



MEMORANDUM

May 28, 2024
Regular Board Meeting

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| 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 <i>Education Act: 19-23, 33, 196-197</i> |
| SUBJECT | EDUCATION PLANNING DAY SUMMARY |

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 Education Planning Day Summary Report summarizes the feedback received from stakeholders at the April 11, 2024 Education Planning Day, and includes all items shared for consideration, as received, up to May 10, 2024.

Survey responses are included as received. Survey responses are edited for spelling and identifiable information is redacted as required. 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.

It is important to note that the inclusion of these comments does not imply endorsement or agreement by the Board. Stakeholder comments reflect opinion, and the statements listed, as received, 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.

Administration would be pleased to respond to any questions.

SJ:kz



EDUCATION PLANNING DAY SUMMARY REPORT

MAY, 2024

Presented to the Board of Trustees, May 28, 2024

Scott Johnston, Associate Superintendent, Education and System Services

Resources: Parkland School Division Stakeholders

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 a system-wide stakeholder engagement on April 11, 2024 at the Heritage Pavilion in Stony Plain, Alberta. The full-day provided an opportunity for stakeholders to share their concerns and accolades, and also to participate in focused conversation on four conversation topics:

- One: What are your thoughts, generally, about our schools today?
- Two: What are your thoughts about community, equity and diversity?
- Three: What are your thoughts about effective ways to support mental health and wellness?
- Four: What are your thoughts about what our students are learning, and how they learn it?

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

For our April 11 engagement, a total of 138 stakeholders, including parents, students, community members, teachers, administrators, support staff, and agency partners attended and participated in education planning.

The engagement event provided an opportunity for Parkland School Division to further promote our ongoing engagement efforts through the 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. The surveys for the division and for each individual school remains open until the end of the year.

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".

The comments received are themed and included below, and are intended to inform the Board's Three-Year Education Plan, to be approved at the May 28th, 2024 Regular Board Meeting.

Where provided by the stakeholder, the comment identifies, in parenthesis, the (topic) and the [role of the stakeholder].

Important note for the reader:

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.

OUTCOME 1: STUDENTS AND STAFF DEMONSTRATE SUCCESS

ITEMS RELATED TO ASSESSMENT, EVALUATION, CURRICULUM OR INSTRUCTION

During our Education Planning Engagement, Parkland School Division Stakeholders expressed a desire for educational adjustments to better align with modern challenges and diverse student needs. Key concerns raised included ensuring thoughtful integration of technology and AI into learning, and the need for more consistent and innovative teaching methods across grades. Stakeholders suggested enhancing teacher support through mentoring and increased collaboration time, promoting equity in student access to diverse programs and specialized learning environments, and improving educational outcomes through more realistic scheduling and hands-on learning opportunities. Stakeholders called for stronger community and parental involvement to enrich the educational experience of PSD students, along with a push for more educational assistants to assist in managing growing class sizes and complex classroom dynamics. Additionally, stakeholders emphasize the importance of developing critical thinking and digital literacy from an early age to prepare students for future success.

- Benchmarking: the high amount of benchmarking and follow up assessments throughout the year is highly impacting teacher load and adds constraints on teaching time in the classroom. Assessments require marking and analyzing for which time is not given and teachers must do so on their own time. In addition, not all benchmarking is informing instruction moving forward and can feel redundant. This has improved from last year but we need to continue to look at this critically and mindfully. With other constraints in the classroom (new curriculum, learning gaps, etc.) I don't always feel like I can do what is best for the students in my room. [Teacher]
- There is a need to digital education for students to navigate new technologies such as A.I. Students need the skills to critically analyze sources and to determine what is "true." [High School Student]
- Higher level thinking skills (inferences, consolidating, synthesizing information) are being replaced by A.I.
- Opportunities available in schools beyond sports: Language programs in High School open up many doors - travel, scholarships, understanding the linguistic underpinnings of other languages. (Second Languages) [High School Student]
- To open doors/have exposure for students to different programs and careers could there be "experts" around the division that could travel between buildings? (Career and Technical Education)
- In education today, the COVID gap is shifting away from gaps in education to gaps in social abilities. How can we support teachers in these tasks that are beyond the teaching of curriculum?
- Universities really don't prepare teachers how to instruct in the classroom. A mentoring program for new teachers could really help these new teachers bridge the gap of how to implement their education to the reality of the classroom.
- We need to work as professionals to build a framework/ scope and sequence for critical thinking skills related to sources of information, AI, technology, media, k-12.
- Change dynamics in the school system.

- I think that a phone can be a tool as well as a problem so we have to moderate it to an extent in the context of phones in class. (Virtual Education).
- Success: inclusion continues to grow. Pull out groups of kids within similar academic levels need to continue. Challenges: Class sizes, behaviour and lack of in class supports.
- I'd like to see us explore alternative scheduling. Teachers would benefit tremendously from more dedicated time to build lessons and increased collaboration time; undoubtedly, our students would benefit as well. The regimented nature of our schedules, including PD, oftentimes hurts our ability to do our jobs the best we can. (Scheduling)
- For Land Based Learning- Why are we inside using paper and computers for things that we could be doing outside?
- We need to build programming capacity, for students who are deregulated and unable to learn in a regular classroom, with the end goal being reintegration into the regular stream.
- We need consistency of benchmarking students throughout the grades to have them be ready to move forward to the next grade. They need to be looked at both academically as well as individually to move forward. If they do not meet the benchmark this needs to be identified and supports put in place. Kids need to be ready for life outside of K-12 upon graduation both academically and personally. K12 education can substantially support this. (College and Career Readiness)
- Each grade teachers, collaboration needs to be more consistent. Every teacher clearly teaches in a different way; however, some teachers are more involved, enthusiastic, do more projects. How do we encourage all teachers of the same grade to do similar projects, extra parental volunteers within the classroom, outside learning (math-counting snowballs)? Collaborating field trips. Why do some grade 2s at one school have more field trips outside of the school, than other grade 2s at a different school? More consistency is needed. One student in one class learns more on a subject because of the projects and activities involved, versus another teacher teaching the same subject. Mental breaks from the classroom is another one. Students can still learn in a field trip environment, or outside. How can we incorporate more activities instead of just a desk to learn at. I understand funding is involved to make field trips for example happen, but community involvement can be used. Parents are useful resources to help fund a field trip and have it organized. More parent involvement within the classroom or field trips can take the load off of these teachers. (Curriculum) [Parent]
- Classrooms are so complex with lots of learning and regulation struggles. We spend lots of time with the students who 'demand' it but we also need to remember the need to support the student who may struggle with anxiety, learning gaps, etc. in a more inward manner. Their mental health is greatly impacted and it doesn't always seem there is equity in supporting their needs through the school day. This could be through more access to focused remediation in reading writing and math at all grade levels, not just early years. It can't all be done by the classroom teachers, students need access to fill their gaps in an intentional and explicit way. (Literacy/English Language)

- Programs of choice. We have programs of choice surrounding athletics and we have My Path. During our discussions at the Education Planning Day (2024) we questioned the lack of a fine arts version of the sports academy. Drama, art, etc. Is there an opportunity to create an academy based on Theatre, Arts, etc. (Fine Arts Education)
- Exit interviews from high school might clarify what's working and what's not for students.
- The student sitting with us was very vocal about the amount of homework given in high school and felt that it was not beneficial to her educational growth and caused undue stress.
- There are gaps between Gr 9 Math and Math 10C and again from Math 10C to 20-1. Students are overwhelmed with homework and where they were strong in Math 9 are now struggling to get through the courses. (Numeracy)
- Part of our role as schools is to expose students to variety of perspectives and then to have them self-reflect on their own values. We don't influence the result but we can ensure that students are knowledgeable and that they are forming their own opinions.

ITEMS RELATED TO SUPPORTING STUDENT LEARNING

- Technology's impact on learning is significant. How do we put realistic limits and expectations on screens at school? Learning needs to have hands on opportunities and social interaction attached to it. "We are no longer bored as a society, so our creativity is limited" (quote from high school student). (Student Mental Health)
- Equal access to food in schools has been a great initiative. Builds community, removes stigma and supports all students. (Student wellness)
- There should be a stronger push for more educational assistants. With class sizes growing teachers are no longer able to build a strong relationship with all of their students. As classes increase in number, so must teachers. This extra push for more EAs would not only benefit the students and their learning, but it would also ease the work load of teachers. (Behaviour Matters) [Student]

OUTCOME 2: STUDENTS AND STAFF DEMONSTRATE WELL-BEING

Parkland School Division Stakeholders expressed concerns regarding the well-being of students and staff, and emphasizing the need for enhanced mental health support and educational resources. They discussed the perceived pressures on educators who increasingly fulfill roles beyond traditional teaching, including addressing social-emotional needs and managing diverse classroom challenges. Key suggestions raised at the Education Planning Engagement included integrating more counselors, expanding support programs, and improving access to mental health resources without stigma. Stakeholders also called for government support for smaller class sizes, better funding for education, and more consistent educational supports to address both academic and behavioral issues. The community's involvement in schools is seen as crucial for building a supportive environment, with many advocating for stronger family engagement and community partnerships to bolster student wellness and create more inclusive, engaging educational settings.

ITEMS RELATED TO WELLNESS AND SCHOOL CULTURE

- Education today is unwell. The schools and teachers are not set up to manage increasing expectation including an increased role as therapist and councilor while addressing huge education gaps among students. Teachers are near burn out and there is not enough funding to address the extras that are beyond the scope of education. (System Related)
- Having counsellors in schools has been an important support for students across the division regardless of school size and location. Social emotional development needs to continue to be integrated and supported throughout all aspects of the school day (Student Mental Health)
- Society has become more complex and our schools are a direct reflection of societal changes. We need more funding and wrap around supports for students and families and a way to access these supports without stigmas attached to them. (Student wellness)
- I would love to see more D.A.R.E programs available or come back to the schools. I feel like so many kids are vaping and such things at a young age and I believe it's because they are not learning about the bad things and what they can do to you. (Vaping / Substance Use / Addictions)
- At our table, class size and complexity came up in both morning conversations (general education, and community, equity, and diversity). The concern is around the attention per student in a large, complex classroom. With the increased distractions from the overuse of tech, the lack of social skills, increased needs (diagnosed and not), the impact of large class sizes is being felt by parents, educators and community members at the table. The current provincial funding model was also discussed as the source of the constraint and possible solution. (The Whole Child)
- We have students that struggle more now with mental wellness then we did 10 years ago and we have changed the model of how the funds are being distributed based on the community size. We have classroom sizes too big and not enough supports in place for these students that are struggling to help regulate the emotional distress some of them are in. There is not enough support staff to student ratio to help

classroom teachers who have limited time to teach their resources in the respective teaching time as some of the teachers are being taken away to help regulate their student. The trauma to the struggling student is also an issue and his/her peers witnessed an event and that makes it hard for the student to come to school. The children also in the classroom of an event can also be traumatized and it takes away from their learning experience. Schools are becoming the “catch all” for every other domain and the lines are becoming more and more blurred. For example, nutrition, health, accessing and supporting mental health. Parents often expect this for a variety of reasons. This includes their own difficulty in navigating the systems and availability of and access to municipal and provincial supports. An important strategy to support this reality are the Parent Information sessions. We need to help parents build their capacity and tools to support their children as much as schools are. These sessions were spoken of very highly at our table. (Student Wellness)

- Finding a place where students can connect and thrive in their environment is important and the ongoing support for staff is a critical component. Pd and support can't be a single shot approach, it needs to be embedded into the work being done on an ongoing basis through mentoring and modelling. (Student mental health)
- What are we doing to address the issues related to social media and the rising rates of disciplinary actions as a result of tech misuse? (Discipline Matters)
- My thought is the importance of adding additional supports throughout the schools to help improve the wellness and mental health of a) the students b) the support staff themselves and c) the teachers/admin staff. This would have a domino effect that if there are the additional support staffs available for the classroom (and not only specialized support staff for individual students but support staff for each/many classrooms) the positive effects would have many benefits for many of the struggles that we are seeing in the schools today-specifically mental health and wellness. It's a start:) (Behaviour Matters)
- Raising awareness of mental health issues and supports. Could the division curate videos through YouTube for families and students who need some support for small problems (eg peer conflict) multi-school peer groups to support mental health. What we learn- hands-on learning opportunities at higher levels instead of lecture style. We tend to undervalue different ways of learning - audiobooks vs paper books. (Student Mental Health) [School Administration]
- I am truly grateful for the Stronger Families Series presented by Parkland School Division in partnership with the *Alberta Parenting for the Future* Association. These sessions provide invaluable resources and support that greatly benefit local families. It is heartening to see such commitment to family engagement and education. However, it is regrettable that more people do not take advantage of this fantastic opportunity. I hope that continued efforts will be made to reach more families and enhance the impact of these beneficial sessions. (Parent Engagement)
- During our discussions, it was widely acknowledged that complex classrooms pose significant challenges, particularly when two or three students with diverse needs require substantial attention from teachers and educational assistants. This often results in the other 20 students receiving less instructional time, as the adults are occupied with managing behaviors. Although no definitive solutions were presented, there was a unanimous agreement that the core issue stems from inadequate

educational funding. This shortfall restricts the availability of properly trained educational assistants and school counselors who could alleviate some of the burdens from teachers by addressing behavioral and mental health needs more effectively. This consensus highlights the critical need for increased resources to support educational staff and enhance learning outcomes for all students. (Behaviour Matters)

- Our discussions touched upon the cyclical challenges in supporting mental health and wellness within schools, highlighting a crucial gap in parent engagement and awareness. Many parents are either not fully aware of the mental health supports available for their children or fall into the trap of assuming that such responsibilities lie solely with the schools, thus neglecting to complement these efforts at home. Additionally, the complexity and bureaucracy of the healthcare system often deter parents from seeking necessary help, which might be misinterpreted as apathy. This misunderstanding underscores the need for better communication and simplified access to mental health resources, ensuring that parents feel supported and empowered to participate actively in their children's mental wellness. (Student Mental Health).
- Hello! I have realized that school and the hours that school is going can affect the mental health of teens, kids who have homework and other extracurricular activities that start later can affect the mental health of teens. The average teen needs 8-10 hours of sleep but we are only getting an average of 6.5 to 7.5 hours of sleep daily that can affect our day and there are some teens who are getting even less there are also some people who can barely even stay awake in class or when they are doing those activities and I want this to change I have talked to teachers and other students who believe that school and work should start earlier to help the mental health of everyone. I also believe that the time that extracurriculars are starting need to change you can't expect children to go to bed at 9 with homework getting home at 7 and getting all of the sleep they need.
- Counsellor in each school, full time. Mental health is an issue, students need this support.
- Education today is incredibly complex and has incredibly complex challenges to meet. Teachers do not just teach; the role and expectations are far greater than ever due to political and societal expectations.
- Increasing class sizes in high school - specifically at [school]. Currently there is a class that has 41 students. Changing between classes in hallways is crowded. We need bigger spaces and more teachers. If we have more teachers at younger levels in high school, relationships can be built and larger classes at a 30-level are more manageable. Our students would benefit from an introduction to different learning earlier in regards to trades like mechanics, construction, cosmetology etc., How do we provide the facilities and trained individuals to have these opportunities in our K-9 schools? [Student Response]
- Building community outside of the school and inside the school (with parents), seems to be a key. Intentional school assemblies focusing on cultural learning would help to build capacity for diversity.
- Similar to Lead Team or the Teachers Advisory, secretaries should have a group meeting to share ideas and collaborate. [Staff]

- The physical environment of CFL Stony makes it challenging to support active, engaged learners. (Facilities/Buildings)
- Let's encourage students at all grade levels to go out into the community to provide service (shoveling walks, visiting seniors' homes, making cards to first responders, sharing their talents in the community, volunteering). It builds character and the value of service. (Community Connection)
- Engage staff and parents to volunteer more to support more diverse clubs and activities in schools. (Community Connection)
- I think schools need to create more opportunities to build community within their larger community. I think this can be done through a variety of ways such as movie nights, family dances, games night. Often, I believe our families are struggling financially and these opportunities can create low cost or no cost opportunities for families to be able to get out and engage with other families. (School Culture)
- The importance (and challenge) of building community within the school and within the school community (including parents and others). The sense of belonging is so important. Increasing or supporting parent involvement will positively impact students within the school. Figuring how to support parents in being active partners is a struggle.
- PSD has developed strong relationships with other ministry (health, mental health and addiction, CSCC, etc.) and other organizations (PCN, FSCD), and has created great resources like the strong together newsletter, however, there are still a lot of gaps. In person or telephone is always a best practice for communication, particularly in today's world of competing priorities for attention - it's easy for an email to be lost in an inbox. I would like to see more verbal communication and opportunities to come together as parents and community members in person to build community and provide resources and education on a variety of topics to support equity and diversity while building our community. (Community Connection)
- Schools need to connect with communities outside the school. It would be great to see kids interacting more, such as going to a home and reading with seniors, or shoveling driveways in the winter. (Community Connection) [Grade 4 Teacher]
- How can we foster a sense of community within our buildings, emphasize an appreciation of diversity, and build connections between staff, families, and community members? How has COVID impacted the communities and learning environments in our division and what are some long-term effects of this? Are we identifying these impacts and searching for some solutions? How can we mitigate the damage that constant access to social media is doing to our students? (Community Connection)
- Provide a way to include community programs in the school. Helps see the diversity of community outside the classroom, and allows the broader community to support children in the classroom. Doesn't always have to be a parent-centric model. An example would be the rotary club helping with meals at schools. (Community Connection)
- Building community is critical within the school system and PSD needs to be intentional about it. Students gain valuable skills and experience when they are involved in activities outside of the school. Whether it be having the school choir sing perform at a seniors' residence or having students participate in the community

cleanup, they are exposed to different perspectives and gain an understanding of the value of giving back. Also, within the school system, the parent community should be invited in to participate in dances, game nights, movie nights, etc. Some schools do it but it is not consistent. (Community Connection)

- I think it would be great to get resources to connect the teacher, parent, student and use the same strategies to help regulate students' emotion or concerns.
- Active citizenship has declined and some attribute that to the pandemic and/or social media. We have a responsibility to be intentional with community building in our schools.
- Schools today are not like they once were for varying reasons, but largely I believe it is due to the fact that it is no longer the center of the community. Teachers and staff are working hard, but the willingness or ability to give to the school community seems to have lessened. It is my opinion that lessons learned in the school community hold more value over time than the ones learned in the classroom. We need to focus more of school community. I believe providing some incentive for staff to give their time will grow their willingness to do so. This could be in terms of compensation, days in lieu, support for volunteers with young families, etc. Schools with strong community allow for kids to feel connection, to feel valued and to show willingness to give back.
- We need to find a way that brings parents back into the schools to start to form that sense of community again. (Community Connection)
- Help elementary teachers set higher expectations for students without needing parent involvement...model more mature classroom rules, roles so when these students go to higher grades, the expectations are not such a surprise. Student code of conduct?
- We need to ensure that each school is providing the opportunity for families to be involved more. To create more of a community feeling. Sometimes this is school specific or even just teacher specific. Some schools do an amazing job at this already while others need to put the ask out to the families more so they feel more included in the school community. This can be through school/community events, volunteering in classrooms, school programs etc. (Community Connection)
- A consequence of COVID seems to be a massive withdrawal from public life/community engagement for a lot of people. It's healthy for kids to have activities, clubs, sports, etc they're involved with outside of class time; but, we don't always have the staff buy-in. Extra curriculums benefit culture, academics, and wellness. In my opinion, it should be a priority of the division to explore ways to increase teacher buy-in to help in these areas. Whether that be an incentive, or increased resources; I'm not entirely sure if the solution, but I believe this would be a massive benefit in several areas of focus. (Community Connection)
- Having a strong culture in a building where all members feel valued creates a strong sense of community that only radiates out. Our students need need to understand and be taught the idea of reciprocity. (Community Connection)
- All of the extras offered at school are truly the glue for the community. I feel that creating and fostering genuine connections with our parents, staff and community every opportunity we have will have significant impact over time in our school settings. Every interaction as little or big builds strength in those relationships and

trust. Do not miss or overlook those little opportunities or moments. (Community Connection)

- The discussions highlighted that many schools are successfully using student recognition programs to boost student wellness, with the School's 'Student of the Week' being a prime example. This initiative is commendable as it celebrates a wide range of achievements beyond just academics or sports, such as consistent attendance or proactive behavior in seeking help. These recognitions, though they may seem minor, play a significant role in nurturing student resilience and wellness. They validate the diverse strengths of students, fostering an environment where all achievements are acknowledged and appreciated, thereby enhancing overall student morale and motivation.
- There needs to be more PD opportunities division-wide for specialists. (All Phys Ed teachers in PSD could participate.) It's difficult if there are only one of you at a school.
- Community involvement in schools is important. We need to continue to find ways for students and the community to interact. Examples are work experience in Junior High, guest speakers from the community, etc.
- My overall thought is listening to others the areas of learning in the school and some challenges each person shared, I can certainly relate in the learning environment of the school. I felt more at ease that the school I worked is not totally different.
- One: Rely on the skill, expertise, experience within the division to foster / support growth across the division - trades, languages, opportunities / exposure to different career paths, CTS etc. Two: Building community across PSD - everyone feeling as valued as any other location in the division - access to what's needed to implement programs, offer opportunities, needs to ensure equity across division connection to the broader PSD community (Parkland County / Stony / Spruce). Three: Stony / West End has minimal diversity - how do we build values, foster curiosity / desire / willingness to learn about other cultures. Four: Student understanding of equity / inclusivity is growing - in a positive direction"

OUTCOME 3: FIRST NATIONS, MÉTIS AND INUIT STUDENTS ARE SUCCESSFUL

Stakeholders emphasized the need for a deeper and more authentic commitment to diversity and inclusion within the education system. There is a particular focus on expanding the representation and integration of Indigenous cultures and perspectives in schools. The feedback provided highlights the importance of moving beyond superficial measures of diversity to embrace a broader understanding that includes skill sets, experiences, and cultural backgrounds. Stakeholders advocated for more consistent and meaningful engagement with Indigenous elders and Knowledge Keepers across all schools, regardless of the Indigenous student population size. They also express a desire for educational leaders and staff to receive more comprehensive training in *Indigenous Ways of Knowing*, (both pre- and post-colonization), to enhance cultural awareness and improve recruitment and retention strategies for Indigenous staff and students.

- Nowadays, it appears that education systems are focused on diversity because it is the buzz word of the decade! Most often, you give it lip service and are not being diverse for the right reason. Many are trying to be diverse just by looking at ethnicity or the colour of one's skin when the system should be intentional about diversity in skills set, experience, and what someone can bring to their role, the organization, or system. Also, I find that unless diversity is right in your face, it is missed. For example, if you have indigenous peoples in a school population, the school is more likely to offer activities to represent that culture. Schools with no indigenous students likely skip past it. (Diversity)
- Elder/knowledge keeper school involvement: I would love to see a more broad sharing of their time. They are often involved in lead team or in schools with a higher FNMI student population, but students who are a minority in a school deserve to see elder involvement as well. This could be as simple as one day a year (and not on orange shirt day or indigenous peoples day) where they lead a smudging ceremony with small groups throughout the day or a blessing at a back to school assembly. Opportunities for teachers, like those given to lead team members would also be appreciated. (FNMI) [Teacher]
- During our table conversations, there was a strong interest in expanding the visibility and frequency of initiatives that celebrate diversity, community, and inclusion across our schools. A compelling example is the recent project at [the] School, that created some almost viral interest from the local media, where an Indigenous artist designed a basketball jersey inspired by First Nations themes. This project not only honored cultural heritage but also fostered a sense of pride and connection among students. Participants expressed a desire for more such examples, suggesting that sharing these stories widely could inspire similar efforts throughout the division, enhancing communal bonds and cultural appreciation. (FNMI)
- I would really love to develop a common language around Pride and Indigenous communication. It is difficult to know what words of depth to use when discussing these ideas. (Indigenous Education and Ways of Knowing)
- All principals and teachers should be taught Indigenous ways of knowing pre-colonization and post-colonization.

- Lack of Indigenous staff amongst PSD. Lack of Indigenous awareness & training & understanding of Indigenous culture and teaching. Recruitment & retention strategies need to be created and implemented. Create career & school pathways for Indigenous students. Build & maintain relationships with Indigenous communities. (Indigenous Education and Ways of Knowing)

OUTCOME 4: STUDENTS AND STAFF BUILD COMMUNITY, PROMOTE EQUITY, AND FOSTER DIVERSITY

The focus on community, equity, and diversity within the educational context of Parkland School Division is addressed through various measures, aimed at increasing student involvement, adjusting to shifting government policies, and ensuring diverse representation and inclusivity in schools. Key points raised by stakeholders included identifying the need for direct feedback from students on diversity initiatives, ongoing Truth and Reconciliation efforts, inclusive celebration of cultural events, and equitable treatment across all student demographics.

Community, Equity and/or Diversity Items

- There is a need to access student voice to inform if we are getting work on community, equity and diversity right. How do our students actually feel about the work we are doing to open up visibility and diversity?
- How will government regulations impact our current divisional policies around community, equity and belonging? How do we prepare our teachers and students for potential changes? Our board needs to be equipped to advocate on behalf of our teachers and our students who are vulnerable.
- The work the division is doing around Truth and Reconciliation has created impact. There is still work to be done, but we have made gains in student voice (groups and advocacy), elders in residence and having learning embedded in daily learning.
- I love the breakfast program and snack/lunch fridges. Students access them when needed, no judgement. This gives everyone an even playing field in terms of sustenance in order to learn.
- Let's recognize cultural celebrations all year round (Eid, Ramadan, Asian Pacific Islander month, Martin Luther King Day, etc) in announcements in schools. We are doing better in celebrating indigenous celebrations but we have students from other cultures as well. (Diversity)
- Expectations- we need to have them for all students regardless of their circumstances. (Equity)
- Events based on minority recognition (Black History Month, orange shirt day, etc) are great but how can we do these year long? (Diversity)
- Continue to work on developing opportunities to learn about diversity. We have discussed hiring practice it would be interesting to see how that has played out in actual hiring of diversity. (Diversity)
- Remembering that schools are a reflection of their communities. More authentic communication taking into consideration how we make people feel - we have to foster an environment of curiosity, respect and hearing the spirit behind a message. A

lot of voices feel lost, so simply giving an opportunity for people to be heard helps with creating a connection for understanding. We are proud of schools/classrooms/etc. valuing creating community bonding opportunities within schools as well as visual representation for students from all walks of life. Difficult to find the balance between supporting students and relationships (with families, self and peers) when views do not align (ie: parents against gsa and a student who has friends involved and balancing that friendship) (Diversity)

- Children need to feel they are represented on a daily basis in their education and curriculum. (Diversity)
- If we can find ways to create opportunities for students and families to connect with one another, that will promote community and diversity in our schools. (Diversity)
- I feel we as a division and staff, we have done well taking initial steps to build a strong community that is open to diversity. That being said, I believe that must be an ongoing priority. We need continued learning in our schools (in class and out) where we can learn of the diverse cultures in our communities. (Ex: learning of Ramadan through announcements, cultural celebrations, etc). Going beyond the school walls and into the community - for example - *Vive le Français* brought students, alumni, community members, etc. together to celebrate French and Métis culture. We need to facilitate more of that in the community, and provide more resources. Continued learning and facilitating of community events helps grow appreciation, empathy and acceptance. (Diversity)
- Expanding awareness of other diversities- we do a good job of representing our two prevalent communities- but how do we expand that to include our Muslim families, our new immigrant families, our LGBTQ communities, our lower socioeconomic students without singling them out. How do we model positive behaviour to include everyone and how do we communicate what we need from others to allow for equity (Equity) [Parent]
- To continue our work in appreciating diversity we need to further develop our ability to teach students about other cultures. This would be more successful with more connections to people within those communities who are willing to share their culture with our students. (Diversity)
- EDI should be authentically integrated to ensure everyone feels valued, seen and heard. Starts with being curious about one another and asking questions. We need to encourage students to be curious and ask questions to establish common ground and build healthy connections. (Diversity)
- Staff are still uncomfortable discussing issues of diversity and the language choices used during those discussions can be very outdated. We are still expecting that people who have experienced trauma as a result of the thoughts and actions of many to educate us. I would like our division to take more responsibility for our learning around these issues versus placing that work on others. (Diversity)
- In my personal experience having other cultures in our community has an important influence on a day to day life for anyone in school. I believe that if these other cultures are more recognized and announced to other students, it would improve other students' beliefs and opinions. Therefore, helping students achieve a better understanding of equality and diversity would improve their lives and others lives creating equality and mindfulness. (Equality and Diversity) [High School Student]

- Having an inclusive and diverse representation: Ensure that our learning environment reflects the diversity of our student population. This includes diverse representation in resources and classroom activities so that every student feels valued and included. Diverse perspectives, cultures, and backgrounds will promote inclusivity, respect, and understanding among students. (Diversity)
- Teachers are doing great work developing acceptance, inclusivity, understanding of equity and fairness and diversity. Teachers are working hard to build relationships with families and develop community within the classrooms and schools. But it comes at a cost of their mental health, work life balance and time dedicated to all the other parts of teaching. PSD must creatively find a way to honor and value teachers time while supporting the process of building relationships with our parent community. Allowing for more events during the school day, rather than solely after school times, including community events in “instructional hours” are some ways we could make this process easier. (Diversity)
- We think we are improving community, equity and diversity in classrooms and schools but from the conversation around our table we are seeing and hearing more incidents. We feel that because of social media, increasingly diverse viewpoints across platforms that it has become increasingly easier to hate, hurt and harm. It is easier to hide and ignore and is harder for teachers, admin and parents to see. At a time when more face to face conversations are needed we are having less and less of them and feel handcuffed to do more.
- How we introduce diversity and inclusion in schools so it doesn't back fire in older grades, introducing it in a general way that doesn't target one specific group that gets parents involved, because if we focus on one certain group it's more likely that people of that community are going to get the wrong type of attention compared to “normal” students. (Diversity)
- Although intentions are good, I think that the more we put spotlights onto special interest groups the more we create a backlash of polarization. We need to focus on inclusion in its true essence, people are people. No one person, group, or culture deserves recognition more than any other.
- To help with learning diversity and equity (along with empathy). Exposure. People fear what they do not know. Presentations for students and parents on different cultures, religions, 2SLGBTQIA+. We are teaching them the history of Indigenous people, maybe we start exploring other history's too. (Diversity, 2SLGBTQIA+) [Parent]
- The CFL programs that support diversity in learning and passions are great. It would be phenomenal if there were more (e.g. a theatre program with core in the morning and stage work in the afternoons)
We wonder how we get more staff by in for running clubs and how do we help the smaller schools that have fewer staff to support the club needs. How do we let the people know we want to be on their side? (Diversity)
- There are numerous ways to increase ways to ensure our students are seeing themselves in our schools. Ensuring that language is inclusive, resources reflect a variety of voices and lived experiences, and we are mindful in what we share on the walls of our buildings and how we celebrate student involvement and successes goes a long way towards creating more welcoming, inclusive school culture. (Diversity)

- While talking about diversity, equity and community a high school student asked us about what we thought about the frequency and intensity in which we focus on LGBTQ/pride celebrations. She said her friend group and their opinion was that there was so much emphasis put on it that it was beginning to cast a stronger spotlight than many of her friends who might identify as LGBTQ would like. She said that she felt like it created more of an issue for peers than it would otherwise have if we just perhaps taught about inclusion and being kind and accepting of others. As a teacher, we try to support all students and make sure all students are feeling heard and seen. Hearing her perspective had me pause to acknowledge that sometimes the very group we are trying to support might actually feel unsupported. We need to check in more to make sure our initiatives are effective and appreciated. I don't teach at the high school and this student was very transparent in saying that this was her friend group opinion only but it really did get me thinking about how as educators we want to make sure we are always evaluating/checking in to modify and adjust.
(2SLGBTQIA+)
- We as a society have been trying to make all feel included and belonging by putting all individuals together in the same classroom. I feel that there are some situations where there needs to be some divide such as: 1: The class majority should take precedence and have the right to a learning environment away from repetitive disruptive behavior of repeat individuals. 2: for certain classes (especially jr high) I think it would be beneficial to separate students based on academic levels for classes such as math, to make the learning fair for all. Those that need to be pushed more advanced, would have that availability and those that may be struggling would also get the help they require on a more level playing field for all. (Equity)
- Our table discussions acknowledged the commendable efforts at Memorial Composite High School regarding belonging and inclusion. Progress in these areas is recognized as a gradual process, not achieved overnight. While schools and most students seem to grasp the concepts of community, equity, and diversity well, a significant hurdle remains in securing buy-in from parents and guardians. The challenge is exacerbated by prevailing societal behaviors, with certain segments of our community still displaying polarized views, including homophobic and racist attitudes. These issues underscore the necessity for continued education and engagement with all community members to foster a truly inclusive environment.
(Diversity)
- We believe that "fair does not equal", but many students & families don't agree. We must continue to support students who do not have the financial capacity to be involved in "special" programs & opportunities. This also applies to supports in school i.e. EA, LLI, Food programs, mental health supports.
- Students may not feel a sense of belonging in a "traditional" sense of being a part of a team / extracurricular groups at school. However, they may have very close relationships with staff and have built a sense of belonging in other ways. Kids may not see this and when asked about if they "have a feeling of belonging" provide examples such as these close relationship as an example.
- We discussed selective awareness when addressing equity. We can't expect students who are marginalized to educate the class for us, but we still need to have conversations with students. Lean into learning & discomfort. Class-sizes play a huge

role in feelings of community. Teachers notice a huge difference in classes of 25 versus classes of 34. (Class Size Equity)

- Do we have "inclusion" backwards? If inclusion is set up for each individual to have success in learning, are we really achieving that? Specifically considering the "high-flyers" and the low academics, or behavior students. Having classrooms with these diversities, I believe, doesn't set anyone up for success. Solution suggestion: group classrooms (high kids, meds, behaviors, lows). Studies show that this may "hurt" emotionally for only a few weeks, but then there is significant growth for all students because they have an opportunity to succeed in an appropriate environment for them. (Behaviour Related)
- Schools have a responsibility to inform & reduce ignorance around issues of inclusion & equity. How do we promote equity in our community? Is it only with our students? One idea: Community discussions around inclusion / equity. Host ways where people can come together to respectfully discuss. "People are hard to hate close up".
- Teaching at a rural school there are several challenges that stand out. Funding and opportunities are often lacking to support special needs learners in the class. We need in class specialized supports as alternative programming is not available in small communities. We have to support students in our school without adequate resources. Making our smaller schools more diverse and offering more learning opportunities should be a goal. A thought of sharing teachers with different expertise for options throughout the Division was offered as a way for this to happen. As a teacher, availability of substitutes in West Schools is real. I teach when ill and often cannot access inservice for lack of coverage. West end school permanent substitute should be instituted.

EXTRA-CURRICULAR AND/OR LIFE SKILLS

- How to improve parent engagement and teach students life skills. (Work Experience)
- Evolution of education and technology is at such a rapid pace that it is difficult to catch up/keep up to changes. We see behaviours change due to anxiety around not being able to disconnect. Phones are always on, we don't always put up boundaries, we don't take time to have quiet/relaxation. We need to promote this in our children to allow them to concentrate on their learning environment and other obligations and even interests without distraction. (Coping and Critical Thinking Skills)
- One way to help promote community in high school may be to offer a "B" level team instead of just one competitive team. This will offer students a positive way to interact, meet new people, belong on a team, feel a part of something bigger and potentially stay out of trouble. (Sports, Activities)

OUTCOME 5: SUPPORT SYSTEMS ARE EFFICIENT AND EFFECTIVE

Stakeholder feedback highlights a desire for emphasis on enhancing communication and engagement between parents and schools, in order to foster a more collaborative educational environment. Stakeholders identified key areas of focus, for instance, the use of platforms like PowerSchool and Google Classroom for better academic transparency. Others advocated for structured educational opportunities for parents to learn more about the school system, and stakeholders requested improved strategies to nurture a more inclusive and supportive community atmosphere. There is a noted need for consistent communication strategies, across PSD schools, to minimize confusion and ensure parents are well-informed and involved in school activities. Moreover, stakeholders express a strong desire for more community-building initiatives that create a sense of belonging and proactive engagement among parents.

Efforts to address the increasing complexity of educational needs and inclusion are also prominent in the comments below. Stakeholders discussed the necessity of adapting teaching methods and classroom environments to accommodate diverse learning needs and behavioral challenges, suggesting more specialized training for teachers, better resourcing, and increased accessibility. There is a clear call for educational reforms that consider the diverse needs of students, including more personalized learning approaches and improved support structures like additional Educational Assistant (EA) support and specialized programs.

REGARDING PARENT AND SCHOOL COMMUNICATION

- One of the biggest challenges facing education is the divide and mistrust between community and school. "Society meets at the school" (teacher quote). How do we find common ground when all different view points come together?
- It's key to provide opportunities that build connection and positive relationships between home and schools, while protecting and honouring the time of teachers. This requires thinking outside the box and the times of day we create these opportunities. (Parent Related) [Teacher]
- Some consistency within some schools is needed in terms of communication coming home to parents. We need to be mindful of the amount of platforms used within a school/grade level. We also need consistency within a school on the frequency of this communication. (School to Home Communication)
- Getting more parents involved in school things such as fundraisers and volunteering. Help them know what is going on in their child's school community. (Parent Related)
- If PowerSchool is to be the main communication tool to parents for how a student is doing academically we need to make sure to educate the parent community on how to access and use this tool. Whether we provide workshops to kinder and grade one parents or put tips on Facebook, parents need to learn about the app, how to set up notifications, be made aware of assignment descriptions, made aware of where to locate assignment comments, etc. This is also true of the Google Classroom platform. Education on how to see your child marks on assignments here or on how to see rubrics and comments, which assignments are truly missing vs an unmarked assignment, etc. (Parent Education)

- We need to do a better job of bringing parents into the classroom and educating them on the process of education. Knowing what the classroom expectations are can help defuse confusion around things that come up in the classroom. (School to Home Communication)
- I feel we have done well with our communications to families this year. Going down to only 2 report cards has allowed teachers more time to spread their communications out throughout the year, making them more frequent.
In terms of PowerSchool, families need lessons at the beginning of school years on what it is capable of doing and how to access it, as many don't know. (School to Home Communication) [Teacher]
- Looking to find ways to create more of a sense of community within our school so that parents are more likely to be involved. Parents seem to immediately jump to negative conclusions and assumptions rather than going directly to their teachers and staff to have an open dialogue. Hoping by having more of a sense of community it would inspire them to be more solution oriented rather than just immediately point fingers. (School to Home Communication)
- How do we make the parents feel like they belong in our PSD community? (Parent Related)
- I think that there is great need to engage families further. There is often a struggle to get families to read report cards or use PowerSchool. I think we need to provide more tutorial opportunities for parents to learn how to use the platform. (School to Home Communication)
- We are at a very precarious time in education. The Covid hangover is still being felt and technology is disrupting society in multiple ways. We have social media influencing our children and we have AI becoming so advanced that you could question what is the purpose of academics? Communication, creativity and relationships will always need to be fostered and these skills need to be taught. These skills are often not being taught at home and are essential. The change in access to materials and skill sets needs to be considered as we prepare our students to be critical thinkers so they can navigate our new world. This needs to be a priority. Additionally, I think our silos are not benefiting our response. Opening more opportunities for parent and community involvement, collaboration & team-teaching time in schools, with more outside expertise, would build capacity and benefit everyone. (Education Changes with Societal Expectations)
- Parents need a formal welcome, code of conduct, what to expect etc., when they have kids entering school. (Parent Related)
- Effective communication between home and classroom remains a significant challenge, impacting our ability to support students optimally. Many teachers express that they could provide more targeted and meaningful help if parents shared additional context or background about their child's experiences outside of school. Such insights are crucial, as they can reveal underlying causes of behaviors that might mistakenly be interpreted as apathy or lack of effort by educators. Enhancing this communication channel would enable teachers to address student needs more accurately and compassionately, fostering a more supportive and understanding school environment. (School to Home Communication)

- Communication between school & families can be improved. How do we better communicate with people? Ideas: Social media, email, Welcome Night @ school, personal connection with families. Are there divisional solutions? - School Zone (example).

REGARDING SPECIALIZED EDUCATION

- Teachers often do not have sufficient training or experience to understand how to best support the level of complex learners within the classroom. Teacher attention to these complexities impacts instructional time. (Inclusive education / specialized services)
- Our challenges are increasing but our resources are staying the same or decreasing. (Learning needs / educational support)
- Great discussion around equity with K&E kids, how can they be seen and treated equally, and how can the transition back into the classroom be a positive rather than a negative? (Learning needs / educational support)
- Grade k-3 French immersion students need more options that resemble My Path in their flexibility, opportunities for movement and experiences that go beyond working at a desk. (Education matters specific to early years)
- Our classrooms are becoming more and more complex every year. The challenges include not only the availability of supports (assessments, resources, support personnel, therapy, mental health support) and the resiliency of adults. It is incredibly worrisome that staff are dealing with more and more and are often feeling inefficacious in meeting the needs of all students. An important strategy to support this is the continued engagement with colleagues, teams at schools, and collaboration with facilitators. (Learning needs / educational support)
- More should be done to address behavioural issues in class that disrupt the learning opportunities for other students. (Inclusive education / specialized services)
- Our thought was regarding the integration of the STEPS programs across PSD, and how beneficial and inclusive they are for our entire student community. Students are provided with a learning environment that is suitable to their needs, and also flexible and adjustable to students who have the ability and growth to transition partially or completely in and out of the program as they need. This is inclusion. This led us to a conversation on isolated examples of "tiered" or "streamed" junior high math classes around St. Albert / Edmonton. The potential benefits to all students of creating inclusive classrooms, where high achieving students can be pushed to absolutely excell, and students with gaps in learning can get more personalized and direct instruction to reduce their gaps in achievement. We considered what would be the benefits (and potential drawbacks) of applying the high school model to certain aspects of junior high aged learners. (Education matters specific to middle years)
- Accessibility for everyone is the way of the future. (As opposed to inclusive strategies or accommodations for those who need it.) Traditionally our planning begins from a neurotypical standpoint, and then we accommodate from there. When we do that, it leads to teacher frustration and burnout because teachers have the general lesson and 7 different modifications to the lesson or activity. In essence, we are trying to solve new problems (the high complexity of our community), with an old way of doing

things. But when we better understand neurodiversity, lessons and classrooms are designed to create curiosity and exploration instead, and every student naturally begins exploring from where they are. True accessibility presumes competence but also assumes that students will get there in different ways, environments, and timelines. (Inclusive education / specialized services)

- Class size and complexity are creating burn out in teachers. Stacking needs in a room and then providing only one EA does not allow for proper support for any of the students. We need to have more programs available (such as more STEPS rooms or more room in REAL) for students who a mainstream classroom is not the best place for them. (Learning needs / educational support)
- There is an increase in needs in the classroom with increasing numbers of IEPs. This year I have 6 students on iep's with 2 students waiting to be tested or seeking testing privately. It would be great, as the teacher, if the time it takes to create and update iep's, as well as parent meetings were taken into account, and I was given some sub time to meet with parents or to create these plans. PTI night is not the right time or enough time to have these parent meetings, so they are often scheduled after school and take around 45 minutes per student. (Inclusive education / specialized services) [Teacher]
- With in the school setting there is many diverse learning needs. With in the classroom setting those needs come to light in many forms. Inclusion has stretched the way teaching has taken place. Behavior issue's has hampered many learning moments for all involved. Inclusion can be a positive for some but for many it has become negative. The way teachers teach, the depth EA's are being stretched to try and keep some normalcy in a small setting. More specialized programs to meet the needs of diverse learnings is an area that has decreased. This has put a strain on the education system. Inclusion should be reviewed case by case. Students should be able to learn in a safe, comfortable engaging environment. (Inclusive education / specialized services)
- Inclusive Education. How do we do this today?
- Complexity of schools has increased. We still need to find some solutions to this complexity and help students be successful. Issues around behaviour, learning needs, etc. still need to be improved. Some solutions might be increased E.A. support, specialized programs, and more money to support inclusion.
- Accessibility in schools needs to be increased. Students with disabilities have difficulty getting to and from school (stairs / on the bus). We should increase the physical accessibility options for students. Examples: desks, chairs, door openers, etc.
- Universal supports have been better funded with wobbly stools, Thera bands, pedals, stationary bikes, fidgets, mental health reminders being put in classrooms without personal teacher funding. This is awesome and needs to continue. (Inclusion and Universal Supports)

OUTCOME 6: PARKLAND SCHOOL DIVISION IS WELL-GOVERNED

The feedback from stakeholders reflects a broad consensus on the need for continued, effective, educationally-focused governance and increased support systems within the school division, focusing on communication, transparency, and adapting to complex student needs. Key themes include the necessity for more collaboration time for staff without students present, enhanced parent engagement, and addressing behavior issues that affect academic engagement. Stakeholders suggested that increasing the effectiveness of communication strategies could significantly benefit both educational outcomes and community relationships.

SYSTEM RELATED MATTERS

- Staff need more collaboration time that happens without students. The gaps are widening and academics are suffering because of behaviour and students are not available for learning. We need to ensure kids aren't falling through the cracks. (System Related)
- Thoughts about education in general: emotional intelligence is very low in students. Teachers are burning out - if teachers aren't well students aren't well. Staff are undertaking many roles to help bridge social development deficits classroom teachers/families/SROs are seeing. Students and parents are seemingly more reactive. Parent engagement needs to improve - I just have no idea how to make that happen unfortunately... executive functioning skills are lacking in general for families in the area of being a responsible digital citizen - there doesn't seem to be a model for something that's really "working" PSD does really well helping guide students to navigate life. We are seeing a great return on investment on our focus in numeracy and literacy. Uptake in racism and polarization of opinions. (Teacher Related)
- There has been much discussion about building school culture and increasing communication/transparency with parents, having events they build school community. While these are all excellent ideas, they all rely on school staff giving up increasing amounts of time- I believe part of the reason these have lessened is that teaching is becoming increasingly complex in terms of needs, parents' opinions, and a lack of appreciation for things that are done above and beyond the classroom. I'm not sure there is a good solution to this, but all of the things we wish to do in often (not always) require more time from staff. (Teacher Related)
- Transportation in rural areas negatively impacts the school experience for children. (System Related)
- It would be the most helpful thing to have a map tracking the buses location on the app. I've had so many times where the estimated times for the bus being delayed is say 25 mins so I make my kids go out in 20 mins and they've missed the bus. I just don't think it's safe when it's very cold out to make them stay out there for extended periods. (System Related)
- Increase transparency for funding to food programs and other supports can help parents see where the money goes and what the needs of each school are and remain. (System Related)

- Alberta Education provides more barriers than supports for PSD. The curriculum is much too robust, and generally developmentally inappropriate, there is not enough supports for complex student needs, and generally not enough funding allocated to public education. In spite of this, PSD does an excellent job - but just imagine what we could do with an advocate in the province, rather than what often feels like an opponent. (System Related)
- The division should explore creating a technology policy that is enforced division-wide. This should be based on what's best for our students, at each level, with a focus on educational success. I recognize the need for technological literacy in today's world, but ubiquitous technology seems to be at our student's detriment. (System Related)
- How will AI impact education?
- Community, equity and Diversity. Other cultures need to be celebrated. We do a good job with some but need to include more. Celebrating Ramadan , Black History Month , and so on. Making sure that we are celebrating all our students. I know we celebrate "Hats on for Mental Health." What about disabilities within our schools - Autism Awareness Month - rock your sock world Down syndrome day And so on. Having a calendar with all the special dates for the district to share would help each school. So they are not missing important dates. Even if it's a couple minute acknowledgment on the morning messages to open up conversations. Not putting all the pressure on the student them self to be the one to share about their own diversity. (System Related)
- One: Explore possibilities of utilizing expertise of staff across the division for CTF courses in West End Schools. eg: Linguistics teacher from Comp does one week ""Intro to German"" at [the school]. Would provide students in West End Schools with more opportunities to explore interests. Two: Consider physical spaces in planning for ongoing food security programming. Current reliance in grant funding may shift / be impacted - there is a need to consider long range planning for sustainability. Three: Need to deeply explore possible impacts of ""Parent First"" legislation. This may impact Parkland policy on Community Equity & Belonging and have implications on student safety, as well as classroom instruction across subject areas."
- Our bell times set based on research to maximize students' ability to learn.
- The gap between what the government provides in funding the education system and the funding needed to offer a quality education, continues to grow. Charitable education foundations can be the answer to filling the gap. For decades, charitable foundations have raised dollars for health care, secondary and post-secondary education, social services, etc. PSD should seriously consider establishing a charitable arm that can be resourced properly to drive revenue into the division for division funding priorities. While, there will always be members of the community that believe tax dollars should cover the cost, our reality in all areas of society is that it does not. I would be willing to offer guidance with establishing a formal structure if desired. (System Related)
- In our table group, there was much discussion about the complex behaviours of our students and increased aggression they are exhibiting toward other students as well as staff. This has had devastating effects of staff wellness and has negatively impacted learning environment for students. Even if these students are not physically large or

an obvious physical threat, it is psychologically unsafe for our staff who have to be on their toes and ultra-aware of their surroundings as they are consistently yelled at, sworn at, hit, kicked, punched, etc. In addition, this results in staff with moral distress for the rest of their students who are being deprived education and who are witnessing violent or aggressive students and worry for their own safety or who now learn troubling behaviours are acceptable. The solution is not to segregate “bad” kids but we could address this issue, for the good of staff and ALL students, if there were adequate ratios of staff to students and smaller class sizes. In addition STEPS programs would be very helpful to be added for younger students that the program currently allows. The table was very aware that there is limited budget and government support for this type of initiative. The table felt much frustration and disappointment with lack of government supports and funding for Education. (System Related)

- Conversation 3: what are your thoughts about effective ways to support mental health and wellness. Things we would love to see (with unlimited funds): smaller class sizes, greater access to supports (councillors), more staff. If kids can better understand and express their feelings they can understand and work through/with them. (System Related)
- We need a division secretary. We have added division principals that are helping schools to align and have support to enhance their teaching strategies and learning. Our principals and assistant principals attend monthly lead team meetings to collaborate and discuss thoughts from across the division. We need to have this same opportunity for our secretaries. Each school office is managed differently with completely different roles and responsibilities for each staff member. I would like to see mandatory collaborative meetings that are not on a PD day and are simply for collaboration not learning new processes. (System Related)
- Conversation 4: what are your thoughts about what our students are learning and how they learn it? Teachers are providing students access to lesson materials - however, how do we engage students persevere through tasks? Are they logging on? Learning needs to be more than sitting in a desk with pencil/paper - more opportunity to learn/experience outside the classroom will help immensely with mental health. (System Related)
- It has become abundantly clear to me that PDS's policies around disciplinary action are meant to protect the division, schools, teachers, and offending student and NOT the victim. As the parent of a child in your division who has twice been the victim of unprovoked physical violence from the same student, I do not feel empowered in any way to advocate for my child. Your policies are vague, fluffy, and completely unhelpful to parents looking for answers as to how the school is going to keep their kid safe. It's total garbage. (System Related) [Parent]
- Consider moving to a middle-school model beyond the 2 in Spruce Grove. Advantages are critical mass of students to support programming, cross-class programming.