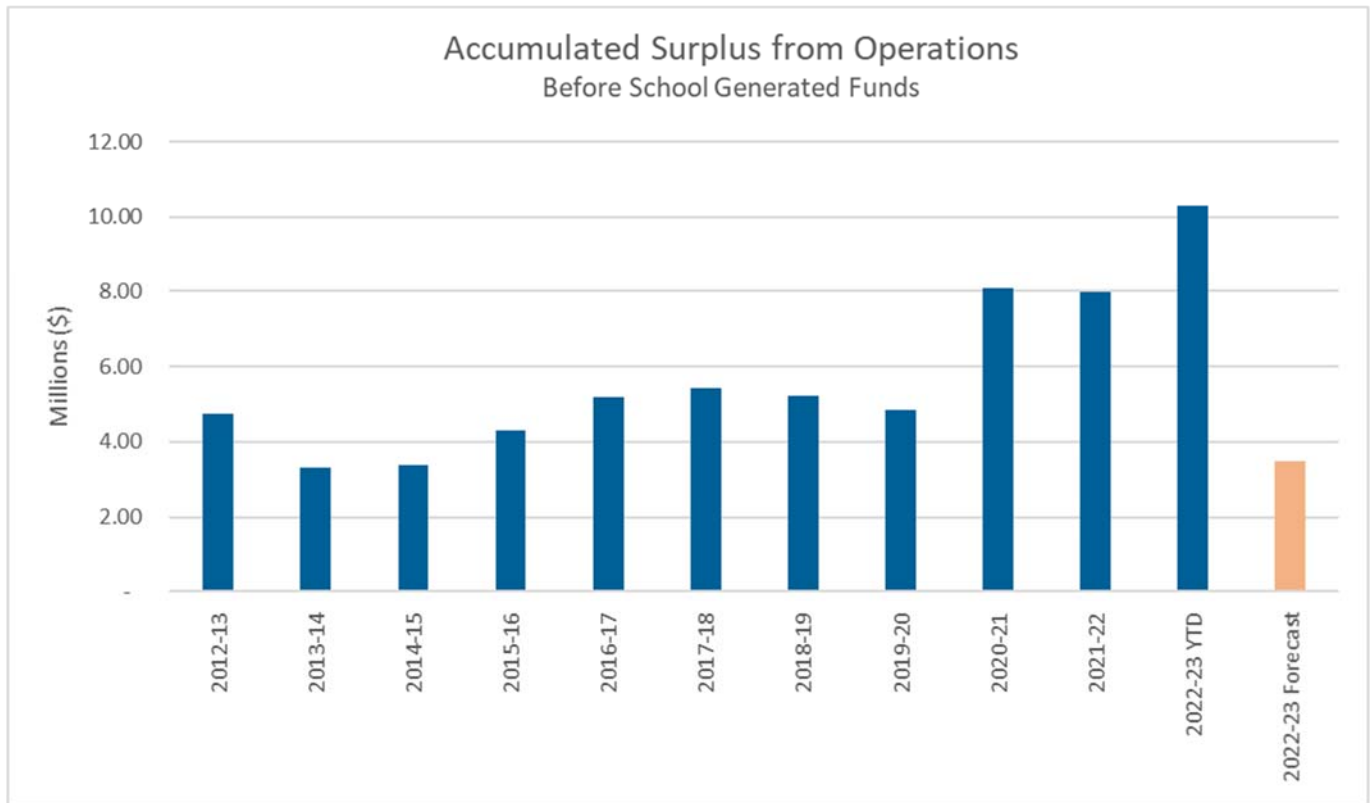
3.1   Revenues – comparator to Budget and Actuals to May 31, 2023
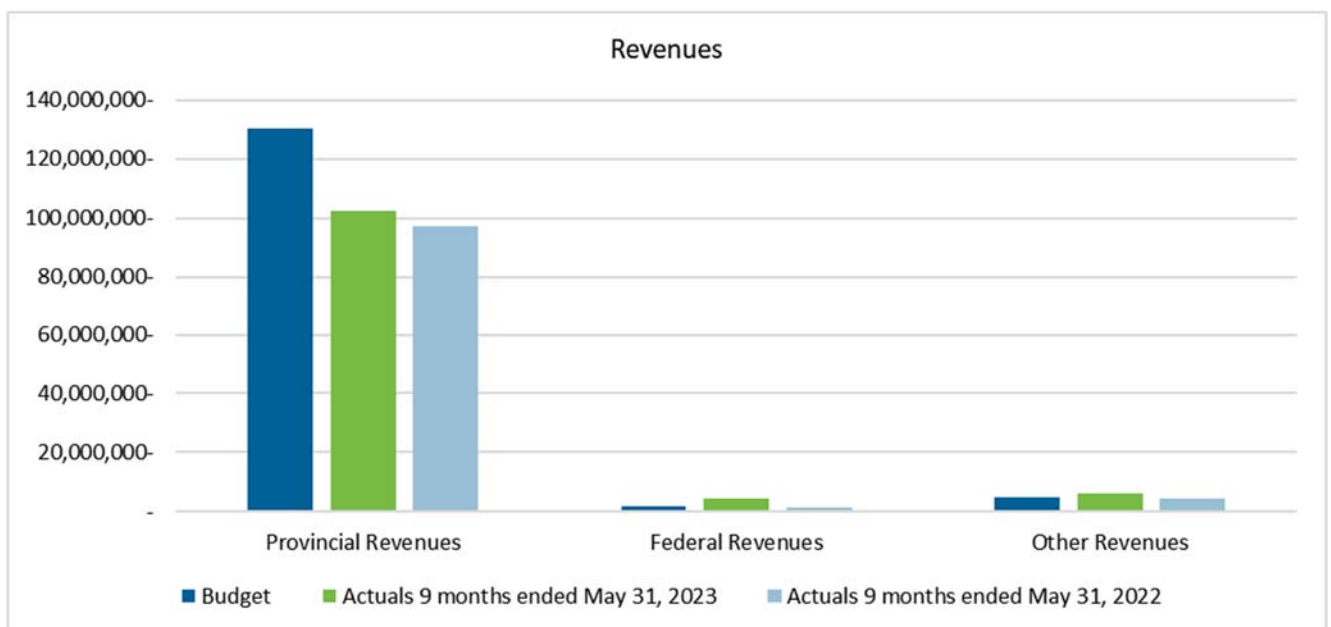
Revenues

3.1.1 Revenue from Provincial Government

	Annual Budget		For the 9 months Ended May 31, 2023	% of Budget		For the 9 months Ended May 31, 2022	% Change
$	130,316,119	$	102,290,391	78.5%	$	97,159,408	5.3%

The Alberta government is the key revenue source for the Division providing 95% of its revenues. Revenue received from the Government of Alberta was 78.5% of budget. The increase in revenue is primarily due to a one time grant for ADCS, ADCS Education Service Agreement, Learning Disruption grant, Curriculum Implementation grant, Fuel Contingency funding, Supplemental Enrolment funding and Teacher Salary Settlement. These additional grants are also the basis for the 5.3% increase from the prior year.

3.1.2 Revenue from Federal Government

	Annual Budget		For the 9 months Ended May 31, 2023	% of Budget		For the 9 months Ended May 31, 2022	% Change
$	1,823,434	$	4,407,474	241.7%	$	1,460,614	201.8%

The federal government provides funding for First Nation students living on the Reserve. Actual revenues are 241.7% of budget due to the addition of ADCS students and an increase in Jordan's Principle grants which is also the basis for the change from the prior year.

3.1.3 Other Revenues

	Annual Budget		For the 9 months May 31, 2023	% of Budget		For the 9 months May 31, 2022	% Change
$	4,854,265	$	5,938,514	122.3%	$	4,602,167	29.0%

Other Revenues for the year are 122.3% of budget as many of the fees are collected up front at the beginning of the year. The 29.0% increase from the prior year is primarily due to the resumption of extracurricular activities, facilities rentals, fundraising and donations as the risk of Covid-19 has lessened. Investment income has also increased due to rising interest rates.

3.2   Expenditures - comparator to Budget and Actuals to May 31, 2023
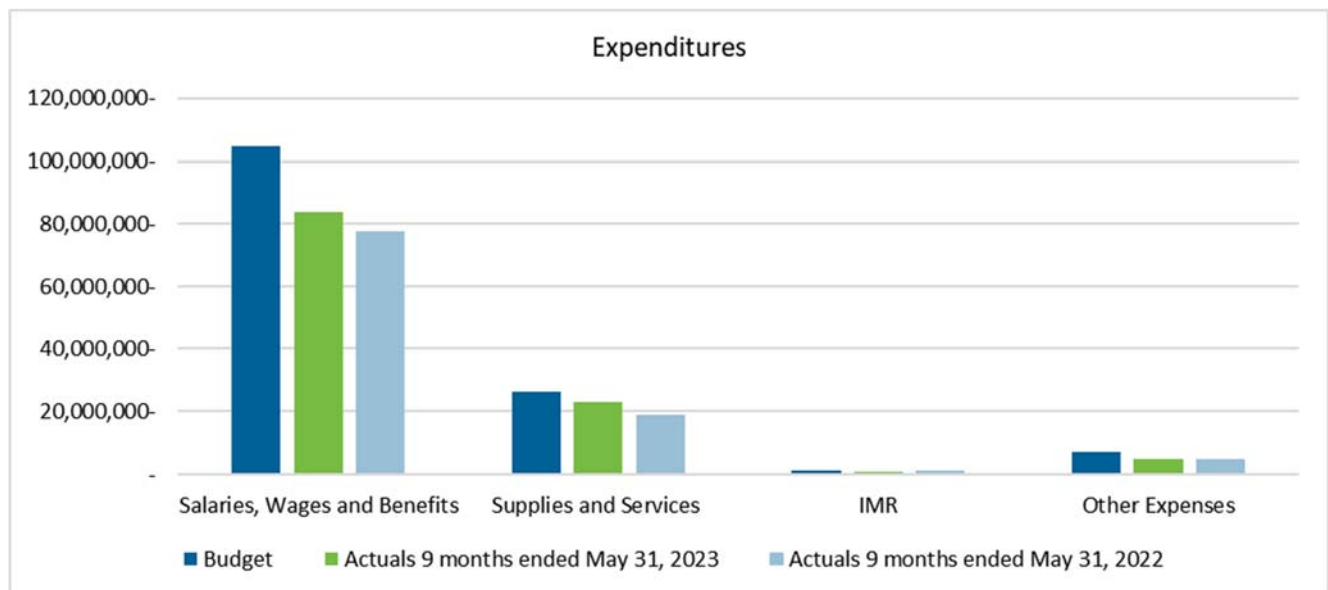
3.2.1   Salaries, Wages and Benefits

	Annual Budget		For the 9 months May 31, 2023	% of Budget	For the 9 months May 31, 2022	% Change
$	104,896,282	$	83,900,778	80.0% $	77,916,589	7.7%

Salaries, Wages and Benefits are at 80.0% of budget primarily due to the addition of staff for ADCS. The 7.7% increase over the prior year is to support the additional enrolments at ADCS, the teacher salary settlement, other grants from Alberta Education and Division initiatives. Enrolments increased 471 students over the prior year at September 30.

3.2.2   Service, Contracts and Supplies

	Annual Budget		For the 9 months Ended May 31, 2023	% of Budget	For the 9 months Ended May 31, 2022	% Change
$	26,027,159	$	22,890,051	87.9% $	18,971,416	20.7%

The Service, Contracts and Supplies (including SGF) are at 87.9% of budget. This year, expenditures are higher than budget due to the addition of ADCS and other funding expenditures such as Curriculum Implementation and Fuel Price Contingency. The 20.7% increase from the prior year is largely due to additional expenses to support the increase in students and additional funding expenditures.

3.2.3 Infrastructure Maintenance Renewal (IMR)

	Annual Budget	For the 9 months Ended May 31, 2023	% of Budget	For the 9 months Ended May 31, 2022	% Change
$	1,288,274	$ 1,055,194	81.9%	$ 1,125,761	-6.3%

Infrastructure, Maintenance and Renewal expenditures were 81.9% of budget. IMR expenditures do not occur evenly over the year and many projects are done when students are not in the buildings. IMR expenditures were (-6.3%) lower than the prior year due to the timing of projects during the year.

3.2.4   Other Expenses

	Annual Budget	For the 9 months Ended May 31, 2023	% of Budget	For the 9 months Ended May 31, 2022	% Change
$	7,050,992	$ 5,138,952	72.9%	$ 5,000,011	2.8%

Other Expenses include amortization of capital assets and are 72.9% of budget. The 2.8% increase compared to the prior year is primarily the result of the completion of Woodhaven modernization project and the Prescott modular project.

3.3   Excess of Revenues over Expenses

Overall, the Division has a deficit of $349K at the end of the third quarter.

Program	Budget 2022-23	May 31, 2023	May 31, 2022
Instruction	$ (2,035,488)	$ (125,459)	$ 1,434,954
Administration	-	233,079	225,623
Operations and Maintenance	(233,402)	(441,891)	(881,951)
Transportation	-	(111,976)	(651,553)
External Services	-	(110,617)	-
Total	$ (2,268,890)	$ (556,864)	$ 127,070
Add: SGF		208,267	81,342
Total	$ (2,268,890)	$ (348,597)	$ 208,412

The Instructional Program had a deficit of $125K as a result of the timing of expenditures that will occur later in the year.

The Administration program was in a surplus position of $233K as the result of the timing of expenditures during the year.

Operations and Maintenance is currently in a deficit of ($442K) as a result of the timing of expenditures and transfers to other programs.

The Transportation program is operating at a deficit of ($112K) due to the timing of expenditures.

4.   Significant Changes and Events

4.1   ADCS

The Division became the interim authority by Ministerial Order of ADCS effective September 1, 2022. PSD is working with the prior school division that held ADCS to adjust any assets, liabilities and reserves necessary, after prior year end results became available. The current operating results for PSD include ADCS.

4.2   Labour Relations

The Alberta Teachers Association (ATA) collective agreement expired on August 31, 2020. ATA/Central Bargaining concluded in June 2022 with a new collective agreement for September 1, 2020 to August 31, 2024. June 27, 2022 ATA served PSD notice to open local bargaining.

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

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

4.3   Provincial Funding

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

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

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

- School
  - Operations and Maintenance uses WMA enrolment funding as well as considerations for utilized space and under-utilized space
  - Transportation grant funding increased by 5% over 2019-20 as Alberta Education is currently developing a new model

- Community
  - These grants are designed to address socio-economic contexts and geographic locations which pose unique challenges to the operation of schools and delivery of educational services
    - Socio-economic status funding
    - Geographic
    - Nutrition
- Jurisdiction
  - System Administration Grant (SAG)
    - Funding to cover governance (Board of Trustees) and central administration costs
    - Targeted grant to support System Administration
    - Amounts can be transferred from the SAG to other grants, but cannot utilize funds from other grants for system administration

The Division will receive bridge funding of $6.4M for 2022-2023. This is funding that the government held back from the funding model to fund future enrolment across the province.

4.4   Asset Retirement Obligations (ARO)

ARO is a new accounting standard that will impact the Division and other school boards in the 2022-2023 school year. An asset retirement obligation is a legal obligation to record a liability for costs related to the retirement of an asset at the end of its useful life (i.e. remediation of a building containing asbestos). The Division is working with the auditors to determine the ARO liability amount that will be recorded on PSD's books prior to the yearend.

STATEMENT OF FINANCIAL POSITION
As at May 31, 2023

		May 31, 2023		August 31, 2022
FINANCIAL ASSETS				
Cash and cash equivalents	$	18,888,161	$	18,134,355
Accounts receivable (net after allowances)		1,715,793		1,860,648
Portfolio investments		-		-
Operating				
Endowments				
Inventories for resale				
Other financial assets		-		-
Total financial assets		20,603,955		19,995,003
LIABILITIES				
Bank indebtedness		-		-
Accounts payable and accrued liabilities		5,218,305		4,911,530
Unspent deferred contributions		2,819,252		2,083,544
Employee future benefit liabilities		411,819		447,700
Environmental liabilities		-		-
Other liabilities		-		-
Debt				
Unsupported: Debentures		-		-
Mortgages and capital loans		-		-
Capital leases		-		-
Total liabilities		8,449,376		7,442,774
Net financial assets		12,154,579		12,552,229
NON-FINANCIAL ASSETS				
Tangible capital assets		163,099,973		159,895,409
Inventory of supplies		-		-
Prepaid expenses		618,799		531,885
Other non-financial assets		-		-
Total non-financial assets		163,718,772		160,427,294
Net assets before spent deferred capital contributions		175,873,350		172,979,523
Spent deferred capital contributions		155,645,337		152,477,262
Net assets		20,228,013		20,502,261
Net assets		20,153,664		20,502,261
Accumulated operating surplus (deficit)		20,153,664		20,502,261
Accumulated remeasurement gains (losses)		-		-
	$	20,153,664	$	20,502,261

STATEMENT OF OPERATIONS
For the nine months ended May 31, 2023

	Annual Budget 2022-2023	Actual May 31, 2023	Actual August 31, 2022
REVENUES			
Government of Alberta	$ 130,316,119	$ 102,290,391	$ 129,896,757
Federal Government and other government grants	1,823,434	4,407,474	1,701,844
Property taxes	-	-	-
Fees	3,272,516	3,185,897	2,598,978
Sales of services and products	1,025,570	1,159,547	1,589,387
Investment income	110,000	659,499	203,019
Donations and other contributions	392,179	753,835	535,597
Other revenue	54,000	179,737	82,997
Total revenues	136,993,818	112,636,379	136,608,579
EXPENSES			
Instruction - ECS	6,240,197	5,076,794	6,238,231
Instruction - Grades 1-12	100,476,388	81,416,317	98,093,239
Operations and maintenance	17,115,302	14,138,698	17,560,269
Transportation	10,991,218	8,924,721	10,735,850
System administration	4,354,965	3,056,519	4,162,029
External services	84,638	371,927	143,479
Total expenses	139,262,708	112,984,976	136,933,097
Annual operating surplus (deficit)	(2,268,890)	(348,597)	(324,518)
Endowment contributions and reinvested income	-	-	-
Annual surplus (deficit)	(2,268,890)	(348,597)	(324,518)
Accumulated surplus (deficit) at beginning of year	20,502,261	20,502,261	20,826,779
Accumulated surplus (deficit) at end of year	$ 18,233,371	$ 20,153,664	$ 20,502,261

2022-2023

Statement of Revenues and Expenses - Athabasca Delta Community School

		Q3 Forecast 2022-23		Actuals 2022-23		Variance	% Forecast Used
Revenues							
Instruction (ECS to Grade 12)	$	3,636,742	$	3,426,962	$	209,780	94.23%
School Generated Funds		5,245		5,245		-	100.00%
Operations & Maintenance		1,023,298		992,252		31,046	96.97%
Transportation		112,697		100,626		12,071	89.29%
Board & System Administration		26,940		24,543		2,397	91.10%
External Services		229,342		111,021		118,320	48.41%
Total Revenues	$	5,034,264	$	4,660,649	$	373,615	92.58%
Expenses							
Instruction (ECS to Grade 12)	$	3,631,134	$	2,280,663	$	1,350,472	62.81%
School Generated Funds		4,745		990		3,755	20.86%
Operations & Maintenance		997,778		585,376		412,402	58.67%
Transportation		104,872		91,334		13,538	87.09%
Board & System Administration		50,872		31,026		19,846	60.99%
External Services		244,862		230,939		13,923	94.31%
Total Expenses	$	5,034,263	$	3,220,327	$	1,813,937	63.97%
Surplus/(Deficit)	$	-	$	1,440,322			

2022-2023

Statement of Revenues and Expenses - Excluding Athabasca Delta Community School

		Q3 Forecast 2022-23		Actuals 2022-23		Forecast Remaining	% Forecast Used
Revenues							
Instruction (ECS to Grade 12)	$	107,674,560	$	81,583,348	$	26,091,212	75.77%
School Generated Funds		1,582,859		1,560,366		22,493	98.58%
Operations & Maintenance		16,944,786		12,704,555		4,240,231	74.98%
Transportation		11,149,985		8,712,119		2,437,866	78.14%
Board & System Administration		4,340,916		3,265,056		1,075,860	75.22%
External Services		154,627		150,288		4,340	97.19%
Total Revenues	$	141,847,733	$	107,975,731	$	33,872,002	76.12%
Expenses							
Instruction (ECS to Grade 12)	$	110,239,570	$	82,855,104	$	27,384,466	75.16%
School Generated Funds		1,636,477		1,356,354		280,123	82.88%
Operations & Maintenance		17,094,140		13,553,322		3,540,818	79.29%
Transportation		10,883,475		8,833,387		2,050,088	81.16%
Board & System Administration		4,273,639		3,025,494		1,248,144	70.79%
External Services		148,928		140,987		7,941	94.67%
Total Expenses	$	144,276,228	$	109,764,648	$	34,511,580	76.08%
Surplus/(Deficit) Excluding ADCS	$	(2,428,495)	$	(1,788,916)			
Surplus/(Deficit) ADCS		-		1,440,322			
Total Surplus/(Deficit) PSD	$	(2,428,495)	$	(348,594)			

STATEMENT OF CASH FLOWS
For the nine months ended May 31, 2023

	May 31, 2023	August 31, 2022
CASH FLOWS FROM:		
A. OPERATING TRANSACTIONS		
Annual surplus (deficit)	$ (348,597)	$ (324,518)
Add (Deduct) items not affecting cash:		
Amortization of tangible capital assets	5,138,952	6,757,981
Net (gain)/loss on disposal of tangible capital assets	(2,000)	(8,978)
Transfer of tangible capital assets (from)/to other entities	-	-
(Gain)/loss on disposal of portfolio investments		
Spent deferred capital revenue recognition	(4,413,817)	(5,719,029)
Deferred capital revenue write-down / adjustment	-	-
Increase/Decrease in employee future benefit liabilities	(35,881)	(13,800)
Donations in kind	-	-
	338,657	691,656
(Increase)/Decrease in accounts receivable	144,855	(785,455)
(Increase)/Decrease in inventories for resale	-	-
(Increase)/Decrease in other financial assets	-	-
(Increase)/Decrease in inventory of supplies	-	-
(Increase)/Decrease in prepaid expenses	(86,914)	(60,113)
(Increase)/Decrease in other non-financial assets	-	-
Increase/(Decrease) in accounts payable, accrued and other liabilities	272,642	(3,049,031)
Increase/(Decrease) in unspent deferred contributions	735,709	671,448
Increase/(Decrease) in environmental liabilities	-	-
Total cash flows from operating transactions	1,404,948	(2,531,495)
B. CAPITAL TRANSACTIONS		
Purchases of tangible capital assets		
Acqisition of tangible capital assets	(1,152,064)	(3,779,501)
Net proceeds from disposal of unsupported capital assets	2,000	16,155
Other (describe)	-	-
Total cash flows from capital transactions	(1,150,064)	(3,763,346)
C. INVESTING TRANSACTIONS		
Purchases of portfolio investments	-	-
Proceeds on sale of portfolio investments	-	-
Other (describe)	-	-
Total cash flows from investing transactions	-	-
D. FINANCING TRANSACTIONS		
Debt issuances	-	-
Debt repayments	-	-
Increase (decrease) in spent deferred capital contributions	498,921	2,932,352
Capital lease issuances	-	-
Capital lease payments	-	-
Total cash flows from financing transactions	498,921	2,932,352
Increase (decrease) in cash and cash equivalents	753,806	(3,362,489)
Cash and cash equivalents, at beginning of year	18,134,355	21,496,844
Cash and cash equivalents, at end of year	$ 18,888,161	$ 18,134,355

STATEMENT OF CHANGE IN NET FINANCIAL ASSETS
For the nine months ended May 31, 2023

	Actual May 31, 2023	Actual August 31, 2022
Annual surplus (deficit)	$ (348,597)	$ (324,518)
Effect of changes in tangible capital assets		
Acquisition of tangible capital assets	(1,152,064)	(3,779,501)
Amortization of tangible capital assets	5,104,822	6,757,981
Net (gain)/loss on disposal of tangible capital assets	(2,000)	(8,978)
Net proceeds from disposal of unsupported captial assets	2,000	16,155
Write-down carrying value of tangible capital assets	-	-
Transfer of tangible capital assets (from)/to other entities	(7,082,969)	(13,802,098)
Other changes Non-monetary transfer of land	-	-
Total effect of changes in tangible capital assets	(3,130,211)	(10,816,441)
Acquisition of inventory supplies	-	-
Consumption of inventory supplies	-	-
(Increase)/Decrease in prepaid expenses	(86,914)	(60,113)
(Increase)/Decrease in other non-financial assets	-	-
Net remeasurement gains and (losses)	-	-
Change in spent deferred capital contributions	3,168,073	11,015,421
Other changes	-	-
Increase (decrease) in net financial assets	(397,648)	(185,651)
Net financial assets (net debt) at beginning of year	12,552,229	12,737,880
Net financial assets (net debt) at end of year	$ 12,154,581	$ 12,552,229

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
For the nine months ended May 31, 2023

	ACCUMULATED SURPLUS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED OPERATING SURPLUS	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED TOTAL OPERATING RESERVES	INTERNALLY RESTRICTED TOTAL CAPITAL RESERVES
Balance at August 31, 2020	$ 20,502,261	$ -	$ 20,502,261	$ 6,417,090	$ -	$ 943,768	$ 7,696,785	$ 5,444,618
Prior period adjustments:								
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
Adjusted Balance, August 31, 2018	20,502,261	-	20,502,261	6,417,090	-	943,768	7,696,785	5,444,618
Operating surplus (deficit)	(348,597)		(348,597)			(348,597)		
Board funded tangible capital asset additions				653,141			(261,764)	(391,377)
Disposal of unsupported tangible capital assets or board funded portion of supported	-		-			(2,000)		2,000
Write-down of unsupported tangible capital assets or board funded portion of supported	-		-	-				
Net remeasurement gains (losses) for the year	-	-						
Endowment expenses & disbursements	-		-		-	-		
Endowment contributions	-		-		-	-		
Reinvested endowment income	-		-		-	-		
Direct credits to accumulated surplus (Describe)	-		-	-	-	-	-	-
Amortization of tangible capital assets	-			(5,138,952)		5,138,952		
Capital revenue recognized	-			4,413,817		(4,413,817)		
Debt principal repayments (unsupported)	-			-		-		
Additional capital debt or capital leases	-			-		-		
Net transfers to operating reserves	-					(313,888)	313,888	
Net transfers from operating reserves	-					1,320,715	(1,320,715)	
Net transfers to capital reserves	-					(2,291,001)		2,291,001
Net transfers from capital reserves	-					-		-
Other Changes				34,133		(34,133)		
Other Changes	-		-	-	-	-	-	-
Balance at May 31, 2023	$ 20,153,664	$ -	$ 20,153,664	$ 6,379,229	$ -	$ (1)	$ 6,428,194	$ 7,346,242

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
For the nine months ended May 31, 2023

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		Board & System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
Balance at August 31, 2020	$ 6,005,908	$ 3,542,195	$ 120,610	$ 486,682	$ 1,463,117	$ 1,020,701	$ 107,150	$ 366,655	$ -	$ 28,385
Prior period adjustments:										
	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-
Adjusted Balance, August 31, 2018	6,005,908	3,542,195	120,610	486,682	1,463,117	1,020,701	107,150	366,655	-	28,385
Operating surplus (deficit)										
Board funded tangible capital asset additions	(24,700)	(149,595.00)	(166,801)	(92,419)	-	(149,363)	(70,262)	(0.00)	-	-
Disposal of unsupported tangible capital assets or board funded portion of supported		2,000								-
Write-down of unsupported tangible capital assets or board funded portion of supported										-
Net remeasurement gains (losses) for the year										
Endowment expenses & disbursements										
Endowment contributions										
Reinvested endowment income										
Direct credits to accumulated surplus (Describe)	-	-	-	-	-	-	-	-	-	-
Amortization of tangible capital assets										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Additional capital debt or capital leases										
Net transfers to operating reserves	80,809				233,079				-	
Net transfers from operating reserves	(656,231)		(441,891)				(111,976)		(110,617)	
Net transfers to capital reserves		2,063,945.34		84,685		131,219		11,152		-
Net transfers from capital reserves								-		-
Other Changes				-						
Other Changes	-	-	-		-	-		-	-	-
Balance at May 31, 2023	$ 5,405,785	$ 5,458,545	$ (488,083)	$ 478,948	$ 1,696,196	$ 1,002,557	$ (75,088)	$ 377,807	$ (110,617)	$ 28,385

SCHEDULE 2

SCHEDULE OF DEFERRED CONTRIBUTIONS
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)
For the nine months ended May 31, 2023

	Alberta Education							Other GoA Ministries						Other Sources					
	IMR	CMR	Safe Return to Class/Safe Indoor Air	Others	Other - ADCS	Total Education		Alberta Infrastructure	Children's Services	Health	Other GOA Ministries	Total Other GoA Ministries		Gov't of Canada	Donations and grants from others	Other	Total other sources		Total
Balance at Aug 31, 2022	6,049	-		560,805		566,854		-	-	-	-	-		-	-	420,227	420,227		987,081
Prior period adjustments - please explain:	-			-		-		-	-	-	-	-		-	-	-	-		-
Adjusted ending balance Aug. 31, 2022	**6,049**	-		**560,805**		**566,854**		**-**	**-**	**-**	**-**	**-**		**-**	**-**	**420,227**	**420,227**		**987,081**
Received during the year (excluding investment income)	1,488,274	-	-	1,203,842		2,692,116		-	-	109,205	-	109,205		-	-	713,068	713,068		3,514,389
Transfer (to) grant/donation revenue (excluding investment income)	(1,030,986)	-	-	(858,938)		(1,889,924)		-	-	(128,916)	-	(128,916)		-	-	(773,811)	(773,811)		(2,792,651)
	-	-	-	-		-		-	-	-	-	-		-	-	-	-		-
Investment Earnings Received during the year	-	-	-	-		-		-	-	-	-	-		-	-	-	-		-
Investment Earnings Transferred to investment income	-	-	-	-		-		-	-	-	-	-		-	-	-	-		-
Transferred (to) from UDCC	-	-	-	-		-		-	-	-	-	-		-	-	-	-		-
Transferred directly (to) SDCC	-	-	-	-		-		-	-	-	-	-		-	-	-	-		-
Transferred (to) from others - please explain:	-	-	-	-		-		-	-	-	-	-		-	-	-	-		-
DOC closing balance at November 30, 2022	**463,337**	**-**	**-**	**905,709**		**1,369,046**		**-**	**-**	**(19,711)**	**-**	**(19,711)**		**-**	**-**	**359,484**	**359,484**		**1,708,820**
Unspent Deferred Capital Contributions (UDCC)																			
Balance at Aug 31, 2022	-	90,197		240,000		330,197		766,266	-	-	-	766,266		-	-	-	-		1,096,463
Prior period adjustments - please explain:	-			-		-		-	-	-	-	-		-	-	-	-		-
Adjusted ending balance Aug. 31, 2022	**-**	**90,197**	**-**	**240,000**		**330,197**		**766,266**	**-**	**-**	**-**	**766,266**		**-**	**-**	**-**	**-**		**1,096,463**
Received during the year (excluding investment income)	-	387,672	-	-		387,672		-	-	-	-	-		-	-	22,579	22,579		410,251
UDCC Receivable	-	-	-	-	24,208	24,208		78,432	-	-	-	78,432		-	-	-	-		102,640
Transfer (to) grant/donation revenue (excluding investment income)	-	-	-	-		-		-	-	-	-	-		-	-	-	-		-
	-	-	-	-		-		-	-	-	-	-		-	-	-	-		-
Investment Earnings Received during the year	-	-	-	-		-		-	-	-	-	-		-	-	-	-		-
Investment Earnings Transferred to investment income	-	-	-	-		-		-	-	-	-	-		-	-	-	-		-
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	-	-	-	-		-		-	-	-	-	-		-	-	-	-		-
Transferred from (to) DOC	-	-	-	-		-		-	-	-	-	-		-	-	-	-		-
Transferred from (to) SDCC	-	(210,791)	-		(24,208)	(234,999)		(241,343)	-	-	-	(241,343)		-	-	(22,579)	(22,579)		(498,921)
Transferred (to) from others - please explain:	-	-	-	-		-		-	-	-	-	-		-	-	-	-		-
UDCC closing balance at November 30, 2022	**-**	**267,078**	**-**	**240,000**	**0**	**507,078**		**603,355**	**-**	**-**	**-**	**603,355**		**-**	**-**	**-**	**-**		**1,110,433**
Total Unspent Deferred Contributions at November 30, 2022	**463,337**	**267,078**	**-**	**1,145,709**	**0**	**1,876,124**		**603,355**	**-**	**(19,711)**	**-**	**583,644**		**-**	**-**	**359,484**	**359,484**		**2,819,253**
Spent Deferred Capital Contributions (SDCC)																			
Balance at Aug 31, 2022	2,375,312	6,219,836	4,418	3,390,701		11,990,267		140,411,994	-	-	-	140,411,994		-	-	75,000	75,000		152,477,261
Prior period adjustments - please explain:	-	-	-			-		-	-	-	-	-		-	-	-	-		-
Adjusted ending balance Aug. 31, 2022	**2,375,312**	**6,219,836**	**4,418**	**3,390,701**		**11,990,267**		**140,411,994**	**-**	**-**	**-**	**140,411,994**		**-**	**-**	**75,000**	**75,000**		**152,477,261**
Donated tangible capital assets						-		-				-		-	-	-	-		-
Alberta Infrastructure managed projects						-		7,082,969				7,082,969					-		7,082,969
Transferred from DOC	-	-	-	-	-	-		-	-	-	-	-		-	-	-	-		-
Transferred from UDCC	-	210,791	-	-	24,208	210,791		241,343	-	-	-	241,343		-	-	22,579	22,579		474,713
Amounts recognized as revenue (Amortization of SDCC)	(217,886)	(247,013)	(1,205)	(56,790)		(522,894)		(3,875,164)	-	-	-	(3,875,164)		-	-	(15,758)	(15,758)		(4,413,817)
Disposal of supported capital assets	-	-	-	-	-	-		-	-	-	-	-		-	-	-	-		-
Transferred (to) from others - please explain:	-	-	-	-	-	-		-	-	-	-	-		-	-	-	-		-
SDCC closing balance at November 30, 2022	**2,157,426**	**6,183,614**	**3,213**	**3,333,911**	**24,208**	**11,702,372**		**143,861,141**	**-**	**-**	**-**	**143,861,141**		**-**	**-**	**81,821**	**81,821**		**155,645,334**

SCHEDULE OF PROGRAM OPERATIONS

									August 31, 2022
	for the nine months ended May 31, 2023								
REVENUES	**Instruction**			**Operations and**		**System**	**External**		
	ECS	**Grades 1-12**	**Instruction**	**Maintenance**	**Transportation**	**Administration**	**Services**	**TOTAL**	**TOTAL**
Alberta Education	$ 4,314,916	$ 74,399,991	$ 78,714,908	$ 8,851,811	$ 7,482,348	$ 3,211,956	$ -	$ 98,261,022	$ 124,742,505
Alberta Infrastructure	-	-	-	3,863,436	-	-	11,729	3,875,164	5,099,804
Other - Government of Alberta	-	109,205	109,205	-	-	-	-	109,205	9,448
Federal Government and other government grants	5,000	3,293,712	3,298,712	917,904	100,626	75,506	14,726	4,407,474	1,701,844
Other Alberta school authorities	-	45,000	45,000	-	-	-	-	45,000	45,000
Out of province authorities	-	-	-	-	-	-	-	-	-
Alberta municipalities-special tax levies	-	-	-	-	-	-	-	-	-
Property taxes	-	-	-	-	-	-	-	-	-
Fees	99,570	1,914,970	2,014,540		1,171,357	-	-	3,185,897	2,598,978
Other sales and services	22,643	971,338	993,981	47,898	58,413	2,137	57,118	1,159,547	1,589,387
Investment income	-	659,499	659,499	-	-	-	-	659,499	203,019
Gifts and donations	-	458,802	458,802	15,758	-	-	-	474,560	380,934
Rental of facilities	-	-	-	-	-	-	177,737	177,737	74,019
Fundraising	-	279,275	279,275	-	-	-	-	279,275	154,663
Gains on disposal of tangible capital assets	-	2,000	2,000	-	-	-	-	2,000	8,978
Other	-	-	-	-	-	-	-	-	-
TOTAL REVENUES	$ 4,442,129	$ 82,133,791	$ 86,575,919	$ 13,696,806	$ 8,812,744	$ 3,289,599	$ 261,310	$ 112,636,379	$ 136,608,579
EXPENSES									
Certificated salaries	$ 2,394,934	$ 46,649,598	$ 49,044,531			$ 396,295	$ 24,918	$ 49,465,745	$ 60,822,763
Certificated benefits	327,805	10,673,116	11,000,922			$ 103,274	-	11,104,196	13,913,404
Non-certificated salaries and wages	1,683,233	11,717,072	13,400,305	3,001,840	532,634	$ 1,355,020	70,292	18,360,091	20,509,165
Non-certificated benefits	430,550	3,241,479	3,672,029	831,362	119,762	$ 347,592	-	4,970,746	5,752,835
SUB - TOTAL	4,836,522	72,281,265	77,117,787	3,833,202	652,396	2,202,181	95,210	83,900,778	100,998,167
Services, contracts and supplies	240,272	8,662,278	8,902,549	5,818,722	8,235,868	723,119	264,988	23,945,246	29,176,949
Amortization of supported tangible capital assets	-	-	-	4,402,088	-	-	11,729	4,413,817	5,719,029
Amortization of unsupported tangible capital assets	-	472,774	472,774	84,685	36,457	131,219	-	725,135	1,038,952
Unsupported interest on capital debt	-	-	-	-	-	-	-	-	-
Other interest and finance charges	-	-	-	-	-	-	-	-	-
Losses on disposal of tangible capital assets	-	-	-	-	-	-	-	-	-
Other expense	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	5,076,794	81,416,317	86,493,111	14,138,698	8,924,721	3,056,519	371,927	112,984,976	136,933,097
OPERATING SURPLUS (DEFICIT)	$ (634,666)	$ 717,474	$ 82,809	$ (441,891)	$ (111,976)	$ 233,079	$ (110,617)	$ (348,597)	$ (324,518)

MEMORANDUM

June 20, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott Johnston, Associate Superintendent
RESOURCE	Parkland School Division Stakeholders
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 *Education Act: 19-23, 33, 196-197*
SUBJECT	**STAKEHOLDER ENGAGEMENT REPORT**

PURPOSE

For information. No recommendation required.

BACKGROUND

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

> "… education is a shared responsibility and requires collaboration, engagement and empowerment of all partners in the education system to ensure that all students achieve their potential."

Furthermore, Board Responsibilities (s. 33(1)(c) notes that a board, as a partner in education, has the responsibility to

> (c) provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in board matters, including the board's plans and the achievement of goals and targets within those plans.

In upholding those responsibilities, on April 7th, 2023, the Board of Trustees engaged Parkland School Division stakeholders, consisting of Elders, parents, staff, students, community members and local government members to provide insights and wisdom in setting the strategic Education Plan for 2023 through to 2026. This

Stakeholder Engagement Report summarizes the feedback received from stakeholders, and includes all items shared for consideration, as received.

The Stakeholder Engagement Report serves as the Engagement Summary and Review for the April 7th Engagement Event. Survey responses are included, as well as all thoughts received during the event. Where possible, the Report sorts stakeholder comments into thematic topics; however, it is possible that one quote could be categorized in multiple ways. The comments are summarized per-section, and a full document summary follows this section.

Administration would be pleased to respond to any questions.
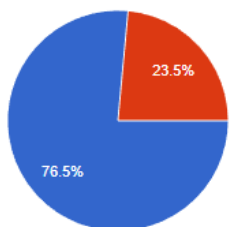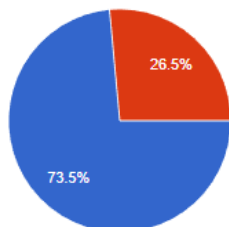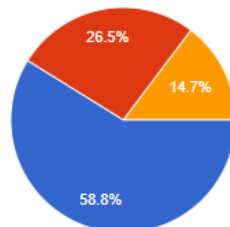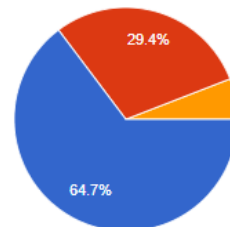
SJ:kz

Stakeholder Engagement Event Report

The Board of Trustees engaged with Parkland School Division Educational Stakeholders on April 6, 2023. The full-day engagement included thematic conversations that were intended to reveal planning considerations. Participants included students, parents, educational support staff, teachers, system support staff, administrators, community leaders, and Indigenous Elders. Participants were invited to provide individual thoughts throughout the day, and an "after-engagement survey" remained online for a week following the event.

This document serves as the Engagement Summary and Review. Survey responses are included, as well as all thoughts received during the event. Where possible, we have sorted stakeholder comments into thematic topics; however it is possible that one quote could be categorized in multiple ways. The comments are summarized per-section, and a full document summary follows this section.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

23.5% / 76.5%	26.5% / 73.5%	26.5% / 14.7% / 58.8%	29.4% / 64.7%
I feel that I had a fair opportunity to share my perspectives.	*I feel that my perspectives were heard and considered by my fellow table participants.*	*I feel that the conversation topics provided a wide-range of options for dialogue. (Topics were not leading or constrained)*	*I found the planning day to be both productive and enjoyable.*

Participants in attendance at the Parkland School Division Education Planning Day on April 6th, 2023.

Stakeholders recognized the importance of promoting positive school culture, mentorship, diversity, empathy, and leadership, suggesting the integration of these values into the curriculum. There is a focus on creating safe environments, teaching empathy, and having clear steps, procedures, and protocols to address interpersonal issues, such as bullying.

Stakeholders called for more support staff and suggest re-evaluating the current system of supports to focus on doing fewer things better rather than spreading resources thin. Sustainable funding and increased volunteers are also mentioned as ways to support schools.

Stakeholders highlighted the growing demands on educators and the need for more substantial support systems for teachers. This could include promoting designated teacher collaboration time, enhancing professional development programs, exploring methods to encourage teacher involvement in extracurricular activities, and developing in-house training programs to support the transition of casual EAs and bus drivers to permanent roles.

Stakeholders expressed a desire for expanded student supports and services within the Parkland School Division. This could include professional development programs targeted to equity and diversity, mental health training for teachers, strategies for EA recruitment and retention, and programs that promote student mental health and personalized learning.

Stakeholders urged a consideration for more student-centered and individualized learning experiences that foster engagement and accommodate various learning styles. This could include revealing strategies to further individualize learning experiences, offering a wider range of accommodations and alternative programs, integrating more digital tools into daily academic routines, and fostering resilience, problem-solving skills, and positive relationships within the school community.

Stakeholders called for enhanced efforts in the areas of equity, diversity awareness, cultural awareness, global citizenship, and accessibility. This could involve implementing or enhancing programs aimed at promoting cultural awareness and global citizenship, conducting a review of equity and accessibility across all schools, and intensifying efforts to integrate Indigenous knowledge, culture, and languages into daily learning and school culture.

The need for stronger connections between parents, schools, and the wider community was highlighted. This could involve strengthening parent-school connections, enhancing communication, promoting community involvement in schools, and educating parents and community members about important social issues.

Stakeholders appreciate the convenience and expanded learning opportunities that technology offers but also expressed concerns about accessibility, potential learning disruption, and digital safety. Suggestions included providing clearer guidance on the use of personal devices in classrooms, enhancing the user-friendliness of educational tools and platforms, and implementing comprehensive digital citizenship and online safety education for students and parents.

The pages that follow include the stakeholder comments received, as well as summary statements that endeavor to capture the perspectives raised, within the sections as organized. The sections are not provided in order of importance, but to provide a logical flow.

Pedagogical Approach, Curricular Matters and Achievement

Stakeholders expressed thoughts on teaching and student achievement. They question the timing of the new curriculum rollout, especially after the learning loss due to the COVID-19 pandemic, and the impact it might have on learners. There's an expressed desire for clear and consistent expectations, especially in literacy and numeracy, as these are foundational skills. It's also suggested that resilience in learning should continue to be fostered.

Stakeholders indicated the importance of appreciating diverse learning approaches that align with individual students' learning styles. They emphasized the significance of relating education to personal interests for improved engagement and retention. The new curriculum is seen as challenging, particularly in subjects like mathematics, where many students are already struggling. Stakeholders suggested that we continue to focus on engagement and student interests to improve academic performance in these areas.

A theme of enhancing assessment practices emerged, with a focus on measuring more than just academic markers. The stakeholders suggested that assessments should also measure qualitative aspects such as resilience, critical thinking, and engagement. A focus on assessing in a way that demonstrates success for all learners, including those with learning deficits, is emphasized. Furthermore, the importance of collecting and analyzing baseline data for student success is recognized.

Stakeholders suggest that the school division might consider exploring various avenues for improvement. These include reviewing the timing and methods of new curriculum implementation, enhancing literacy and numeracy across all subjects, promoting diverse learning styles, and improving engagement in subjects where interest is lacking. The integration of mental health support is seen as crucial, as is teaching students how to learn and study effectively. This perception is that the dual approach, focusing on student success and well-being, will decrease anxiety while increasing student readiness to learn.

Perspectives on Curriculum and Learning Environment:

"I'm worried about our kids next year, do my grade 4 math right now, and grade 6 next year with new curriculum - is this the right time to roll out new curriculum as most of the learning loss of COVID?"

"Having clear and consistent Literacy and Numeracy expectations has been valued."

"We need to find ways to seamlessly enhance learning environments when moving for K-9 to high school. Literacy knowledge should be across all platforms and pedagogy should be shared."

"Providing supports like calculators to ALL students for ALL activities (specifically those that don't need them), Some students can become dependent on them, which slows resilience on settings where they aren't able to use the supports (e.g. part A PAT)."

Perspectives on Approaches to Learning:

"We have a lot of struggling students with literacy and numeracy and the government has recognized the need for additional funding. Maybe our children need to be attending more school. Seems like a lot of days off compared to even 10 years ago."

"Take more time to roll out new divisional initiatives and not as many. Time to dig deep and find success."

"We need (as teachers and admin) to help parents and kids understand that failure is necessary for growth. IE risk is necessary, mistakes are necessary, expectations are often unrealistic. Connection over Curriculum."

"Being able to work/learn in the way that works best for the individual student is really important because not everyone learns the same way. For me, videos work better than in-person teachers because being able to hear the content but also read captions helps me process things. I can also pause and rewind videos to take notes at my own pace."

"How are we teaching students how to learn/study. We assume students know but is there a way to integrate this into classes. This would possibly decrease anxieties around studying, testing, putting learning pieces together."

"Move towards teaching students common sense and life skills."

"A pedagogical shift needs to happen where the focus is on teaching kids and understanding that kids are not standardized."

"We need to plan for admin, schools, teachers adopting pedagogy that fits kids, rather than kids being expected to fit into the preexisting ideas about what education/school should be."

Matters Related to Curriculum:

"Relating school to personal interests helps motivate students to learn and makes it more likely they'll actually remember the topics learned."

"Classes - what is offered and what needs to be offered (med,law,mechanics) - grading and giving specific feedback - mental health and talking about it - how it affects attendance and grades."

"Opportunities new curriculum, COVID positives - talk forward, heavy weight - moral down a bit = from teacher perspective."

"The new math curriculum is really pushing the kids to move up a grade basically from where they currently are. Example, next year grade 5 kids will be learning grade 6 math, our kids already struggle with the current math, with this change I feel like we are setting them up for failure instead of success."

"Music education seems to have no priority in school (or at least ours).There is zero music budget according to our principal. The long term benefits of music education must be acknowledged and we need to find a way to bring it back (theory, appreciation, and performance)."

"For schools where in-person learning is expected, decrease the amount of materials teachers are placing online. There are options within PSD for online learning (CFL) so having this hybrid model places a lot of burden on teachers and decreases expectations that students will attend in person."

Literacy and Numeracy:

"Continue with the literacy and numeracy (learning loss) programs in the younger grades. Seeing great improvements in the children."

"This organization is off base literacy/numeracy exist and need to be explored in all 4 core classes (all classes) and by organizing this way, you reinforce literacy is the responsibility of the Eng/LA arts teachers and numeracy is the responsibility of the math teachers. We need to get to a place where ALL teachers own they teach both."

"I think that an interest in math is on a decline and it's tanking the grades of students. We should prioritize making students interested and engaged in math."

"Increased engagement may lead to an increased interest in math, leading to increased academic performance. By prioritizing making things 'fun' we will yield the results we desire."

"In elementary 'We're learning how learn' - numeracy/literacy social studies: numeracy Dash One Grade 12 students need statistic education beyond 'Mean, Median, probability' - so teach T-Test, P-Test and confidence intervals. Literacy - Dash - 1 students need to learn proper, in-depth citations. Social studies - discuss current events."

"Numeracy (engagement) - students are struggling to find success. Do we value a quantitative PAT or DIP results? Or do we value more qualitative measures such as engagement and critical thinking, resilience and confidence? Are we measuring the right things? Interested engaged students will value what they learn rather that the mark."

"Implementation of literacy is positive - incidental learning via vending machines - earlier push to learn moving in new curriculum."

"Streaming early, perhaps Jr high. Consistent Social Emotional Learning curriculum to be standardized across Parkand."

"ECSD has PATHS 100 Voices to grade 6, which is the Social Emotional Learning curriculum. Every grade from 100 Voices to grade 6 does it. Developed by board specialists and committee. Uniform training for all elementary school teachers." [*100 Voices is a pre-kindergarten program that begins for three and four year old children, identified with severe developmental delays*].

"Increase resources for assessments."

"Assessment Language - are we indicating growth and moving forward, or are we further focused on reaching a specific outcome? Our kids engaging moving forward and learning should be seen and communicated as success NOT just meeting markers."

"Knowing and understanding that different kids learn differently. Having assessment NOT just tests. For a diagnosed kid who has learning deficits, why would we assess, the child with the deficit, and instead learn to assess in a way that would demonstrate success for a child. Child has poor comprehension=the students should not be writing written tests. They could have it read to them or other alternatives."

"New curriculum requires time - more than in current plan and resources should be provided at front end to support curriculum."

"-Pushing into classrooms to support all students instead of relying solely on pull-out intervention normalizes supports for all - Use of assessment data to address literacy gaps os essential."

"Great conversation at our table re: in school leads, currently numeracy and literacy leads at each school however, consideration of at least one behavior lead (perhaps in the form of a floating EA) at each school - beyond (in addition to) the school counselor."

Assessment & Student Progress

"Importance of baseline data in planning for student success. Continuing to prioritize the collection and analysis of baseline data for students. Enough time and ways for staff to access and work with this data in effective ways."

"We are "passing" students to their next grade when they are not ready - why are we not "retaining" more of those? why push a student through who doesn't even know their letter/phonetic sounds? How can they read?"

"Because assessments are modeled after standardized tests, and the more effective learning methods don't always align with that it would be beneficial to attend PF about aligning them more."

"Baseline assessments are valuable in informing instructional practice. Ongoing feedback to students and frequent ongoing assessment makes for authentic learning. -Tomahawk teacher"

"Students need continued opportunities to define what success is to them beyond academic success. Appreciate the diverse opportunities for education in PSD. My path Building Futures, STEPS = How do we bring these to all buildings?"

Learning Environment and Motivation:

"More relaxed learning environments, where talking is allowed and a little phone use is also alright can really help students enjoy school and feel more comfortable there which improves their ability to learn and their want to learn. This also goes for student made (with teachers' approval) deadlines/goals that are also more flexible."

"Teachers need students coming in ready to learn. It is important for them to have supports to help their students do so. This would include mental health supports for students, as well as the students being connected while in schools."

"The availability of programs in elementary and middle school varies so greatly that students at some schools feel left out or that they have not been provided the same opportunities as their friends in other division member schools. This limits their exposure to learning opportunities outside of traditional academics."

"From my experience of witnessing people graduating high school of 2nd educations(college/university). Those who finish these educations are excited to just finish be done with it and not excited to be able to learn later in life. So sustainability of peoples' learning may be going downhill."

"Ideal dream. School is the hub that serves all needs for children - funded appropriately. (beyond educational funding) Wrap around, inter-agency supports-health-education-mental health-food-etc."

Career and Life Skills Education:

"High school - very important to teach kids learning school budgeting/finance as they move on in life. This seems to be missing from skills learned upon leaving high school. This is key to all responsible adults.

"Transition to high school. Let's focus on ensuring our grade nines know about all of the programs available at CFL. Rather than CFL being a place to consider for students who are struggling in our large High Schools - let's make it a choice that is promoted. It addresses students of different learning styles."

"If the purpose of education is to prepare for a career: could schools provide a post-secondary qualifying (pre-requiste) list of classes needed for career programs in grade 10 - not 11 or 12. For example, EMT program needs _____ high school classes... More guidance through class selection."

Learning Environments and Program Choices:

"Examine current learning environments. Is a standard classroom the BEST learning environment for students? Can outdoor spaces be utilized for learning for all. -we need to advocate for it."

"Nature Kinder accessibility."

"Choice of programs for learning allows students to experience different ways of achieving academic success (ex MyPath, CFL, online)."

"Programs of choice like My Path provided for rural schools give great opportunities and also provide exposure to diverse experiences and views for students in schools with smaller school populations - Parent and teacher comment (Graminia)."

"We need to do a better job at maintaining engagement. Create as we consume. Times are changing and so are individuals. This can be a good thing. Use the changes to our advantage and use the resources available to create new and exciting learning experiences. Blended learning. Lecture-based teaching needs to be re-evaluated and used less and less as time goes on."

Program Diversity:

"We don't currently have an IB/HP program in our district, but many grade 9 parents ask for it, why don't we have it etc."

"We often talk about supports for diverse learners, which are essential. We also need to focus on learners who are mid-high achievers, ensuring effective instruction that encourages work ethic and achievement - Graminia parent."

"There's so much more that is required (needed) to be taught that exists in the programs of study. How do we best prioritize the non-curricular aspects of education?"

"(Fine art education - partner with local businesses to showcase student art - The allied arts council does this well)"

"Discuss and become more aware of other world religions/traditions - open up our world views."

"Education should focus on building skills and knowledge that is applicable to real life after school."

Accountability and Grading Clarity:

"Report cards for elementary, not appreciating the sugar coating of the comments. If my child is not meeting the required fundamental skills, they should not move on."

"As a parent, I have concerns that missing (late) assignments (jr high) are accepted weeks to months late. I believe there should be a due date - then a strict cut off date where assignments are no longer accepted. We must also teach our children accountability and citizenship."

"Starting in middle school, we believe parents would like to see percent grades instead of a wide grade such as 'comm' or 'Exc'. It would provide a better idea of where your child is at because the grading system is so wide at the moment."

"The current system of marking for gr 7-9 does not provide parents a detailed enough picture to understand where their child is at. Number-based grades combined with good teacher feedback give parents more confidence that they understand where their child is at in their performance."

"Homework = why do we allow students to not have a deadline for handing in homework? Life is full of deadlines after school."

Survey Comments on Improving Learning Experiences

"The bulk of this conversation surrounded about ensuring schools are truly safe and respected places. The quote provided came from a high school student where they "do not feel safe" being at school. "Yes, there are services available. We see the posters on the walls but that doesn't change what is going on." They wish to see a greater emphasis of feeling safe and cared for throughout all aspects of their learning, be it mini lessons in their subjects, the way people interact with one another, and whole school initiatives."

"We further discussed emphasizing the difference of mental health and brain health, were as brain health speaks directly to the physical or physiological things we can do to improve our physical self (ie. sleep, eat, water, screen time). Mental health being more concentrated on the socio-emotional side or the mental conditions or disorders that are diagnosed by external professionals. Essentially this conversation led to the conclusion that parents, teachers and students are misinformed regarding how to address or support mental health and brain health where we all need to deepen our learning of about these topics."

"One accolade was how high school students feel safer with having a school resource officer frequently visiting the schools and forming relationships with students. This not only provides a positive view of the outside authority figures but it also keeps those students who wish to do mischief to second guess what they are thinking about doing."

"We want all kids to experience academic success and we need to find ways to make sure that happens."

"We need to rethink what will benefit these students the most."

"Start with answering the question of what is education in today's society."

"My path I feel is a great opportunity for those who struggle either focusing, fitting in, or academically. However not affordable for most families, and West end schools busing isn't great so lack of great experiences."

"Connect to real world learning and support student resiliency."

"The key is to provide teachers with the PD they need to improve learning experiences."

"In my experience the students have many excellent learning experiences. On occasion, those experiences are interrupted by students in the class who are dysregulated. More support for student's with needs would be extremely helpful. Continued mental health support is necessary!"

"More interdisciplinary support!"

"What are we doing for the average kids now? Sometimes I feel the pendulum has swung too far over to the inclusive side. Now the teachers have to deal with so many issues and behavioural issues that the average kids that sit and do their work are getting over looked. Sometimes feel in the younger grades that students that would do their tasks are starting to recognize other students getting rewarded for little things (As they have behavioural problems) but makes other students regress so they can get some attention as well. Hard to support teachers with so many dynamics in the classrooms."

"I heard strongly from students that to improve learning experiences the curriculum needs to be updated and the teaching needs to involve student interests."

"I think that the best way to improve learning experiences is to continue to spend time getting to know our students. If we understand the diversity in their identities, we can better address the outcomes in a way that is relevant to them."

"As a musician, I come with a musical lens and feel like an entire dimension of learning happens through music including temporal perception, teamwork, balance, ownership of the self-feedback cycle, in addition the obvious mathematical linkage."

"Smaller class sizes so students can be reached."

"Make kids more accountable and increase disciplinary opportunities."

"We can talk all we want about pull in/push out for literacy and math, but if we don't have a population of EAs who are well (pay, mental health, demands of role), we will not be able to accomplish any of it."

"More of the small focused learning at the high school level. Seminars help but there's still that disconnect but not sure how to fix that."

"That we can be doing much more to engage the children in these experiences, teachers showing passion for what they love teaching gets the children more interested, engaged and wanting to know more."

"More hands on and authentic learning. We need to construct meaning for our students in all subject areas."

"Parkland is doing great things."

"Providing professional development that aligns with the recommended resources and curriculum."

Learning Adaptability & Student Individuality

Stakeholders expressed a need for student-centered and individualized learning experiences that foster engagement and accommodate various learning styles. They commend teachers who utilize student interests to create intrinsic learning motivations, and suggest more personalized evaluation methods. Stakeholders see value in connecting academic assignments to personal passions and recommend diversifying the way students are evaluated, acknowledging that intelligence takes different forms. The availability of alternative programs and additional accommodations for struggling students is viewed as necessary.

Overemphasis on homework is seen as potentially diminishing student engagement, and there's a call for a better balance between school work, extracurricular activities, and personal responsibilities. The importance of digital tools like online agendas or teaching plans is highlighted, with stakeholders noting that these resources help students stay on track, particularly when they miss class time. The creation of opportunities for students to express individuality is also emphasized.

Resilience, both for students and parents, was underscored as a key aspect of personal development. Stakeholders argue for an education system that allows students to experience failure, learn from it, and develop problem-solving skills. The importance of fostering positive relationships in the learning environment was also highlighted, as these connections often have a lasting impact on students.

Stakeholders also suggested potential improvements for managing behavioral challenges, including more specialized training for educators and the use of restorative justice approaches.

Avenues for exploration could include the following:

- Revealing strategies to further individualize learning experiences;
- Offering a wider range of accommodations and alternative programs;
- Improving training for teachers, in order to better handle behavioral challenges;
- Integrating more digital tools into daily academic routines; and
- Fostering resilience, problem-solving skills, and positive relationships within the school community.

Resilience, Risk-Taking, and Individualized Learning:

"How are we preparing our students to develop resilience and a willingness to take risks in learning? We need access points for students to find supports for learning (IE. 1:1 times to communicate, strategies to use)"

"Some teachers highly skilled at centering instruction around students' interest. This increases connection and engagement and intrinsic learning - Student shared that she would like to see all teachers approach teaching in this manner."

"I appreciate how much more individualized learning has become since I was a student. My hope would be a more individualized form of testing/evaluation in the future."

"How grading and standards need to shift in order for students to better succeed, as well as how there are different forms of intelligence and different students learn in different ways and that needs to be taken into consideration in the classroom and how they're evaluated."

"My grade 12 son shared that access to online daily "agendas" or teaching plans are very beneficial. Currently, only one of his teachers posts the day's learning objectives online but he appreciates being able to ensure he has completed his daily task - especially if he has missed some time due to extracurriculars etc."

"Providing students with opportunities to shine and be individuals are key."

"Building resilience - in parents, students - how do students overcome - how do we ensure parents are giving kids novel experience, developing trust and experiencing failure - how do we build upon consequences to problem solving? how do we hand failure?"

"Educators that make and have made impacts, it wasn't by delivering academic outcomes, it is with kind words/actions - positive relationships matter."

Engagement and Accommodation in Learning:

"Material needs to be more interesting. Encourage students to relate their personal interest to work. I checked with my teacher and did my film study on my favorite movie this year (Jurassic Park) Doing my assignments on topics I'm passionate about helps motivate me and helps me remember what I learn."

"Alternative programs are necessary for students who have different learning styles and should be presented to students and parents. More accommodations should be available to students who are struggling."

"Homework for homework's sake is diminishing kids' interest/engagement in school. Students are feeling overwhelmed with school work, homework, extracurriculars, clubs, chores, etc."

"Inclusive when it is right and when it is not the right fit for those kiddos. How does it affect others in the class. Staff, training to deal with those kiddos. As an EA working with very complex needs, wish there was more training provided to help not pass on where the behavior comes from but strategies to help support kiddos with needs and those in class. -Have a behavioral lead with each school."

"Restorative Justice option for severe behavioral needs. - Led by crisis/counseling team that can be run out of district office. Use Lit/Num rep to provide remedial support to students working below grade level."

Outdoor Spaces & Student Engagement

"Supporting growth of outdoor spaces for students in newly constructed schools. -consequences for behaviours in school-too lenient? - volunteer in school - how to increase, trustees as volunteers - increasing student engagement"

Survey Comments on Resilience, Wellness and Relationships

"The one thing that resonated with the table was the ability for all individuals to be seen or to see themselves in their classroom, their school and their division. One Educational Assistant, Canadian-Ukrainian, who is married to husband from India, spoke of how special it was for her student of Indian heritage to experience traditional food in the classroom made by her husband. The child was glowing because she felt like that type of food was only made in her household and never in the classroom. Others shared similarly when their students from minority groups were able to see someone from the staff that belonged to the same group as them. This allowed them to see their identity as being accepted by the school community."

"We also spoke sometime about how resiliency has taken a huge hit due to the pandemic and that students seemed to have lost their way around conflict resolution, coping skills in the face of challenges and resorting to steps or processes that are not age appropriate (ie. jr. high students attempting to use strategies to resolve challenges that were appropriate in grade 5 but no longer in grade 7.) Tattle telling is witnessed at older ages when it was rare or quickly escalating issues that are not appropriate to the size of the problem. This lack of resilience demonstrates the need to spend time teaching students the soft-skills of being a student which is not occurring regularly enough as teachers, support staff and parents are operating in the reactive instead of being proactive stages of conflict resolution."

"Super important right now post COVID. Students need to be socialized again, we all need to remember how to be together, and to be kind to everyone."

"We need to concentrate of developing these skills."

"Resilience is being confused with a host of other important buzzwords. I personally don't see students having the necessary resilience to succeed in today's world."

"Mental health is at a high and needs to start there in order to help build those healthy relationships. But it's hard for staff to help on both ends when they are being stretched thin themselves."

"All are necessary for the best learning to occur."

"Somehow this has become the school's responsibility over the parents' responsibility. I wish I knew how we could get balanced so that schools and parents are working as a team to improve wellness."

"Students who feel connected are more resilient. Students who feel heard and supported are more likely to build and maintain healthy relationships. Build connections first and then worry about the learning. Many families are struggling and when families struggle, kids do too! The effects of COViD are still very real. We are recovering, but we aren't there yet!"

"I think we need to start to teach students to treat everybody with respect. I feel sometimes we get hung up on different groups we need to recognize when really we need to pair it down and start treating everyone with respect. We need our students to learn Empathy. Every person matters no matter who they are! We are all people with feelings and we need to start listening to each others feelings."

"Expectations from home are very high for schools and school authorities. If the adults aren't well, the children struggle."

"I know that student resilience is low(er) than it can be. Overall our students are prepared and willing to put in hard work, but they sometimes have trouble moving through challenges, including relationships. I do believe that the students in PSD are capable of social change, and I have witnessed them develop and maintain healthy relationships."

"Again, bringing music to our schools only increases the idea that we can fail safely, work together in a healthy way and create a relationship with the community through performance."

"When admin and staff are well, students are easier to support and pour into."

"More effective planning of benchmark assessment to allow for better preparation."

"We need a consistent social and emotional learning curriculum for the board."

"I feel PSD does a good job of collaborating with teachers/students/parents but that more parents need to be educated or encouraged to take more of an interest and realize they have a role to play in the support or wellness and resilience."

"It seems that the health relationships are lacking between students and teachers from the conversations we had with the students, as they shared their own struggles as well as their fellow students. It was sad to hear that they don't feel many teachers are safe or approachable to talk to, not to mention the shame and teasing that would happen by students and sometimes peers if they did ask for help."

"Relationship building with our students is key. Especially in these uncertain times, students need to feel that we have their backs and that we genuinely care about them. They need to know that they can rely on us when there are being successful and well as when they are making mistakes and learning from them. The more support a child has around them, the more resilience that creates in our students. When students feel heard and supported, it has a positive affect on their wellness."

"When students feel a sense of belonging and accepted, they are more apt to take more learning risks, show more grit to problem solve and be themselves."

"Continue to have counselors in schools and a CSH action plan."

Stakeholders highlight the importance of community and parent engagement in education. They express the need for more opportunities for parents and community members to connect with and contribute to schools, and for schools to offer more resources and information to help parents support their children's education.

With respect to Community Engagement: Stakeholders suggest integrating community service and intergenerational opportunities into the school culture to foster a sense of belonging and collaboration. They also suggest having community connection services consistently present in school buildings.

Several stakeholders stress the importance of strengthening connections between parents and schools. Suggestions include providing parents with information about what children are learning, particularly around emotional regulation, and offering parent-teacher conferences online. Some stakeholders propose offering professional development for parents, possibly linking it to mental health services. They also suggest creating a "parent pack" to help parents understand how their children are being taught. They also propose promoting student volunteerism to build student confidence and experience.

Stakeholders express the desire for more intentional opportunities for connection among students, teachers, administrators, Indigenous/Métis community members, and parents. They question whether COVID-19 or school policies might be inhibiting community involvement in schools.

Stakeholders emphasize the importance of clear and consistent communication between schools and parents. They highlight the need for consistent communication platforms and methods, as well as more in-person interactions, and suggest that schools learn from each other in terms of events and traditions. They also raise concerns about the current reporting system, suggesting it's not engaging parents effectively.

Stakeholders suggest offering division-level educational opportunities for parents around anti-racism, equity, and diversity, possibly through speakers, films, and book studies. Stakeholders also raised the issue of creating safe spaces for all parents to share their perspectives, including single parents and those from diverse cultures. They also note the importance of understanding the trauma some Indigenous families may associate with school attendance.

Based on these insights, Parkland School Division could consider strategies to strengthen parent-school connections, enhance communication, promote community involvement in schools, and educate parents and community members about important social issues. This could include providing more resources to help parents understand what their children are learning, offering more opportunities for parent and community involvement in schools, and creating safe spaces for all parents to share their perspectives.

Community Engagement and Services:

"Opportunities for further involvement need to be explored to develop good 'citizens' not just 'students'. For example, Intergenerational Connections between youth and seniors."

"More open and thorough services for families."

"Community connection services present more consistently in buildings."

"Robust community service opportunities built into school culture, school plans, etc provide students with a greater sense of belonging, increased self efficacy and improved sense of self. International connections to community improves mental health and provides chances for collaboration and cooperation."

Parent-School Connections:

"Parent Council Meetings.- presentation each meeting -babysitting provided at meetings? trats provided at meetings. Technology -how it impedes homework completion -parent addiction to tech -how can we help our parents be parents again?"

"Schools need to focus on connecting parents to the school. Opportunities to be known and participate in the school. concerts, events, volunteer."

"Students would benefit from an opportunity to access support and knowledge outside of school. This could be through an online meet/connection or could also be a divisional library or support and informal videos."

"We need to give parents access to info about emotional regulation etc. that our school counselor is teaching in our elementary school. Parents then can help practice and implement strategies at home."

"Like the option of online parent conferences."

"Increase parent involvement on parent/school councils - offer childcare to catch those who need it/offer presentations."

"Is there any way we can get PARENT PD? To help support families? -referral based - free - linked to mental health services - class based or individual."

"Would it be possible for schools to create a "parent pack" to teach how children are being taught. Examples are "new math" and how it's taught, wording for literacy skills, science wording. Especially the language that carries from grade to grade."

"Parents that know the school, teachers, staff building, and classrooms will be engaged and feel ownership of the school."

"Why are there no "perks" for PSD staff who are also parents? - ability to cross boundary your personal children into the building you teach, - transportation to/from teacher/parent school to/from designated school."

"Resilience is an extremely important skill that is lacking in so many. Parents are lacking so they aren't able to model for their little people. Being resilient is an indicator of success both now and in the future. It is important to build it now and on an ongoing basis."

"Develop a parent-school-student partnership to understand and deal with online/digital issues. We need to find a way to engage parents."

"Providing opportunities for parents to learn more about curriculum, standards, etc -ie- what does 'grade level' at grade 2 mean? This info helps parents to better understand their child's journey."

"Importance of including parents in PD opportunities alongside teachers (eg OD, core communication training) mental health supports etc."

Communication and Connection:

"Generally going well - focus on connection and relationship - flexible approaches to meet student needs - focus on conceptual understanding in instructions."

"Essential components - communication and coordinating with home (being done well)."

"Parents need more information/teaching/awareness * Communication in person/paper needed, NOT just on-line."

"Consistency across PSD schools to build connections with the community to provide learning experiences that are relevant, provide opportunities for students to ignite their passions and allow them to pursue them."

"Disappointed the SGCHS parent teacher interviews are still by phone only. I would love to see the inside of the school, my son's classroom and meet the teacher in person. I feel very disconnected to the school."

"The value put on the test marks/overall year marks is much greater than the actual skillset/student engagement. More engagement would lead to better marks and increase students' self-confidence."

"Communication between Admin and parents-parents lack of understanding with certain issues until it becomes an actual issue = still lack understanding."

"Consistent communication platforms, methods, and frequency for home-school communication."

"Is there a way that school-school collaboration can be integrated into the school year? IE first PD days/PD through the year? I think schools have a lot to learn from each other in terms of events, traditions, timelines, etc."

"Current reporting system is not timely,effective, accessible. Parents are not engaging in the reporting process. Some check Powerschool, few read report card comments, many engage in conferences. The report card needs to change. Reporting process isn't always with student involvement."

"Engagement. Lots of communication is not necessarily good communication. In order to engage parents and build community, we need to communicate effectively. Too much messaging eventually turns into white noise. We need to be a mindful of we send out."

Community and Parent Engagement:

"We need to be very intentional about providing opportunities for connection, student to student, student to teacher, staff to admin/exec, everyone to Indigenous/Metis community, school to division, school to community, classroom to parents/community."

"Community engagement in schools. Did COVID decrease community involvement permanently? Are our policies/procedures inhibiting community involvement in school? Do we prioritize community involvement as a necessary benefit for students?"

"Community engagement to increase engaging and mindful learning experiences. Both with students being a part of the community (volunteering) or inviting community members (parents,trades, elders, police officers etc) onto the classrooms."

"How can we provide opportunities at division level to educate parents regarding anti-racism, equity, diversity, etc? Speakers, films, book studies, etc - create common language and understandings - could be planned divisionally, presented in schools? Students are shifting beliefs nor quickly than their parents we in many cases."

"Students and families need exposure to differing perspectives and experiences to expand their understanding of the greater world. In some rural schools, perspectives are entrenched and narrow and there is an opportunity for new understandings and growth."

"How do we create a safe space for all parents to share their perspective. E.g. single parents, diverse perspectives/cultures. 2. access to education through transportation, attendance - being aware of Indigenous trauma with 'enforcing' attendance."

Community Involvement & Volunteerism

"Intergenerational connections are needed. Community involvement... going out into community and involving members within the school. *know experts in community as well...could be in beading*."

"Seniors and other volunteers to help student with what they need help with. I know schools need more staff but since it may not be in the budget..."

"How can we take work off of teachers' plates? Is there a way to promote student volunteerism (building student confidence and work experience) while taking into consideration the 'extras' for teachers?"

There is a desire for expanded student support and services within the Parkland School Division, focusing on several key areas. The stakeholders expressed a desire for consistent English as a Second Language, and diversity support across the division. Comments received suggested the need for ongoing professional development for teachers and staff to ensure effective curriculum delivery, diversity support, and instructional strategies. A push for a more consistent presence and availability of Speech-Language Pathologists (SLPs) in schools, especially at the elementary level, was also emphasized.

Support for early education and special needs is seen as essential, with stakeholders suggesting that more schools could host early education classes, and the existing program is seen as a significant component in supporting students.

School infrastructure also emerged as a point of concern, with stakeholders highlighting the importance of age-appropriate play areas and structures in all schools.

Stakeholders also believe in the importance of building relationships and promoting prevention programs, such as the School Resource Officer [SRO] program.

There is a notable emphasis on student mental health and well-being, including reducing social anxieties, promoting equality and diversity, and creating safe spaces for 2SLGBTQ+ students. Stakeholders also emphasized the importance of mental health and emotional regulation in classrooms and suggested a need for more frequent discussions on these topics. There were calls for more specialized mental health services and training for teachers to help address growing mental health concerns among students.

Classroom support and staffing were other key areas of focus, with stakeholders highlighting the need for additional classroom supports, better EA recruitment practices, and initiatives to make EA and transportation roles more attractive. Educational Assistants (EAs) were identified as a crucial part of the support system, with stakeholders advocating for better compensation and relevant professional development for them. They also suggested considering a similar model for diverse learning needs and behaviors.

Opportunities for students to participate in special projects and fine arts programming were mentioned as ways to cater to individual interests and talents. With provincial Fine Arts curriculum revision on the horizon, it would be beneficial to determine the Division's successes and challenges in this area.

Stakeholders also called for more supports for students with speech issues and complex needs, as well as transition support for students moving from special education to mainstream classes.

Finally, the stakeholders highlighted the importance of personalized learning and student engagement, emphasizing the need to link school learning to personal interests. Advocacy for the whole child was also stressed, indicating the need for more social-emotional education and awareness, self-advocacy, and increased mental health support.

Based on this feedback, avenues for exploration include professional development programs targeted to equity and diversity, mental health training for teachers, strategies for EA recruitment and retention, and programs that promote student mental health and personalized learning. Partnerships with other schools, resources, and professional bodies could also be considered to enhance supports and services for students.

Supporting Equity and Diversity:

"Diversity in our buildings can be supported through diverse hiring practices. Students should see themselves reflected in their educational leaders."

"ESL support is going to be necessary in Parkland? -share best practices with other divisions if we can't hire a 'person'."

"Consistency across PSD. There needs to be ongoing/frequent PD (not necessarily sit and get session) for teachers and support staff to continue to learn curriculum, support diversity, instructional strategies, learning we can learn from each other."

"Kids in all classrooms need to be appropriately supported so that all students have success. Building partnerships with other schools, resources and professions to effectively support the wellbeing of our students and help grow our professional learning."

Support for Early Education and Special Needs:

"Early Education classes should be in more schools. so many early year students need the support and this program is a huge part in supporting those students."

"Increase access of SLP services at the elementary level. It seems that SLPs are far and few and they're not readily available on a more appropriate frequency. Every two months is not enough."

"Continue with the Early Education program as PSD has it. It is life-altering for program children and community kids. All the life skills of tolerance, acceptance, and communication will carry forward. This will promote the change for the future."

School Infrastructure and Resources:

"Not all the schools have age-appropriate or physically challenging play area and structures. Some schools struggle to fundraise to pay for these. I wonder if this financial struggle could be covered by the district or at least supplemented, so that all the children would have equal access to a safe, positive new physically engaging play area/structure. Physical needs seem to be more needed these days and the children would greatly benefit from up to date structures."

Prevention and Relationship Building:

"Expand SRO [school resource officer] program to spend more time in K-9 schools on educating and prevention programs and building relationships with younger students."

Mental Health and Well-being:

"Reduce social anxieties: 'If you don't want to present, you don't have to'! - small group learning or one-on-one to teacher or in front of class or digital."

"Graminia has a beautiful crosswalk that promotes equality and diversity. Why not paint a pride-walk between meridian and CFL or in hallway area of our high schools?"

"Not 'tolerated' but 'accepted' like a hub room. 2SLGBTQ+ safe places in schools - education and empathy for students and staff. - learning for students/student-led education and involvement (lessons in empathy) - incorporating more diverse text in our classes."

"IMPORTANT! A type of group/support club in High Schools for students who need a place to off-load or discuss personal matters/mental health with others as well as another adult, not necessarily a counsellor. (suggested by a current HS student)!"

""failure" kids are afraid to try things in fear of failing instead of using that as a way of seeing what went wrong, what can I do better next time, what if I did this instead? - confidence - self advocating - expectations - problem solving."

"Continued online safety awareness in classrooms."

"Copperhaven's mental health lead prepares a lesson for homeroom teachers to deliver every 2 weeks - on a school-wide theme supporting emotional liberty."

"Mental health within staff and kids is needed more than ever since COVID. Help is needed as a regular starting in kindergarten to help them thrive in the future."

"Mental health and emotional regulation should be discussed more frequently in class. It is important to take into consideration how mental health."

"Mental - Social Support every day! The in-school counselor is amazing, I have students that come to school, on the one day per week she's there. Imagine the success the kids would have if she was there every school day!"

"It must be a huge challenge to meet the growing need for specialized services, providing some PD of mental health training to all teachers in August may help decrease the pressure teachers are feeling to meet growing mental health issues."

"Mental health issues could be discussed more. Children seem to be dealing with these issues more now than ever."

"I hope that PSD will continue to make mental health a priority to best support our kids to help them develop into resilient and amazing grown-ups."

"Division wide mental health virtual care network (Lets Chat)."

"Increasing of improving the access of school counselling services. Potential solution is having a Primary Care Model from AHS, do virtual service to increase access. A partnership with AHS to increase immediate access."

"Appreciate counsellors in schools."

"More social emotional education/awareness. Talking to students about needs, encouraging self-advocacy, asking for help about their personal individual needs. -Social cues - communication - emotional regulation - problem solving."

"Increased mental health support, to be proactive as well as support reactively - Increase use of co-operative classrooms. Both will help create a sense of safety."

"Many skills that used to be taught by families and extended families, now fall onto the staff of education. Basic needs, complex needs are fulfilled by the education system - growing demands a pressure - hearts are willing to meet the needs, but not enough hours in a day."

"Calm 20 programming is outdated. Not relevant to what life is today. Ex introduce life skills, T4s, opening an account. RSP's, deductions on a cheque."

"I appreciate that PSD doesn't mandate resources (ex. Daily Five, etc) but rather relies on us as professionals to choose what works best for us and our students."

"International programming around mental health supports. Heroes, big brothers/sisters, zen den, worry warriors = these people can facilitate 'group learning' to free up counselor time."

"We need to first ensure we work as a team with families to meet physiological, safety mental health news. we need to meet kids where they are at within our means as a school/division."

Mental Health Support and Social-Emotional Learning:

"Make mental health supports more available to 10-12 students - less stigmatization - hybrid options for mental health - inside and outside school hours - whole family support as necessary - SEL wellness in K-12 standardized as a distinct level."

"Social Emotional Curriculum provided for all schools to access/use. We're excited about the work being started with lesson building through Mental Health expert working in Parkland."

"Wellness needs have skyrocketed (resiliency, perseverance, SEL) and there are issues with the school counselor supports in place. KIDS WHO AREN'T OK DON'T LEARN."

"Full time counsellors in each school. With the mental health crisis, our budget needs to reflect and focus on helping this deficit."

"Negative self talk impacts resilience (ex Mindfulness minutes - what are the strategies?)"

"In grade 5-9 mental health was talked about and supported in many ways. In high school talked about very little."

"Create knowledge as we consume knowledge. Be conscious of our sense of empathy and be mindful of our kids emotional situations."

"Incorporate a universal PSD social emotional curriculum program that teaches students about mental health issues, strategies, resilience, peer mentoring/counselling, referral process, life coaching etc. specific to grade level."

"Create spaces that help individuals identifies the whole range of emotions - normalize them * not just be happy*"

"Provide more proactive teaching re: metal health issues. School assemblies, guest speakers, school counsellors presentations, make a digital strategy tool box for students perhaps."

Staff Challenges and Support:

"With the diverse needs of our students, staff are becoming increasingly stretched. Asked to handle situations and concerns they may not be equipped for. It's difficult to deliver quality education when students and staff are in a constant state of stress and feeling unprepared."

"Classroom composition have gotten increasingly complex and universals that used to be effective are no longer enough to support the majority of students. Teachers are exhausted trying to support the SE needs, academic struggles and increased demands in the classroom."

Special Education and Support Services:

"Had a daughter with speech issues, she only had 8 sessions with no at homework sent home. I feel like this is not enough support to improve her speech. As a parent I am more than willing to help at home but nothing sent home."

"Bridging the gap for transition from students with complex needs in STEPS to mainstream a students who will be going into grad nine and in STEPS for last few years etc."

"Students who need help need easier access to that help. Smaller class sizes would allow students more one on one help. Teachers asking students if they need help instead of waiting for students to come to them would be beneficial, especially for those of us with extreme anxiety issues."

Classroom Support and Staffing:

"Priority for divisional supports: Psych ed, SLP, O.T."

"Educational assistants NEED an increase in their pay. Their work hours have decreased as well...not sure why. More relevant and helpful PD for EAs."

"EAs are treasures and are not paid enough for what they are asked to do. Support targeted for them, identifying core skill sets all should have and provide benefit and job security = better retention of EAs."

"$ for humans = for teachers, EAs, bus drivers. Not more tech, not more materials, not more PD."

"Having a model of heads at different levels / Division and school is fabulous for supporting pedagogy consistency, relationships and supports to all. Need to look at a similar model for diverse learning needs and behaviors. Consistency across schools for programming/resources."

"More supports in classrooms, so many needs from students and lack of supports affects learning from all."

"We need to focus on retaining support staff! (wages-equal to training? -more training - specific areas of needs/interests) - time is needed for team (with support staff) collaboration/de-briefing/'off-loading'."

"EA recruitment - would it be possible to put on the PSD careers page where the required schooling for EA careers can be taken within Alberta. This way potential employees have a clear idea where to take the required course."

"How do we make EA roles and transportation roles more attractive? Need to support teachers in increasing complexities. Needs are increasing/class sizes are increasing. Not enough applications. Inclusion is important. Increase volunteer roles and opportunities for kids and parents."

Student Engagement and Personalized Learning:

"Full day, every day Kindergarten available at all Parkland Schools."

"Opportunities for Special Projects 10-20-30. For individual students who can be independent, meet with a teacher advisor regularly and achieve 5 credits."

"There needs to be more support for students in gr 7-9 who are excelling in their academics. Especially gr 9. Potentially allowing them opportunities to get a head start on high school."

"Building fine arts programming - as a program of choice?"

"Relating school to personal interests helps motivate students to learn and makes it more likely they'll actually remember the topics learned."

"Kids need to feel respected and feel a sense of belonging within the school community in order to be successful an open to learning."

"Assessing process over product should be prioritized in classrooms. (More valuable ways of assessing learning) Spruce comp student: "Students would rather defend an answer, then choose the best option on a multiple choice test"."

Survey Comments on Supporting Learning

"Our table spoke mainly about the need to address the mental health crisis by having more professionals readily available for mental health support rather than relying on our teachers to satisfy that gap of access. One suggestion is to form a partnership with AHS's primary care nurse model where they can facilitate virtual counselling services to increase the access for students to find supports."

"The second table discussion surrounded about how PSD is doing very well with offering various programs yet it would be great to have more standardized program offerings across all Jr. and Sr. high schools. Such as Driver Ed Training, First Aid and CPR for students, BabySitter's certificate and any other programs that provide a certificate at the end of the program. In addition, parents and community councilor expressed the growing need for employee recruitment especially in the trades sector. They spoke about how great it would be to further facilitate RAP, dual credit programs, partnerships with industry to satisfy their needs while developing the skills of interested students. Additionally, since many were unaware of the CFL programs, a greater emphasis to share or promote those types of programs to the community so that they know they exist."

"We need to make sure all kids are included in the process. Students learn in different ways and all learning styles need to be addressed in the classroom."

"Find new ways to engage the community."

"For the people at my table there was no understanding that support services included anything other than EA's which was disappointing."

"Smaller class sizes, behavioral lead in each school, a full time counselor in each school, as well as a full time EA in each class."

"We need to ensure fair is not equal is truly understood and that opportunities exist for all students."

"It might be time to look at what needs to be abandoned rather than continue to add on responsibilities for educators."

"Teachers need to support each other and problem solve together. We need to continue to make mental health a priority. Schools need to continue to be creative. It isn't likely that funding will shift, so this is the new normal. We are adjusting, but it's a challenge to say the least. The movement towards more small group support has been very helpful and will likely be necessary moving forwards."

"More interdisciplinary support!"

"Finding that there are more students that can benefit from the hands on learning or learning through experiences. Learning different strategies will help majority of students who all learn a different way! We also need our community feel back in the schools! I feel it can start with parents going into the schools to help with the everyday things and help take some of the pressure off the teachers."

"Leading teaching seems to be a good way to demonstrate supporting learning among staff."

"I think that there are many ways to support learning and the two key supports we need to utilize are the collaborative response model, and continuing our professional learning as educators. We also need to build relationships with parents and students, in order to understand how to support them, and educate on what supports are available from the different systems."

"Supporting learning is amazing, but we need to look at what learning we are supporting. Lack of music education in rural schools is very apparent."

"More mental health supports, our kiddos are not doing well and neither are their families."

"It would be beneficial at the junior and senior high level to more aggressively apply and enforce deadlines for coursework throughout the year."

"We need to support our EAs more than what we are currently doing."

"PSD does a great job in K-9."

"I do feel there is work to be done for high school- some kids who never struggled with core subjects are suddenly failing/near failing so there's a disconnect there somehow that needs more exploration and innovation."

"That there is always more we can do to support all the students as well as teachers. Class sizes being to large was a big topic that needs to be addressed for all grades."

"We need smaller classroom sizes to be able to be more proficient in differential instruction, as well as more support staff to work with our students and their increasing needs."

"More money for more humans. Teachers, Eas. Smaller class sizes."

"Remain focused on literacy and numeracy initiatives. Continue supporting staff through literacy and numeracy leads and facilitators."

"I believe support staff and volunteers are the way to expand learning without putting more workload onto teachers. But with insurance issues/ safety concerns I am not sure that looks like for the future."

Equity and Diversity

Stakeholders expressed a strong desire for enhanced efforts in the areas of equity and diversity awareness, cultural awareness, global citizenship, and accessibility in the school division. They highlighted the necessity of dealing with racism, particularly towards students from First Nations, and promoting understanding through interaction and adult role models.

Stakeholders suggested that cultural awareness could be improved by displaying flags from students' countries, having global food days, introducing languages beyond French and English, promoting discussions of current events, and educating on appropriate debate. There were concerns about the equity of French immersion programs and potential barriers for families who cannot afford additional school days, as well as the consistency of equity across different schools and divisions.

The need for an inclusive learning environment was emphasized, with suggestions to ensure that all students see themselves reflected in their learning materials and experiences. This includes incorporating diverse texts and media, acknowledging and celebrating diverse cultures, and fostering student-led accountability for inclusion and diversity. The stakeholders expressed a need for more support and resources to establish equity, particularly for rural schools and programs of choice, which may be inaccessible due to cost or transportation barriers.

Integration of Indigenous knowledge and culture was also a recurring theme, with suggestions to increase land-based learning, integrate Indigenous Elders into schools, and provide more professional development for teachers on Indigenous practices. Stakeholders also suggested that schools should provide more focused Métis education, incorporate Indigenous language into daily learning, and promote the sharing and honouring of Indigenous *Ways of Knowing*.

Potential avenues for exploration based on this feedback could include:

- Implementing or enhancing programs aimed at promoting cultural awareness and global citizenship;
- Conducting a review of equity and accessibility across all schools, with a focus on identifying and addressing barriers;
- Developing strategies to integrate diverse voices and experiences into the curriculum and school culture; and
- Intensifying efforts to integrate Indigenous knowledge, culture, and languages into daily learning and school culture.

Equity and Diversity Perspectives

"Display student country flags - have a global food day 2- choose language beyond French, English, and Spanish. Introduce Cree? 3- promote discussion of current events (as a start to class perhaps?)."

"Bring back debate clubs - foster critical thinking. Cultural days/fairs, PSD website - acknowledge cultural event/celebrations, rotate teachers into different classrooms for a day. Emphasis on global citizenship."

"Racism in high school division b/w students it needs to be dealt with - children coming from First Nations *they need more interaction, understanding *adult role models (teachers etc)."

"Equity-French Immersion= paid to go 5 days a week? What about the families who can't pay for the additional school day? Are we setting up those kids for failure?"

"Equity from division to division, school to school. Not able to wrap around everyone."

"Rural transportation created barriers to some experimental learning opportunities - Are programs of choice equitable or is it just a way for the more fortunate to get more access? Parents and schools both play a role, however it's not clear if structures currently in place promote these."

"Working with students, especially from the earliest years, on developing social skills and problem-solving skills is too important."

"Encouraging diversity and acceptance of diversity. Indigenous voices and ways of knowing. Learn about culture, history of students and relevant cultures in the school community and CELEBRATING diversity."

" As diversity in our schools increases it is important that our schools be a reflection of that diversity - do all of students see themselves - in student literacy material, in contemporary contexts, in celebrations etc."

"How we experience education and how we feel towards certain educational experiences will greatly impact what we remember and how we approach our education. As well as how different diverse voices aren't highlighted constantly."

"A greater emphasis on a diversity of experiences and perspectives. This means more opportunities need to be created that expose students to FNMI language and culture, more shared interactions, bringing in rich diverse texts and media, going to diverse places with multiple histories."

"Large class sizes. High demands to meet all needs. Balance in gender inclusivity for teachers across all grade levels."

"While there is a role for educators in inclusion and diversity, the focus in my school is to have students do the lifting in terms of holding each other accountable in promoting a diverse and inclusive environment to regulate themselves."

"It is so powerful and supportive to have an Administrative Procedure [for] Equity and Diversity. It assists all of us to refer to the foundational expectations for behavior, BUT clearly society has a lack of respect/tolerance. Continue to host parent seminars/speakers to support the tolerant-kind-and inclusive environment we want in our schools."

"If we can teach equity and diversity in the classroom then in the higher grades we may find that the kids are more open-minded and the schools might deal with fewer issues."

"It is difficult to establish equity in a system that feels lacking in supports at times. I appreciate that the question is being asked."

"Continue to provide opportunities for students to get to know and to learn from individuals such as elders, knowledge keepers, people of diverse cultures to build understanding of other perspectives and experiences. We are already doing this work, should keep growing this!"

"How do we make programs of choice accessible to all? Cost is often a barrier."

"I don't see in my textbooks and learning a reflection of diverse or minority groups - Spruce Comp Student."

"Consistency across PSD - does everyone have an opportunity to 'see themselves' in the school/PSD - staff, cultural events, community."

"Rural schools do not have the same extracurricular or CTF opportunities, perhaps more funding so that rural students have the same opportunities."

"Appreciate the programs of choice in PSD and would like to see more."

Cultural Diversity and Respect:

"Bring back debate clubs/units - Learn how to disagree respectfully - publicly acknowledge holidays from other cultures e.g. Ramadan."

""I hope for a day where the majority of the student body will be accepting""

"How do we move away from special days, months and move towards ongoing acknowledgement or equity and diversity? We need to build empathy through person to person conversation and interactions."

Integration of Indigenous Knowledge and Culture and Indigenous Education and Ways of Knowing:

"It would be wonderful to see increased land-based learning across PSD and integration of Elders into all of the schools. I believe Geri Wu [Indigenous Education Facilitator] and Elders incorporated into PSD are well positioned to guide this work."

"Indigenous ways of knowing, reconciliation needs to continue with intentional and thoughtful and visual actions. I would love treaty flags in classrooms, elders invited to assemblies, a visual land acknowledgment in each classroom, INMI books in each classroom, more PD for teachers on learning around using Indigenous practices in the classroom."

"The different ways the indigenous dollars are used or can be used to improve the quality of learning the Metis, First Nation, and Inuit cultures."

"More focused, specific Metis education. Specific/separate goals and strategies."

"Create class-based land acknowledgements to individualize their meanings to students."

"Need to have more indigenous influence in the schools - a face to connect to, teach Cree or other cultural concepts - teachers fear not doing it justice. - resources."

"Providing all students with the opportunities to learn and connect with Indigenous Elders. Their time in classrooms make a huge, positive impact on our students and staff."

"-Incorporate Indigenous and Metis perspective and history - Focus on communication through all individuals in a school. - teacher/student help needs more focus due to the isolation by the past few years."

"Incorporate Indigenous language into daily public announcements (Word of the Day?) and or classroom- Students will see themselves represented this way and foster new learning - career technical education - teach calm in G10 G11 G12."

"Integrated medicine wheel teachings. It will help support overall well-being and mental health. Children will begin to learn that health and well-being is more important than physical health. Encompasses the mental, emotional, spiritual, physical."

"Buy the *Indigenous Peoples Atlas of the World Floor Map* for our district (and let me help teach it!)."

"Both perspectives shared- still indigenous students 'hiding' their cultural identity - growth in schools - student initiated clubs to honour indigenous ways of knowing."

"Indigenous language teacher in every school. Students choose to attend the class, etc, perhaps if they prefer."

"Bring back the KAIROS Blanket Exercise (and let me help run/facilitate)."

"Not all schools participate in indigenous activities so where are their indigenous dollars used?"

"I completely support and appreciate the relationships we are building with our elders - their gentle and respectful personalities and their wisdom completely enhance our journey of learning about and embracing indigenous perspectives. I do question the role of opening prayer to the creator in our divisional meetings. Learning about and appreciating indigenous perspectives is wonderful, but as a whole group being asked to participate in religious ceremony/prayer seems to be inconsistent with the secular nature of a public school division that intentionally does not promote any one religious belief system over another."

Teacher Support and Development

Stakeholders acknowledged the growing demands on educators, emphasizing the need for more substantial support systems for teachers. They highlighted the multifaceted and complex nature of teaching. The increased expectations, coupled with growing class sizes, and preparation and collaboration time, present significant challenges. Stakeholders commended the placement of counselors in all schools but voiced the need for more concrete class size limitations and embedded teacher collaboration time.

Professional development (PD) and staff support were seen as integral, given the ever-increasing complexity of classroom needs. Stakeholders underscored the direct correlation between staff well-being and student well-being, advocating for the benefit of healthy staff in order to help create healthy students.

For extracurricular activities, stakeholders shared the need to reveal strategies to encourage teachers to run these programs. They also proposed strategies to facilitate the transition from casual to permanent contracts for Educational Assistants (EAs) and bus drivers, such as in-house training and/or certification programs.

Stakeholders applauded the focus on small group instruction, attributing this to the beneficial professional development supports provided to teachers. They believe this model should continue as it effectively meets students where they are and advances their learning.

Based on this feedback, potential avenues for exploration include:

- Promoting designated teacher collaboration time;
- Enhancing professional development programs and providing more prep and collaboration time for teachers;
- Exploring methods to encourage teacher involvement in extracurricular activities;
- Developing in-house training programs to support the transition of casual EAs and bus drivers to permanent roles; and
- Continuing the focus on small group instruction, backed by professional development supports.

Educational Demands, Professional Development and Teacher Support:

"Education is overwhelmed right now with increasing demands - curriculum, but also wellness, resilience, physical health, lacking skills, relationship building...ALL GOOD but a lot for teachers to balance and do well. Positive - counselors in all schools! Focus on wellness. Need - true limits on class sizes/embedded teacher collaboration time/less curricular outcomes."

"Important for all staff as well all support each other which in turn supports our students. Should be integral to all staff. Ongoing PD."

"-More prep time, more PD time/collab time - more observation time (other teachers, classrooms, lessons etc)."

"Professional Development continues to be critical for teachers and support staff as the complexity of needs in the classroom is ever-increasing."

"Staff wellbeing reflects directly on students well being, take care of your staff."

"Extra curricular opportunities bring students to school and expose them to something outside of the standard education experience. Teachers are needed to run them but teachers willing to run them are lacking. Is there a credit system th division could offer to teachers who run programs and pull more teachers towards extracurricular? Something like time credits may work.Hours spent running an extra curricular could be banked to spend on a personal day or funds towards pd."

"Require strategies to find people (EAs) - EAs need certification to have a non casual contract. This has to be paid out of pocket. Can PSD provide certification "in house" to encourage casual EAs =permanent? =similar ideas for bus drivers?"

"The focus on small group instruction has been very beneficial to our students - the amount of PD and supports for our teachers is phenomenal and ensure that teachers are equipped to meet all students where they are at and move the learning forward. This model works at all levels K-12 and should continue to be a focus."

Class Size and Support:

"The bigger the class, the less connection there is between the student and teacher. Lower class sizes should be a priority."

"It is becoming difficult to help students develop a deeper level of understanding of the learning concepts with the large class sizes of 25-30."

"Classroom size, decrease to somewhere around to 20. This would help teachers facilitate learning, allow for movement around the classroom, small group sessions, regulation spaces, individual instruction, differential instruction, work space - stand up desks etc."

"We need to decrease class sizes for elementary. Why not investigate 'streaming' from Jr High? - students would be able to achieve success at their own levels and increase self-esteem."

"Large class sizes and increased gaps causing challenges for staff."

"Although I understand we don't have the physical space to create smaller class sizes - would it/could we 'fund' having another adult for support in each class. Helps guide/manage learning at every level would be incredible."

"Smaller class sizes are preferred and beneficial - a good variety of sports and extracurricular - difficult to make dreams - a variety of courses but overcrowding can be an issue - class sizes between 30-40 kids - staggered recesses are a good strategy for COVID - lack of personal space (SGCHS) due to overcrowding - Quality of education re world of work - taught to gear towards post-secondary NOT the world or work."

"How can we better retain support staff? Increase pay, encourage more time for community of practice. *Behavior support specific to schools - problem solving for the classrooms,1:1, small group, whole class, staff training, mental health support = ECSD has a behavior department. *Literacy supports; summer camps? 2 weeks 8-3 to improve lit/numeracy.As a emotional behavioral specialist at ECSD, I work with teachers, support staff and admin to collaborate in problem solving from a mental health/social emotional lens. My job is fantastic and I love going to work every day. Cons: 1. literacy skills delayed =retention of skills, addresses catch up, data shift is critical. 2. Support: staffing=pay, training, benefits increase, understanding of the role of EA, track physical aggression. Pros: 1.Mental health fund increased good, we want more. 2. Breakfasts, forgotten lunch program. 3. Comprehensive health incentive = food"

School Culture and Safe and Caring Schools

Stakeholders recognized the importance of promoting positive school culture, mentorship, diversity, empathy, and leadership, suggesting the integration of these values into the curriculum. Stakeholders express the importance of feeling heard, seen, and represented, both for staff and students. They appreciate the provision of food in schools and suggest expanding land-based learning experiences. Finally, they acknowledge the growing challenges in education due to societal changes, increased access to technology, and complex mental health needs. They noted that teachers often feel ill-equipped to meet these needs, highlighting the urgency for resources that match these challenges and are sustainable over the years.

Stakeholders emphasized the value of fostering a sense of personal responsibility in students. They suggested stricter deadlines to build resilience and a stronger work ethic. There is also a recommendation to consider restorative justice as an approach to disciplinary action, aligning with these themes of empathy and responsibility.

Stakeholders discussed bullying, and highlighted negative peer relationships as an ongoing problem. They noted that bullying is often perceived as being ignored or mishandled. Stakeholders urge a more effective response, through creating safe environments, teaching empathy, and having clear steps, procedures, and protocols to address interpersonal issues. The potential of extracurricular activities, such as a debate club or a music program, is recognized as a way to build inclusive and representative communities that can combat bullying.

Addressing exclusionary and discriminatory behavior is a central concern, with stakeholders calling for an active stance against derogatory language and slurs to ensure all students feel safe and respected.

The problem of substance use, particularly vaping, was raised as an issue needing attention and solutions.

Connection and Representation:

"Feeling heard, seen, represented and connected as staff and students is the key to effective education. If staff feel stretched and depleted they don't have much room to engage and connect with the students who are most in need."

"Appreciate all the food available to students in schools."

"More land-based learning experiences."

"Generally, a challenge - changes in society, parenting, student access to technology is adding complexity and mental health needs and teachers do not feel equipped to meet all the needs especially those that are on top of teaching."

"When we look at how students' minds are being more geared into an extra/super - stimulated focus, teachers are having to fight to make a student slow down instead of rising their voice to match it."

"Instruction is a challenge...learning loss, new programs of study, increasing complexity of student needs...=resources need to match the challenge and need to be ongoing for several years."

"Exclusionary behavior needs to also be reduced. It isn't uncommon for students to use slurs or exclusionary vocabulary. 'Gay' is often used as an insult, which can seriously harm LGBT students and make them feel unsafe in their school. Other things like racial slur usage can have the same impact on POC students."

"Opportunities for older students to mentor and be a leader for younger students is so valuable in their character development and positive mental health."

"Teachers are the key to promoting culture in learning, relationships and diversity."

"How representation not only needs to be permitted but needs to actually happen. How people need to learn to listen and recognize that people are people as well as how that needs to be something incorporated into classes."

"Empathy - perspective taking - conflict management - leadership in ed class - social justice - use drama/improv as practice for social skills in grade 6+."

Behavior & Bullying

"Students need to enjoy going to school and learning more. They need to feel safe and comfortable at school. Bullying needs to be reduce and dealt with better. Bullying is frequently not taken seriously and simply ignored."

"We need to create safe environments for kids! -How can we effectively teach empathy? -Kids need to want and accept and help. - Parents who don't support 2LGBTQ stand in the way for all kids to feel safe."

"How is this dealt with? Steps, procedures, protocols? I've heard students say (gr6-12) that when they speak to a teacher or adult they are frequently told "you're old enough, figure it out" Then when it can get physical after trying to figure it out they get in trouble because a teacher, adult, peer chose not to step in and help after that child came to them. And also many times most students are not getting consequences or only my child is instead of both."

"Behaviour/Bullying - Bring back debate club! Re: conversation 3 is 'civility' really the way to go? perhaps we need to foster being discordant in a civilized way. - music education - The SGCHS drum band played during basketball halftime and it was fantastic - high energy, inclusive, representative, talent showcasing!"

"We must deal with "behaviors" in the classroom before we can help improve their academics - students are 'scared' to be in the classroom when a certain student is there - we need to protect these students and let them know it's a safe place to be."

"Early intervention and prevention are vital. Integration of programs that address behavior, bullying, violence, mental health, suicide, substance abuse, etc. Needs to be a focus for ALL students to prepare and arm them for future challenges and experiences."

Discipline and Responsibility:

"Please become more strict on deadlines. Make an increased responsibility on the student to provide a better chance at gaining resilience and self-confidence. We need to help our kids develop a stronger work ethic."

"I wonder if PSD could look at using more restorative justice for disciplinary action. I have heard it being used with success within PSD. I do not know much about its use or the evidence within different school divisions, but I think it is worth exploring."

"How do we deter [vaping]? Help."

"Vaping: More external partnerships needed here."

Where the World Opens Up

"Extracurriculars back in schools is fantastic (sports and arts). Concern is how we make these opportunities sustainable - difficulty on securing coaches, refs, etc. Can we create an incentive program for coaches?"

"We need to allow risky play at younger ages. Playgrounds need to be a place that kids can experience an opportunity to have healthy risk."

"Not all the schools have age appropriate or physically challenging play area and structures. Some schools struggle to fundraise to pay for these so I wonder if this financial struggle could be covered by the district or at least supplemented, so that all the children would have equal access to a safe, positive new physically engaging play area/structure."

"We should consider a less "competitive team" for kids that were not able to make the sport team that was too competitive with kids who are good at their sport. This is so students have a chance to play a sport, which is good for their mental health."

Accessibility and Flexibility in Learning Environments:

"Use and develop multiple learning spaces throughout the building. A robust learning commons vision. Ground kids through time in nature."

"The conversation noted how important accessibility is for student and families at all schools. Parking, ramps, accessible doors, etc."

"Ensure teachers have curricular flexibility to change their day to meet kids' needs. IE 'ok, this isn't working, why don't we go outside?' Keep this up! Its great."

"Providing different learning environments outside of the classroom. Whether it be out in the community or in nature."

System Supports and Resource Allocation

Reviewing system-based, stakeholder feedback, it's evident that a push for more individualized and engaging learning experiences is strong. Stakeholders appreciate teachers who can center instruction around students' interests, fostering greater engagement and intrinsic learning. The need for resilience building and problem-solving skills in both students and parents was emphasized, with a focus on giving students the chance to experience failure as a part of learning. The importance of educators fostering positive relationships is recognized.

Stakeholders suggested a shift towards more individualized testing and/or evaluation methods, and accommodating diverse learning styles. Stakeholders note the need to balance homework with other life activities, suggesting the possible harm of homework for homework's sake.

On the subject of inclusivity, there are calls for better training for staff working with students with complex needs. Stakeholders also suggested exploring restorative justice approaches for severe behavioral needs. Stakeholders emphasized the need for consideration of the diverse methods in which students learn and the need for evaluation to reflect this.

Concerning resources and funding, stakeholders call for more support staff, and suggest re-evaluating the current system of supports to focus on doing fewer things better rather than spreading resources thin. Stakeholders suggested exploring partnerships with non-profits and other organizations, and mention the need for more equitable access to experiences like field trips. Sustainable funding and increased volunteers are also mentioned as ways to support schools.

Lastly, in the wake of the COVID pandemic, stakeholders expressed concern for socializing students and the need to support their mental health. The potential benefits of specialized teachers in subjects like physical education, French, and music are highlighted, along with increased support for staff dealing with complex student needs.

Resource Allocation and Funding:

"Teachers/schools are doing a great job providing a variety of learning experiences, but some help that is needed - Funding for more EAs to ensure students in all grades are supported during learning (behavior, anxiety, etc) [- extra funding for small school to ensure equity in access to field trips etc."

"It is time to re-evaluate the 'pie'. We keep on adding to the pot and taking nothing out. Not only is the pot overflowing, it is spilling over and causing a fine. IN terms of our obligations, not everything can be the priority. What is it we want to do and be. I feel we are doing a whole lot of things poorly rather than doing a few things really well."

"Providing different learning environments outside of the classroom and the cost associated."

"Consistent and persistent growth may be slow but it works."

"Playground and outdoor spaces planned for and fundraised for centrally for equity for all buildings. Playground committee for PSD."

"How do we acquire sustainable funding for education with no strings attached /for the good."

"Can non-profits/partnerships help support schools."

"ON demand public transportation - tap into local transportation - bus service - to get kids to school if paying for school bus is not an option (prohibitive) or the PSD bus is too early for a student who has had a disruptive evening/morning."

"Finding ways to ensure students have access to food/nutrition/healthy options. - More volunteers? - Continue to pursue partnerships."

"Alberta School Council Association position statement re: post pandemic mental health concerns. Requesting one counsellor per 250 students. How do we support that? We also had a cross-ministerial conversation that I initiated."

"How can we help socialize kids again after COVID? Many older students need to learn how to conduct themselves appropriately in group/small group settings, play on playground, personal boundaries."

Improving Student Support:

"Increase behavior consultant/facilitators to reflect lit/num model. More consultants to support staff in the 'how to' deal with complex needs in the classroom."

"Are there better ways to measure success than standardized testing? 'I have friends that learn differently, but then they get the same test with 30 extra minutes and headphones' Spruce comp student (PATS/DIPS)."

"How do we incorporate local context into everyday education?"

"Specialized teachers (physical education, French, music etc) would be a huge asset to schools. Students would benefit greatly from such teachers. Also homeroom teachers would enjoy a much needed break from students for a block a day."

Rural Education and Equity

"Rural education and access to resources. Funding models for schools based on population does not work in small rural schools."

"Teachers/schools are doing a great job providing a variety of learning experiences, but some help that is needed - Funding for more EAs to ensure students in all grades are supported during learning (behavior, anxiety, etc) [- extra funding for small schools to ensure equity in access to field trips etc."

"Having the same opportunities available to students in rural settings."

Stakeholders expressed a mix of appreciation and concern about the role of technology in education. On one hand, there's recognition of the convenience and expanded learning opportunities that technology offers. However, concerns about accessibility, potential learning disruption, and digital safety are also emphasized.

Stakeholders suggest that while technology can enhance learning, it's not universally beneficial, particularly when families lack access to necessary devices or struggle with technical issues. The impact of technology on homework completion, as well as parental and student tech addiction, is raised as a concern. Stakeholders suggest the need for support to help parents manage technology use effectively.

The division's current educational tools and platforms, such as PowerSchool, received both praise and criticism, this is seemingly dependent on user ability as well as teacher input. Stakeholders also express a desire for more time to adapt to new initiatives, suggesting that more measured rollouts could be beneficial.

Several stakeholders discussed the need for digital control and awareness, emphasizing the importance of balancing the educational benefits of technology with its potential harm. The idea of phone-free zones, and uniform rules about personal devices across classrooms are mentioned as potential strategies to improve the learning environment and student well-being.

Stakeholders shared concerns about students' online safety and digital citizenship. Stakeholders suggested the need for more education for both students and parents about online safety, the effects of screen time on mind and body, and how to be responsible digital citizens. They also raised the idea of integrating more online safety education into the curriculum.

Parkland School Division can continue to review our technology procedures and practices based on these stakeholder insights. We can explore measures to improve accessibility to devices and technical support for families, provide clearer guidance on the use of personal devices in classrooms, and enhance the user-friendliness of educational tools and platforms. Furthermore, we can consider how best to implement more comprehensive digital citizenship and online safety education for students and parents and exploring strategies to promote healthier technology use.

Technology and Learning Environment:

"We need to contribute a skill sets. -Use of Instagram for complaints from students."

"Technology is great, it has issues. Families behind in tech, doesn't always work, does not always enhance learning (old school is good) competition for devices for conversation. Learning spaces need to be diverse to meet diverse needs of learners."

"More time to roll out new division initiatives."

"Love real time reporting. Don't need report cards."

"Powerschool is not user friendly."

"Powerschool is not the same mobile and on desktop but most parents want a mobile and face to stay engaged. Powerschool mobile needs to be better! (IPPs, report cards) is the device they use! especially with live reporting."

Digital Influence and Control:

"Phone-free zones in classrooms."

"Cell phone can there be a kill switch? NO wifi/data. Cell phone addiction is causing concern with mental health and well being."

"We need to weigh the advantages of phones as tools in learning against the mental health harm which they can evoke."

"Except for devices that are required for learning i.e., chromebooks/laptops, other devices such as phones/ipods/ipads should be banned from classrooms across the division."

"Concerned with the obsession of screens/social media. In high school - the rules vary from class to class and teacher to teacher. Phone in class or not?"

Digital Awareness and Online Safety:

"Students are exposed to many situations online that transfer into the school day. How do we ensure time/appropriate lessons to address these challenges? EX. Young students not understanding the realities of video game violence."

"More education for parents and students regarding being better digital citizens and how screen time affects your mind and body."

"Technology - have we swung too fast. Should we have the kids on laptops and tablets being used all day when we know the deficits to the brain. They then go home to do homework on a screen. How do we create a balance for them? More paper and pen. More research into the data on screen times for those under 18 years. Are we serving our kids well?"

"Internet safety should be more normalized within classrooms and those discussions should involve parents as well."

"Consistency across schools/the division about personal devices throughout the whole day. Causes so many issues including inability to focus? Correct? Policy?"

"More online safety should be talked about. Kids are very vulnerable to the online world and should be educated about it."

"Online safety/tech safety education should be prioritized/explored. Understanding how much time students spend online, our health curriculum/classes should focus on safety, boundaries, and positive use."

"Less technology greater focus on in-person connections."

For more information, please contact:

PARKLAND SCHOOL DIVISION

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MEMORANDUM

June 20, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott Johnston, Associate Superintendent
RESOURCE	Shaye Patras, Division Principal, Numeracy and Achievement Dean Bernard, Division Principal, Indigenous and Northern Relations Geri Wu, Indigenous Education Facilitator
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
SUBJECT	**INDIGENOUS EDUCATION REPORT**

PURPOSE

For information. No recommendation required.

BACKGROUND

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

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

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

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

REPORT SUMMARY

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

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

Our primary responsibilities toward healing are twofold:

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

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

Administration would be pleased to respond to any questions.

SJ:kz

Instructional Services: Indigenous Education Report

June, 2023

Presented to the Board of Trustees, June 20, 2023
Scott Johnston, Associate Superintendent, Education and System Services
Resources: Shaye Patras, Division Principal, Numeracy and Achievement
Dean Bernard, Division Principal, Indigenous and Northern Relations
Geri Wu, Indigenous Education Facilitator

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

BACKGROUND

With an identified Priority of "Indigenous Perspectives and Ways of Knowing" in Parkland School Division, staff are committed to building relationships with the Indigenous communities and partners connected to Parkland School Division. This serves as an essential first step to better understand how we can serve the Indigenous students of PSD, and their families, as we strive to create the conditions necessary for successful learning experiences for all, and to create an authentic sense of belonging and community within our schools.

The Superintendent recognizes the continued work required by Division leaders, School Administration, Teachers and all staff within PSD to create empathetic, responsive and welcoming environments within all Parkland School Division Schools as one way in which we can continue to build enduring relationships with neighbouring First Nation communities. By actively engaging with Indigenous communities and partners, Parkland staff can gain a deeper understanding of the unique needs, perspectives and cultural backgrounds of the First Nations, Metis and Inuit students that we serve. This understanding can help inform the development and implementation of educational programs, policies and practices that are sensitive to, and respectful of Indigenous Ways of Knowing and Learning.

Within the context of looking forward to success, the 2022-23 Education Plan for Parkland School Division identified the Trend of "Embracing Equity". As such, it this plan states that:

> In order to work toward the elimination of all forms of bias and racism within the Division, the Board and Superintendent promote and expect that staff attend to the Mission of Parkland School Division; specifically, by:
>
> - Providing supportive learning environments;
> - Providing meaningful experiences;
> - Promoting healthy relationships;
> - Creating opportunities to develop resilience; and
> - Gaining diversity in perspectives.

Additionally, Element 5: PSD Staff Develop and Apply Indigenous Foundational Knowledge states that:

> *All staff demonstrate an understanding of Indigenous perspectives and allocate resources in order to support Indigenous students' success and well-being.*

Finally, within that Element the Avenues for Development are outlined as follows:

> *School leaders and staff will:*
>
> - *Attend to Indigenous Ways of Knowing through specialized resources, such as through staff use of the Pebbles Series, to develop foundational knowledge;*
>
> - *Implement and develop Indigenous language classes as a method for students to connect with Indigenous culture and identity;*

• *Develop relationships with Indigenous community members, and increase their role as educators in the school-setting, such as through the development of an Elder-in-Residence program;*

• *Develop students' opportunity to experience Indigenous Knowledge Systems in schools, including: connection to land, language, Elders and relationships;*

• *Develop students' experiences with Indigenous ways of knowing through art, symbols, ceremony, story and song – and therefore raise the visibility of Indigenous culture in schools;*

• *Collaborate to develop grade level resources to embed Indigenous ways of knowing and foundational knowledge into teacher practice;*

• *Develop students' experiences with character education programs that are based on the Seven Grandfather Teachings; and*

• *Identify a lead teacher at each site to participate in Divisional collaboration around meeting the needs of Indigenous students.*

Demographics and Data

Parkland School Division continues to see the percentage of students identifying as First Nations, Métis and Inuit increase year over year, as outlined in the table below.

Demographics		
	2021-2022	2022-2023
Métis	490 (39.29%)	501 (36.81%)
Status First Nations	356 (28.55%)	362 (26.60%)
Non-Status First Nations	234 (18.77%)	233 (17.12%)
Federally Funded First Nations	138 (11.07%)	237 (17.41%)
Inuit	29 (2.33%)	28 (2.06%)
Total	1,247	1,361

Parkland School Division has seen a slight increase in the year Completion Rate from 61.3% to 62.3%. This increase also represents an increase from our previous 3-year average and exceeds the provincial average. Additionally, the 2021-22 school year saw a slight decrease in the dropout rate from 2.7% to 2.5%.

Of note is the significant decrease in the Returning rate in 2021-22 from 46.2% to 13.1%. This will be an area for further monitoring and exploration.

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

Measure	Parkland School Division (FNMI)			Alberta (FNMI)		
	Current Result	Previous Year Result	Previous 3 Year Average	Current Result	Previous Year Result	Previous 3 Year Average
3-year High School Completion	62.3	61.3	60.4	59.5	62.0	59.1
5-year High School Completion	73.6	68.1	71.5	68.0	68.1	67.0

	Parkland School Division (FNMI):				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
	%	%	%	%	%
Drop Out Rate	2.8	4.5	5.9	2.7	2.5
Returning Rate	36.8	25.5	20.7	46.2	13.1

	Alberta (FNMI):				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
	%	%	%	%	%
Drop Out Rate	4.8	5.4	5.5	5.0	4.9
Returning Rate	23.5	22.7	21.0	19.1	18.2

Indigenous Ways of Knowing in Parkland School Division

With new members joining the Instructional Services team for the 2022-23 school year, much work was undertaken to support our work in the realm of Indigenous Ways of Knowing within Parkland School Division.

Division Principal of Indigenous and Northern Relations, Mr. Dean Bernard, Division Principal of Numeracy and Indigenous Education, Mr. Shaye Patras and Indigenous Education Facilitator, Mrs. Geri Wu collaborated to drive this work forward in several ways, some of which are highlighted below.

Building Relationships with neighbouring Indigenous Communities and Partners

Indigenous Facilitator Wu began the work of building trusting relationships with neighbouring Indigenous communities and partners at the onset of the school year. Ongoing collaboration with Elders Violet Poitras, Phillip Campiou and MaryAnne Stepien enabled Parkland School Division to make further progress with the Elders in Residence Program that had been previously established. Through this program, Facilitator Wu was able to improve ongoing support, guidance and wisdom offered to four schools (Forest Green School, Duffield School, Stony Plain Central School and Memorial Composite High School) Notably, the Elders were available to all Parkland Schools upon request.

Division Principal Patras and Facilitator Wu attended a collaborative meeting with Paul First Nation, in January 2023, accompanied by Elder Violet Poitras. This meeting served as an excellent opportunity to share some of the work being undertaken within Parkland School Division to support Indigenous learners as well as to hear from the elected leaders of that community.

Indigenous Kinship Advisory Committee

An Indigenous Kinship Advisory Committee continued to develop throughout the year. While this committee had been informally established in the previous year, work to ensure equity of access to membership on this committee as well as to establish a more structured schedule and intentional purpose was required. Elders Violet Poitras, Phillip Campiou and Maryanne Stepien provide guidance with the ongoing work of this committee. A feast was held, with an invitation to all families who could potentially be interested in learning more about the work of this committee.

Notably, all families of students who identified as First Nation, Metis, Inuit and Non-Status were invited to this feast. 35 people participated and shared in the teaching and learning. Individual conversations occurred and an initial committee membership was derived. The committee will meet again in the 2023-2024 school year to determine the terms of reference.

Collaborative Planning with all Parkland Schools

Instructional Services Staff met with all school administrative teams to support expanded staff competency with *Indigenous Ways of Knowing*. During school-based meetings, schools shared their plans and goals for the year, seeking input, feedback and facilitation. Some of the initiatives discussed and actioned are outlined briefly below.

Harvesting the Healing Garden

Elder Phillip Campiou, and Forest Green staff and students, harvested plants in the fall of 2022. Indigenous teachings ensued and the tobacco seeds were kept in order to be planted in the spring. The cycle continued with Elder Phillip Campiou joining Forest Green staff and students on June 9th to plant this year's seeds and plants.

Smudge Teachings

Elder Phillip Campiou was brought in to Muir Lake School and Greystone Centennial Middle School to give smudge teachings to male students who showed leadership and oskâpéwis (helper) qualities within their respective schools. Students facilitate the smudge ceremony, continuing each Monday morning at each school.

Music and Drumming

Spruce Grove Composite High School Music Teacher Ms. Anderson and traditional drummer Mr. Shane Redstar collaborated to promote Indigenous music understanding. The work focused on mixing contemporary music with traditional drumming. Students continued to practice throughout Spring, and Mr. Redstar and his daughter Shaneya performed with SGCHS students at their concert in June.

Sidewalk Painting Project

Teacher leaders at Prescott sought an authentic voice, and creative leadership for a sidewalk painting project. The vision in consideration will be to paint two rainbow walks with one centered around Indigenous ways of knowing. Elder Ed Lavalee, a recognized two-spirited individual, is the catalyst for the grassroots initiative called *Edmonton 2 Spirit Society*. Pre-planning and collaboration with Ed Lavalee is now concluded, and the artwork is set to begin in June.

Accessing Elders in Schools

Blueberry School and High Park School requested that Elders come in and visit with their students on a regular/scheduled basis. Elder Violet Poitras and Elder MaryAnne Stepien continued throughout the year to visit these schools monthly. Students and staff reported this to be a rewarding experience for all involved.

Character Development Program

The creation of a school-wide character development based on Indigenous ways of knowing and being for Ecole Broxton Park School began in the fall of 2022. École Broxton Park School completed the 7 Grandfather teachings, culminating in a desire to continue this work. Facilitator Wu worked with the school in utilizing the resource "Medicine Wheel Workbook: Finding Your Healthy Balance" by Carrie Armstrong. École Broxton Park School administration are completing an "EBPS Indigenous Education Holistic Learning Framework".

Water Teachings at Hasse Lake

Elder Maryanne Stepien joined the grade 4 and 5 class for a day at Hasse Lake. Elder Maryanne Stepien and Facilitator Wu provided teachings around water, and its significance and importance in our lives. Students placed tobacco as a gift/intention into the water.

<u>Fostering a Sense of Belonging for All</u>

While the Inuit student population in Parkland School Division may be small, ensuring these students and families feel a sense of belonging is essential. In recognition of the importance of learning about Inuit Culture, Facilitator Wu shared learning insights with schools. Knowledge Keeper Inuksuk M. Inuksuk joined Elder Violet Poitras and Métis Elder Maryanne Stepien in attendance at an evening of teaching, at Memorial Composite High School, hosted for Indigenous graduates and parents. Participants deemed the evening to be successful and the students and parents expressed that they enjoyed learning from all three worldviews.

<u>Stony Language Pilot Program</u>

A member of the Paul First Nation Community, Ms. Katerina Rain, now facilitates Stony language classes for PSD. Stony language classes exist in recognition of the value that language has on culture, and these language lessons provide a great opportunity for our students. Additionally, language instruction was identified by members of the Paul First Nation Chief and Council as a high priority for their students who attend Parkland Schools. This program is currently in place at Stony Plain Central School as a pilot program for students in Kindergarten, Grade 4 and Grade 6. The program is set to be evaluated, upon its completion, in mid-June, to determine future steps.

Curriculum and Culture

Throughout the 2022-23 school year Instructional Services supported various initiatives. Schools continue to move forward in their learning journey, from focusing exclusively on the celebration of isolated cultural events such as Orange Shirt Day and National Day of Truth and Reconciliation, towards embedding Indigenous Foundational Knowledge into daily routines, school events and curriculum. Some of the highlights are briefly outlined below.

November is busy with National Indigenous Veterans Day, Remembrance Day and Metis Week. Having staff and students recognize and honor November 8th, was an important step towards growing appreciation and acknowledging the sacrifice made by Indigenous veterans.

Did you know?

- The First Nations, Métis and Inuit in Canada have a long and proud tradition of military service.

- The Late Charles Checker Tompkins of Alberta translated sensitive radio messages into Cree so they could not be understood if they were intercepted by the enemy. He was a code-talker.

- National Aboriginal Veterans Day' began in Winnipeg in 1994 when Indigenous veterans were not recognized in Remembrance Day activities. It is now celebrated in many communities across Canada.

Parkland Village hosted Indigenous Veteran Jocely Eastman (Métis) as a part of their celebration.

To celebrate and honor Métis week, Instructional Services worked collaboratively with Metis Elder Maryanne Stepien to ensure that the content shared was authentic and correct. Sample activities are included below:

Sample daily activity - Grades 4 – 6

Sample daily activity – Grades 10-12

PSD Facilitated activities included Smudge and sharing circle teachings for grade 7s at Greystone, storytelling and guided sharing circles for kindergarten, grades 3 and grade 6 at High Park and at Connections for Learning. Instructional Services facilitated teachings and beading lessons to 7, 8, 9 option classes at Graminia.

Resources and Curriculum Support

During the 2022-2023 school year, teachers required additional support due to the development and release of the new English Literature and Language Arts curricula, and Mathematics curricula in Kindergarten to grade three. Specifically, teachers required support in understanding the Knowledge, Understanding, Skills, and Procedures (KUSPs) within the newly released curricula.

With the addition of some explicit First Nations, Métis and Inuit outcomes, Indigenous Education Facilitator Wu assisted the Instructional Services Facilitators in Literacy and Numeracy as they presented the new curriculum to staff. Instructional Services examined each explicit KUSP, simplified an understanding of it, and shared the Indigenous worldview that is encompassed within it. Indigenous Facilitator Wu shared First Nations, Métis and Inuit resources (books, websites, articles) that addressed the content in an authentic way. Instructional Services worked to generate resources where none previously existed, or were not developmentally appropriate.

Millgrove Facilitation

Through a collaborative effort between Facilitator Wu and grade 3 teachers at Millgrove School, the creation and implementation of a complete novel study unit with an Indigenous focus was created. This novel study was based on Buffy Sainte-Marie's book Tâpwê and the Magic Hat. The book provides many opportunities for students to learn and experience a First Nation worldview at a level that they would understand and connect with. The students are experiencing both the ELAL curriculum as well as the Indigenous ways of knowing and being that flow throughout the story. Feedback from teachers piloting the novel study has been positive and reflective.
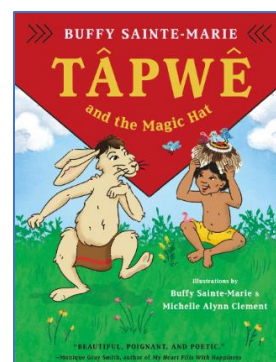
> "The concept of the trickster was very intriguing to the students--they have many predictions about what trouble Wâpos might cause in future chapters!
> The mix of drawing and written reflections in the chapter activities has been really accessible for my class. A few of my reluctant writers can rely mostly on their drawing in these reflections, and the class is enthusiastic about working on these activities." ~ Millgrove Teacher

Professional Development Sessions

Parkland School Division offered a number of sessions for staff this year. Facilitator Wu guided participants through *Walking Together*, an Alberta Education Teacher Resource, in addition to sharing the importance of building relationships and how that is done through protocol.

Sessions included a focus on the importance of including Indigenous worldview and how valuing different worldviews in the classrooms helps us support student success by becoming more responsive to the diverse perspectives, ideas, humor, and experiences of the First Nations, Métis, and Inuit students that we serve.

A session, titled Colonialism, Indigenous Trauma and Healing, focused on promoting school counselors' understanding of the unique form of trauma that has resulted from colonization and what steps can be taken to incorporate Indigenous healing philosophies so that we can move beyond trauma.

With respect to their lived experience, Elder MaryAnne Stepien and Facilitator Wu presented a session on *Experiences with the 60s Scoop: Impacts, Resiliency and Healing*. A second session included special guest Andrea Jackson from Saddle Lake who shared her personal story and lived experience of MMIWG.

Knowledge Keeper Dwight Paul shared the history and contemporary issues surrounding Treaty and the struggles that First Nations face. Dwight kept the audience captivated and engaged with his wealth of wisdom, participants were encouraged to consider how best to move forward with *reconcili-action*.

Starting each PD session in ceremony is a meaningful and important practice, particularly when dealing with heavy topics. Beginning in a good way, such as with a smudge, an honor song, or a blessing, sets a positive and respectful tone for the session ahead and was an important part of each session. These ceremonial practices help create a sacred space and honor the diversity and cultural traditions of the participants.

At the end of each session, a sharing circle enables participants to reflect on the material covered and share their thoughts, feelings, or questions from their hearts. This practice created a safe and inclusive space for open dialogue, encouraged active participation, and fostered a sense of community and support among the participants. Sharing in this way promotes empathy, understanding, and mutual respect, as everyone's perspectives and experiences are valued and acknowledged. Overall, the combination of beginning each PD session with a ceremony and concluding with a sharing circle helps to cultivate a positive and inclusive learning environment, especially when dealing with challenging topics. It emphasizes the importance of cultural and emotional well-being and encourages meaningful engagement and collaboration among participants.

Elder Phillip Campiou

Elder MaryAnn Stepien

Elder Violet Poitras

MCHS AAC/Indigenous Ed Proposal

During the 2022-23 school year, Memorial Composite High School (MCHS) worked collaboratively with Connections for Learning to establish a responsive program, supporting Indigenous students, within their school. The Program is the "Indigenous Focused Academic Achievement Centre" (IFAAC).

This program comes as a result of feedback from Indigenous high school students who report a variety of challenges that they face as they transition into MCHS. Some of the challenges shared by students included the lack of Indigenous peers within their classes and the lack of cultural familiarity within their classrooms.

As a means to address these, and other challenges facing Indigenous learners, the IFAAC program attempts to create a flexible learning environment which can accommodate multiple grade levels of students working simultaneously on a variety of subjects. While this program was originally intended to serve MCHS and CFL Indigenous high school students, other students within MCHS have recognized this opportunity and have accessed this learning space throughout the year.

Amongst the many benefits of this program are:

- The flexibility to be able to attend this program during the school day without leaving campus;
- The accessibility through smaller class sizes;
- The opportunity to have a blended program of mainstream classes with module-based learning; and
- The availability of full time, Indigenous teachers to support students.

While still in the early stages, students anecdotally report a strong support for this program. Being able to build relationships with their teachers, passing courses and receiving credits that they otherwise may not have been successful in, having a flexible and culturally sensitive learning environment and receiving the academic support they need are just a few of the reasons that students are benefitting from this program.

Looking forward to next year, the program is exploring the opportunity for land-based learning and further infusing Indigenous perspectives into the learning environment and programs of our students.

Athabasca Delta Community School

In accordance with our commitment to fostering *Indigenous Ways of Knowing and Perspectives* within Parkland School Division, we are proud to share the progress made by Athabasca Delta Community School in the 2022-23 school year. The school has taken various actions to promote cultural understanding, preserve traditions, and enhance educational experiences for students, particularly focusing on the teachings of the Metis, Dene, and Cree nations. By engaging Elders, incorporating Indigenous languages, and implementing land-based learning opportunities, the school successfully advanced these essential action items.

Engaging with Elders:

Recognizing the importance of Elders' wisdom and guidance, Athabasca Delta Community School actively involved local Elders in promoting Indigenous Ways of Knowing. Elders were invited to the school to share their knowledge and expertise, specifically in the areas of moose meat carving and smoking. Their teachings have not only enriched students' understanding of traditional practices but also fostered a deep appreciation for cultural heritage. Additionally, the Elders conducted smudging ceremonies to cleanse and purify the school, creating a respectful and inclusive environment.

Teaching of Protocols:

To ensure that students have a comprehensive understanding of cultural protocols, the school prioritized the teachings of all three nations: Métis, Dene, and Cree. Elders played a pivotal role in educating students about these protocols, emphasizing the significance of cultural traditions and the proper ways of engaging with them. This approach has instilled respect and reverence among students, enabling them to interact with Indigenous knowledge in a meaningful and authentic manner.

Incorporation of Cree and Dene Words:

Athabasca Delta Community School embraced the use of Cree and Dene words within the classroom for educational purposes. By integrating these languages into everyday learning experiences, students are exposed to diverse linguistic perspectives and gain a deeper understanding of Indigenous cultures. Implementing a "Cree and Dene Word of the Week" initiative further reinforces the importance of language revitalization and encourages students to appreciate the richness of Indigenous linguistic heritage.

Land-Based Learning and Cultural Enrichment:

Recognizing the profound connection between Indigenous cultures and the land, Athabasca Delta Community School implemented various land-based learning options. Students engage in activities that deepen their understanding of the Cree and Dene traditions, including exploring the natural environment, participating in traditional practices, and learning about sustainable land management. Furthermore, the school

acknowledges the importance of land in daily life by beginning each morning with the National Anthem sung in Cree, followed by a land acknowledgment.

Expanded Educational Opportunities:

Athabasca Delta Community School ensures that all students have access to Indigenous Language learning opportunities. As part of the curriculum, students are provided with five weekly classes where they can choose to learn either Cree or Dene. This initiative not only promotes language acquisition but also fosters cultural awareness and appreciation. Furthermore, Wednesdays are dedicated to learning about Metis culture through jigging sessions, which celebrate and showcase the rich traditions of the Metis community.

Celebrating Culture and Language:

The school has adorned its walls with numerous display boards that celebrate the culture and language of Fort Chipewyan. These displays serve as a visual reminder of the vibrant Indigenous heritage within the community and create an inclusive learning environment that validates and appreciates diverse cultural perspectives.

Athabasca Delta Community School demonstrated dedication and progress in advancing Indigenous Ways of Knowing and Perspectives within the Parkland School Division. Through the engagement of Elders, incorporation of Cree and Dene languages, implementation of land-based learning options, and various cultural enrichment initiatives, the school has created an environment that respects, preserves, and celebrates the traditions and knowledge of the Metis, Dene, and Cree nations. These efforts serve as a testament to Parkland School Division's commitment to reconciliation and the holistic education of all students.

Looking Forward: 2023-2024

Kinship Advisory Committee

While we are excited about the work that has been done thus far in consulting Elders and forming an inclusive membership for the Indigenous Advisory Committee, much work remains to be done. We look forward to our first formal meeting in September 2023 and to the rich dialogue and work to be undertaken by this group next year.

Indigenous Peoples Atlas of Canada

As we continue to move forward in our work towards better understanding and embedding Indigenous Ways of Knowing into our schools and classrooms, we are excited to be able to use the Indigenous Peoples Atlas of Canada as a means to do so.

This Floor Map measures 11 meters x 8 meters and provides an avenue to assist teachers in "understanding the past, present and future of Indigenous Peoples of Canada."

Topics such as Climate Change, Connection to the Land, Indigenous Governance, Housing, Human Rights, Indigenous Languages, Movement of People, Notable People, Original Place Names, Residential Schools, Seasonal Cycles and Migration Patterns, Symbols, Trade Routes and Traplines and Treaties, Land Disputes, Agreements and Rights are amongst the many areas to be explored through this resource.

Artist in Residence

Several Parkland Schools are exploring the possibility of engaging an Indigenous Artist-in-Residence for the 2023-2024 school year. Métis artist Angie Hall comes with a wealth of knowledge and experience, you can see her work at the Bearclaw gallery as well as on the banners situated down main street Stony Plain. We are excited about the opportunities this may present to our students and schools in the upcoming school year.

MEMORANDUM

June 20, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott Johnston, Associate Superintendent
RESOURCE	Shaye Patras, Division Principal, Numeracy and Achievement Sheryl Bridgeman, Division Principal, Literacy and Lifelong Learning
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 *Education Act: 19-23, 33, 196-197*
SUBJECT	**FINE ARTS REPORT**

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board is charged with the responsibility of providing, for its students and their parents, an education system organized and operated in the students' best interests. It exercises this responsibility through setting of local educational policy and the wise use of resources. A continued focus on fine arts education supports our students' success and well-being.

REPORT SUMMARY

This Fine Arts Report provides an overview Fine Arts Programming as summarized from the Alberta Programs of Study, and currently in place across the Division. The report additionally celebrates notable fine arts achievements and programming across the Division.

Administration would be pleased to respond to any questions.

SJ:kz

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

BACKGROUND

In Parkland School Division, Programming and Pedagogy has been identified as a priority which states:

> "Student programming and continual improvement of teaching practices continues to be a priority for PSD. The Division is proud to offer diverse programs to students because that's how learning comes alive for them. Programs showcase the breadth of the work. The depth of our work gets recognized in our attention to pedagogy."

In order to address this priority in a comprehensive manner within Parkland School Division schools, attention to Fine Arts is essential. As outlined in the Fine Arts Program of Study,

> "...an articulated Fine Arts program involves students as creators, performers, historians, critics and consumers. The Fine Arts enable students to enhance the depth and breadth of their expression and intuitive response to fine art."

Fine Arts Programs in Alberta

The Fine Arts Program of Study in Alberta consists of Art, Music, Drama and variations of these courses as explored through the prescribed programs of study, Career and Technology Foundations Courses (CTF), Career and Technology Studies Courses (CTS) and Locally Developed Courses.

The Fine Arts Program of study is explored in a variety of ways in Parkland School Division schools in order to best meet the needs of our learners in the variety of contexts our diverse division consists of. Schools offer Art, Drama and Music through prescribed curriculum courses, clubs, Career and Technology Foundations Courses (CTF) and Locally Developed Courses (LDC's).

Fine Arts in Kindergarten through Grade 6

Art

The Alberta Education Elementary Art Program of Studies identifies four main components:

Elementary Art: Components of Visual Learning		
Components	Description	Opportunities Provided
Reflection	Responses to visual forms in nature, designed objects and artworks	• Grow and develop as an individual; • Develop perceptual awareness; • Learn visual arts skills and concepts to interpret and communicate with the visual symbol; • Utilize creativity; • Develop artistic values; • Reflect upon and appreciate the cultural aspects of art; • Relate and appreciate art in everyday life.
Depiction	Development of imagery based on observations of the visual world	
Composition	Organization of images and their qualities in the creation of unified statements.	
Expression	Use of art materials as a vehicle or medium for saying something in a meaningful way	

Music

The Alberta Education Elementary [Music Program of Studies](#) dictates, though the music program students will develop:

Elementary Music: Components of Visual Learning		
Concepts	Skills	Attitudes
Rhythm	Singing	An enjoyment of music, that is neither trivial nor transient, should permeate the entire music program so that a lasting delight in music is created. If there is no enjoyment in the music program, all the other values will be lost. Positive attitudes toward music are fostered by success in singing, playing instruments, listening, moving, reading (and writing) and creating music.
Melody	Playing Instruments	
Harmony	Listening	
Form	Moving	
Expression	Reading and Writing	(Alberta Education Program of Studies)
	Creating	

Drama

The Alberta Education [Elementary Drama Program of Studies](#) strives to support students to develop an appreciation of theatre as a traditional art form.

Goals of the Drama Program:

1. To acquire knowledge of self and others that results from reflecting on dramatic play.
2. To develop competency in communication skills through drama.
3. To foster an appreciation for drama as an art form.

Elementary Drama: Dramatic Forms of Expression		
A Focus on Moving	• Dramatic movement • Mime	
A Focus on Speaking	• Choral speech • Storytelling	
A Focus on Moving and Speaking	• Dramatization • Puppetry • Choric drama • Readers' theatre • Story theatre • Playmaking • Group drama	

Fine Arts in Grades 7 through 9

Art

The Alberta Grade 7-9 Art Program of Studies has the following as areas of focus:

- The organization of visual material;
- Think and behaving as artists;
- Demonstrating the values that surround the creation and cherishing of art forms; and
- Appreciating ways in which people express their feelings in visual forms.

Secondary Art: Components of Artistic Expression	
Drawings or delineations	• Recording visual information and discoveries
Compositions or structures	• Assembling images together to create meaning
Encounters with art	• Meeting and responding to visual imagery

Music

The Music program of studies in grades 7-9 supports students to make sense of the meaning of music as performers, listeners, evaluators, consumers, historians and composers.

Secondary Music: Choral and General Instrumental			
Program Goals:			
Secondary Music Program	Choral Music Program	General Music Program	Instrumental Music Program
To develop skills in listening, performing and using notational systems.	SINGING: To discover, develop and evaluate their talents and abilities.	SINGING/PLAYING: To explore and develop musical skills.	PLAYING: To discover, develop and evaluate their talents and abilities relative to playing a musical instrument.
To encourage students to strive for musical excellence.	READING: To interpret rhythm, melody, harmony, form and expression.	LISTENING: To develop the ability to make aesthetic judgments.	LISTENING: To develop the ability to make aesthetic judgments.
To enable students to understand, evaluate and appreciate a variety of music	LISTENING: To develop the ability to make aesthetic judgments.	CREATING: To learn how music is organized.	READING: To interpret rhythm, melody, harmony, form and expression.
To provide experiences that will foster the development of self-expression, creativity and communication through music.	CREATING: To develop an additional avenue of self-expression by composing, improvising and interpreting music.	VALUING: To make students aware of the implications of music in our society with respect to music careers; music as a source of personal fulfillment.	CREATING: To develop an additional avenue of self-expression by composing, improvising and interpreting music.
To make students aware of the history of music and the implications of music in our society	VALUING: To make students aware of the implications of music in our society with respect to music careers; music as a source of personal fulfillment.		VALUING: To make students aware of the implications of music in our society with respect to music careers; music as a source of personal fulfillment.
	PLAYING: To develop functional instrumental skills as an aid to individualized vocal practice.		

Drama

The Drama program of studies promotes drama as both an art form and a medium for learning and teaching. It can develop the whole person — emotionally, physically, intellectually, imaginatively, aesthetically, and socially — by giving form and meaning to experience through "acting out". It fosters positive group interaction as students learn to make accommodations in order to pursue shared goals.

Students will progress through the dramatic forms of expression at the secondary level. Greater emphasis is placed upon the development of the individual as a creator, performer, historian, critic and patron.

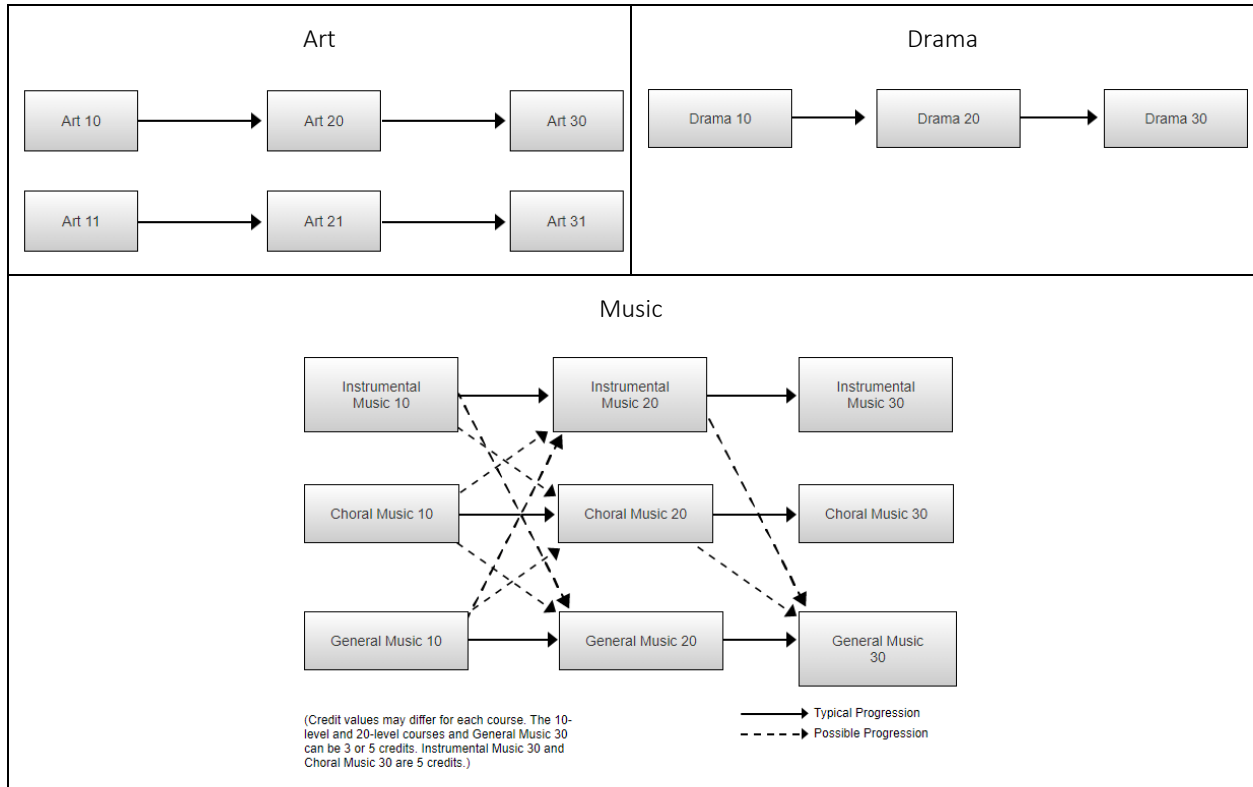| Secondary Drama		
Goals of the Drama Program	Disciplines that Communicate	Disciplines that Enhance Communication
To acquire knowledge of self and others through participation in and reflection on dramatic experience.	MOVEMENT - tableau, creative movement, mime, dance drama, improvised dance, choreographed dance, stage fighting, clowning, mask	THEATRE STUDIES - performance analysis, theatre history, the script
To develop competency in communication skills through participation in and exploration of various dramatic disciplines.	SPEECH - storytelling, oral interpretation, choral speech, radio plays	TECHNICAL THEATRE - lighting, sound, makeup, costume, set, properties, puppetry, mask, visual media, management (stage/house/business)
To develop an appreciation for drama and theatre as a process and art form.	IMPROVISATION/ ACTING - creative drama, planned improvisation, spontaneous improvisation, theatre sports, group drama, puppetry, choric drama, readers' theatre, story theatre, scripted work, monologues, audition pieces, collective, musical theatre, film/video	

Woodhaven Middle School

Duffield School: Shrek, The Musical

Woodhaven Middle School wins big at the Zone II West One Act Play Festival in Edson.

Fine Arts: Locally Developed Courses in Grades 10 through 12

The Fine Arts Program of Studies in Grades 10-12 provides many avenues for students to explore their interests and to develop their artistic capabilities.

(Credit values may differ for each course. The 10-level and 20-level courses and General Music 30 can be 3 or 5 credits. Instrumental Music 30 and Choral Music 30 are 5 credits.)

Locally Developed Courses

In addition to Art, Drama, and Music (available in three separate forms: Choral, General and Instrumental), and Career and Technology Studies (which utilizes the art of design), Fine Arts programming is also provided through the following Locally Developed Courses in Parkland School Division.

- *Applied Graphic Arts*
- *Ceramics*
- *Portfolio Art*
- *Film and Media Art*
- *Advanced Acting*
- *Touring Theatre*
- *Musical Theatre*
- *Performing Arts*
- *Technical Theatre*
- *Guitar*
- *Instrumental Jazz*

Design

Students created these projects, using a CNC router, with the new inlay techniques they have learned.

Fine Arts in Parkland School Division

Parkland School Division is proud to offer a variety of structures to provide Fine Arts programming within our schools. In addition to the Provincially Authorized Courses in Art, Drama and Music, School Choirs and Drama Clubs, Fine Arts Extracurricular Clubs, Career and Technology Foundations Courses (CTF), and Locally Developed Courses (LDCs) are all ways in which Fine Arts programming is delivered within our schools.

Choir

We are fortunate in Parkland School Division to have amazingly dedicated Fine Arts staff throughout our schools. The majority of Parkland School Division Schools offer choir. The few schools that were not able to offer choir for this year are exploring opportunities to offer choir to their students for the 2023-2024 school year.

Parkland School Division is proud to have approximately 1000 of our students participating in choir. For 2022-2023 Parkland School Division has 7 schools with Band programs. We are looking to explore possibilities to have Band opportunities in more of our schools for 2023-2024.

Drama Productions

This year, Parkland School Division performed the following Drama productions involving over 900 students.

- *Charlie and the Chocolate Factory*
- *Dinosaurs Before Dark*
- *Wizard of Oz*
- *Adventures of a Comic Book Artist*

- *So You Think You Can Carol*
- *Princess Who?*
- *Shrek the Musical*
- *Curtains*

- *SpongeBob*
- *One Act Play Festival*
- *Legally Blonde*
- *Drop Dead Juliet*

- *Almost Maine*
- *Countries Shaped Like Stars*
- *Almost In-Laws*

Extracurricular Clubs

In addition to opportunities in Choir and Drama, Extracurricular Clubs serve as a great way for students to participate in the Fine Arts. The clubs listed below are just some of the opportunities available to our students in Parkland Schools. Clubs are either run at recesses, lunches or after schools.

Art Club, Spirit Team, One Acts, Handbells, Comic Book Club, Dance Club, Coloring Club, Knitting Club, Knitting Club, Crafting Club, Hands on Club, Drama Club, Ukulele Club, E-Sports Club, Cheer Club, Open Door Karaoke, Pony Awards.

Dinosaurs Before Dark at Stony Plain Central

Celebrations of the Arts in Parkland School Division

With all of the previously outlined opportunities for participation in Fine Arts programming throughout schools in Parkland School Division, it is only logical that grand celebrations of the Arts take place within our community.

In addition to various school-based Holiday celebrations, concerts and productions, Parkland School Division is extremely proud to have been able to host the Choral Celebration and Visual Arts once again in 2022-23.


Visual Arts Celebration at Memorial

The Visual Arts celebration was hosted by Memorial Composite High School on May 9th and May 10th, 2023. With close to 1000 pieces of artwork from students in Kindergarten to Grade 12 from all 23 Parkland Schools on display, it was an amazing experience for our aspiring artists and their proud families in attendance. Several hundred visitors had the opportunity to share this experience together with their children. In addition, the Extended Art Display, consisting of approximately 45 pieces of artwork from this celebration will be placed throughout the Centre for Education for the 2023-24 school year.

The Choral Celebration

The return of Choral Celebration to Parkland School Division was an immense success this year!

On March 20th, 2023, 16 schools brought almost 700 students from grades 1-9 to participate in the Choral Celebration at a venue in west Edmonton. We were fortunate to have had hundreds of parents and community members join us in person for this event, while also live streaming it to dozens more from as far away as England. This event is, perhaps, one of the largest and most inclusive extracurricular opportunities within Parkland School Division.
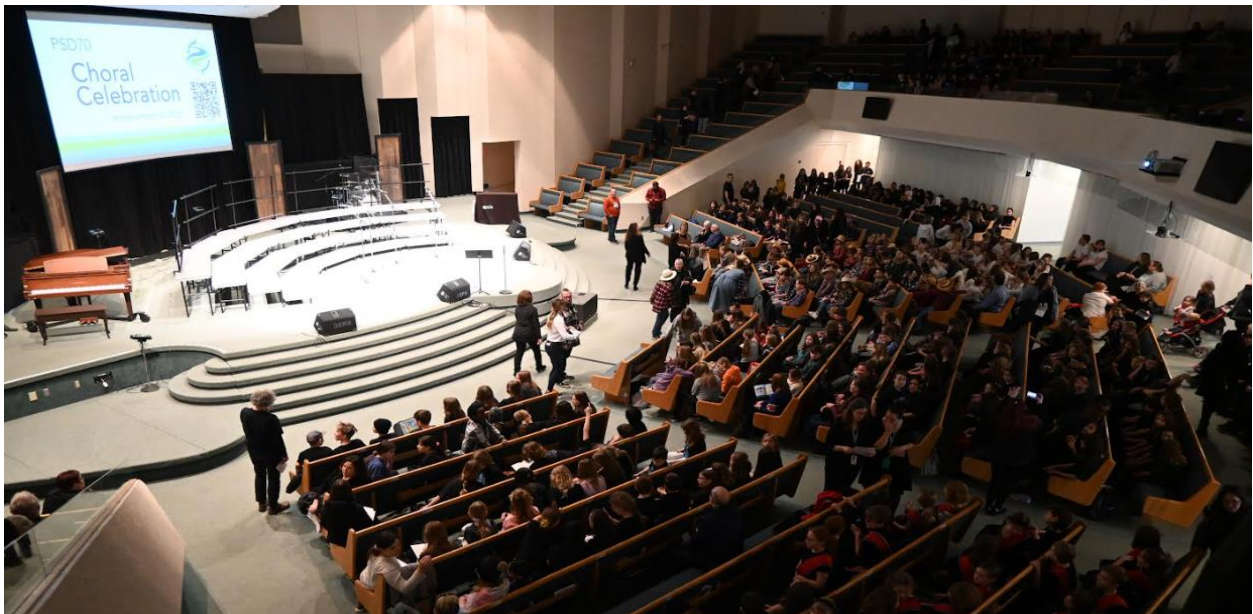
Spruce Grove Composite Year-End Band Concert – A Musical Approach to Reconciliation

Members of the Spruce Grove Composite High School Band collaborated in a profoundly moving music project. With the assistance of local musician, Shane Redstar, and his daughter, Shaneyah Redstar, the SGCHS Band students learned about the rich Indigenous music traditions that have existed on Treaty 6 Territory for centuries. Students worked on a unique piece of music, entitled Cardinal Elements, by Canadian Composer Kenley Kristofferson. Within the piece, each movement represents a different element, and the music flows continuously from one element to another, connected by Indigenous drumming and singing.

Memorial Choir: Year End Celebration

The MCHS Choir celebrated their year-end performance at Horizon Stage. The year end Choir performance examined the theme of "Identity" through song. Students performed for a packed house, with special recognition provided to grade 12 students, who completed their last Choir Celebration.

Looking Forward

While we have much to celebrate in Parkland School Division with the variety and quality of Fine Arts opportunities for our students, we continually strive for improvement. Some of the areas of focus for the 2023-24 school year and beyond are as follows:

- The creation of a directory of school clubs and facilitators of these clubs to foster collaboration between schools;
- The creation of a directory of CTF options to promote and foster collaboration between schools;
- The expansion of Choral Celebration to include additional schools from Parkland School Division;
- The exploration of opportunities to increase student involvement/opportunities in Band;
- Greystone, Meridian Heights and Memorial are looking to partner their choirs for a performance in Anaheim next March.

MEMORANDUM

June 20, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott Johnston, Associate Superintendent
RESOURCE	Mark Karaki, Director, Technology Services
GOVERNANCE POLICY	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 1: Vision, Foundational Statements BP 12: Role of the Superintendent
SUBJECT	**TECHNOLOGY SERVICES REPORT**

PURPOSE

For information. No recommendation required.

BACKGROUND

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

REPORT SUMMARY

The Technology Services Report provides an overview of essential technology services for the 2022-2023 school year. This report focuses on the significant attention given to technology and cybersecurity approaches during this period.

Technology Infrastructure Provision:

The Technology Services team diligently attends to the system requirements for the timely provision of hardware and software infrastructure needed for effective technology utilization in our educational environment. We have supported the deployment of necessary infrastructure services for both students and staff, ensuring smooth technology integration.

Cybersecurity Focus:

One of the primary areas of focus for the Technology Services team has been cybersecurity, and mitigating external threat vectors. Recognizing the increasing importance of safeguarding our digital assets and sensitive information, we continue to implement robust measures to protect our systems, networks, and data from potential threats. This report provides a contextual overview of the ongoing threats we have encountered and the measures taken to address them.

The report provides a summary of the current threat landscape faced by our organization. It highlights the types of threats, their potential impact, and the proactive steps taken by the Technology Services team to mitigate risks. By understanding the evolving threat landscape, we can ensure that our cybersecurity measures remain effective and up to date.

Administration would be pleased to respond to any questions.

SJ:kz

Technology Services Report

Presented to the Board of Trustees, June 20, 2023

Scott Johnston, Associate Superintendent, Education and System Services

Resources: Mark Karaki, Director, Technology Services

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

BACKGROUND

In Parkland School Division, the use of technology continues as an essential aspect of educational and professional life. Staff and students use the power of technology in a purposeful and meaningful way to deepen understanding and demonstrate learning.

In the wake of pandemic learning, Parkland School Division continued to evolve and innovate in the use of educational technology. We utilize technology to facilitate collaboration and professional development as well as adapt instruction and resources to meet the needs of our students. This has also led to an increasing awareness of the need for systems and processes to ensure that we have safe and secure online learning environments for staff and students.

This Learning and Technology Report represents the duality of technology services and technology education. It is essential to review how technology is utilized to improve education and also how the application of technology is supported throughout the Division.

TECHNOLOGY SERVICES HIGHLIGHTS AND FUTURE FOCUS

From the start of the 2022 school year, the Technology Services team primarily focused on providing excellent service and support to the staff and students of Parkland School Division. During this year, Technology Services initiated and completed a number of significant projects.

CYBERSECURITY

The cybersecurity control review and maintenance previously implemented within our organization have become part of our regular work cycles. The controls are continually monitored to ensure these critical measures continue to safeguard our digital assets and ensuring the confidentiality, integrity, and availability of our systems. The following metrics from the implemented controls exemplify the volume of threat present requiring a high degree of diligence.

Multi-Factor Authentication (MFA): Multi-Factor Authentication has been deployed across our systems to enhance access security.

Previous 6 Month Period (Dec 2022 – June 2023)

- Suspicious Login Attempts Detected: 2600

Email Scanning:

- Email scanning mechanisms have been implemented to identify and mitigate potential threats, including malware, phishing attempts, and malicious attachments.

The following monthly summary provides a perspective of monthly threat abatement:

May 2023 – June 2023

- Phishing Attempts Detected: 2100
- Spam Emails Filtered: 33000
- Suspicious Emails Flagged: 2800
- Spoofing Email Address Attempts Detected: 458

Endpoint Detection and Response (EDR):

Endpoint Detection and Response solutions have been deployed to monitor and respond to security threats at the endpoint level, such as workstations, laptops, and servers. These tools provide real-time visibility into potential security incidents, allowing for timely detection, investigation, and remediation. The EDR solution is continually reviewed to optimize its performance and effectiveness.

Jan 2023 – June 2023

Incidents Detected all requiring investigation and remediation: 200

- High: 69
- Medium: 63
- Low: 68

It is important to note that these controls are part of a layered approach to cybersecurity and are regularly assessed for their effectiveness, efficiency, and alignment with industry best practices.

Additionally, we maintain close collaboration with external security experts and stay up to date with emerging threats and technologies to ensure our controls remain robust in the face of evolving risks.

TECHNOLOGY INFRASTRUCTURE

It is essential to ensure that our technology infrastructure is robust, reliable, and capable of meeting our current and future needs. IT infrastructure installations, including internet connectivity, switching, wireless and computer installations and setups are in progress or completed by the end of Summer 2023.

Westview School

- Completed Supernet Fibre, connecting to the PSD wide area network and internet;
- Data and Switching components installed;
- Wireless Access points 60% installed;
- As building areas are completed Technology staff are following to complete network installations; and
- Building systems management connectivity (phone and internet) requirements fulfilled.

Connections for Learning

PSD has been on Voice Over IP telephony service for over 7 years. The integral head end devices connecting to our service providers for phone and internet require a refresh. During the Summer Break 2023, the Voice over IP and Internet routers will be transitioned to new hardware.

DEVICE UTILIZATION

Parkland School Division continued a device evergreen initiative this school year for end of life devices. The devices were no longer supported through vendor operating system updates services. To ensure PSD is safe from security exploits and system vulnerabilities the devices were taken out of service and recycled.

Current Device Inventory

Device	2022-2023	2021-2022	Change
Windows Computers	1881	2745	-864 (large transition of student devices to Chromebooks)
Chrome Devices	6719	6336	+383
Apple Devices	2141	2191	-50

OUR STUDENT INFORMATION SYSTEM

The Student Information System (SIS) Team continues to focus on enhancing data management and analysis capabilities to support various departments, including Math Assessment Dashboards, Transportation to PS data comparison, Chosen Name use on Powerschool generated reports, School Boundary Mapping Tool Plugin, and continuous improvement of PSD Registration for the changing data requirements for business, finance, transportation, and end users. The following report highlights the progress made in each area:

Math Assessment Dashboards:

The SIS Team is developing Math Assessment Dashboards to provide in-depth insights into student performance in mathematics. These dashboards utilize data from Powerschool and custom assessment forms, allowing administrators to monitor student progress, identify areas of strength and weakness, and make data-driven instructional decisions. Ongoing refinements are being made to further enhance the functionality and usability of the dashboards.

Transportation and Powerschool Data Comparison Tool:

To streamline the transportation process and improve data accuracy, the SIS Team has implemented Google Looker Studio for comparing transportation data with Powerschool student information. This integration enables transportation administrators to reconcile transportation records, identify discrepancies, and ensure the accuracy of routing information. The Looker Studio platform provides advanced data visualization and analysis capabilities, empowering users to make informed decisions based on reliable data.

Chosen Name Implementation:

Recognizing the importance of inclusivity and student identity, the SIS Team is developing a Chosen Name feature within the student information system. This allows students to specify a Chosen Name, which will be used in official communications, class rosters, and other relevant documents, ensuring a respectful and inclusive educational environment.

School Boundary Mapping Tool - Powerschool Plugin:

To facilitate efficient boundary management, the SIS Team is implementing a Powerschool Plugin that integrates with a School Boundary Mapping Tool. This tool simplifies reporting for school of choice and designated school. The plugin provides a user-friendly interface, simplifying the management of complex boundary data.

Registration Feedback and Improvement:

To fulfill the data requirements for Business & Finance, Transportation, and End Users, the SIS Team has established a yearly feedback and improvement process for the registration system. This involves gathering feedback from various stakeholders, analyzing new or changed requirements, and implementing necessary enhancements to streamline the registration process, improve data quality, and meet compliance standards.

FORWARD CONSIDERATIONS

Technology Services will complete technology infrastructure builds leading into the 2023-2024 school year. The Westview school opening will require elevated attention and resources to ensure a smooth transition for staff and students into the new building.

The PSD Cybersecurity Program will continue to evolve based on the continuously evolving cyber threat environment. Incident response plan review and testing will be a major focus for Technology Services.

Enhancement of data-driven assessment and reporting will continue. Development of tools to extract and present data will assist with informed and transparent decision making for both the learning and operational areas of Parkland School Division.