

REGULAR BOARD MEETING

AGENDA

March 05, 2024 at 9:00 A.M.
Live-Streamed for the Public at:

<https://youtu.be/ajbyPULIOBM>



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

March 05, 2024, at 9:00 AM

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

Page Number	A G E N D A
-1-	1. CALL TO ORDER at 9:00 AM 1.1. Land Acknowledgement 1.2. National Anthem 1.3. Personal Reflection 1.4. Trustee Announcements 1.5. Changes to the Agenda 1.6. Approval of the Agenda
-4-	2. APPROVAL OF MINUTES 2.1. Regular Meeting of February 13, 2024
	3. BUSINESS ARISING FROM THE MINUTES
	4. DELEGATION / PRESENTATION 4.1. Students and staff from Woodhaven Middle School will be making a presentation on 'Woodhaven Performing Arts'.
	<i>Recess Period / Public Question Period</i>
	5. BOARD CHAIR REPORT
	6. SUPERINTENDENT REPORT
-9- -11- -13-	7. ACTION ITEMS 7.1. Edwin Parr Nomination (Edwin Parr Selection Committee) 7.2. Friends of Education Award Nomination (E. Cameron, J. Osborne) 7.3. Revised Board Policy 13: Appeals to the Board Regarding Student Matters (Policy Review Committee)

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-35-	7.4.	2024-2025 Fees and Allowances (S. McFadyen, J. Blood, J. Krefting)
-39-	7.5.	Appointment of Auditor (Audit Committee)
-41-	7.6.	Appointment of Canadian Union of Public Employees (CUPE) Labour Relations Committee (S. McFadyen)
-43-	7.7.	2024-2027 Three-Year Capital Plan Recommendation (S. McFadyen, S. LaBrie)
-55-	8. ADMINISTRATIVE REPORTS	
-60-	8.1.	2023-2024 Infrastructure Maintenance Renewal (IMR) Capital Maintenance Renewal (CMR) Expenditure Plan (S. McFadyen, S. LaBrie)
-71-	8.2.	Numeracy Report (S. Johnston, S. Patras)
	8.3.	Stakeholder Engagement Report (S. Johnston)
-107-	9. TRUSTEE REPORTS	
-109-	9.1.	Council of School Councils (P. McCann)
	9.2.	Teacher Board Advisory Council (E. Cameron, P. McCann)
	9.3.	Alberta School Boards Association (J. Osborne, L. Stewart)
	9.4.	Public School Boards' Association of Alberta (E. Cameron, A. Hennig)
	9.5.	Chamber of Commerce (L. Stewart)
	10. FUTURE BUSINESS	
	10.1. Meeting Dates:	
	<i>Board – Open to the Public:</i>	
	Apr 09, 2024	----- Regular Board Meeting 9:00 AM, Centre for Education (<i>Meeting Live-Streamed for Public</i>)
	<i>Committees – Closed to the Public:</i>	
	Mar 19, 2024	----- Governance & Planning Session (GPS) 9:00 AM, Centre for Education (<i>morning only</i>)
	Mar 19, 2024	----- Student Advisory 12:00 PM, Centre for Education (<i>afternoon only</i>)
	Mar 22, 2024	----- ASBA Zone 2/3 Meeting 9:30 AM, Edmonton
	Apr 03, 2024	----- Audit Committee 1:00 PM, Centre for Education
	Apr 11-12, 2024	----- PSBC Meeting 8:00 AM, Edmonton

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	Apr 16, 2024	-----	Governance & Planning Session (GPS) 9:00 AM, Centre for Education (<i>full day</i>)
	Apr 16, 2024	-----	Teacher Board Advisory Committee 4:15 PM, Centre for Education
	Apr 18, 2024	-----	Benefits Committee 3:30 PM, Centre for Education
	Apr 19, 2024	-----	ASBA Zone 2/3 Meeting 9:30 AM, Edmonton
By Invitation:			
	Apr 04, 2024	-----	Evergreen Catholic Separate School Division and Parkland School Division Joint Meeting 12:00 PM, Centre for Education
	Apr 11, 2024	-----	Education Planning Day 8:30 AM, Stony Plain
	Apr 17, 2024	-----	City of Spruce Grove and Parkland School Division Joint Meeting 5:00 PM, TBD
Other:			
	Mar 12, 2024	-----	Council of School Councils 6:30pm, Centre for Education
	Apr 09, 2024	-----	Council of School Councils 6:30pm, Centre for Education
	<p>10.2. Notice of Motion</p> <p>10.3. Topics for Future Agendas</p> <p>10.4. Requests for Information</p> <p>10.5. Responses to Requests for Information</p>		
	11. IN-CAMERA: LABOUR		
	12. ACTION IN RESPONSE TO IN-CAMERA		
	13. ADJOURNMENT		



**MINUTES OF THE
REGULAR BOARD MEETING**

**HELD AT THE PARKLAND SCHOOL DIVISION CENTRE FOR EDUCATION IN
STONY PLAIN, ALBERTA ON TUESDAY, FEBRUARY 13, 2024, AT 9:00 AM**

TRUSTEE ATTENDANCE:

Lorraine Stewart, Chair
Aileen Wagner, Vice-Chair (*via videoconferencing*)
Aimee Hennig, Trustee
Paul McCann, Trustee
Eric Cameron, Trustee
Anne Montgomery, Trustee (*via videoconferencing*)
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
Christine Ross, Division Principal, Wellness and Community Partnerships
Bryn Spence, Division Principal, Student Services
Jordi Weidman, Director, Strategic Communications
Keri Zylla, Recording Secretary

GUEST PRESENTERS:

Christine Bileau, Principal, Entwistle School
James Hoffman, Grade 4, Entwistle School
Astrid Koebel, Grade 5, Entwistle School
Violet Koebel, Grade 8, Entwistle School
Elizabeth Lizama, Grade 8, Entwistle School

CALL TO ORDER

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

LAND ACKNOWLEDGEMENT

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

NATIONAL ANTHEM

PERSONAL REFLECTION

ANNOUNCEMENTS

CHANGES TO THE AGENDA

There were no changes to the agenda.

APPROVAL OF THE AGENDA

Res 004-2024

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

CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Res 005-2024

MOVED by Trustee Cameron that the minutes of the Regular Meeting held on January 23, 2024, be approved as amended.

CARRIED UNANIMOUSLY

BUSINESS ARISING FROM THE MINUTES

None.

DELEGATION

A delegation of students and staff from Entwistle School presented 'Accessing the Rural Advantage: Entwistle School's Journey into Career Pathways'.

Board Chair Stewart called a recess at 9:31 a.m. Members of the Delegation exited the meeting. Meeting resumed at 9:40 a.m.

QUESTION PERIOD:

There were no questions submitted to the Board at Board@psd.ca, for the February 13, 2024, 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

WORKPLACE SAFETY REPORT

The Board of Trustees received for information, the Workplace Safety Report.

Deputy Superintendent Francis provided additional information and responded to questions.

STUDENT SERVICES REPORT

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

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

Ms. Ross and Mr. Spence exited the meeting at 11:31 a.m.

Board Chair Stewart called a recess at 11:31 a.m. Meeting resumed at 11:37 a.m.

TRUSTEE REPORTS

GOVERNANCE & PLANNING SESSION

The Board of Trustees received for information, the unapproved Minutes from the January 23, 2024, Governance & Planning Session.

ALBERTA SCHOOL BOARDS ASSOCIATION

There was no report.

PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA

Trustee Hennig shared her report.

Trustee Cameron shared some additional information from the recent professional development and council meeting.

CHAMBER OF COMMERCE

There was no report.

2024 INDIGENOUS WELLBEING CONFERENCE

Trustee Osborne shared her report and will bring additional information at a future Governance & Planning Session.

FUTURE BUSINESS

MEETING DATES:

Board – Open to the Public:

Mar 05, 2024 ----- Regular Board Meeting 9:00 AM, Centre for Education (*Meeting Live-Streamed for Public*)

Committees – Closed to the Public:

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 9:00 AM, Centre for Education (<i>full day</i>)
Feb 28, 2024	-----	Edwin Parr Selection Committee Meeting 9:00 AM, (<i>virtual</i>)
Mar 19, 2024	-----	Governance & Planning Session 9:00 AM, Centre for Education (<i>morning only</i>)
Mar 19, 2024	-----	Student Advisory 12:00 PM, Centre for Education (<i>afternoon only</i>)
Mar 22, 2024	-----	ASBA Zone 2/3 Meeting 9:30 AM, Edmonton

Other:

Mar 12, 2024	-----	Council of School Councils 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

Trustee Cameron requested information on Esports within Parkland School Division. Superintendent Boyce and Deputy Superintendent Francis responded to Trustee Cameron's inquiry, indicating that Parkland School Division currently has an Esports Program with plans to expand.

Trustee Osborne requested information on how other school divisions are partnering with the SOGI 1 2 3 organization to create safe and caring schools.

RESPONSES TO REQUESTS FOR INFORMATION

There were no responses to requests for information.

IN-CAMERA: LABOUR

Res 006-2024

MOVED by Trustee Hennig that the Board of Trustees move to In-Camera at 11:53 a.m.

CARRIED UNANIMOUSLY

The meeting live-stream recording was paused. Associate Superintendent Johnston, Associate Superintendent Dr. Miskolzie and Mr. Weidman exited the public meeting in the Boardroom. Board Chair Stewart, Vice-Chair Wagner (via videoconferencing), Trustee Hennig, Trustee McCann, Trustee Cameron, Trustee Montgomery (via videoconferencing), Trustee Osborne, Superintendent Boyce, Deputy Superintendent Francis, Associate Superintendent McFadyen and Ms. Zylla remained in the Boardroom for the In-Camera meeting at 11:53 a.m.

Res 007-2024

MOTION TO REVERT TO A PUBLIC MEETING

MOVED by Trustee McCann that the Board of Trustees revert to a public meeting at 12:17 a.m.

CARRIED UNANIMOUSLY

Mr. Weidman re-entered the Boardroom at 12:17 p.m. The public meeting and live-stream resumed at 12:18 p.m.

ACTION IN RESPONSE TO IN-CAMERA

There was no action in response to In-Camera.

ADJOURNMENT

The meeting was adjourned at 12:18 p.m.



MEMORANDUM

March 5, 2024
Regular Board Meeting

TO	Board of Trustees
FROM	Board Chair Stewart, Trustee Hennig, Trustee Montgomery (The Parkland School Division Alberta School Boards Association (ASBA) Zone 2/3 Edwin Parr Selection Committee)
ORIGINATOR	Mark Francis, Deputy Superintendent
RESOURCE	The Parkland School Division ASBA Zone 2/3 Edwin Parr Selection Committee
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 8: Board Committees Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	Board Annual Work Plan
SUBJECT	EDWIN PARR NOMINATION

PURPOSE

For approval. Recommendation is required.

RECOMMENDATION

That the Board of Trustees recognizes, (*name of nominee*) from (*nominee's school*), as the Parkland School Division Edwin Parr nominee to the Alberta School Boards Association Zone 2/3 Edwin Parr Selection Committee, as presented at the Regular Meeting of March 5, 2024.*

BACKGROUND

Each year the Alberta School Boards Association (ASBA) honours, six outstanding first-year teachers, one from each of the six zones identified by ASBA, with the Edwin Parr Teacher Award. School boards may nominate any first-year K-12 teacher who has taught in an Alberta school jurisdiction which is a member of the ASBA. As part of the Board Annual Work Plan and the selection process, each year three Trustees volunteer to sit on the Parkland School Division ASBA Zone 2/3 Edwin Parr Selection Committee. This recommendation is in support of this Board responsibility and process.

REPORT SUMMARY

In 1964, the Alberta School Trustees' Association established the Edwin Parr Teacher Award to remember the long and meritorious service of past President Edwin Parr. Nominees of the award are selected based on his/her School Board Evaluation using the Teacher Quality Standards (TQS) competencies:

- **TQS1** - Fostering Effective Relationships
- **TQS2** - Engaging in Career-Long Learning
- **TQS3** - Demonstrating a Professional Body of Knowledge
- **TQS4** - Establishing Inclusive Learning Environments
- **TQS5** - Applying Foundational Knowledge about First Nations, Metis and Inuit
- **TQS6** - Adhering to Legal Frameworks and Policies

Our schools were invited to identify a first-year teacher to serve as Parkland's nomination to the ASBA's Zone 2/3.

Mr. / Ms. *(last name of nominee)* is teaching Grade *(grade level)* at *(name of nominee's school)*.*

Nominee's, at the Zone level, will be interviewed by the ASBA Zone 2/3 Edwin Parr Selection Committee.

The Parkland School Division ASBA Zone 2/3 Edwin Parr selection committee would be pleased to respond to any questions.

MF:kz

** The name of the Parkland School Division Edwin Parr nominee and the nomination selected to go forward to the Alberta School Boards Association (ASBA) Zone 2/3 Edwin Parr Selection Committee, will be completed in this memorandum and announced at the March 5, 2024, Regular Board Meeting.*



MEMORANDUM

March 5, 2024
 Regular Board Meeting

TO Board of Trustees

FROM Board of Trustees

ORIGINATOR Eric Cameron, Trustee
 Jill Osborne, Trustee

RESOURCE Cathy Traynor, Health and Wellness Facilitator
 Dianne Brown, Rotary Club of Spruce Grove
 John Oldham, Rotary Club of Spruce Grove

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

ADDITIONAL REFERENCE BP 2: Safe and Caring Environment
 BP 2: Supports and Services
 Alberta School Board Association of Alberta

SUBJECT **FRIENDS OF EDUCATION AWARD NOMINATION**

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees nominates the Spruce Grove Rotary Community Partners Society for the Friends of Education Award sponsored by the Alberta School Boards Association, in recognition of their dedication and fundamental contribution to student education.

BACKGROUND

The Board “provides, where prudent to do so, recognition to students staff, trustees and community members and organizations” (BP 2: Safe and Caring Environment) and “develops ongoing relationships with government, school and system leaders, families and community partners to strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments” (BP 2: Supports and Services). This recommendation is in response to these responsibilities.

REPORT SUMMARY

As a community partner, The Spruce Grove Rotary Community Partners Society helps ensure Parkland School Division (PSD) students have access to nutritious food while at school. Their efforts support healthy physical and cognitive development, and promote improved focus, attendance, and social well-being in students. This in turn, contributes to better learning outcomes and reduces achievement gaps.

Through our partnership with the Spruce Grove Rotary Community Partners Society, which includes volunteers from both Spruce Grove and Stony Plain Rotary Clubs, schools can access bagged lunches twice per week. This program continues to grow year after year, thanks to countless Rotarians and volunteers and in huge part to the vision and organizational oversight provided by the Rotary's Dianne Brown and PSD's Health and Wellness Facilitator Cathy Traynor. For the 2023-2024 school year, this program will be supporting students at 18 school sites through the construction and delivery of a minimum of 700 bagged lunches per week.

Lunches are jointly funded through the Rotarians and Parkland School Division (through the Alberta Education Nutrition Grant and President Choice Children's Charity), and supported by St. Andrew's Church, local grocers, and volunteers.

EC:kz



MEMORANDUM

March 5, 2024
Regular Board Meeting

TO	Board of Trustees
FROM	Lorraine Stewart, Board Chair Aileen Wagner, Board Vice-Chair
ORIGINATOR	Shauna Boyce, Superintendent
RESOURCE	Policy Review Committee
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 11: Board Delegation of Authority Board Policy 12: Role of the Superintendent Board Policy 14: Hearings on Teacher Matters
ADDITIONAL REFERENCE	BP 2: Governance and Organization BP 12: Section 5. Policy <i>Education Act</i>
SUBJECT	REVISED BOARD POLICY 13: APPEALS TO THE BOARD REGARDING STUDENT MATTERS

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees approves the Revised Board Policy 13: Appeals to the Board Regarding Student Matters, as recommended by the Policy Review Committee and presented at the Regular Meeting of March 5, 2024.

BACKGROUND

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

REPORT SUMMARY

On May 30, 2023, the Policy Review Committee recommended updates to Board Policy 13, formerly titled: Appeals Regarding Student Matters, and the Board of Trustees approved the following key changes to create Board Policy 13: Appeals to the Board Regarding Student Matters:

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

Prior to approval, administration also requested a review and feedback from legal counsel on this policy to ensure the language, legislation and appeal process follow the Alberta judicial system and collective agreements.

In October 2023, the Board requested further details be added for additional clarification to the appeal process.

On December 14, 2023, and February 9, 2024, the Policy Review Committee met and discussed additional details to further clarify the appeal process making further revisions to the Board Policy 13: and Schedule 13.1 Board Appeal Hearing Process.

The Board reviewed and clarified additional details, within Schedule 13.1, during the February 27, 2024, Governance and Planning Session (GPS).

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

LS:kz



Parkland School Division Board Policy 13

APPEALS TO THE BOARD REGARDING STUDENT MATTERS

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

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

School Dispute Resolution and Process for Appeal

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

Appeal to the Board


5. All Division processes for appeal shall, at a minimum, respect the process for appeal as legislated in the *Education Act* (s. 42).
6. An appeal to the Board shall be requested within seven (7) school days from the date that the individual was informed of the Superintendent's decision.
 - 6.1. In order to be considered as a valid request for appealing a decision, the request for the appeal shall be filed, in writing, and shall contain the name of the party filing the request for appeal, the date of filing, the matter at hand, and the notable rationale to justify the request for the appeal, in consideration of section three (3) and section four (4) of this Policy specific to the request.

7. Parents, or an independent student as defined by the *Education Act*, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing.
 - 7.1. The responsibility for engaging and paying for such assistance rests with the parent(s), guardian(s) or the independent student.
8. The Board reserves the right to access and/or obtain resources, including the services of legal counsel at any point throughout the appeal process.
9. The Board Chair shall determine whether or not the appeal request has sufficient merit to proceed formally with an Appeal Hearing.
10. Should the Board Chair determine sufficient merit exists for an Appeal Hearing to proceed, the Board shall form an Appeal Hearing Panel:
 - 10.1. The Appeal Hearing Panel shall consist of the following:
 - 10.1.1. The Board Chair and/or the Board Vice Chair, and
 - 10.1.2. A minimum quorum of three (3) Trustees that includes either the Board Chair or the Board Vice Chair, or both, and that consists of sufficient additional Trustees to maintain a quorum of three (3).
11. The Appeal Hearing shall be scheduled so as to ensure that the person making the appeal and the Superintendent, or designate, whose decision is being appealed, has reasonable notice and time to prepare for the presentation.
 - 11.1. The Board Chair reserves the right to adjust timelines, as deemed necessary.
 - 11.2. The Board Chair shall ensure that the matters related to the timely conveyance of an Appeal Hearing are communicated to the appellant and Superintendent, and that the Appeal Hearing shall proceed, as per *Board Policy 13* and *Schedule 13.1*.
12. The Appeal Hearing shall be heard *in-camera*, with specified individuals in attendance.
13. The Appeal Hearing decision, and the justification for that decision, shall be communicated to the appellant (person or party requesting the appeal) once a decision has been reached, and confirmed in writing following the Appeal Hearing;
 - 13.1. Included in the communication to the appellant shall be information that the appellant has the right to seek a review by the Minister (as per the *Education Act* (s. 43(1))).
14. In full adherence to this Policy, Appeal Hearings shall proceed according to *Schedule 13.1 Board Appeal Hearing Process*.

Expulsion of a Student

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

BP 13: FINAL VERSION

Reference: Education Act: 33, 41-44, 52, 222, 230-252	Approved: 
	Date Approved: March 5, 2024
Cross-Reference: Board Policy: 1, 14, 18 Admin Procedure: 170, 350, 360, 380, 390	Reviewed or Revised: March, 2024 May, 2023 April, 2020 April, 2019 March, 2017



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

This Schedule exists to provide the process for the Board's Appeal Hearing.

1. The Board may make any decision that it considers appropriate in respect of a matter that is appealed to it, as per section 42(7) of the *Education Act*, and *Board Policy 13: Appeals to the Board Regarding Student Matters*.

Access to Information and Determination to Proceed

2. A parent, guardian or independent student may request, in writing, that the Board consider an appeal of a matter that is determined to be resolved by the Superintendent; notably,
 - 2.1. The request may be made by email to the Board to: board@psd.ca; and
 - 2.2. The request to the Board shall be made within seven (7) school days of the date the decision was communicated by the Superintendent or designate, as per section 6 of *Board Policy 13*.
3. As per section 9 of *Board Policy 13*, the Board Chair shall determine if there is sufficient merit to convene an Appeal Hearing Panel [herein referred to as the Panel]; notably, but not limited to:
 - 3.1. Information or legislation alleged to have been omitted during the Superintendent's determination for a decision;
 - 3.2. Perceived and alleged procedural errors that occurred during the determination for the decision; or
 - 3.3. Responding to a requirement for procedural fairness when clarity is undetermined by s. 3.1 or 3.2 (above).
4. Should sufficient merit be determined to exist for an Appeal Hearing:
 - 4.1. The matters related to the timely conveyance of the Appeal Hearing shall be communicated to the appellant and Superintendent; and
 - 4.2. The Appeal Hearing shall proceed, as per *Board Policy 13* and *Schedule 13.1*.
5. Should an appeal be refused, the Board Chair shall provide, in writing, any justification for the dismissal of the appeal.
 - 5.1. A review by the Minister may be requested as per section 43 of the *Education Act*.

Pre-Hearing

6. The Appeal Hearing, as a fair, open and transparent process, shall ensure a reasonable and appropriate amount of time exists for all parties (the Panel, the appellant, and the Superintendent) to review supporting documents in advance of the Appeal Hearing; notably:
 - 6.1. Prior to the Appeal Hearing, the parties may request any relevant information that is available, and related to the appeal request, and that may be freely and justly provided;

- 6.2. Prior to the Appeal Hearing, the parties shall provide the Board Chair with all necessary information and documents, such as policies, procedures, and evidence related to the appeal request. This information will be shared with the parties. And
- 6.3. In consideration of the scope of material presented, the Panel Chair shall determine, and declare, the appropriate amount of time that shall be required by the Panel to review the evidentiary materials presented.
7. In consideration of s. 6, the Appeal Hearing Chair (Board Chair or Vice Chair) shall outline the date, agenda and purpose of the Appeal Hearing; notably:
 - 7.1. That the scheduled time for the Appeal Hearing shall be determined in consideration of all parties' schedules, where possible;
 - 7.2. That the parties shall have an opportunity to provide representation to the Panel in support of their respective position;
 - 7.3. That information provided to the Panel may include expert medical, psychological and/or educational data, and may be presented by witnesses;
 - 7.3.1. Information provided may include both written and/or verbal communication;
 - 7.4. That the Appeal Hearing shall provide a reasonable opportunity for the Panel to receive and review information from all parties;
 - 7.5. That the time, available to both parties to present their case, is clearly understood; and
 - 7.6. That minutes of the Appeal Hearing shall be recorded for the purpose of the Board's records.

Appeal Hearing Schedule of Events:

8. The Appeal Hearing [hereinafter referred to as the Hearing] shall be comprised of the members of the Panel:
 - 8.1. For clarity, a Hearing may only proceed with quorum, as established by section 10(1.2.) of *Board Policy 13*.
9. The Appeal Hearing Chair [hereinafter referred to as the Chair] shall convene the Hearing.
10. The Chair shall welcome all parties and provide for introductions.
11. The Chair shall provide a reference number for the appeal.
12. The Chair shall confirm that the members of the Panel were provided with proper notice of the Hearing, in accordance with *Board Policy 13*.
13. The Chair shall clarify the schedule and/or order of events for the Hearing and that Appeal Hearings specifically are held, by motion, to be *in-camera*;
 - 13.1. The Chair shall call for a motion to move *in-camera*.
14. The Chair shall call the Hearing to order, noting the time.
15. The Chair shall identify that the Hearing is held as per the *Education Act, Board Policy 13, and Board Policy Schedule 13.1*.

16. The Chair shall identify representation of legal counsel or other attendees acting as resources for the Panel, if in attendance.
17. The Chair shall provide a step-by-step overview of the process for the Hearing (as outlined in this schedule).
18. As invited by the Chair, the presentation by the appellant shall happen first, and shall not exceed thirty (30) minutes;
19. The presentation by the Superintendent, or designate, shall follow, and shall not exceed thirty (30) minutes;
20. Questions for clarity shall follow, as procedurally directed by the Chair; notably
 - 20.1. Both parties shall be provided an opportunity to ask questions through the Chair;
 - 20.1.1. The appellant shall be provided with the first opportunity for questions, or to seek clarification on matters presented;
 - 20.1.2. The Panel shall then be provided with an opportunity for questions or to seek clarification on matters presented;
 - 20.1.3. In determining the scope of the questions asked, the Chair may set a time limit for responding to questions, with a maximum time for response limited to five (5) minutes per individual question;
 - 20.1.4. Both parties shall ask questions and seek clarification, prior to receiving a response, to ensure that cross-examination does not occur; and
 - 20.1.5. The order of responses to questions shall follow, with the Panel responding first, and the Appellant responding second.
21. The appellant, or their resource person(s), shall be afforded two (2) additional minutes for summary comments; and
22. The Superintendent, or designate, shall be afforded two (2) additional minutes for summary comments;
23. Following the presentation of the information, all persons other than Panel members, legal counsel and/or resource person(s) to the Panel shall be asked to leave the room, and the Panel shall deliberate in private;
24. The Panel may invite legal counsel and/or resource person(s) to assist them on points of law or procedure;
 - 24.1. If the Panel requires further information or clarification, the parties shall be reconvened and the request shall be made in the presence of both parties, and the Panel shall then ask all parties to vacate the room so that the Panel may continue to deliberate in private;
 - 24.2. If the information required is not readily available, the Chair may request a recess, or, if necessary, an adjournment of the Hearing to a later date.
25. The Panel shall, by simple majority, determine the Panel's decision on the matter presented; notably:
 - 25.1. The decision shall be either to uphold the Superintendent's decision, or overturn the Superintendent's decision.
26. The Board shall confirm the Panel's decision, in writing, to all parties.

- 26.1. Included in the communication to the appellant shall be information that the appellant has a right to request a review of the decision by the Minister as per section 43 of the *Education Act*.
27. The announcement of the decision shall serve to conclude the Hearing; and
28. The decision of the Appeal Hearing Panel shall serve as a decision of the Board of Trustees.



Parkland School Division Board Policy 13

APPEALS TO THE BOARD REGARDING STUDENT MATTERS

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

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

School Dispute Resolution and Process for Appeal

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

Appeal to the Board


5. All Division processes for appeal shall, at a minimum, respect the process for appeal as legislated in the *Education Act* (s. 42).
6. An appeal to the Board shall be requested within seven (7) school days from the date that the individual was informed of the Superintendent's decision.
 - 6.1. In order to be considered as a valid request for appealing a decision, the request for the appeal shall be filed, in writing, and shall contain the name of the party filing the request for appeal, the date of filing, the matter at hand, and the notable rationale to justify the request for the appeal, in consideration of section three (3) and section four (4) of this Policy specific to the request.

7. Parents, or an independent student as defined by the *Education Act*, when appealing a decision to the Board, have the right to be assisted by a resource person(s) ~~or by resource persons~~ of their choosing.
 - 7.1. The responsibility for engaging and paying for such assistance rests with the parent(s), guardian(s) or the independent student.
8. The Board reserves the right to access and/or obtain resources, including the services of legal counsel at any point throughout the appeal process.
9. The Board Chair shall determine whether or not the appeal request has sufficient merit to proceed formally with an Appeal Hearing.
10. Should the Board Chair determine sufficient merit exists for an Appeal Hearing to proceed, the Board shall form an Appeal Hearing Panel ~~by resolution~~:
 - 10.1. The Appeal Hearing Panel shall consist of the following:
 - 10.1.1. The Board Chair and/or the Board Vice Chair, and
 - 10.1.2. A minimum quorum of three (3) Trustees that includes either the Board Chair or the Board Vice Chair, or both, and that consists of sufficient additional Trustees to maintain a quorum of three (3).
11. ~~The~~ Appeal Hearing shall be scheduled so as to ensure that the person making the appeal and the Superintendent, or designate, whose decision is being appealed, has reasonable notice and time to prepare for the presentation.
 - ~~11.1.~~ The Board Chair reserves the right to adjust timelines, as deemed necessary.
~~11.1-11.2.~~ The Board Chair shall ensure that the matters related to the timely conveyance of an Appeal Hearing are communicated to the appellant and Superintendent, and that the Appeal Hearing shall proceed, as per Board Policy 13 and Schedule 13.1.
12. The Appeal Hearing shall be heard *in-camera*, with specified individuals in attendance.
13. The Appeal Hearing decision, and the justification for that decision, shall be communicated to the appellant (person or party requesting the appeal) once a decision has been reached, and confirmed in writing following the Appeal Hearing;
 - 13.1. Included in the communication to the appellant shall be information that the appellant has the right to seek a review by the Minister (as per the *Education Act* (s. 43(1))).
14. In full adherence to this Policy, Appeal Hearings shall proceed according to *Schedule 13.1 Board Appeal Hearing Process*.

Expulsion of a Student

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

BP 13 - Tracked Version

Reference: Education Act: 33, 41-44, 52, 222, 230-252	Approved: 
	Date Approved: May 30, 2023 <u>March 5, 2024</u>
Cross-Reference: Board Policy: 1, 14, 18 Admin Procedure: 170, 350, 360, 380, 390	Reviewed or Revised: <u>March, 2024</u> May, 2023 April, 2020 April, 2019 March, 2017 September 2010



Parkland School Division

Board Policy 13: Schedule 13.1

BOARD APPEAL HEARING PROCESS

This Schedule exists to provide the process for the Board's Appeal Hearing.

1. The Board may make any decision that it considers appropriate in respect of a matter that is appealed to it, as per section 42(7) of the *Education Act*, and *Board Policy 13: Appeals to the Board Regarding Student Matters*.

Access to Information and Determination to Proceed

2. A parent, guardian or independent student may request, in writing, that the Board consider an appeal of a matter that is determined to be resolved by the Superintendent; notably,

2.1. The request may be made by email to the Board to: board@psd.ca; and

~~2.1.2. An appeal~~The request to the Board shall be made within seven (7) school days of the ~~rendered~~date the decision ~~the appellant~~was communicated by the Superintendent or designate, as per section 6 of *Board Policy 13*.

3. As per section 9 of *Board Policy 13*, the Board Chair shall determine if there is sufficient merit to convene an Appeal Hearing Panel; [herein referred to as the Panel]; notably, but not limited to:
 - 3.1. Information or legislation alleged to have been omitted during the Superintendent's determination for a decision;
 - 3.2. Perceived and alleged procedural errors that occurred during the determination for the decision; or
 - 3.3. ~~Ensuring~~Responding to a requirement for procedural fairness when clarity is undetermined by s. 3.1 or 3.2 (above).
4. Should sufficient merit be determined to exist for an Appeal Hearing:
 - ~~4.1. — A resolution shall be made at a Regular Board Meeting to convene an Appeal Hearing Panel; and~~
 - 4.1. The Panel Chair shall ensure that theThe matters related to the timely conveyance of ~~an~~the Appeal Hearing ~~are properly~~shall be communicated to the appellant ~~and Superintendent;~~; and ~~that the~~
 - 4.2. The Appeal Hearing shall proceed, as per *Board Policy 13* and *Schedule 13.1*.
5. Should an appeal be refused, the Board Chair shall provide ~~correspondence noting, in writing,~~ any justification for the ~~summary~~ dismissal of the appeal.
 - 5.1. ~~An appeal to review by~~ the Minister may be ~~possible requested~~ as per section 43 of the *Education Act*.

Pre-Hearing

6. The Appeal Hearing, as a fair, open and transparent process, shall ensure a reasonable and appropriate amount of time exists for all parties (the Panel, the appellant, and the Superintendent) to review supporting documents in advance of the Appeal Hearing; notably:
- ~~5-2-6.1.~~ Prior to the Appeal Hearing, the ~~appellant parties party~~ may request any relevant information that is available, and related to the appeal request, and that may be freely, and justly provided ~~by the Board, in support of the Appellant's appeal~~;
- ~~5-3-6.2.~~ Prior to the Appeal Hearing, the ~~appellant parties party~~ shall provide the Board Chair with all necessary information and documents, such as policies, procedures, and evidence ~~that supports the appellant's appeal, related to the appeal request. This information will be shared with the parties.;~~ And
- 6.3. The Appeal In consideration of the scope of material presented, the ~~Appeal Hearing~~ Panel Chair shall determine, and declare, the appropriate amount of time that shall be required by the Panel to review the evidentiary materials presented.
- ~~6-7.~~ In consideration of s. 6 ~~(above)~~, the ~~Appeal Hearing Panel~~ Chair (Board Chair or Vice Chair) shall outline the scheduled date, agenda and purpose of the Appeal Hearing; notably:
- ~~6-1-7.1.~~ That ~~a schedule~~ the scheduled time for the Appeal Hearing shall be determined in consideration of ~~the appellant's schedule~~ all parties' schedules, where possible;
- ~~6-2-7.2.~~ That the ~~appellant party parties~~ shall have an opportunity to provide representation to the ~~Appeal Hearing~~ Panel in support of their respective position;
- ~~6-3-7.3.~~ That information provided to the ~~Board Panel~~ may include expert medical, psychological and/or educational data, and may be presented by witnesses;
- ~~6-3-1-7.3.1.~~ Information provided may include both written and/or verbal communication;
- ~~6-4-7.4.~~ That the Appeal Hearing shall provide ~~an~~ a reasonable opportunity for ~~members of the Appeal Hearing~~ Panel to receive and review information ~~and review disputed facts; and from all parties;~~
- 7.5. That the time, available to both parties to present their case, is clearly understood; and
- ~~6-5-7.6.~~ That minutes of the Appeal Hearing shall be recorded for the purpose of the Board's records.
- ~~7. For clarity, the Board Chair and/or designate shall identify a time and place for the Appeal Hearing in consideration of, but not solely dependent upon, the appellant's parties' desired schedule.~~

Appeal Hearing Schedule of Events:

8. The Appeal Hearing [hereinafter referred to as the Hearing] shall be comprised of the members of the ~~Appeal Hearing~~ Panel:
- 8.1. For clarity, a Hearing may only proceed with quorum, as established by section 10(1.2.) of *Board Policy 13*.
- ~~9. The Appeal Hearing shall proceed as follows:~~
9. The Appeal Hearing Chair shall call [hereinafter referred to as the Appeal Chair] shall convene the Hearing.
10. The Chair shall welcome all parties and provide for introductions.

11. The Chair shall provide a reference number for the appeal.
- ~~10.~~12. The Chair shall confirm that the members of the Panel were provided with proper notice of the Hearing to order, in accordance with *Board Policy 13*.
13. The ~~Appeal Hearing~~ Chair shall clarify the schedule and/or order of events for the ~~Appeal Hearing~~ and that ~~Appeal Hearings~~ specifically are held, by motion, to be *in-camera*;
~~———The Chair shall call for a motion to move *in-camera*;~~
~~and~~
13.1. ~~The Panel shall approve the motion.~~
- ~~11.~~14. The Chair shall call the Hearing to order, noting the time.
15. The ~~Appeal~~Chair shall identify that the Hearing is held as per the *Education Act, Board Policy 13, and Board Policy Schedule 13.1*.
16. The Chair shall ~~invite~~identify representation of legal counsel or other attendees acting as resources for the Panel, if in attendance.
17. ~~For clarity,~~ The Chair shall provide a step-by-step overview of the process for the Hearing (as outlined in this schedule).
- ~~12.~~18. As invited by the Chair, the presentation by the appellant to present their appeal and include any justification for the appeal shall happen first, and shall not exceed thirty (30) minutes;
- ~~13.~~19. The ~~Appeal Hearing~~ Chair shall ~~invite~~The presentation by the Superintendent, or designate to provide an explanation of the decision provided, and a justification for the decision, shall follow, and shall not exceed thirty (30) minutes;
20. Members of Questions for clarity shall follow, as procedurally directed by the Chair; notably
 - 20.1. the Board's ~~Appeal Hearing~~Both parties shall be provided an opportunity to ask questions through the Chair;
 - 20.1.1. The appellant shall be provided with the first opportunity for questions, or to seek clarification on matters presented;
 - 20.1.2. The Panel shall then be provided with an opportunity for questions or to seek clarification on matters presented;
 - 20.1.3. In determining the scope of the questions asked, the Chair may set a time limit for responding to questions, with a maximum time for response limited to five (5) minutes per individual question;
 - 20.1.4. Both parties shall ask questions and seek clarification, prior to receiving a response, to ensure that cross-examination does not occur; and
 - 20.1.5. The order of responses to questions shall follow, with the Panel responding first, and the Appellant responding second.
21. Panel shall be provided an opportunity to ask questions for clarification from The aAppellant, or their resource person(s), shall be afforded two (2) additional minutes for summary comments; and
22. The Superintendent, or designate, shall be afforded two (2) additional minutes for summary comments;

23. Following the presentation of the information, all persons other than Panel members, legal counsel and/or resource person(s) to the Panel ~~the Corporate Secretary for the Board~~ shall be asked to leave the room, and the Panel shall deliberate in private;
24. The Panel may invite legal counsel and/or resource person(s) to assist them on points of law or procedure;
- ~~13.1.~~24.1. If the Panel requires further information or clarification, the parties shall be reconvened and the request shall be made in the presence of both parties, and the Panel shall then ask all parties to vacate the room so that the Panel may continue to deliberate in private;
- ~~13.2.~~ Cross-examination between parties shall not be permitted;
- ~~13.3.~~ The Appeal Hearing Panel shall convene to meet, without~~if~~ the respective parties present, to discuss~~information~~ required is not readily available, the matters brought forth to the Appeal Hearing;
- ~~13.3.1.~~ The Appeal Hearing Panel~~Chair~~ may have legal counsel in attendance for this purpose; and
- ~~13.4.~~24.2. The Appeal Hearing Panel may determine that it is~~request a recess, or, if necessary to reconvene to receive additional information or clarification from either party and convene privately again at the conclusion,~~ an adjournment of this process for clarification; ~~the H~~hearing to a later date.
- ~~14.~~25. The ~~Appeal Hearing~~ Panel shall, by simple majority, determine the ~~Hearing~~ Panel's decision on the matter presented; notably:
- ~~The Board~~The decision shall be either to ~~maintain~~uphold the Superintendent's decision, or ~~overturn the Superintendent's decision.~~
- ~~15.~~25.1. ~~The Panel shall reconvene with all parties to state the Board's decision on the matter;~~
- ~~15.1.~~26. The Board shall confirm the ~~Board's~~ Panel's decision, in writing, to all parties; ~~and~~
- ~~15.2.~~26.1. Included in the communication to the appellant shall be information that the appellant has a right to ~~appeal to~~request a review of the decision by the Minister as per section 43 of the Education Act.
- ~~16.~~27. The announcement of the decision shall serve to conclude the ~~Appeal~~ Hearing; and
- ~~17.~~28. The decision of the ~~Board's~~ Appeal Hearing Panel shall serve as a ~~summary~~ decision of the Board of Trustees.



Parkland School Division Board Policy 13

APPEALS TO THE BOARD REGARDING STUDENT MATTERS

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

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

School Dispute Resolution and Process for Appeal

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

Appeal to the Board


5. All Division processes for appeal shall, at a minimum, respect the process for appeal as legislated in *The Education Act* (s. 42).
6. An appeal to the Board shall be requested within seven (7) school days from the date that the individual was informed of the Superintendent's decision.
 - 6.1. In order to be considered as a valid request for appealing a decision, the request for the appeal shall be filed, in writing, and shall contain the name of the party filing the request for appeal, the date of filing, the matter at hand, and the notable rationale to justify the request for the appeal, in consideration of section three (3) and section four (4) of this Policy specific to the request.
7. Parents, or an independent student as defined by the *Education Act*, when appealing a decision to the Board, have the right to be assisted by a resource person or by resource persons of their choosing.

- 7.1. The responsibility for engaging and paying for such assistance rests with the parent(s), guardian(s) or the independent student.
8. The Board reserves the right to access and/or obtain resources, including the services of legal counsel at any point throughout the appeal process.
9. The Board Chair shall determine whether or not the appeal request has sufficient merit to proceed formally with an Appeal Hearing.
10. Should the Board Chair determine sufficient merit exists for an Appeal Hearing to proceed, the Board shall form an Appeal Hearing Panel by resolution:
 - 10.1. The Appeal Hearing Panel shall consist of the following:
 - 10.1.1. The Board Chair and/or the Board Vice Chair, and
 - 10.1.2. A minimum quorum of three (3) Trustees that includes either the Board Chair or the Board Vice Chair, or both, and that consists of sufficient additional Trustees to maintain a quorum of three (3).
11. Appeal Hearing shall be scheduled so as to ensure that the person making the appeal and the Superintendent, or designate, whose decision is being appealed, has reasonable notice and time to prepare for the presentation.
 - 11.1. The Board Chair reserves the right to adjust timelines, as deemed necessary.
12. The Appeal Hearing shall be heard *in-camera*, with specified individuals in attendance.
13. The Appeal Hearing decision, and the justification for that decision, shall be communicated to the appellant (person or party requesting the appeal) once a decision has been reached, and confirmed in writing following the hearing;
 - 13.1. Included in the communication to the appellant shall be information that the appellant has the right to seek a review by the Minister (per s. 43(1) of the Education Act).
14. In full adherence to this Policy, Appeal Hearings shall proceed according to *Schedule 13.1 Board Appeal Hearing Process*.

Expulsion of a Student

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

BP 13 - Original Version

Reference: Education Act: 33, 41-44, 52, 222, 230-252	Approved: 
	Date Approved: May 30, 2023
Cross-Reference: Board Policy: 1, 14, 18 Admin Procedure: 170, 350, 360, 380, 390	Reviewed or Revised: May, 2023 April, 2020 April, 2019 March, 2017 September 2010



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

This Schedule exists to provide the process for the Board's Appeal Hearing.

1. The Board may make any decision that it considers appropriate in respect of a matter that is appealed to it, as per the *Education Act*, s. 42(7), and Board Policy 13: Appeals to the Board Regarding Student Matters.

Access to Information and Determination to Proceed

2. A parent, guardian or independent student may request, in writing, that the Board consider an appeal of a matter that is determined to be resolved by the Superintendent;
 - 2.1. An appeal to the Board shall be made within seven (7) school days of the rendered decision the appellant.
3. As per Policy 13, s. 9, the Board Chair shall determine if there is sufficient merit to convene an Appeal Hearing Panel; notably, but not limited to:
 - 3.1. Information or legislation alleged to have been omitted during the Superintendent's determination for a decision;
 - 3.2. Perceived and alleged procedural errors that occurred during the determination for the decision; or
 - 3.3. Ensuring procedural fairness when clarity is undetermined by s. 3.1 or 3.2 (above).
4. Should sufficient merit be determined to exist for an Appeal Hearing:
 - 4.1. A resolution shall be made at a Regular Board Meeting to convene an Appeal Hearing Panel; and
 - 4.2. The Panel Chair shall ensure that the matters related to the timely conveyance of an Appeal Hearing are properly communicated to the Appellant, and that the Appeal Hearing shall proceed, as per Board Policy 13 and Schedule 13.1.
5. Should an appeal be refused, the Board Chair shall provide correspondence noting any justification for the summary dismissal of the appeal.
 - 5.1. An appeal to the Minister may be possible as per s. 43 of the *Education Act*.

Pre-Hearing

6. Prior to the Appeal Hearing, the appellant party may request any relevant information that is available, and that may be freely, and justly provided by the Board.
7. Prior to the Appeal Hearing, the appellant party shall provide the Board Chair with all necessary information and documents, such as policies, procedures, and evidence that supports the appellant's appeal.
8. The Appeal Panel Chair (Board Chair or Vice Chair) shall outline the schedule and purpose of the Appeal Hearing; notably:

- 8.1. That a schedule for the Appeal Hearing shall be determined in consideration of the appellant's schedule, where possible;
 - 8.2. That the appellant party shall have an opportunity to provide representation to the Appeal Hearing in support of their respective position;
 - 8.3. That information provided to the Board may include expert medical, psychological and/or educational data, and may be presented by witnesses;
 - 8.3.1. Information provided may include both written and/or verbal communication;
 - 8.4. That the Appeal Hearing shall provide an opportunity for members of the Appeal Hearing Panel to receive information and review disputed facts; and
 - 8.5. That minutes of the Appeal Hearing shall be recorded for the purpose of the Board's records.
9. For clarity, the Board Chair and/or designate shall identify a time and place for the Appeal Hearing in consideration of, but not solely dependent upon, the appellant's desired schedule.

Appeal Hearing:

10. The Appeal Hearing shall be comprised of the members of the Appeal Hearing Panel:
 - 10.1. For clarity, a Hearing may only proceed with quorum, as established by Board Policy 13, s. 10.1.2.
11. The Appeal Hearing shall proceed as follows:
 - 11.1. The Appeal Hearing Chair shall call the Appeal Hearing to order;
 - 11.2. The Appeal Hearing Chair shall clarify the schedule and/or order of events for the Appeal Hearing;
 - 11.3. The Appeal Hearing Chair shall invite the Appellant to present their appeal and include any justification for the appeal;
 - 11.4. The Appeal Hearing Chair shall invite the Superintendent or designate to provide an explanation of the decision provided, and a justification for the decision;
 - 11.5. Members of the Board's Appeal Hearing Panel shall be provided an opportunity to ask questions for clarification from both parties;
 - 11.6. Cross-examination between parties shall not be permitted;
 - 11.7. The Appeal Hearing Panel shall convene to meet, without the respective parties present, to discuss the matters brought forth to the Appeal Hearing;
 - 11.7.1. The Appeal Hearing Panel may have legal counsel in attendance for this purpose; and
 - 11.7.2. The Appeal Hearing Panel may determine that it is necessary to reconvene to receive additional information or clarification from either party and convene privately again at the conclusion of this process for clarification;
 - 11.8. The Appeal Hearing Panel shall, by simple majority, determine the Hearing Panel's decision on the matter presented;
 - 11.9. The Board shall reconvene with all parties to state the Board's decision on the matter;
 - 11.9.1. The Board shall confirm the Board's decision, in writing, to all parties; and

- 11.9.2. Included in the communication to the appellant shall be information that the appellant has a right to appeal to the Minister as per s. 43 of the *Education Act*.
- 11.10. The announcement of the decision shall serve to conclude the Appeal Hearing; and
- 11.11. The decision of the Board's Appeal Hearing Panel shall serve as a summary decision of the Board of Trustees.



MEMORANDUM

March 5, 2024
 Regular Board Meeting

TO Board of Trustees

FROM Shauna Boyce, Superintendent

ORIGINATOR Scott McFadyen, Associate Superintendent

RESOURCE John Blood, Director, Transportation Services
 Jason Krefting, Director, Financial Services

GOVERNANCE POLICY Board Policy 2: Role of the Board
 i.e. Board Policy 8: Board Committees

ADDITIONAL REFERENCE BP 2: Resource Stewardship S 36
Education Act
School Fees Regulation
School Transportation Regulation

SUBJECT **2024-2025 FEES AND ALLOWANCES**

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees approves the 2024-2025 Fees and Allowances as presented at the Regular Meeting of March 5, 2024.

BACKGROUND

The Board of Trustees is responsible for reviewing and approving the annual fees and allowances. The attached report is in support of these responsibilities.

REPORT SUMMARY

The Fee and Allowances for 2024-2025 are being presented for approval. The changes to Transportation fees were minimal this year as the fee changes made last year are anticipated to provide enough funding in

conjunction with the Transportation grant process. Some school fees required adjustment, based on discussion with our schools, to keep up with inflationary increases.

Administration would be pleased to respond to any questions.

SM:nm

SCHEDULE 522A: FEE ALLOWANCES FOR 2024-2025

2023-2024

2024-2025

1.0 TRANSPORTATION FEES FOR:

Students, attending a school who reside less than 1 km (Grades K-6) & 2 kms (Grades 7-12) away:

1.1	Kindergarten (<i>full-day/half-time</i>) *	\$287	\$287
1.2	Grades 1 to 12 and Full Time Kindergarten	\$575	\$575
1.3	Maximum Rate Per Family	\$1,438	\$1,438

Students attending a school who reside more than 1 km (Grades K-6) & more than 2 kms (Grades 7-12) away ⁽¹⁾:

1.4	Kindergarten (<i>full-day/half-time</i>) *	\$65	\$65
1.5	Grades 1 to 12 and Full Time Kindergarten	\$130	\$130
1.6	Maximum Rate Per Family	\$325	\$325

Students requiring an additional bus route to an alternate address:

1.7	Kindergarten (<i>full-day/half-time</i>) *	\$287	\$287
1.8	Grades 1-12 and full-time kindergarten	\$575	\$575
1.9	Maximum Rate per Family	\$1,438	\$1,438

Other Transportation fees

1.10	Administrative Fee (Replacement bus pass, NSF payments, Cancellation Fee)	\$20	\$20
1.11	Change Fee (Major Route Change)	\$50	\$50

** Kindergarten transportation is for full day kindergarten two days per week with alternating Fridays. Every day kindergarten programs will be charged the grade 1-12 rate.*

Note: Transportation fees will be combined if more than one type of fee is applicable.

(1) 2023-2024 fees for students attending a private school (Kindergarten - \$213, Gr 1-12 - \$425)

		2023-2024	2024-2025
2.0	NON-RESIDENT TUITION FEES		
2.1	Mild disability/disorder	\$16,000	\$16,000
2.2	Moderate disability/disorder	\$22,500	\$22,500
2.3	Severe disability/disorder	\$33,750	\$33,750
2.4	Complex/profound disability/disorder	\$45,000	\$45,000
2.5	International / out of province students' tuition	\$12,500	\$12,500
2.6	International student's non-refundable application fee	\$250	\$250

3.0 PROGRAM FEES

3.1	Play Partner fees (\$200/month)	\$2,000	\$2,000
3.2	Full time kindergarten fees (maximum \$450/month)	*\$4,000	*\$4,500
3.3	Nature extension fees (\$450/month)	\$4,000	\$4,500
3.4	My Path program CFL Full Time (\$250/month)	\$2,500	\$2,500
3.5	My Path program CFL Part Time (\$150/month)	\$1,500	\$1,500
3.6	My Path program Outdoor Pursuits (\$120/month)	\$1,000	\$1,200
3.7	My Path program Graminia (\$150/month)	\$1,500	\$1,500
3.8	My Path program Extended/After School (\$20/day)		\$3,620
3.9	Building Futures program	\$200	\$200
3.10	Adult tuition fee (per credit)	\$110	\$110
3.11	Summer school processing fee	\$50	\$50

*Fees can be charged up to this amount for full time Kindergarten

4.0 FIELD TRIP FEES

4.1	Day trips	*\$225	*\$225
4.2	Overnight trips within Canada	*\$215	*\$215

*Fees can be charged up to this amount annually per student for all trips within each category.

Field Trips are to be charged on a cost recovery basis only (Includes all curricular field trips and activities such as swimming, skating and skiing).

5.0 OTHER FEES

5.1	Student Leadership & Culture	*\$25	*\$25
5.2	Instrument fees (K-Gr 4)	*\$10	*\$15
5.3	Instrument fees (Gr 5-12)	*\$75	*\$100
5.4	Memory / yearbook (K-Gr 9)	*\$25	*\$40
5.5	Memory / Yearbook (Gr 10-12)	*\$60	*\$60
5.6	Middle school options courses / CTF	*\$50	*\$50
5.7	High school options courses / CTS – 3 credit courses	*\$55	*\$55
5.8	High school options courses / CTS – 5 credit courses	*\$80	*\$100
5.9	Summer school book deposit (refunded upon return of book)	\$100	\$100

*These are the annual maximums that can be charged for each fee.



MEMORANDUM

March 5, 2024
Regular Board Meeting

TO	Board of Trustees
FROM	Eric Cameron, Audit Committee Chair
ORIGINATOR	Scott McFadyen, Associate Superintendent
RESOURCE	Jason Krefting, Director Financial Services
GOVERNANCE POLICY	Board Policy 8: Board Committees
ADDITIONAL REFERENCE	BP 2: Assurance and Accountability <i>Education Act</i>
SUBJECT	APPOINTMENT OF AUDITOR

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

The Board of Trustees approves the appointment of (*auditor to be named*)* as the auditors for Parkland School Division for a period of five years at the Regular Meeting on March 5, 2024.

BACKGROUND

The purpose of an audit is for an independent third party to examine the financial statements of an entity. This examination is an objective evaluation of the statements, which results in an audit opinion regarding whether the statements have been presented fairly and in accordance with the applicable accounting framework. Alberta Education requires that annual financial statements for the Division are audited by an independent auditor. The Division completed a Request for Proposal (RFP) where Audit firms were invited to submit bids to the Division. The bids were evaluated based on a scoring matrix to ensure that the Division receives the best value based on the requirements of the RFP. The RFP was for a five-year term as it is good practice to appoint an auditor for a fixed period of time and then at the end of the term do a request for proposal for audit services to give the Board the opportunity to change auditors based on services and/or price. A fixed period of time is required as it

takes time for an audit team to understand the nature of the organization's business and the type of business transactions, internal control practices and the regulatory environment the organization operates within.

The five-year appointment would cover the audit engagements to the completion of the August 31, 2028 audit.

The *Education Act* requires that each Board has an Audit Committee that recommends an auditor to the Board and each Board shall appoint an auditor.

SM:kz

** The name of the appointed auditor, recommended by the Audit Committee, will be added to this memorandum and announced at the March 5, 2024, Regular Board Meeting, upon approval of the Board of Trustees.*



MEMORANDUM

March 5, 2024
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott McFadyen, Associate Superintendent
RESOURCE	Scott McFadyen, Associate Superintendent
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 7: Board Operations Board Policy 8: Board Committees and Representation Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 7: Organizational Meeting Board Annual Work Plan
SUBJECT	RESOLUTION FOR APPOINTMENT TO CANADIAN UNION OF PUBLIC EMPLOYEES (CUPE) LABOUR RELATIONS COMMITTEE FOR 2023-2024

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees appoints Board Chair Stewart, Vice-Chair Wagner and Trustee Cameron as the three (3) Trustee representatives for the Canadian Union of Public Employees (CUPE) Labour Relations Committee for the 2023-2024 school year, effective March 5, 2024.

BACKGROUND

The Board of Trustees is responsible for creating standing or ad hoc committees of the Board as are deemed appropriate, and appointing members and Board representatives to the various Boards or committees of organizations or agencies where the Board has regular representation. This recommendation is in support of this responsibility.

REPORT SUMMARY

On January 12, 2024, support staff in Parkland School Division changed their bargaining agency from the Central Alberta Association of Municipal and School Employees (CAAMSE) to the Canadian Union of Public Employees (CUPE).

As with CAAMSE, the Board appointed three (3) Trustees to form a labour relations committee to meet with CUPE for bargaining, with two (2) Trustees needed for quorum.

SM:kz



MEMORANDUM

March 5, 2024
 Regular Board Meeting

TO Board of Trustees

FROM Shauna Boyce, Superintendent

ORIGINATOR Scott McFadyen, Associate Superintendent

RESOURCE Serge LaBrie, Director, Facilities Services

GOVERNANCE POLICY Board Policy 2: Role of the Board

ADDITIONAL REFERENCE BP 2 Section 28. Board Annual Work Plan
 BP 2 Section 30. Reviews and approves capital plans, on an annual basis

SUBJECT **2024-2027 THREE YEAR CAPITAL PLAN RECOMMENDATION**

PURPOSE

For approval. Recommendation is required.

RECOMMENDATION

That the Board of Trustees approves the Three-Year Capital Plan Recommendation as presented at the Regular Meeting of March 5, 2024.

BACKGROUND

The Board of Trustees is responsible for reviewing and approving the divisions three-year capital plan and adhering to the Board Annual Work Plan. The attached report is in support of these responsibilities.

REPORT SUMMARY

2024-2025 – Year One

Priority One – Replacement of Spruce Grove Composite High School at a cost of \$78-90 million dollars.

Priority Two – New K-9 School on the East side of Spruce Grove at a cost of \$25 million dollars.

2025-2026 – Year Two

Priority One – Modernization and preservation of Brookwood School at a cost of \$13-17 million dollars.

Priority Two – Modernization and preservation of Forest Green School at a cost of \$13-17 million dollars.

2026-2027 – Year Three

Priority One – New K-9 School on the West side of Spruce Grove at a cost to be determined.

Priority Two – Replacement of Parkland Village School at a cost to be determined.

The approved Three-Year Capital Plan 2024-2027 will be submitted to Alberta Education by April 1, 2024.

Administration would be pleased to respond to any questions.

SM:nm



THREE YEAR CAPITAL PLAN RECOMMENDATION

MARCH 2024

Presented to the Board of Trustees, March 5, 2024

Scott McFadyen, Associate Superintendent of Corporate Services

Resource: Serge LaBrie, Director Facilities Services

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

BACKGROUND

Facility Services Planning Principles

The Facility Services Planning Principles guides the Division's Infrastructure Plans (Infrastructure Maintenance Renewal, Capital Maintenance Renewal and Capital Projects). Facility Services endeavors to provide educational opportunities and facilities available to all students. The Facility Services Planning Principles guide decisions & recommendations to the Board of Trustees in:

- Forming safe, caring, healthy, respectful, diverse, inclusive and equitable learning;
- Allocating financial resources;
- Recommending priorities for capital funding and requests;
- Maintaining and building of schools;
- Acquisition of land; and
- All other infrastructure decisions.

The Facility Services Planning principles are intended to support the provision of infrastructure that effectively supports learning opportunities, supports students, is responsive to community needs, where appropriate, and reflects the Division's vision and mission.

The Facility Services Planning Principles are based on:

- Health and Safety;
- Alberta Infrastructure school audits;
- Standing maintenance/renewal programs;
- Enrolment and utilization trends and;
- Consultation with stakeholders
 - Municipal partners, site administrators and maintenance staff

Capital Planning Rational

The School Facility Utilization Review completed in 2019 is the guiding document used to establish the recommendations for the three-year capital plan. The Three-Year Capital Plan 2024-2027 outlines the Division's capital priorities for the next three years. It includes an estimated project cost and a project rationale. Once approved by the Board of Trustees, the priorities are entered into the provincial database system, along with all supporting and required documentation.

The Alberta Education criteria for determining between modernization and a replacement school is based on the following:

Modernizations

- Condition of the building (as per the deferred maintenance and the current Facility Condition Index- FCI)
- School enrolment trend
- School utilization trend

If the cost of a modernization is 75 percent or more of a potential replacement school, a replacement school may be requested.

New Construction

The proposed priorities for PSD’s new construction and major additions are based on a review of land development plans, data from local municipalities, and analysis of student residency data, including but not limited to:

- Number of students currently residing in the area
- The yearly average enrolment
- Available student capacity in the plan’s area
- Future growth potential in the area
- Total population potential in the area
- Pace of residential development in the area
- Ability of nearby schools to accommodate current and projected growth in the area

The chart below indicates the Division’s proposed Three-Year Capital Plan 2024-2027:

Priorities 2024-2027	Listed on previous Three-Year Capital Plan	Ranking on previous Three-Year Capital Plan	Ranking on long term Facilities Plan	School	Estimated total cost (\$)
1	YES	1	1	Spruce Grove Composite High School - Replacement	\$78-\$90 million
2	YES	2	8	New School (K-9): Spruce Grove (East side) (13.4 acres)	\$25 million
3	YES	4	2	Brookwood School – Modernization	\$13-\$17 million
4	YES	5	3	Forest Green School – Modernization	\$13-\$17 million
5	YES	6	N/A	New School (K-9): Spruce Grove (West Side)	\$25 million
6	No	N/A	4	Parkland Village – Replacement	TBD

The chart below demonstrates the historical capital plan requests and approvals for Parkland School Division:

School/Location	2020-2023	2021-2024	2022-2025	2023-2026	Approval Received
K-9 Stony Plain Central, Replacement					X (2018-2019)
10-12 Spruce Grove Composite High School, Modernization	X	X	X	X	X (Design Funding Approved)

K-4 Brookwood School, Modernization	X	X	X	X	
K-4 Forest Green School, Modernization	X	X	X	X	
K-4 Parkland Village School, Replacement	X	X			
K-9 Tomahawk School, Modernization ¹	X	X	X	X	
K-9 School in Tonewood (East Spruce Grove), New School			X	X	
K-9 School on the West Side of Spruce Grove, New School			X	X	

Note #1 – PSD is planning to complete this project in-house

Analysis

Parkland School Division has maintained its capital plan requests for modernizations and replacement schools in the last five capital plans submitted to Alberta Education. Continued growth in Spruce Grove has resulted in new school priorities being added to the capital plan. Priorities should remain as consistent as possible to demonstrate a firm need for the projects and to allow our Government of Alberta partners to systematically prepare and plan for these requests.

The Facility Condition Index (FCI) rating for school buildings is a key metric used in capital planning and spending for PSD. FCI is an industry-standard index that measures the relative condition of a facility by considering the costs of deferred maintenance and repairs as well as the value of the facility. FCI allows condition benchmarking between facilities of unequal size and composition, both within and among institutions. PSD’s average FCI rating across all school buildings in 2023 is 16.43%; the average FCI rating in 2022 was 18.48. Generally speaking, a higher FCI rating indicates a greater need for improvements.

Interpretation of FCI values are set by the provincial government as such:

Good = Facilities with and FCI rating of less than 15%

Adequate = Facilities with an FCI rating of more than 15% but less than 40%

Poor = Facilities with an FCI rating of more than 40%

The target set by Parkland School Division’s Facilities Department in regards to FCI ratings is to maintain and upgrade Facilities to keep FCI ratings at each individual facility between 15% and 25% on a consistent basis.

The approved Three-Year Capital Plan 2024-2027 will be submitted to Alberta Education by April 1, 2024.

RECOMMENDATION

2023-2026 Capital Plan Recommendation

2024-2025 – Year One

- **Priority One:** Replacement of Spruce Grove Composite High School at a cost of \$78-90 million dollars.

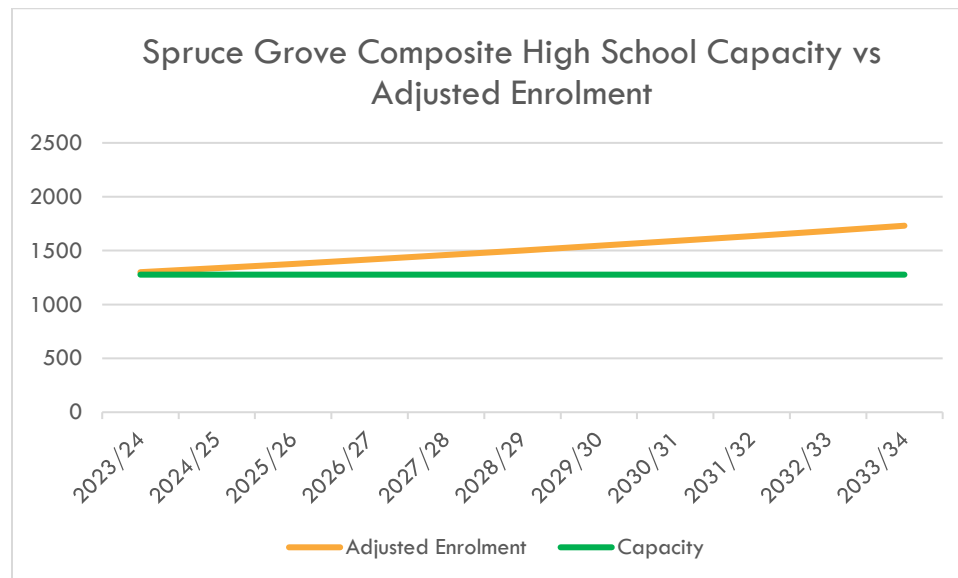
Rationale for the request:

Enrolment pressures - Enrolment projections indicate steady population growth. It is essential to address space constraints to accommodate current and future student needs and projected enrolment growth.

Based on the historical grade progression and continued growth the current Spruce Grove Composite High School building will be at 103% of capacity by September 2024.

In fact, there are 1,585 students attending grade 7,8 & 9 within the Spruce Grove area. In 3 years, these students will be in Spruce Grove Composite High School resulting in the High School remaining significantly over capacity. These projections do not include students moving into the area during this time, nor students enrolled in French Immersion in Stony Plain.

	September 30 Enrolment					1 Year	5 Year	10 Year
Year	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2029/30	2034/35
Enrolment	1032	1070	1132	1229	1247	1283	1360	1464
Adjusted Enrolment	1104	1126	1186	1282	1300	1338	1418	1527
Capacity	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277



Facility condition - SGCHS is a well-used facility that requires a replacement school as addressing its spatial and mechanical issues through a modernization is not recommended. At least one-third of the roof and up to 30 of the rooftop units (RTUs)

need to be replaced. The mechanical room contains old boilers that are nearing their end-of-life. Many spaces are too small to accommodate the growing school population, including the narrow corridors, CTS spaces, Foods lab, and parking lot.

Deferred Maintenance (September 2023)	Current FCI	Last Year's FCI
\$18,394,785	27.00%	25.23%

In January 2021; PSD, Alberta Education and Group 2 Architecture completed a value scoping session to assess the feasibility of modernizing Spruce Grove Composite High School. The sessions included teachers and administration from the school along with division office representatives.

The main finding in the report was that an addition (to accommodate future growth) and modernization of the existing building will cost between \$61,773,994 and \$62,249,008. The cost to build a new high school with a capacity of 1,900 students was determined to be \$71,233,397.

Since the cost estimate to expand and modernize the existing building is significantly more than 75% of the cost of building a new school; the recommendation was updated in 2022 to a replacement school for Spruce Grove Composite High School instead of a modernization.

On April 4, 2022 the City of Spruce Grove issued a letter to the Minister of Education the honorable Adrianna LaGrange and all impacted stakeholders in support of Parkland School Division’s request and urgent need for a replacement school. The letter clearly identifies the tremendous growth in Spruce Grove which, according to PSD’s calculations will lead to severe overcrowding of the current facility by 2025.

During the summer of 2022 Parkland School Division commissioned a Test Fit Report. This report was assembled by Smart Architecture following several meetings with the City of Spruce Grove. The report looked at use of the existing site to accommodate a new 2000 capacity High School, Alberta Education guidelines for space requirements and the City of Spruce Grove development bylaws.

The report confirmed that the existing site can be used for a replacement school. The mechanical, electrical and civil disciplines noted some minor infrastructure changes that would be needed. The main finding was that a full traffic impact assessment would be required to determine the best access to and from the site. There were no other major risks identified by the City of Spruce Grove or the engineering disciplines in association with the proposed project.

In the spring of 2023: Parkland School Division was awarded design funding for a future replacement school of Spruce Grove Composite High School with a capacity of 1,910. The design committee began work in late 2023 and a complete design is expected by the fall of 2024.

A full construction funding approval is still required for the project to move past the current design phase.

Due to current market conditions and increased inflation; Parkland School Division now estimates that the modernization or replacement cost has increased to between \$78 million and \$90 million dollars.

- **Priority Two:** New K-9 School on the East side of Spruce Grove at a cost of \$25 million dollars.

Rationale for the request:

The Pioneer Lands and East Pioneer Area Structure Plans (ASP) in Spruce Grove were identified in the PSD Student Attendance Study as an area of growth.

The three areas within the East Pioneer Lands (south of Prescott Learning Centre); Fenwyck, Easton and Tonewood are seeing an increase in activity, which is likely due to the entertainment and commercial development directly to the North of highway 16A. This development will accelerate the demand for housing in the East Pioneer lands.

The breakdown of current development as provided by the City of Spruce Grove in these ASP's is as follows:

	Pioneer Lands ASP	Pioneer East ASP
Percentage of Residential Land Area Developed	43.1%	38.1%
Existing Lots	1439	687
Lots in Pre-development	211	190
Total Lots	1650	877
Elementary/Junior High Students	838	433
Senior High Students	355	144
Total Students	1193	577

These lands are being actively developed and it is unclear how the development of the new Spruce Grove Sport and Event Centre will impact the speed at which these lands continue to develop.

The closest school to this area is Prescott Learning Centre which is at an 85% utilization rate. The utilization rate at Prescott Learning Centre dropped from 90% in 2022 to 85% in 2023 due to the implementation of significant boundary changes.

It is anticipated that enrolments will continue to grow with the Prescott Learning Centre nearing capacity by 2026 therefore a new school will be needed in the Tonewood development to service this area of the City.

2025-2026 – Year Two

- **Priority One:** Modernization and preservation of Brookwood School at a cost of \$13-17 million dollars.

Rationale for the request:

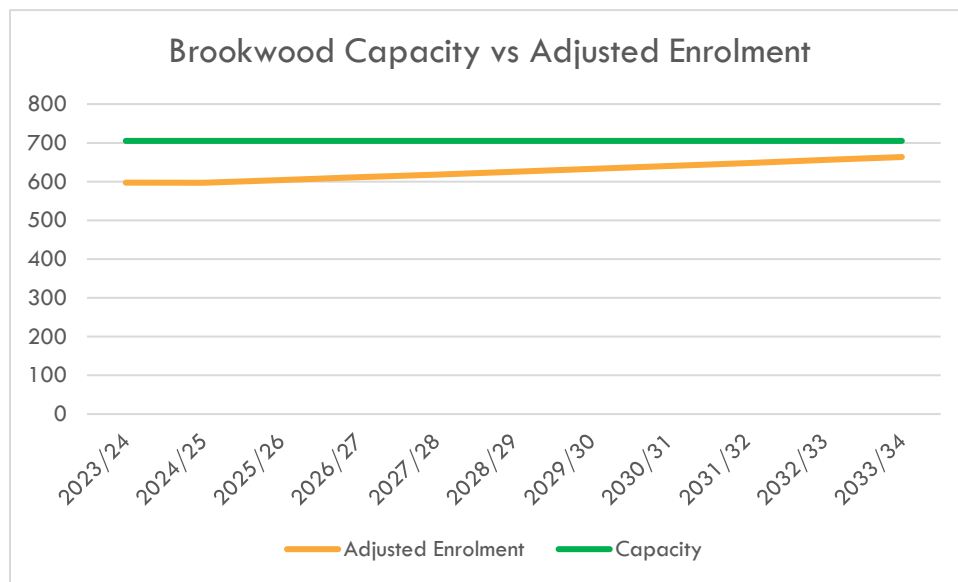
Facility condition – Many of Brookwood’s building components are aging and require replacement. Outdated finishes such as the carpet in the corridors and classrooms, and the original tile in the core washrooms require updating. Much of the school’s millwork, lighting, and ceiling grid is original, and most of the roof and all windows are due for replacement. Brookwood has classrooms divided by partitions that create air handling issues; thus, an air system rebalancing is strongly recommended.

Deferred Maintenance (September 2023)	Current FCI	Last Year's FCI
\$4,571,135	24.00%	25.35%

Teaching Functionality – The school could also embrace an updated learning program through reconsidered configurations of the library and classrooms/ Most of the classrooms on the outer ring are open to the hallway which can be distracting to students. A redesign of the pod-like classrooms and the library rotunda would give the school a more functional and supportive learning environment.

Enrolment - Enrolment projections indicate a steady population at Brookwood School.

Year	September 30 Enrolment					1 Year	5 Year	10 Year
	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2029/30	2034/35
Enrolment	524	502	496	496	579	586	600	619
Adjusted Enrolment	555	534	531	508	597	597	611	630
Capacity	705	705	705	705	705	705	705	705



- **Priority Two:** Modernization and preservation of Forest Green School at a cost of \$13-17 million dollars.

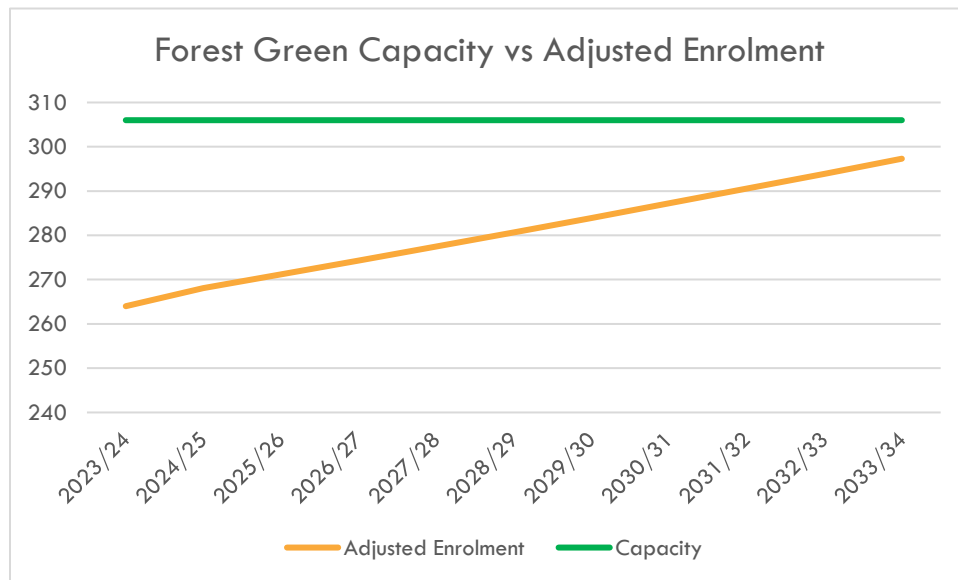
Rationale for the request:

Facility condition – Several of Forest Green’s building components are either original or outdated and should be replaced. On the interior, the items or spaces that appear original or outdated include the library, classrooms and washrooms. The exterior cladding appears to be original concrete stucco and will need updating or substantial repair.

Deferred Maintenance (September 2023)	Current FCI	Last Year's FCI
\$2,736,586	27.00%	28.28%

Enrolment - Enrolment projections indicate a steady population at Forest Green School.

	September 30 Enrolment					1 Year	5 Year	10 Year
Year	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2029/30	2034/35
Enrolment	254	227	227	250	255	258	264	272
Adjusted Enrolment	268	260	243	262	264	268	274	282
Capacity	306	306	306	306	306	306	306	306



2025-2026 – Year Three

- **Priority One:** New K-9 School on the West side of Spruce Grove at a cost to be determined.

Rationale for the request:

The West and West Central Area Structure Plans (ASP) in Spruce Grove were identified in the PSD Student Attendance Area Study as an area of future growth. The closest school to this area is Copperhaven School.

Although the area has been slow to develop, the PSD Board of Trustees proactively implemented recommendations from the PSD Student Attendance Area Study which resulted in students being shifted from Copperhaven School to Woodhaven Middle School. This has effectively bought Parkland School Division a few years before Copperhaven School exceeds its capacity.

The breakdown of development as provided by the City of Spruce Grove in these ASP’s is as follows:

	West ASP	West central ASP
Percentage of Residential Land Area Developed	59.7%	23%
Existing Lots	2349	151
Lots in Pre-development	86	80
Total Lots	2435	231
Elementary/Junior High Students	1606	122
Senior High Students	402	35
Total Students	2008	157

Copperhaven School; the closet to this area; is at an 84% utilization rate. The utilization rate at Copperhaven School was at 91% in 2022 to 84% in 2023 due to the implementation of significant boundary changes.

It is anticipated that enrolments will continue to grow with Copperhaven School nearing capacity by 2028 therefore a new school will be needed in the South West quadrant of the City to service this area.

- **Priority Two:** Replacement of Parkland Village School at a cost to be determined.

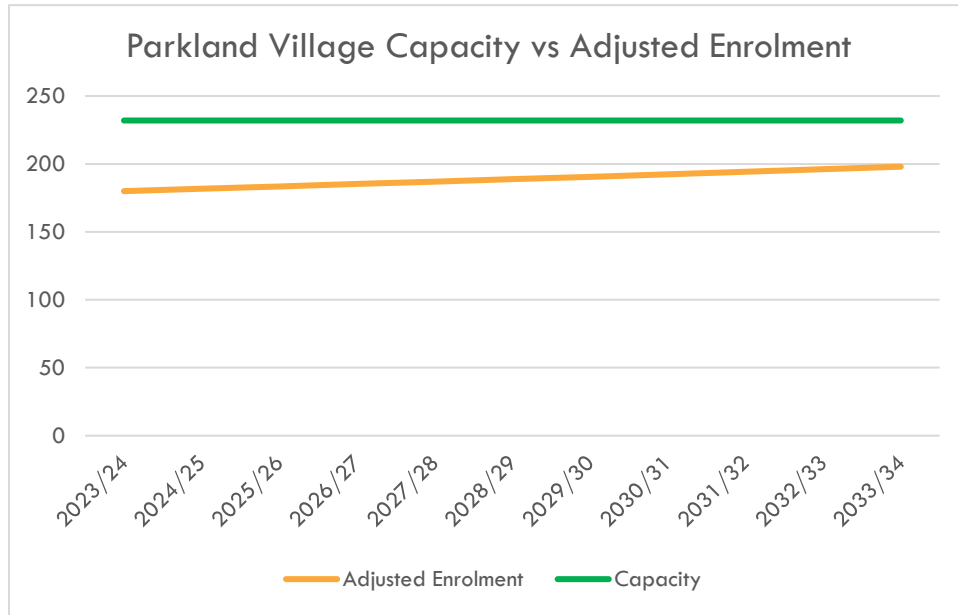
Rational for the Request:

Parkland Village School is in fair condition, despite being an older facility. The building envelop of Parkland Village School is showing signs of shifting in the foundation near the front of the school, as well as ground shrinkage around the perimeter of the building. The skirting around the base of the portables is buckling in sections. Many of the windows appear outdated with metal grating coverings. Many systems are nearing end of life, and the electrical system often cannot support kitchen operations; this is especially noted when community members use the kitchen and are restricted when operating cooking equipment.

Deferred Maintenance (September 2023)	Current FCI	Last Year's FCI
\$2,911,380	34.00%	32.42%

Enrolment - Enrolment projections indicate a steady population at Parkland Village School.

	September 30 Enrolment					1 Year	5 Year	10 Year
Year	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2029/30	2034/35
Enrolment	192	198	151	164	172	174	177	182
Adjusted Enrolment	208	170	164	170	180	182	185	190
Capacity	232	232	232	232	232	232	232	232



Parkland Village School is currently built on leased land which creates a unique set of challenges for the school division.



MEMORANDUM

March 5, 2024
 Regular Board Meeting

TO Board of Trustees

FROM Shauna Boyce, Superintendent

ORIGINATOR Scott McFadyen, Associate Superintendent Corporate Supports and Services

RESOURCE Serge LaBrie, Director Facilities Services

GOVERNANCE POLICY Board Policy 2: Role of the Board

ADDITIONAL REFERENCE Board Policy 2: Resource Stewardship

SUBJECT **2023-2024 INFRASTRUCTURE MAINTENANCE RENEWAL (IMR) / CAPITAL MAINTENANCE RENEWAL (CMR) EXPENDITURE REPORT**

PURPOSE

Information. No recommendation required.

BACKGROUND

The Board of Trustees is responsible for reviewing the divisions IMR/CMR expenditures and adhering to the Board Annual Work Plan. The attached report is in support of these responsibilities.

REPORT SUMMARY

The 2023-2024 IMR/CMR Report highlights the infrastructure maintenance renewal and capital maintenance renewal projects completed, in progress or in consideration for this year.

Administration would be pleased to respond to any questions.

SM:nm



2023-2024 INFRASTRUCTURE MAINTENANCE RENEWAL/CAPITAL MAINTENANCE RENEWAL EXPENDITURE PLAN MARCH 2024

Presented to the Board of Trustees, March 5, 2024
Scott McFadyen, Associate Superintendent of Corporate Services
Resource: Serge LaBrie, Director Facilities Services

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

BACKGROUND

The Government of Alberta changed Infrastructure Maintenance Renewal (IMR) funding allocations in 2021-2022 by dividing the total amount of funds received into IMR and Capital Maintenance Renewal (CMR) funding.

The total amount of funding received 2023-2024 year is \$1,505,395 in IMR funding and \$756,509 in CMR funding for a total of \$2,261,904. This year's allotment is lower than last year's total IMR/CMR allotment which was \$2,513,406. The net decrease from 2022-23 to 2023-24 is \$251,502.

It is anticipated that CMR funding will increase to pre-covid levels or; \$1,608,499; in the 2024-2025 provincial budget announcements.

We have a carry forward from the 2022-2023 IMR and CMR program year of \$4,356 and \$90,492 respectively giving us a balance of \$2,356,752. Last year's balance with carry forwards was \$2,609,652 therefore the total funding available for IMR and CMR work in 2023-24 is \$252,900 less than the previous year.

CMR funding as a percentage of total infrastructure funding is now 33.4% in 2023-2024 compared to 40.7% in 2022-2023. Expenditures are capitalized when the costs incurred enhance the service potential or efficiency of an asset. Capitalized IMR assets will be amortized over 20 years as recommended by Alberta Education.

IMR and CMR funding is designated to cover the replacement or modernization of operating elements in schools.

The Facilities Department has been working on a planned approach to upgrading and replacing systems in our schools for several years. Some examples of these are:

- Roof systems
 - We have been systematically replacing 3-4 major roof systems per year.
 - This approach has let us be more pro-active and less re-active with leaks and floods.
- Fire Alarm systems
 - We have been systematically replacing one fire alarm system per year.
- Boiler replacements
 - We have replaced antiquated boiler systems with new high efficiency boiler systems.
 - All old boilers have now been replaced and assessments will be completed to determine when the next round of boiler replacements will begin.
- Air Conditioning/Heating systems (AC units)
 - We began installing a combination AC and heating unit to each modular in 2023.
 - These units will provide cooler air in the summer shoulder months and provide a back-up heat source in the winter months should a furnace fail.
 - PSD Facilities installed 41 units in 2023 and plan to install the remaining 52 units in 2024.

Criteria

The criteria used to establish our annual IMR and CMR project lists are:

- Health and Safety;
- Alberta Infrastructure school audits;
- Standing maintenance/renewal programs such as roofing, security upgrades, fire alarm upgrades, intercoms and door hardware;
- Consultation with maintenance staff to identify system components failures; and
- Requests from our site administrators.

Based on the above criteria we determine a suitable and equitable priority list of work to be completed for the year.

As our buildings age and infrastructure funding diminishes there is a growing focus on replacing critical infrastructure (examples: roof top units, roof system, fire alarm panels, boilers and pumps).

REPORT

2023-2024 Completed IMR/CMR Projects

Facility	IMR or CMR Funding	Work Summary	Total Cost
Brookwood	CMR	Replace roof sections	\$175,312
Ecole Broxton Park	IMR	Replace dampers and motors	\$18,979
Ecole Meridian Heights	CMR	Replace roof sections	\$142,319
Forest Green	IMR	Replace flagpoles	\$17,144
Forest Green	CMR	Replace boilers	\$160,966
Greystone	IMR	Replace playground surfacing	\$10,393
Memorial Composite	IMR	Repair generator	\$6,697
Parkland Village	IMR	Replace pedestrian walkway	\$25,825
Parkland Village	IMR	Repair generator	\$6,916
Spruce Grove Composite	IMR	Replace HVAC compressor	\$22,282
Tomahawk	IMR	Replace pedestrian walkway	\$12,043
Woodhaven	IMR	Refinish and repair gym floors	\$7,866

Total completed project costs:	\$606,742
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2023-2024 Work in Progress

Facility	IMR or CMR Funding	Work Summary	Estimated Cost
Blueberry	CMR	Replace roof sections	\$175,000
Brookwood	IMR	Install heat/AC pumps	\$10,000
Copperhaven	IMR	Chiller maintenance	\$8,000
Duffield	IMR	Install heat/AC pumps	\$20,000
Duffield	IMR	Replace sewer pumps	\$25,000

Ecole Broxton Park	IMR	Mechanical system repairs	\$20,000
Ecole Broxton Park	IMR	Replace lockers	\$50,000
Ecole Meridian Heights	IMR	Repair mechanical system	\$12,000
Ecole Meridian Heights	IMR	Upgrade building management system	\$20,000
Forest Green	IMR	Repair generator	\$6,000
Graminia	IMR	Repair generator	\$10,000
Memorial Composite	IMR	Repair mechanical systems	\$20,000
Memorial Composite	IMR	Repair electrical systems	\$70,000
Memorial Composite	IMR	Replace DVR's on CCTV system	\$25,000
Millgrove	IMR	Install heat/AC pumps	\$10,000
Millgrove	IMR	Install new hallway flooring	\$95,000
Millgrove	CMR	Replace siding	\$150,000
Parkland Village	IMR	Install heat/AC pumps	\$10,000
Prescott	IMR	Maintain chiller	\$8,000
Prescott	IMR	Refinish and repair gym floors	\$6,500
Prescott	IMR	Replace building management system	\$200,000
Spruce Grove Composite	IMR	Repair mechanical system	\$20,000
Wabamun	IMR	Replace damper motor	\$5,000
Wabamun	IMR	Renovate front entrance and staff room	\$145,000
Woodhaven	IMR	Maintain chiller	\$8,000

Total amount committed (in progress):	\$1,128,500
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2023-2024 Work Being Considered

Blueberry	Replace well	\$30,000
Brookwood	Replace fire alarm	\$30,000
Brookwood	Renovate washrooms	\$200,000
Brookwood	Replace gym furnaces	\$25,000
Duffield	Renovate 3 classrooms and hallway	\$180,000
Duffield	Replace fire alarm	\$30,000
Ecole Broxton Park	Replace Federal breakers	\$15,000
Ecole Meridian Heights	Replace playground surface	\$60,000
Ecole Meridian Heights	Replace air handlers	\$600,000

Forest Green	Replace exterior glass doors	\$50,000
Graminia	Renovate washrooms	\$150,000
Graminia	Renovate front entrance and office	\$250,000
High Park	Replace classroom flooring	\$65,000
Millgrove	Replace fire alarm	\$30,000
Parkland Village	Renovate washrooms	\$150,000
Tomahawk	Replace well	\$30,000
Wabamun	Renovate front entrance, staff room and admin area	\$100,000

Total amount committed (considered):	\$1,995,000
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Total completed project costs:	\$606,742
Total amount committed (in progress):	\$1,128,500
Total amount committed (considered):	\$1,995,000

Subtotal:	\$3,730,242
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Opening IMR/CMR Balance:	\$2,356,752
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Surplus / (Deficit) IMR/CMR Funds:	\$(1,373,490)
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The shortfall in IMR/CMR funds is due to the fact that not all projects in the “being considered” table will move forward in 2023-2024. Some projects will be impacted by supply chain delays while others may require additional work from engineering or architectural contractors before they are ready to move forward. It is not uncommon for some CMR projects to take 2-4 years of planning and work before they are ready to actually start.

Deferred Maintenance

Based on the Alberta Infrastructure Audits our anticipated maintenance costs over the next 5 years will continue to climb as our school buildings reach a critical age of 30-40 years old.

Audit results do not consider the significant shifts in teaching practices and the changes in physical environments that are often required to educate children with modern techniques.

Much of this work will remain as deferred maintenance over the coming years. The yearly IMR/CMR funding of \$2,356,752 will not be sufficient to keep buildings in good operating condition. Parkland School Division’s total deferred maintenance is estimated to be \$68.6 million dollars and is expected to continue to rise.



MEMORANDUM

March 5, 2024
 Regular Board Meeting

TO Board of Trustees

FROM Shauna Boyce, Superintendent

ORIGINATOR Scott Johnston, Associate Superintendent

RESOURCE Shaye Patras – Division Principal, Numeracy and Achievement

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

ADDITIONAL REFERENCE BP 1: Vision, Foundational Statements
 BP 2: Education Planning and Programming
Education Act: 19-23, 33, 196-197

SUBJECT **NUMERACY REPORT**

PURPOSE

For information. No recommendation required.

BACKGROUND

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

REPORT SUMMARY

This Numeracy Report provides an overview of the numeracy intervention processes and professional development currently in place across the Division. The report includes current results reporting to support an understanding of the requirement for intervention.

Administration would be pleased to respond to any questions.

SJ:kz



INSTRUCTIONAL SERVICES: NUMERACY REPORT

MARCH, 2024

Presented to the Board of Trustees, March 5, 2024

Scott Johnston, Associate Superintendent, Education and System Services

Resources: Shaye Patras, Division Principal, Numeracy and Achievement

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

BACKGROUND

The work of the Instructional Services team directly aligns with the Vision, Mission, Values and Priorities of Parkland School Division. Specifically, Parkland School Division's Vision states that:

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

Additionally, our Mission ensures that:

"We assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success."

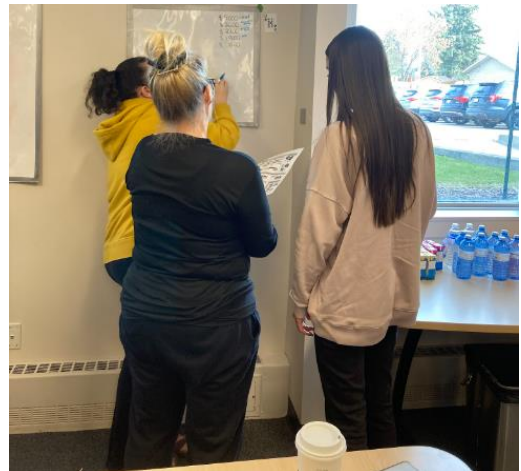
Our work supports Parkland School Division Values of:

"Learning opportunities that are purposeful, essential, relevant, authentic and responsive and Excellence in Achievement"

As an identified Priority within the Parkland School Division, Programming and Pedagogy are also a focus of the Instructional Services team.

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

In alignment with Parkland School Divisions Mission, Vision, Values and Priorities outlined above, the Instructional Services team has worked towards advancing numeracy skills among students and supporting teachers in implementing effective instructional practices.



Staff attending numeracy professional development at the Centre for Education.

Key areas of focus and initiatives from the 2022-23 school year to present include:

- Increasing student achievement as measured by Standardized Tests (PATs, DIPs) and Screens;
- Utilizing data to inform instructional practices and professional learning to ensure targeted interventions are tailored to students' needs;
- Improving Pedagogical Practices within Classrooms including a focus on small group instruction as a Tier 1 Intervention;
- Increasing the efficacy of middle years teachers in implementing small group instruction;
- Building the capacity of school-based Numeracy lead teachers;
- Supporting the instructional leadership of our administration to oversee and implement purposeful numeracy intervention programming within classroom and pull out (as requested);
- Supporting Parkland School Division Kindergarten - Grade 6 teachers for the implementation of the new Mathematics program of studies for the 2023-24 school year. Professional learning sessions focused on:
 - Examining the structure of the new curriculum (i.e. Organizing Idea, Guiding Question, Learning Outcome, Knowledge, Understandings, Skills and Procedures);
 - Comparing an understanding of the current curriculum with the new curriculum (i.e. curriculum mapping);
 - Utilizing grade specific professional learning on the topic of Number as the foundation for Numeracy; and
 - Exploring and using resources such as *MathUp*, *Gizmos*, *Idello* and others.
- Supporting administration as strong stewards of our resources with Learning Loss Funding through:
 - Identifying the students who have significant gaps in their numeracy understanding, through the use of the Numeracy Screen;
 - Aligning this data with the Mathematical Learning Progressions
 - Implementing targeted, purposeful numeracy intervention in a small group, pull-out setting; and
 - Measuring the learning growth of these students to determine effectiveness of programming and to inform future programming.

The Instructional Services team implemented purposeful changes to align with PSD goals. For the 2023-24 school year, the team welcomed Dr. Tracy Onuczko as an additional facilitator, complementing existing facilitators Kelli Holden and Division Principal Shaye Patras.

We maintain close collaboration with school administration and teachers to ensure alignment with school needs. As part of this effort, we refined the screens and diagnostics utilized to enhance support for our schools, a topic elaborated on in subsequent sections of this report.

NUMERACY DATA TO INFORM PRACTICE

During the 2022-23 school year, Instructional Services worked with schools to complete the following numeracy assessments:

Alberta Education Numeracy Screening Assessment Grades 1-4

Parkland School Division Grade 1-4 teachers administered the Alberta Education Numeracy Screening Assessment to all students in October 2022 and May 2023 (Grade 1 students administered in January 2023 and May 2023).

Alberta Education required numeracy screening for funding, and replaced the locally developed *Early Numeracy Interview*, used in 2021-22, to identify students who may qualify for learning loss funding.

PSD Numeracy Screen Results 2022-23					
Grade	Number of Students Assessed	Number/% of At-Risk Students October 2022	Number/% of At-Risk Students May 2023	Average number of months behind grade level at time of initial assessment*	Average number of months gained at time of final assessment
1	865	249/28.7%	211/24.3%	8.5	5.7
2	928	263/28.3%	224/24.1%	9.4	6.1
3	934	237/25.3%	206/22.0%	10.1	8.5
4	924	278/30.0%	254/27.4%	12.3	10.7

*Note: A school year is considered as 10 months, for the purpose of this data.

Based on the data in the table above, several observations can be made.

1. We continue to see progress in our ability to reduce the number of students who are identified as at risk through teachers' programming in classrooms and through pull out interventions (where available);
2. While students' achievement remains behind their chronological grade level, they are catching up based on the interventions being implemented; and
3. We continue to have significant work to do to close the gap for our students' lagging numeracy skills.

It is important to note that the norms established by Alberta Education that were used to identify students who are at risk set a very low level of achievement as outlined in the table below.

Alberta Education Numeracy Screen Norms June 2022-23		
Grade	At Risk Test Score (Sep 22)	At Risk Test Score (Jun 23)
1	0-41	0-54
2	0-28	0-42
3	0-34	0-49
4	0-36	0-48

While implementation of numeracy screens was initially intended to serve as a way to address "learning loss" as a result of COVID, in Parkland School Division we recognize that these screens provide a much greater opportunity for all students and teachers.

By assessing all students in grades 1-4 with the numeracy screen in both the September and June administrations of the 2022-23 school year, teachers were able to target their planning and instruction for all students, not just those identified as "At Risk" and within the bottom 25th percentile of students in the province. Specific attention on targeted interventions for those students who were identified as "at risk" can be complimented by a focus on more

“universal” in class instructional strategies to address learning gaps that may be applicable to an entire class of students.

Grade 1-4 Students Not at Risk in September 2022, but At Risk in June 2023	
Grade	Number of Students
1	48
2	49
3	56
4	46

As discussed above, the data represented in the table above was not available prior to the 2022-23 school year.

While our efforts to support our students identified in the bottom 25th percentile yielded positive results for those students, we are now aware that a small number of our students who were not identified as At-Risk on autumn assessments later fell into the bottom 25th percentile in the June administration and, therefore, entered the “At Risk” cohort. This observation resulted in an increased focus on identifying those students who may be in the 26th - 40th percentile and supporting them as necessary.

With significant provincial attention and funding, the development of screening intervention techniques continues to improve. While this presents a challenge for analyzing year-over-year data, the main purpose of the numeracy screen is to identify, for teachers, those students who require increased interventions.

Math Intervention Programming Instrument (MiPi) Grades 5-9

The 2022-23 school year saw a change to the screens being implemented in Parkland School Division Schools. Previously (2021-22) all students in grades 2-10 completed the MiPi as the primary numeracy screen. With the mandatory implementation of the Alberta Education Numeracy Screen for students in grades 1-4 in 2022-23, Parkland School Division teachers implemented the MiPi only to students in grades 5-9 (Students in grade 10 did complete the MiPi at the beginning of term 1 and term 2 to support programming but do not complete the MiPi at the end of the term so that data is not available).

September '22 Math Intervention/Programming Instrument (MiPi) Grades 5 through 9		
Grade	Percentage (%) of students who:	
	<u>Do Not Require Attention</u>	<u>Require Attention</u>
5	35.8	64.2
6	49.6	51.4
7	13.7	72.3
8	13.5	76.5
9	43.4	56.6

In order to accurately measure the growth of students writing the MiPi a cohort comparison model is outlined in the table below. This allows us to follow a group of students (e.g. the grade 6 cohort from 2022-23 as grade 7 students in 2023-24) over time.

Cohort Comparison MiPi Gr 6-9 Sept 2022 to Sept 2023			
Cohort Grade	% of Students Requiring Attention September 2022	% of Students Requiring Attention September 2023	% Change
6 to 7	58.8	64.3	+5.5
7 to 8	68.3	60.9	-7.4
8 to 9	66.3	74.2	+7.9

Data comparison for the grade 5 to 6 student cohort is not available as Parkland School Division transitioned to the Elk Island Numeracy Screen in grades 1-6 for the 2023-24 school year. Schools reviewed MiPi results for grade 5 students in September 2022 and June 2023 to measure student numeracy growth of that specific cohort.

The data in the table above indicates mixed results. It is concerning that we saw a 5.5% increase in students who require attention in the grade 6 to 7 cohort and a 7.9% increase in students requiring attention in the grade 8 to 9 cohort. Alternatively, we saw a 7.4% decrease in the students requiring attention in the grade 7 to 8 cohort. It is difficult to determine causal factors for this data given that this is the first year in which we have used a cohort comparison model. As such, this remains an area that we will continue to monitor and explore with our schools.

PROVINCIAL ACHIEVEMENT TEST RESULTS

MATH 6 - WRITTEN IN ENGLISH							
<i>Note: no tests written in 2020-2021</i>		PARKLAND SCHOOL DIVISION			ALBERTA		
		2019	2022	2023	2019	2022	2023
Participation	Student Enrolled	885	908	947	54,778	56,019	52,551
	Students Writing	851	826	891	49,753	47,909	44,458
	Students Writing (%)	96.2	91.0	94.1	90.8	85.5	84.6
Results Based on Number Enrolled	Acceptable Standard (%)	66.7	61.1	70.1	72.5	64.1	65.4
	Standard of Excellence (%)	10.2	7.8	14.9	15.0	12.6	15.9
	Below Standard (%)	29.5	29.8	24.0	18.3	21.4	19.2
Results Based on Number Writing	Acceptable Standard (%)	69.3	67.2	74.5	79.8	75.0	77.4
	Standard of Excellence (%)	10.6	8.6	15.8	16.6	14.8	18.8
	Below Standard (%)	30.7	32.8	25.5	20.2	25.0	22.6
Based on Students ENROLLED:						PSD	AB
Acceptable Standard: Improvement (+) or Decline (-) from pre-pandemic (2019)						+3.4	-7.1
Standard of Excellence: Improvement (+) or Decline (-) from pre-pandemic (2019)						+4.7	+0.9
Based on Students WRITING:							
Acceptable Standard: Improvement (+) or Decline (-) from pre-pandemic (2019)						+5.2	-2.5
Standard of Excellence: Improvement (+) or Decline (-) from pre-pandemic (2019)						+5.2	+2.2

The summary for the number of students “enrolled” includes all students; those who are absent or excused will factor in as a grade of zero. Based on the number enrolled, Parkland School Division experienced an increase in achievement in both the number of students at the Acceptable Standard and at the Standard of Excellence from pre-pandemic levels. Additionally, we exceeded the Provincial Average at the acceptable standard and significantly narrowed the gap to the province at the standard of excellence.

MATH 6 - WRITTEN IN FRENCH							
<i>Note: no tests written in 2020-2021</i>		PARKLAND SCHOOL DIVISION			ALBERTA		
		2019	2022	2023	2019	2022	2023
Participation	Student Enrolled	86	99	106	4210	4201	3921
	Students Writing	86	94	104	4128	4045	3686
	Students Writing (%)	100	94.9	98.1	98.1	96.3	94.0
Results Based on Number Enrolled	Acceptable Standard (%)	55.8	62.6	71.7	82.7	77.5	78.0
	Standard of Excellence (%)	12.8	8.1	8.5	18.1	15.2	17.6
	Below Standard (%)	44.2	32.3	26.4	15.3	18.8	16.0
Results Based on Number Writing	Acceptable Standard (%)	55.8	66.0	73.1	84.4	80.5	83.0
	Standard of Excellence (%)	12.8	8.5	8.7	18.4	15.8	18.8
	Below Standard (%)	44.2	34.0	26.9	15.6	19.5	17.0
Based on Students ENROLLED:						PSD	AB
Acceptable Standard: Improvement (+) or Decline (-) from pre-pandemic (2019)						+15.9	-4.7
Standard of Excellence: Improvement (+) or Decline (-) from pre-pandemic (2019)						-4.3	-0.5
Based on Students WRITING:							
Acceptable Standard: Improvement (+) or Decline (-) from pre-pandemic (2019)						+15.9	-1.4
Standard of Excellence: Improvement (+) or Decline (-) from pre-pandemic (2019)						-4.1	+0.4

MATH 9 - WRITTEN IN ENGLISH							
<i>Note: no tests written in 2020-2021</i>		PARKLAND SCHOOL DIVISION			ALBERTA		
		2019	2022	2023	2019	2022	2023
Participation	Student Enrolled	666	846	846	46,764	32,890	55,447
	Students Writing	614	745	763	41,612	27,331	46,587
	Students Writing (%)	92.2	88.1	90.2	89.0	83.1	84.0
Results Based on Number Enrolled	Acceptable Standard (%)	53.9	50.4	58.6	60.0	53.0	54.4
	Standard of Excellence (%)	12.6	13.9	14.8	19.0	16.7	13.5
	Below Standard (%)	38.3	37.7	31.6	29.0	30.1	29.6
Results Based on Number Writing	Acceptable Standard (%)	58.5	57.2	65.0	67.4	63.7	64.7
	Standard of Excellence (%)	13.7	15.8	16.4	21.4	20.1	16.0
	Below Standard (%)	41.5	42.8	35.0	32.6	36.3	35.3
Based on Students ENROLLED:						PSD	AB
Acceptable Standard: Improvement (+) or Decline (-) from pre-pandemic (2019)						+4.9	-5.6
Standard of Excellence: Improvement (+) or Decline (-) from pre-pandemic (2019)						+2.2	-5.5
Based on Students WRITING:							
Acceptable Standard: Improvement (+) or Decline (-) from pre-pandemic (2019)						+6.5	-2.7
Standard of Excellence: Improvement (+) or Decline (-) from pre-pandemic (2019)						+2.7	-5.4

Based on the number enrolled, Parkland School Division experienced an increase of 4.9% of Grade 9 students achieving the acceptable standard and an increase of 2.2% of students achieving the standard of excellence. Parkland School Division students exceeded the province at the acceptable standard and at the standard of excellence.

MATH 9 - WRITTEN IN FRENCH							
<i>Note: no tests written in 2020-2021</i>		PARKLAND SCHOOL DIVISION			ALBERTA		
		2019	2022	2023	2019	2022	2023
Participation	Student Enrolled	60	75	69	2930	2296	3444
	Students Writing	60	69	66	2862	2172	3310
	Students Writing (%)	100	92.0	95.7	97.7	94.6	96.1
Results Based on Number Enrolled	Acceptable Standard (%)	61.7	44.0	49.3	78.9	71.4	71.7
	Standard of Excellence (%)	16.7	14.7	5.8	28.1	23.9	20.8
	Below Standard (%)	38.3	48.0	46.4	18.7	23.2	24.4
Results Based on Number Writing	Acceptable Standard (%)	61.7	47.8	51.5	80.8	75.5	74.6
	Standard of Excellence (%)	16.7	15.9	6.1	28.8	25.3	21.6
	Below Standard (%)	38.3	52.2	48.5	19.2	24.5	25.4
Based on Students ENROLLED:						PSD	AB
Acceptable Standard: Improvement (+) or Decline (-) from pre-pandemic (2019)						-12.4	-7.2
Standard of Excellence: Improvement (+) or Decline (-) from pre-pandemic (2019)						-10.9	-7.3
Based on Students WRITING:							
Acceptable Standard: Improvement (+) or Decline (-) from pre-pandemic (2019)						-10.2	-6.2
Standard of Excellence: Improvement (+) or Decline (-) from pre-pandemic (2019)						-10.6	-7.2

Based on the number enrolled, Parkland School Division experienced a decrease of 12.4% of students at the acceptable standard and a 10.9% decrease of students achieving the standard of excellence. While the province also saw decreases in these measures, they were not as significant as within Parkland School Division. This evaluation resulted in an increased focus on interpreting data analysis of the Provincial Achievement Results within our French Immersion Schools.

MATH 9 – KNOWLEDGE AND EMPLOYABILITY							
<i>Note: no tests written in 2020-2021</i>		PARKLAND SCHOOL DIVISION			ALBERTA		
		2019	2022	2023	2019	2022	2023
Participation	Student Enrolled	12	35	42	2,190	1,746	1,815
	Students Writing	10	33	32	1,912	1,425	1,480
	Students Writing (%)	83.3	94.3	76.2	87.3	81.6	81.5
Results Based on Number Enrolled	Acceptable Standard (%)	41.7	62.9	59.5	59.6	55.3	52.7
	Standard of Excellence (%)	8.3	11.4	14.3	13.2	11.1	11.3
	Below Standard (%)	41.7	31.4	16.7	27.7	26.3	28.8
Results Based on Number Writing	Acceptable Standard (%)	50.0	66.7	78.1	68.3	67.8	64.7
	Standard of Excellence (%)	10.0	12.1	18.8	15.1	13.6	13.9
	Below Standard (%)	50.0	33.3	21.9	31.7	32.2	35.3
Based on Students ENROLLED:						PSD	AB
Acceptable Standard: Improvement (+) or Decline (-) from pre-pandemic (2018)						+17.8	-6.9
Standard of Excellence: Improvement (+) or Decline (-) from pre-pandemic (2018)						+6.0	-1.9
Based on Students WRITING:							
Acceptable Standard: Improvement (+) or Decline (-) from pre-pandemic (2018)						+38.1	-3.6
Standard of Excellence: Improvement (+) or Decline (-) from pre-pandemic (2018)						+8.8	+1.1

Knowledge and Employability Math 9 includes a small sample size of students (42, or 4.9% of the grade 9 population). Given the small sample, the year-to-year averages may differ considerably.

DIPLOMA EXAMINATION RESULTS

Math 30-1						
<i>Note: no exams written in 2020-2021</i>	PARKLAND SCHOOL DIVISION			ALBERTA		
	2019	2022	2023	2019	2022	2023
Students Writing	172	91	173	18,945	8,491	19,344
Diploma Exam Acceptable Standard (%)	89.0	81.3	84.4	77.8	64.5	71.4
Diploma Exam Standard of Excellence (%)	37.8	18.7	24.3	35.1	23.2	29.2
School Awarded Acceptable Standard (%)	97.1	100	98.3	96.2	95.4	96.1
School Awarded Standard of Excellence (%)	51.2	72.5	55.5	51.3	51.1	53.9
					PSD	AB
Acceptable Standard: Improvement (+) or Decline (-) from pre-pandemic (2019)					-5.6	-6.4
Standard of Excellence: Improvement (+) or Decline (-) from pre-pandemic (2019)					-13.5	-5.9

It is important to note that due to the COVID pandemic, Diploma exams were not administered in April and June 2020. Additionally, Diploma Exams were optional during the 2020-21 school year. Finally, Diploma exams were not administered in January 2022.

Based on the students writing the Math 30-1 Diploma exam, Parkland School Division saw a 5.6% decrease in the number of students who achieved the acceptable standard from pre-pandemic levels. This result appears to align with data from the province, which saw a 6.4% decrease in the same measure. Additionally, Parkland School Division observed a 13.5% decrease in the number of students achieving the standard of excellence, which was significantly higher than the 5.9% decrease in the provincial cohort.

Math 30-2						
<i>Note: no exams written in 2020-2021</i>	PARKLAND SCHOOL DIVISION			ALBERTA		
	2019	2022	2023	2019	2022	2023
Students Writing	223	185	226	14,012	7,409	13,974
Diploma Exam Acceptable Standard (%)	86.5	77.3	85.4	76.4	62.5	71.5
Diploma Exam Standard of Excellence (%)	17.9	22.2	16.4	16.6	12.0	15.3
School Awarded Acceptable Standard (%)	94.6	91.9	93.8	94.2	94.4	93.9
School Awarded Standard of Excellence (%)	25.1	32.4	23.9	28.3	29.8	29.1
					PSD	AB
Acceptable Standard: Improvement (+) or Decline (-) from pre-pandemic (2019)					-1.1	-4.9
Standard of Excellence: Improvement (+) or Decline (-) from pre-pandemic (2019)					-1.5	-1.3

Parkland School Division saw a 1.1% decrease in the number of students who achieved the acceptable standard on the Math 30-2 Diploma exam as compared to pre-pandemic levels. Despite this decrease, we continue to exceed the provincial average by 13.9% on this measure. Additionally, Parkland School Division saw a 1.5% decrease in the number of students achieving the standard of excellence which closely mirror the provincial decrease of 1.3%.

INSTRUCTIONAL SERVICES – EXPANDING NUMERACY THROUGH OUR WORK

Based on the data outlined throughout this report, the work of the Instructional Services team in the area of Math continues to evolve.

School-Based Numeracy Plans

- Instructional Services established and implemented Fall planning meetings with each school's administration and Instructional Services team members in order to examine available data and develop a numeracy plan to address areas for growth within each school;
- Monthly school based numeracy meetings take place with Instructional Services facilitators, school based numeracy leads, school administration and the Division Principal (when necessary) to monitor progress on the numeracy plan and to make adjustments where appropriate. Follow up meetings, as required, to examine numeracy screen data and to inform planning take place as requested.

New Curriculum Implementation

Ongoing support for the implementation of the New Alberta Education *Math Program of Studies* for teachers in Kindergarten - Grade 3 as they enter year 2 of implementation in addition to working with teachers in Grades 4-6 who are in year 1 of their new Math curriculum. Instructional Service strategic implementation for improvement included:

- Numeracy facilitation and professional development sessions to all grade 4-6 teachers and Numeracy leads (ongoing);
- Modeled lessons by facilitators, Division Principal and teacher leaders to support pedagogical best practices that align with individual school numeracy plans
- A renewed focus to support the unique needs of our French Immersion teachers and administration has taken place. Dr. Onuczko purposefully examined French resources to support this work;
- Collaboration with French Immersion administrators and numeracy lead teachers to examine data, to review pedagogical practices and to analyze screens and/or diagnostics;
- Professional Development and support for the Numeracy Lead teacher in every school, including:
 - Ensuring all Screens are implemented successfully;
 - Learning how to analyze the data from screens to inform programming
 - Leading pedagogical shifts in classrooms for mathematics;
- Professional Development for all teachers beginning with research-based training, followed by modeling lessons and “at-elbow” support for teachers working on their pedagogical craft;
- Supporting school-based administration, numeracy leads and teachers to understand how to analyze the data provided by screens; teachers and facilitators work together to identify gaps in understanding and finding resources to support teachers to target programming in these areas. While this work is in its early stages, it is vital to ensuring growth for all students;
- Ongoing Professional Development and Implementation of research based instructional practices to support Numeracy Intervention programming, notably:
 - Fact Fluency,
 - Small Group Numeracy Instruction,

- Counting Collections,
 - Choral Counting,
 - Number Line/Clothesline Math,
 - Number Talks, and
 - Push in Numeracy Intervention;
- Continuing focus and implementation of Building Thinking Classrooms as a model for instruction math classrooms. Participatory events included a Year-Two “working group”, and a Year-One book study and ongoing modeling and professional development on this model; and
 - Purposeful professional learning opportunities to support teachers in effective use of Numeracy resources to support their instruction and new curriculum implementation; specifically:
 - Professional development for Mathology, Math Up, Gizmos and Idello are areas of focus.



Lesson modeling through Instructional Services facilitation (K. Holden).



MEMORANDUM

March 5, 2024
 Regular Board Meeting

TO Board of Trustees

FROM Shauna Boyce, Superintendent

ORIGINATOR Scott Johnston, Associate Superintendent

RESOURCE Parkland School Division Stakeholders

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

ADDITIONAL REFERENCE BP 1: Vision, Foundational Statements
 BP 2: Education Planning and Programming
Education Act: 19-23, 33, 196-197

SUBJECT **STAKEHOLDER ENGAGEMENT REPORT**

PURPOSE

For information. No recommendation required.

BACKGROUND

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

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

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

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

In upholding those responsibilities, the Board of Trustees engages Parkland School Division stakeholders, consisting of Elders, parents, staff, students, community members and local government members to provide insights and wisdom in setting the strategic Education Plan for 2024-2027.

This Stakeholder Engagement Report summarizes the feedback received from stakeholders, and includes all items shared for consideration, as received, up to February 22, 2024.

This Stakeholder Engagement Report additionally serves as the Engagement Summary for the November 22, 2023 held at Westview School.

Survey responses are included as received. Survey responses are edited for spelling and identifiable information is redacted as required. Where prudent, the Report sorts stakeholder comments into thematic topics; however, it is possible that one quote could be categorized in multiple ways. The comments are summarized per-section, and a summary precedes each section.

Administration would be pleased to respond to any questions.

SJ:kz



STAKEHOLDER ENGAGEMENT SUMMARY REPORT

FEBRUARY, 2024

Presented to the Board of Trustees, March 5, 2024

Scott Johnston, Associate Superintendent, Education and System Services

Resources: Parkland School Division Stakeholder School Summaries

BACKGROUND

The Board of Trustees engages stakeholders throughout the year to review and refresh the Division's Education Plan. Educational stakeholders, including parents, school council executive and members, school staff and the larger community provide great input into the direction set forth in the education planning process.

Parkland School Division held an open stakeholder engagement evening on November 22, 2023 at our newly constructed Westview School in Stony Plain, Alberta. The evening provided an opportunity for stakeholders to share their concerns and accolades, and also to participate in focused conversation on one of three topical areas, based on their individual choices:

- Workplace Wellness,
- Community, Equity and/or Belonging, and
- Teaching and Learning – 2024 and Beyond.

Engagement events provide an opportunity to hear directly from stakeholders, and to reveal considerations for future planning. Specifically, the November engagement occurs at a time when our schools are reviewing data from the previous year, and adjusting strategies for improvement, accordingly.

For our November 22 engagement, a total of 215 individuals received or acknowledged an interest in participation. Of the 215 who expressed an interest, the evening event had 119 participants in total.

The engagement event provided an opportunity for Parkland School Division to launch a permanent, ongoing engagement tool through our ***Share-A-Thought*** survey process. The intent of the continuously open surveys – available at individual schools, and for the Division as a whole – is to gather perspectives in an ongoing manner. Stakeholders at the engagement event were invited to add their perspectives to the divisional survey, and the survey for the division and at individual schools remains open.

Participants were asked to consider their table conversations, and add their perspectives through the survey process. QR Codes, for easy access, are posted in schools and the links to the surveys remain continuously available on school and divisional web pages as an easy access "quick link".

This Stakeholder Engagement Summary report provides the feedback received from stakeholders through our engagement process and through the surveys up to the time of publication (November 22, 2023 through to February 22, 2024). The contextual summaries additionally draw from the shared perspectives of our Administrative Lead Team.

The following sections include all of the thoughts received through the stakeholder engagement evening and subsequent survey process. Comments were corrected for spelling only, and identifiable statements were redacted.

Important note for the reader:

As indicated, the following sections directly share the feedback received from various stakeholders, and they are compiled herein for consideration and transparency. It is important to note that the inclusion of these comments does not imply endorsement or agreement by the Board. We acknowledge that, from our experience, some of the statements listed below may contain factual or procedural inaccuracies.

The Board respects the diverse perspectives of all stakeholders, recognizing that these views contribute to a comprehensive understanding of the educational matters at hand. However, the Board may not necessarily concur with the opinions, suggestions, or conclusions presented.

The Board is committed to making educational planning decisions that are in the best interest of Parkland School Division as a whole, considering a wide range of factors beyond the stakeholder feedback.

For this report, comments are grouped based on overall themes, and are presented as follows:

- On Behaviour, Conflict, Safety and Matters of Civility;
- On Communication;
- On Community, Equity and/or Belonging, Including Respect for Diversity;
- On Matters Related to Instruction;
- On Specialized Services;
- On Wellness;
- On Operational or Organizational Considerations; and
- On Appreciation

Each section begins with an overall stakeholder summary. The comments are presented as received, and any statement, provided next to a bullet point, is directly derived from stakeholder feedback.

Stakeholders express both concerns and aspirations for the school system, reflecting a deep commitment to creating a nurturing, inclusive, and effective educational environment. A recurring theme is the need for enhanced support for students with learning and behavioral challenges, with many expressing that current resources do not adequately meet these students' needs. There's a palpable concern that while efforts are being made to accommodate certain students, the balance of attention might inadvertently affect the quality of education for other students. Classroom behavior emerges as a critical issue, with disruptive behaviors not only affecting teaching and learning but also contributing to a broader concern about school safety and the overall school environment.

The impact of targeted mean behaviour by students on some families is expressed as an inadequacy of the impact of anti-bullying measures; stakeholders suggest a disconnect between existing policies and their effective implementation. Stakeholders are calling for a more robust civil culture, underscored by clear communication and active involvement of the entire school community in fostering a safe and respectful environment.

There is also a strong desire for more community-building initiatives that encourage student-led groups, promote kindness, and facilitate engagement among students, parents, and teachers. Such activities are seen as vital to fostering a sense of belonging and mutual respect, and that this is deemed essential for a healthy school culture. The feedback also highlights concerns about the socialization process within the school system, including the need for respect towards authority, adherence to a coherent code of conduct, and initiatives that support students' social, emotional, and intellectual development. This feedback aligns to previous years' stakeholder engagement summaries; aligning particularly to what we have heard from student engagements.

The aftermath of COVID-19 on students' perceptions of education's value, alongside concerns about vaping and the behavior of specific students, indicates broader issues of health, wellness, and discipline that stakeholders believe need addressing. Some comments may fit multiple categories, and issues of wellness and health are taken up later in this summary.

The community's feedback paints a picture of Parkland School Division at a crossroads, facing challenges in balancing diverse needs while striving to cultivate an environment where every student feels supported, safe, and valued. Stakeholders envision a system that not only addresses immediate behavioral and safety concerns but also commits to the long-term development of a school culture that champions kindness, inclusion, and academic excellence.

Direct Stakeholder Comments Received:

- There are not enough supports in the classrooms for students with learning or behaviour needs.
- My concern is that [our school] has become a last resort for special needs children within PSD that are not having their needs met in traditional public school. I appreciate that [our school] is trying to put more EAs in the classroom to support the teachers and all students. Years ago, upon joining [our school], we were told that [our school] was not able to accommodate special needs. When/why did that change? Are "average" students getting their learning needs met?
- I hear a lot of stories about students being generally disrespectful to each other, to teachers and to the facilities. Generally, my kids enjoy school and their teachers, there are many

complaints regarding disruptive kids taking over classes and missing out on activities because of the same people's behaviour over and over. I love that there are more clubs and community building groups.

- I am finding that the kids that aren't in the office or causing issues in the classroom are being left to fend for themselves, whereas the focus is on the students who are constantly disrupting the class or coming to school without the proper tools for class/ attendance problems. There is no motivation for these kids to do better when the focus is on the ones trying to get them to school and focused to just be there.
- I think that recess should be separated for K-2 and 3-6. My kinder just started and is terrified of the big kids (grade 5&6) at recess. They run and scream & are very intimidating. I know of other schools that have separate recess for the older grades or ease the kinders [kindergarten students] in towards the end of the year. It's a lot of chaos for the little kids.
- Children need to feel safe from harassment and bullying, junior highs need more teachers and better options and better access to the library, school fields need to be safe to play on and free of gopher holes, would be lovely if the community school had a sense of community back in it.
- I think we need to have more groups that are children led. Have the kids be a bigger part of creating groups they might be interested in order to find the cohort of kids that might be right for them.
- As a parent who was left in the dark when my child was threatened with physical harm, I believe that updates should be made to policies regarding this. I felt completely alone and ignored by staff and it wasn't until the superintendent reached out to me that I was finally given some sense that my children would be safe.
- I am concerned with the number of cases of bullying which I am aware of at [our school]. I am also concerned with a lack of information as well as communication with parents about what strategies the school uses to contend with bullying. We relocated here from another School Division which had anti-bullying instruction and culture that was robust. The absence of this (or perhaps just need for more communication about this) has been our biggest surprise in relocating to Parkland School Division and [school]. I am aware that dealing with bullying is potentially one of the issues that could be a resource issue. There are only so many cases staff can attend to. At the same time, I do feel this a school culture challenge and wonder if some assessment can take place at the School Division level for the reference of the Trustees, Superintendent and School Leadership everywhere about this issue. Without assessment, I don't know how the School Division will benchmark or monitor a problem of higher-than-normal levels of bullying. I feel uncomfortable hearing many anecdotes and not feeling like there is a Division strategy or just not knowing what that strategy is. While school leadership has been really receptive to one on one conversations, I really feel that all families need communication about an overall strategy and values articulation about student rights to safety, protection from harm, and support when harm occurs. I think the kids would come right on board with an anti-bullying culture. I've seen it happen at another Division. This is the change I would most like to see at [school] as well as the entire School Division.
- Bullying and taunting, as well as damaging school property that the other children cannot use properly! (Bathroom)
- You do have a bullying protocol but I would like to see it have more priority. Maybe more assemblies, some role play about bullying and how to prevent it.
- Let's prepare young people to be thoughtful participants in society with strong base of life skills, so that they can be critical thinkers and display kindness, courage, and creativity.
- I think engagement (between parents and teachers as well as student to student) can bridge some of those gaps in a consistent school culture. I've noticed my daughters have a

difficult time understanding how to enforce boundaries with different kids and that teacher enforcement of boundaries varies widely throughout the school. Teachers have a difficult job to set a tone of respect when kids are coming to school with very different ideas of what respect looks like. Someone in our group suggested school potlucks to get the community together. I think student to student engagement that is moderated by teachers can also set a town for culture too.

- Get kindness back. It doesn't cost anything. Do kindness challenges with your class, or within your school. Acts of kindness, like holding a door, taking turns on the swing, or as simple as please and thank you, cost nothing, yet change a mindset. Wouldn't it be wonderful if those children learn to be kind, and in turn, go home and teach their parents how to be kind? What kind of societal ripple would that create? There would be no more judgment, no more bullying, no more segregation or discrimination. And, like small children, we would see other people as people.
- My children have been enrolled in PSD for 10 years now. So the experiences that I bring to the table are credible and can be used as a resource. From what I have observed, there has been a significant lack of Socialization in the school system for quite some time. For reference only (Socialization: the process of learning the expected behavior's, values, norms, and social skills of individuals who occupy particular roles in society) School is the institution where secondary socialization occurs. Children adopt the attitudes of the wider society through socialization; Therefore we must understand that it is our job as parents to encourage the school system to put into place social competence.
 - The following questions are important for me to ask:
 - What are the values, norms, and expected behaviors of PSD
 - Do you feel that they are being represented or followed/displayed by the students and staff?
 - How are our children taught to obey authority?
 - What are some socially sanctioned goals put into place?
 - What are we doing to ensure our children are functioning socially, emotionally, and intellectually so they can achieve social acceptance and academic achievement?
 - How are the children learning to be independent?
 - How are the children learning to form bonds?
 - How are the children learning work ethic?
 - Conformity plays a large part in child development at school, so what are the-standards, rules, or laws with which our students are being asked to comply?

It is important to remember that the-standards, rules, or laws with which our students are being asked to comply frame behavior's in a manner such that they produce obedience to authority

I have seen a large lack of respect displayed by our students towards our teachers and by our principal towards our teachers. I feel that an overall assessment of the above questions may be warranted in order to instill the fundamentals of learning back into our school system.

- We need gentleness breaks. We need to acknowledge that we have to allow the teachers and students to slow down. More welcoming activities or groups for new students or kids looking to make friends. Especially at the high school level.
- Code of Conduct for students being the same protocol across all the schools in PSD. Including dress code and expected student behaviour.

- The importance/relevance of school took a massive hit; courtesy of COVID & lockdown. I find that my children don't view education as a means to secure a "future". After seeing how our lives were drastically altered, my kids lost all faith that there's a point to school/career. This seems to be a growing sentiment---one that schools need to try to counter.
- I think it is very important to teach children about kindness, inclusion, acceptance, diversity. We are all different, whether those differences be visible or not. We must be kind to each other. We must accept each other regardless, or in spite, of differences. Our current world allows us to bully and discriminate without repercussions. We need to be kind.
- Build strong citizen by being sensible to the society around us.
- There seems to be a growing trend of disconnection amongst students. It seems that many kids have school & work as their main focus, vs having down-time & socialization. Perhaps it's time to consider introducing ways for kids to interact? Dances? More clubs?
- I am concerned to hear my students referring to the new unisex bathroom as the "vapers bathroom". When they have the option, they choose not to use that bathroom to avoid walking into a stall filled with vapors. That is horrific! Why can't this be monitored? If the entire student body is aware of the problem, surely admin and teaching staff is aware.
- There is one student in particular that is becoming increasingly unstable. He's menacing, and has no qualms trying to induce fear in other students. How long will this be allowed, before being fully addressed?
- I am concerned about the difficulty in removing instructors that should not be teaching.
- Student safety and parental communication has been a problem at our school. My children have been both physically and verbally assaulted with little to no communication. When we were communicated with, it was very vague and made us feel unsure if we should continue their education there.
- It is important that teachers and staff truly care and follow the school's guidelines while fostering a positive environment where students can feel safe and respected.
- I am dismayed to hear from our student that there are some other students smoking weed near the school. However, it may be legal for some students over age 18 to use cannabis inside or on their own home property, I believe it is illegal on public property and should not be tolerated around the school or in the parking lot.
- I believe [our school] needs to reconsider its locked door policy! I've recently been informed that as soon as 1st class starts the doors are locked and only opened during lunch. If students have a spare they can only be in the library. I find this to be terribly oppressive. Is this a school or a jail? I understand this is aimed at addressing certain issues but in my opinion, there are other options that would not restrict my child movements and negatively impact her daily life.
- The general safety of students, as there is a guardian who is unafraid to confront parents, and well as students when it concerns her grandson. This cannot be accepted and will end up warranting intervention from the authorities if it persists.

ON COMMUNICATION

The feedback received from stakeholders captures concerns regarding communication practices within the school system, touching upon various aspects of interaction between parents, teachers, and school administrations. A common thread is the call for more effective, streamlined, and modernized communication channels to enhance the engagement and participation of the school community.

Stakeholders, at times, express frustration over the inconsistency and inefficiency in communication, particularly noting the variance in teacher responsiveness and the use of multiple platforms, which often leads to confusion and information overload. Notably, there are differing perspectives of how each stakeholder wants to receive communication from the school. For some stakeholders with students in multiple schools, there is a desire for a universal communication standard, like the *Remind* application or *Class Dojo*, to facilitate clear and consistent messages received from schools.

The feedback received also underscores the importance of timely and relevant information sharing, with suggestions for improving the delivery of school newsletters and school email processes to avoid clutter, and ensure that critical information is not overlooked. Stakeholders suggested the idea of improved segmenting of communication to target specific groups, and to tailor information more effectively.

Concerns about the current state of parental engagement and the effectiveness of school councils present concerns, for some, regarding issues of trust and involvement within the school community. Stakeholders suggest that addressing concerns promptly and transparently can help restore faith in the system, advocating for a more collaborative approach to problem-solving and decision-making.

Further feedback, specific to our surveys, highlights a need for privacy and anonymity in gathering input from parents; suggesting that fear of identification may hinder honest participation. Ensuring anonymity and clarifying the use of collected data could improve response rates and the quality of feedback received. Notably, however, schools indicated that the Share-a-Thought survey, when anonymous, created some issues with inappropriate responses, and left the schools with no avenue for response.

In essence, the stakeholders are seeking a more integrated, efficient, and respectful communication framework that acknowledges the diverse needs of the school community, enhances parental involvement, and supports the educational and developmental needs of students in a cohesive manner. The feedback calls for a shift towards more adaptive, user-friendly, and transparent communication practices to bridge gaps, foster trust, and build a stronger, more engaged school community.

Direct Stakeholder Comments Received:

- Encouraging the Board to offer reasonable priority to concerns/suggestions made by School Council to administration wherein administration finds the concern/suggestion to be valid - example: a request to have facility services visit a school to discuss ongoing parking lot concerns. School Council loses the faith of the school community when concerns are not addressed within a reasonable time frame (referencing a belief that concerns won't be addressed any way so what's the point).
- There are some teachers that communicate well with parents; however, there are others that rarely connect with parents. There also doesn't seem to be a standard for replying or getting back to parents via email. It would seem reasonable to have a standard guideline for teachers to follow when communicating with parents. The [school] newsletter should be sent out at the beginning of each month, especially if there are dates on there that parents should be aware of. There were some months last year where it was sent halfway through. Finally, [school] needs to get up to date on technology. Many other schools ([Other school] for example) have apps that allow teachers to communicate easily with parents and vice versa. The communication style at [our school] is archaic and should be updated.

- As a new kindergarten parent it is very hard to keep up with all the updates and communication. Do I look on the app the teacher uses, did she send an email, do I look in PowerSchool, or do I look in the website? Our teacher let us know teacher interviews were open and it honestly took me an hour where to find the sign up because there are so many forms/platforms of communication. It's hard and overwhelming.
- I appreciate when teachers are willing to reach out and discuss child specific strengths or concerns. I like to know what happens while my child is at school. I feel like sometimes child specific communication is missed but strong points for willing to meet, [and send] emails about classroom specific things. I like how [teacher] sends updates through *Remind* and [teacher] reached out to me when she realized I didn't book [child] an interview. I like using the Remind app best.
- I am interested in learning more about [school] regarding each of the items listed. I would be happy to attend this meeting to learn more specifics about [school] and would appreciate the opportunity to listen and participate in these discussions.
- I would like the opportunity to participate in the PSD engagement evening. I enjoy having the opportunity to provide my thoughts about the positives and negatives of our school and learning what is working or isn't working in other school communities. I have many thoughts related to the change in reporting periods, specialized services, student supports/wellness, school community and would enjoy the opportunity to connect with other stakeholders in this regard. Thank you.
- Universal school/parent/teacher communication. That may look like the Remind app, or dojo in the younger grades. Strong school to home communication is key to connection and accountability for students.
- I am interested in supporting my student to make deeper connections with what they are learning in class and how it related to the life of my student. How do I get feedback to prepare for these experiences, how do I ensure that my student's leaning is reflected and they know how exactly what to improve upon, and that they have supports on how to do it, and or do things differently to improve their outcomes and class marks?
- It would be nice if communication on behalf of the school was more frequent and clear.
- [our school] used to have a great communication with all parents. Now I find we receive little to no information unless it's found on social media which I do not access on a regular basis. More communication to parents is needed.
- Please shorten the weekly email from the principal. There is so much extra information each week, that we end up missing the important information. Perhaps a separate email to parents of student doing PATs, or for 6-9 parents only if the information pertains to them? The general email would be more helpful if it were concise and included only necessary information.
- I have been very impressed with on-going communication that I have received from my child's teachers and leadership team.
- My thoughts are actually about this survey. If you remove the question which asks for an email address then more parents may respond. Parents could feel uncomfortable sharing their thoughts when they can be identified by their email address, especially if their response is raising a concern or some dissatisfaction. I am not clear if the survey is anonymous or not. I assume it isn't as it is not possible to complete it without giving an email address. I am a researcher and we only collect personally identifiable information if it is absolutely necessary (which is very rare). I'm not sure why an email address is necessary. You give the option for people to share their identity at the end, so I don't think the email question is necessary (or at least it shouldn't be mandatory). So, if you want parents to feel comfortable sharing honest thoughts, it is very important to make the survey anonymous and state this very clearly in the introductory statement. The introduction should also clarify

how data will be used and shared (internally and externally). I hope this is helpful. I am happy to review future surveys from a researcher's perspective if needed.

- My daughter does not have a cell phone but there are times when I need to get a message to her. Her teacher only communicates through email which doesn't allow for quick responses. I don't always want to bother the office with something that isn't urgent. I've found it very helpful at other schools when teachers use apps in communicating with parents.

Through the survey process, and at our Engagement Event, we receive significant stakeholder feedback that vividly illustrates the complexity and contentious nature of discussions surrounding diversity, inclusion, equity, accessibility, and the curriculum within the school system. Our Administrative Procedure 390: Community, Equity and Belonging takes up these issues from an operational perspective.

Stakeholders express a wide range of opinions, highlighting deep divisions and strong feelings about how these topics are addressed in schools. On one side, there is a strong call for more inclusive and comprehensive education that embraces diversity, promotes equity, and provides a safe and supportive environment for all students, including those who are from diverse cultural backgrounds, those who require specialized supports and those from the 2SLGBTQIA+ community. Some stakeholders emphasize the importance of early exposure to diversity and inclusion training to combat stereotypes, foster empathy, and prepare students for a global society. Advocates for this approach argue that it is essential to create a more accepting and understanding school environment that reflects the real world's complexities. Conversely, some stakeholders express concern that the focus on diversity and inclusion may overshadow traditional academic subjects and they express a further concern that discussions around gender identity and sexual orientation may be inappropriate for students or not best handled in school. These individuals express that there is a potential for political and ideological beliefs to infiltrate the curriculum and influence children in ways that may conflict with their family values. There is also apprehension about the physical safety and comfort of students in relation to gender-neutral facilities. These diverse perspectives are further polarized through representation in different ways by different forms of media. Overall, stakeholders express a strong desire for clear, respectful dialogue around these issues.

Stakeholders are calling for transparency regarding the content being taught and the methods used to address diversity and inclusion. There is a request for balance, ensuring that while striving to be inclusive, schools do not alienate or stigmatize students with differing views or backgrounds.

The diverse feedback received through our surveys and through our engagement processes also underscores a significant concern for mental health initiatives. There is a request to respond to a perceived need for supportive spaces that allow students to explore their identities safely and without judgment. Notably, there's a consensus about the importance of kindness, respect, and empathy as foundational values that should permeate all areas of education.

In navigating these diverse perspectives, the challenge for Parkland School Division exists in finding a way to respect diverse viewpoints while upholding principles of equity and inclusion. The feedback indicates a critical need for dialogue, education, and policies that consider the welfare of all students, ensuring that schools remain places of learning, growth, and acceptance for everyone.

Direct Stakeholder Comments Received:

- With so many discussions about inclusion, acceptance, diversity, and bullying, there seems to be no easy solution. When I think about these topics, I look to my children. When you are at the playground, you see kids play together. They don't see race, religion, socio-economic status, political leaning, gender orientation. They just see other kids. As the kids get older, they start seeing how their parents identify other people. And that's when race, religion, socio-economic status, political leaning, gender orientation, and others become factors. Why? Why do they matter? People are people, and they are allowed to be however they want to be, and shouldn't feel like they are being judged for something that they can, or can't, control. It seems that basic kindness is lacking, not just in schools, but in the community, and the world as a whole. Kindness starts at home. But what if children have never experienced kindness at home? This creates a problem at school. (PSD)
- The recent conversations around diversity and inclusion are fantastic and absolutely need to continue. Tackling racism, gender equality and acceptance of the LGBTQ community are

necessary and long overdue. At the same time, I feel a much needed and essential part of the conversation is missing which is ableism and disability inclusion. Students with disabilities (physical, cognitive, neurological etc.) are constantly and consistently excluded, forgotten, under supported and left behind. A large missing piece is teacher education and mentorship around disability rights and inclusion. Another piece is physical accessibility to all spaces. Neurodiverse affirming practice is completely absent in the school division.

- PSD should consider working with ASCA on the upcoming "walk alongside" engagement they are planning.
- Race - sub section of Community, Equity and/or Belonging. The book "Courageous Conversations about Race" is being used as a component of staff EDIAR professional development. I thought I would share this idea.
- Consider supporting EDIAR in classrooms by having staff spending time to really know the students in their classes. Students can optionally share details about themselves through private means (such as Google Form) with their teachers in order share things like: preferred name, pronouns, home status, ethnicity, family members, etc as well as things that help them feel welcome and brave, things that are hurtful to them or that they find uncomfortable within their classrooms. These optionally methods for students to share can be very eye opening for teachers and allow for an opportunity to create a thoughtful inclusive learning space. Administration shared at the stakeholder engagement event that they do not focus on truly getting to know their students in a deeper way.
- In reference to EDIAR consider ensuring that curricular support materials (example: novels, stories, guest speakers) along with the wording and names chosen to be included in scenarios, examples, assignment questions, etc. are thoughtfully constructed to be fully inclusive - race, gender, belief systems, ethnicity, persons with disabilities. We should be representing our students' equality within their school work.
- I was disappointed to still see well-meaning parents who are afraid and believe that diversity and inclusion is being "rammed down their throats" because it is actually being addressed in school. This is all the more reason to ensure it is shared and normalized in the school system.
- How can the school, other children and other parents support children with disabilities and better foster their own abilities and community skills?
- I do not believe teaching that there are more than two genders is appropriate for elementary or junior high school aged children. I also disagree with children being encouraged to keep these teachings and views secret from parents. Students should not be ostracized for not joining the queer club or not conforming to gender ideology. Gender neutral bathrooms are not a safe environment for any student.
- We need a classroom designed for specialized needs/learning abilities.
- Does the school board have any intention on making a statement in regards to the newly proposed legislation?
- The curriculum needs to change. Stop focusing everything around the Indigenous and start focusing on Canadian history. History is history for a reason whether what happened was wrong or right. If we can't learn from our actual CANADIAN history why are we living in Canada? You try to teach these kids to accept who they are and not to bully. Asking children what they identify as and teaching LGBTQ when they don't understand those concepts is horrifying. Pushing unacceptable views and misinformation in their faces doesn't help. Take it back to the curriculum from 20-30 years ago. Simple math, history, reading, and writing!! French should be left as an option for grade 7, not mandatory grade 5. If I wanted my child learning French I would of put them in a French school. The teachers need to spend time in the classrooms instead of constantly sending them out to learn the unacceptable new curriculum. I'm surprised we haven't lost more of our great teachers because of this. I also

see more and more parents not caring whether or not their kids go to school, and now understanding why.

- I am extremely concerned that the far-right extremist element in Alberta, will be pushing their anti-LGBTQ, bigoted, parental rights nonsense here, as they have in Saskatchewan and Manitoba. I would like to know how PSD plans to deal with pressure from this element. I want to be assured that our 2SLGBTQ students are protected from this hatred. I would like to attend this upcoming meeting to ensure that there are advocates there, on behalf of these marginalized and at-risk students, and to counter any loud bigotry that may occur.
- Diversity, Equity, Inclusion and Accessibility (IDEA) training for students in elementary school is of paramount importance in our ever-evolving society. These formative years lay the foundation for a child's understanding of the world and fostering an inclusive and equitable environment is essential to prepare them for a diverse and interconnected world. IDEA training cultivates empathy and understanding among students. By exposing children to different cultures, perspectives, and experiences, it helps them develop a sense of empathy and respect for others. IDEA training in elementary school promotes social justice and equity. It educates students about the historical and ongoing issues related to discrimination, prejudice, and inequality. Research shows that early exposure to diversity and inclusive education can mitigate stereotypes and biases. By instilling values of empathy, social justice, global competence and reduced prejudice from an early age, we equip our children with the skills and mindset needed to create a better world for themselves and future generations. Ultimately, in the aim of also reducing bullying and fostering stronger connections.
- I would like to have more information about the diversity and equity content being taught in the schools.
- I have concerns that the moves in Saskatchewan will embolden our current government to put parental rights above the rights of a child. How does PSD plan to safeguard children and give them autonomy and safe places? This should be planned for before anything happens. It's better to be proactive rather than reactive. I also want to know how PSD is doing now that they have brought in their own social workers and psychologists. Are needs being met and has it improved access to care? I specifically want to know if there has been improvement and what those improvements have been.
- I am worried about LGBTQ2+ proponents in the near future. As per Alberta Education Act, we acknowledge that school can teach religion and sexuality, but not promote it. It also states that parental consent on such education or activities is required. Moreover, Alberta Education Act does not state or allow that the school can celebrate or promote any Political/Gender/Group Ideology or a way of living or force it on other students with different beliefs, religions, and cultural groups, especially children.
- I am disappointed with the continuous highlighting of sexual topics as schools move towards the adoption of the SOGI curriculum. I stand against the sexualization of children.
- Would like to have open dialogue around gender as it relates to student sexual education/ biology, pride events, forced pronoun usage (and proper language instruction), bathroom access/ student safety, athletic opportunities, female-safe spaces, library books and the promotion of the GSA throughout the school. Additionally, I look forward to hearing about how diversity and equity plays into real-world applications in the education sector for K-9.
- As much as they're doing their best to be respectful, teachers using they/them (gender non-conforming) pronouns on students that have personally requested for other preferred pronouns isn't always the best.
- My thought...I think [school] does a wonderful job and I have had no concerns thus far. However, in regards to the curriculum as a whole, I just want to be able to send my children to school to learn the fundamentals such as math, reading and writing. My concern moving

forward is that they are not indoctrinated with political beliefs or ideologies, and the ever-evolving recognition of gender identity. I will reiterate, I have not had an issue with[school] regarding this, I could not sing your praises enough! This is just a concern of mine moving forward into the future.

- Concerned voice on the inclusivity of students' collective programs and the diversity of their respective organizations.
- I am concerned about kids' mental health, how to encourage community after going through a pandemic that shattered theirs. How to reduce bullying to foster community through inclusion and diversity.
- We are extremely unhappy with the fact that there are teachers who are pushing their own political views on to our child. Teachers are influential to a child and their personal views and beliefs should be left out of the class as should any LGBTQ teaching or celebration. This does not include all students and if you are truly looking at being more inclusive then you should celebrate being Canadian as this is what we all are. By celebrating the rare few kids who actually are transgender you are encouraging other kids who may need or want that same attention to say they are transgender just to get it. When you start adding in hormone therapy then you destroy any chance that child has to change their mind again and reproduce. This is evil and you are hurting kids who just want to feel like they belong.
- The idea of radicalized gender ideology being supported by the school is concerning. The 'pronoun day' confirms ideas that are not true and it is hurting our children by lying to them. Sure, gender dysphoria exists. But telling the masses we can 'convert' is causing immense hurt to your children.
- Where is grammar and writing? Where is boy and girl? What happened to discipline? We should Stop coddling our children, they should learn respect not identification of an unknown being. We should Stop letting the government who's only interest is to raise a stupid generation make our decisions.
- You should keep lgbtq2s+ in the curriculum. Just because some parents can't wrap their heads around, shouldn't mean schools have to be like that too.
- I worry about the political climate and its impact on our kids' education. Principal has been a champion for inclusion and diversity, but what about other schools? Will PSD bow to pressure from the angry, vocal minority and start violating the rights of students with regards to their gender identities or sexual orientation? What steps is the division taking to protect these students from bullying, or from being targeted by those students who have been indoctrinated into this harmful way of thinking? How can we, as a community, make sure our kids' lives and mental health don't become a political football?
- I feel that kids don't need to be pushed or included in the discussions around the current LGBTQ+ conversations. Especially in the K - 6 years. I think that should be left to the parents at home. This is not because I am against it or for it or anything sexist in anyway. I just feel that it does not need to be in schools at that age range. There is enough pressure on kids as it is and this one topic can be left for the higher grade levels. Let kids be kids they don't care about that stuff and don't need to worry about it. Teach them the skills that will help them navigate life, math, spelling things like that which we send them to school for in the first place. Leave the political crap out as it is more adult conversations that adults should be dealing with and worrying about.
- In my opinion, the primary mandate of school is to provide students with academic skills and knowledge (i.e. reading, writing, math, science, history, etc) to enable them to succeed in a career or job in the future. Socialization is secondary and should only be basic skills to help them in engagement with the rest of the school children. Any ideological discussions (such as sexuality, religion (except in the case of Religion based schools) morality etc.) are the responsibility of parents. In addition, trying to erase or change what happened

historically is irresponsible as it is one of the ways that people learn - from the good things they have accomplished and the mistakes they have made.

- I am inquiring about the implementation of SOGI 123 and the hyper-sexualization of my children that it's results create. If in fact your following the ab outline stated here: www.albertaschoolcouncils.ca/education-in-alberta/healthy-schools-and-student-wellness/sogi. Then I am looking to opt both of my children out. I have no interest in introducing these subjects to my children at this age, regardless of orientation. Grade 6 and under.
- My thought is that subjects on transgendered sexuality should be left out of all grades for the foreseeable future. Teaching our children to accept those who appear differently than them and kindness towards everyone should be as far as they are taught and let the in-depth topics be covered at home. Topics as such can be confusing and misleading to young minds during a crucial time on their development.
- My thoughts on this subject (diversity, equity and human rights) are fairly strong. We in our house and within our immediate family have close relatives from all types of race, culture and belief systems. Our kids have been brought up to see and treat everyone as equal and so have their cousins. Our concerns lie with some of the "awareness" or "educational" content that has seemed to be more commonly being given to kids in school. From what I've seen or read, it's as much about how the message is given and from whom, as it is about the message itself. We agree that there are definitely people in our society that are not of the inclusive type in which we all are working to create. With that being said, I fear some of these messages could easily be taken by these kids as they are at fault of something or part of a group who is responsible for the problems we see in society with this subject. I guess I just have a tough time understanding the benefit or risk/reward for what I see as the majority of kids, already seeing society through an unbiased lens. There's always going to be some bad actors around, but I just feel like these initiatives are lumping the majority of these kids in with them with the risk of them feeling responsible for something negative that they are not guilty of, like I kind of said earlier. Our kids aren't perfect, but they definitely aren't of the racist or un-inclusive type. It is just my opinion at the end of the day, but I feel the more we bring this up to the kids, the more they will be prone to seeing the division between the groups.
- Gender questionable teams/change/washrooms.
- Curriculum to support diversity and inclusion, safe spaces for all and review of history that acknowledges and addresses systemic bias, and racism and prejudice is important. Communications courses or presentations that promote respectful dialogue despite differences would be great given the heightened social tensions and a lack of boundaries that is apparent post COVID.
- There is far TOO MUCH emphasis on Diversity, Inclusion, Equity and Aboriginal history.
- As a visible minority in a school community that is increasing in diversity, I would like to collaborate and brainstorm ideas around normalizing diversity and inclusion.
- The curriculum needs to change. Stop focusing everything around the Indigenous and start focusing on Canadian history. History is history for a reason whether what happened was wrong or right. If we can't learn from our actual CANADIAN history why are we living in Canada? You try to teach these kids to accept who they are and not to bully. Asking children what they identify as and teaching LGBTQ when they don't understand those concepts is horrifying. Pushing unacceptable views and misinformation in their faces doesn't help. Take it back to the curriculum from 20-30 years ago. Simple math, history, reading, and writing!! French should be left as an option for grade 7, not mandatory grade 5. If I wanted my child to learn French I would have put them in a French school. The teachers need to spend time in the classrooms instead of constantly sending them out to learn the unacceptable new curriculum. I'm surprised we haven't lost more of our great teachers because of this. I also

see more and more parents not caring whether or not their kids go to school, and now understanding why.

- I hate that there are gender neutral washrooms. I hate that my daughters who have recently gotten their periods, need to try to manage that and all the symptoms that come along with menstruation (diarrhea, blood leaks, stained clothing, gas), in a washroom with boys just outside the doors. It was my absolute nightmare, not just as a pubescent girl, but throughout the entire time I had a period, to deal with it in public washrooms but I was lucky enough to have only women in there who could at least sympathize. My girls are horrified that they have to share this experience with everyone in the school.
- How are we indigenizing our schools and incorporating Indigenous ways of knowing and being?
- I was taken back by the Graduation speech the teachers had last week, where they said the [Indigenous students] were having a free feast at the school? So why is the school not just having one ceremony for all the kids they all attend do the same thing? why does there have to be different events? You have one school why not a free feast for the whole school everyone come together? Why is our children not getting a free feast? Why do we have to pay? We are already paying for Graduation why is it separated? Where I come from everyone is included there is no separation between Traveler children and children who go to school one party for all of them no segregation? I feel the school loves to celebrate different stuff but what about little Joe so who just goes to school works hard what do they get out of the school? Nothing because the parents who work damn hard have to pay extra! Does not make sense! Why not have a celebration for all the kids?
- What kinds of programs or programming is available at [our school] for First Nation, Metis and Inuit students. What is the success of this program? What is the attendance and participation of this program?
- Supporting Indigenous students with new curriculum geared to teach about Indigenous People's history and perspective, that may also have some traumatic themes.
- Social Studies primarily focus it seems has been indigenous history. Reconciliation is important. However, it seems there is a definite lack of sharing broader historical, political and cultural views for the students. I would be happy to discuss my thoughts on this at any time.

The feedback with respect to matters of instruction presents a multifaceted view of the instructional concerns and aspirations within the school system. This feedback captures a collective desire for a balanced educational experience that prioritizes academic rigor while also addressing the full slate of needs of students.

Stakeholders expressed some concerns about the perceived imbalance in the curriculum, with some feeling that there is too much emphasis on political agendas and not enough on core academic skills. This sentiment is juxtaposed with calls for more inclusive education, and that addresses the wide spectrum of student needs. Notably, from those requiring extra support in literacy and numeracy to students who require specialized support, and, alternatively for those identified as academically gifted. The stakeholders express a desire for programs that challenge every student and prepare them for post-secondary success and/or the world of work without neglecting their socio-emotional well-being.

The importance of community and school culture is highlighted as crucial for student engagement, with sports, extracurricular activities, and a welcoming atmosphere cited as key factors in encouraging school attendance. Yet, some stakeholders capture the concern over class sizes and the need for more support staff to ensure that teachers can adequately meet the diverse needs of their students.

Stakeholders also advocate for more professional development for teachers. This professional development should be targeted toward accommodating the diverse array of students and integrating technology into learning; the intent being to avoid leaving any child behind in the rapidly evolving educational landscape. Moreover, there is a call for curricular reforms that reflect Canada's real history and prepare students for a world increasingly shaped by artificial intelligence and digital technologies.

The feedback suggests a strong desire for educational practices that are non-partisan and focused on developing critical thinking, financial literacy, and life skills alongside traditional academic subjects. There is an evident concern about the transition challenges students face, particularly from Grade 9 to Grade 10, indicating a need for smoother academic pathways and better preparation for higher education and the workforce.

Overall, the stakeholders are seeking a more dynamic, responsive, and inclusive educational system that values academic excellence, supports diverse learning needs, fosters community engagement, and prepares students for the complexities of the modern world. Stakeholder commentary reinforces the PSD Vision – that “our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world;” and also our Mission – that “we assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.”

Overall, the feedback calls for strategic adjustments in curriculum, instruction, and school culture to achieve our educational goals; emphasizing the need for collaboration, innovation, and a holistic approach to education.

Direct Stakeholder Comments Received:

- Math 10C seems to be a course that weeds kids out rather than building them up for success insight levels and then there is still a huge jump from there to Math 20-1 which leaves some students a bit overwhelmed and floundering even with extra tutoring. Is there a plan to fill this gap?
- I feel that the students are not receiving enough structure and guidance in their everyday learning and there is an overabundance of focused placed on political agendas in regard to equality and inclusion, forgetting the fundamentals of care and respect for every child who

attends these schools. The emphasis should be placed on academics and fundamental learning, not on the protection of particular groups of people.

- It is of vital importance to continue offering small group instruction for students that need extra support, especially in the areas of literacy, numeracy, and social-emotional skills (with a school counsellor in all grades). Regardless of the “learning loss” identified through the pandemic, children’s development is wide-ranging, especially for students who are neurodivergent. These programs are essential for continuing to provide inclusive public education.
- Having teachers collaborate, not just within a grade and subject but with other schools. For example, have teachers from multiple schools who are teaching Grade 8 Social Studies Collaborate with each other.
- Have a joint PD day for teachers in January with motivation speaker like they do at the beginning of the year. Have a half way pump up to get excitement back half way through the year. Also, might help with supporting our teachers with burn out.
- Having some competitions that student can sign up for the more gifted students. If they can sign up with different competitions that they can compete with other schools and possibly other districts. They would be able to sign in and work on this extra challenge when they are done their work in class.
- It was interesting how much community and school culture was mentioned as to why students attend school. Most of the parents said that academics was not a strong focus for their child but that students feeling at home and welcome along with various activities like sports and options is the reason that their child gets up in the morning to attend.
- Class sizes are too large, teachers need more support and more support staff to support students' needs.
- That PSD ensures that all children’s needs are being met. Right now, there is a lot of focus on special needs children. In my opinion, this causes the academically above average children to not have their needs met. These kids are not being challenged and do not reach their full potential. Sometimes, these children do not learn appropriate study skills in k-12 because they didn’t need them in order to be successful. The lack of study skills can then affect their ability to be successful in post-secondary.
- I would like to see more support for strong academic/gifted students in PSD. When a child is identified as gifted, then what? We often say it feels like we are “building the airplane as we fly” because there is not a lot of support for schools in terms of programming options and how best to support these students. It is a delicate balance trying to explain the unique needs of these children while recognizing most of the priority likely lies with the outliers on the opposite end of the scale or those children who fall more in the middle. These children deserve to learn something new at school every day too while also having their socioemotional needs met as well. Perhaps there needs to be more PD on gifted education, more online modules/resources community school teachers could access to program for those students, and perhaps more program options (like AP or IB classes) so families don’t feel the need to homeschool or leave the division to challenge their child academically.
- Help to ensure the social studies curriculum at every level helps young people understand the Canada's real history so that in the future we can better understand and work together for shared solutions. Chances are Canada will eventually need a new constitution so having everyone understand what is possible instead of being afraid of change will be helpful.
- Would appreciate guidelines that parents can point to better support children's safety and age appropriate use of the internet especially with devices, Social Media and AI.

- Noting that [our] School has an excellent reputation and culture for creating a safe and encouraging learning environment for students and teachers. How can we continue to support and foster this in [our] School and in other schools across PSD.
- I would like to see greater engagement of kids who are able to perform above average (in our case verified by psycho Ed testing) but are performing “average” in class, and it is deemed acceptable. While I agree some has to be internal motivation, in elementary especially I feel like teachers should treat this just as seriously as kids performing “below average”. Teacher also need much greater training for accommodations for students, especially where technology needs to be in play.
- Kids used to have supports, used to get assessed for delay in speech and reading and receive supports to catch up and keep with their peers.
- Why aren't we preparing our kids for a world of Artificial Intelligence better?
- Tutoring or additional supports
- I am worried about the focus on academic achievement at [our school]. The school seems to fall middle of the road to below average on academic when compared to the other public institutes around the province. Can there be more effort put into teaching the core academic subjects? Are the administrators and teachers concerned about the lower provincial scores the school is receiving?
- I am concerned about the curriculum and the support our teachers and students are receiving. I believe the expectations of teachers is too much while having to deal with extremely large class sizes and many diverse learning needs. I am also very concerned about PSDs proposed plans for the new high school.
- The MyPath program provides a great opportunity for students to explore a wide variety of interests.
- Curriculum should be nonpartisan and developed by educators with no political agenda
- I believe that it's important to have adequate staffing in classroom to allow for the needs of all students to [be] met. Also, for rural school it's difficult to find opportunities for of site activities because of the cost of busing and the limit budget given for these activities.
- I am not happy with the My Path program. I feel it separates the students based on income. I don't think it is fair that some students get to do special activities while other students have to stay at the school. Why can't all the kids go curling or swimming or learn archery? I find it elitist. Also, children with any kind of learning difficulty are not welcome because then more supervision is needed.
- It [would] be great to expand the variety of available options for grade 7-9. Also, adding developmental teams to the sports being offered would be a neat way to increase interest in the younger years while having the older students act as mentors.
- There seems to be a learning gap between the Grade 9 and Grade 10 curriculum in core subjects. Students seem to be struggling with that adjustment. Students who are strong academically in Grade 9 are suddenly finding themselves struggling to maintain that same standard and sometimes even competent grades in Grade 10. This then affects the years following
- That the Alberta school board association should take a huge consideration on how countries like Finland educate their children. Taking time to understand their students on a personal level and educate them on what is interesting to them. If I could click on all the categories below I would. The education system needs a total overhaul.
- Being new to the Canadian school system we feel that new parents and students may need more support in the setup of workload coming from class to home study. And perhaps

personalized email communication regarding up and coming assessments and assignments.

- Reading writing math science should be top priority for any school curriculum. Add in learning how to budget and balance a cheque book for the older students would help shape them into productive and successful adults.
- The new UCP curriculum is a disaster. I'm experiencing issues with my grade 6 child already. Ridiculous! We need to push back against this terrible curriculum and teach kids what really matters (not the whitewashed version we've got or! What about locating gravity on the map! Did Chat GPT write it or what?!). Again, ridiculous.
- I like the idea of [specific program] for students to get the extra help/time they might require.
- I really dislike [specific program].
- I really like the [specific program] idea at the school
- The [specific program] that the students are given every day is turning to them ruining [our school]. There is up to 30 kids directly behind my house smoking weed daily. They leave behind garbage, blast music and no regards to the neighbourhood and the people who live here. My suggestion is to move "torch time" to the mornings, like they have in most high schools in Edmonton. That way the kids who bus can go first thing, and have classes right until buses come.
- The school needs to concentrate on educating not politics. Dress codes and behavioural issues seems to be taking a lot of the time teachers and admin could use for actual teaching.
- Any thought to having a financial course that provides basic skills on day to day banking as part of regular curriculum?
- It would be nice if students did not have to miss classes for volleyball games and or tournaments. It is not great to miss classes when you are in 30-1 classes. It is also a lot to expect to have practices/games basically 5 nights a week.
- I believe that the CALM curriculum should be expanded. Sex education and study strategies/mental health coping skills would go a long way in helping student wellness and prepare them for adult life. Additionally, students should be more thoroughly educated about climate change and its effects on human life, specifically in science and social studies classes.
- Thoughts on more resources for children struggling in certain subjects. More assessments being done and parents being informed so if they kids are unable to get help within the school parents are able to try and find help tutoring outside of the school
- I believe we should be teaching our kids skills that will help them flourish when they are adults. We should be spending more time introducing mindfulness, emotional intelligence, and finance.
- Not teaching spelling is detrimental to students who are hands on learners and require more than oral vocabulary. This should be addressed.
- I am curious how the French and English programs are being supported to integrate into their blended grade 7 options now that there is no longer a Grade 6 camp that supports the improved interactions between the groups of students
- Why is it that our education system does not Teach our kids or have a focus / class on Finance or monetary system like math, social or language? Kids should be educated about the history of money, interest, credit cards, fiat currency, mortgages, banks, investments, etc... What is one of the most impactful factors on every kid's life in the future is finance. Pay

bills, earn money, debt and so on but we do NOT teach this in class why??? Is social studies, or some other teaching topic more important? Always focusing on diversity, inclusion, environment over Finance. I question why is that? Critical thinking - aka always questioning why? Why are we learning this or that? Why does this work and not that? Why are we being told this and not that? So kids can identify the lies and frauds / deceit in the world and trust and verify the truths. These are the skills that should be taught in school. These are some of the most valuable skills missing from the curriculum

- I wonder if there are any changes to the curriculum with the new government and if any, how is that implemented and assessed on overall wellbeing of kids and their growth. Why is everything changing at the school, what is the rationale and what is happening? Is the current curriculum preparing kids well for further education and success in future life?
- Note I previously filled out this form. Not sure if the same thing though. I'm curious about some proposed changes (if and when they happen) in curriculum and what that means for the kids. There have been lots of changes in the school, what does this mean and what is the long-term strategy for the school? And simply, how do we accurately answer the kids when they ask what is happening? Is there ways we can support what's happening as parents?
- I am wondering what the Teachers at [our school] think about the new curriculum, whether it is culturally appropriate, and age/capacity appropriate. I also hope that the school has a great culture for the teachers to feel empowered and valued.
- I think children should be taught more life skills at an early age rather than just book work. Not only is it more fitting for the learning curve of students (children who learn hands on rather than a book) but it also instils in them the skills they will need throughout their whole life along with the core subjects.
- I moved from Manitoba to Alberta last year. Curriculum is almost same. I really loved the way school helps kids in every aspect of their life like any kind of physical challenge or mental health. Also, teachers are so cooperative and very helpful. Including CTF courses is very innovative. But I would love to have more options for CTF courses for kids to choose from. Thanks.
- It would be nice to see more academic opportunities provided. Things like the Science Olympics or math enrichment where kids could be grouped together to learn more advanced material at a faster pace. Or even the option for advance placement classes. More opportunities to do things like the math contests from Waterloo University and starting earlier than grade 7 would be wonderful as well.
- Life skills should be integrated in school curriculum.
- Making French Immersion a high priority as a complete curriculum.
- My thoughts are about curriculum and/or instruction and school culture. I really like the [specific program] concept that [our school] has, it provides assistance to teaching staff plus students have the ability to catch up on homework, or sleep for most teenagers once a month. As for curriculum - I like the concept of "self-paced modules" for classes which allow students the ability to work ahead and receive extra credits. A negative thought though is more related to particular teaching staff unapproachability.
- My concern is in the instructors that are in the system and should be removed. We have had some issues with the teaching ability of one instructor and due to the difficulty of my son transferring to another teacher, he decided it was better to drop the class even though he was a 90% student. The class started with over 30 students and over half dropped the class due to this poor teacher.
- The teachers are available for extra assistance, and keep PowerSchool up to date which makes it easy for a parent to monitor how their child is doing.

- I am so tired of teachers not helping out students that ask for help. Empty promises are made and then failure to the student. Not the meeting I had at the end of last year with Vice Principal and Counselor promising that their school isn't like that.
- There seems to be a huge gap between the Gr 9 curriculum and instruction and Gr 10- students who are normally academically strong in Gr9 find themselves struggling to maintain the same standards in Gr 10.
- I feel very unengaged with my child's academic journey and progress. We are told to check PowerSchool to keep up to date and some teachers do regularly update this (thank you). However, in one course for example, my child's assignments and tests from September have not been updated. I understand when assignments are late that grades may be not be updated immediately, but waiting weeks and weeks is not acceptable for the students or the parents. Parents and students have no idea how they're doing and this is very demotivating. Additionally, I feel there is a lack of communication to parents about what the students are learning, upcoming assignments etc. A simple weekly update on what is happening, any upcoming assignments and tests etc. would be immensely valuable. You say you want parents to be partners in our child's education but this is very difficult when you are completely in the dark.
- My next issue is likely a school division issue. I feel that the enjoyment of learning is sucked out due to constant assessments! We should be focusing on the process of learning, making it engaging and fun. It doesn't give students an opportunity to learn and grow as the course progresses. My child, in just 2 months of high school has now completely lost all desire to go to post-secondary. I find this very sad. This is not the teachers' fault but the need to assess and grade everything. The kids are under constant stress! Let them enjoy education, please! I now understand why our teenagers' mental health is so poor. I also want to raise the problem of assessment inequities across schools in the division. I wrote to Parkland School Division in September 2022 about this but have never received a response. I am concerned about potential test marking inequities across your schools. I have learned that at two separate schools in Spruce Grove, students have the opportunity to redo the questions in tests that they get incorrect and are then awarded half a mark for each one they get correct on the second sitting. I actually think this is a good approach, as the student has the opportunity to see where they went wrong and learn from that. My understanding is this approach varies across schools. If so, this is clearly unfair. Is this practice decided by individual schools, or is it a policy set by the school division? This inconsistency across schools is troubling as some students will obviously have an unfair advantage over others, depending on which school they attend. Does Parkland School Division have a policy to ensure equitable award of grades across schools? Thank you for the opportunity to share our thoughts.
- I feel I have to comment on Sports Medicine 15. In preparation for a recent exam, the teacher posted last year's exam on google classroom which my child showed me. I question how needing to know the names of hundreds of muscles at grade 10 is beneficial or necessary. This is not an undergraduate course! This is simply a memory test which is setting kids up to fail. Do you want to inspire the students or completely put them off learning and make them anxious? I ask you to look at the grades for this test and at the exam itself. Is this appropriate for grade 10? Somebody needs to look at this. What is the average grade? Very demoralizing indeed.
- I understand that you are preparing the students to move into adulthood but many of the teachers expect too much independence from them in grades 10 & 11. There are still only 15 & 16 years old and need guidance to learn the life skills it takes to be an adult. This means developing relationships with them so they are comfortable taking risks and being independent. Lecturing for 20 minutes then sitting at your desk expecting everyone to come to you instead of going and actively checking on students and TALKING to them is not teaching. You get paid the same as the elementary/jr high teachers so at least try to put

in some effort to do the same job and give a damn about the students (who ARE still kids) in your care. I cannot tell you how disappointed we are as a family at the percentage of teachers that fall into this non-teacher category currently employed at [our school]. Our hats are off to the few we have encountered that actually take the word TEACHER seriously.

- I'd like to commend my son's grade 11 teachers this year. Last year we felt there was a class (not all of them) he was not receiving the help/teaching he needed to learn. He felt left on his own and we struggled to help him over the summer. This year he feels he is being taught by his teachers and they're working with him more. Perhaps this should also be done in a student's first year in high school as well, especially given the Covid interrupted years they experienced.
- My son has found the social studies program a bit frustrating as quite often the chapter work assignments he gets have content that has no reference material attached to it. Questions are asked prior to the content being taught or the content isn't in the text book. Many of the text books are out of date.
- With the size of the younger grades I think that the classes should not be combined (K/1, 2/3) so that the teacher can focus on one class and assist those student that are struggling. Also there should be an aide to assist especially with the younger classes.
- I think life skills such as survival skills if had to survive in very cold weather, first aid (choking, CPR, insulin or EpiPen administration) should be taught in all schools.
- My thought is providing more EA's for more one on one help for students who need the help or who are struggling.
- Google classroom: this platform could be utilized better. Especially within the math department. Assignments are assigned online but are then simply shown to a teacher. There are no additional instructions added. Why not add videos explaining the certain problem? That way when students need help they can refer back to the platform for help.
- My daughter struggles with math and science and has a hard time keeping up. She works with us at home and has received special instruction from her teacher however she is still far behind. I can't afford a tutor for her, so I'm at a loss and feel like she is being set up for failure because of this
- Financial responsibility.
- My kids have really been struggling in December with the weight of course content with all the Christmas activity. I would like to see coordination between teachers on timing of exams, spreading them out over the weeks of December rather than putting all the unit finals in the last week before Christmas break. My kids are part of the PCP program, and our family greatly values when focus is put on Christmas and the reason for the holiday season; but they've had so much focus and anxiety over exams that it's been all consuming for them. Thank you.

ON SPECIALIZED SERVICES

Feedback from stakeholders underscores a pressing need for a comprehensive approach to education, particularly in addressing the diverse needs of students facing various challenges both inside and outside the classroom. Stakeholders appreciate an inclusive program, and specialized support for students with unique learning needs, including those with autism, ADHD, dyslexia, ADD, and other neurodivergent conditions.

Parents express gratitude for the support their children have received but also highlight significant gaps in the system, especially in the continuity of care and support from early education into later grades. Some expressed the concern that resources such as speech and language pathologists and behavioral psychologists (as deemed vital in kindergarten) become less accessible as children progress through the school system. This transition often leaves students without the necessary

support to build on the positive behaviors and coping strategies they have learned, potentially leading to regression.

Responses to our survey and engagement events include a desired need for more comprehensive assessments, like Psych-Ed assessments, to aid in the development of tailored strategies that address individual student needs. There's a perception that the public education system, while striving for inclusivity, may not be fully meeting the needs of students with learning disabilities. This has led some families to seek alternatives, which may not be accessible to all due to cost.

There is also a call for an increase in teaching assistants and support programs to ensure that students with learning disabilities receive the attention and assistance they require. The feedback also suggests a desire for a more collaborative approach to Individual Education Plans (IEPs), involving regular communication and strategy sharing among all teachers and staff who interact with students on IEPs.

Concerns about the social and extracurricular inclusion of students with special needs highlight the broader issue of creating a school environment where every student has the opportunity to participate and excel, regardless of their athletic or academic abilities. Suggestions include offering recreational teams or leagues to provide all students, especially those who may not excel in traditional competitive sports, with a chance to engage in extracurricular activities.

Overall, PSD stakeholders are advocating for a more inclusive, supportive, and flexible educational system that recognizes and addresses the wide range of challenges students face. This includes enhancing access to specialized assessments and support, improving the continuity and accessibility of support services, and fostering a more inclusive environment both academically and socially. The feedback underscores the importance of understanding and addressing the unique needs of each student to ensure their success and well-being in the school system.

Direct Stakeholder Comments Received:

- I would like to highlight the growing need for specialized services for different students going through the education system today. More and more kids have different challenges outside the classroom that affect how they learn and interact with others. Those challenges also have a part to play in how their peers learn and interact with each other. I believe students should be taught the basics of recognizing mental health issues and different social disorders (?) and how they can interact and feel safe around their peers who face these challenges every day.
- My thought is related to Student Supports and/or Wellness. [our school] has been very supportive in working with my ASD child, developing strategies to help him learn and regulate in the classroom and during other activities. One thing I would like to see incorporated in ALL schools is more funding for assessments like Psych-Ed assessments. I feel like this would help tremendously in the long run to aid the teachers and students in developing even more specific strategies for that particular child.
- I have a child with a learning disability. Dyslexia and ADD. I found the teachers were not educated in what that means and created trauma with regards to how he was taught that we have had to undo with the new private school. 'You aren't trying', staying in at recess to complete work, not providing help when needed have all been things that brought him down and made him feel stupid. He is thriving in his new private school. I am sad that many families can't access this because it is cost prohibitive but I have essentially voted against the inclusive education paradigm by pulling my child out of the parkland public school system. The public system in my experience is failing these kids.
- My 5-year-old was in Kindergarten last year. She had a speech and language pathologist as well as a behavioral psychologist assigned to her. Now she is in grade one and I've been informed that the resources from her kinder year are not available for her in grade 1. I feel if the specialists monitored cases like her for the first 1/4 or first 1/2 of the school year following

to ensure that there is no regression and to enforce positive learned behaviors, that would be appropriate. Even if just for a session or two.

- More support should be offered to neurodiverse students. Peer support groups that encourage social skills/life skills.
- I was wondering if they make autism/ADHS assessment through the school. My son is diagnosed with Combined ADHD / Tourettes via questionnaire that me and [teacher] filled out. But I'm not sure if it's an official one as the Doctor said to wait it out after he's in grade 1. Are there any supports for neurodivergent kids through the school? Thank you so much.
- [school] does not offer enough academic support to children with diverse learning needs.
- I would like to see more children assessed (psycho-ed) when there is a concern from parents/guardians regardless of concern in the classroom. It is not fair to only assess the "severe" or "stand-outish" children as many females do not display these obvious behaviours and could be struggling inside with focus/attention/perfectionism etc.
- Please find more funding for special education. It's outrageous that extra supports are provided in post-secondary education but little to nothing after Gr 4. Please look to adapt a mentoring/team building curriculum for classrooms that would help to support inclusive learning. It would assist teachers and reduce EA requirements.
- Inclusivity. My son has been a student in both the Click, REAL & LAWS programs with PSD for 14 years.
- There is not enough supports in place for learning disabilities. There needs to be an increase in teaching assistants and more support programs.
- I'm finding it very difficult to have a special needs student within the school system in a regular program within a school. The target IEP are strictly academic which often are poor measures of success with spec needs. My student's IEP is focused strictly on how to get his work done but doesn't list the actual things he struggles with leaving staff with a broad and overstated sense of capabilities and a high bar to reach for him. He has come to a place of not wanting to be at school because it is one frustration after another. Full inclusion service is "pie in the sky" - a wonderful thought but not one that always treats the student with respect. Due to some of the accommodations made for him in regular programming, he is now a target of dismissed bullying which makes him even less inclined to any kind of academic setting (one teens word against another).
- I am concerned that students have a perception that if you have a diagnosis such as Autism that they have more rights than a student that doesn't. The diagnosed student is not expected to follow the same rules and everyone else is expected to allow them to behave as they want without consequence and "suck it up".
- I wish there was a program for kids like mine who struggles in mainstream school, but also can't cope with loud learning environments and needs a calm space with a lot of support and positive reinforcement to keep her on track.
- We would love to ensure that all teachers and staff are debriefed and meet at least once a year (more would be preferable) to discuss students on IEPs, their diagnoses, their needs and helpful strategies to help them be successful. Since every teacher that teaches them are included on the legal IEP document ie. phys. ed teachers, it is crucial that they all fully understand targeted needs and strategies. We feel there is a bit of a disconnect between teachers sometimes and it feels like there isn't enough communication regarding what student needs and strategies that are in place. One example is that we would love to see teachers share when they are planning exams or big projects so as to not overload kids who struggle with already being able to handle day to day workload. We would also love to see there be a more inclusive approach for extracurricular activities. Currently, the tryouts for each seasonal sport only ever accept "the best" or those that make it. Our concern with our

son is that he wanted to be a part of sports but never was "good enough". School is already a very big challenge for him mentally and physically so it would be nice for him to have something that he looks forward to being a part of. Would it be possible to offer rec teams/leagues to the students that aren't the most athletic or the best performers so as to include everyone? I know that requires extra volunteers so I would gladly volunteer my time to host a rec league and I am sure other parents would be willing to also volunteer.

ON WELLNESS

The feedback on "Wellness" from stakeholders expresses an image of a community that is deeply concerned about the mental, physical, and emotional health of students within the educational system. The overarching theme is a call for a more integrated approach to wellness, emphasizing the need for comprehensive mental health support, inclusive physical activity, and a reevaluation of academic pressures.

A significant number of Parkland School Division stakeholders continue to advocate for the presence of increased access to counseling services, highlighting the critical role that mental health plays in overall wellness. Notably, Parkland School Division recently (and significantly) added to our counseling profile. There's a consensus on the need for more dedicated therapists and educational assistants (EAs) in schools, suggesting that such support not only enhances workplace wellbeing and student satisfaction but also creates a calmer, more conducive learning environment that reduces teacher stress.

The feedback received also suggests a desire, by some, to shift away from a sole focus on academic performance and rigid timelines towards a more holistic view of student development that prioritizes well-being. This includes addressing trauma, promoting free play to support development, and creating more opportunities for students to engage in movement and physical activities throughout the school day.

There is a call for enhanced support for students who may be struggling with boundaries. The expression of thoughts and feedback calls for respect, and emotional regulation, and indicates a broader need for programs that help students manage their emotions effectively. Some stakeholders suggest incorporating sustainability initiatives and green practices into the curriculum as a means of fostering a sense of responsibility and connection to the environment, which can also contribute to overall well-being.

As was discussed earlier, there are mixed opinions expressed regarding the role of the education system in addressing issues of morality, with some stakeholders urging schools to focus on academic learning and leave moral and ideological education to families. However, there's an acknowledgment of the importance of mental health supports and the suggestion of incorporating more cultural and community-focused approaches to wellness.

Stakeholders noted a perception that parents are concerned about the use of technology, such as phones and television, during school hours. They cite potential negative impacts on communication skills, mental health, and eating habits. The feedback calls for a balance between leveraging technology for educational purposes and ensuring it does not detract from students' overall well-being.

Overall, stakeholders are advocating for a school environment that supports the whole child, recognizing that academic success is deeply intertwined with mental, physical, and emotional health. There's a clear call for policies, procedures and/or processes that foster a supportive, inclusive, and balanced educational experience, ensuring that all students have the resources and environment they need to thrive.

Direct Stakeholder Comments Received:

- We should also aim to have a counselor employed at every school. We need to have a focus on wellness that includes mental health. If you don't have mental health, you have no health.

- We need more full-time therapists dedicated to individual schools (In schools that have a dedicated therapist, there has been an increase in workplace wellbeing and student satisfaction.) We need more dedicated EAs per class. (In schools that have a dedicated EA in classes that have students with IPPs or IEPs, or require extra support, the classroom is calmer, more learning gets done & the teacher's stress levels are reduced.) We need more breaks for teachers and students.
- We need less focus on grades, goals and timelines and more focus on overall wellbeing.
- Today my child was in a lockdown at school, this is becoming too common an occurrence. I feel for the kids in crisis who need more support to help them through the struggles that lead to the behaviour that causes a lockdown. I also feel for the kids who are trying to focus and their classrooms are disrupted, this is a scary and traumatic experience being in a lockdown.
- I feel as if there isn't enough free play in school settings. I feel that the lunch and recess breaks are very rushed. If the lunch and snack breaks were even 10 minutes longer, the children would have the patience to concentrate on what the teachers are saying and it would benefit the children socially, emotionally, physically and intellectually. Children's play is crucial for development. This will help children get better grades in school and improve their learning skills.
- Students lack of boundaries not being able to keep their hands to themselves and it affecting my child. That students are having difficulty keeping their emotions in check which results in children being rude and disrespectful swearing at other kids. Children are relay struggling and they need help and they should not be able to take it out on other kids. We need more programs helping the kids manage their emotions.
- It would be great to incorporate more focus on sustainability initiatives in the school board. Maybe getting classes involved in doing waste, water or energy audits in their schools, as a start to brainstorming ways to make the schools more eco-friendly? Or if there are green initiatives the board is implementing, promoting them so the kids could learn more about what's being done in their schools to help the environment?
- I would like to see movement breaks/activities available for all kids who need that extra little something throughout the day, a space where they can run, move their bodies without being a distraction to the rest of the school population. In a sense get those wiggles out so they are better little versions of themselves during class time.
- I have noticed that many teens (and younger) have difficulties establishing healthy boundaries and maintaining respectful relationships with other students and occasionally staff. It is understandable that COVID may have contributed to this disparity. It is very apparent that literacy and numeracy has been stunted over the pandemic, but it seems obvious that social interactions have been affected as well. Social expectations have been blurred as well due to ever evolving rule changes over the pandemic, leaving youth with little understanding of how to handle conflict, consent, change and boundaries with each other. As schools have increased focus on literacy and numeracy, I would like to see a unified focus as a school. This is sporadically being addressed in various classes with inconsistent expectations. The school should develop a school culture expectation (communicated to parents and students) that is modelled and enforced on a consistent basis.
- Safety of children and drugs in the schools.
- My kids don't need to be checking in on their feelings at school. Please just teach them literacy and math. Air them out in the playground, or in the gymnasium, show them the intricacies of science and the beauty of music etc. But please keep the radical leftist ideologies, from political predators (activist teachers), away from them! Individual teachers and staff are free to have their own personal beliefs, Section 2 of the Charter guarantees this, but they should keep them private. The education system has no right to use taxpayer

money to indoctrinate children. Just teach them academia, then leave them the hell alone. We will take care of the morality part in our own household, amongst our own family!

- Are more mental health supports needed within schools?
- I'd like to see and help to discuss the school in creating a more holistic, community and cultural approach to student supports and wellness. I feel mental health, student/teacher/parent communication could use a boost in a positive direction where preventative measures are the forefront rather than reactive. Cultural sensitivity utilization awareness can be part of this and I feel would be beneficial.
- My children and I love [our] school. Thank you for providing a safe space for them to learn and grow! I have noticed over the years that more and more teachers are having the kids watch T.V. during their lunch. Once in a while this seems like a nice treat but I am concerned that it is happening every day. This can cause overeating as children aren't paying attention to their body's cues that they are full as well as under eating because they are too distracted. Eating together with their peers can be a communal activity where they can talk about their food and learn more about each other. Similar to when they are at home with their families.
- I would like to phone's to be banned at school. Multiple studies have shown regression in communication skills, increased anxiety and depression stemming from social media, excessive distractions, lack of focus, digital dependence, reduced attention and ability to actively listen. I'd love to talk more and provide scholarly reviewed studies.
- I would like to see an emphasis put on academic learning as opposed to social learning in the educational environment as there has been a serious regression in this regard the last few years.
- I'm concerned about kids mental health in schools, if kids are still struggling with all the changes they experienced over the last few years, they won't be able to focus and learn. I would like to see mental health supports increased or mental health guest speakers brought in.
- I think a child's emotional, mental and physical wellbeing is just as important if not more important than grades. We are constantly asking or inferring that grades are so important to students. I have spent many hours these last few months talking to my daughter about her math grade. She struggles to understand that she is doing well in math. All she can focus on is the grade. A couple of weeks ago the art lesson were taken over by math instead. She sobbed in the car. She felt like they had been punished for not getting good enough math grades. Surely, in a situation like this, students should be given a choice?
- Whole school wellness is important to me. Everyone benefits when mental/physical health are prioritized for all.
- Kids need to have a snack time. Hungry kids don't learn well and NO ONE likes to eat outside in the winter. There's no reason why kids can't have 10 minutes INSIDE to eat snack. It is absolutely shameful that kids are forced to use their outside time to eat their snack.
- Mixed messaging regarding importance of school attendance vs "stay at home when sick". While I understand the importance of attendance as a predictor of success perhaps having an easier "catch up" system should be looked in to (harness the power of AI and virtual learning for this. (This applies especially to kids with prolonged symptoms (fever etc.) and even mental health conditions like acute anxiety where supportive measures haven't been mobilized at yet to facilitate a return to school.

ON OPERATIONAL OR ORGANIZATIONAL CONSIDERATIONS

The Share-a-Thought Surveys provide an opportunity for stakeholders to indicate what is on their mind, with respect to our schools and education. It is, therefore, understandable that many of the

comments received are organizational and/or operational in nature. Many of the suggestions are directed at enhancing the educational environment and supporting organizational systems within schools. These comments reflect a community deeply invested in creating a nurturing, inclusive, and effective learning space for all students.

PSD Stakeholders express their thoughts on the structure of our programs; they call for expanded access to specialized programs, like CFL & MyPath, to include full-time kindergarten and afterschool care, and to address the growing need for a more comprehensive support system that accommodates the schedules of working parents. Stakeholders suggest that making these programs more accessible could significantly benefit students and their families by providing continuity in care and reducing logistical challenges related to transportation and aftercare. Operationally, there is an expressed desire for more welcoming and positive messaging within schools, smaller class sizes, and better working conditions for staff and students.

Operational concerns, such as the state of school facilities, parking lot conditions, and the efficiency of school transportation, reflect a broader call for infrastructure improvements and more efficient resource allocation to enhance safety and accessibility for students and their families.

Stakeholders expressed a request for transparent and collaborative communication between parents, teachers, and school administrations. Stakeholders suggest that improving dialogue and engagement can help build a stronger school community, better address individual student needs, and enhance the overall educational experience.

In summary, the stakeholder feedback highlights a community eager for educational reform that emphasizes inclusivity, wellness, environmental sustainability, and effective communication. There is a clear desire for policies and practices that not only support academic achievement but also foster a healthy, safe, and engaging learning environment for all students.

Direct Stakeholder Comments Received:

- Please consider expanding the CFL & My Path programs to include both Full time Kindergarten and AfterSchool care.
- Kindergarten - It would be so beneficial for our youngest to attend the same amazing program that his older sibling has access to, especially in a full-time capacity. Our eldest was able to attend the Nature Program in 2020 which was considered "full time" until 3pm. Afterschool care - It takes an hour and two busses to be transported from [school] to Daycare which is less than 4 km or a 5 minute drive. By the time they arrive at daycare, they are only there for 40 minutes before I pick them up after work and they've spent the majority of their time on the bus yet parents have to pay for a full time spot. I've tried to get them into the care program at [school], which is across the street but am told the spots there are held for [school] students. The system in PSD is unfortunately still very much set up for a one income household with the modern reality being two parents working beyond the hours of the school day.
- Updating signage on doors from things like "visitors must report to the office" to more welcoming messages "we are happy to see you, please see us at the front office/desk to let us know you are here".
- My thoughts basically surround improving working conditions and workplace wellness for staff and students. I am a big proponent of smaller class sizes. If we could get to already laid out target class sizes, that would be awesome. My kid's school, [our school], does a pretty good job in the elementary years. Junior high is overcrowded. I'm sure you know all the benefits of smaller class sizes.
- I also would like to see a full time EA in every class. 2 would be amazing but will never happen. They are essential for keeping classes running smoothly. I'm sure you're aware of the benefits of a well staffed classroom.

- I also want AC in every school. This will be essential as we get warmer and warmer. One of my kids has already missed school in June because it's too hot in her class and she overheats easily and will vomit (not a good time). When classrooms aren't a comfortable temperature, kids aren't able to focus.
- The HVAC systems of all schools should be upgrade. Not only to include AC, but heat and clean air as well. Teachers should not have to bring in their own space heaters to keep classrooms warm. As for the clean air piece, we need to have hepa filters. This is so important for staff and student health during respiratory virus season, as well as when we see the air quality dip when wild fires raging. Climate change is happening and we need to think ahead and be prepared. All of these things are working condition related but it also is the basis for a happy, well functioning classroom. A class where kids and staff are comfortable, can focus, get the help they need, and don't feel overwhelmed, is class where students are supported, successful, less stressed, and happy. We want to have inclusive classrooms but that's extremely difficult (to say the least) when a teacher has 30+ kids (multiple with IPP's to support) and no help in perfect conditions - let alone when it's too hot/cold, smoky (kids can't focus, kids with asthma, etc).
- Teachers and students have had a lot to cope with these past few years. Teachers and EAs need pay increases. Inflation is increasing. We are going to lose teachers if wages don't increase.
- Within our school it feels like there has been a lot of staff movement - movement across grades and movement out of the school. While we welcome new faces and new perspectives, some stability is also important. Having this year's teacher be able to talk to last year's teacher about issues that arose, what they found successful in dealing with those (for a class as a whole or a specific student) is beneficial. How do we retain our amazing staff?
- Respiratory outbreaks: I'm concerned with the recent studies regarding long covid, kids deserve clean air and someone to take some leadership and recommend kids mask when they can to avoid missing school to illnesses and to encourage they protect themselves from long covid. We should insist that classrooms have HEPA filtration and potentially far UV lights to keep airborne viruses to a minimum.
- Too many PD days. The calendar for next year
- I find it really frustrating that our staff and students are all stuck waiting for various facility tasks to be completed due to a lack of resources. This is from simple things like pulling balls off a roof to awaiting installation of a small play item like a gaga pit. I understand that need to ensure things are built safely, and the need to prioritize facility requests when we are in a tight budget, but we are now creating tension between parents, school admin, donors, and at the end of the day failing kids with appropriate options for active play.
- Please stop the garbage-less lunch system. It just makes a mess of lunches and is a huge pain for parents.
- I am a substitute teacher at a variety of schools in Parkland School Division and have been surprised at how common it is for teachers to put on 'shows' (Arthur, Magic school bus, wild Kratz) while students eat lunch. From everything that I have read, research shows that consuming food while watching TV is not recommended (for a whole list of reasons). Eating time should be a time to learn to socialize, especially in light of the fact that more and more children eat alone at home as well. In my mind, as teachers we should be encouraging students to engage in conversation and not simply put on shows to babysit them while they eat. As a parent who really restricts tv in my home and carefully chooses what we watch, I'd be very upset if my children watched 'shows' 5 days a week while eating lunch. I would like to see this discussed within the school division.

- The start and end time at [our school] is extremely inconvenient. Having a 3:45 dismissal means you are either late for after-school activities or you have to pull your child out of school early to make it on time.
- The grade 6 classes are too large.
- I'd like to share some thoughts on school holidays and PD days. Given many households are now blended families I would encourage all school boards across the province to align school holidays. As a blended family we struggle to find holiday time where we can all be together due to these differences. Spring break is the greatest challenge. I would also like to suggest, given most families are now two income households, that the education system consider longer school days with longer school breaks. Our family highly values our summers and would like to kick off the season earlier and have back to school later in September, much like they do in the US. And finally I would like to suggest childcare facilities on school property much like they do in Edmonton. Again with two income households the greatest challenge is juggling the 3pm pickup from school just to drop off at a daycare for 1 to 2 hours. Parkland Transportation is not helpful nor ideal for young children. That's another issue. Anyway, those are my 3 points. Thank you for this opportunity. We love [our school] BTW!
- Classroom sizes in Stony Plain are continuing to be a problem. I know this isn't new information for anyone but outside of Stony Plain Central being replaced the last time Stony got a proper new school was when High Park was built. Advocacy for another school here, especially with continued population growth, I feel will only benefit those already in the school system as well as the many more to come.
- We need better classroom conditions/working conditions for staff and students - smaller class sizes (need more money from govt to hire, I know), more EA's, proper ventilation/cleaner air, updated HVAC systems so teachers aren't having to bring in space heaters in winter and fans in summer (purchased at their expense!) to try to make classrooms bearable. What a bandaid fix! We need to "stop the bleeding" so to speak.
- My child is suffering with not having enough one-on-one (or even one-on-a-few!) time, as well as having to miss school in June due to overheating. The way things are is wild and unsustainable.
- We need more sustainability initiatives. More solar panels on all schools. Newer schools in PSD have them and some that have been renovated may as well but it has come to my knowledge that we are not continuing this. We need to be able to heat and cool the schools efficiently. With climate change becoming more of a reality, the updated HVAC mentioned in my first point will become necessary (it kind of already is and we're making everyone in the schools suffer currently) and we need to be able to power the systems efficiently without using govt money as that is better spent on staff!
- School parking lot is a nightmare. Pot-holes, students just about crashing because people don't know how to drive in the winter. There is simply not enough parking for everyone.
- The hot Lunch program should include more healthy choice options. Fruit/Vegetables options should be included in every lunch. Right now, it is mostly fast food, pizza, burgers and chocolate milk.
- I would like microwaves to be available at the school so my kids can warm up healthy lunches. Also, please do not turn the library into a lab that only the grade 9s can use. A library is essential for a school.
- Transportation why are students on a bus before the end of day? Eas why are we not paying EAs to stay past 3:30 at a school where last bell us 3:40?
- Please fix the potholes. Especially the one in front of the office directly in the path of the sidewalk. I saw someone take a good spill with the first snowfall covering up the hole. A few

buckets of cold asphalt (only \$25 per bucket) and a hand tamper could temporarily fix that till there are funds to fully pave the parking lot. Also turn the front where the playground used to be into outdoor learning space with benches and a space for the teacher. Like an outdoor classroom. Seems like a shame for that space to go unused.

- What about using the front area of the school where the playground was for a greenhouse to grow food for the community and other plants to teach students to grow their own food and to utilize the space as an outdoor learning area. Win win win.
- I have some questions regarding instruction, student supports, the bussing situation and how it disrupts students learning (if allowed).
- Students of all ages should have access to microwaves so parents can provide hot/healthy lunches and increase affordability by sending leftovers
- It's incredibly frustrating being given a generic school supply list, last year over half our school supplies weren't used nor even needed to be brought to school. This is incredibly frustrating and such a waste of money especially when you have multi children in school. It would be easier to do a quarterly or even half year of what they actually need or speak with the teachers and get them to use the supply's efficiently.
- I wish there was more afterschool involvement in sports for the younger grades, as it provides them with exercise and starting the knowledge of sports sooner or different types of extracurricular activity for the less sporty kids that would more art based or something else.
- The rock and roll concert was well done. The only improvement suggestion would be the spacing/placement of the older kids vs. the younger ones. Unfortunately, numerous times you could not see your own kids in behind the older kids because they were standing in front of the younger groups. Otherwise, the older kids did well to help out the younger ones.
- I am concerned about the large school population and lack of space for students. It seems to be very crowded.
- My thought is that the school should still organize a grad celebration. Our students deserve to be celebrated after spending 12 years doing what they are supposed to do. Having a parent led celebration isn't working. I have joined communication groups and still don't feel like I'm getting the proper information. But how can they communicate properly to all the families of 1200+ students if they don't have the email list?? It's a mess and a kick in the teeth to the graduates. The school could even work with a parent group to create a celebration. Over the past 14 years of having kids in school, schools have done less and less. Now we just can't wait to wash our hands of the public school system.
- Is school admin aware of the unpleasant atmosphere our senior women's volleyball team has been playing under for (at least) the past two seasons with their current teacher/coach? As a parent of a first-year player in 2022, I was shocked and saddened to learn from veteran parents at the first few games that several of their daughter's had considered quitting the team at different times throughout the previous season, and had almost not come back for their grade 12 season, because of the shaming, yelling, name calling and generally negative attitude toward the players of one of their Sr women's coaches. The negative coach does not go unnoticed by other team's parents. I personally heard a pair of parents at one of our mid-season away games commenting on our miserable coach's attitude/words to [the] players, which was obvious to everyone in the stands. Understandably, the student players are unwilling and afraid to call out their coach's behaviour for fear of repercussions. I tried like heck to get my daughter to speak up during that season, for herself, for the team, but she was a rookie and didn't have the self-confidence to do so and made me swear not to say anything for fear she would be punished by the coach. My daughter chose not to play a second season with the school team in order to avoid the negative atmosphere that made the game unbearable for her. My daughter could not stand to watch her teammates cry in

their cars after a tough practice, or before the next game. She said the game wasn't fun when everyone was playing scared to make mistakes. What a shame that our [] volleyball program has earned this reputation. Sure, the team won a banner for the school in [] but the girls will tell you in confidence it was in spite of their miserable coach. To be clear, I am not speaking of the teacher/coach who retired in June 2023, the team adored her and played their hearts out for her! From a few conversations with past players, the now retired coach was an example of a "tough" coach who was not considered cruel. At the very least, I hope that someone can have a private conversation with this teacher/coach to bring her attention to the reputation she has. It is entirely possible she has no idea how her words affect her players if everyone is afraid to say anything to her.

- More funding for smaller schools.
- I would really like to fundraise or help in some way to have the sand from the playground removed and replaced with some other material. I'm not too sure if this has been brought up, and I understand there are plenty of other pressing matters for the school that are way more important, but it is something that I have been meaning to ask about. Thank you!
- You should give the kids schedules. From grade 4-9 please do this.
- The awards ceremony at the end of the school year highlights students' achievements. There seems to be a very heavy athletic weight to the achievements. Which is great. However, if such weight is put on awards for athletes, I'd like to see a more academic approach to the way the honors system is run.
- As a parent sending my child to school for the first time, it's very interesting looking at the relationship of parents and schools. We appreciate and trust our teachers with our child's education, yet hear stories of parents being "pushed out" of conversations and significant issues. My "thought" is to have a strong and open relationship between our teachers, administrators, and parents.
- As someone who has been on both school council and the fundraising association I feel there is very little for support available for fundraising associations in comparison to council. It seems that a group of parents are basically told to find a way to come up with crazy amounts of money for things that support the school with little help navigating the world of grants and *Join Use Committee* needs. Each school is basically out against the others to figure it out first so they get the funding that is out there before the others. A handbook of steps the group needs to take to build or upgrade a playground with who makes what decisions come from what group would be great.
- Wondering about parent volunteering opportunities. School cultures when it comes to bullying, conflict resolution etc.
- I feel biological parents should be welcomed more often and given the chance to volunteer that way other parents including me (I have always been huge on volunteering and being involved with my children's schooling, only this past year I went through something every traumatic and needed some time to work through it. I'm really wanting and needing to be around my boys and helping out with educational activities more often.
- I would like to discuss the role the school plays when involving itself in family matters.
- I think School Council is going to be a more beneficial entity when there is a more pointed effort to drive engagement.

ON APPRECIATION

Some stakeholders take the opportunity to respond to Engagement Surveys with praise. Specifically, at our November 22 Engagement Event, our administrative hosts noted that our parents and/or guardians were happy with our staff, as a whole. They felt that teachers were doing the best that they could do and further noted that they felt well-supported by the teachers.

Direct Stakeholder Comments Received:

- You guys are amazing.
- I would like to share how our family sings your praises regarding your program at PSAA. May your success be enormous in the coming years. Very pleased with the education, kids are engaged. They both enjoy the sports science TAD days and find it beneficial to the sport's performance program. They both respect the green light system and it's a motivator for them. Feedback is good via power school and Class Tag.
- I appreciate the great variety of options the school division offers students. As such, we can choose a school that will best fit the needs of our child.
- I would like to let my appreciation be known regarding the SeeSaw application. My kinder kid tends to not want to tell us all the exciting things she does or learns in class. SeeSaw is fantastic for showing us little snapshots of her day to help us engage in conversations with our child. It's been great for updating us on upcoming events as well. We love it and are so grateful for it.
- I just want to commend the school leadership at [school] for the many positive changes I've seen in the last few years. My child is excited to go to school, we feel more involved as a family and the communication is much clearer. Big difference thanks to the principal and VP.
- My thought is how can we support our staff and make them feel encouraged and let them know what an awesome job they are doing in a very difficult profession. If we can encourage and make our teachers and admin feel inspired and bring out their passions that will hopefully impact our students. Hopefully it would trickle down and create an environment for our students to strive to be good citizens and make good decisions.
- After moving to [grade 5 new school] from [grade 4 previous school], we are incredibly happy with the overall school culture. There is so much inclusivity, hope and thoughtfulness at [new school] and our children feel very much at home there. Their mental health, wellbeing and grades have all been more positive this year than years past.
- This school seriously taking care of students. Principal, assistants and teachers definitely work for our kids. I am really grateful to attend my daughter to this school.
- I'm very happy with the school's administration and teachers so far. It seems like a much nicer place to go then when I was there. I like that there is also support for neurodivergence as I know learning about that stuff would have helped me a lot.
- I love the openness that [our school] has had with its early years programs. Teachers are so good and relaying information home to parents through the use of tools like Seesaw, or email when permitted. Having an open house, early PTIs, and the ability to part of the school and community is a vital part of a good education. Keep it up!
- So far, I think we are pleased with our daughters experience this far with [our school].
- Wabamun is a great school with a community feel to it. Almost feels like family!
- I like that students get the support they need, when they need it. Teachers are responsive to inquiring parents and easily approachable for students.
- We greatly appreciate the amount of sports related activities available for our kids at [our] School.
- We greatly appreciate the opportunities that our children receive for such a small school. We do not feel that they miss out on anything attending this school. In fact, probably have more access to opportunities than students in larger schools because of numbers. Ex) Drumheller field trip, attendance rewards

- I am very happy with the sports and drama opportunities at [our school]. Also, the activities such as Christmas Cup that bring the school together.

POTENTIAL IMPLICATIONS FOR FUTURE PLANNING

Our stakeholder engagements and surveys provide insights into education planning for the years to follow. Given the stakeholder feedback shared to date, there are some considerations for future planning.

- Stakeholders captured the growing concerns regarding health and wellness. How best can PSD respond to increased requests for counseling and therapists in every school?
- Stakeholders expressed a desire to expand specialized, unique programs like those available through [school]. How should we best balance inclusivity, provide funding for assessments, ensure availability of educational assistants, and provide tailored support programs?
- How do we best maintain our facilities? Planning for facilities involves consideration for improved systems, and for ensuring comfortable, welcoming classrooms, while implementing sustainability initiatives and infrastructure improvements. How can we best plan to modernize facilities and meet facility challenges?
- Furthermore, Stakeholders expressed concerns about transportation logistics, parking lot safety, and the need for better playground materials suggest operational areas that require attention. How will future planning address these logistical issues to improve safety and efficiency?
- The feedback that we received calls for a balanced focus between academic learning and the development of life skills, suggesting a need for curriculum adjustments. How will future planning consider an increased integration of more real-life skills, sustainability education, and mental health awareness into the curriculum?
- Stakeholders expressed a desire for stronger relationships between schools and families, and more support for fundraising and volunteer efforts. Increased family support for the schools underscores the need for improved communication and community engagement strategies. How will we plan to communicate effectively to a changing society?
- Stakeholders advocate for smaller class sizes, more educational assistants, and better working conditions for staff. How should future planning prioritize recruitment, retention, and professional development to support teachers and staff effectively?
- We received feedback on the importance of extracurricular activities and social skills development, indicating a need for programs that support social interaction, physical activity, and team-building skills. How will we best address these priorities while ensuring a robust educational program?
- Stakeholders discussed our current access to programs, resources, and support services across all schools and captured that these support systems within the division are crucial. How might we reveal strategies to remove barriers and create equal opportunities for all students, regardless of their socio-economic background or learning needs?

A full Education Planning Day is scheduled for April 11, 2024 to set the planning goals for Parkland School Division through to 2027 and beyond. For consideration, our November Engagement and subsequent surveys provide insights to future planning.



MEMORANDUM

March 5, 2024
Regular Board Meeting

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

PURPOSE

For information. No recommendation required.

BACKGROUND

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

REPORT SUMMARY

On Tuesday, February 6, 2024, the Council of School Councils (COSC) met at the Parkland School Division (PSD), Centre for Education, to discuss a number of agenda items decide in advance including: collaboration opportunities for school councils, usage of the Alberta School Council Engagement (ASCE) Grant, and school council account balance. The Committee also approved the minutes from the December 5, 2023 meeting.

Deputy Superintendent Francis presented and led a conversation about disciplinary actions (suspensions, disciplinary and expulsion) referencing the Student Code of Conduct, the Education Act, and PSD Policies and Procedures highlighting specific language used in these sources.

Trustee McCann shared the process for accessing the Board provided funding for the 2024 Alberta School Councils' Association (ASCA) Conference. The Board Report was presented highlighting a variety of projects, announcements and Board decisions.

The Office of the Superintendent Report and Principal Report were presented.

PM: nm



MEMORANDUM

March 05, 2024
Regular Board Meeting

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

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board of Trustees supports effective consultation and transparent communication with the Board and teacher representatives. The following report outlines the topics from the February 13, 2024, Teacher Board Advisory Committee (TBAC) meeting in which participants shared their perspectives for this purpose.

REPORT SUMMARY

On February 13, 2024, TBAC met to discuss a number of topics chosen in advance by the Board, administration, and Alberta Teachers' Association (ATA) Parkland Teachers' Local 10 representatives.

Superintendent Boyce and Deputy Superintendent Francis shared several updates which included:

- CAAMSE (Central Alberta Association of Municipal and School Employees) Local 1 becomes CUPE (Canadian Union of Public Employees);
- Government of Alberta Gender Identity Proposed Policy;
- Workplace Wellness – 2024 Guarding Minds Survey; and
- Artificial Intelligence (AI) Steering Committee.

The ATA Parkland Teachers' Local 10 shared updates which included:

- Roll-out of the first report card;
- Parkland Teachers' Local 10 Induction Ceremony January 30, 2024;
- Parkland Teachers' Local 10 and North Central Teachers' Association social event;
- Google Classroom / PowerSchool;
- Teachers' Convention, February 8-9, 2024;
- Partners in Education Luncheon with guest speaker, Cadmus Delorme;
- Open Houses happening across the Division; and
- Diversity, Equity and Human Rights professional development.

TBAC items of discussion included:

- GSA, LGBTQ2+, Professional Development (PD) and Supports for Teachers;
- Self-Directed PD Days – March 22, 2024, and Next Year;
- ATA and Janitorial Schedules;
- PD Day Framework / Calendar Communication;
- Employee Risk Acknowledgement; and
- Central Bargaining.

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

SC:kz