

REGULAR BOARD MEETING

AGENDA

October 10, 2023 at 9:00 A.M.

Live-Streamed for the Public at:

<https://youtu.be/YT9UfTIH6Uk>



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

October 10, 2023, at 9:00 AM

Live-Streaming: <https://youtu.be/YT9UfTIH6Uk>

Page Number	A G E N D A
-1-	1. CALL TO ORDER at 9:00 AM 1.1. Land Acknowledgement 1.2. National Anthem 1.3. Personal Reflection 1.4. Trustee Announcements 1.5. Changes to the Agenda 1.6. Approval of the Agenda
-4- -10-	2. APPROVAL OF MINUTES 2.1. Regular Meeting of September 12, 2023 2.2. Special Meeting of September 26, 2023
	3. BUSINESS ARISING FROM THE MINUTES
	4. DELEGATION / PRESENTATION 4.1. Parkland School Division staff and community partners from the Spruce Grove Rotary will be presenting on the brown bag lunch program that supports Comprehensive School Health.
	<i>Recess Period / Public Question Period</i>
	5. BOARD CHAIR REPORT
	6. SUPERINTENDENT REPORT
-12-	7. ACTION ITEMS 7.1. 2023 Modular Submission Request (S. McFadyen, S. LaBrie)
-16-	8. ADMINISTRATIVE REPORTS 8.1. Enrolment and Class Size Report (S. Johnston, S. McFadyen)

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-27-	8.2. Curriculum Implementation Report (S. Johnston, L. Madge-Arkininstall, S. Patras)
-38-	8.3. Athabasca Delta Community School Report (M. Francis, D. Bernard)
-54-	8.4. 2022-2023 Student Conduct and Intervention Report (M. Francis, M. Miskolzie)
-60- -61- -62-	9. TRUSTEE REPORTS 9.1. Audit Committee (E. Cameron) 9.2. Benefits Committee (A. Wagner) 9.3. Governance & Planning Session (L. Stewart) 9.4. Alberta School Boards Association (J. Osborne, L. Stewart) 9.5. Public School Boards' Association of Alberta (E. Cameron, A. Hennig) 9.6. Chamber of Commerce (L. Stewart)
10. FUTURE BUSINESS 10.1. Meeting Dates:	
<i>Board – Open to the Public:</i>	
Nov 28, 2023	Regular Board Meeting 9:00 AM, Centre for Education <i>(Meeting Live-Streamed for Public)</i>
<i>Committees – Closed to the Public:</i>	
Oct 27, 2023	ASBA Zone 2/3 Meeting 9:30 AM, Edmonton
Nov 07, 2023	Governance & Planning Session (GPS) 9:00 AM, Centre for Education <i>(full day)</i>
Nov 07, 2023	Teacher Board Advisory Committee 4:15 PM, Centre for Education
Nov 17-18, 2023	PSBC Meeting 8:00 AM, Edmonton
Nov 22, 2023	Audit Committee 1:00 PM, Centre for Education
<i>By Invitation:</i>	
Nov 22, 2023	Stakeholder Engagement Event, 7:00 PM, Westview School
<i>Other:</i>	
Oct 18-20, 2023	PSBAA Fall General Meeting 5:00 PM, Edmonton
Oct 10-11, 2023	Trustee Summit and Work Sessions 5:00 PM
Nov 19-21, 2023	ASBA Fall General Meeting 5:00 PM, Edmonton

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	10.2. Notice of Motion 10.3. Topics for Future Agendas 10.4. Requests for Information 10.5. Responses to Requests for Information
	11. IN-CAMERA: LABOUR
	12. ACTION IN RESPONSE TO IN-CAMERA
	13. ADJOURNMENT



MINUTES OF THE REGULAR BOARD MEETING

HELD AT THE PARKLAND SCHOOL DIVISION CENTRE FOR EDUCATION IN STONY
PLAIN, ALBERTA ON TUESDAY, SEPTEMBER 12, 2023, AT 9:00 AM

TRUSTEE ATTENDANCE:

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

ADMINISTRATION ATTENDANCE:

Shauna Boyce, Superintendent
Mark Francis, Deputy Superintendent
Scott Johnston, Associate Superintendent
Scott McFadyen, Associate Superintendent
Dr. Meg Miskolzie, Associate Superintendent
Amy Goerzen, Director, Human Resources
Serge LaBrie, Director, Facilities Services
Jordi Weidman, Director, Strategic Communications
Keri Zylla, Recording Secretary

CALL TO ORDER

Presiding Chair Associate Superintendent McFadyen called the meeting to order at 9:00 a.m.

Ms. Zylla administered the Oaths for Office for Board Chair, Dr. Lorraine Stewart, and Vice-Chair, Aileen Wagner for the 2023-2024 school year.

Presiding Chair Associate Superintendent McFadyen transferred the chair to Board Chair Stewart at 9:02 am.

Board Chair Stewart acknowledges and thanked Trustee Osborne for her work as Vice-Chair for the 2022-2023 school year and welcomed Vice-Chair Wagner

LAND ACKNOWLEDGEMENT

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

NATIONAL ANTHEM

PERSONAL REFLECTION

ANNOUNCEMENTS

CHANGES TO THE AGENDA

There were no changes to the agenda.

APPROVAL OF THE AGENDA

Res 053-2023

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

CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Res 054-2023

MOVED by Vice-Chair Wagner that the minutes of the Organizational Board Meeting held on June 20, 2023, be approved as presented.

CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Res 055-2023

MOVED by Trustee Osborne that the minutes of the Regular Meeting held on June 20, 2023, be approved as presented.

CARRIED UNANIMOUSLY

BUSINESS ARISING FROM THE MINUTES

Board Chair Stewart provided an update regarding resolution 052-2023 from the Regular Meeting of June 20, 2023, approving, in principle, the local Tri-Municipal bid for the 2026 Alberta Winter Games. The City of Spruce Grove did not submit the bid for the Winter Games.

DELEGATION / PRESENTATION

There was no delegation

QUESTION PERIOD:

There were no questions submitted to the Board at Board@psd.ca, for the September 12, 2023, Question Period.

BOARD CHAIR REPORT

Board Chair Stewart shared her report.

SUPERINTENDENT REPORT

Superintendent Boyce shared her report.

ACTION ITEMS**APPEAL HEARING PANEL APPOINTMENT**

MOVED BY Trustee Montgomery that the Board of Trustees convenes an Appeal Hearing Panel composed of Board Chair Stewart, Board Vice-Chair Wagner and Trustee Osborne to hear the Appeal of a parent regarding an education matter affecting their child.

AMENDMENT:

Res 056-2023

MOVED BY Trustee Montgomery that the Appeal Hearing Panel Appointment motion be amended by removing *“Board Chair Stewart, Board Vice-Chair Wagner and Trustee Osborne”* and replacing it with *“all Trustees who expressed interest”*.

CARRIED 5 TO 2

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

OPPOSED: Vice-Chair Wagner, Trustee Cameron

AMENDED MOTION: APPEAL HEARING PANEL APPOINTMENT

Res 057-2023

MOVED BY Trustee Montgomery that the Board of Trustees convenes an Appeal Hearing Panel composed of all Trustees who expressed interest to hear the Appeal of a parent regarding an education matter affecting their child.

CARRIED 5 TO 2

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

OPPOSED: Vice-Chair Wagner, Trustee Cameron

Board Chair Stewart transferred Chair to Vice-Chair Wagner at 10:01 a.m. and resumed chair at 10:01 a.m.

Board Chair Stewart provided additional information and responded to questions.

GOVERNANCE BUDGET ALLOCATION FOR SCHOOL COUNCIL ATTENDANCE AT THE 2024 ALBERTA SCHOOL COUNCILS ASSOCIATION (ASCA) CONFERENCE AND ANNUAL GENERAL MEETING

Res 058-2023

MOVED BY Trustee McCann that the Board of Trustees approves allocating up to a maximum of \$6,000 of the Governance Budget to financially support school

council attendance to the 2024 Alberta School Councils Association Conference and Annual General Meeting.

CARRIED UNANIMOUSLY

Board Chair Stewart provided additional information and responded to questions.

ADMINISTRATIVE REPORTS

2023 FACILITIES SERVICES DEPARTMENT REPORT

The Board of Trustees received for information, the 2023 Facilities Services Department Report.

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

Board Chair Stewart called a recess at 10:47 a.m. The Meeting resumed at 10:55 a.m.

OFF-SITE ACTIVITIES REPORT

The Board of Trustees received for information, the Off-Site Activities Report.

Associate Superintendent Johnston provided additional information and responded to questions.

HUMAN RESOURCES 2022-2023 REPORT

The Board of Trustees received for information, the Human Resources 2022-2023 Report.

Deputy Superintendent Francis and Ms. Goerzen provided additional information and responded to questions.

Mr. LaBrie exited the meeting at 11:38 a.m.

TRUSTEE REPORTS

TEACHER BOARD ADVISORY COMMITTEE

Vice-Chair Wagner shared her report.

GOVERNANCE & PLANNING SESSION

The Board of Trustees received for information, the unapproved Minutes from the August 29, 2023, Governance & Planning Session.

ALBERTA SCHOOL BOARDS ASSOCIATION

There was no report.

PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA

Trustee Cameron shared information on PSBAA initiatives and Vice-Chair Wagner her report including two calls to action.

CHAMBER OF COMMERCE

Board Chair Stewart shared some information from the Chamber of Commerce updates.

CANADIAN SCHOOL BOARDS ASSOCIATION

Board Chair Stewart and Vice-Chair Wagner shared highlights from the conference in July 2023.

FUTURE BUSINESS**MEETING DATES:***Board – Open to the Public:*

Oct 10, 2023 ----- Regular Board Meeting 9:00 AM, Centre for Education (*Meeting Live-Streamed for Public*)

Committees – Closed to the Public:

Sep 22, 2023 ----- ASBA Zone 2/3 Meeting 9:30 AM, Edmonton

Sep 26, 2023 ----- Governance & Planning Session 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

Oct 27, 2022 ----- ASBA Zone 2/3 Meeting 9:30 AM, Edmonton

By Invitation:

Oct 03, 2023 ----- Shikaoi Luncheon 11:30 AM, Memorial Composite High School

Other:

Oct 03, 2023 ----- Council of School Councils 6:30 PM, Centre for Education

Oct 10-11, 2023 ----- Trustee Summit 5:00 PM, Centre for Education

Oct 18-20, 2023 ----- PSBAA Fall Conference, Edmonton

NOTICE OF MOTION

There was no notice of motion.

TOPICS FOR FUTURE AGENDAS

Trustee Montgomery requested information on Board Agenda archives and whether the agenda posted to the website or the paper copy of the agenda is the archived records for the Board.

REQUESTS FOR INFORMATION

Trustee Cameron requested the Joint Use Agreement information be an item for the next Governance and Planning Session.

RESPONSES TO REQUESTS FOR INFORMATION

There were no responses to requests for information.

IN-CAMERA

There was no In-Camera.

ACTION IN RESPONSE TO IN-CAMERA

There was no action in response to In-Camera.

ADJOURNMENT

The meeting was adjourned at 11:50 a.m.

Board Chair

Secretary-Treasurer



**MINUTES OF THE
SPECIAL BOARD MEETING
HELD AT THE CENTRE FOR EDUCATION, STONY PLAIN, AB
ON TUESDAY, SEPTEMBER 26, 2023, AT 9:00 AM**

TRUSTEE ATTENDANCE:

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

ADMINISTRATION ATTENDANCE:

Shauna Boyce, Superintendent
Mark Francis, Deputy Superintendent
Scott Johnston, Associate Superintendent
Scott McFadyen, Associate Superintendent
Jordi Weidman, Director, Strategic Communications
Lisa Farough, Recording Secretary

REGRETS:

Dr. Meg Miskolzie, Associate Superintendent

CALL TO ORDER

Board Chair Stewart called the meeting to order at 9:00 a.m.

Res 059-2023

RESOLUTION TO FORM A PANEL FOR AN APPEAL

Moved by Board Chair Stewart that the Board of Trustees convenes an Appeal Hearing Panel composed of a minimum quorum of three (3) Trustees that includes either Board Chair Stewart, or Vice-Chair Wanger, or both. Further, members of the panel will be determined prior to the date of the Appeal Hearing.

CARRIED UNANIMOUSLY

Board Chair

Secretary-Treasurer

Board Chair Stewart provided additional information and responded to questions.

ADJOURNMENT

The meeting was adjourned at 9:05 a.m.

DRAFT

Board Chair

Secretary-Treasurer



MEMORANDUM

October 10, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott McFadyen, Associate Superintendent
RESOURCE	Serge LaBrie, Director, Facilities Services
GOVERNANCE POLICY	Board Policy 2: Role of the Board
ADDITIONAL REFERENCE	BP 2: Section 35. Resource Stewardship: Acquires and disposes of land and buildings
SUBJECT	2023 MODULAR SUBMISSION REQUEST

PURPOSE

For approval. A recommendation is required.

RECOMMENDATION

That the Board of Trustees approves the 2023 Modular Submission Request as presented at the Regular Meeting of October 10, 2023.

BACKGROUND

The Board of Trustees is responsible for reviewing and approving division modular plan and adhering to the Board Annual Work Plan. The attached report is in support of these responsibilities.

REPORT SUMMARY

École Meridian Heights School

Request 4 new replacement modular classrooms to replace 6 existing modular classrooms. Two modular classrooms would be permanently deleted from the site.

The 5 modular units from 1973-1978 are past due for replacement and the 1 modular unit from 1993 should be replaced as all of the units are located together.

Copperhaven School

Request funding to move 2 surplus modular classrooms from Stony Plain Central to Copperhaven School.

The 2 additional modular classrooms are required to increase the capacity of the school. While Copperhaven School's enrolment has declined slightly this year due to some boundary changes coming into effect it is still projected to keep growing.

Blueberry School

Requests 9 new replacement modular classrooms to replace 9 existing units.

The 9 modular units from 1980 are past due for replacement.

Muir Lake School

Requests 6 new replacement modular classrooms to replace 6 existing units.

The 6 modular classrooms built in 1980 and 1990 are past due for replacement.

École Broxton Park School

Requests 6 new replacement modular classrooms to replace 6 existing units.

The 6 modular units from 1985 (4 units) and 1988 (2 units) are past due for replacement.

Administration would be pleased to respond to any questions.

SM:nm



2023 MODULAR SUBMISSION REQUEST

OCTOBER 2023

Presented to the Board of Trustees, October 10, 2023
 Scott McFadyen, Associate Superintendent of Corporate Services
 Resource: Serge LaBrie, Director Facilities Services

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BACKGROUND

The Board of Trustees Modular Classroom Request is due November 1st.

Modular classroom recommendations are based on:

- Age of modular units
- Health and safety issues
- General condition
- Feedback from staff (teachers, maintenance, custodians)

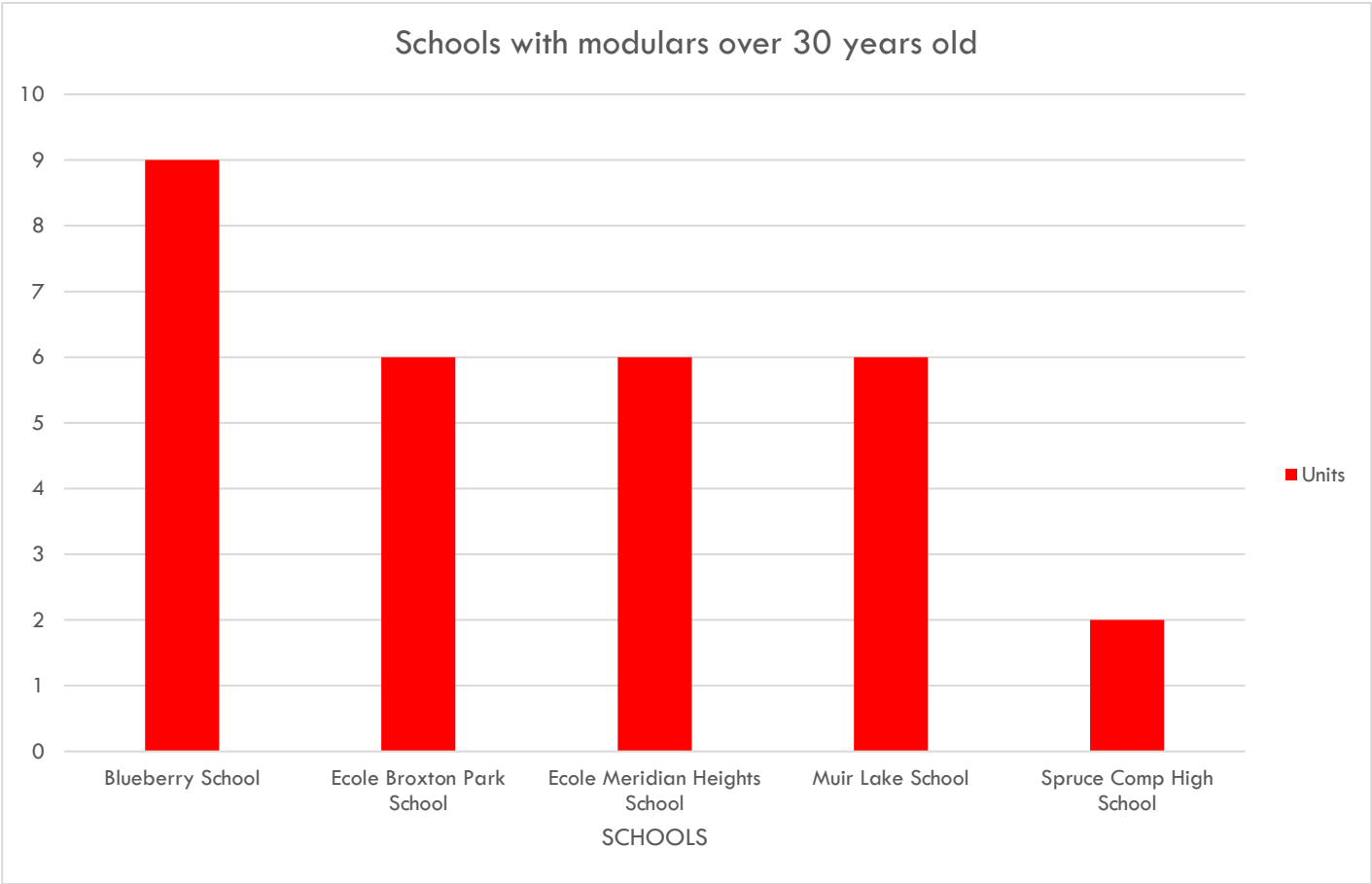
Administration is pleased to make the following recommendation based on expected enrolment pressures and evergreening of existing modular classrooms.

REPORT / TOPIC

The modular classroom request recommendation is:

1. École Meridian Heights School
 - 4 new modular classrooms (modulars).
 - To replace 6 modulars dated: 5 modulars built from 1973-1978 and 1 modular built in 1993.
 - Average age of modulars being recommend for replacement is 46 years old.
 - The 1993 modular is in the same area as the 1973-78 modulars and therefore should be replaced at the same time.
 - Two 1975 modulars would be permanently deleted from the school site.
 - The anticipated reduction in area would move Ecole Meridian Heights School from 71% utilization to 75% utilization based on the current enrolment data.
2. Copperhaven School
 - Funding to move and install 2 surplus modular classrooms (modulars) from Stony Plain Central to Copperhaven School.
 - Current utilization is 84% and is projected to keep growing adding 2 modulars to the school will increase the capacity of the school.
3. Blueberry School
 - 9 new modular classrooms (modulars).
 - To replace 9 modulars built in 1980.
 - Average age of modulars being recommend for replacement is 43 years old.
4. Muir Lake School
 - 6 new modular classrooms (modulars).
 - To replace 5 modular classrooms built in 1980 and 1 modular classrooms built in 1990.
 - Average age of modulars being recommend for replacement is 41 years old.

5. École Broxton Park School
- 6 new modular classrooms (modulars).
 - To replace 6 modulars dated: 4 units built in 1985 and 2 units built in 1988.
 - Average age of modulars being recommend for replacement is 37 years old.





MEMORANDUM

October 10, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott McFadyen, Associate Superintendent Scott Johnston, Associate Superintendent
RESOURCE	School Administration; Financial Services; 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 2: Education Planning and Programming <i>Education Act: 33, 196-197</i>
SUBJECT	ENROLMENT AND CLASS SIZE REPORT

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board of Trustees reviews and approves the budget on an annual basis, performs Board functions required by governing legislation and Ministerial directives, and is responsible to adhere to the Board Annual Work Plan. The 2023-2024 Enrolment and Class Size Report provides information to support these responsibilities.

ENROLMENT REPORT SUMMARY

Attached for information is the September 29, 2023 enrolment count for Parkland School Division. The enrolment reflects the September count that will be used in the Weighted Moving Average (WMA) calculation, to determine funded students as per the Alberta Education funding manual.

The September 29 enrolment count for the 2023-2024 school year is 12,517 for the Division. Our previous year's enrolment for September 29 noted 12,415 students for the Division. This is an increase of 102 students or 0.8% over the 2022-2023 school year.

By community the enrolment changes compared to the prior year were as follows:

- Community A (our West End schools) decreased by 52 students, or 8.2%;
- Community B (Our Stony Plain area schools) increased by 68 students, or 1.4%;
- Community C (Our Spruce Grove area schools) increased by 8 students, or 0.1%;
- Outreach enrolments increased by 83 students, or 32.9%; and
- Athabasca Delta Community School decreased by 5 students or 3.2%.

CLASS SIZE REPORT SUMMARY

Prior to the release of the 2019-2020 Funding Manual, Class size reporting to Alberta Education was a required component for funding tied to the *Class Size Initiative*. In February, 2020, Alberta Education released the new Funding and Assurance Framework that shifted student funding to a Weighted Moving Average (WMA) to capture the number of students across three school years.

While the specific data is no longer requested by Alberta Education, Parkland School Division's Board of Trustees maintains that gathering and summarizing class size information is an important aspect of stakeholder assurance.

The class size charts, within the report, provide a breakdown of classrooms within each school that fall within a specific range, and divided by grade grouping. Class sizes can be differentiated from the previous year, as follows:

- <15 | 7.02% of the total | Up from 6.85% in the previous year;
- 16-20 | 12.61% of the total | Down from 13.70% in the previous year;
- 21-25 | 39.27% of the total | Up from 38.24% in the previous year;
- 26-30 | 24.06% of the total | Down from 26.61% in the previous year; and
- 31+ | 17.04% of the total | Up from 14.60% in the previous year.

Administration would be pleased to respond to any questions.

SJ/SM:kz



ENROLMENT AND CLASS SIZE REPORT

OCTOBER, 2023

Presented to the Board of Trustees, October 10, 2023
 Scott McFadyen, Associate Superintendent, Corporate Supports and Services
 Scott Johnston, Associate Superintendent, Education and System Services
 Resources: School Administration; Financial Services; Technology Services

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SCHEDULE A – 2023-2024 BUDGET

Enrolment Report – September 29th, 2023

School Name	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Current			Historical September Enrolments			
															Actual 2023- 2024	Budget 2023- 2024	Budget to Actual Variance	29-Sep 2022- 2023	29-Sep 2021- 2022	30-Sep 2020- 2021	30-Sep 2019- 2020
Athabasca Delta Community School		9	17	16	14	17	15	19	15	16	3	5	5		151	165	-14	156			
Blueberry		56	63	55	55	56	70	51	64	65	50				585	585	-	563	572	557	592
Brookwood	47	106	93	114	106	113									579	552	27	496	493	498	524
Connections for Learning		-	21	22	24	17	34	68	78	79	100	30	11	16	500	549	-49	527	593	427	242
Home Ed		13	14	20	15	9	11	10	15	11	4	2	5	2	131	103	28	111	165	257	42
Copperhaven		72	68	59	85	89	75	84	57	62	70				721	735	-14	782	739	708	707
Duffield		26	31	25	32	32	27	36	26	24	26				285	291	-6	310	282	238	282
École Broxton Park	40	59	64	88	65	62	53	71	77	58	52				689	694	-5	697	689	665	667
École Meridian Heights		46	62	65	65	63	88	62	58	66	53				628	692	-64	687	724	716	757
Entwistle		9	9	17	11	11	6	21	6	4	4				98	115	-17	107	126	122	125
Forest Green		28	39	40	36	37	35	40							255	246	9	250	229	226	254
Graminia		44	52	58	54	50	59	50	58	63	27				515	521	-6	522	527	501	521
Greystone Centennial Middle		-					104	93	99	114	103				513	516	-3	525	536	511	516
High Park	20	36	30	47	34	51	47	63	56	55	69				508	512	-4	524	531	513	539
Memorial Composite High		-										441	468	418	1,327	1,325	2	1267	1117	1027	1,073
Millgrove		88	119	88	114	101									510	528	-18	519	470	464	505
Muir Lake		58	38	66	56	70	58	62	50	39	44				541	538	3	498	460	423	467
Parkland Village		13	23	24	25	29	27	31							172	175	-3	157	145	149	192
Prescott Learning Centre		67	73	91	74	75	96	72	114	88	111				861	844	17	913	879	842	850
Spruce Grove Composite High		-										416	419	412	1,247	1,300	-53	1,229	1,134	1,097	1,032
Westview	20	47	48	35	48	46	50	53	87	84	107				625	626	-1	614	603	571	638
Tomahawk		10	4	11	9	9	9	10	12	10	7				91	95	-4	101	102	95	92
Wabamun		9	10	8	12	9	12	10	9	24	8				111	117	-6	119	126	115	102
Woodhaven Middle		-					95	137	119	97	91				539	560	-21	489	427	415	451
Projected Additional Enrolments*															-	-	-	-			
ECS - Grade 12 Enrolment	127	796	878	949	934	946	971	1,043	1,000	959	929	894	908	848	12,182	12,384	-202	12,163	11,669	11,148	11,248
Outreach Programs												10	39	169	218	252	-34	252	275	369	278
Virtual Part Time												18	17	82	117	88	29				
Projected Additional Enrolments*															-	-	-				51
Outreach Programs												28	56	251	335	340	-5	252	275	369	329
Total Enrolment	127	796	878	949	934	946	971	1,043	1,000	959	929	922	964	10,991	12,517	12,724	-207	12,415	11,944	11,517	11,577

Community A

School Name	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Current			Historical September Enrolments			
															Actual 2023- 2024	Budget 2023- 2024	Budget to Actual Variance	29-Sep 2022- 2023	29-Sep 2021- 2022	30-Sep 2020- 2021	30-Sep 2019- 2020
Duffield		26	31	25	32	32	27	36	26	24	26				285	291	-6	310	282	238	282
Entwistle		9	9	17	11	11	6	21	6	4	4				98	115	-17	107	126	122	125
Seba Beach															-	-	-	-	-	-	66
Tomahawk		10	4	11	9	9	9	10	12	10	7				91	95	-4	101	102	95	92
Wabamun		9	10	8	12	9	12	10	9	24	8				111	117	-6	119	126	115	102
Total Community A	-	54	54	61	64	61	54	77	53	62	45	-	-	-	585	618	-33	637	636	570	667

COMMUNITY B

School Name	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Current			Historical September Enrolments			
															Actual 2023- 2024	Budget 2023- 2024	Budget to Actual Variance	29-Sep 2022- 2023	29-Sep 2021- 2022	30-Sep 2020- 2021	30-Sep 2019- 2020
Forest Green		28	39	40	36	37	35	40							255	246	9	250	229	226	254
High Park	20	36	30	47	34	51	47	63	56	55	69				508	512	-4	524	531	513	539
Memorial Composite High												441	468	418	1,327	1325	2	1267	1117	1027	1,073
Ecole Meridian Heights		46	62	65	65	63	88	62	58	66	53				628	692	-64	687	724	716	757
Westview	20	47	48	35	48	46	50	53	87	84	107				625	626	-1	614	603	571	638
Stony Plain	40	157	179	187	183	197	220	218	201	205	229	441	468	418	3,343	3,401	-58	3,342	3,204	3,053	3,261
Connections for Learning - Stony Plain			21	22	24	17	34	36	39	41	52	30	11	16	343	383	-40	361	437	331	242
Home Ed		13	14	20	15	9	11	10	15	11	4	2	5	2	131	103	28	111	165	257	42
Bright Bank Institutional															-	0	-	-	0	11	12
Muir Lake		58	38	66	56	70	58	62	50	39	44				541	538	3	498	460	423	467
Blueberry		56	63	55	55	56	70	51	64	65	50				585	585	-	563	572	557	592
Total Community B	40	284	315	350	333	349	393	377	369	361	379	473	484	436	4,943	5,010	-67	4,875	4,838	4,632	4,616

COMMUNITY C

School Name	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Current			Historical September Enrolments			
															Actual 2023- 2024	Budget 2023- 2024	Budget to Actual Variance	29-Sep 2022- 2023	29-Sep 2021- 2022	30-Sep 2020- 2021	30-Sep 2019- 2020
Brookwood	47	106	93	114	106	113									579	552	27	496	493	498	524
Ecole Broxton Park	40	59	64	88	65	62	53	71	77	58	52				689	694	-5	697	689	665	667
Copperhaven		72	68	59	85	89	75	84	57	62	70				721	735	-14	782	739	708	707
Greystone Centennial Middle							104	93	99	114	103				513	516	-3	525	536	511	516
Millgrove		88	119	88	114	101									510	528	-18	519	470	464	505
Prescott Learning Centre		67	73	91	74	75	96	72	114	88	111				861	844	17	913	879	842	850
Spruce Grove Composite High												416	419	412	1,247	1,300	-53	1,229	1,134	1097	1,032
Woodhaven Middle							95	137	119	97	91				539	560	-21	489	427	415	451
Projected Additional Enrolments*															-	-	-	-	-	-	-
Spruce Grove	87	392	417	440	444	440	423	457	466	419	427	416	419	412	5,659	5,729	-70	5,650	5,367	5,200	5,252
Graminia		44	52	58	54	50	59	50	58	63	27				515	521	-6	522	527	501	521
Parkland Village		13	23	24	25	29	27	31							172	175	-3	157	145	149	192
Connections for Learning - Spruce Grove								32	39	38	48				157	166	-9	166	156	96	
Total Community C	87	449	492	522	523	519	509	570	563	520	502	416	419	412	6,503	6,591	-88	6,495	6,195	5,946	5,965

OTHER

School or Program Name	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Current			Historical September Enrolments			
															Actual 2023- 2024	Budget 2023- 2024	Budget to Actual Variance	29-Sep 2022- 2023	29-Sep 2021- 2022	30-Sep 2020- 2021	30-Sep 2019- 2020
Outreach Programs												10	39	169	218	252	-34	252	275	369	278
Virtual Part Time												18	17	82	117	88	29	-			
Projected Additional Outreach Enrolments															-	-	-	-	-	-	51
Total Outreach												28	56	251	335	340	-5	252	275	369	329
Athabasca Delta Community School		9	17	16	14	17	15	19	15	16	3	5	5		151	165	-14	156	-	-	-
Total Enrolments	127	796	878	949	934	946	971	1,043	1,000	959	929	922	964	1,099	12,517	12,724	-207	12,415	11,944	11,517	11,577

CLASS SIZE INFORMATION

The following charts summarize the total class that exist within the ranges [<15] [16-20] [21-25] [26-30] and [31+]. Class percentages are provided based on the total classes (769). Notably, the 526 count from the year (21-22) did not include Athabasca Delta or CFL totals and the number of high school classes for the year (21-22) was based on December results per quarter.

	Totals		<15		16-20		21-25		26-30		31+	
	Classes	%	Classes	%	Classes	%	Classes	%	Classes	%	Classes	%
+/-	-5	-	+1	+0.17	-9	-1.09	+6	+1.03	-21	-2.55	+18	+2.44
23-24	769	100	54	7.02	97	12.61	302	39.27	185	24.06	131	17.04
22-23	774	100	53	6.85	106	13.70	296	38.24	206	26.61	113	14.60

Early/Education and Kindergarten through Grade 4

K-4	Totals		<15		16-20		21-25		26-30		31+	
	Classes	%	Classes	%	Classes	%	Classes	%	Classes	%	Classes	%
+/-	+3	+0.57	+11	1.44	-2	-0.22	-5	-0.55	-1	-0.11	0	0.00
23-24	214	27.83	24	3.12	51	6.63	119	15.47	20	2.60	0	0.00
22-23	211	27.26	13	1.68	53	6.85	124	16.02	21	2.71	0	0.00
21-22	196	37.26	3	0.57	65	12.36	112	21.29	15	2.85	1	0.19

Grades 5 through 9

5-9	Totals		<15		16-20		21-25		26-30		31+	
	Classes	%	Classes	%	Classes	%	Classes	%	Classes	%	Classes	%
+/-	+3	-1.13	0	+0.01	-6	0.76	13	+1.75	-14	-1.75	10	+1.31
23-24	193	25.10	7	0.91	17	2.21	82	10.66	66	8.58	21	2.73
22-23	190	24.24	7	0.90	23	2.97	69	8.91	80	10.34	11	1.42
21-22	175	33.27	8	1.52	22	4.18	79	15.02	56	10.65	10	1.90

Grades 10 through 12

10-12	Totals		<15		16-20		21-25		26-30		31+	
	Classes	%	Classes	%	Classes	%	Classes	%	Classes	%	Classes	%
+/-	-11	-1.13	-10	-1.27	-1	-0.10	-2	-0.17	-6	-0.69	+8	+1.13
23-24	362	47.07	23	2.99	29	3.77	101	13.13	99	12.87	110	14.30
22-23	373	48.19	33	4.26	30	3.88	103	13.31	105	13.57	102	13.18
21-22	155	29.47	8	1.52	11	2.09	43	8.17	46	8.75	47	8.94

School	Classes	Change	<15	<15%	16-20	16-20%	21-25	21-25%	26-30	26-30%	31+	31+%
Athabasca Delta Total (K-11)	12	+1	4	33.33	8	66.66						
Athabasca Delta (K-4)	5	-	1	20.00	4	80.00						
Athabasca Delta (5-9)	5	-	1	20.00	4	80.00						
Athabasca Delta (10-11)	2	+1	2	100.00								
Blueberry Total (K-9)	26	-			6	23.08	17	65.38	3	11.54		
Blueberry (K-4)	13	-2			5	38.46	6	46.15	2	7.41		
Blueberry (5-9)	13	+2			1	7.69	11	84.62	1	7.69		
Brookwood Total (K-4)	27	+7	4	14.81	3	11.11	18	66.67	2	7.41		
Broxton Park Total (K-9)	30	+3	4	13.33	8	26.67	13	43.33	1	3.33	4	13.33
Broxton (K-4)	20	+4	4	20.00	7	35.00	9	45.00				
Broxton (5-9)	10	-1			1	10.00	4	40.00	1	10.00	4	40.00
Connections for Learning Total	21	-	4	19.05	3	14.29	8	38.10	4	19.05	2	9.52
CFL (K-4)	4	-5	3	75.00	1	25.00						
CFL (5-9)	15	+5	1	6.67	2	13.33	7	46.67	4	26.67	1	6.67
CFL (10-12)	2	-					1	50.00			1	50.00
Copperhaven Total (K-9)	31	-3	1	3.23	5	16.13	19	61.29	4	12.90	2	6.45
Copperhaven (K-4)	17	-2			4	23.53	13	76.47				
Copperhaven (5-9)	14	-1	1	7.14	1	7.14	6	42.86	4	28.57	2	14.29
Duffield Total (K-9)	13	-	2	15.38	1	7.69	8	61.54	2	15.38		
Duffield (K-4)	7	-	2	28.57	1	14.29	4	57.14				
Duffield (5-9)	6	-					4	66.67	2	33.33		
Entwistle Total (K-9)	6	-	2	33.33	3	50.00	1	16.67				
Entwistle (K-4)	3	-	1	33.33	2	66.67						
Entwistle (5-9)	3	-	1	33.33	1	33.33	1	33.33				
Forest Green Total (K-6)	11	+1			3	27.27	8	72.73				
Forest Green (K-4)	8	+1			3	37.50	5	62.50				
Forest Green (5-6)	3	-					3	100.00				
Graminia Total (K-9)	21	-3			4	19.05	9	42.86	5	23.81	3	14.29
Graminia (K-4)	12	-1			4	33.33	7	58.33	1	8.33		
Graminia (5-9)	9	-2					2	22.22	4	44.44	3	33.33
Greystone Total (5-9)	19	-1					7	36.84	10	52.63	2	10.53

School	Classes	Change	<15	<15%	16-20	16-20%	21-25	21-25%	26-30	26-30%	31+	31+%
High Park Total	21	+1	2	9.52	3	14.29	5	23.81	9	42.86	2	9.52
High Park (K-4)	11	+2	2	18.18	3	27.27	5	45.45	1	9.09		
High Park (5-9)	10	-1							8	80.00	2	20.00
Memorial Total (10-12)	184	+14	18	9.78	15	8.15	51	27.72	44	23.91	56	30.43
Meridian Total	28	-3	1	3.57	9	32.14	12	42.86	6	21.43		
Meridian (K-4)	14	-2	1	7.14	5	35.71	6	42.86	2	14.29		
Meridian (5-9)	14	-1			4	28.57	6	42.86	4	28.57		
Millgrove Total (K-4)	22	-					20	90.91	2	9.09		
Muir Lake Total	23	+2			4	17.39	12	52.17	7	30.43		
Muir Lake (K-4)	13	+1			4	30.77	6	46.15	3	23.08		
Muir Lake (5-9)	10	+1					6	60.00	4	40.00		
Parkland Village Total (K-4)	7	+1	1	14.29			2	28.57	3		1	
Parkland Village (K-4)	5	-	1	20.00			2	40.00	2	40.00		
Parkland Village (5-6)	2	+1							1	50.00	1	50.00
Prescott Total	34	-4										
Prescott (K-4)	16	-2	1	6.25			10	62.50	5	31.25		
Prescott (5-9)	18	-2					7	38.89	11	61.11		
Spruce Comp Total (10-12)	174	+2	3	1.72	14	8.05	49	28.16	55	31.61	53	30.46
Tomahawk Total	6	+1										
Tomahawk (K-4)	3	-	2	66.67	1	33.33						
Tomahawk (5-9)	3	+1			2	66.67	1	33.33				
Wabamun Total	6	+1	1	16.67	3	50.00	2	33.33				
Wabamun (K-4)	2	+1			2	100.00						
Wabamun (5-9)	4	-	1	25.00	1	25.00	2	50.00				
Westview Total	25	+2	2	8.00	2	8.00	12	48.00	6	24.00	3	12.00
Westview (K-4)	12	+2	2	16.67	2	16.67	8	66.67				
Westview (5-9)	13	-					4	30.77	6	46.15	3	23.08
Woodhaven Total (5-9)	22	+3	2	9.09			11	50.00	6	27.27	3	13.64

Classrooms that are 31 students and above:

Kindergarten through Grade 4

No Schools have classes in Kindergarten through Grade 4 that are above 31 students.

Grades 5 through 9

École Broxton Park School		
35	Grade 7	EA Supported
35	Grade 7	EA Supported
33	Grade 6	
32	Grade 6	
Copperhaven School		
32	Grade 9	
32	Grade 9	
Graminia School		
32	Grade 8	
31	Grade 8	EA Supported
31	Grade 7	EA Supported
Greystone Centennial Middle School		
32	Grade 6	EA Supported + Literacy Support (Pull Out)
31	Grade 6	EA Supported+ Literacy Support (Pull Out)
High Park School		
34	Grade 9	EA Supported
34	Grade 9	EA Supported
Parkland Village School		
31	Grade 6	EA Supported
Westview School		
36	Grade 9	EA Supported
34	Grade 9	EA Supported
34	Grade 9	EA Supported
Woodhaven Middle School		
66	Grade 8	2 Teachers (Team Taught), EA Supported
32	Grade 9	EA Supported
31	Grade 9	EA Supported

Grades 10 through 12

Memorial Composite High School		Spruce Grove Composite High School	
36	Art 20	71	Fall Musical Theatre
35	Art 10	38	Music Concert Band
34	Biology 20	35	Design Studies 10
34	English 20-1	35	Calm 10 Co-Ed
34	English 20-1	35	Psychology 20/30
34	English 20-2	35	Communication Technology 20/30
34	English 30-1	34	Psychology 20/30
34	General Music	34	Forensic Science 25/35
34	Mathematics 30-2	34	Social Studies 20-1
34	Physics 20	34	Sociology
34	Psychology	34	Science 30
34	Social Studies 20-1	34	Communication Technology 10
34	Social Studies 30-2	34	Computer Science 10
34	Social Studies 30-2	34	Japanese 10-3y
34	Social Studies 30-2	34	Physical Education 20
34	Sports Medicine 15	34	Art 10/30/35 Sp
33	Biology 20	33	Biology 20
33	Biology 30	33	Math Ct (All Year)
33	English 20-2	33	Mathematics 30-2
33	English 30-2	33	Career and Life Management (CALM) 10 Co-Ed
33	Forensic Studies	33	PE 10 Co-Ed
33	Mathematics 30-2	33	Career and Life Management (CALM) 10 Co-Ed
33	Science 10	33	Physical Education 10 Co-Ed
33	Science 10	33	Computer Science 10
33	Science 10	33	Social Studies 30-1
33	Social Studies 20-2	33	Chemistry 30
33	Social Studies 20-2	33	Communication Technology 10
32	Art 10	33	Math Ct (All Year)
32	Biology 20	33	Social Studies 20-1
32	Biology 30	32	Communication Technology 10
32	Choral Music 5 Cr	32	Forensic Science 25/35
32	English 10-2	32	Biology 20
32	English 30-2	32	Art 10
32	Environmental Outdoor Education 10	32	Chemistry 20
32	Mathematics 10-3	32	English 20-1

32	Mathematics 10c	32	English 20-1
32	Mathematics 20-1	32	Mathematics 30-1
32	Mathematics 20-3	32	Physical Education 20
32	Physical Education 20	32	Social Studies 10-2
32	Psychology	32	Biology 20
32	Psychology	32	Mathematics 20-1
32	Science 10	32	Mathematics 30-1
31	Chemistry 20	32	Mathematics 30-2
31	Chemistry 30	31	English 20-1
31	English 20-1	31	English 30-1
31	English 20-2	31	Biology 30
31	Forensic Studies	31	English 20-2
31	Mathematics 10-3	31	Social Studies 10-1
31	Mathematics 10c	31	Social Studies 30-2
31	Mathematics 10c	31	English 30-1
31	Mathematics 30-1	31	English 30-2
31	Mathematics 30-1	31	<i>Etudes Sociales</i> 20-1
31	Physical Education 10 Boys	32	Art 30/20/35 Special Projects
31	Physical Education 30		
31	Physics 20		
31	Science 10		

Connections for Learning Outreach

The Connections for Learning High School Outreach Program is an outlier. Three hundred and forty-two (364) students receive a variety of outreach/Virtual Learning programming by eleven (11) teachers. This presents an average of 33.09 students per teacher, however the students' schedules are varied and the classes, in actuality, operate with a much smaller student to teacher ratio. The number of Outreach students may fluctuate throughout the year, and typically ends the year with more students than at the onset of the year.



MEMORANDUM

October 10, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott Johnston, Associate Superintendent
RESOURCE	Linda Madge-Arkininstall, Division Principal, Literacy and Lifelong Learning Shaye Patras, Division Principal, Curriculum and Achievement
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 <i>Education Act: 19-23, 33, 196-197</i>
SUBJECT	CURRICULUM IMPLEMENTATION 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. Alberta Education provides updates to jurisdictions as the provincial curricula are amended, from time to time. Instructional Services works to ensure a state-of-readiness exists for all teachers affected by curriculum updates.

REPORT SUMMARY

This Curriculum Implementation Report provides an overview of the Provincial changes to the Alberta Programs of Study, as well as an up-to-date overview of the professional development and response to new curriculum scheduled for the Division.

Administration would be pleased to respond to any questions.

SJ:kz



INSTRUCTIONAL SERVICES: CURRICULUM IMPLEMENTATION REPORT

OCTOBER 2023

Presented to the Board of Trustees, October 10, 2023

Scott Johnston, Associate Superintendent, Education and System Services

Resources: Linda Madge-Arkininstall, Division Principal, Literacy and Lifelong Learning

Shaye Patras, Division Principal, Numeracy and Achievement

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

BACKGROUND

Within the provincial *Teaching and Leading* Domain, Parkland School Division attends to Programming and Pedagogy as a key priority. The Division offers a diverse array of programming for students to ensure that learning is relevant and engaging for all students. Our programs showcase the breadth of the work. The depth of our work is recognized through our attention to pedagogy.”

Programming and pedagogy, as a priority, align with the Ministerial Order #028/2020 on Student Learning. The Order states that “Literacy and numeracy are the foundational building blocks of learning...These foundations establish core knowledge, shared civic and cultural literacy, and skills that enable students to solve problems, and think critically as they become active and informed citizens leading healthy lives of meaning.”

The 2023-24 school year sees school divisions across the province implement the following new curriculums:

- K-3 French Immersion Literature and Language Arts (FILAL),
- K-3 Science,
- Gr 4-6 Literature and Language Arts, and
- Gr 4-6 Math.

In addition, Parkland School Division has a small team of teachers who have chosen to optionally implement the following curriculums in 2023-24, which will be implemented province-wide in 2024-25:

- Gr 4&5 French Immersion Literature and Language Arts (FILAL),
- Gr 4-6 Science, and
- Gr 6 Sciences (French Immersion).

Finally, teachers across Parkland School Division are proceeding with year 2 of implementation of the following curriculums which were initiated in the 2022-23 school year:

- K-3 Literature and Language Arts,
- K-3 Math, and
- K-6 Physical Education and Wellness.

Instructional Services planned for divisional curriculum implementation support for the 2023-24 school year, with professional development starting in May, 2023. Staff received in-person and virtual professional development, provided through a pedagogical, researched-based best practice lens. Sessions were rich with specific resources on those topics deemed essential to support teachers with Alberta Education's Expectations of a fall implementation:

- Organization of the new curriculum guide;
- Comparison of the previous curriculum to new curriculum requirements;
- Recommendations for grade book/report card alignment with new curriculum;
- Examples of long-range, weekly and daily plans aligned with the new curriculum; and
- Exploration of recommended resources for implementation of the new curriculum.

New Curriculum Implementation 2023-2024



English Language Arts and Literature Grades 4-6

Alberta Education states: “English language arts and literature involves learning about historical aspects and contemporary applications of the English language through the interrelated strands of reading, writing, listening, speaking, viewing, and representing. Engagement with a wide variety of texts offers students opportunities to expand their thinking beyond personal experiences, to think critically about ideas and information, and to explore creative expression. Focusing on developing the ability of students to communicate effectively in a variety of contexts, to inform, persuade, or entertain, English language arts and literature also aims to spark the imagination, inspire a love for learning, and develop appreciation for the rich diversity of human experiences shared through language, literature, and story. Experiences in

English language arts and literature help students develop deep understandings of others and themselves, build and strengthen interpersonal relationships, and engage in responsible citizenship (English Language Arts and Literature, Subject Introduction, April 2022).

Mathematics Grades 4-6

Alberta Education Notes: “Mathematics is a universal language relying on a shared understanding of symbols and procedures to communicate ideas efficiently. It is a powerful tool used every day to solve real-life problems. The beauty of mathematics inspires curiosity about our world and the universe. As a subject, mathematics has historical roots in many cultures and continues to evolve in support of innovations. Mathematics involves learning across various disciplines, including arithmetic, algebra, geometry, statistics, and probability.

In all disciplines, procedures may range from counting, calculating, and measuring to analyzing, modelling, and generalizing. Engaging with mathematics allows students to develop logical thinking skills, which contribute to effective decision making and problem solving. Students are able to extend their thinking beyond personal experiences through flexible and collaborative learning opportunities. Experiences with mathematics help students develop appreciation for the patterns and relationships that describe multiple aspects of the world and its future possibilities.” (Government of Alberta, Mathematics Subject Introduction, April 2022)

French Immersion Literature and Language Arts K-3

Alberta Education Notes: “French is the language of communication in many countries and one of two official languages in Canada. It was the first European language spoken in the territory that has become Alberta. French Immersion Language Arts and Literature aims to help students develop literacy and communication skills in French. It is designed for students who wish to develop their communication skills in an additional language as part of the French immersion program.

The learning in this subject is interdisciplinary in that it supports learning in other subjects; language is both an object of and a tool for learning. It is through participation in authentic communication that students develop both oral and written comprehension and expression skills. These opportunities allow students to deepen their understanding of themselves and the world, to appreciate the richness and beauty of the French language, and to value the contributions of an additional language to their personal growth. As language and culture are interconnected, students who explore and produce oral, print, visual, or multimedia texts, in digital or non-digital

forms, open themselves to the world. This learning raises students' awareness of the pluricultural realities of the Francophonie and the world at large, fostering open-mindedness and inclusiveness. As students examine various viewpoints, they make connections, enrich their perspectives, and increase their appreciation of diverse communities. French Immersion Language Arts and Literature supports students in achieving their full potential by connecting them with a greater diversity of Canadians and global citizens" (Government of Alberta, French Immersion Language Arts and Literacy Subject Overview, April 2022).

Science K-3

Science is the study of many interconnected disciplines, including physics, chemistry, biology, Earth science, astronomy, and computer science. Science is creative, collaborative, and dynamic; is based on experience and evidence; and employs objective methods for observing, collecting, and analyzing data. Scientific knowledge is developed, refined, and extended as new evidence is uncovered. The study of science allows students to nurture curiosity, ask and answer questions, explore scientific and technological concepts, and acquire knowledge and understanding of the world.

Science provides a reliable basis for decision making and is essential in developing innovative ideas and solutions. It includes the critical-thinking skills, scientific knowledge, and civic literacy required to respond to relevant personal, societal, and environmental issues. Students develop critical reasoning and scientific literacy through exploring science concepts and applying scientific methods. Scientific knowledge is enriched through the shared contributions of people from diverse cultures and perspectives. Science and technology are deeply interwoven in our daily lives. Together, they enable society to build and share knowledge, innovate, improve quality of life, and predict future events.

NEW CURRICULUM FUNDING

Alberta Education provided Parkland School Division with \$292,275 to fund learning and teacher resources to support the acquisition of new materials, print or digital, aligned to the new K to 6 programs of study.

Facilitators will once again work with school-based literacy and numeracy leads and administration to ensure each site has the resources necessary to support their students in delivering the new curriculum.

Alberta Education additionally provided \$250,400 to the Division to fund professional learning opportunities.

The targeted funds will provide release time for teachers to attend professional development delivered by grade levels. As outlined in the tables throughout this report.

DIVISIONAL SUPPORT FOR CURRICULUM IMPLEMENTATION

Instructional Services has developed a professional learning plan to support the implementation of the new curriculum being implemented in 2023-24 as well as to continue to support teachers with curriculums that were implemented in 2022-23. Additionally, several Parkland School Division teachers have chosen to optionally implement curriculums in 2023-24 that are scheduled for full implementation in the 2024-25 school year. Instructional services facilitators will work collaboratively with those teachers and administrators to support this work.

The table on the next page summarizes this information.

<u>PSD New Curriculum Implementation</u>		
<u>Curriculum</u>	<u>Year of Implementation</u>	<u>Number of Teachers</u>
ELAL K-3	2022-23	179
FILAL K-3	2023-24	19
Math K-3	2022-23	179
Science K-3	2023-24	179
PEW K-6	2022-23	323
ELAL Gr 4-6	2023-24	149
Math Gr 4-6	2023-24	149
FILAL Gr 4-6	2024-25	2
Science Gr 4-6	2024-25	7

**Where the Year of Implementation is 2024-25, some Parkland School Division teachers have elected to optionally implement a curriculum within those grade levels.*

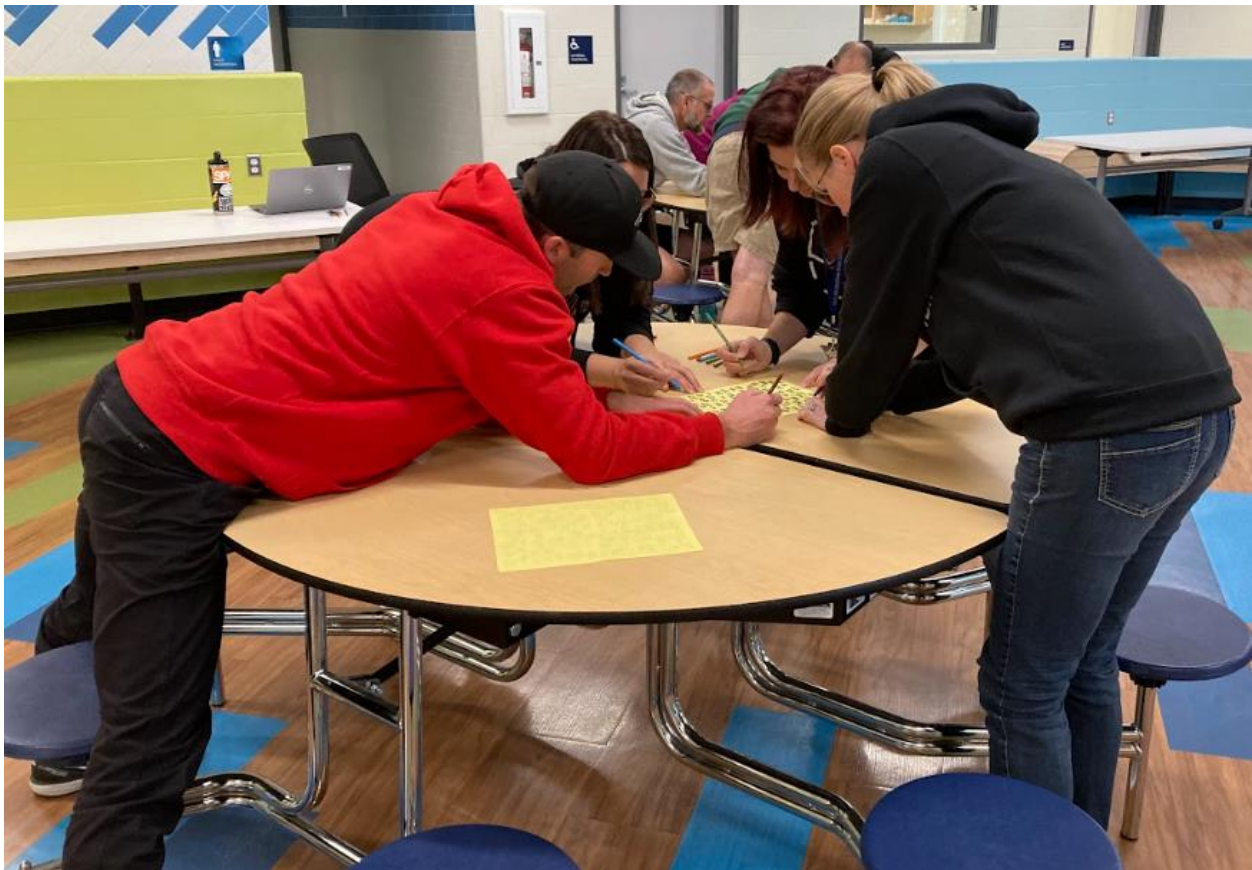
English Language Arts & Literature Mathematics: Curriculum Implementation Gr 4-6

To effectively support new curriculum implementation for all teachers in Kindergarten - Grade 6, Parkland School Division's instructional Services facilitated three, full day professional development sessions for each new curriculum being implemented in the 2023-24 school year (i.e. ELAL, FILAL, Math, Science).

For each professional learning day, Instructional Services structured each of the sessions to enable facilitated professional Learning in the morning and collaborative work sessions in the afternoon. Survey and anecdotal feedback from teachers in the 2022-23 school year was extremely supportive of this structure, as such it has been maintained for the 2023-24 school year.

Gr 4-6 ELAL Professional Development Sessions		
Session/Date Offered	Curricular Areas Covered and Resources Utilized	
May/June 2023	<u>Organizing Ideas:</u> Grades 4-6 Text Forms and Structures, Writing: Ideas and Information, Conventions	<u>Focus:</u> Components in a strong writing program Rubrics Inter-rater reliability Writing Mini-Lessons- year plan
June 2023	<u>Organizing Ideas:</u> Grades K-3 FILAL Oral Communication Vocabulary Phonological Awareness Phonics Reading Fluency	<u>Focus:</u> Using Alberta Education Screens to inform programming Research-based best practice and resources focused on organizing ideas.
October 2023	<u>Organizing Ideas:</u> Grades 4-6	<u>Focus:</u>

	Oral Language, Vocabulary, Fluency, Comprehension	Using data from literacy screens to inform instruction in the areas of word work, comprehension, and fluency.
November 2023	<u>Organizing Ideas:</u> Grades 4-6 Oral Language, Vocabulary, Fluency, Comprehension, Text Forms and Structures, Writing and Conventions	<u>Focus:</u> Targeted instruction to support diversity in the classroom and program adaptations.



Gr 4-6 Math Professional Development Sessions		
Session/Date Offered	Curricular Areas Covered and Resources Utilized	
Session 1: May 2023	Organizing Ideas: Overview of the new Numeracy Program of Studies Number	Focus: Structure of the new curriculum <ul style="list-style-type: none"> Organizing Idea, Guiding Question, Learning Outcome, Knowledge, Understanding, Skills & Procedures (KUSPS) Introduction of Small Group Instruction and Impactful Number Sense Routines Suggested Year Plan and General Evaluation Structure
Session 2: September/October 2023	Organizing Ideas: Fractions/Decimals, Algebra	Focus: Comparison of New and Previous Curriculum (review) Impactful Number Sense Routines Learning Progressions Building Thinking Classrooms Exploration of curated resources
Session 3: December 2023	Organizing Ideas: Geometry, Measurement, Statistics and Patterns	Focus: Spatial Sense Learning Progressions Percentages and Time Exploration of curated resources

In addition to these whole grade professional learning opportunities, some of the ways in which Instructional Services Facilitators further support professional learning are:

- modeling lessons in classrooms
- working with grade level teaching teams during collaborative planning time
- facilitating professional learning during self-directed and site-directed professional development days
- leading professional development sessions after schools
- facilitating book studies
- supporting professional development for Literacy and Numeracy lead teachers

French Immersion Literature and Language Arts (FILAL) and Science Curriculum Implementation: Kindergarten - Grade 3

Survey and anecdotal Feedback from our French Immersion teachers indicated that they were extremely pleased to have had the opportunity to receive some of their professional development in French during the 2022-23 school year. As such, Instructional Services worked collaboratively with the Edmonton Regional Learning Consortium (ERLC) and the Alberta Regional Professional Development Consortium (ARPD) to facilitate professional learning sessions in French the implementation of the French Immersion Literature and Language Arts and Science programs of studies in 2023-24,

K-3 French Immersion Literature and Language Arts Professional Development Session	
Session/Date Offered	Curricular Areas Covered and Resources Utilized

Session 2: October 2023	Organizing Ideas: Text Organization Text Comprehension Grammar Text Production	Focus: Components in a strong writing program Rubrics Writing Mini Lessons- year plan
Session 3: December 2023	Organizing Ideas: Text Organization Text Comprehension Grammar Text Production Oral Communication Vocabulary Phonological Awareness Phonics Reading Fluency	Focus: Targeted instruction to support diversity in the classroom and program adaptations

K-3 Science Professional Development Sessions (English and French Immersion)		
Session/Date Offered	Curricular Areas Covered and Resources Utilized	
Session 1: June 2023 Alberta Regional Professional Development Consortia (ARPD)	Organizing Ideas: Overview of the new Science Program of Studies	Focus: Structure of the new curriculum <ul style="list-style-type: none"> Organizing Idea, Guiding Question, Learning Outcome, Knowledge, Understanding, Skills & Procedures (KUSPS) Introduction to Computer Science/Scientific Methods Suggested Year Plan
Session 2: October 2023	Organizing Ideas: Matter & Earth Systems	Focus: Foundations of Science education - Nature of Science, Scientific Literacy, Science and Literacy, Conceptual Understanding Matter & Earth Systems (overlapping aspects of Computer Science & Scientific Methods)
Session 3: January 2024	Organizing Ideas: Energy & Living Systems (Gr 1 - 3) Energy & Computer Science (K)	Focus: Review of Science education foundations Gr 1 - 3: Energy, Living Systems, & Earth Systems (winter/spring) with overlapping aspects of Computer Science & Scientific Methods K: Energy, Computer Science, & Earth Systems (winter/spring)

**While Vocabulary will be explored in both French and English Sessions, a stronger focus will be required for French Immersion teachers and students*

Ongoing Curriculum Implementation

In addition to supporting the implementation of new programs of studies being implemented in the 2023-24 school year (i.e. FILAL K-3, ELAL Gr 4-6, Science K-3 and Math Gr 4-6), Instructional Services continues to support the work of previous programs of studies that were implemented in the 2022-23 school year (i.e. ELAL K-3, Math K-3, Physical Education and Wellness K-6) through curriculum call back sessions. All Kindergarten - Grade 3 teachers will receive 1 additional day of professional learning in the 2023-24 school year to continue their learning and collaboration for those curriculums.

Optional Curriculum Implementation

Instructional Services facilitators and Division Principals are working collaboratively with teachers Ecole Meridian Heights School (EMHS), Ecole Broxton Park School (EBPS) and Connections for Learning to support those teachers who have elected to optionally implement curriculum during the 2023-2024 school year.

Supports to be provided to these teachers include:

- 1/2 day collaborative working sessions throughout the 2023-24 year with PSD Facilitators
- After school cohort meetings
- Partnerships with other School Divisions
- Professional Development through the ERLC and ARPDC

PSD Optional Curriculum Implementation 2023-2024			
Subject	Number of Teachers	Grade	School
Science	1	6	EMHS
Science (FI)	2	6	EMHS
Science	1	5	CFL
Science	2	6	CFL
FILAL	1	4	EBPS
Science	1	4	CFL
FILAL	1	5	EPBS
SCI	1	5-6	CFL

INDIGENOUS WAYS OF KNOWING

Parkland School Division's Facilitators, will continue to support learning in each session by addressing KUSPS (Knowledge, Understandings, Skills and Procedures) that specifically focus on Indigenous Ways of Knowing in addition to working with teachers to understand how to weave Indigenous Ways of Knowing throughout the science program. Additionally, Parkland School Divisions facilitators will continue to explore and find resources that provide authentic Indigenous perspectives and Ways of Knowing. An example is included:

SURVEY RESULTS FOR CURRICULUM IMPLEMENTATION

Satisfaction after-event-surveys ensured that our facilitated, professional learning opportunities, appropriately met the needs of our teachers. Staff rated the sessions as "Excellent, Competent, Satisfactory or Insufficient." Results of these sessions continue to indicate an extremely high level of satisfaction:

- 87/88 respondents from the Grade 3 Science session rated the session facilitators as either "Competent" or "Excellent".
- 14/20 respondents from the Numeracy Lead session in August 2023 rated the session and facilitators as "Excellent" with the remaining 6 providing a rating of "Competent"
- 17/24 respondents, who attended the Introduction to *MathUp*, rated the session and facilitator as "Excellent" with the remaining 7 providing a rating of "Competent"
- 50/77 respondents who attended the Grades 4-6 ELAL new curriculum rated the session and facilitators as "Excellent" with the remaining 16 providing a rating of "Competent" and 1 rating of "Satisfactory".

Teachers provided feedback on several other topics including:

- Requests for future learning opportunities during self-directed professional development time;
- Requests for ongoing professional learning and modeled lessons within classrooms;
- Requests for support with mini-lessons for small group and whole group instruction; and
- Requests for support with understanding the writing scope and sequence and using mentor text.

Data gathered from these surveys served to inform future work for facilitators, to support the professional growth of our Facilitators and to determine future allocation of resources to best meet the needs of the teachers within Parkland School Division.

Anecdotal feedback from participants clearly indicated strong support for the efforts of the Literacy, Numeracy and Science facilitators, as is evidenced by the following comments:

- *"I felt that Ted (ARPDC facilitator) did an excellent job really explaining the new curriculum and this brought my stress level down considerably. Kelly as always was excellent with sharing the DE resources..."*
- *"Today's presentation was well prepared. I feel like I will be able to contact Tracy for support at any time."*
- *"Thank you for making a French Immersion folder with resources."*
- *"Thank you so much, it was lots of information but I am leaving feeling confident for next year."*
- *"So glad for all your expertise and knowledge, your presentations are amazing, organized and so useful."*

LOOKING FORWARD

Instructional Services continues to focus on new curriculum implementation. With respect to teacher survey results, Parkland School Division continues to gather teachers in grade level teams for in person, professional development, and to support teachers with curriculum implementation for the 2023-2024 school year.





MEMORANDUM

October 10, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Mark Francis, Deputy Superintendent
RESOURCE	Dean Bernard, Northern and Indigenous Relations
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 2: Education Planning and Programming Board Annual Work Plan <i>Education Act</i>
SUBJECT	ATHABASCA DELTA COMMUNITY SCHOOL REPORT

PURPOSE

For information. No recommendation required.

BACKGROUND

Parkland School Division (PSD) assumed operation of Athabasca Delta Community School (ADCS) effective September 1, 2022 as the intern operating authority. Throughout the 2022-2023 School year, PSD has worked in partnership with Athabasca Chipewyan First Nation, Fort Chipewyan Métis Association, Mikisew Cree First Nation, and the community of Fort Chipewyan to provide a quality education while a community education authority is established.

REPORT SUMMARY

The Superintendent employs a Division Principal to be responsible for Northern and Indigenous Relations with an initial purpose of facilitating the operation of ADCS and developing relationships and partnerships with Athabasca Chipewyan First Nation, Fort Chipewyan Métis Association, and Mikisew Cree First Nation as partners in education.

This report provides an update to the Board regarding finances, enrolment, staffing, school infrastructure, staff housing, technology, programming and services for ADCS students, since assuming the role of Interim Education Authority.

Administration would be pleased to respond to any questions.

MF:kz



ATHABASCA DELTA COMMUNITY SCHOOL REPORT

OCTOBER 2023

Presented to the Board of Trustees, October 10, 2023

Mark Francis, Deputy Superintendent

Resource: Dean Bernard, Division Principal

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

BACKGROUND

In September 2022, Parkland School Division (PSD) became the Interim Education Authority for Athabasca Delta Community School (ADCS) in Fort Chipewyan, Alberta, through the Minister of Education's Ministerial order 011-2002. Athabasca Chipewyan First Nation, Fort Chipewyan Métis Association and Mikisew Cree First Nation are in the process of establishing a Community Education Authority. PSD is working in partnership with the local community to operate ADCS until the Community Education Authority assumes operation.

REPORT / TOPIC

1. Financial Operations

ADCS has operated under the budget allocated by the Government of Alberta (GOA) and under the 1987 Tuition Agreement between the Nations, Federal Government and local School Authority.

Conditional Grants

PSD receives an annual conditional grant of \$200,000 per year from the GOA to cover increased costs to PSD Administration for a Divisional Principal and additional travel for PSD staff to support ADCS and community relations. In addition, PSD received a conditional capital grant of \$2.0M for maintenance and renovations of the teacherages in Fort Chipewyan and \$300K to address health and safety concerns at Athabasca Delta Community School.

Northern Allowance

PSD made a special request to Alberta Education for additional Northern Allowance similar to the allowance granted to Fort McMurray area school divisions. As per the 2023-2024 Funding Manual:

Allocation Criteria

1. This living allowance is only provided to the following school jurisdictions who have employees that live and work in the vicinity of Fort McMurray:

- a. The Fort McMurray School Division;*
- b. The Fort McMurray Roman Catholic Separate School Division;*
- c. The Greater North Central Francophone Education Region (Centre Communautaire Scolaire Boréal only); and*
- d. The Northland School Division (Fort McKay and Anzac schools only).*

The Current Collective Agreement(s)/Employee Agreements provide for a Northern Location Allowance of \$3,584 per year. Effective Sept, 2023, an additional \$1040 per month allowance has been granted for all PSD Employees (prorated to FTE) working and residing in Fort Chipewyan for the 2023-2024 school year. This additional allocation raises any northern allowances to a similar level available to other organizations/employees working in Fort Chipewyan (i.e. health care, RCMP, Regional Municipality of Wood Buffalo staff).

2. Staffing

ADCS is staffed based on the Tuition Agreement, community needs, and identified student supports and school enrolment.

Position(s)	2022-2023 Budgeted Staff	2022-2023 Actual Staff	2023-2024 Budgeted Staff
Teaching/Admin/ Instructional Staff	15	14	16.5
Educational Assistants	5	2-3	3
Speech Language Program Assistant	1	1	1
Cooks	2	2	2
School Secretary	1	1	1.5
Bus Driver	1	1 (½ Year) / Covered by existing staff for the second half of the year	1
Division Maintenance Worker	1	1	1

Staffing has been an ongoing challenge for ADCS, both this year and in the past. We have continued to adapt our processes for recruitment and retention, including improved Northern Allowance, recruitment and retention strategies.

ADCS is currently fully staffed for all teaching/instructional positions, and educational assistant positions and continues to recruit for a vacant .5 FTE School Secretary position. Effective Monday, Oct 2nd the vacant Bus Driver position has been filled.

Historic HR Challenges

Isolation/Northern Environment:

- Fort Chipewyan is a remote community only accessible by ice roads between mid-Dec and late March, weather permitting
- As a “fly-in” community, there are limited services and amenities available
- Fort Chipewyan experiences extreme cold weather and long periods of darkness
- Limited access to recreational activities
- Fort Chipewyan has a small population (approx. 1000) limiting the availability of local candidates for vacant positions

Cost of Living

- Staff have elevated costs to either travel to Edmonton/Fort McMurray for services (including medical or dental), purchase of items or social activities
- The cost of basic items like food and household items is very high

Compensation

- Teacher salaries are slightly higher under the PSD/ADCS Collective Agreement than other Alberta Collective Agreements but other Northern Jurisdictions (i.e. Northwest Territories) have more competitive compensation packages

Housing

- PSD maintains 14 housing units
- There has been an insufficient number of units, which necessitates some staff needing to share accommodations
- There are few other rental options available

Work Environment

- As a small school, there are few staff to share the many tasks associated with a public education (coaches, student activities, supervision)
- There is a lack of access to specialized support services for students with complex needs
- With a chronic shortage of staff and very few substitute/casual staff, there are many days when staff must cover additional classes

Timing of hiring

- Many positions advertised in Fort Chipewyan remain unfilled into August, making planning problematic

Professional Development

- Access to Professional Development has been limited due to cost of travel, lack of local availability and lack of substitute teachers

3. School Infrastructure

Maintenance is staffed by one Division Maintenance worker. Upgrades made in 2022-2023 include:

- Upgrading and repairing the boiler system
- Mitigating the damages, a water leak that occurred in July 2022, damaging two instructional spaces
- Replaced a compressor for the school commercial kitchen
- Upgraded the school security system
- Significant maintenance on the school propane tanks

4. Staff Housing

PSD has 14 houses/duplexes to accommodate staff. Teacherages are needed to accommodate teaching staff in a community with limited rental options. When available, support staff/non-teaching staff may be provided housing if available.

PSD is in the process of adding suites (basement suites in existing units) to accommodate future growth and programming needs with anticipation that it will be complete in the fall, 2023. Upon completion, there will be 17 units available to house staff.

Upgrades to staff housing/procedures in the 2022-2023 school year included:

- Establishing rental agreements, including criteria for furnishings provided
- Replacement of furniture/household items as required
- Maintenance of all yards and grounds

5. Transportation

ADCS currently has two buses; a primary bus for the daily routes and a spare bus in case there are any mechanical or safety issues. The spare bus is equipped with a wheel chair lift.

Division Vehicles: PSD has two trucks designated for use within Fort Chipewyan. One truck is assigned to the maintenance worker and a second is used for school use. One truck was replaced during the 2022-2023 school year.

6. Student Supports and Services

Student Services

ADCS values diversity and the unique contributions that each student brings to the classroom. The Division Student Services Team, in conjunction with the school, provides appropriate support and services to meet the needs of diverse learners including students with complex learning needs. Student Supports and Services include, but are not limited to:

- Providing support to Kindergarten students: PSD's Division Principal, who oversees Early Learning, as well as the Divisional Early Learning Facilitator, offer online and on-site support to the early learning program, promoting a positive and nurturing learning environment for young students.
- The implementation of Individual Education Program Plans (including Individual Program Plans,

Behaviour Support Plans, Individual Care Plans, Safety Plans, and Success-in-School Plans).

- Building capacity around evidence-based practices for supporting diverse learners in meeting the outcomes of the Programs of Study, specifically in the areas of literacy and numeracy, through online and onsite support from the Division Principal of Student Services and the Divisional Complex Needs Facilitators.
- Providing Speech and Language Services to identified students. A Speech and Language Pathologist (SLP) oversees these supports through regular screenings, assessments, and a blend of onsite and online services delivery. A full-time Speech and Language Assistant (SLPA) works at ADCS to implement the Speech and Language support plans under the supervision of the SLP. These services require the consent of the student's guardian.
- Providing Occupational Therapy and Physical Therapy to identified students within ADCS through a partnership with Tamaca Services. These services require the consent of the student's guardian.
- Providing Psychological assessments, as required, to identified students. These assessments require the consent of the student's guardian. Psychological Assessments can provide valuable insights into a child's unique learning and emotional needs. By identifying strengths, challenges, and potential areas for support, these assessments enable tailored educational strategies that foster a nurturing and effective learning environment.

7. Comprehensive School Health

Athabasca Delta Community School staff recognize that student learning and student health are interconnected and acknowledge the school's role in creating and supporting healthy school communities as foundations for optimal learning. A healthy school community is one that supports the wellness of students and staff through the implementation of a Comprehensive School Health (CSH) approach.

A CSH approach focuses on three tenets:

- Active living,
- Healthy eating, and
- Mental well-being.



By providing comprehensive support through qualified professionals, targeted strategies, and strategic partnerships, ADCS fosters a caring and inclusive environment where students' mental health is prioritized. With ongoing initiatives and future plans, the school reinforces its commitment to supporting students' emotional growth, enabling them to thrive academically, socially, and emotionally.

Comprehensive School Health Supports include, but are not limited to:

- **Universal and Targeted Mental Health Strategies:** To address diverse mental health needs, ADCS employs a two-pronged approach. Universal strategies are implemented to support all students, promoting overall mental wellness within the school community. Additionally, targeted strategies cater to smaller groups and individuals, providing personalized mental health services.
- **Helping Hands to Success:** ADCS is partnered with Alberta Health Services in the delivery of this Mental Health Capacity Building (MHCB) in School Initiative. The purpose of the initiative is to establish projects that provide the staffing and support required to implement an integrated, school-based, community mental health promotion, prevention, and early intervention program. ADCS has been involved with this project since 2006 and has titled its program 'Helping Hands to Success'. Two staff members are responsible for the program planning and delivery, with the support of the Division Principal of Wellness and Community Partnerships. The program supports children and youth under the age of 19 and their families year-round within the community in Fort Chipewyan and is reflective of the needs and resources of the community. Highlighted prevention activities this past school year included: Mental health classes in various grades that included social communication and calming strategy activities, a parenting book club, a Parent and Tot night teaching positive affirmation skills, and a drive-through for mental health event.
- **School Counsellor:** ADCS is equipped with a qualified School Counsellor who possesses a Master of Counselling and who can provide Individual mental health Support to students, with the consent of the student's guardian. Throughout the 2022-2023 academic year, the School Counsellor made 11 trips from December to June, actively engaging with students and providing support. Going forward, biweekly visits are planned to continue supporting students' mental health needs.
- **Clinical Supervision and Support:** To ensure the effectiveness of mental health services, the School Counsellors are able to access support and clinical supervision through the PSD Divisional Psychologist. This supervision enhances the Counsellor's skills and knowledge, further enriching the support they provide to students.
- **Apple Schools:** ADCS is partnered with APPLE Schools (A Project Promoting healthy Living for Everyone in schools), which is an innovative school-focused health promotion initiative. A school-based School Health Facilitator supports Comprehensive School Health within ADCS, which focuses on Healthy Eating and Physical Activity. During the 2022-2023 school year, the School Health Facilitator travelled to Fort McMurray to attend an Apple Schools workshop with the Division's Health and Wellness Facilitator. This joint partnership further enhances the school's capacity to support student wellness.
- **Partnership with K'ai Taile Market:** ADCS collaborates with K'ai Taile Market to provide students with nutritious meals throughout the day. The school's investment in hallway fridges enhances students' access to food, acknowledging the role of proper nutrition in mental well-being.

8. Crisis/Trauma Response:

PSD's Divisional Trauma Follow-up Team works with the School Administrators to support students and staff following a crisis or traumatic event. The purpose of the Trauma Follow-up Team is to help those impacted by a critical incident to begin the process of re-establishing a positive emotional state.

- In response to increased mental health needs in Fort Chipewyan during the 2022-2023 school year, the Division Principal of Wellness and Community Partnerships and the Divisional Psychologist visited Fort Chip to provide additional support.

ADCS remains committed to refining its trauma response and exploring community interest in establishing a Violent Threat Risk Assessment (VTRA) Protocol. Additionally, the school aims to explore Suicide Intervention Protocols that are appropriate to meet the needs of the students in a fly-in community to further support for students' mental health needs.

9. Technology

PSD continued to improve the technology infrastructure at ADCS in the 22-23 school year. Upgrades include:

- New school server
- New router and upgraded data switching
- New interactive classroom projectors procured, with deployment set for the 23-24 school year
- New wireless infrastructure
- Significant software updates
- Additional 51 iPad's procured and provisioned
- All housing units equipped with High Speed Internet

10. Indigenous Ways of Knowing

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 Métis, Dene, and Cree nations. By engaging elders, incorporating Indigenous languages, and implementing land-based learning opportunities, the school has successfully advanced these essential action items.

Engagement with Elders:

Recognizing the importance of elders' wisdom and guidance, Athabasca Delta Community School has actively involved them 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. A dedicated Elder space was added during the 2022-2023 school year.

The 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.

Cree and Dene language and culture:

Athabasca Delta Community School provides all students K-9 with language instruction in either Cree or Dene. Additionally, ADCS has 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, the school has implemented various land-based learning options. Students have the opportunity to 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.

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.

Professional Development

Through a grant from Suncor, 2 staff members and the Division Principal attended the Indspire Conference. Indspire is a National Gathering for Indigenous Education that occurred in Winnipeg Manitoba in November, 2022.

Athabasca Delta Community School has 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 Métis, 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.

10. ADCS Equity, Diversity and Community

Athabasca Delta Community School (ADCS) has demonstrated a strong commitment to Equity, Diversity, and Community by fostering partnerships and implementing various initiatives to create a welcoming and inclusive environment for its students and community. Through these efforts, ADCS aims to prioritize the communities desire to increase Indigenous Perspectives and Ways of Knowing while honouring the cultural backgrounds, and aspirations of First Nations, Métis Students.

Partnerships: ADCS has established partnerships with various organizations, including:

1. Parks Canada: Collaborating with Parks Canada allows students to engage in outdoor learning experiences and gain a deeper connection with the natural environment.
2. Fort Chipewyan Community High School: Partnering with the community high school fosters a sense of community and supports shared learning experiences including professional development.
3. Apple Schools: This partnership helps promote health and wellness among students through the Health Champion program.
4. PSD Divisional Staff: Working together with the Divisional staff allows for a coordinated approach to educational programs and support services. Thirty (30) times Division Principals, Facilitators, subject area specialists and Executive traveled to Fort Chipewyan during the 2022-2023 school year.
5. Spirit North: Engaging in cross-country skiing and outdoor activities with Spirit North helps promote physical activity and Indigenous culture.
6. Green Planet Analytics: Participating in greenhouse initiatives promotes environmental awareness and sustainable practices.
7. RCMP: ADCS's involvement with the RCMP emphasizes community safety and security. For example, the RCMP prepare and serve breakfast one day per week to the students as part of the school nutrition program.

Educational Initiatives: ADCS actively implements educational initiatives that celebrate Indigenous culture and support student learning. Some notable initiatives include:

1. Muskrat Camp/Dissections: Land-based teachings, such as muskrat camp/dissections, provide hands-on learning experiences that connect students with traditional Indigenous practices.
2. National Indigenous Languages Day: Commemorating this day emphasizes the importance of Indigenous languages and cultural heritage.
3. Nature-Based Kindergarten (collaboration with Muir Lake Program): The nature-based kindergarten program fosters a deeper connection with the environment and outdoor learning.
4. Mechanics of Bicycles: This program educates students about bicycle mechanics and repairs, promoting practical skills and knowledge.
5. Métis President and Interagency Meetings: Engaging with the Métis president and participating in interagency meetings enhance community connections and collaboration.
6. Medicine Making - Spruce Gum Salve: Students learning traditional medicine making highlights the significance of Indigenous healing practices.
7. Remembrance Day Ceremony: The ceremony acknowledges the sacrifices made by service members and instills a sense of gratitude in students.
8. Christmas Concert and Kisen Kona Carnival: These events celebrate cultural diversity and community participation, fostering a strong sense of belonging.

After-School Programs and Clubs

ADCS offers a diverse range of after-school programs and clubs, such as the Hands-On Club, Jigging, Sports, Student Council, and Recess Monitors. These activities contribute to students' personal growth, social skills, and leadership development.

The school's staff is dedicated to building strong relationships with Indigenous communities and partners connected to PSD as a crucial step toward understanding and serving the unique needs of the ADCS students and their families. By engaging with these communities, ADCS gains insights into cultural backgrounds, perspectives, and needs, which inform the development of inclusive educational programs and policies. The school's efforts emphasize Equity, Diversity, and Community through various partnerships and initiatives, fostering a sense of belonging and community among students and promoting cultural awareness. From partnerships with Parks Canada and Fort Chipewyan Community High School to educational initiatives like Muskrat camp/dissections and Nature-Based Kindergarten, ADCS strives to create inclusive environments that expose students to authentic, engaging, and culturally appropriate learning experiences. Additionally, after-school programs, clubs, and special events further support personal growth, leadership development, and cultural celebrations within the school community. Overall, ADCS's dedication to Indigenous perspectives and equitable learning experiences fosters a sense of community and inclusivity within the school and its neighbouring Indigenous communities.

11. Student and Staff Wellness

Prioritizing the wellness and overall well-being of students and staff remains a fundamental commitment at Athabasca Delta Community School (ADCS). The school's dedication to fostering a nurturing environment is evident through various initiatives that support students' mental, physical, and emotional health while also addressing the well-being of its staff members.

Student Wellness:

1. Improved Common Area for Jr. Sr. High: ADCS recognizes the importance of providing students with a welcoming and inviting common area during lunchtime. The improved common area fosters a positive social environment, encouraging students to connect with their peers and form meaningful relationships.
2. Daily Physical Education (PE): ADCS believes in the significance of daily PE classes to promote a healthy and active lifestyle for students. Engaging in regular physical activity not only enhances physical health but also contributes to improved focus and concentration in the classroom.
3. Structured Recess and Lunchtime Breaks: By implementing structured breaks, ADCS ensures that students have designated times for relaxation and play. These breaks contribute to reducing stress levels and fostering a positive school experience.
4. Helping Hands Wellness Workshop: Junior high students at ADCS benefit from the Helping Hands wellness workshops built into their schedule. These workshops equip students with valuable coping skills, emotional support, and essential life skills, promoting mental resilience and well-being.

5. **Open Communication with Parents/Guardians:** ADCS values open communication and facilitates effective dialogue between teachers and parents/guardians through a communication log. This collaboration strengthens the school-family partnership and ensures that students receive the necessary support both at home and in school.
6. **Extracurricular Activities:** The school's dedication to student wellness extends to extracurricular activities such as intramurals and after-school volleyball programs. Engaging in sports and physical activities not only promotes teamwork but also boosts students' self-esteem and overall sense of accomplishment.
7. **Gym Organization and Safety:** ADCS prioritizes the safety and well-being of students by ensuring the gym is well-organized and equipped with appropriate resources. A safe and engaging gym environment fosters positive experiences during physical education classes and school events.

Staff Wellness:

1. **Weekly Staff Meetings and Effective Communication:** ADCS places great importance on fostering a collaborative work environment by conducting weekly staff meetings. These meetings serve as platforms for open communication, enabling educators to share ideas, address challenges, and collectively enhance the learning experience for students.
2. **Staff Engagement with Game Nights:** ADCS acknowledges the significance of staff engagement and well-being by organizing game nights. These events foster camaraderie and create opportunities for staff members to relax and enjoy each other's company.
3. **Recognizing and Celebrating Staff:** The school values its staff and demonstrates appreciation by recognizing and celebrating birthdays. Acknowledging individual contributions builds a sense of belonging and appreciation within the school community.
4. **Staff Christmas Party:** ADCS celebrates the festive season by hosting a staff Christmas party. This event offers a platform for staff to come together, strengthen bonds, and foster a positive work culture.
5. **Challenges and Support:** ADCS recognizes the challenges of staff attendance and the shortage of substitute teachers, which can lead to increased stress and anxiety among staff members. The school remains committed to providing adequate support and exploring solutions to mitigate these challenges.
6. **Ice Breaker Activities and Collaboration:** To cultivate a supportive work environment, ADCS initiates ice breaker activities and grade group meetings, encouraging collaboration and teamwork among staff members.
7. **Collaboration with "Parkland South" Schools:** ADCS actively seeks to develop collaboration with schools such as Greystone and Millgrove under the Parkland School Division. This collaboration fosters a sense of community among educators and provides opportunities for professional development and shared learning experiences.

Athabasca Delta Community School's commitment to student and staff wellness is evident in the diverse range of initiatives undertaken. By prioritizing student well-being through improved facilities, regular physical education, structured breaks, and valuable workshops, ADCS nurtures a supportive and inclusive learning environment. Simultaneously, the school's efforts to prioritize staff wellness through open communication, engaging activities, recognition, and collaboration further enrich the work environment to help with staff retention.

12. Programming and Pedagogy

Reading Buddies

ADCS has embraced the power of peer collaboration with its Reading Buddies program. Higher-grade students engage in reading sessions with their younger counterparts, fostering a supportive and encouraging learning atmosphere. This initiative not only cultivates a sense of mentorship but also strengthens literacy skills, resulting in enhanced confidence and academic growth for all students involved.

Supporting Mental Health and Wellness

The Helping Hands initiative at ADCS addresses students' mental health and wellness needs. By providing a safe space for open conversations and offering resources, the school actively promotes the well-being of its students. This compassionate approach to mental health encourages students to flourish both academically and emotionally.

Embracing Green Energy and Sustainability

ADCS has taken a proactive approach to sustainability by partnering with Green Energy Analytics. Students learn how to maintain bicycles, ensuring their safety while contributing to a greener environment. Additionally, these initiatives extend to the school's greenhouse and science curriculum, fostering a sense of responsibility for the planet.

Tailored Instruction for Academic Success

ADCS places great emphasis on academic success through tailored instruction. Grade 4-6 students receive targeted tier support in Language Arts and Math aimed at enhancing their proficiency. Furthermore, small group instruction for both Numeracy and Literacy, along with the implementation of Guided Reading Programs, provides personalized learning experiences for students, leading to increased engagement and positive interactions with teachers.

Empowering Teachers and Celebrating Student Success:

The school's staff at ADCS believes in celebrating small wins to encourage student success. By recognizing classroom achievements, such as 4 out of 12 ECS students reaching 100 words and more, and grade 2 students achieving significant progress in sight words, ADCS motivates students to excel in their learning journey. Grade 1 students' accomplishments in mastering number lines and clothesline math are a testament to the effectiveness of innovative pedagogy.

Professional Learning Sessions

The school prioritized professional learning sessions that revolved around key aspects of the new program of studies in Math. Teachers delved into the structure of the program, exploring Organizing Ideas, Learning

Outcomes, Guiding Questions, and KUSPS (Knowledge, Understanding, Skills, Processes). This deeper understanding provided educators with a solid foundation for designing effective and engaging math lessons.

Utilizing Mathology as a Resource

ADCS recognized the significance of Mathology as a valuable numeracy resource for K-3 Math. In dedicated learning sessions, teachers were acquainted with the functionality and practical usage of Mathology. Mathology Videos were incorporated to complement the curriculum and create an interactive learning experience for young learners.

Developing Numeracy School Plan

A collaborative effort was initiated to develop an initial numeracy school plan. This plan served as a strategic roadmap, outlining objectives, resources, and methods to foster a strong numeracy culture throughout the school community.

Modelled Lessons and Introduction to Learning Trajectories

To reinforce best practices, modelled lessons were conducted by the PSD Numeracy Facilitator during her visitations at ADCS. Teachers benefited from witnessing exemplary teaching strategies that encompassed various aspects of numeracy, including Small Group Instruction, Counting Collections, Clothesline Math, Math Talks, Choral Counting, and Early Numeracy Interviews.

Grade-Specific Math Presentations and Sessions

Grade-specific Math presentations and sessions were conducted to address the unique needs of each grade level. This targeted approach allowed educators to tailor instruction to suit the developmental stages and learning styles of their students. Grades 1 through 6 received introductory sessions to familiarize themselves with the math concepts and resources relevant to their respective grade levels.

Building Thinking Classrooms (BTC) - Empowering Jr. High Learners

For Jr. High students, ADCS introduced the Building Thinking Classrooms (BTC) model. This innovative approach aimed to create interactive and thought-provoking learning environments that fostered critical thinking and problem-solving skills among students.

Special Events

To celebrate and preserve Indigenous culture, ADCS hosts special events, such as inviting Elders to share their knowledge during Métis Week and commemorating National Indigenous Languages Day. These events allow students to connect with their heritage, instilling a sense of pride and cultural appreciation. Additionally, the annual Christmas Concert, alongside activities like Spruce Gum Salve Making and Muskrat Camp/Dissections, fosters a close-knit school community that values traditions and wellness.

13. Emergency Response – Fort Chipewyan Wildfire Evacuation (May 30-June 23, 2023)

On May 30, 2023, Athabasca Delta Community School faced an unprecedented challenge when nearby wildfire prompted an evacuation alert for the community of Fort Chipewyan. During the school day, school staff were advised of a potential evacuation. As a safety measure, the school was cancelled and students sent home to ensure both students and staff were prepared for a potential evacuation order.

Late in the day on May 30th, an evacuation order was officially issued, requiring staff and community members to register at community hall and await further directions from the designated incident commander (Regional Municipality of Wood Buffalo). The evacuation process commenced during the night of May 30th and continued into the morning of May 31st. Lodging for all staff was provided in Fort McMurray during the duration of the evacuation order.

Student Welfare and Learning

During the evacuation period, school staff stayed in contact with students and families, provided work (print and online). Work packages that included educational toys, puzzles, and games to support their mental well-being were provided for students and families.

Evacuation Order Lifted

The Evacuation Order was officially lifted on June 22nd for re-entry of the general public. On June 21st, three school Division employees returned as essential facilitate the closure of the school for the year. An additional five school staff returned on June 23rd. These staff members inventoried school supplies, prepared classrooms for the next year, distributed report cards, and organized end-of-year events for students.

Evacuation Protocol

The evacuation of Fort Chipewyan was managed through a [Community Emergency Management Plan \(CEMP\)](#) developed by the Regional Municipality of Wood Buffalo in Partnership with the Nations and community. PSD provided bussing throughout the evacuation as a part of this plan.



MEMORANDUM

October 10, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Mark Francis, Deputy Superintendent
RESOURCE	Dr. Meg Miskolzie, Associate Superintendent
GOVERNANCE POLICY	Board Policy 11: Board Delegation of Authority Board Policy 13: Appeals Regarding Student Matters
ADDITIONAL REFERENCE	Administrative Procedure 350: Code of Conduct Administrative Procedure 360: Student Discipline <i>Education Act</i> (Preamble, s. 31, 32, 33, 36, 37, 41-44)
SUBJECT	STUDENT CONDUCT AND INTERVENTION REPORT

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board of Trustees, as stated in the *Education Act*, section 33 (1), “as a partner in education, has the responsibility to:

d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging”.

The Student Conduct and Intervention Report is in response to this responsibility.

REPORT SUMMARY

The Student Conduct and Intervention Report is an overview of the system approach to supporting students and families in ensuring student behavior and conduct is conducive to establishing a welcoming, caring and safe learning environment.

Administration would be pleased to respond to any questions.

MF:kz



STUDENT CONDUCT AND INTERVENTION REPORT

OCTOBER 2023

Presented to the Board of Trustees, October 10, 2023

Mark Francis, Deputy Superintendent

Dr. Meg Miskolzie, Associate Superintendent

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

BACKGROUND

Parkland School Division (PSD), as per the *Education Act*, is required to provide a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

STUDENT CONDUCT

Code of Conduct

Section 33 of the *Education Act*, establishes the requirement for a Code of Conduct for all students. All schools develop a Code of Conduct, applicable to individual school needs (age, grades, etc.). These Codes of Conduct are established under Administrative Procedure (AP) [AP 350: Code of Conduct](#). Each school is required to:

- Develop a school code of conduct with input from stakeholders;
- Communicate to staff, students, and parents the codes of conduct and/or school rules, expectations, etc., which can be shared in a variety of methods including websites, school, newsletters, assemblies, by teachers, etc.;
- Annually review and revise the school code of conduct, as required; and

School divisions are required to outline procedures regarding student discipline when a Code of Conduct is violated.

Student Discipline

[AP 360: Student Discipline](#) outlines all of the procedures with respect to discipline processes including suspension and expulsion. Any disciplinary actions taken by school staff are to ensure safe, orderly learning environments that are conducive to learning. The following Disciplinary Principles are applied when administering any procedures or disciplinary action(s):

- A. Learning – and not punishment – shall be the foundation and primary consideration of any disciplinary action. To this end, wherever possible, teaching a child what to do is preferable to making a rule about what not to do;
- B. Student safety is immediate – appropriate disciplinary decisions and actions may take time;
- C. The parent(s) or guardian(s) shall be informed of disciplinary actions that pertain to their own child while respecting the privacy of other children who may be involved;
- D. Corrective discipline, wherever and whenever possible, shall be a private activity that maintains all students' sense of dignity;
- E. Codes of conduct, wherever possible, should be written as positive messages of what one should do, rather than what one should not do; and
- F. Disciplinary action and/or consequences shall consider the specific and unique special needs of any student.

Application of Disciplinary Actions

AP 360: Student Discipline states, “Discipline refers to specific corrective learning – and not punishment – that is intended to build foundational behaviours and habits of mind that will actively contribute to an individual’s well-being and success.”

When specific discipline is required, actions may include:

- Teaching of problem-solving skills;
- Increase monitoring;
- Assignment of designated tasks;
- Restorative practices;
- Temporary removal of privileges;
- Establishment of behavioural contracts;
- Provision of counselling, pro-social skills training;
- Referral to other agencies/resources; and/or
- Referral for further assessment.

Suspension

Additionally, PSD procedure and the *Education Act* provide for Suspension of a student. Suspension, as defined by the *Education Act* (section 36) include:

- Suspension by the principal from riding the school bus;
- Suspension from a classroom period by the teacher;
- Suspension from any school-related activity; and/or
- Suspension from school, as per the *Education Act*, for up to five (5) days.

Any suspension must be formally documented and communicated to the parents. All suspensions are reviewed and tracked by Division office for consistency, trend analysis and implementation of new procedures or practices.

Trends

- The number of individual incidents has continued to increase over the last three years. In 2022-2023 there were 823 individual incidents resulting in suspension. For comparison, 2021-2022 had 659 incidents, 2020-2021 had 445 incidents and 2019-2020 had 616 incidents.
- “Cyber Bullying” continues to be a problematic issue with 47 serious incidents which is an increase of over 50%.
- Vaping continues to be an issue with 127 incidents in 2022-2023 which is down from 147 incidents in 2021-2022.
- The number of “Non-compliance/Disrespect/Inappropriate Behaviour” incidents has also continued to increase. 2022-2023 saw an increase to 315 incidents from 222 in 2021-2022 (42% increase).
- Fighting/Physical Aggression has increased to 230 incidents in 2022-2023 from 157 incidents in 2021-2022 (46% increase).

Discipline Hearings

The *Education Act* and PSD Procedure allow for a Discipline/Expulsion Hearing. Under section 37(1) of the *Education Act*, the Board may expel the student if:

- a) The student has displayed an attitude of willful, blatant, and repeated refusal to comply with section 31;
- b) The student has displayed an attitude of willful, blatant, and repeated refusal to comply with the Code of Conduct established under Section 33;

- c) The students conduct, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school;

Discipline Hearings are established under AP 360, Student Discipline. Discipline Hearings have also seen a significant increase in 2022-2023 and have seen increases over the last 3 years. In 2022-2023 there were twenty-eight (28) Discipline Hearings conducted. In 2021-2022, there were fourteen (14) Discipline Hearing and six (6) in 2020-2021.

ASSESSMENT & INTERVENTION

Violent Threat & Risk Assessment (VTRA) Protocol

The purpose of VTRA is to promote a common language and understanding of threat assessment, make use of the expertise of community partners, and encourage a multidisciplinary approach to violence prevention. ***It is important to note that the VTRA process is not disciplinary in nature, although at times there is a parallel discipline process that occurs simultaneously based on each unique situation.***

VTRA is considered a supportive process where teams engage in a detailed analysis of what is happening in a student's life in collaboration with families. Trained VTRA teams work from the perspective that serious violence is an evolutionary process. The role of the VTRA team is to determine why there was an increase or change in the baseline behaviour and whether the individual poses a risk to self or others. After the analysis is completed, the team identifies and develops strategies and interventions to reduce identified risk enhancers that exist and support families to implement a plan to improve trajectory.

This protocol is founded on the work of Kevin Cameron and the Center for Trauma-Informed Practice (CTIP) (formerly the North American Center for Threat Assessment and Trauma Response) and as such, reflects research and evidence-based practices from the fields of medical and mental health, law enforcement, threat management and more.

Traditional crisis response in schools, colleges, and universities is typically a short-term intervention immediately following the incident. The approaches to understanding and intervening from a multi-disciplinary systems perspective is one factor that makes the CTIP approach truly pioneering. It is the process of deliberately trying to "connect the dots" or data that paints the picture that someone is moving on a pathway toward serious violence before the violent act occurs.

The multi-disciplinary approach to VTRA has four basic steps:

1. Identify worrisome or threatening behaviour;
2. Use a multi-disciplinary team to conduct a violence threat risk assessment;
3. Determine if a threat-maker poses a risk and the potential level of risk; and
4. Intervene appropriately.

There are two VTRA stages:

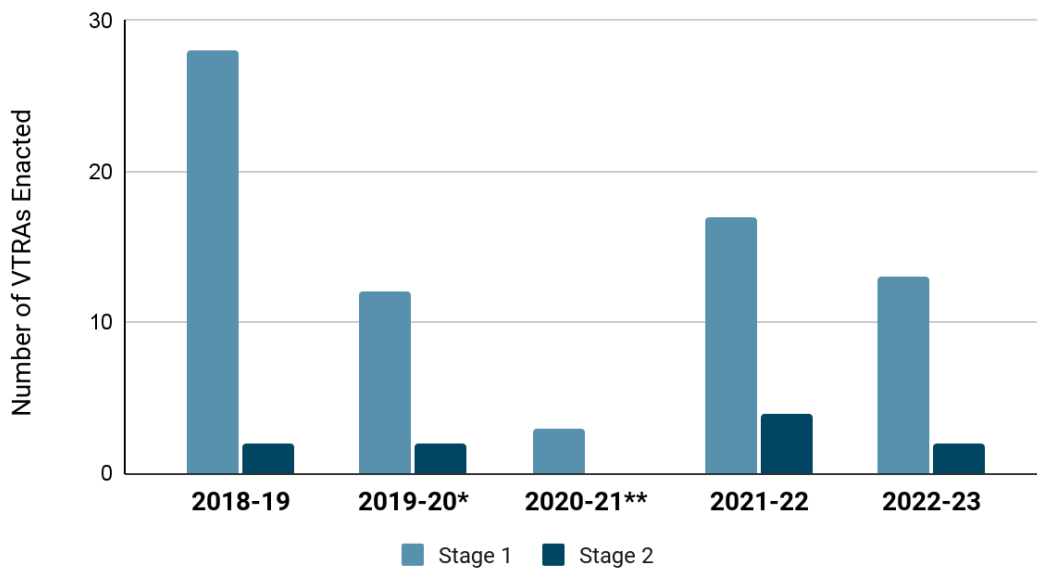
Threat Assessment (Stage 1 VTRA): Is the process of determining if a threat-maker actually poses a risk to the target or targets they have threatened. Partners are engaged to rapidly gather data about the situation and identify the level of risk around a specific incident. Intervention plan is typically focused on the interventions required in the immediate environment where the threats occurred.

Risk Assessment (Stage 2 VTRA): Is the process of determining if an individual may pose a further risk to a known or unknown target or targets in an unknown period of time. Partners are engaged to gather more specific information and data around the threat and develop a multi disciplinary plan to intervene and address risk enhancers present in the student's life.

Not all Stage 1 Threat Assessments result in a Stage 2: Several cases are resolved at Stage 1 when:

- the incident proves to either be a moment in time, bad judgment call by the threat maker that is low risk,
- information resulted in the activation of Stage 1 proves to be unsubstantiated, or
- as in most of our cases, adequate interventions are able to be put into place under the direction of the team that addresses the needs of the threat maker and target.

PSD Enacted VTRAs



*COVID-19 Pandemic began March 2020: data represents Sept 2019-March 2020

**COVID-19 Pandemic throughout the 2020-2021 school year

To date this school year, as of the writing of this report, we have enacted one Stage 1 VTRAs and we have not yet enacted any Stage 2 VTRAs.



MEMORANDUM

October 10, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Eric Cameron, Audit Committee Chair
ORIGINATOR	Scott McFadyen, Associate Superintendent
RESOURCE	Jason Krefting, Director Financial Services
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 8: Board Committees
ADDITIONAL REFERENCE	Board Policy 2: Resource Stewardship Board Policy 5: Role of the Board Chair Board Policy 8: Audit Committee
SUBJECT	AUDIT COMMITTEE

PURPOSE

Information. No recommendation is required

BACKGROUND

The Audit Committee oversees the financial reporting and is empowered by the Board of Trustees to review and make recommendations that support the Board in their responsibility to annually review financial information.

REPORT SUMMARY

On Wednesday, September 27, 2023 the Audit Committee reviewed the work plan in respect to items which will be covered on an annual basis. PricewaterhouseCoopers reviewed the Audit Plan's scope and approach for the year ending August 31, 2023.

The Internal Audit Report was presented explaining how the Public Sector Account Standards and the *Education Act* are used to set accounting standards for the Division.

Administration would be pleased to respond to any questions.

SM:nm



MEMORANDUM

October 10, 2023
Benefit Committee Meeting

TO	Board of Trustees
FROM	Aileen Wagner, Trustee
ORIGINATOR	Scott McFadyen, Associate Superintendent
RESOURCE	Kyle Stinson, Hub International
GOVERNANCE POLICY	Board Policy 8: Board Committees
ADDITIONAL REFERENCE	BP 8: Appendix 8.3 Benefit Plan Advisory Committee Terms of Reference PSD Experience Report – January 1, 2023 to August 31, 2023.
SUBJECT	BENEFIT COMMITTEE

PURPOSE

For information. No recommendation required.

BACKGROUND

This report is being complete to provide information in relation to the information discussed in the Benefit meeting.

REPORT SUMMARY

Hub International reviewed the Benefit experience report for January 1, 2023 to August 31, 2023 with the committee and provided an update.

Overall, the health claim rate increased by 9.13% compared to the prior year with total claims being \$860,023.

The dental claim rate has increased by 5.58% per member compared to the prior year, which is in line with the dental fee guide increases.

Average Health Spending Account claims have increased from \$404.14 per member in 2022 to \$463.58 per member in 2023.

I would be pleased to respond to any questions.

SM:nm



MEMORANDUM

October 10, 2023
Regular Board Meeting

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

PURPOSE

For information. No recommendation required.

BACKGROUND

The purpose of the Governance and Planning Committee is to provide an opportunity for all Trustees to engage in dialogue on generative governance, strategic planning, advocacy, student engagement and operational understanding. The Superintendent reports directly to the corporate Board and is accountable to the Board of Trustees for the conduct and operation of the Division. The following report shares the unapproved Minutes from the September 26, 2023 GPS Meeting.

REPORT SUMMARY

On September 26, 2023, the Governance and Planning Committee met to discuss a number of topics chose in advance by both the Board of trustees and the Executive Team. The following report is a record of this meeting.

LS:kz



MINUTES OF THE GOVERNANCE & PLANNING SESSION (GPS)

Meeting held at the Centre for Education, Boardroom, in Stony Plain, Alberta
On Tuesday, September 26, 2023, at 9:00 AM

Attendance:

Lorraine Stewart, Board Chair
Aileen Wagner, Vice-Chair
Aimee Hennig, Trustee
Paul McCann, Trustee
Eric Cameron, Trustee
Anne Montgomery, Trustee
Jill Osborne, Trustee
Shauna Boyce, Superintendent
Mark Francis, Deputy Superintendent
Scott Johnston, Associate Superintendent
Scott McFadyen, Associate Superintendent
Jordi Weidman, Director of Strategic Communications
Lisa Farough, Recording Secretary

Regrets:

Dr. Meg Miskolzie, Associate Superintendent

1. WELCOME & LEARNING MOMENT

- 1.1. **Call to Order:** Board Chair Stewart called the meeting to order at 9:05 a.m.
- 1.2. **Land Acknowledgement:** Chair Stewart acknowledged Treaty Territory.
- 1.3. **Changes to the Agenda:** The following changes were made to the agenda: add Update from September 21, 2023, Transportation Townhall meeting as agenda item 2.6; add Social Studies Curriculum Engagement as agenda items 2.7; add Proposed Land Use Bylaw Changes to Alcohol and Cannabis Sales as agenda item 2.8; add Alberta School Boards Association (ASBA) as agenda item 3.1.2; add Board Self-Evaluation Process as agenda item 3.7; and add In-Camera: Other Confidential Matters as agenda item 5. As per Board Chair Stewart, the In-Camera item was moved to replace agenda item 3.3.
- 1.4. **Approval of the Agenda:**
MOVED by Trustee McCann that the Board of Trustees accept the agenda as amended.

CARRIED UNANIMOUSLY

1.5. Approval of the August 29, 2023, GPS Minutes:

MOVED by Trustee Cameron that the GPS Minutes of August 29, 2023 be approved as amended.

CARRIED UNANIMOUSLY

- 1.6. Learning Moment:** Chair Stewart led a discussion regarding the Superintendent Leadership Quality Standard and Teacher Quality Standards, as well as the Role of Governance in creating safe learning environments for students. Discussion ensued.

2. OPERATIONS AND INFORMATION

- 2.1. Staffing / Enrollment update:** Superintendent Boyce shared that enrollment numbers will be finalized on Friday, September 29, 2023. Enrollment is up from last year, but lower than projected numbers.
- Deputy Superintendent Francis shared information on staffing.
- 2.2. City of Spruce Grove Joint Use Agreement and Highlights:** Superintendent Boyce shared that, at a previous Board Meeting, there was a request by a Trustee for details about the Joint Use Agreement between the City of Spruce Grove, Parkland School Division (PSD) and Evergreen Catholic Schools. A 'Highlights' document provided an overview of key points. Discussion ensued.
- 2.3. 2024-2025 School Year Calendar:** Superintendent Boyce shared information regarding a potential 2024-2025 School Year Calendar. Discussion ensued

Board Chair Stewart called a recess at 10:45 a.m. Meeting resumed at 11:00 a.m.

- 2.4. Spruce Grove Composite High School Replacement School Update:** Superintendent Boyce shared that design meetings with the government (Alberta Infrastructure), PSD staff, and the architect – Workun Garrick, have commenced.
- Chair Stewart shared two letters written to the Minister of Education and Minister of Infrastructure, one from PSD and one from the City of Spruce Grove regarding Horizon Stage to as part of the high school build. The City of Spruce Grove has requested a meeting with the two ministers, mayors from the Tri-Region and PSD.
- 2.5. Human Resource Report Follow-Up:** Superintendent Boyce shared that a request was made to share the breakdown of resignations and retirements.
- Deputy Superintendent shared information that broke down, by position, the 2022 retirement and resignations in PSD. Discussion ensued.
- 2.6. Update from September 21, 2023, Transportation Townhall meeting:** Trustees shared their 'take-aways' from the Alberta Student Transportation Advisory Council (ASTAC) Town Hall meeting. Discussion ensued.
- 2.7. Social Studies Curriculum Engagement:** Trustees were encouraged to discuss the survey at school council meeting. Some stakeholders have expressed concern with the rating scale on the survey. Board Chair Stewart will draft a letter to the Minister of Education for his awareness.
- 2.8. Proposed Land Use Bylaw Changes to Alcohol and Cannabis Sales:** The City of Spruce Grove has provided PSD information on their proposed bylaw changes in advance of their public hearing.

3. GOVERNANCE

3.1. Association Business:

3.1.1. Public School Boards Association of Alberta (PSBAA) / Fall General Meeting Prep:

Calls to Action:

- [Standards for Special Education, Amended June 2004:](#) Trustee Cameron requested feedback on the question, 'At a governance level, how are your boards responding to the diversity of student learning, while being accountable to the Standards for Special Education, Amended 2004'. Trustees provided input.

Chair Stewart called a lunch recess at 12:18 p.m. Meeting resumed at 12:51 p.m.

- [Mandate Letters:](#) Trustees discussed the Premier of Alberta's mandate letters.

3.1.2 Alberta School Boards Association (ASBA): Vice-Chair Wagner discussed an endorsement letter supporting Chair Stewart in her bid for the ASBA Vice-Chair position at the November 2023 Fall Annual General Meeting (AGM).

Trustee Osborne explained that there will be feedback sought on the Draft Position Statement Framework prior to the Fall AGM. More information will be coming to Trustees.

3.2 Draft Board of Trustee Decision-Making Questions for Consideration. Discussion ensued.

3.3 IN-CAMERA: OTHER CONFIDENTIAL MATTERS

MOVED by Trustee McCann to move in-camera at 1:40 p.m.

CARRIED UNANIMOUSLY

Deputy Superintendent Francis, Associate Superintendent McFadyen, Associate Superintendent Johnston, Director Weidman exited the meeting room at 1:40 p.m.

MOVED by Trustee Henning to move out of in-camera at 1:52 p.m.

CARRIED UNANIMOUSLY

Associate Superintendent McFadyen, Associate Superintendent Johnston, Deputy Superintendent Francis, Director Weidman returned to the meeting room at 1:52 p.m.

Trustee Hennig exited the GPS Meeting at 1:56 p.m.

3.4. Advocacy Plan 2023-2024: Trustees shared ideas for advocacy for the 2023-2024 school year. Chair Stewart will develop a draft Advocacy Plan for the October Trustee Summit.

3.5. School Council Updates: Trustees provided governance updates from the School Council Meetings they attended.

3.6. Superintendent Evaluation Process: Chair Stewart discussed the process used for last year's Superintendent Evaluation. Discussion ensued.

3.7. Board Self-Evaluation Process: Trustees discussed the process for Board Self-Evaluation which will be completed at the 2023 Trustee Summit, October 10-11, 2023.

4. STRATEGIC PLANNING

4.1. Topics for the November Engagement Evening – November 29, 2023: It was noted that the date may change due to a conflict.

4.1.1. Topics: Ideas were presented as suggested topics.

4.1.2. Invitations: Trustees discussed the process for invitations to stakeholders.

4.2. Annual Education Results Report (AERR) – Governance Outcome Report: Associate Superintendent Johnston discussed outcomes from previous AERRs. Discussion ensued.

4.3. Topics for Summit: Trustees shared suggested topics.

5. IN-CAMERA: OTHER CONFIDENTIAL MATTERS replaced agenda item 3.3

6. CLOSING

6.1. Discussion with Superintendent: Trustees engaged in discussion with Superintendent Boyce regarding any further questions or requests for additional information.

6.2. Topics to come forward to the next Board Meeting: None

6.3. Roundtable Discussion: Board Chair Stewart closed the GPS meeting with a roundtable discussion.

6.4. Adjournment: Chair Stewart adjourned the meeting at 3:48 p.m.

Next Meeting: November 7, 2023, at 9:00 a.m. (**FULL DAY**)

Trustee Summit: **October 10, 2023 @ 5:00 pm**
October 11, 2023 @ 9:00 am