



# REGULAR BOARD MEETING AGENDA

January 23, 2024 at 9:00 A.M.

Live-Streamed for the Public at:

<https://youtu.be/eRWN4KCG2PM>



**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**

**January 23, 2024, at 9:00 AM**

**Live-Streaming:** <https://youtu.be/eRWN4KCG2PM>

Page Number	<b>A G E N D A</b>
-1-	<b>1. CALL TO ORDER at 9:00 AM</b> 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-	<b>2. APPROVAL OF MINUTES</b> 2.1. Regular Meeting of December 19, 2023
	<b>3. BUSINESS ARISING FROM THE MINUTES</b>
	<b>4. DELEGATION / PRESENTATION</b>
	<i>Recess Period / Public Question Period</i>
	<b>5. BOARD CHAIR REPORT</b>
	<b>6. SUPERINTENDENT REPORT</b>
-9-	<b>7. ACTION ITEMS</b> 7.1. Edwin Parr Selection Committee (M. Francis)
-11-	<b>8. ADMINISTRATIVE REPORTS</b> 8.1. 2023-2024 First Quarter Financial Report (S. McFadyen, J. Krefting)
-41-	8.2. 2024-2025 School Calendar (S. Johnston)
-42-	8.3. Literacy Report (S. Johnston, L. Madge-Arkininstall)

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-52-	<div>9. TRUSTEE REPORTS</div> <div>9.1. Governance &amp; Planning Session (L. Stewart)</div> <div>9.2. Alberta School Boards Association (J. Osborne, L. Stewart)</div> <div>9.3. Public School Boards’ Association of Alberta (E. Cameron, A. Hennig)</div> <div>9.4. Chamber of Commerce (L. Stewart)</div>																																	
	<div>10. FUTURE BUSINESS</div> <div>10.1. Meeting Dates:</div> <div>Board – Open to the Public:</div> <table><tr><td>Feb 13, 2024</td><td>-----</td><td>Regular Board Meeting 9:00 AM, Centre for Education (Meeting Live-Streamed for Public)</td></tr><tr><td>Mar 05, 2024</td><td>-----</td><td>Regular Board Meeting 9:00 AM, Centre for Education (Meeting Live-Streamed for Public)</td></tr></table> <div>Committees– Closed to the Public:</div> <table><tr><td>Feb 8-9, 2024</td><td>-----</td><td>PSBC Meeting 8:00 AM, Edmonton</td></tr><tr><td>Feb 13, 2024</td><td>-----</td><td>Teacher Board Advisory Committee 4:15 PM, Centre for Education</td></tr><tr><td>Feb 23, 2024</td><td>-----</td><td>ASBA Zone 2/3 Meeting 9:30 AM, Edmonton</td></tr><tr><td>Feb 27, 2024</td><td>-----</td><td>Governance &amp; Planning Session (GPS) 9:00 AM, Centre for Education (full day)</td></tr><tr><td>Mar 19, 2024</td><td>-----</td><td>Governance &amp; Planning Session (GPS) 9:00 AM, Centre for Education (morning only)</td></tr><tr><td>Mar 19, 2024</td><td>-----</td><td>Student Advisory Meeting 12:00 PM, Centre for Education (afternoon only)</td></tr><tr><td>Mar 22, 2024</td><td>-----</td><td>ASBA Zone 2/3 Meeting 9:30 AM, Edmonton</td></tr></table> <div>Other:</div> <table><tr><td>Feb 06, 2024</td><td>-----</td><td>Council of School Councils 6:30 PM, Centre for Education</td></tr><tr><td>Mar 19, 2024</td><td>-----</td><td>Council of School Councils 6:30 PM, Centre for Education</td></tr></table>	Feb 13, 2024	-----	Regular Board Meeting 9:00 AM, Centre for Education (Meeting Live-Streamed for Public)	Mar 05, 2024	-----	Regular Board Meeting 9:00 AM, Centre for Education (Meeting Live-Streamed for Public)	Feb 8-9, 2024	-----	PSBC Meeting 8:00 AM, Edmonton	Feb 13, 2024	-----	Teacher Board Advisory Committee 4:15 PM, Centre for Education	Feb 23, 2024	-----	ASBA Zone 2/3 Meeting 9:30 AM, Edmonton	Feb 27, 2024	-----	Governance & Planning Session (GPS) 9:00 AM, Centre for Education (full day)	Mar 19, 2024	-----	Governance & Planning Session (GPS) 9:00 AM, Centre for Education (morning only)	Mar 19, 2024	-----	Student Advisory Meeting 12:00 PM, Centre for Education (afternoon only)	Mar 22, 2024	-----	ASBA Zone 2/3 Meeting 9:30 AM, Edmonton	Feb 06, 2024	-----	Council of School Councils 6:30 PM, Centre for Education	Mar 19, 2024	-----	Council of School Councils 6:30 PM, Centre for Education
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	<div>10.2. Notice of Motion</div> <div>10.3. Topics for Future Agendas</div> <div>10.4. Requests for Information</div> <div>10.5. Responses to Requests for Information</div>																																	

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	<b>11. IN-CAMERA</b>
	<b>12. ACTION IN RESPONSE TO IN-CAMERA</b>
	<b>13. ADJOURNMENT</b>



## MINUTES OF THE REGULAR BOARD MEETING

HELD AT THE PARKLAND SCHOOL DIVISION CENTRE FOR EDUCATION IN  
STONY PLAIN, ALBERTA ON TUESDAY, DECEMBER 19, 2023, AT 9:00 AM

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### TRUSTEE ATTENDANCE:

Lorraine Stewart, Chair *(via video conferencing)*  
Aileen Wagner, Vice-Chair *(via video conferencing)*  
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  
Gail Lewis, Transportation Coordinator  
Christine Ross, Division Principal, Wellness & Community Partnerships  
Jordi Weidman, Director, Strategic Communications  
Keri Zylla, Recording Secretary

### GUEST PRESENTERS:

Travis McNaughton, Principal, Connections for Learning  
Rob Killen, Teacher, Connections for Learning  
Brittany Tremblay, Education Assistant & Parent, Connections for Learning  
Jackson Parker, Teacher, Connections for Learning  
Students from the Parkland Student Athlete Academy: Jacye Bradshaw, Abi Lyttle, Maggie Wojdak, Seth Badry, Emmerson Tremblay, Sydney Tucker, McKenna Hunter, Senna Hendry, and Alora Downey

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### CALL TO ORDER

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

Board Chair Stewart transferred to chair to Trustee Cameron at 9:01 a.m.

#### **LAND ACKNOWLEDGEMENT**

Residing Chair Trustee Cameron 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 085-2023**

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

**CARRIED UNANIMOUSLY**

#### **APPROVAL OF THE MINUTES**

**Res 086-2023**

**MOVED by** Trustee Hennig that the minutes of the Regular Meeting held on November 28, 2023, be approved as presented.

**CARRIED UNANIMOUSLY**

#### **BUSINESS ARISING FROM THE MINUTES**

None.

#### **DELEGATION / PRESENTATION**

Students in the Parkland Student Athlete Academy (PSAA) highlighted the various opportunities this program of choice provides athletically, academically and mentally.

*Residing Chair Cameron called a recess and Trustees thanked the delegation as they exited at 9:58 a.m. The meeting resumed at 10:05 a.m.*

#### **QUESTION PERIOD:**

*There were no questions submitted to the Board at [Board@psd.ca](mailto:Board@psd.ca), for the December 19, 2023, Question Period.*

#### **BOARD CHAIR REPORT**

Board Chair Stewart shared her report.

### **SUPERINTENDENT REPORT**

Superintendent Boyce shared her report.

### **ACTION ITEMS**

There were no Action Items.

### **ADMINISTRATIVE REPORTS**

#### **TRANSPORTATION SERVICES DEPARTMENT REPORT**

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

Associate Superintendent McFadyen and Ms. Lewis provided additional information and responded to questions.

*Ms. Lewis exited the meeting at 10:59 a.m.*

#### **STUDENT AND WORKPLACE WELLNESS REPORT**

The Board of Trustees received for information, the Student and Workplace Wellness Report.

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

*Residing Chair Cameron called a recess at 11:37 a.m. Ms. Ross exited the meeting at 11:37 a.m. Meeting resumed at 11:43 a.m.*

#### **ALTERNATIVE PROGRAMS REPORT**

The Board of Trustees received for information, the Alternative Programs Report.

Associate Superintendent Johnston provided additional information and responded to questions.

#### **OFF-CAMPUS EDUCATION REPORT**

The Board of Trustees received for information, the Off-Campus Education Report.

Associate Superintendent Johnston provided additional information and responded to questions.

### **TRUSTEE REPORTS**

#### **COUNCIL OF SCHOOL COUNCILS**

Trustee Osborne shared the Council of School Councils Report and some

**BENEFIT COMMITTEE**

Trustee Cameron shared the Benefit Committee Report.

**ALBERTA SCHOOL BOARDS ASSOCIATION**

Trustee Osborne shared her report.

**PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA**

Trustee Hennig shared her report.

**CHAMBER OF COMMERCE**

Board Chair Stewart shared her report.

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

Jan 23, 2024	-----	Regular Board Meeting 9:00 AM, Centre for Education <i>(Meeting Live-Streamed for Public)</i>
Feb 13, 2024	-----	Regular Board Meeting 9:00 AM, Centre for Education <i>(Meeting Live-Streamed for Public)</i>

*Committees – Closed to the Public:*

Jan 19, 2024	-----	ASBA Zone 2/3 Meeting 9:30 AM, Edmonton
Jan 23, 2024	-----	Governance & Planning Session 1:00 PM, Centre for Education <i>(afternoon only)</i>
Feb 8-9, 2024	-----	PSBC Meeting 9:30 AM, Edmonton
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*By Invitation Only:*

Jan 25, 2024	-----	Parkland County and Parkland School Division Joint Meeting 5:00 PM, TBD
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*Other – Closed to the Public:*

Feb 06, 2024	-----	Council of School Councils Meeting 6:30 PM, Centre for Education
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**NOTICE OF MOTION**

There was no notice of motion.

**TOPICS FOR FUTURE AGENDAS**

There were no topics for future agendas.



**REQUESTS FOR INFORMATION**

There were no requests for information.

**RESPONSES TO REQUESTS FOR INFORMATION**

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.

Residing Chair Cameron transferred chair to Board Chair Stewart at 12:13 p.m.

**ADJOURNMENT**

The meeting was adjourned at 12:13 p.m.



## MEMORANDUM

January 23, 2024

Regular Board Meeting

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<b>TO</b>	Board of Trustees
<b>FROM</b>	Shauna Boyce, Superintendent
<b>ORIGINATOR</b>	Mark Francis, Deputy Superintendent
<b>RESOURCE</b>	Alberta School Boards Association
<b>GOVERNANCE POLICY</b>	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
<b>ADDITIONAL REFERENCE</b>	Board Annual Work Plan
<b>SUBJECT</b>	<b>EDWIN PARR SELECTION COMMITTEE</b>

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### PURPOSE

For approval. Recommendation required.

### RECOMMENDATION

1. That the Board of Trustees directs administration to establish a submission deadline for schools to nominate a first-year teacher for the Alberta School Boards Association Edwin Parr Award; and
2. That the Board of Trustees identifies three Trustees to sit on an Edwin Parr Selection Committee for 2024.

### BACKGROUND

The Board is responsible to adhere to the Board Annual Work Plan. The Edwin Parr Selection Committee recommendation is in support of this responsibility.

### REPORT SUMMARY

Edwin Parr homesteaded in the Meanook area near Athabasca in 1920. Prior to 1925 he began his long career in educational affairs as a member of the board with the George Lake School District. He served as chair of the board with the Athabasca School Division and was on the council of the County of Athabasca from its formation in 1959 until his death in January 1963. Edwin Parr was president of the Alberta School Trustees' Association

from 1956 to 1962. Ed Parr, as he was known to all, instituted an “Annual Teacher Award” in his school system. Each year a member of the teaching staff was chosen to receive a gold watch and an appropriate certificate for long and meritorious service.

In searching for a way in which his memory might be perpetuated and to honor the profession he so dearly respected, the Alberta School Trustees’ Association established the Edwin Parr Teacher Award in 1964.

#### Criteria

- Any first year K-12 teacher is eligible for nomination.
- A minimum of 100 full-time equivalent days of teaching within the current school year is required (i.e. September 2020 to June 2021).
- May have up to 120 days of teaching service prior to signing a full-time contract.

Administration would be pleased to respond to any questions.

MF:kz



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## MEMORANDUM

January 23, 2024  
Regular Board Meeting

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<b>TO</b>	Board of Trustees
<b>FROM</b>	Shauna Boyce, Superintendent
<b>ORIGINATOR</b>	Scott McFadyen, Associate Superintendent
<b>RESOURCE</b>	Jason Krefting, Director Financial Services
<b>GOVERNANCE POLICY</b>	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
<b>ADDITIONAL REFERENCE</b>	Board Annual Work Plan
<b>SUBJECT</b>	<b>QUARTERLY FINANCIAL REPORT – PERIOD ENDED NOVEMBER 30, 2023</b>

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### PURPOSE

For information. No recommendation required.

### BACKGROUND

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

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

The following report is in support of this responsibility.

**REPORT SUMMARY**

The financial statement included within this package is for the three months ended November 30, 2023. The audited financial statements for the current school year will be presented to the Board in November, 2024. The Management Discussion and Analysis includes an updated forecast and provides variance explanations from the budget.

As of November 30, 2023, revenues year to date were \$39.1M and expenditures year to date were \$36.9M resulting in a surplus of \$2.3M. A surplus of \$1.3M is currently forecast for the year ended August 31, 2024. Approximately \$1.26M will be transferred to capital reserves for required projects.

The Division is projecting an operating reserve before school generated funds of \$4.7M at August 31, 2024 (\$4.5M excluding Athabasca Delta Community School (ADCS), which is \$100K below the cap of \$4.6M.

Administration would be pleased to respond to any questions.

SM:kz



# **PARKLAND**

## **SCHOOL DIVISION**

Management's Discussion and Analysis

November 30, 2023

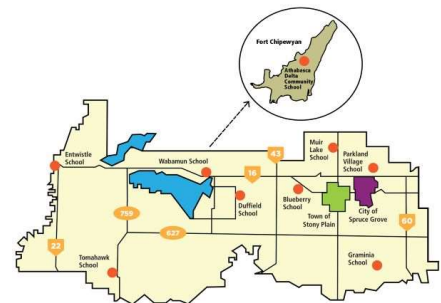
## Management's discussion and analysis

The following is a discussion of the financial position and results of operations of Parkland School Division (the Division) for the three months ended November 30, 2023 and should be read with the Division's annual financial statements. The statements have been prepared in accordance with Canadian public sector accounting standards (PSAS).

The Division had a total operating budget of \$154.0 million to provide public education services to over 12,500 students for the 2023-2024 school year. The Division is home to 25 distinct learning sites, including two high school outreach locations and a number of alternative learning options offered through the Connections for Learning.

As of the 2021 Canada Census, the Division's area serves approximately 91,000 residents across a blend of urban and rural communities. Our families live within a 2,450 square kilometer area that extends across the Tri-Municipal Region, including Spruce Grove, Stony Plain, Parkland County and Paul First Nation. With the agreement to be the interim education authority for Athabasca Delta Community School, the northern remote community of Fort Chipewyan in Treaty 8 Territory was added to the mix beginning in the 2022-23 school year.

All jurisdictions are experiencing shifting trends in education, constraints of flat provincial funding and a heavily challenged economy due to the COVID-19 pandemic. Yet still, the Division continues to thrive as an innovative and proactive school authority. We are dedicated to minimizing any further impact on schools and the effect on students. Regardless of what student learning looks like moving forward, we are dedicated to providing supportive environments, meaningful experiences and fostering healthy relationships that encourage student development.



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

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

## 1. Budget to Actual at November 30, 2023 Analysis

Parkland School Division (the Division) is showing a surplus at Q1 primarily due to the timing of revenues. Staffing is not fully in place and budgeted initiatives normally occur later in the year as the first quarter is busy with startup. In addition, the Division is planning on utilizing some operating funds for capital projects.

	Budget 2023-24	Actual November 30, 2023	% Change from Budget	Q1 Forecast 2023 - 2024	Variance from Budget	% Change From Budget
<b>REVENUES</b>						
Government of Alberta	\$ 141,860,412	\$ 34,652,003	24.4%	\$ 142,202,451	\$ 342,038	0.2%
Federal Government and First Nations	5,699,074	1,273,129	22.3%	5,906,984	207,910	3.6%
Other Alberta school authorities	36,215	-	0.0%	36,215	-	0.0%
Fees	3,636,580	2,124,165	58.4%	3,627,485	(9,095)	-0.3%
Other sales and services	874,378	324,920	37.2%	856,993	(17,385)	-2.0%
Investment income	750,000	226,865	30.2%	800,000	50,000	6.7%
Gifts and donations	349,515	404,328	115.7%	584,611	235,096	67.3%
Rental of facilities	161,250	49,538	30.7%	154,250	(7,000)	-4.3%
Fundraising	118,865	84,385	71.0%	122,865	4,000	3.4%
Gains on disposal of capital assets	-	-	0.0%	-	-	0.0%
<b>Total revenues</b>	<b>\$ 153,486,289</b>	<b>\$ 39,139,333</b>	<b>25.5%</b>	<b>\$ 154,291,854</b>	<b>\$ 805,564</b>	<b>0.5%</b>
<b>EXPENSES BY PROGRAM</b>						
Instruction	\$ 117,289,443	\$ 27,964,383	23.8%	\$ 116,623,319	\$ 666,124	0.6%
Operations and maintenance	20,063,331	4,345,164	21.7%	19,619,252	444,079	2.2%
Transportation	11,856,152	3,432,214	28.9%	11,990,105	(133,953)	-1.1%
Board & system administration	4,531,007	1,068,355	23.6%	4,531,120	(113)	0.0%
External services	229,758	64,167	27.9%	224,758	5,000	2.2%
<b>Total expenses</b>	<b>\$ 153,969,691</b>	<b>\$ 36,874,283</b>	<b>23.9%</b>	<b>\$ 152,988,554</b>	<b>\$ 981,137</b>	<b>0.6%</b>
<b>Operating surplus (deficit)</b>	<b>\$ (483,401)</b>	<b>\$ 2,265,050</b>		<b>\$ 1,303,300</b>	<b>\$ 1,786,701</b>	
<b>EXPENSES BY CATEGORY</b>						
Salaries, wages and benefits	\$ 113,440,213	\$ 27,770,048	24.5%	\$ 113,437,202	\$ 3,011	0.0%
Services, contracts and supplies	29,733,415	6,524,040	21.9%	28,891,107	842,308	2.8%
School generated Funds	1,362,840	466,472	34.2%	1,397,620	(34,780)	-2.6%
Infrastructure Maintenance Renewal	1,505,395	253,969	16.9%	1,505,395	-	0.0%
Amortization of capital assets and interest	7,927,829	1,859,753	23.5%	7,757,231	170,598	2.2%
<b>Total expenses</b>	<b>\$ 153,969,692</b>	<b>\$ 36,874,282</b>	<b>23.9%</b>	<b>\$ 152,988,555</b>	<b>\$ 981,137</b>	<b>0.6%</b>
<b>SURPLUS/(DEFICIT) BY PROGRAM</b>						
Instruction	\$ (250,001)	\$ 951,121		\$ 985,000	\$ 1,235,001	
Operations and Maintenance	(233,400)	119,029		(235,131)	(1,731)	
Transportation	-	706,797		553,431	553,431	
Board and System Administration	-	65,600		-	-	
External Services	-	11,979		-	-	
<b>Surplus/(Deficit) from Operations</b>	<b>\$ (483,401)</b>	<b>\$ 1,854,526</b>		<b>\$ 1,303,300</b>	<b>\$ 1,786,701</b>	
<b>SURPLUS/(DEFICIT) BY CATEGORY</b>						
School Generated Funds	-	410,524		-	-	
<b>Total Surplus/(Deficit)</b>	<b>\$ (483,401)</b>	<b>\$ 2,265,050</b>		<b>\$ 1,303,300</b>	<b>\$ 1,786,701</b>	

As of November 30, 2023, revenues to date were \$39.1M and expenditures were \$36.9M resulting in a surplus of \$2.3M. This surplus is comprised of \$1.9M from operations and \$411K in school generated funds. A surplus of \$1.3M is currently forecast for the year ended August 31, 2024. \$1.26M of this surplus will be transferred to capital reserves for capital projects.



## Revenues

**Overall increase in revenues of \$806 thousand**

Revenues increased by \$806 thousand or 0.5% from budget to \$154.3 million.

Key variances are:

Alberta Education – increase of \$342K or 0.2% - Alberta Education revenues increased:

- (\$868K) – Weighted moving average revenues due to decrease in enrolments from budget
- (\$273K) – ADCS student-based funding due to decrease in ADCS enrolments from budget
- (\$118K) -Secondment funding due to less seconded staff from budget
- \$183K – Other Alberta Education revenues including dual credit grant (\$50K), French language project grant (\$90K)
- (\$264K) – Learning disruption grant – actual grant was lower than budgeted
- \$118K - Curriculum implementation – Unspent funds were carried forward from prior year
- \$155K – Mental Health in Schools Pilot increased over budget
- \$454K – Education service agreement for students attending a First Nations School
- \$274K – ADCS northern allowance – new allowance that provides additional compensation to staff in Fort Chipewyan to offset high cost of living
- \$701K – Transportation Funding
- \$189K – Supplemental Enrolment Growth Grant
- \$84K – Federal French Funding

Other Government of Alberta (GOA) – decrease of (\$233K) due to amortization of supported capital allocations



Federal Government – increase of \$208K – Federal Government changes include:



- \$160K - First Nations tuitions due to an increase in students attending schools in PSD other than ADCS over budget



- \$331K - Increase in other Federal Government school-based revenues over budget including Jordan's Principle.



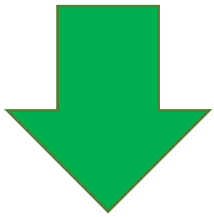
- (\$283K) – Federal tuitions at ADCS due to a decrease in First Nations students from budget



Fee Revenue – decrease of \$9K – mainly due to an increase from budget in Extra-curricular fees and non-curricular travel offset by a decrease in transportation fees.



Other revenues – decrease of (\$17K) – includes sales and services, facility rentals, donations and fundraising. Decrease is primarily related to a special events and graduation revenues from budget.



## Expenditures

**Overall decrease in expenditures of \$981 thousand**

Expenditures decreased by \$981 thousand or 0.6% from budget to \$153.0 million.

Key variances are:



Salaries, Wages and Benefits – decrease of (\$3K) or 0.0% - Salaries, wages and benefits decreased:

Certificated Salaries and Benefits



- (\$302K) decrease in certificated Staff (decrease of 0.12 FTE)



- \$148K - increased due to new ADCS allowance to address cost of living offset by new revenues



- (\$150K) – difference in average certificated cost estimate used in budget to compared to actual



- (\$34K) – decrease of 0.12 FTE in certificated staff from budget



- (\$264K) – decrease in substitute costs related to decrease in learning disruption grant

## Support Salaries, Wages and Benefits



- \$299K increase in support salary and benefits (increase of 6.5 FTE)



- \$126K - increased due to new ADCS allowance to address cost of living offset by new revenues



- \$250K – Increase in Salaries and Benefits due to negotiated union agreements and contracts.



- (\$230K) -Decrease in average support cost estimates used in budget compared to actual



- \$153K – increase due to additional FTE offset by decreases related to changes in positions from budget.



Services, Contracts and Supplies – decrease of (\$842K) or 2.8%



- (\$1M) transfer of funds earmarked for projects and contingency to capital reserves for capital initiatives.



- \$19K increase in Transportation comprised of a decrease in contracted transportation costs offset by an increase in the purchase of additional safety equipment



- \$154K increase in professional services to support early learning including contracted supports and assessments



School Generated Fund (SGF) expenditures – increase of \$35K or 2.6% due to updated estimates by schools. Increase in expenditures is offset by increase in SGF revenues.



Amortization of property and equipment – decrease of (\$171K) or 2.2% estimates of new amortization in the year decreased from budget.

## Surplus/(Deficit) by Program

Instruction (Includes SGF)	Budget	Q1 Forecast	Variance
Revenue	\$ 117,039,442	\$ 117,608,320	\$ 568,878
Expenses	117,289,442	116,623,320	(666,122)
<b>Surplus/(Deficit)</b>	<b>(250,000)</b>	<b>985,000</b>	<b>1,235,000</b>
Operations and Maintenance			
Revenue	19,829,930	19,384,121	(445,809)
Expenses	20,063,331	19,619,252	(444,080)
<b>Surplus/(Deficit)</b>	<b>(233,401)</b>	<b>(235,131)</b>	<b>(1,729)</b>
Transportation			
Revenue	11,856,152	12,543,536	687,384
Expenses	11,856,152	11,990,105	133,953
<b>Surplus/(Deficit)</b>	<b>-</b>	<b>553,431</b>	<b>553,431</b>
Board and System Administration			
Revenue	4,531,008	4,531,120	112
Expenses	4,531,008	4,531,120	112
<b>Surplus/(Deficit)</b>	<b>-</b>	<b>-</b>	<b>-</b>
External Services			
Revenue	229,758	224,758	(5,000)
Expenses	229,758	224,758	(5,000)
<b>Surplus/(Deficit)</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Surplus/(Deficit)</b>	<b>\$ (483,401)</b>	<b>\$ 1,303,300</b>	<b>\$ 1,786,701</b>

Instruction – surplus of \$985K – The change in the forecasted surplus is the result of the Division forecasting to transfer 1.0M to capital reserves for some Board supported capital initiatives.

Operations and Maintenance – deficit of \$235K is the result of the asset retirement obligation for the year. Operations and Maintenance is forecasting a balanced budget from operations.

Transportation – surplus of \$553K is comprised of \$275K that will be used for capital expenditures during the year and \$278K of operating surplus. This is primarily due to several routes that were budgeted for and not operating due to contractors' inability to procure new buses and drivers. There is also some uncertainty to the total revenues as this is the first year of the new grant process and the Division is waiting for Alberta Education to review the grants.

## Financial Position at November 30, 2023



### Financial Position

	Actual Balance at November 30, 2023	Actual Balance at August 31, 2023
<b>Financial Assets</b>		
Cash	\$ 12,753,622	\$ 14,215,858
Accounts Receivable	5,619,196	4,428,939
<b>Total Financial Assets</b>	<b>18,372,819</b>	<b>18,644,797</b>
Accounts Payable and Accrued Liabilities	4,603,630	6,938,309
Unspent Deferred Contributions	1,617,403	1,351,892
Employee Future Benefits	401,919	388,600
Asset Retirement Obligation	11,541,663	11,541,663
<b>Total Liabilities</b>	<b>18,164,615</b>	<b>20,220,464</b>
<b>Non-Financial Assets</b>		
Tangible Capital Assets	170,800,253	170,030,195
Inventory	-	-
Prepaid Expenses	192,700	480,804
<b>Total Non-Financial Assets</b>	<b>170,992,953</b>	<b>170,510,999</b>
<b>Spent Deferred Capital Contributions</b>		
	\$ 158,108,224	\$ 158,107,447




The following section is based on a comparative of year to date and prior year end actuals.

As at November 30, 2023 the Division has total financial assets of \$18.4 and liabilities of \$18.2M resulting in net financial assets of \$208K.



Financial assets include

- 
 • \$12.8M in cash – decrease of \$1.5M - the decrease in cash is due to the increase in accounts receivable primarily for tuition relating to ADCS and the Millgrove modular project in addition to IMR spending that has occurred since the year end.
- 
 • \$5.6M in accounts receivable – increase of \$1.2M - includes GST receivable, receivables for secondments to other organizations, supported capital receivables and other general receivables. Accounts receivable increased primarily due to accrued receivables for the first quarter Federal tuition (ADCS), the Millgrove modular project, transportation and school fee installment plans for 2023-24.


#### Liabilities include

-  • \$4.6M in accounts payable and accrued liabilities – decrease of \$2.3M - includes vendor invoices for amounts incurred but not yet paid for supplies and services and accrued liabilities including payroll withholdings and unearned revenues. Accounts payable decreased due to a reduction in accrued liabilities for vendor invoices that have been paid and transportation unearned revenue (at year end) that has now been recognized partially offset by an increase in payroll withholdings.
-  • \$1.6M unspent deferred contributions – increase of \$266K - is comprised of both restricted operational funding not expended which primarily includes unexpended IMR and Capital Maintenance Renewal (CMR) funding and small grants from other external sources. Unexpended deferred capital revenue is for contributions received for supported capital projects that has not been spent. The increase this year is due to CMR funding that has been received and partially spent.
-  • \$402K in future benefit liabilities – increase of \$13K - is a senior executive retirement plan (SERP) for some current and former senior executives based on contributions and actuarial valuations offset by payments to retired employees during the year.

#### Non-financial assets including

-  • \$170.8M in capital assets – increase of \$770K - increases to capital assets this year include Westview school, modular units for Millgrove school and the CFL Outreach modulars located at Broxton Park school.
-  • \$193K in prepaid expenses – decrease of \$273K - for items and services paid in advance and not yet received. The increase over the prior year is primarily due to a timing difference for billing. The insurance renewal occurs on November 1<sup>st</sup> each year.

#### Spent deferred capital contributions

-  • \$158.1M spent deferred capital contributions – increase of \$777K - are recorded when a supported asset such as a school is acquired. The contribution is then recognized over the life of the asset in an amount equal to the amortization on the asset. The increase in spent deferred capital contributions is attributed primarily to the Alberta Infrastructure projects at the Westview school and the modular project at Millgrove school which is partially offset by amortization.

## Accumulated Operating Surplus

		Audited Balance at Sep 1, 2023		Forecasted Surplus (Deficit) 2023-2024		Transfer/Capital Purchases		Projected Balance at Aug 31, 2024
<b>Operating Surplus (deficit)</b>								
Instruction	\$	2,936,331	\$	985,000	\$	(985,000)	\$	2,936,331
Administration		1,515,597		-				1,515,597
Operations and Maintenance		(64,657)		(235,131)		235,131		(64,657)
Transportation		470		553,431		(275,000)		278,901
External Services		-		-		-		-
<b>Total Restricted Operating Surplus before SGF</b>		<b>4,387,741</b>		<b>1,303,300</b>		<b>(1,024,869)</b>		<b>4,666,172</b>
Unrestricted Surplus		-		-		-		-
Accumulated Surplus from Operations (Excluding SGF)		4,387,741		1,303,300		(1,024,869)		4,666,172
School Generated Funds		707,659		-		-		707,659
<b>Accumulated Surplus from Operations</b>	<b>\$</b>	<b>5,095,400</b>	<b>\$</b>	<b>1,303,300</b>	<b>\$</b>	<b>(1,024,869)</b>	<b>\$</b>	<b>5,373,831</b>
<b>Capital Reserves</b>								
Instruction	\$	4,695,785	\$	-	\$	(21,532)	\$	4,674,253
Operations and Maintenance		286,989		-		91,215		312,449
Administration		958,388		-		(47,646)		988,089
Transportation		382,908		-		32,745		398,850
External Services		28,385		-		-		28,385
<b>Total Capital Reserves</b>	<b>\$</b>	<b>6,352,455</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>54,782</b>	<b>\$</b>	<b>6,402,026</b>
<b>Investment in Capital Assets</b>	<b>\$</b>	<b>(619,970)</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>970,087</b>	<b>\$</b>	<b>350,117</b>
<b>Total Accumulated Surplus</b>	<b>\$</b>	<b>10,827,885</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>12,125,974</b>

		Balance at Sep 1, 2023		Forecasted Surplus (Deficit) 2023-2024		Transfer/Capital Purchases		Projected Balance at Aug 31, 2024
<b>Operating Surplus (deficit)</b>								
PSD Excluding Athabasca Delta Community School	\$	4,176,376		1,315,092		(1,036,661)		4,454,807
Athabasca Delta Community School		211,365		(11,792)		11,792		211,365
<b>Total Restricted Operating Surplus before SGF</b>		<b>4,387,741</b>		<b>1,303,300</b>		<b>(1,024,869)</b>		<b>4,666,172</b>
<b>Unrestricted Surplus</b>								
PSD Excluding Athabasca Delta Community School		-		-		-		-
Athabasca Delta Community School		-		-		-		-
<b>Total Unrestricted Surplus</b>		<b>-</b>		<b>-</b>		<b>-</b>		<b>-</b>
<b>Accumulated Surplus from Operations (Excluding SGF)</b>								
PSD Excluding Athabasca Delta Community School		4,176,376		1,315,092		(1,036,661)		4,454,807
Athabasca Delta Community School		211,365		(11,792)		11,792		211,365
<b>Total Accumulated Surplus from Operations (Excluding SGF)</b>		<b>4,387,741</b>		<b>1,303,300</b>		<b>(1,024,869)</b>		<b>4,666,172</b>
<b>School Generated Funds</b>								
PSD Excluding Athabasca Delta Community School		707,510		-		-		707,510
Athabasca Delta Community School		149		-		-		149
<b>Total School Generated Funds</b>		<b>707,659</b>		<b>-</b>		<b>-</b>		<b>707,659</b>
<b>Accumulated Surplus from Operations</b>								
PSD Excluding Athabasca Delta Community School		4,883,886		1,315,092		(1,036,661)		5,162,317
Athabasca Delta Community School		211,514		(11,792)		11,792		211,514
<b>Total Accumulated Surplus from Operations</b>	<b>\$</b>	<b>5,095,400</b>	<b>\$</b>	<b>1,303,300</b>	<b>\$</b>	<b>(1,024,869)</b>	<b>\$</b>	<b>5,373,831</b>

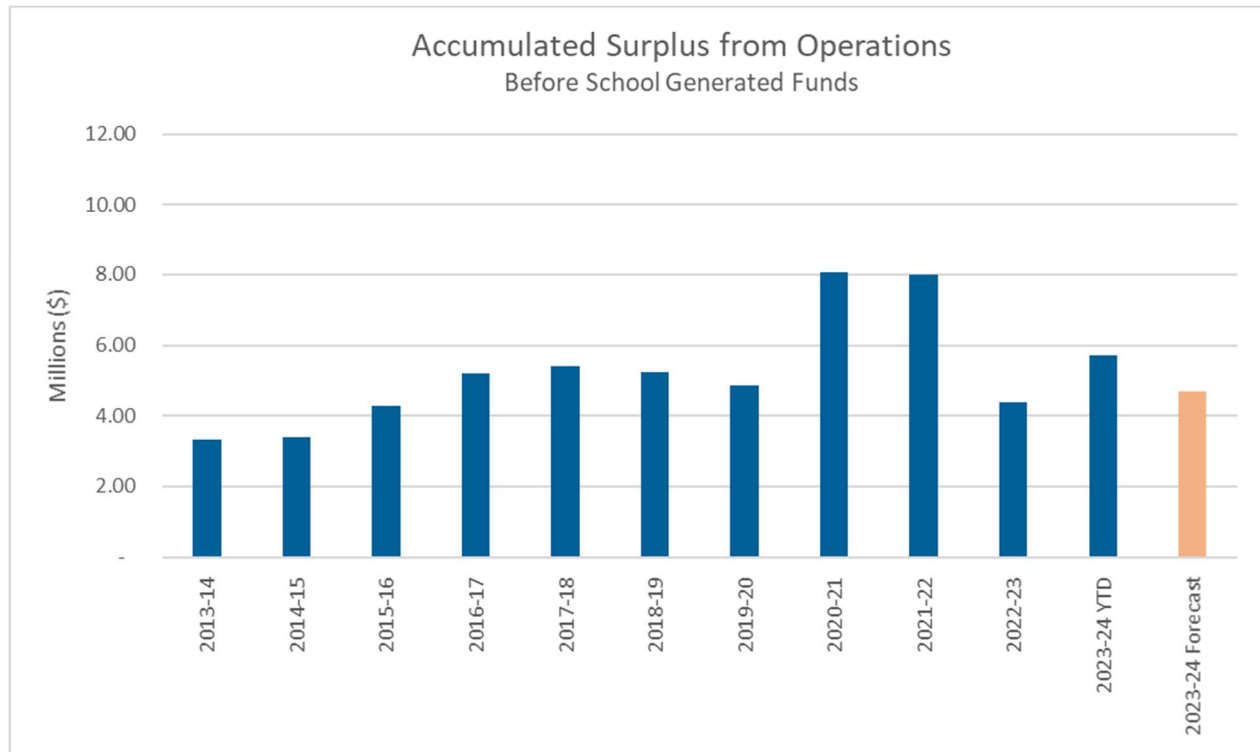
The Accumulated Surplus from Operations before SGF and ADCS is \$4,454,807. Accumulated Surplus from Operations before SGF and ADCS to Expense Ratio Cap ( $144,549,920 \times .032 = \$4,625,597$ ). Transfer of (\$1,024,869) includes a transfer from investment in TCA for ARO of \$250,131, (\$1,000,000) for capital Board supported expenditures and (\$275,000) for transportation capital purchases.

Accumulated surplus includes:

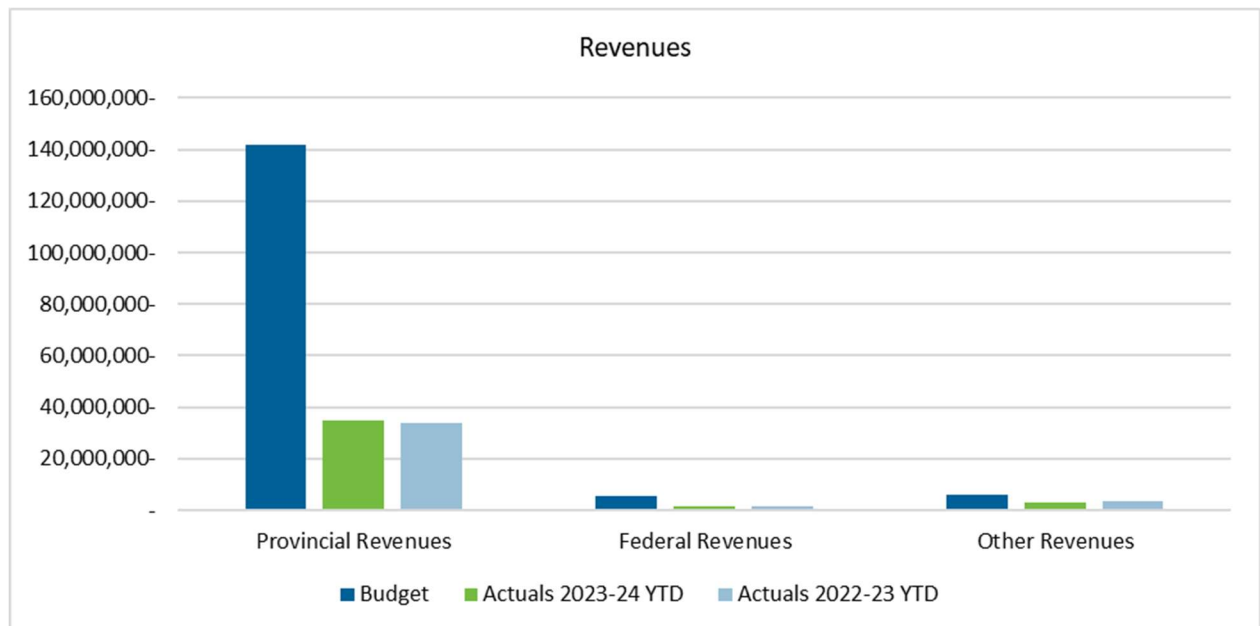
- Accumulated Surplus from Operations are reserves designated for operating purposes by the Board and include operating reserves by program.
- The Unrestricted Surplus is a reserve that the Board has not reserved for a specific purpose.
- School Generated Funds are reserves within the school that are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



### 3. Results from Operations



#### 3.1 Revenues – comparator to Budget and Actuals to November 30, 2023



### 3.1.1 Revenue from Provincial Government

<b>Annual Budget</b>	<b>Three Months Ended November 30, 2023</b>	<b>% of Budget</b>	<b>Three Months Ended November 30, 2022</b>	<b>% Change</b>
\$ 141,896,628	\$ 34,652,002	24.4%	\$ 33,923,805	2.1%

The Alberta government is the key revenue source for the Division providing 92% of its revenues. Revenue received from the Government of Alberta was 24.4% of budget. Basic instruction grant rates are paid on a 3-year WMA enrolment based on the budget, cash adjustments are made in the following year for any differences in enrolment. The 2.1% increase from the prior year is primarily due to increased transportation funding, additional supplemental enrolment growth and federal French funding.

### 3.1.2 Revenue from Federal Government

<b>Annual Budget</b>	<b>Three Months Ended November 30, 2023</b>	<b>% of Budget</b>	<b>Three Months Ended November 30, 2022</b>	<b>% Change</b>
\$ 5,699,074	\$ 1,273,129	22.3%	\$ 1,380,331	-7.8%

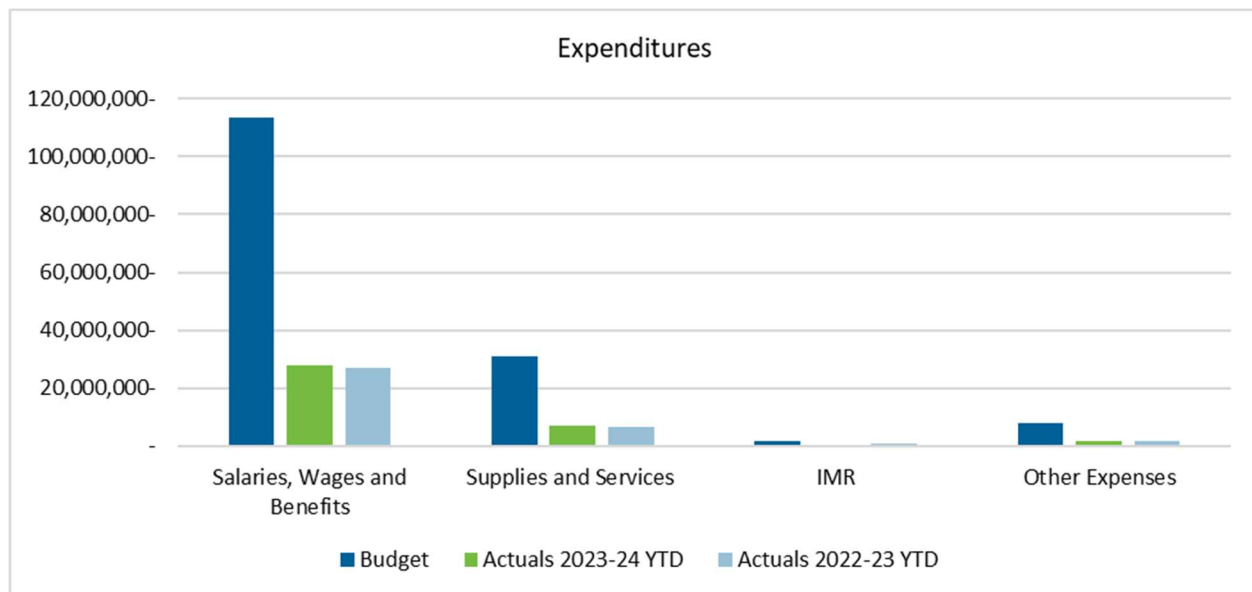
The federal government provides funding for First Nation students. Actual revenues are 22.3% of budget due to lower enrolments of First Nation students at ADCS than budgeted. The -7.8% decrease from the prior year is primary due to the change in the funding application process for Jordan's Principle grant as the Division has not yet received the funding.

### 3.1.3 Other Revenues

<b>Annual Budget</b>	<b>Three Months Ended November 30, 2023</b>	<b>% of Budget</b>	<b>Three Months Ended November 30, 2022</b>	<b>% Change</b>
\$ 5,890,587	\$ 3,214,204	54.6%	\$ 3,430,936	-6.3%

Other Revenues for the year are 54.6% of budget as many of the fees are collected up front at the beginning of the year. The -6.3% decrease from the prior year is primarily due to lower transportation fee revenue and a reduction in miscellaneous sales partially offset by increases to investment income and fundraising.

### 3.2 Expenditures - comparator to Budget and Actuals to November 30, 2023



#### 3.2.1 Salaries, Wages and Benefits

Annual Budget	Three Months Ended November 30, 2023	% of Budget	Three Months Ended November 30, 2022	% Change
\$ 113,440,213	\$ 27,770,049	24.5%	\$ 27,022,916	2.8%

Salaries, Wages and Benefits are slightly lower than budget. The 2.8% increase over the prior year is to support additional enrolments in the Division, the teacher salary settlement and Division initiatives. Enrolments increased 102 students over the prior year at September 30.

#### 3.2.2 Service, Contracts and Supplies

Annual Budget	Three Months Ended November 30, 2023	% of Budget	Three Months Ended November 30, 2022	% Change
\$ 31,096,253	\$ 6,990,516	22.5%	\$ 6,609,479	5.8%

The Service, Contracts and Supplies (including SGF) are sitting at 22.5% of budget. At this time of year, this category is generally sitting lower than budget as many initiatives are not in progress yet with the startup of the new year. The 5.8% increase from the prior year is primarily due to increased contractor costs to address inflation and the addition of 7 new bus routes.

### 3.2.3 Infrastructure Maintenance Renewal (IMR)

Annual Budget	Three Months Ended November 30, 2023	% of Budget	Three Months Ended November 30, 2022	% Change
\$ 1,505,395	\$ 253,969	16.9%	\$ 658,461	-61.4%

Infrastructure, Maintenance and Renewal expenditures were 16.9% of budget. IMR expenditures do not occur evenly over the year and many projects are done when students are not in the buildings. IMR expenditures were -61.4% lower than the prior year as completing the CFL Outreach modular project has been a priority in the first quarter this year.

### 3.2.4 Other Expenses

Annual Budget	Three Months Ended November 30, 2023	% of Budget	Three Months Ended November 30, 2022	% Change
\$ 7,927,829	\$ 1,859,753	23.5%	\$ 1,662,534	11.9%

Other Expenses include amortization of capital assets and are 23.5% of budget. Estimates of new amortization in the year decreased from budget. The 11.9% increase compared to the prior year is primarily the result of the completion of Westview replacement school and Millgrove modular projects.

## 3.3 Excess of Revenues over Expenses

Overall, the Division has a surplus of \$2.3M at the end of the first quarter.

Program	Budget 2022-23	November 30, 2023	November 30, 2022
Instruction	\$ (250,001)	\$ 951,121	\$ 1,733,775
Administration	-	65,600	17,731
Operations and Maintenance	(233,400)	119,029	(466,319)
Transportation	-	706,797	1,112,499
External Services	-	11,979	-
<b>Total</b>	<b>(483,401)</b>	<b>\$ 1,854,526</b>	<b>\$ 2,397,687</b>
Add: SGF		410,524	383,995
<b>Total</b>	<b>\$ (483,401)</b>	<b>\$ 2,265,050</b>	<b>\$ 2,781,682</b>

The Instructional Program had a surplus of \$951k as a result of the timing of expenditures that will occur later in the year.

The Administration program was in a surplus position of \$66K as the result of the timing of expenditures during the year.

Operations and Maintenance is currently in a surplus of \$119K as a result of the timing of expenditures and transfers to other programs.

The Transportation program is operating at a surplus of \$707K as fee revenue is recognized in the first quarter of the year.

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

### **4.1 ADCS**

The Division became the interim authority by Ministerial Order of ADCS effective September 1, 2022. The current operating results for PSD include ADCS.

### **4.2 Labour Relations**

There is a new central ATA collective agreement for September 1, 2020 to August 31, 2024. Local bargaining for this agreement is in progress.

The Central Alberta Association of Municipal and School Employees (CAAMSE) collective agreement expired August 31, 2023. Negotiations are pending.

The International Union of Operating Engineers (IUOE) collective agreement expired August 31, 2023. A new collective agreement was ratified expiring August 31, 2024.

### **4.3 Provincial Funding**

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

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

- Base Instruction
  - Funding for early learning and Grades 1 – 9
  - High school funding using a base rate 10% higher than the Grade 1 – 9 base rates to account for the increased cost of high school programming
  - Rural small schools funding based on various enrolment thresholds for schools between 35 and 155 students
- Services and Supports
  - Specialized learning support funding supports the learning needs of students within an inclusive learning environment (includes funding for kindergarten students with severe disabilities and delays)
  - Program Unit Funding allocated using the WMA enrolment of children ages 2 years 8 months to 4 years 8 months with severe disabilities and delays
  - First Nations, Métis and Inuit funding to assist school authorities to improve education outcomes for First Nations, Métis and Inuit students
- School
  - Operations and Maintenance uses WMA enrolment funding as well as considerations for utilized space and under-utilized space
  - Transportation grant funding increased by 5% over 2019-20 as Alberta Education is currently developing a new model

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

#### **4.4 Asset Retirement Obligations (ARO)**

An ARO is a legal obligation to record a liability for costs related to the retirement of an asset at the end of its useful life (i.e. remediation of a building containing asbestos). The ARO liability amount of \$11.5M and accumulated amortization of \$8.7M resulting in a net \$2.9M liability was recorded by the Division in the 2022-23 school year when the ARO accounting standard became effective. Each year, the Division will have to review its AROs to account for increasing or decreasing liability revisions if applicable.

The Parkland School Division  
INTERIM FINANCIAL STATEMENTS  
November 30, 2023

**STATEMENT OF FINANCIAL POSITION**  
As at November 30, 2023

	November 30, 2023	August 31, 2023
<b>FINANCIAL ASSETS</b>		
Cash and cash equivalents	\$ 12,753,622	\$ 14,215,858
Accounts receivable (net after allowances)	5,619,196	4,428,939
Portfolio investments		
Operating		
Endowments		
Inventories for resale		
Other financial assets		
<b>Total financial assets</b>	<b>18,372,819</b>	<b>18,644,797</b>
<b>LIABILITIES</b>		
Bank indebtedness	-	-
Accounts payable and accrued liabilities	4,603,630	6,938,309
Unspent deferred contributions	1,617,403	1,351,892
Employee future benefit liabilities	401,919	388,600
Asset retirement obligations and environmental liabilities	11,541,663	11,541,663
Other liabilities	-	-
Debt		
Unsupported:    Debentures	-	-
Mortgages and capital loans		
Capital leases		
<b>Total liabilities</b>	<b>18,164,615</b>	<b>20,220,464</b>
<b>Net financial assets</b>	<b>208,203</b>	<b>(1,575,667)</b>
<b>NON-FINANCIAL ASSETS</b>		
Tangible capital assets	170,800,253	170,030,195
Inventory of supplies	-	-
Prepaid expenses	192,700	480,804
Other non-financial assets	-	-
<b>Total non-financial assets</b>	<b>170,992,953</b>	<b>170,510,999</b>
<b>Net assets before spent deferred capital contributions</b>	<b>171,201,156</b>	<b>168,935,332</b>
Spent deferred capital contributions	158,108,224	158,107,447
<b>Net assets</b>	<b>13,092,932</b>	<b>10,827,885</b>
<b>Net assets</b>	<b>13,092,932</b>	<b>10,827,885</b>
Accumulated operating surplus (deficit)	13,092,932	10,827,885
Accumulated remeasurement gains (losses)	-	-
	<b>\$ 13,092,932</b>	<b>\$ 10,827,885</b>



**STATEMENT OF OPERATIONS**  
For the three months ended November 30, 2023

	Annual Budget 2023-2024	Actual November 30, 2023	Actual August 31, 2023
<b>REVENUES</b>			
Government of Alberta	\$ 141,896,628	\$ 34,652,002	\$ 135,762,065
Federal Government and other government grants	5,699,074	1,273,129	5,066,552
Property taxes	-	-	-
Fees	3,636,580	2,124,165	3,496,712
Sales of services and products	874,377	324,920	1,473,630
Investment income	750,000	226,865	896,019
Donations and other contributions	468,380	488,713	976,385
Other revenue	161,250	49,538	597,877
<b>Total revenues</b>	<b>153,486,289</b>	<b>39,139,331</b>	<b>148,269,240</b>
<b>EXPENSES</b>			
Instruction - ECS	6,104,845	1,616,064	6,359,187
Instruction - Grades 1-12	111,184,595	26,348,320	109,568,450
Operations and maintenance	20,063,331	4,345,164	18,029,618
Transportation	11,856,152	3,432,214	10,868,298
System administration	4,531,009	1,068,355	4,337,791
External services	229,758	64,167	353,164
<b>Total expenses</b>	<b>153,969,690</b>	<b>36,874,284</b>	<b>149,516,508</b>
<b>Annual operating surplus (deficit)</b>	<b>(483,401)</b>	<b>2,265,047</b>	<b>(1,247,268)</b>
Endowment contributions and reinvested income	-	-	-
<b>Annual surplus (deficit)</b>	<b>(483,401)</b>	<b>2,265,047</b>	<b>(1,247,268)</b>
<b>Accumulated surplus (deficit) at beginning of year</b>	<b>9,676,224</b>	<b>10,827,885</b>	<b>12,452,499</b>
<b>Accumulated surplus (deficit) at end of year</b>	<b>\$ 9,192,823</b>	<b>\$ 13,092,932</b>	<b>\$ 10,827,885</b>

**2023-2024**
**Statement of Revenues and Expenses - Athabasca Delta Community School**

	Budget 2023-2024	Actuals November 30, 2023	% Budget Used		Q1 Forecast 2023-2024	Variance From Budget	% Change From Budget
<b>Revenues</b>							
Instruction ( ECS to Grade 12)	\$ 3,633,540	\$ 581,524	14.69%		\$ 3,957,699	\$ 324,159	8.92%
School Generated Funds	10,000	7,567	84.07%		9,000	(1,000)	-10.00%
Operations & Maintenance	1,206,434	294,382	29.10%		1,011,602	(194,832)	-16.15%
Transportation	111,697	47,164	30.28%		155,759	44,062	39.45%
Board & System Administration	37,691	9,293	30.28%		30,690	(7,001)	-18.57%
External Services	125,120	41,994	33.56%		125,120	-	0.00%
<b>Total Revenues</b>	<b>\$ 5,124,482</b>	<b>\$ 981,923</b>	<b>18.56%</b>		<b>\$ 5,289,870</b>	<b>\$ 165,388</b>	<b>3.23%</b>
<b>Expenses</b>							
Instruction ( ECS to Grade 12)	\$ 3,637,541	\$ 791,941	19.95%		\$ 3,969,491	\$ (331,950)	-9.13%
School Generated Funds	10,000	268	2.97%		9,000	1,000	10.00%
Operations & Maintenance	1,206,434	101,983	10.08%		1,011,602	194,832	16.15%
Transportation	111,697	29,736	19.09%		155,759	(44,062)	-39.45%
Board & System Administration	33,690	(5,759)	-18.76%		30,690	3,000	8.90%
External Services	125,120	46,301	37.01%		125,120	-	0.00%
<b>Total Expenses</b>	<b>\$ 5,124,482</b>	<b>\$ 964,470</b>	<b>18.19%</b>		<b>\$ 5,301,662</b>	<b>\$ (177,180)</b>	<b>-3.46%</b>
<b>Surplus/(Deficit)</b>	<b>\$ -</b>	<b>\$ 17,453</b>			<b>\$ (11,792)</b>	<b>\$ (11,792)</b>	

**2023-2024**
**Statement of Revenues and Expenses - Excluding Athabasca Delta Community School**

	Budget 2023-2024	Actuals November 30, 2023	% Budget Used		Q1 Forecast 2023-2024	Variance From Budget	% Change From Budget
<b>Revenues</b>							
Instruction ( ECS to Grade 12)	\$ 112,043,062	\$ 27,867,506	24.83%		\$ 112,253,000	\$ 209,938	0.19%
School Generated Funds	1,352,840	869,429	62.61%		1,388,620	35,780	2.64%
Operations & Maintenance	18,623,496	4,169,811	22.70%		18,372,519	(250,977)	-1.35%
Transportation	11,744,455	4,091,847	33.03%		12,387,777	643,322	5.48%
Board & System Administration	4,493,317	1,124,663	24.99%		4,500,428	7,111	0.16%
External Services	104,638	34,152	34.28%		99,638	(5,000)	-4.78%
<b>Total Revenues</b>	<b>\$ 148,361,809</b>	<b>\$ 38,157,409</b>	<b>25.61%</b>		<b>\$ 149,001,983</b>	<b>\$ 640,174</b>	<b>0.43%</b>
<b>Expenses</b>							
Instruction ( ECS to Grade 12)	\$ 112,289,062	\$ 26,705,969	24.00%		\$ 111,256,209	1,032,853	0.92%
School Generated Funds	1,352,840	466,205	33.57%		1,388,620	(35,780)	-2.64%
Operations & Maintenance	18,856,897	4,243,181	22.80%		18,607,650	249,247	1.32%
Transportation	11,744,455	3,402,478	28.75%		11,834,346	(89,891)	-0.77%
Board & System Administration	4,497,318	1,074,115	23.87%		4,500,430	(3,112)	-0.07%
External Services	104,638	17,865	17.93%		99,638	5,000	4.78%
<b>Total Expenses</b>	<b>\$ 148,845,210</b>	<b>\$ 35,909,812</b>	<b>24.31%</b>		<b>\$ 147,686,892</b>	<b>\$ 1,158,318</b>	<b>0.78%</b>
<b>Surplus/(Deficit) Excluding ADCS</b>	<b>\$ (483,401)</b>	<b>\$ 2,247,597</b>			<b>\$ 1,315,092</b>	<b>\$ 1,798,493</b>	
<b>Surplus/(Deficit) ADCS</b>	<b>-</b>	<b>17,453</b>			<b>(11,792)</b>	<b>(11,792)</b>	
<b>Total Surplus/(Deficit) PSD</b>	<b>\$ (483,401)</b>	<b>\$ 2,265,050</b>			<b>\$ 1,303,300</b>	<b>\$ 1,786,701</b>	

**STATEMENT OF CASH FLOWS**  
For the three months ended November 30, 2023

	November 30, 2023	August 31, 2023
<b>CASH FLOWS FROM:</b>		
<b>A. OPERATING TRANSACTIONS</b>		
Annual surplus (deficit)	\$ 2,265,047	\$ (1,247,269)
Add (Deduct) items not affecting cash:		
Amortization of tangible capital assets	1,859,753	7,061,677
Net (gain)/loss on disposal of tangible capital assets	-	-
Transfer of tangible capital assets (from)/to other entities	-	(264,851)
(Gain)/loss on disposal of portfolio investments		
Spent deferred capital revenue recognition	(1,552,145)	(5,851,310)
Deferred capital revenue write-down / adjustment	-	-
Increase/Decrease in employee future benefit liabilities	13,319	(59,100)
Donations in kind	-	-
	2,585,974	(360,853)
(Increase)/Decrease in accounts receivable	(1,190,257)	(2,568,291)
(Increase)/Decrease in inventories for resale	-	-
(Increase)/Decrease in other financial assets	-	-
(Increase)/Decrease in inventory of supplies	-	-
(Increase)/Decrease in prepaid expenses	288,104	51,081
(Increase)/Decrease in other non-financial assets		-
Increase/(Decrease) in accounts payable, accrued and other liabilities	(2,334,679)	2,026,779
Increase/(Decrease) in unspent deferred contributions	265,510	(731,652)
		-
<b>Total cash flows from operating transactions</b>	<b>(385,348)</b>	<b>(1,582,936)</b>
<b>B. CAPITAL TRANSACTIONS</b>		
Purchases of tangible capital assets		
Acquisition of tangible capital assets	(1,699,472)	(6,007,101)
Net proceeds from disposal of unsupported capital assets		-
Other (describe)		-
<b>Total cash flows from capital transactions</b>	<b>(1,699,472)</b>	<b>(6,007,101)</b>
<b>C. INVESTING TRANSACTIONS</b>		
Purchases of portfolio investments	-	-
Proceeds on sale of portfolio investments	-	-
Other (describe)	-	-
0	-	-
<b>Total cash flows from investing transactions</b>	<b>-</b>	<b>-</b>
<b>D. FINANCING TRANSACTIONS</b>		
Debt issuances	-	-
Debt repayments	-	-
Increase (decrease) in spent deferred capital contributions	622,588	3,671,536
Capital lease issuances	-	-
Capital lease payments	-	-
0	-	-
0	-	-
<b>Total cash flows from financing transactions</b>	<b>622,588</b>	<b>3,671,536</b>
<b>Increase (decrease) in cash and cash equivalents</b>	<b>(1,462,232)</b>	<b>(3,918,501)</b>
<b>Cash and cash equivalents, at beginning of year</b>	<b>14,215,854</b>	<b>18,134,355</b>
<b>Cash and cash equivalents, at end of year</b>	<b>\$ 12,753,622</b>	<b>\$ 14,215,854</b>

**STATEMENT OF CHANGE IN NET FINANCIAL ASSETS**  
For the three months ended November 30, 2023

	Actual November 30, 2023	Actual August 31, 2023
Annual surplus (deficit)	\$ 2,265,047	\$ (1,247,268)
Effect of changes in tangible capital assets		
Acquisition of tangible capital assets	(1,699,472)	(3,779,501)
Amortization of tangible capital assets	1,859,753	7,009,780
Net (gain)/loss on disposal of tangible capital assets	-	(8,978)
Net proceeds from disposal of unsupported capital assets	-	16,155
Write-down carrying value of tangible capital assets	-	-
Transfer of tangible capital assets (from)/to other entities	(930,334)	(13,802,098)
Other changes ARO	(613,187)	(10,928,478)
<b>Total effect of changes in tangible capital assets</b>	<b>(1,383,241)</b>	<b>(21,493,120)</b>
Acquisition of inventory supplies	-	-
Consumption of inventory supplies	-	-
(Increase)/Decrease in prepaid expenses	288,104	(60,113)
(Increase)/Decrease in other non-financial assets	-	-
Net remeasurement gains and (losses)	-	-
Change in spent deferred capital contributions	777	11,015,421
Other changes	(264,851)	-
<b>Increase (decrease) in net financial assets</b>	<b>905,837</b>	<b>(11,785,080)</b>
<b>Net financial assets (net debt) at beginning of year</b>	<b>952,800</b>	<b>12,737,880</b>
<b>Net financial assets (net debt) at end of year</b>	<b>\$ 1,858,637</b>	<b>\$ 952,800</b>

**SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS**  
For the three months ended November 30, 2023

	ACCUMULATED SURPLUS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED SURPLUS (DEFICIT)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
<b>Balance at August 31, 2022</b>	\$ 10,827,885	\$ -	\$ 10,827,885	\$ (619,970)	\$ -	\$ -	\$ 5,095,400	\$ 6,352,455
<b>Prior period adjustments:</b>								
		-		-	-	-	-	-
	-	-	-	-	-	-	-	-
<b>Adjusted Balance, August 31, 2022</b>	10,827,885	-	10,827,885	(619,970)	-	-	5,095,400	6,352,455
Operating surplus (deficit)	2,265,047		2,265,047			2,265,047		
Board funded tangible capital asset additions				694,460			-	(694,460)
Amortization of tangible capital assets	-			(1,797,214)		1,797,214		
Amortization of ARO tangible capital assets	-			(62,539)		62,539		
Capital revenue recognized	-			1,552,145		(1,552,145)		
Net transfers to operating reserves	-					-	-	
Net transfers from operating reserves	-					(2,327,586)	2,327,586	
Net transfers to capital reserves	-					(245,068)		245,068
Net transfers from capital reserves	-					-		-
Restructuring ADCS							-	-
Approved Transfer to Capital	-		-	-	-			
<b>Balance at November 30, 2023</b>	\$ 13,092,932	\$ -	\$ 13,092,932	\$ (233,118)	\$ -	\$ -	\$ 7,422,986	\$ 5,903,063

**SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS**  
For the three months ended November 30, 2023

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		Board & System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
<b>Balance at August 31, 2022</b>	\$ 3,643,990	\$ 4,695,785	\$ (64,657)	\$ 286,989	\$ 1,515,597	\$ 958,388	\$ 470	\$ 382,908	\$ -	\$ 28,385
<b>Prior period adjustments:</b>										
	-	-	-	-	-	-	-	-	-	-
	-		-		-		-	-	-	-
<b>Adjusted Balance, August 31, 2022</b>	3,643,990	4,695,785	(64,657)	286,989	1,515,597	958,388	470	382,908	-	28,385
Operating surplus (deficit)										
Board funded tangible capital asset additions	-	(839,828.41)	-	(9,346)	-	(10,285)	-	165,000	-	-
Amortization of tangible capital assets										
Amortization of ARO tangible capital assets										
Capital revenue recognized										
Net transfers to operating reserves									-	
Net transfers from operating reserves	1,423,652		119,029		66,129		706,797		11,979	
Net transfers to capital reserves		154,348		34,806		39,973		15,942		-
Net transfers from capital reserves								-		-
Restructuring ADCS				-						
Approved Transfer to Capital			-		-	-		-	-	-
<b>Balance at November 30, 2023</b>	\$ 5,067,642	\$ 4,010,305	\$ 54,372	\$ 312,448	\$ 1,581,726	\$ 988,075	\$ 707,267	\$ 563,850	\$ 11,979	\$ 28,385

SCHEDULE OF DEFERRED CONTRIBUTIONS  
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)  
For the three months ended November 30, 2023

	Alberta Education						Other GoA Ministries				
	IMR	CMR	Safe Return to Class/Safe Indoor Air	Others	Total Education		Alberta Infrastructure	Children's Services	Health	Other GOA Ministries	Total Other GoA Ministries
Balance at Aug 31, 2022	\$ 4,357	\$ -		\$ 838,032	\$ 842,389		\$ -	\$ -	\$ -	\$ -	\$ -
Prior period adjustments - please explain:	\$ -			\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted ending balance Aug. 31, 2022</b>	<b>\$ 4,357</b>	<b>\$ -</b>		<b>\$ 838,032</b>	<b>\$ 842,389</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Received during the year (excluding investment income)	\$ -	\$ -	\$ -	\$ 390,684	\$ 390,684		\$ -	\$ -	\$ -	\$ -	\$ -
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ (318,736)	\$ (318,736)		\$ -	\$ -	\$ -	\$ -	\$ -
Investment Earnings Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -
Investment Earnings Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from UDCC	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -
<b>DOC closing balance at August 31, 2023</b>	<b>\$ 4,357</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 909,980</b>	<b>\$ 914,337</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Unspent Deferred Capital Contributions (UDCC)</b>											
Balance at Aug 31, 2022	\$ -	\$ 15,155		\$ 240,000	\$ 255,155		\$ -	\$ -	\$ -	\$ -	\$ -
Prior period adjustments - please explain:	\$ -			\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted ending balance Aug. 31, 2022</b>	<b>\$ -</b>	<b>\$ 15,155</b>	<b>\$ -</b>	<b>\$ 240,000</b>	<b>\$ 255,155</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Received during the year (excluding investment income)	\$ -	\$ 384,377	\$ -	\$ -	\$ 384,377		\$ -	\$ -	\$ -	\$ -	\$ -
UDCC Receivable	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 506,190	\$ -	\$ -	\$ -	\$ 506,190
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -
Investment Earnings Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -
Investment Earnings Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) DOC	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) SDCC	\$ -	\$ (116,409)	\$ -	\$ -	\$ (116,409)		\$ (506,190)	\$ -	\$ -	\$ -	\$ (506,190)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -
<b>UDCC closing balance at August 31, 2023</b>	<b>\$ -</b>	<b>\$ 283,123</b>	<b>\$ -</b>	<b>\$ 240,000</b>	<b>\$ 523,123</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Unspent Deferred Contributions at November 30, 2022</b>	<b>\$ 4,357</b>	<b>\$ 283,123</b>	<b>\$ -</b>	<b>\$ 1,149,980</b>	<b>\$ 1,437,460</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Spent Deferred Capital Contributions (SDCC)</b>											
Balance at Aug 31, 2022	\$ 2,084,797	\$ 6,357,085	\$ -	\$ 3,314,983	\$ 11,756,865		\$ 145,988,070	\$ -	\$ -	\$ -	\$ 145,988,070
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted ending balance Aug. 31, 2022</b>	<b>\$ 2,084,797</b>	<b>\$ 6,357,085</b>	<b>\$ -</b>	<b>\$ 3,314,983</b>	<b>\$ 11,756,865</b>		<b>\$ 145,988,070</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 145,988,070</b>
Donated tangible capital assets				\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects					\$ -		\$ 930,334				\$ 930,334
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from UDCC	\$ -	\$ 116,409	\$ -	\$ -	\$ 116,409		\$ 506,190	\$ -	\$ -	\$ -	\$ 506,190
Amounts recognized as revenue (Amortization of SDCC)	\$ (72,629)	\$ (87,722)	\$ -	\$ (15,120)	\$ (175,471)		\$ (1,356,487)	\$ -	\$ -	\$ -	\$ (1,356,487)
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain: ADCS	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -
<b>SDCC closing balance at August 31, 2023</b>	<b>\$ 2,012,168</b>	<b>\$ 6,385,772</b>	<b>\$ -</b>	<b>\$ 3,299,863</b>	<b>\$ 11,697,804</b>		<b>\$ 146,068,107</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 146,068,107</b>

	Other Sources				Total
	Gov't of Canada	Donations and grants from others	Other	Total other sources	
	\$ -	\$ -	\$ 254,348	\$ 254,348	\$ 1,096,737
	-	-	-	-	\$ -
	\$ -	\$ -	\$ 254,348	\$ 254,348	\$ 1,096,737
	\$ -	\$ -	\$ 10,077	\$ 10,077	\$ 400,761
	\$ -	\$ -	\$ (84,483)	\$ (84,483)	\$ (403,219)
	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ 179,942	\$ 179,942	\$ 1,094,279
	\$ -	\$ -	\$ -	\$ -	\$ 255,155
	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ 255,155
	\$ -	\$ -	\$ -	\$ -	\$ 384,377
	\$ -	\$ -	\$ -	\$ -	\$ 506,190
	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ (622,599)
	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ 523,123
	\$ -	\$ -	\$ 179,942	\$ 179,942	\$ 1,617,402
	\$ -	\$ -	\$ 362,512	\$ 362,512	\$ 158,107,447
	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ 362,512	\$ 362,512	\$ 158,107,447
	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ 930,334
	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ 622,599
	\$ -	\$ -	\$ (20,188)	\$ (20,188)	\$ (1,552,145)
	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ 342,324	\$ 342,324	\$ 158,108,224



**SCHEDULE OF PROGRAM OPERATIONS**

REVENUES	for the three months ended November 30, 2023								August 31, 2023
	Instruction		Instruction	Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
	ECS	Grades 1-12							
Alberta Education	\$ 1,517,776	\$ 24,751,535	\$ 26,269,311	\$ 2,811,726	\$ 3,069,774	\$ 1,106,598	\$ -	\$ 33,257,408	\$ 130,391,223
Alberta Infrastructure	-	-	-	1,351,761	-	-	4,726	1,356,487	5,124,323
Other - Government of Alberta	-	38,107	38,107	-	-	-	-	38,107	201,519
Federal Government and other government grants	-	914,831	914,831	276,296	47,164	27,309	7,531	1,273,129	5,066,552
Other Alberta school authorities	-	-	-	-	-	-	-	-	45,000
Out of province authorities	-	-	-	-	-	-	-	-	-
Alberta municipalities-special tax levies	-	-	-	-	-	-	-	-	-
Property taxes	-	-	-	-	-	-	-	-	-
Fees	250,200	865,903	1,116,104	-	1,008,062	-	-	2,124,165	3,496,712
Other sales and services	9,730	282,555	292,285	4,223	14,011	50	14,351	324,920	1,473,630
Investment income	-	226,865	226,865	-	-	-	-	226,865	896,019
Gifts and donations	-	384,141	384,141	20,188	-	-	-	404,328	684,467
Rental of facilities	-	-	-	-	-	-	49,538	49,538	186,322
Fundraising	-	84,385	84,385	-	-	-	-	84,385	291,918
Gains on disposal of tangible capital assets	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	411,555
<b>TOTAL REVENUES</b>	<b>\$ 1,777,705</b>	<b>\$ 27,548,321</b>	<b>\$ 29,326,026</b>	<b>\$ 4,464,193</b>	<b>\$ 4,139,011</b>	<b>\$ 1,133,956</b>	<b>\$ 76,147</b>	<b>\$ 39,139,331</b>	<b>\$ 148,269,240</b>
<b>EXPENSES</b>									
Certificated salaries	\$ 793,221	\$ 15,825,538	\$ 16,618,758	-	-	\$ 130,338	\$ -	\$ 16,749,096	\$ 65,553,561
Certificated benefits	100,772	3,135,287	3,236,059	-	-	29,767	-	3,265,826	14,964,179
Non-certificated salaries and wages	548,776	3,871,478	4,420,255	1,017,502	201,193	491,438	7,763	6,138,151	21,804,196
Non-certificated benefits	137,606	1,048,121	1,185,727	275,856	35,682	119,710	-	1,616,975	6,144,048
<b>SUB - TOTAL</b>	<b>1,580,375</b>	<b>23,880,424</b>	<b>25,460,799</b>	<b>1,293,358</b>	<b>236,876</b>	<b>771,251</b>	<b>7,763</b>	<b>27,770,049</b>	<b>108,465,984</b>
Services, contracts and supplies	35,688	2,251,538	2,287,226	1,469,582	3,179,395	256,601	51,677	7,244,482	33,988,847
Amortization of supported tangible capital assets	-	-	-	1,547,419	-	-	4,726	1,552,145	5,851,309
Amortization of unsupported tangible capital assets	-	154,348	154,348	34,806	15,942	39,973	-	245,068	946,777
Amortization of supported ARO tangible capital assets	-	-	-	-	-	-	-	-	-
Amortization of unsupported ARO tangible capital assets	-	62,010	62,010	-	-	529	-	62,539	263,591
Unsupported interest on capital debt	-	-	-	-	-	-	-	-	-
Other interest and finance charges	-	-	-	-	-	-	-	-	-
Losses on disposal of tangible capital assets	-	-	-	-	-	-	-	-	-
Other expense	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>1,616,064</b>	<b>26,348,320</b>	<b>27,964,383</b>	<b>4,345,164</b>	<b>3,432,214</b>	<b>1,068,355</b>	<b>64,167</b>	<b>36,874,284</b>	<b>149,516,508</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>\$ 161,642</b>	<b>\$ 1,200,001</b>	<b>\$ 1,361,643</b>	<b>\$ 119,029</b>	<b>\$ 706,797</b>	<b>\$ 65,600</b>	<b>\$ 11,979</b>	<b>\$ 2,265,047</b>	<b>\$ (1,247,268)</b>



## MEMORANDUM

January 23, 2024

Regular Board Meeting

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<b>TO</b>	Board of Trustees
<b>FROM</b>	Shauna Boyce, Superintendent
<b>ORIGINATOR</b>	Scott Johnston, Associate Superintendent
<b>GOVERNANCE POLICY</b>	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
<b>ADDITIONAL REFERENCE</b>	BP 1: Vision, Foundational Statements BP 2: Education Planning and Programming AP 114: School Day and Year
<b>SUBJECT</b>	<b>2024-2025 SCHOOL-YEAR CALENDAR</b>

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### PURPOSE

For information. No recommendation required.

### BACKGROUND

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

### REPORT SUMMARY

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

In total, 2,292 respondents provided feedback to the calendar survey, between November 29<sup>th</sup>, 2023 and December 21, 2023. This survey represented responses from:

- Parkland School Division Parents or Guardians (1,487 | 65.5%);
- Parkland School Division Staff Members (521 | 22.8%)
- Evergreen Catholic Parents or Guardians (117 | 4.6%)
- Evergreen Catholic Staff Members (86 | 3.6%)
- Private/independent School Parents or Guardians (Living Waters / SML Christian Academy) (57 | 2.4%)
- Private/independent School Staff Members (Living Waters / SML Christian Academy) (13 | 0.6%);

- Students (11 | 0.4%); and
- Members of the Community, students or none of the above (0 | 0.0%).

The survey asked respondents to consider the placement of non-instructional (professional development) days. Respondents noted a preference for the following days:

- September 20<sup>th</sup> (1,090 of 2,292 – 667 had no preference);
- October 11<sup>th</sup> (1,812 of 2,292 – 301 had no preference);
- November 8<sup>th</sup> (1,591 of 2,292 – 201 had no preference);
- February 14<sup>th</sup> (1,222 of 2,292 – 291 had no preference); and
- March 28<sup>th</sup> (1,361 of 2,292 – 338 had no preference).

The calendar includes the current schedule for Diploma Examinations.

The 2024-2025 Calendar is presented in a visual form on the last page of the report.

Administration would be happy to answer any questions.

SJ:kz



## 2024-2025 PARKLAND SCHOOL DIVISION CALENDAR

JANUARY 23, 2024

Presented to the Board of Trustees, January 23, 2024  
Scott Johnston, Associate Superintendent, Education and System Services

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

### BACKGROUND

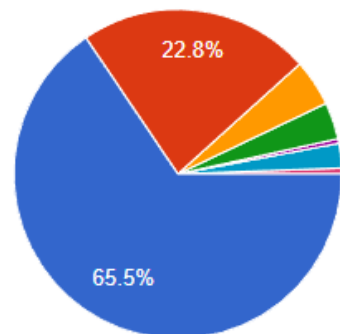
1. PSD Executive generate a calendar survey well in advance of the approval of the next calendar.
2. The survey, to received feedback from **2,292** respondents. Last year saw 2,254 by the time the survey closed.
3. This calendar briefing note provides a summary of responses received prior to the approval of the school-year calendar for 2024-2025.
4. Based on the results from the survey, the proposed 2024-2025 Calendar shall include:
  - a. 194 Operational Days,
  - b. 181 Instructional Days,
  - c. 13 Non-Instructional Days, and
  - d. A reasonable balance of Semester Days (90/90 with one day for transition).
5. Participant emails were required for completion of the survey.

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

### SURVEY AFFILIATION

**Question 1: Please identify your role as it relates to your responses. How are you primarily responding? (2,292 responses)**

- As a Parkland School Division Parent or Guardian (1,487 | 64.9%)
- As a Parkland School Division Staff Member (521 | 22.7%)
- As an Evergreen Catholic Parent or Guardian (117 | 5.1%)
- As an Evergreen Catholic Staff Member (86 | 3.8%)
- As a Private School Parent or Guardian (57 | 2.5%)
- As a Student (11 | 0.5%)
- As a Private School Staff Member (13 | 0.6%)
- As a Member of the Community or none of the above (0 | 0.0%)



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

Our Calendar Survey indicated that 77% of respondents are familiar with calendar rationale, and only 23% opted for more information at the start of the survey.

The calendar provides 181 days of learning between August and June. Staff require one day to close out the year, and so the end-date for students will be fixed at June 26th, with a non-instructional day placed on June 27<sup>th</sup>, and a non-operational day placed on Monday, June 30<sup>th</sup>.

The survey asked respondents to consider the following:

- PD Placement for September, October, November, February, and March-April; and
- Anything else stakeholders wanted us to consider.

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

- Truth and Reconciliation Day (September 30th) as a non-operational day;
- Statutory Holidays as non-operational;
- Diploma Exam dates (provincially determined);
- Teachers' Convention on February 6th and 7th;
- The placement of Spring Break (beginning Monday, March 31<sup>st</sup>); and
- September 28<sup>th</sup> as the start date, and June 26<sup>th</sup> as the last day for students.

#### QUESTIONS RESPONSES BY DEMOGRAPHIC

What is your PD preference for September (students do not attend on PD Days)?				
Demographic	Total	September 20	September 23	No Preference
All Groups (#)	2,292	1,090	535	667
Parkland SD Parent	1,487	683	326	478
Parkland SD Staff	521	258	151	112
Evergreen CSD Parent	117	55	25	37
Evergreen CSD Staff	86	46	22	18
Private Parent	57	31	7	19
Private Staff	13	11	1	1
Student	11	6	3	2

What is your PD preference for October (students do not attend on PD Days)?				
Demographic	Total	October 4	October 11	No Preference
All Groups (#)	2,292	179	1,812	301
Parkland SD Parent	1,487	111	1148	228
Parkland SD Staff	521	38	438	45
Evergreen CSD Parent	117	11	95	11
Evergreen CSD Staff	86	11	69	6
Private Parent	57	5	43	9
Private Staff	13	1	12	0
Student	11	2	7	2

What is your PD preference for November (students do not attend on PD Days)?				
Demographic	Total	November 1	November 8	No Preference
<b>All Groups (#)</b>	2,292	<b>500</b>	<b>1,591</b>	<b>201</b>
Parkland SD Parent	1,487	293	1032	162
Parkland SD Staff	521	145	351	25
Evergreen CSD Parent	117	21	88	8
Evergreen CSD Staff	86	26	58	2
Private Parent	57	6	48	3
Private Staff	13	5	8	0
Student	11	4	6	1

What is your PD preference for February (students do not attend on PD Days)?				
Demographic	Total	February 14	February 18	No Preference
<b>All Groups (#)</b>	2,292	<b>1,222</b>	<b>779</b>	<b>291</b>
Parkland SD Parent	1,487	804	475	208
Parkland SD Staff	521	267	203	51
Evergreen CSD Parent	117	59	40	18
Evergreen CSD Staff	86	39	44	3
Private Parent	57	36	12	9
Private Staff	13	9	3	1
Student	11	8	2	1

What is your PD preference for March-April (students do not attend on PD Days)?				
Demographic	Total	March 28	April 7	No Preference
<b>All Groups (#)</b>	2,292	<b>1,361</b>	<b>593</b>	<b>338</b>
Parkland SD Parent	1,487	901	339	247
Parkland SD Staff	521	301	165	55
Evergreen CSD Parent	117	64	37	16
Evergreen CSD Staff	86	44	34	8
Private Parent	57	37	11	9
Private Staff	13	10	3	0
Student	11	4	4	3

## ADDITIONAL THOUGHTS SHARED BY PSD PARENTS

**Start Date Preferences:** Of those who left comments, several stakeholders express a strong preference for school to start after the September long weekend, specifically citing dissatisfaction with an August start date. They emphasize the importance of enjoying the full summer, aligning with traditional schedules, and ensuring that school starts when families are more likely to be settled after summer vacations.

**Professional Development (PD) Days and Breaks:** There is a notable discussion around the placement and necessity of PD days and school breaks. Several comments suggest reducing or reorganizing PD days, with some stakeholders preferring fewer breaks during the school year. The idea of aligning PD days with long weekends or existing breaks is also mentioned.

**Alignment with Other School Divisions:** Many stakeholders express a desire for the school calendar to align with neighboring school divisions, particularly for ease of childcare and family scheduling. This includes matching days off, breaks, and start/end dates with divisions such as Edmonton Public Schools. We surveyed specifically on this question last year, and the majority of responses requested not to align with other jurisdictions.

**Holiday Considerations:** The scheduling of school around major holidays like Christmas and Easter is a point of concern. Some stakeholders request specific consideration for Christian holidays, while others suggest accommodating religious holidays like Eid.

**Fall Break Opinions:** The existence and timing of the fall break is a contentious issue. A group of stakeholders advocates for removing the fall break, suggesting it disrupts the school routine and makes childcare challenging. Others see value in having regular breaks throughout the year.

**General Calendar Structure:** Comments indicate a preference for a more streamlined and consistent calendar. Suggestions include longer breaks in favor of shorter summers, adjusting the length of the school year, and concerns about the excessive number of non-instructional days.

**Miscellaneous Concerns:** Some stakeholders mention specific days like post-Halloween or individual concerns such as bell times and childcare during parent-teacher interviews.

## ADDITIONAL THOUGHTS SHARED BY PSD STAFF

**Start Date Concerns:** Several staff members express a strong preference for a school start date after the September long weekend. They mention the positive impact of a later start on both teachers and students, and the alignment with family vacation plans.

**Professional Development (PD) Days:** There's significant discussion about the number and timing of PD days. Staff suggest that having too many PD days, especially close to the start of the school year or in February, is not productive. Some propose reducing the number of PD days or redistributing them throughout the year.

**Alignment with Other School Divisions:** Staff frequently mention the importance of aligning the school calendar with other divisions like Black Gold School Division (BGSD) and Edmonton Public Schools (EPS). This alignment is desired for better coordination of family schedules and vacations. Several staff members highlight difficulties in managing childcare and work-life balance due to the mismatch of their school calendar with other divisions where their children attend.

**Fall Break Opinions:** Opinions vary on the fall break. Some staff suggest shortening or eliminating it to allow for a later start date in August, while others appreciate the break but want it restructured.

**Parental Feedback on Calendar:** Staff members report that parents often complain about the number of PD days and the early start date. They suggest that reducing PD days and starting later would align better with parental expectations.

**Impact on Curriculum and Classroom Management:** High school teachers, in particular, note the impact of the calendar on curriculum coverage and the balance of days across semesters. Teachers also mention the challenge of managing classrooms effectively with the current distribution of PD days and breaks.

**Operational Days Comparison:** Some staff question why there are discrepancies in the number of operational days between different school divisions, emphasizing the need for a rationale behind these differences.

**Preference for Specific PD Days:** Preferences are expressed for the timing of PD days, with some staff favoring Fridays and others suggesting trying Mondays or Tuesdays. The idea is to maximize the effectiveness of PD and minimize disruptions to the school routine.

#### **ADDITIONAL THOUGHTS SHARED BY EVERGREEN PARENTS**

**School Start Date:** A dominant theme is the preference for school to start after the Labour Day long weekend. Parents express dissatisfaction with the early August start date, citing the desire to maximize summer vacation time and align with other school districts like Edmonton Public.

**Professional Development (PD) Days:** There are suggestions to reorganize PD days to facilitate a later start date. Parents propose moving some PD days to August or attaching them to existing breaks, thereby reducing the number of days off during the school year.

**Alignment with Other School Divisions:** Similar to staff comments, some parents express a desire for the school calendar to align with other divisions, particularly for facilitating family holidays and allowing children to attend camps during breaks.

**Holiday Scheduling:** Some parents suggest scheduling breaks around major holidays like Christmas to allow for travel and family time. For example, breaking a few days before Christmas is mentioned as beneficial for travel planning.

**Teacher Convention Scheduling:** There's a suggestion to move the teachers' convention closer to Family Day to potentially give students a longer break during that period. (Note, these days are set by the Alberta Teachers' Association).

**Spacing of PD Days:** Parents advocate for better spacing of PD days, preferring a mix of longer weekends and breaks rather than attaching PD days to longer holiday periods. They believe this approach provides more regular mental breaks for both students and teachers. There's a sentiment that some PD days may be unnecessary and could be reduced to compensate for a later start date in the school year.



#### ADDITIONAL THOUGHTS SHARED BY EVERGREEN STAFF

**Timing of Professional Development (PD) Days:** Staff members express a preference for PD days to be scheduled after breaks rather than before. They feel that PD days are more productive when teachers are refreshed after a break, as opposed to when they are exhausted and looking forward to time off.

**Start Date Concerns:** There is a strong sentiment that the August start date is too early, both for staff and students. Staff suggest a preference for starting after the Labour Day long weekend, noting that an earlier start leads to students missing the initial days of school.

**Effectiveness of PD Days:** Concerns are raised about the effectiveness of PD days when they are attached to holiday breaks like Christmas, Fall Break, and Spring Break. Staff suggest that PD days are more effective when not immediately preceding these breaks.

**Number and Distribution of PD Days:** There are suggestions to reduce the number of PD days at the start of the school year and to spread them more evenly throughout the year. Some staff members propose having fewer PD days at the beginning of the year in exchange for a later start date.

**Alignment with Other School Divisions:** Some staff members express a desire for the school calendar, especially spring break, to align with other boards in the metro Edmonton region. This alignment is seen as beneficial for families and staff with connections in neighboring areas.

**Impact on Summer Plans:** The early start date in August is seen as interfering with summer plans, leading to a request for a later start date.

**Overall Calendar Structure:** Questions are raised about the rationale for starting the school year early and ending at the same time as usual, suggesting a desire for a more balanced school calendar.

#### ADDITIONAL THOUGHTS SHARED BY PRIVATE SCHOOL PARENTS

Two comments noted a preference to start after the long weekend. One comment asked for the Fall Break to align with the American Thanksgiving.

#### ADDITIONAL THOUGHTS SHARED BY PRIVATE SCHOOL STAFF

One comment in favour of a PD Day after Halloween.

#### ADDITIONAL THOUGHTS SHARED BY STUDENTS

One comment asked for shorter weeks (generally). Another student indicated a preference to start after the long weekend. A third student indicated more class choice would be beneficial.

#### ALTERATIONS BASED ON FEEDBACK

After a thorough review of the comments, we decided to proceed with a calendar based on 181 days of learning, to be accommodated by an 11-minute addition per week (2 minutes and 15 seconds per day). We will find ways to achieve this without disruption to transportation.

The 2024-2025 Calendar is included below.

# PARKLAND SCHOOL DIVISION

## 2024-2025 PROPOSED CALENDAR



<b>LEGEND</b>	<b>AUGUST</b>	<b>SEPTEMBER</b>	<b>OCTOBER</b>
	M T W T F	M T W T F	M T W T F
Student First 28	1 2	2 3 4 5 6	1 2 3 4
Student Last 26	5 6 7 8 9	9 10 11 12 13	7 8 9 10 11
PD / Non Instructional x	12 13 14 15 16	16 17 18 19 20	14 15 16 17 18
Non Operational x	19 20 21 22 23	23 24 25 26 27	21 22 23 24 25
Statutory x	26 27 28 29 30	30	28 29 30 31
TRC Day 30	<b>NOVEMBER</b>	<b>DECEMBER</b>	<b>JANUARY</b>
Diploma Exam x	M T W T F	M T W T F	M T W T F
High School Transition △	1	2 3 4 5 6	1 2 3
	4 5 6 7 8	9 10 11 12 13	6 7 8 9 10
	11 12 13 14 15	16 17 18 19 20	13 14 15 16 17
	18 19 20 21 22	23 24 25 26 27	20 21 22 23 24
	25 26 27 28 29	30 31	27 28 29 30 31
	<b>FEBRUARY</b>	<b>MARCH</b>	<b>APRIL</b>
	M T W T F	M T W T F	M T W T F
	3 4 5 6 7	3 4 5 6 7	1 2 3 4
	10 11 12 13 14	10 11 12 13 14	7 8 9 10 11
	17 18 19 20 21	17 18 19 20 21	14 15 16 17 18
	24 25 26 27 28	24 25 26 27 28	21 22 23 24 25
		31	28 29 30
	<b>MAY</b>	<b>JUNE</b>	<b>222 TOTAL DAYS</b>
	M T W T F	M T W T F	10 STATUTORY
	1 2	2 3 4 5 6	17 NON OPERATIONAL
	5 6 7 8 9	9 10 11 12 13	194 OPERATIONAL
	12 13 14 15 16	16 17 18 19 20	13 PD DAYS
	19 20 21 22 23	23 24 25 26 27	181 DAYS OF LEARNING
	26 27 28 29 30	30	

Month	Total Days	STAT	NON-OP	NON-INST	TRC	Operational	Instructional	Total
8	6			3		6	3	3
9	21	1		1	1	19	18	21
10	23	1		1		22	21	42
11	21	1	4	1		16	15	57
12	22	2	5			15	15	72
1	23	1	2	1		20	19	91
2	20	1		3		19	16	107
3	21		1	1		20	19	126
4	22	2	4			16	16	142
5	22	1		1		21	20	162
6	21		1	1		20	19	181
Totals	222	10	17	13	1	194	181	



## MEMORANDUM

January 23, 2024  
Regular Board Meeting

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<b>TO</b>	Board of Trustees
<b>FROM</b>	Shauna Boyce, Superintendent
<b>ORIGINATOR</b>	Scott Johnston, Associate Superintendent
<b>RESOURCE</b>	Linda Madge-Arkininstall, Division Principal, Literacy and Lifelong Learning
<b>GOVERNANCE POLICY</b>	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
<b>ADDITIONAL REFERENCE</b>	BP 1: Vision, Foundational Statements BP 2: Education Planning and Programming <i>Education Act: 19-23, 33, 196-197</i>
<b>SUBJECT</b>	<b>LITERACY REPORT</b>

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### PURPOSE

For information. No recommendation required.

### BACKGROUND

The Board is charged with the responsibility of providing, for its students and their parents, an education system organized and operated in the students' best interests. It exercises this responsibility through setting of local educational policy and the wise use of resources. An ongoing focus on literacy education and intervention aligns to the Provincial Government's grant for unfinished learning (learning loss) and supports our students' success and well-being.

### REPORT SUMMARY

This Literacy Report provides an overview of the literacy intervention processes currently in place across the Division. The report includes current literacy results reporting to support an understanding of the requirement for intervention.

Administration would be pleased to respond to any questions.

SJ:kz



## INSTRUCTIONAL SERVICES: LITERACY REPORT

JANUARY, 2024

Presented to the Board of Trustees, January 23, 2024

Scott Johnston, Associate Superintendent, Education and System Services

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

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

### BACKGROUND

Aligned with our literacy goals, Parkland School Division's Mission and Values reinforced our commitment to providing supportive learning environments, meaningful experiences, and fostering healthy relationships. We aim to create opportunities for developing resilience, gaining diversity in perspectives, and achieving enduring success. We hold a core value in the pursuit of excellence in achievement.

In the academic year 2022-2023, Instructional Services at Parkland School Division remained dedicated to fostering the enduring academic success of our students, with a continued focus on literacy. The division allocated a Division Principal and two facilitators to lead literacy learning initiatives across all schools. Our efforts were concentrated on the following key areas for implementation and improvement:



- Enhancing Instructional Leadership Skills: This involved providing research-based guidance for literacy screens/assessments, lesson development, and delivery;
- Ensuring Effective Professional development: We actively supported the implementation of the English Language Arts and Literature (K-6) and French Immersion Language Arts (K-3) new curriculum;
- Providing Equitable Funding through the Learning Loss Grant: Specifically, for Grades 1-3, we supported schools in identifying students and tailoring programming interventions in a responsive and targeted manner;
- Focusing Divisionally on Comprehensive Literacy: We continued to support schools with a divisional focus on comprehensive structured literacy programming that included the utilization of writing, small group and whole group reading instruction, and phonological awareness and word study; and
- Analyzing results from assessments to inform instruction.

These initiatives collectively contribute to creating a robust educational environment that fosters literacy, supports academic achievement, and aligns with the overarching mission and values of Parkland School Division.

### THE CURRENT STATE OF LITERACY IN PARKLAND SCHOOL DIVISION

#### Utilizing Data to Improve Understanding

During the 2022-2023 school year, and extending into the 2023-2024 school year, Instructional Services collaborated with schools to conduct comprehensive literacy assessments. The assessment completed includes:

- *Fountas & Pinnell Benchmark* for Reading Assessment (Grades 1-6): This tool provides a detailed evaluation of students' reading abilities across different grade levels and enables teachers to make informed decisions between the assessment and teaching strategies.

- *Words Their Way Spelling Inventory Assessment* (Grade 1-9): This inventory focuses on spelling proficiency, offering insights into students' grasp of spelling concepts allowing teachers to provide differentiated instruction on specific spelling patterns.
- *Reading Comprehension Assessment Tool* (RCAT) for Grades 7-9:(English) 3-9 (French) Piloted last year in four schools and is now being used in all of the schools is designed to gauge reading comprehension skills among students in the upper grades. It provides valuable information regarding areas that require focused instruction, aiding in the development of targeted teaching strategies.
- *Writing Assessment* (Grades K-9): This assessment aims to evaluate students' writing skills across various grade levels establishing consistent writing practices and enabling teachers to collaborate on implementing impactful strategies.

#### Provincially Required Assessments:

- *Letter, Sound Recognition* (LeNS): Administered to Grades 1-4, this assessment focuses on evaluating students' proficiency in recognizing letters and sounds. This information is used to differentiate and target instruction.
- *Castles and Coltheart* (CC3) (Decoding and Word Recognition Assessment): Conducted in Grades 1-4, CC3 assesses students' abilities in decoding and word recognition and proficiency in recalling both familiar and irregular words. The results from this assessment identify targeted areas of phonological awareness.

These assessments serve as valuable tools to gather data on students' literacy levels and provide a foundation for tailoring instructional strategies. The collaborative effort between Instructional Services and schools demonstrates a commitment to data-driven decision-making, fostering a deeper understanding of students' literacy skills and informing targeted intervention to support their academic growth.

#### Formative Evaluations to Guide Programming

Fountas and Pinnell Instructional Reading Scores: Grades 1-6				
	2021 (June)	2022 (June)	2023 (June)	2023 (November)
Students Reading ABOVE Grade Level:	19%	21%	22%	24%
Students Reading AT Grade Level:	37%	34%	46%	48%
Students Reading BELOW Grade Level:	44%	45%	32%	28%

Reading Comprehension Assessment Tool (RCAT): English and French (Grades 7-9)			
	2022 (September)	2023 (June)	2023 (November)
Students Reading ABOVE Grade Level:	16%	8%	21%
Students Reading AT Grade Level:	55%	54%	52%
Students Reading BELOW Grade Level:	29%	37%	27%

Divisional Writing Assessment Grades 1-9		
	2022 (March)	2023 (November)
Students Reading ABOVE Grade Level:	10%	10%
Students Reading AT Grade Level:	69%	68%
Students Reading BELOW Grade Level:	21%	22%

French Language Arts Reading GB+ Benchmarking - French Immersion Schools Grades 1-6		
	2023 (June)	2023 (November)
Students Reading ABOVE Grade Level:	17%	18%
Students Reading AT Grade Level:	32%	28%
Students Reading BELOW Grade Level:	51%	54%

Appendix A (below) compiles the Provincial Examination Results and Diploma Examinations. Instructional Services is committed to working with the grades 6-9 teachers and providing support through professional development opportunities and participating in their collaborative team time.

## LITERACY INTERVENTION RESULTS – LEARNING LOSS (1-4) AND GRANT FUNDING

During the 2022-2023 year, 48% of Grades 1-4 students required literacy intervention. Students made significant gains and by June 30, 2023, only 23% were identified as “at risk.” The outcomes of the intervention programs affirm our commitment to addressing learning gaps and providing tailored support to students, ensuring they are on a trajectory toward meeting academic benchmarks. The data-driven approach reinforces the ongoing deviation to improving literacy outcomes for our students.

Alberta Education Letter Name and Sound Test (LeNS) and Castles and Coltheart 3 (CC3) 2002-2023				
	Grade 1* (LeNS)	Grade 2 (LeNS and CC3)	Grade 3 (CC3)	Grade 4 (CC3)
Number of Students Assessed (Pre-Assessment) (September 2022 Gr. 2-4, January 2023 (Gr. 1):	865	868	934	924
Number of Students Identified as At-Risk:	257	176	267	199
Average Number of Months Behind Grade Level for At-Risk Students:	5.3	8.2	12.2	20.2
Total Number of Students Identified as At-Risk Post Assessment (June 2023):	194	104	180	131
Average Number of Months Gained above baseline for At-Risk Students:	0.5	4.5	4.3	3.8

\*Grade 1 Assessments began in January, as per Alberta Education, and not September.

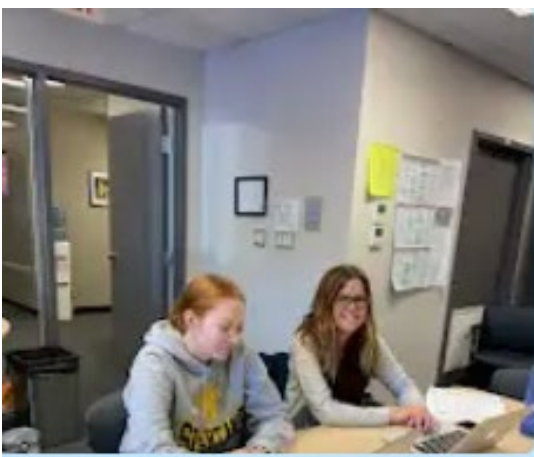
## TEACHING AND LEADING: STRATEGIC PLANNING FOR IMPROVED LITERACY RESULTS

In our commitment to improving literacy outcomes, Instructional Services has implemented intentional interventions from September 2022 to December 2023. Our strategic approach involves fostering continuous collaboration between school administration and Instructional Services, resulting in several key initiatives:

- Literacy Results Review: We conduct reviews of literacy results with each school, collaboratively determining professional development plans to address specific needs;
- New Learn Alberta Curriculum Implementation: Our efforts include support for the implementation of the new Learn Alberta Curriculum to enhance literacy instruction through professional development;

- Professional Development for K-6 Teachers: Literacy Facilitators provide targeted professional development sessions in English Language Arts and Literature for K-6 and French Immersion teachers K-3, with survey feedback indicating an overall "Excellent" rating;
- Literacy Lead Teachers: Designated Literacy Leads in schools, initiated in the 2021-2022 school year, continue to meet as a cohort, focusing on literacy topics and sharing insights with their respective staff on professional development days;
- French Immersion Initiatives: A lead French Immersion working group was formed, creating resources such as a French phonological awareness screen, GB+ reading targets, and a French Immersion reading behavior checklist guide for teachers;
- Comprehensive Literacy Professional Development: Intentional focus on small group reading, vocabulary, and writing, along with literacy benchmarking;
- Division-Wide Writing Rubrics and Writing Scope and Sequence: We collaborate to develop grades K-9 Scope and Sequence and French writing rubrics for grades K-4;
- Division-Wide Literacy Resources: Collaboration with administration and literacy leads resulted in the creation of centralized literacy resources within each school, facilitating easy access to school-wide research-based literacy resources; and
- Reading Comprehension Assessment Tool (RCAT): Introduction of RCAT in Grades 5-9, provided teachers with insights into class strengths and weaknesses, administered three times a year.

These initiatives demonstrate our dedication to strategic planning and ongoing efforts to enhance literacy outcomes throughout Parkland School Division.



Literacy: Professional Development in Action

## LOOKING FORWARD: 2024-2025

As we look ahead to 2024-2025, we are committed to building upon the achievements and progress in literacy. Our strategic initiatives include:

- The continuation of Literacy Facilitators and Lead Teachers: We will sustain the presence of Literacy Leads in each school to coordinate and provide ongoing support for literacy improvement and interventions across all grade levels;
- The continued implementation of a *French Immersion Working Group*: The French Immersion working group will persist in its efforts, focusing on developing writing rubrics and ensuring consistency in administering GB+ reading assessments within the French Immersion program. We have also accessed consultants through ERLC (Edmonton Regional Learning Consortium) to provide new curriculum professional development;
- The continued implementation of Universal Screeners: We will continue using universal screeners to detect and identify specific areas requiring attention in literacy instruction, both in whole-group and small-group settings;
- The provision for professional development: Instructional Services remains committed to addressing the evolving needs of our staff by providing a range of opportunities;
- The support for Kindergarten: We will provide instructional support to our Kindergarten staff;
- The enhancement of support for teachers in grades 7-9, Knowledge and Employment and Transitions programs;
- The establishment of a resource bank to facilitate access for staff working with English as an additional language (EAL) students; and
- The facilitation of opportunities for teachers to engage in cross-school classroom visits and collaborative sessions with grade-level teams across the division.

These initiatives reinforce our commitment to continuous improvement. Through these strategic actions, we aim to further advance literacy outcomes and create a supportive, enriching educational experience for the entire school community.



## APPENDIX A: PROVINCIAL ACHIEVEMENT AND DIPLOMA EXAMINATION RESULTS

ENGLISH LANGUAGE ARTS 6										
Participation Rates										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	908	100	56,095	100	958	100	52,106	100	-	-
Writing	822	90.5	47,534	84.7	885	92.4	43,892	84.2	+1.9	+8.2
Absent	72	7.9	5,848	10.4	59	6.2	5,702	10.9	-1.7	-4.7
Excused	14	1.5	2,713	4.8	14	1.5	2,512	4.8	-	-3.3
Results Based on Number Enrolled										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	713	78.5	42,663	76.1	795	83.0	39,683	76.2	+4.5	+6.8
Excellence	133	14.6	10,588	18.9	173	18.1	9,601	18.4	+3.5	-0.3
Below Acceptable	109	12.0	4,871	8.7	90	9.4	4,209	8.1	-2.6	+1.3
Not Available	86	9.5	8,561	15.3	73	7.6	8,214	15.8	-1.9	-8.2
Results Based on Number Writing										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	713	86.7	42,663	89.8	795	89.8	39,683	90.4	+3.1	-0.6
Excellence	133	16.2	10,588	22.3	173	19.5	9,601	21.9	+3.3	-2.4
Below Acceptable	109	13.3	4,871	10.2	90	10.2	4,209	9.6	-3.1	+0.6
Top 3 items (description) and Gap to Province					Bottom 3 items (description) and Gap to Province					
+5.9	Use context clues to determine an accurate synonym to a word in an excerpt from a novel.				-7.7	Identify the meaning of a word using context in an excerpt from a novel.				
+3.6	Synthesize details to draw a conclusion from information in a cartoon				-6.4	Determine the point where the narrator's mood changes in a poem.				
+2.9	Recall a detail from an excerpt from a novel				-5.4	Identify an explicit detail in an excerpt from a novel.				

High/Low Gap = 13.6%

The high/low gap presents the range between the demonstrated standard, and the lowest demonstrated standard. More than 40,000 students are assessed by the same measures, and we can use the provincial sample size to diagnostically address and improve areas where we are lower than the province, and share successful strategies when we are more proficient in a measure than the province.

FRENCH LANGUAGE ARTS 6 ANNÉE										
Participation Rates										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	106	100	3496	100	106	100	3131	100	-	-
Writing	93	87.7	3312	94.7	104	98.1	2923	93.4	+10.4	+4.7
Absent	13	12.3	144	4.1	2	1.9	151	4.8	-10.4	-2.9
Excused	0	0	40	1.1	0	0	57	1.8	0	-1.8
Results Based on Number Enrolled										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	59	55.7	2687	76.9	68	64.2	2429	77.6	+8.5	-13.4
Excellence	2	1.9	369	10.6	1	0.9	390	12.5	-1.0	-11.6
Below Acceptable	34	32.1	625	17.9	36	34.0	494	15.8	+1.9	+18.2
Not Available	13	12.3	184	5.3	2	1.9	208	6.6	-10.4	-4.7
Results Based on Number Writing										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	59	63.4	2687	81.1	68	65.4	2429	83.1	+2.0	-17.7
Excellence	2	2.2	369	11.1	1	1.0	390	13.3	-1.2	-12.3
Below Acceptable	34	36.6	625	18.9	36	34.6	494	16.9	-2.0	+17.7
Top 3 items (description) and Gap to Province					Bottom 3 items (description) and Gap to Province					
-4.9	Déduire le sens d'un mot selon le contexte. (Deduce the meaning of a word based on context).				-24.4	Identifier ce que représente l'expression des visages des personnages. (Identify what the expressions of the characters represent).				
-7.0	Déduire le sens d'un mot selon le contexte.				-24.0	Identifier ce qu'indique une citation. (Identify what a quote says).				
-7.1	Déduire le sens d'un mot selon son contexte.				-22.9	Déduire pourquoi l'auteur emploie un point d'exclamation. (Deduce why the author uses an exclamation point).				

High/Low Gap = 29.3

ENGLISH LANGUAGE ARTS 9										
Participation Rates										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	847	100	35521	100	849	100	56255	100	-	-
Writing	742	87.6	28956	81.5	768	90.5	47191	83.9	+2.9	+6.6
Absent	95	11.2	4938	13.9	63	7.4	6505	11.6	-3.8	-4.2
Excused	10	1.2	1627	4.6	18	2.1	2559	4.5	+0.9	-2.4
Results Based on Number Enrolled										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	630	74.4	24739	69.9	660	77.7	40155	71.4	+3.3	+6.3
Excellence	75	8.9	4577	12.9	99	11.7	7526	13.4	+2.8	-1.7
Below Acceptable	112	13.2	4217	11.9	108	12.7	7036	12.5	-0.5	+0.2
Not Available	105	12.4	6565	18.5	81	9.5	9064	16.1	-2.9	-6.6
Results Based on Number Writing										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	630	84.9	24739	85.4	660	85.9	40155	85.1	+1.0	+0.8
Excellence	75	10.1	4577	15.8	99	12.9	7526	15.9	+2.8	-3.0
Below Acceptable	112	15.1	4217	14.6	108	14.1	7036	14.9	-1.0	-0.8
Top 3 items (description) and Gap to Province					Bottom 3 items (description) and Gap to Province					
+6.2	Identify what the speaker's reflections in specified lines of a poem reveal about her memory of an experience.				-4.8	Recognize the rhetorical device used to enhance the description of the conflict faced by the speaker in specified lines of a poem.				
+5.2	Determine from context what is revealed about a character's resolution in a frame of a cartoon.				-3.8	Identify the reason underlying the writer's inclusion of a parenthetical comment in specified lines of an excerpt from a novel.				
+4.5	Determine from context the meaning of a word in an excerpt from a novel.				-3.3	Identify what a writer suggests about a personal experience in an excerpt from a nonfiction book.				

High/Low Gap = 11.0%

FRENCH LANGUAGE ARTS 6 ANNÉE										
Participation Rates										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	106	100	3496	100	106	100	3131	100	-	-
Writing	93	87.7	3312	94.7	104	98.1	2923	93.4	+10.4	+4.7
Absent	13	12.3	144	4.1	2	1.9	151	4.8	-10.4	-2.9
Excused	0	0	40	1.1	0	0	57	1.8	0	-1.8
Results Based on Number Enrolled										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	59	55.7	2687	76.9	68	64.2	2429	77.6	+8.5	-13.4
Excellence	2	1.9	369	10.6	1	0.9	390	12.5	-1.0	-11.6
Below Acceptable	34	32.1	625	17.9	36	34.0	494	15.8	+1.9	+18.2
Not Available	13	12.3	184	5.3	2	1.9	208	6.6	-10.4	-4.7
Results Based on Number Writing										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	59	63.4	2687	81.1	68	65.4	2429	83.1	+2.0	-17.7
Excellence	2	2.2	369	11.1	1	1.0	390	13.3	-1.2	-12.3
Below Acceptable	34	36.6	625	18.9	36	34.6	494	16.9	-2.0	+17.7
Top 3 items (description) and Gap to Province					Bottom 3 items (description) and Gap to Province					
-4.9	Déduire le sens d'un mot selon le contexte. (Deduce the meaning of a word based on context).				-24.4	Identifier ce que représente l'expression des visages des personnages. (Identify what the expressions of the characters represent).				
-7.0	Déduire le sens d'un mot selon le contexte.				-24.0	Identifier ce qu'indique une citation. (Identify what a quote says).				
-7.1	Déduire le sens d'un mot selon son contexte.				-22.9	Déduire pourquoi l'auteur emploie un point d'exclamation. (Deduce why the author uses an exclamation point).				

High/Low Gap = 29.3



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## MEMORANDUM

January 23, 2024

Regular Board Meeting

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

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### PURPOSE

For information. No recommendation required.

### BACKGROUND

The purpose of the Governance and Planning Committee is to provide an opportunity for all Trustees to engage in dialogue on generative governance, strategic planning, advocacy, student engagement and operational understanding. The Superintendent reports directly to the corporate Board and is accountable to the Board of Trustees for the conduct and operation of the Division. The following report shares the unapproved Minutes from the December 19, 2023 GPS Meeting.

### REPORT SUMMARY

On December 19, 2023, the Governance and Planning Committee met to discuss a number of topics, chosen 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, December 19, 2023, at 1:00 PM

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### Attendance:

Lorraine Stewart, Board Chair *(via video-conferencing)*  
 Aileen Wagner, Vice-Chair *(via video-conferencing)*  
 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  
 Dr. Meg Miskolzie, Associate Superintendent  
 Jordi Weidman, Director of Strategic Communications  
 Keri Zylla, Recording Secretary

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### 1. WELCOME & LEARNING MOMENT

**1.1. Call to Order:** Board Chair Stewart called the meeting to order at 1:05 p.m.

**1.2. Land Acknowledgement:** Chair Stewart acknowledged Treaty Territory.

**1.3. Changes to the Agenda:** There were no changes to the agenda.

**1.4. Approval of the Agenda:**

**MOVED by** Trustee Cameron that the Board of Trustees accept the agenda as presented.

**CARRIED UNANIMOUSLY**

**1.5. Approval of the November 7, 2023, GPS Minutes:**

**MOVED by** Trustee Wagner that the GPS Minutes of November 7, 2023 be approved as presented.

**CARRIED UNANIMOUSLY**

**1.6. Learning Moment:** Deputy Superintendent Francis provided information on the Alberta Teaching Profession Commission process for reviewing and investigating formal complaints of professional incompetence or professional misconduct involving a teacher leader.

## 2. OPERATIONS AND INFORMATION

- 2.1. School Calendar – First Draft and Preliminary Survey Results:** Associate Superintendent Johnston provided the preliminary survey results from the 2024-2025 School Calendar Survey that went out to stakeholders November 22, 2023. The survey closes December 21, 2023. Discussion ensued.

*Ms. Lewis entered the meeting at 2:09 p.m.*

- 2.2. Fees / Allowances – Guiding Principles:** Associate Superintendent McFadyen shared the Board approved Guiding Principles for making decisions regarding Parkland School Division's fees and allowances. Associate Superintendent McFadyen highlighted the challenges faced in keeping transportation within their funding envelope and reviewed government mandates regarding transportation. Discussion ensued.

*Deputy Superintendent Francis exited at 2:19 p.m. and returned at 2:30 p.m.*

*Associate Superintendent Dr. Miskolzie entered the meeting at 2:32 p.m.*

*Ms. Lewis exited the meeting at 2:38 p.m.*

- 2.3. Funding for Learning Loss (Disruption) Grant:** Associate Superintendent Johnson provided an overview of the funding provided for students under the Learning Loss Grant, and how those funds are allocated in each of our schools based on literacy and numeracy support services.
- 2.4. Jordan's Principle Submission:** Associate Superintendent Dr. Miskolzie shared information on Jordan's Principle and how PSD can use that funding to support Indigenous students. Discussion ensued.

## 3. GOVERNANCE

### 3.1. Association Business

#### 3.1.1. Alberta School Boards Association (ASBA)

- Position Statement Framework: Board Chair Stewart provided information on the Position Statement Framework.
- Draft Position Framework Survey: Board Chair Stewart asked Trustees to provide their answers to the survey on a Google Doc for compilation and submission as a Board, prior to the end of January 2024.

#### 3.1.2. Public School Boards' Association of Alberta (PSBAA)

PSBAA will be discussed at the January 23, 2024 GPS Meeting.

- 3.2. Board Policy 13: Appeals to the Board Regarding Student Matters:** Board Chair Stewart highlighted some of the items that are currently under review in Board Policy 13 for clarity and improved process. Discussion ensued.
- 3.3. Budget 2024 (Government of Alberta) / Survey:** Board Chair Stewart reminded Trustees that there is opportunity to provide input on the Government of Alberta survey until the end of January 2024.
- 3.4. School Council Updates:** Trustees provided governance updates from various School Council Meetings they attended.

- 3.5. In-Camera with Auditors Discussion:** Board Chair Stewart discussed with Trustees whether all Trustees should have opportunity to bring forth any concerns to Auditors in-camera when presented the audited financial statements in the regular Board meeting, or whether the three Trustees on the Audit Committee who have the opportunity at the November Audit Committee meeting will suffice. Discussion ensued.

*Ms. Lewis entered the meeting at 3:29 p.m.*

#### 4. STRATEGIC PLANNING

- 4.1. Transportation Cooperative Agreements:** Associate Superintendent McFadyen provided background information, regarding current transportation Cooperative Agreements PSD has with Grande Yellowhead and Black Gold School Divisions. It was noted that If the Board wishes to explore this further, a Board report would need to be presented prior to March 31, 2024. Discussion ensued.

Continued discussion with ensue at the January 23, 2024 GPS Meeting.

*Ms. Lewis and Dr. Miskolzie exited the meeting at 3:56 p.m.*

- 4.2. Reserves Discussion:** Superintendent Boyce shared that the government has removed the capital reserves cap previously implemented in Alberta.

Associate Superintendent McFadyen shared that early indications show that PSD may be ending the school year with a surplus. With a removal of the cap on capital reserves, PSD has the ability to move some money in capital reserves for needed projects. In order of priority, three projects for consideration are:

- Tomahawk School gymnasium
- The Centre for Education boardroom and lower level of the building
- Spruce Grove Composite High enhancements.

#### 5. CLOSING

- 5.1. Discussion with Superintendent:** Trustees engaged in discussion with Superintendent Boyce regarding any further questions or requests for additional information.
- 5.2. Topics to come forward to the next Board Meeting include:** There were no topics suggested for the next Board Meeting.

*Associate Superintendent Dr. Miskolzie exited the meeting at 4:34 p.m.*

- 5.3. Roundtable Discussion:** Board Chair Stewart closed the session with a roundtable discussion.
- 5.4. Adjournment:** Board Chair Stewart adjourned the meeting at 4:38 p.m.

**Next meeting:** Tuesday, January 23, 2024, at 1:00 p.m. (AFTERNOON ONLY)